

St Christopher School

Junior School

Information **2010- 2011**

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Please visit our website for further information.

Junior School Staff 2010-11

Paul Mason	Head of Junior School
Samantha Selkirk	K Group (Reception) Class Teacher, Co-ordinator of Early Years and Foundation Stage and Key Stage 1
Anne Holland	J Group (Year 1) Class Teacher, Co-ordinator of Geography
Jane Glynn	H Group (Year 2) Class Teacher, Co-ordinator of ICT
Sally Wall	G Group (Year 3) Class Teacher, Co-ordinator of Individual Needs, Co-ordinator of Music
David Jackson	F Group (Year 4) Class Teacher, Co-ordinator of History
Bryan Anderson	E Group (Year 5) Class Teacher, Co-ordinator of English
Alyson Shiel	E Group (Year 5) Class Teacher, Co-ordinator of Art
Christine Percival	D Group (Year 6) Class Teacher and Senior Teacher in the Junior School and Co-ordinator of Key Stage 2 and Science
Louise Robb	D Group (Year 6) Class Teacher, Co-ordinator of Maths and PSHE
Armande Fryatt	Individual Needs Teacher
Denise Sheelan	Teaching Assistant, K Group
Sarah Gardner	Teaching Assistant, J Group
Lynn Hayes	Teaching Assistant, H Group
Jane Miller	Teaching Assistant, G Group
Roxanne Jackson	Teaching Assistant, F Group
Anita Moore	Teaching Assistant, E Group
Lucy Pinkstone	Teaching Assistant, D Group
Jennifer Whale	Library and Resources Assistant
Linda Eddleman	Junior School Secretary
Avril Harker	After School Care Organiser

OUR VISION

We treat young people as individuals and aim for them to develop competence and resourcefulness, social conscience and moral courage, the capacity for friendship and a true zest for life

OUR VALUES

To find and celebrate potential for growth in boys and girls of all ages

To develop Moral Courage

To instil and develop a sense of community

To develop an understanding of the wider community

To expect the best of all

To promote the enjoyment of School

To encourage and reward trust

To value all within the School

To celebrate a broad curriculum

INTRODUCTION

The Junior School looks after children from Reception age (for children who will be 5 during the academic year) until the end of Year 6. It occupies both "Arts and Crafts" and bright, modern buildings. Its curriculum is challenging, stimulating and fun. The Junior School, with its 140 boys and girls, has a very long tradition of excellent pastoral care and high expectations.

In addition to the academic curriculum, the Junior School offers a wide extra-curricular programme. Sport, music, cultural and interest-based activities thrive. Our junior pupils also enjoy the use of the extensive Senior School facilities.

The Junior School celebrates childhood. Full of expectation, excitement and enquiry, it builds on the natural enthusiasm of children to ensure that all achieve their best.

There is no differentiation between hard work and enjoyment. Quite the opposite! Children are encouraged to develop a love of learning for its own sake. They experience the joy of aiming high and achieving well, both within the academic curriculum and beyond it.

ACADEMIC MATTERS

The Junior School has a challenging, broad and balanced curriculum. In the early years emphasis is given to developing key skills in English, and Mathematics and social and personal skills. These act as a solid foundation for future learning.

Great care is taken to ensure that the children enjoy and are engaged in their work. We believe that hard work and fun are not mutually exclusive; indeed, they need to be as one if children are to learn effectively now and in their future.

Each class is under the direction of a class teacher who takes academic and pastoral responsibility for the children in his or her class. From Reception to Year 3 there is also a full-time classroom assistant in each class. In Years 4, 5 and 6 there is a classroom assistant for each year.

Careful assessment and monitoring ensures that each child fulfils her or his full potential. Teaching styles are flexible to match individual learning styles.

THE CURRICULUM

All children have at least 5 hours of directed mathematical and language learning each week. In addition to this there is a rich Science and Humanities curriculum which is taught through integrated cross-curricular 'topics'. There is a different topic each term for every year group. Teachers plan carefully to ensure that there is a well-balanced and structured curriculum of Science, Geography, History, RE, PHSE and Art and Design, in line with national expectations, but presented in a stimulating, creative and holistic way.

Music and PE are taught by subject specialists and French is taught throughout the School by mother-tongue teachers and an assistant.

