



**CLAIRES COURT**  
**JUNIORS**

# Curriculum Statement

**Year 3**

**2024 – 2025**

Your place to *achieve*

## **WELCOME TO CLAIRES COURT JUNIORS - YEAR 3**

At Claires Court we are fully committed to providing the very best education for your child. This curriculum statement is designed to provide information about what knowledge and skills your child will be learning and the meaningful opportunities they will experience.

### **CLAIRES COURT JUNIOR CURRICULUM**

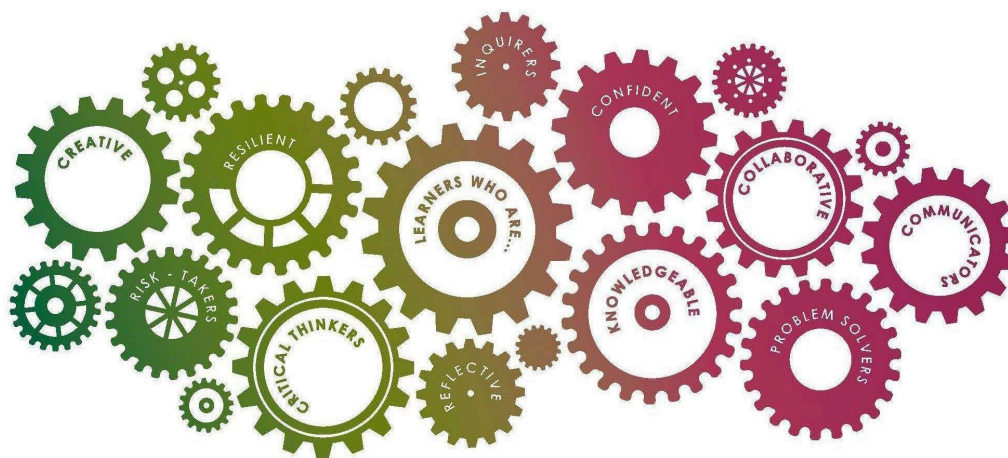
We are very proud of our Claires Court Junior Curriculum which is based on pedagogical research and continuous evaluation. Our current and purposeful curriculum is a progression of knowledge and skills in each subject which enables teachers to differentiate learning for our pupils through a range of exciting and thought-provoking questions and case studies. Our curriculum is delivered through a combination of our junior specialist teachers who are trained in pedagogical development, as well as our subject specialists who specialise in subjects, and are passionate and experienced in delivering exciting subject teaching.

As well as having your child's academic needs at the centre of our approach, we pride ourselves on our nurturing learning environment and our exceptional Pastoral Care. Well-being, both mental and physical, is key to feeling secure, confident and building resilience - features which we aim to instil in your child. Our pastoral aims are woven into every aspect of our provision ensuring that whatever your child experiences, it is with the very best intentions for them.

Using our teaching and learning approach, we aim to:

- Enable pupils to make excellent progress
- Provide equal opportunities for all learners
- Engage, motivate and develop curiosity
- Create a responsible approach to school and life
- Prepare pupils for the digital world.

## CLAIRES COURT ESSENTIALS



### OUR ONLINE PROVISION

At Claires Court, Google Classroom has been very much part of our way-of-learning prior to, during and post the Covid-19 pandemic.

We feel that Google Classroom has allowed pupils to take ownership of their learning with the guidance of their teachers. This online learning platform will continue to be very much part of our curriculum offer.

### CHROMEBOOKS

As a Google partner school, our pupils have had access to Chromebooks for many years and Chromebooks are used in all curriculum subjects. Each pupil, from Year 1, is provided with their own Chromebook, login details and a Claires Court email address. Devices are secured to the Claires Court domain which secures the device against unauthorised use, self-wipes the device overnight, and applies a range of school policies to it, such as enabling Google Safe Search, spotting the use of inappropriate language and limiting the range of Chrome extensions to those in use at school.

### THE 'HUB'

The 'hub' is the digital centre of our pupils' online learning. Through our suite of cloud based software 'Google Apps for Education' pupils have a wide variety of tools available to them with which they use to research, collaborate, create and present their school work. Each pupil has their own '30GB drive' and email address. The 'hub' allows pupils to work collaboratively, share ideas and communicate within our own 'walled garden'. Teachers and pupils can share and discuss work in real time and homework can be submitted and assessed through the 'hub'.

## **BIG QUESTIONS & CASE STUDIES**

Each Term, the pupils will focus their learning on a Big Question and a Case Study. This journey will inevitably lead the pupils down a road of enquiry and discovery through all subject areas.

Year 3

**Autumn    How does Humankind leave its mark on the world?**

Case Study: The Romans and Roman Settlements

**Spring            What makes us happy?**

Case Study: The History of Chocolate Fairtrade

**Summer    What does it mean to belong?**

Case Study: The History of Claires Court

## **SUBJECTS**

For each subject, your child will learn through answering a series of questions. These questions are planned by the teachers and differentiated for your child.

# English

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Our aim in English is to focus on the fundamental skills of reading, writing, and speaking and listening. These skills are taught through a wide variety of opportunities, including reading a range of genres, writing extended creative pieces and many role play and drama experiences.

## Reading

In Year 3 we build on the specific word reading and comprehension skills already developed through the curriculum in Year 2. Individual reading from our progressive reading scheme continues. We aim to hear the pupils read two to three times each week, still encouraging daily reading at home. Most pupils should be able to answer the questions below:

- What is the story about?
- What is happening and what might happen next?
- Who are the main characters in the story?
- What does the character think when...?
- How can I use books as a research tool?
- Which relevant information and/or keywords can help me find the answer to my questions in an information text?
- How can the layout of factual information and use features such as indexes help organise my own work?

## Writing

Pupils will be taught composition, structure, vocabulary, punctuation and grammar skills through a series of creative and exciting activities. They will be expected to have a more mature approach to the composition and structure of their writing, using a wider range of interesting vocabulary.

- Which punctuation should I use to punctuate sentences correctly and consistently?
- When should I use apostrophes to show possession?
- How do I punctuate direct speech using inverted commas and commas correctly?
- What do I know about using nouns, verbs, adjectives, adverbs and pronouns in my writing?
- When should I use paragraphs in my writing?
- Can I proofread, identify mistakes, edit and improve my work?
- How can I extend my sentences with appropriate joining words and vary the structure of my sentences?

## Speaking and listening

We believe that speaking and listening are skills which children need to learn. This is developed through our 'essentials' approach of working collaboratively, sharing news, role playing, asking and answering questions and considering other people's viewpoints.

- How well do I listen and engage in purposeful discussions?
- How well am I able to consider the viewpoints of others, answer questions and build on the points raised?

## **Spelling and phonics**

Spelling is developed through a differentiated approach, focusing on the needs of each child as an individual. Spellings are taught through specific spelling activities along with spelling and dictation tests. It is expected by now that pupils will use dictionaries and thesauruses on a daily basis to support the improving and editing of their work.

- What are suffixes and prefixes and how and when should I add these to root words?
- What are common homophones and near homophones and how are these spelled?
- Am I able to apply my knowledge of spelling rules to accurately spell new words?
- How can I use a dictionary to check and correct spellings?

## **Handwriting**

Neat and legible joined handwriting is expected to be used at all times and there is a high expectation of presentation of all work.

- Can I space my writing neatly so that ascenders and descenders don't touch?
- Can I join using diagonal and horizontal strokes?
- Am I able to decide which letters are best left unjoined when next to each other?

## **Mathematics**

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Our aim in Mathematics is to ensure all pupils learn mathematical skills from a range of areas with fundamental skills being taught progressively throughout the academic year. Pupils will have many opportunities to apply learned skills to a variety of different contexts, problems and real life situations. We recognise the importance of repetition, and we ensure that there are multiple opportunities for this to occur including morning maths, rapid recall and online learning platforms.

Areas of maths include:

- Numbers
- Mental strategies
- Addition and subtraction
- Multiplication and division
- Fractions and decimals
- Geometry and shape
- Position and direction
- Statistics and data handling
- Using and applying
- Reasoning

Pupils will be able to answer questions such as:

- What do I know about multiples of four, eight, 50 and 100.
- Can I compare and order numbers up to 1000?
- Which strategies could I use to demonstrate that I am able to add and subtract numbers mentally?
- How can I demonstrate that I am able to round numbers to HTU?
- Which formal written methods can I use to add and subtract numbers with up to three digits?
- Am I able to estimate answers to calculations, using the inverse to check answers?
- Do I know the two, three, four, five, six, eight and 10 tables?
- Which strategies could I use to add and subtract amounts of money, including giving change?
- Am I able to count up and down in tenths?
- Can I recognise that tenths are equivalent to dividing an object, number or quantity into ten equal parts?
- How can I find and write fractions of a set of objects, such as one third of 60?
- Can I use my knowledge to compare, order, add and subtract fractions?
- What skills could I apply to measure, compare and calculate lengths, mass and volumes using standard units?
- How could I identify and measure the perimeter of shapes?
- How could I identify horizontal, vertical, parallel and perpendicular lines?
- How could I use my knowledge of right angles to identify whether angles are greater or less than a right angle?
- What do I know about solving one and two step questions by interpreting information from bar charts, pictograms and tables?
- Can I recognise angles as a property of a shape or a description of a turn?
- Can I recognise position and direction, and read and plot coordinates?
- What do I know about compass directions?
- How can I tell and write the time from an analogue and digital clock?
- Can I tell and write the time using Roman numerals, 12-hour and 24-hour clocks?
- Can I estimate and read time to the nearest minute?

# Science

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Our aim in Science is to teach the pupils the skills of working scientifically. We teach them how to ask questions, make observations and carry out tests, experiments and investigations. They will learn to use a range of sources to answer their questions, and will gather and record data. The pupils will find ways of carrying out fair tests and be given opportunities to make decisions in choosing equipment, recording observations and drawing conclusions. When reflecting on their learning, pupils will use scientific evidence to hypothesise, evaluate and suggest improvements for further scientific activities.

Pupils will cover topics including:

- Rocks
- Animals including humans(Nutrition, Skeletons, Muscles)
- Forces and magnets
- Looking After Plants
- Light

# Information and Communication Technology (ICT)

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ICT is embedded within the curriculum to support learning in each subject. The pupils will learn about the following topic areas and endeavour to answer a wide range of questions, including:

## **E-Safety**

- How can I make sure I stay safe online?
- How can I demonstrate that I can use applications and communication appropriately?

## **Use of digital devices**

- Can I access computer based learning technologies such as: Google Classroom, Times table Rockstars, Mathletics and Purple Mash?
- Do I know how to use computers, Chromebooks, digital cameras and tablets?

## **Coding**

- How can I use my knowledge of coding to design, write and debug programs that accomplish specific goals?
- Am I able to work with variables and various forms of input and output?
- How do algorithms work and how can I detect and correct errors in algorithms and programs?

# MFL

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Our MFL curriculum is designed to progressively develop childrens' skills in languages, through weekly lessons. Children progressively acquire, use and apply a



growing bank of vocabulary organised around topics.

Throughout the year, pupils will be taught French, German and Spanish to expose them to a variety of languages including French, German and Spanish but also languages from other places in Europe and around the world. There will be a greater focus on Spanish for all year groups to allow progression in a language.

Children will develop a love of languages and be well equipped for the next stage of their language learning

Children make good progress from their own starting point

Children will be given the opportunity to look at other languages – particularly if children are bi-lingual.

Children will learn how language skills can be applied to a range of languages.

Children will develop their language through development of the four key skills of speaking, listening, reading and writing.

Children will enrich their language learning by developing an understanding of the culture of different countries.

## History

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During the year, the pupils will learn to use information finding skills to write about historical events, identifying similarities and differences between given periods in history. The pupils will identify historically significant people and events, and describe social, cultural, religious and ethnic diversity in Britain and the wider world. They will describe events using dates and develop chronologically secure knowledge of history, noting connections, contrasts and trends. Pupils will have opportunities to understand the differences between primary and secondary sources and how different types of sources are used. We will teach the pupils to identify the similarities and differences between different periods, addressing and devising historically valid questions.

### **Autumn**

#### **Romans**

- What was life like in Roman times?
- Why did the Romans invade Britain?
- How did people's lives change after the Roman invasion?
- What changes did the Romans make?
- What evidence is there that the Romans existed? (focus of types of historical evidence)

### **Spring**

#### **The History of Chocolate**

- Timeline of Fairtrade Foundation
- How has the production and consumption of chocolate changed over time?
- How has the trade of products (coffee/banana/chocolate) changed over time?
- How did the Aztecs play a part in the creation of chocolate as we know it today?
- How did the culture of the Aztecs differ from our own?