SPORT

In the Junior School we are committed to the physical development of every child. We have a structured programme of Physical Education to support the development of fine and gross motor skills and to ensure that all children experience a range of sports, games and activities which develop appropriate individual skills and the ability to work as a team.

All children also have a swimming lesson each week in our fine indoor pool.

INFORMATION AND COMMUNICATION TECHNOLOGY

The School has an excellent network of computers giving all children access to a huge range of learning resources. All classrooms are networked and have interactive whiteboards. In addition to this there is an ICT suite within the open plan library capable of holding a full class. Access to the Internet enables us to teach children how to use this resource sensibly and effectively. Personal safety when using the Internet is also taught.

There is a School Intranet containing learning resources and shared documents and this, as well as each child's home folder, is available remotely from home for those children who have home access to the internet. The web address is: <https://folders.stchris.co.uk>

MUSIC AND DRAMA

Music is taught by specialist staff each week to all children. All children in Year 2 learn the violin or the `cello using the colour strings method and they regularly give concerts! After Year 2 they may choose to continue with their instrument, switch to a different one or not take their interest any further. In Year 3 all children learn the recorder as part of their music lessons.

There is a vibrant Junior School Orchestra, a number of different ensembles and various singing groups.

Each day in Morning Talk there is some music: at least once a week this is performed by pupils, teachers or visitors. There are regular opportunities both within the School and in the local community to perform publicly in a supportive environment.

Drama and performance, which are important not only for language development but for building confidence, social skills and self -esteem, are important elements of the Junior School curriculum. Class teachers include drama within their language development work and all children have the opportunity to perform in the termly class Morning Talk productions. There are also other opportunities such as our Christmas Gathering, after School Drama groups and School productions.

Curriculum Summaries by Year

The Topic Approach

Each class studies a different topic each term. The aim of this is to give context to the academic work, to give an integrated approach to learning and to develop enthusiasm for learning.

The main areas of the curriculum that are covered through topic work are the humanities with additional input where appropriate from English, Mathematics, Science and Art and Design. Personal, Social and Health Education and Citizenship is taught both as a discrete subject and as it arises in connection with other subjects. Sex and Relationships education is taught from Year 3 to 6 as part of the PSHE and Science curriculum.

Each term every class produces a Morning Talk (Assembly) based on their work for the term. Parents are invited and this is a highlight of the term. This provides an excellent basis on which to develop Drama, Music and Speaking and Listening skills as well as being great fun.

Irrespective of the topic, children follow the outlined scheme of work for each subject area. There are detailed plans which have reference to the National Curriculum and more. Further details are available from the class teacher and there is an information evening for parents at the beginning of the school year.

The curriculum for K Group (Reception) is published in the information booklet for the Early Years and Foundation Stage.

J Group (Year 1)

ENGLISH	Autumn	Spring	Summer
<p>Children are grouped by ability for phonics which is taught daily. Otherwise children are in mixed ability groups. They learn 100 key words.</p> <p>The children have daily individual reading and paired reading with an older child once a week.</p> <p>The 'Words and Pictures' television programme is used as is the School's handwriting policy. The emphasis is on creative, fun learning with a wide range of rhymes, word-building and daily practice.</p>	<p>Non-fiction writing with an emphasis on using sentences</p> <p>Revision of letter formation</p> <p>Reinforcement of Reception Consonant-Vowel-Consonant words.</p> <p>Word building and rhyming phonics work</p> <p>Developing speaking and listening skills through role play</p> <p>Capital letters</p>	<p>Story writing including collaborative stories. Creating an ending from a given starter</p> <p>Handwriting – joining pairs of letters and linking to consonant blends in phonics</p> <p>Role Play</p> <p>The use of question marks</p> <p>Discriminating between fiction and non-fiction</p>	<p>Story and non-fiction writing</p> <p>Beginnings, middles and endings</p> <p>Reinforce handwriting joining</p> <p>Long vowel sounds in phonics</p> <p>Exclamation marks</p>
<p>MATHS</p> <p>Maths sessions usually start with a whole class warm-up using games and active child involvement. There are practical activities and recorded work. Work is differentiated for the varying abilities.</p>	<p>Measuring non-standard units (especially length)</p> <p>Comparative measures</p> <p>Count in 10's</p> <p>+ / - / = to 10 / 20</p> <p>Money to 10p</p> <p>O'clock</p> <p>2-D shapes</p> <p>Days of the week</p> <p>Sets and graphs by blocks</p>	<p>Number bonds to 10</p> <p>Count in 2's</p> <p>Different strategies for + / - / =</p> <p>Money to 20p and counting in 10's</p> <p>3-d shapes</p> <p>Months and Seasons</p>	<p>Odd and even numbers</p> <p>Numbers to 100</p> <p>Counting in 5's</p> <p>Place value to 100</p> <p>Using + / - / =</p> <p>Money – giving change</p> <p>Half-past time</p> <p>Mental Maths</p> <p>Capacity / weighing</p>

SCIENCE	Autumn	Winter	Summer
A creative and practical approach to Science. There is a weekly Science session, linked wherever possible to the topic work. Whilst some work is recorded in a written form the emphasis is on investigation, discussion and observation.	<p>The five senses.</p> <p>Parts of the body</p> <p>The skeleton</p> <p>Keeping healthy through exercise, food and sleep</p> <p>Similarities and differences between people</p> <p>Growth from baby to adult</p>	<p>Materials and their properties</p> <p>Sorting materials</p> <p>Subject-specific vocabulary</p> <p>The use of and identifying and describing textures</p> <p>Magnets</p> <p>Sources of light</p> <p>Light and shadow</p> <p>Natural and man-made</p> <p>Electricity</p>	<p>Life processes</p> <p>Alive or not alive</p> <p>Parts of a plant</p> <p>Life cycles of plants and mini-beasts</p> <p>What living things need</p> <p>Food and cooking</p> <p>Growing plants</p> <p>Care of the environment</p>

Topics for this Year:

Autumn Term: Around the World

Spring Term: Dungeons and Dragons – Castles and Fairytales

Summer Term: Down Your Way – History of the School and British Traditions

Arrangements for Teaching and Learning:

English and Maths are taught in groups which change in response to continuous ongoing assessment. Although assessment is carried out on a daily basis, children are assessed formally (in a friendly atmosphere) on a termly basis. External assessments are carried out annually.

Children's contributions and experiences are essential in building a pertinent and fulfilling curriculum, and unexpected lines of enquiry can lead to continual adaptation of plans. Role Play is seen as an essential tool for personal development.

H Group (Year 2)

ENGLISH	Autumn	Spring	Summer
<p>English is taught every day, and where possible the topic is used as the focus. Guided writing, grammar, comprehension and reading activities feature each week. Units of work have a narrative, non-fiction or poetry focus.</p> <p>Phonics is taught as a separate session for 20 minutes each day, for which the children are grouped into small ability groups.</p> <p>Children read a range of fiction and non-fiction books taken from a number of reading schemes, including Rigby Star, Oxford Reading Tree and PM Plus. All books are graded under the Book Bands colour-coded scheme. Children are heard frequently during independent, paired (with older pupils), shared and guided (group) reading sessions.</p> <p>Handwriting is taught using the PenPals scheme and unaided writing sessions take place each week.</p> <p>Children are encouraged to use a useful word book and/or dictionary during lessons to</p>	<p><u>Phonics</u> Revision of long vowel phonemes through words with different representations of the same phoneme (ae/ee/ie/oe/ue)</p> <p>Revision of long vowel phonemes through adding 'ing' to words (play, playing)</p> <p>Adding 'ing' to words with short vowels (get, getting)</p> <p>Revision of long vowels through adding 'ed' to words (cry, cried)</p> <p><u>Units:</u> Non-fiction – information texts Narrative – traditional stories Poetry – patterns</p>	<p><u>Phonics</u> Revision of adding 'ing' and 'ed' to short vowel verbs</p> <p>Compound words (ow/oi/ur/or/ar)</p> <p>Multisyllabic words with unstressed vowels (e.g. today, tomorrow)</p> <p>Compound words (aw/air/eer)</p> <p>Prefixes (e.g. 'un' and 'dis')</p> <p><u>Units:</u> Non-fiction – instructions Narrative – different stories by the same author; extended stories; significant authors Poetry – silly stuff!</p>	<p><u>Phonics</u> Multisyllabic words containing prefixes 'un' and 'dis' and long vowels (ow/oi/ur/or/ar/eer/aw/air)</p> <p>Multisyllabic words containing 'oo'</p> <p>Same spelling, different sounds (such as e/ea)</p> <p><u>Units:</u> Non-fiction – non-chronological reports Narrative – stories with familiar settings Poetry – really looking (poems based on observed experience)</p>
	<p>Writing for topic and other curriculum areas</p> <p>Introducing cursive (joined) handwriting</p> <p>Creative writing and extended story-writing</p> <p>Non-fiction writing</p> <p>Poetry writing</p> <p>Weekly spelling practice and spelling assessment</p> <p>Weekly discussion forums (PSE)</p>		