### **Summer**

#### **The History of Claires Court**

- When did Claires Court open as a school?
- How has the school changed and grown since it first opened?
- Why does the school have the name Claires Court?
- Where do the names of the Houses come from and what do they mean?
- Did any famous people go to Claires Court?
- Where did the name of the school come from?

## Geography

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In Geography, our aim is to teach the pupils a number of geographical skills, including:

- Human and physical Geography
- Describing and showing understanding of weather and climate, landscapes, and economic activity
- Map skills; using maps, atlases, digital and computer mapping to locate countries and describe features as studied
- Comparison of locations; study similarities and differences of contrasting regions both in the UK and around the world
- Fieldwork; observe, measure and record the features of areas studied

### Autumn

#### UK/Europe/Italy

- Which historic and modern geographical features can we find today that show the Romans existed?

#### Settlements

- How did Roman people live in comparison to how we live today?
- Where did Roman people settle and why?
- What different types of settlement are there?
- How is land used in Settlements?
- Where would you settle and why?

### Spring

#### Fairtrade Around the World

- What Is Fair Trade?
- How Do We Know Which Products Are Fairly Traded?
- What Are the Benefits of Fairly Traded Products?
- What trade links are there around the world?
- Where does food come from?
- Why is it only produced in certain areas? (Biomes)
- Why is fairtrade important?
- Where would you find the equator, Northern/Southern hemispheres?

### Summer

## Endangered Animals

- Why are animals endangered or becoming endangered?
- Where in the world are animals endangered?
- What can be done to protect them?
- What is deforestation and what impact does it have on living things?

## Personal, Social, Health and Economic Education (PSHEE), Relationship Sex Education (RSE) and Wellbeing

Regular lessons for PSHEE/RSE help to promote physical and emotional well-being; spiritual, moral, social and cultural development of pupils. Due to its cross-curricular nature, PSHEE/RSE plays a crucial role within all aspects of school life and is also included in the weekly assemblies - a values assembly and a celebration assembly is held every week to celebrate individual and group achievements both inside and outside school.

Promoting these values means actively and sensitively challenging pupils, staff or parents expressing opinions contrary to fundamental British values. As part of our curriculum we follow the Jigsaw Scheme for PSHEE/RSE and will teach a different theme each half term. Please see a breakdown of what our PSHEE/RSE curriculum looks like in Year 3 below:

Autumn Term		Spring Term		Summer Term	
Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing unkindness and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs (safe medicines) Keeping safe and why it's important. Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Family stereotypes Challenging my ideas Preparing for transition

British values are actively promoted throughout the school and embedded within the PSHEE/RSE programme of study to ensure pupils are prepared for life in modern Britain. Pupils are encouraged to respect the fundamental British values, as defined by the government, of:

- Democracy – actively promoted through PSHEE/RSE lessons, school council,

- pupil voice activities and the house system
- Rule of law – actively promoted through PSHEE/RSE lessons, key values and our golden rules
- Individual liberty – actively promoted through our PSHEE/RSE lessons, rights and responsibilities
- Mutual respect – actively promoted through our PSHEE/RSE lessons, key values, golden rules and the Claires Court essentials
- Tolerance of those of different faiths and beliefs – actively promoted through PSHEE/RSE lessons, our RE curriculum and assemblies.

## Religious Studies (RS)

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The aim of RE lessons is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

### **Autumn**

#### **Hinduism**

##### **Diwali**

- Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?

#### **Christianity**

##### **Christmas**

- Has Christmas lost its true meaning?

### **Spring**

#### **Christianity**

##### **Jesus Miracles**

- Could Jesus heal people?
- Were these miracles or is there some other explanation?

#### **Christianity**

##### **Easter - Forgiveness**

- What is 'good' about Good Friday?

### **Summer**

#### **Hinduism**

##### **Hindu Beliefs**

- How can Brahman be everywhere and in everything?

#### **Hinduism**

##### **Pilgrimage to River Ganges**

- Would visiting the River Ganges feel special to a non-Hindu?

# Music

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All Year 3 pupils receive one general music lesson per week, one weekly choir practice and one recorder lesson. In Year 3 the focus is on pitching the notes of the pentatonic scale using glockenspiels, identifying and being able to write simple rhythms using written notation, hearing and identifying different instrumental timbres and trying out different instruments. In the autumn term, the pupils study the instruments of the orchestra, with an opportunity to watch a live performance and perform in a Year 3 concert to parents. In the Spring term the pupils take part in a whole school musical production. The pupils are introduced to part-singing and singing in foreign languages. In the summer term, the pupils focus on rhythm and learning to read music alongside preparing for the summer concert.