<p>improve spellings. Weekly spellings are given to be learned, based on class phonics work and the National Curriculum High Frequency Word List.</p>			
MATHS	Autumn	Spring	Summer
<p>Children work in ability groups which change to reflect their strengths in different areas (shape, number etc.).</p> <p>Children use a variety of stimulating resources to help them grasp abstract concepts in a tangible way.</p> <p>Children engage in mental 'warm-up' activities before embarking on each session and each session ends with a plenary to reinforce learning.</p> <p>Homework sent out approximately once a week (or as necessary), linked to class work.</p>	<p>Number names, counting, tens and units, ordering numbers, addition, money and coins, subtraction, 'real life' problems, adding tens, direction and position, odd/even numbers, investigating patterns, multiplication, doubles, measuring, fractions, sorting information, 2-D shapes</p>	<p>Revision and extension of term 1, plus:</p> <p>weight, capacity, angle, division, fraction notation, time, rounding, 3-D shapes</p>	<p>Revision and extension of terms 1 and 2, plus:</p> <p>symmetry, reading scales, Carroll diagrams, Venn diagrams, units of time and calendars, remainders</p>

SCIENCE	Autumn	Winter	Summer
<p>Science is taught in blocks each term, so that sessions follow logically over a two-week period.</p> <p>Tasks are largely practical or investigative and children are not grouped according to their abilities.</p> <p>Children are expected to begin to use the correct scientific terminology for their work and to begin to record results using informal methods.</p>	<p>Grouping and changing materials:</p> <p>Naming materials, Properties of materials, natural and man-made, changing shape, changing by heating or cooling, changing state of water, comparing materials</p> <p>Forces and movement:</p> <p>Changing shape by force, changing movement by force, speeding up and slowing down, comparing how objects move, experimenting with props, pushes and pulls</p>	<p>Electricity:</p> <p>Finding electrical appliances, electrical safety, using batteries and making connections, making a circuit, investigating different circuits, making useful circuits</p>	<p>Life processes and living things:</p> <p>Plants and animals, habitats, growing seeds, animal reproduction and growth.</p> <p>Variation, including : grouping animals and plants, humans and other animals, human variation, different plants, measuring differences between children</p>

Autumn Term – Ancient Greece

Spring Term – Rise of the Robots

Summer Term – Mini-beasts and More

Arrangements for Teaching and Learning

English and Maths are taught in ability groups which change in response to continuous ongoing assessment. Assessment for learning is carried out on a daily basis, and children are assessed formally and informally throughout the year. External assessments are carried out annually.

Children's contributions and experiences are essential in building a pertinent and fulfilling curriculum, and unexpected lines of enquiry can lead to continual adaptation of plans. All children in this year group are given the opportunity to play either the `cello or violin. Children are not grouped for subjects other than Maths and English and work in a relaxed but structured way.

G Group (Year 3)