Opportunities to perform include:

## Autumn term

- Performances: Harvest, Diwali, Carol Service (singing)
- Listening and musical appreciation - Peter and the Wolf
- Theory: Instruments of the orchestra

## Spring term

- Performances: Musical theatre module, handbells and African drumming
- Listening: Young person's guide to the orchestra and Ben Britten
- Theory: Rhythm - writing simple rhythms
- Curriculum repertoire topic: Chocolate and singing in a foreign language

## Summer term

- Performances: Summer concert
- Listening: Genres of Song: Jazz, Scat, Pop and Folk
- Theory: Reading the musical stave
- Curriculum repertoire topic: Africa, the Lion King and drumming

## Extra-curricular activities

- Junior ensemble (before school, by invitation)
- Junior choir (lunch times)

## Private music tuition

*For the first half of the autumn term, instrumental lessons will take place outside of the school day, with the pupils arranging with their teachers a suitable time to be taught. This plan will be reviewed in October. We hope that it will be possible to bring all of our peripatetic teachers into school after the October half term break, although this will be dependent on the progress of the current pandemic.*

Lessons are offered in piano, singing, guitar, flute\*, oboe\*, clarinet\*, saxophone\*, trumpet\*, cornet\*, trombone\*, violin, cello and drums. Please be aware that most wind instruments (marked with an asterisk\*) require a certain degree of orthodontic development for example adult teeth. Other instruments may be available on request. All enquiries regarding private music tuition should be addressed to Head of Music, Mrs Emma Stevenson [evs@clairescourt.net](mailto:evs@clairescourt.net)

# Drama

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Throughout the year the pupils will develop their speech and communication skills. They will be given opportunities to work in smaller groups to develop creative ideas and work on whole class drama projects where they develop negotiation skills, taking turns to share their creative ideas. They will work on presentation techniques and use of visual aids and gestures. They increase their performance and public speaking skills through developing their ability to improvise dialogue, taking on different roles and comparing and commenting constructively on the success of different performances.

# Art and Design Technology

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Each term pupils will address the following:

- Am I able to understand and enjoy art?
- Have I had opportunities to encounter different approaches to art?
- Have I used creative, imaginative, observational and practical skills?
- Have I looked at and discussed famous artists and their work to gain inspiration or to understand different techniques?
- Have I looked at and discussed the work of my peers to gain inspiration or to understand different techniques?
- Have I developed my understanding of colour, form and texture?
- Have I developed my ideas in my sketchbook?
- Have I improved my control of materials, tools and techniques?
- Am I able to use different media including pencil, pastel, pencil colours, oil pastel, watercolours, acrylics, pen and ink, charcoal, clay?
- Am I able to experiment with different mark making techniques?
- Can I research different artists and ideas using Chrome books and the library?
- Am I able to reflect on my own work and suggest improvements?

## Autumn term

*Portraiture, life studies, pen and ink drawing cartoons*

- Art movements studied include pop art, contemporary art and pointillism
- Artists studied include Seurat, Modigliani, Clement and Picasso.

## Spring term

*Still life, observational studies, imagination, emotions and colour*

- Art movements studied include abstract and abstract expressionism
- Artists studied include Bacon, Haring, Lowry and Quentin Blake.

## Summer term

*Clay sculpture, collage, painting to music, art tracking*

- Art movements studied include expressionism and computer animation
- Artists studied include Koons, Mondrian, Lichtenstein, Munch and Epic Games.

# Physical Education (PE)

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All pupils are encouraged to lead a healthy, active lifestyle and take part in all PE

lessons that are offered to them. A double lesson will be designated to PE and an afternoon to Games each week plus one single lesson to swimming.

## **Autumn Term**

### *Gymnastics*

- Which warm up activities can I suggest?
- Which muscle groups can I identify that are used in gymnastics activity?
- How can I perform gymnastic actions with control and accuracy?
- Which different levels, speeds and directions can I use in my sequence?
- How can I work safely on the floor and apparatus?
- Can I complete a gymnastics sequence?
- How well can I hold a balance or body shape?
- Am I able to hold a balance for five seconds?
- How can I move across an area in different ways?
- How can I link different movements together?