ENGLISH	Autumn	Spring	Summer
<p>The children study English skills every day, using the current topic as a basis for that work where possible.</p> <p>In addition they have handwriting sessions (using the School scheme) and spellings to learn every week. They participate in group reading lessons every week as well as daily practice during 'quiet' reading sessions.</p> <p>They have a weekly dictation test during which they are marked on their handwriting as well as their spelling and the lay out of their work.</p>	<p>Nouns</p> <p>Verbs</p> <p>Adjectives</p> <p>Speech marks</p> <p>Own versions of familiar stories</p> <p>Poetry</p>	<p>Instructions</p> <p>Story settings, beginnings and endings</p> <p>Letter writing</p> <p>Proof reading skills</p>	<p>Contents page</p> <p>Index</p> <p>Make books</p> <p>Writing factual information</p> <p>Story structure and paragraphs</p>
MATHS			
<p>Three fluid differentiated groups. Mixture of whole class, individual, small group work.</p> <p>The Abacus scheme is used as a basis for planning and the children participate in a wide range of activities including practical and investigatory work.</p> <p>The children learn the x tables for 2, 3, 4, 5 and 10.</p>	<p>Place value</p> <p>+ and - mental calculations</p> <p>Measurement - length</p> <p>2-D shape</p> <p>Symmetry</p> <p>x and ÷ mental calculation strategies</p> <p>Unit fractions</p> <p>Time / clocks</p> <p>Tally charts</p>	<p>Money</p> <p>+ and - multiples of 10</p> <p>3-D shape</p> <p>Measurement - capacity</p> <p>Time - units of time</p> <p>x and ÷ relationship</p> <p>Fractions of amounts, fractions that are several parts of a whole</p> <p>Frequency tables bar graphs</p>	<p>Rounding numbers</p> <p>Difference</p> <p>Measurement - weight</p> <p>Angles/Position</p> <p>x and ÷ multiply by 10 and 100</p> <p>Work with remainders when dividing</p> <p>Equivalent fractions fractions on number line</p> <p>Pictographs</p>

SCIENCE	Autumn	Winter	Summer
<p>Each term the topic is linked to a different scientific strand and the children are involved in scientific discovery through their topic work.</p> <p>In addition they have a designated Science lesson once a week.</p>	<p>Light and shadows</p> <p>The Spectrum</p> <p>The Solar System</p>	<p>Materials and their properties</p> <p>Uses of materials</p> <p>History of materials</p>	<p>Life processes and living things</p> <p>Life Cycles</p> <p>Food chains</p> <p>Classification</p> <p>Senses</p> <p>Teeth</p>

Topics for the Year:

Autumn Term – The Aztecs

Spring Term – The Great Outdoors

Summer Term – Islands

Arrangements for Teaching and Learning:

The children are taught in fluid ability groups for English and Maths. Their English and Maths skills are assessed formally and informally. The results of these assessments are used to help plan appropriate work for the children and to help the children to understand how they are performing as learners in order that they can be involved in setting and monitoring their own targets.

F Group (Year 4)

ENGLISH	Autumn	Spring	Summer
<p>Grammar, creative writing, comprehension, handwriting, and spelling are all taught on a weekly basis. This is alongside the production of non-fiction, poetry and creative writing over the course of each term as well as any writing associated with other areas of the curriculum. Children are heard reading aloud at school on a 1:1 basis each day wherever possible, there are also daily reading sessions each day.</p> <p>Over the course of the year all children should use joined-up handwriting and use a handwriting pen.</p>	<p>General grammar to include adjectives</p> <p>Introducing the use of a Thesaurus</p> <p>Identify and correct mistakes in their own writing</p> <p>Factual writing through newspaper reports</p> <p>Writing and performing play scripts</p>	<p>General grammar to include the use of adverbs and the use of speech marks</p> <p>Story planning</p> <p>Extended writing</p> <p>Different types of poetry to include nonsense poems</p> <p>Similes</p> <p>Story settings and stories from other cultures</p>	<p>General grammar to include possessive apostrophe and the use of exclamation and question marks</p> <p>Extended writing and the use of chapters</p> <p>Poetry inspired by personal experience</p> <p>Persuasive writing</p> <p>Designing an advertisement</p>
<p>MATHS</p> <p>The children are differentiated into ability groups which are fluid and change when necessary.</p> <p>The Hamilton Trust plans are followed, and the Abacus scheme is used alongside Target Maths.</p> <p>Wherever possible practical activities support our work and reinforce learning. 2,3,4,5,6,7,8 and 9 x tables are taught as appropriate.</p>	<p>Place value</p> <p>Addition / Subtraction</p> <p>Length</p> <p>Weight</p> <p>Time</p> <p>2-D Shape</p> <p>Properties of Number</p> <p>Multiplication / Division</p> <p>Fractions / Time</p>	<p>Place value</p> <p>Addition / Subtraction</p> <p>Capacity</p> <p>Area</p> <p>Symmetry</p> <p>Properties of Number</p> <p>Fractions and decimals</p> <p>Multiplication / Division</p> <p>Handling Data</p>	<p>Place value</p> <p>Addition / Subtraction</p> <p>Perimeter</p> <p>Time</p> <p>Angles</p> <p>Number properties</p> <p>Fractions and decimals</p> <p>Time</p> <p>Number properties</p>