### *Dance*

- Can I improvise freely, translating ideas from a stimulus into movement?
- Can I share and create dance phrases that communicate ideas with a partner?
- How can I perform dances with an awareness of rhythmic, dynamic and expressive qualities?
- Can I talk about how I might improve my dances?

## **Spring Term**

### *Indoor Athletics*

- Can I master basic movements including running, jumping, throwing, and control and judgement using the correct technique?
- How well can I balance on my right and left foot?
- Can I balance for 30 seconds each?
- Can I change direction quickly at speed?
- Can I use an underarm and overarm throw and know when to use it?
- Can I throw accurately into a target?
- Can I jump, using different jumping techniques, such as one foot onto two or two feet onto two feet?

### *Net & Wall*

- Can I hold a tennis racket using the correct 'V' grip?
- Can I feed an underarm throw accurately to my partner or target?
- Can I perform different skills with my ball and racket?
- Can I move with speed and agility on court?
- Can I hit a tennis ball over a short tennis net towards a target?
- Can I perform the forehand and backhand shot?
- Can I complete a successful throw and catch in a game or match situation, trying to beat my opponent?

## **Summer Term**

### *Athletics*

- Do I understand the importance of an athletic warm up?
- Do I understand and demonstrate the difference between sprinting and running for sustained periods?

- Do I know a range of throwing techniques; throw with some accuracy and power into a target area?
- Can I perform a range of jumps, showing consistent technique and sometimes using a short run-up?
- Can I perform in a team relay race demonstrating the correct change-over techniques?

## Games

### Autumn Term

#### *Hockey*

- Do I know any positions in hockey?
- Do I know the basic rules of mini hockey?
- Can I hold a hockey stick correctly and safely for example left hand at top- right hand further down shaft for control?
- Can I dribble in an area with my head up?
- Can I use a push and slap pass, to pass to a partner or through a target?
- Can I change direction using a right hand dodge?
- Can I tackle my opposition safely?

#### *Rugby*

- Am I able to show awareness of opponents and team-mates when playing small sided games?
- Can I perform basic skills of running with ball in hand, passing and supporting, touch-tackling with confidence?
- Am I able to apply these skills in a variety of simple games making choices about appropriate targets, space and equipment?
- Can I use a variety of simple tactics?
- Am I able to make early decisions about the skills and tactics to use when playing games?
- Do I use the space available to good effect to perform basic techniques of catching, passing and tackling with some consistency?
- Am I beginning to use these skills thoughtfully in simple competitive games in an attempt to achieve greater control by anticipating action in a game and reacting quickly

#### *Netball*

- Do I understand the importance of a warm up?
- Can I use a range of different passes with accuracy?
- Do I understand the importance of space?
- Can I intercept a pass and break down play?
- Can I apply the footwork rule in netball and pivot?
- Do I know where each position stands on a centre pass and the area they are allowed in?
- Do I understand different ways to attack and defend in a game situation?

### Spring Term

#### *Football*

- Do I understand the basic rules of football?
- Do I show awareness of opponents and teammates when playing games?
- Can I perform basic skills of rolling, striking and kicking with more confidence?



- Do I apply these skills in a variety of simple games?
- Do I make choices about appropriate targets, space and equipment?
- Am I able to use a variety of simple tactics?
- Am I able to play as part of a team making sure I encourage others on the pitch?

### *Cross country*

- Do I understand the importance of an athletic warm up and what happens to my body?
- Can I identify my individual running pace?
- Can I control my breathing whilst running for example in through my nose out through my mouth?
- Can I improve my personal time?
- Can I relax my upper body while running and pump my arms?

## **Summer Term**

### *Cricket*

- Can I use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy?
- Do I know the basic cricket rules and use them fairly in game situations?
- Can I throw a ball well using the correct technique?
- Can I stop the ball while fielding using the long barrier technique?
- Can I complete the basic bowling action without throwing towards a set of stumps?
- Can I hit the ball when it is bowled at me using a cricket bat?
- Can I catch the ball when it stuck from a batsman?
- Do I listen and understand coaching points?

## **Swimming**

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At Claires Court we feel that swimming is a very important life skill and should be accessed by everyone. All pupils will receive swimming lessons during the school year. Pupils will have one swimming lesson per week.