SCIENCE	Autumn	Winter	Summer
The children work in small groups using a practical investigative approach wherever possible.	Moving and growing Keeping Warm	Solids and liquids Circuits	Solids and liquids Friction

Topics for the Year:

Autumn Term – Egyptians

Spring Term – America

Summer Term – Creation

Arrangements for Teaching and Learning:

During the course of this year many of the things that children have been working towards come to fruition. The children start to emerge as independent thinkers and handwriting, presentation and pace all start to fall into place.

Continuous assessment is implemented to ensure that children are always appropriately challenged, and that skills and concepts have been thoroughly understood.

E Group (Year 5)

ENGLISH	Autumn	Spring	Summer
<p>Grammar and comprehension skills are timetables weekly.</p> <p>Other language skills, e.g. writing and drama, are taught and practised throughout the topic work. A variety of reading skills are developed including individual, small group and class reading of fiction and non-fiction texts.</p>	<p>Grammar to include Nouns, Adjectives, Verbs and Adverbs</p> <p>Punctuation of sentences and speech</p> <p>Vocabulary extension and dictionary skills</p> <p>News reporting</p> <p>Diary writing</p> <p>Poetry</p> <p>Descriptive writing</p> <p>Character study</p> <p>Instruction writing (Recipe and Menu)</p> <p>Factual writing</p> <p>Story writing</p> <p>Letter writing</p>	<p>Grammar to include Nouns, Adjectives, Verbs and Adverbs</p> <p>Punctuation of sentences and speech</p> <p>Vocabulary extension and dictionary skills</p> <p>Play writing</p> <p>Poetry</p> <p>Story writing and editing</p> <p>Factual writing</p> <p>Letter writing</p> <p>Interview questions</p> <p>Compiling facts and glossary</p> <p>Research skills</p> <p>Note taking</p>	<p>Grammar to include Nouns, Adjectives, Verbs and Adverbs</p> <p>Punctuation of sentences and speech</p> <p>Vocabulary extension and dictionary skills</p> <p>Poetry</p> <p>Persuasive writing</p> <p>Debate</p> <p>Story writing using different genres</p> <p>Write a recount</p> <p>Descriptive writing</p> <p>Factual writing</p> <p>Play writing</p>
<p>MATHS</p> <p>Maths is taught daily using the Abacus and Target Maths schemes.</p> <p>These are supplemented with other materials as necessary to provide enrichment and extension.</p> <p>Children are given opportunities to investigate and explore the concepts covered.</p>	<p>Place value</p> <p>Multiplication and division</p> <p>Fractions and decimals</p> <p>Bar graphs</p> <p>2-D shape and symmetry</p> <p>Length and weight</p> <p>Addition and subtraction</p> <p>Properties of number</p>	<p>Place value</p> <p>Multiplication and division</p> <p>Fractions and decimals</p> <p>3-D Shape</p> <p>Rotation</p> <p>Position and direction</p> <p>Area and perimeter</p> <p>Line graphs</p> <p>Addition and subtraction</p> <p>Properties of number</p>	<p>Place value</p> <p>Multiplication and division</p> <p>Fractions and decimals</p> <p>Percentages</p> <p>Probability</p> <p>Angles</p> <p>Capacity</p> <p>Time</p> <p>Addition and subtraction</p> <p>Data handling</p> <p>Properties of number</p>

SCIENCE	Autumn	Winter	Summer
<p>Science is taught as a separate subject, making links with the Topic where appropriate.</p> <p>Practical investigations and field trips are an important feature of our teaching.</p>	<p>Healthy Living</p> <p>Sound</p>	<p>Earth, Moon and Sun and Space</p> <p>Gases Around Us</p>	<p>Changing State</p> <p>Life cycles: Plant reproduction, Parts of a plant, pollination, seed dispersal, animal life cycles</p>
<p>Topics for the Year:</p> <p>Autumn Term – Childhood</p> <p>Spring Term – 100 Years of Change</p> <p>Summer Term – India</p>			
<p>Arrangements for Teaching and Learning:</p> <p>Work is always geared towards each child's ability, providing a manageable task with a good element of challenge. This will involve children being grouped by ability for different lessons. There is formative assessment happening at all times with regular summarise tests at the end of Maths and Science modules as well as comprehension and spelling tests in English. There is also a termly extended writing test.</p>			