### **Autumn Term**

Water Confidence & Water Safety

Stroke Technique

- Do I know the pool's safety rules?
- Can I perform the various floats/glides and rockets?
- Can I perform a dolphin kick on the front and on my back?
- Can I swim 5-10 metres continuously with pyjamas on without goggles?

### **Spring Term**

Stroke Technique

- Can I swim 5 - 10 metres breaststroke without floatation aids
- Can I do a forward roll in the water?
- Can I scull head first for 10 metres and can I scull feet first for 5 metres?
- Am I able to roll from front to back and back to front swimming in a continuous movement (logrolls)?
- Can I do a handstand and hold it for 3 seconds?

- Am I able to swim 5-10 metres butterfly arms?

## **Summer Term**

Inter House Swimming Gala  
Personal Survival

- Can I swim 25 metres front crawl with unilateral breathing?
- Can I swim 25 metres backstroke with straight arm recovery?
- Can I perform a sitting dive at the start of a race or relay?
- Do I know what to do in an emergency situation to keep myself safe?
- Can I tread water for 30 seconds whilst wearing pyjamas?
- Am I able to swim under water for 5-10 metres?

## **Forest School**

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During their bi-weekly session, pupils will be learning new skills and building on our Claires Court Key Values and Essentials using the outdoors as our classroom at Juniors. Cross Curricular Activities will include den building, bridge building and crafts for all year groups and, in the Summer Term, Year 5 and Year 6 will learn the art of fire building and lighting (smores will definitely happen!). In Year 6, we will progress to cooking some food over their fires. We will be using the Thicket and our own Bushcraft area, which will be developed into a larger space to allow us to do more activities on site.

## **HOMEWORK**

At Claires Court Juniors, we believe that having a good homework routine provides pupils with structure and a healthy attitude towards learning. We ensure that homework is not too onerous, and it should never be something brand new (unless planned - for example; "find out as much as you can about Queen Victoria and come to the lesson with questions you would like to know the answers to")

Homework is progressive throughout the year groups. We know what is expected in Senior Schools (where the impact on progress starts to take place) and therefore having a good routine in place, is very beneficial.

Specific Homework Expectations will be explained at the beginning of the year.

## **SEND SUPPORT**

It is our aim to ensure that all pupils have access to the school curriculum and all school activities. Within our normal classroom provision we aim to:

- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is appropriate to their needs
- Work in partnership with parents or carers, pupils and relevant external agencies in order to provide for children's educational needs
- Identify, at the earliest opportunity, all children that need special consideration to support their needs, whether these are educational, social, physical or emotional
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement
- Promote self worth and enthusiasm by encouraging independence at all age and ability levels
- Give every child the entitlement to a sense of achievement.

With the permission of parents or carers, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice on how to best support the child
- Suggest resources that would help the child make progress.

Our teachers and teaching assistants work with parents/carers and the Special Educational Needs Co-ordinator (SENCO) to find ways to support each child with their needs, including giving parents or carers ideas on how to help their child at home.

SENCO - JUNIORS AND NURSERY Bridie Gravett ([bjg@clairescourt.net](mailto:bjg@clairescourt.net))

## ASSESSMENT

At Junior Level, assessments allow us to track your child's progress, benchmark your child's performance against a National Average, ask questions about your child's performance and ensure that your child is getting the appropriate differentiation and scaffolding.

Teachers assess day-to-day, lesson-to-lesson; this is how we plan next steps and know how to differentiate.

At the beginning of each year, we use INCAS to assess your child. All pupils will be assessed in 6 key developmental areas which research shows are linked to academic outcomes. The results allow teachers to plan for your child individually.

- **Reading**  
word recognition, decoding, and comprehension
- **Spelling**
- **Mathematics**  
includes counting, arithmetic, fractions, patterns, algebra, measures, shape and space, and data handling
- **Mental Arithmetic**  
addition, subtraction, multiplication, and division
- **Developed Ability**  
picture vocabulary and non-verbal reasoning
- **Attitudes**  
students' attitudes to reading, maths, and school

At the end of each year, we use Progress Tests in English (PTE) and Progress Tests in Maths (PTM) to assess your child.

Parents' Evenings take place once a term. This feedback time is to provide you with information about how your child is progressing both academically and pastorally.