D Group (Year 6)

ENGLISH	Autumn	Spring	Summer
<p>Grammar is taught as an individual lesson. The children study English every day and where possible the topic is used as the inspiration.</p> <p>Comprehension features every week.</p> <p>Weekly spellings are set and tested using topic words, personal spellings and word families.</p>	<p>Library and Internet Research</p> <p>Speaking and Listening</p> <p>Reading around a subject using a variety of texts</p> <p>Journalistic writing</p> <p>Note taking</p> <p>Story plans</p> <p>Extended writing</p> <p>Information and instructive writing</p> <p>Persuasive writing</p>	<p>Free poetry</p> <p>Note taking from film and guest speakers</p> <p>Writing summaries</p> <p>Reading around a subject using a variety of texts</p>	<p>Debate</p> <p>Individual research projects</p> <p>Group research projects</p> <p>Poetry using writing frames</p> <p>Extended writing</p> <p>Booklet production</p> <p>Spoken presentation</p> <p>Note taking skills</p>
MATHS			
<p>Children work in differentiated ability groups which change when necessary.</p> <p>The Abacus and Target Maths schemes are supplemented by a variety of practical activities to reinforce concepts.</p> <p>There are regular mental Maths tests and assessments at the end of each topic.</p>	<p>Shape and space</p> <p>multiplication and division (standard and informal methods)</p> <p>Properties of number</p> <p>Using a calculator</p> <p>Place value, ordering and rounding</p> <p>Fractions and decimals</p> <p>Reasoning about shapes</p> <p>Angles</p>	<p>Place value</p> <p>Revise multiplication and division (standard and informal methods)</p> <p>Remainders as fractions and decimals</p> <p>Conversion of improper fractions</p> <p>Reflection, rotation and symmetry</p> <p>Area and perimeter including surface area</p> <p>Conversion of graphs</p> <p>Properties of number</p> <p>Addition and subtraction (standard and informal methods)</p>	<p>Place value – positive and negative numbers</p> <p>Percentages</p> <p>Decimal, fractional and percentage equivalents</p> <p>Mean, median and mode</p> <p>Probability</p> <p>Naming complex 2-D shapes.</p> <p>Square roots, Square number and sequencing</p> <p>Ratio and proportion</p> <p>Recognising parallel and perpendicular faces within 3-D shapes.</p>

SCIENCE	Autumn	Winter	Summer
<p>A 1 ³/₄ hour session each week is dedicated to Science. In addition to this there is a weekly Science homework and the children spend a third of the year having an extra afternoon of Science in the Senior School Science laboratories.</p> <p>Lessons include as many practical activities as possible and the children learn to investigate and record their work in a standardised format.</p>	<p>More about dissolving</p> <p>Separating mixtures of materials</p> <p>Reversible and irreversible changes</p> <p>Changing circuits (electricity)</p>	<p>Forces in action</p> <p>Magnets</p> <p>Friction</p> <p>Gravity</p> <p>Action and reaction</p> <p>Measuring forces</p> <p>How we see things</p>	<p>Life processes</p> <p>Growth and reproduction</p> <p>Sex and relationship education</p> <p>Substance use and abuse</p> <p>Living things in their environment</p> <p>Interdependence and adaptation</p> <p>Micro-organisms</p>

Topics for the Year:

Autumn Term – Travel in Time

Spring Term – World War 2

Summer term – Water

Arrangements for Teaching and Learning:

During Year 6 the children are encouraged to work independently with an appropriate level of challenge. There are regular opportunities to take on responsibilities within the School.

Progress is regularly assessed. It is expected that all children will move on to the Senior School and all children in Year 6 sit the Senior School entry assessment on a Saturday in January. Progress to the Senior School is not dependent on these assessments for children who are already in the School. The results are used for grouping and transfer purposes.

Children transferring to the Senior School get to spend a day having lessons there. Parents are encouraged to look around the Senior School on one of our Open Days and there is also a separate meeting for parents to meet with key Senior School Staff.

On a Tuesday afternoon the children work in the Senior School, with Senior School specialist teachers. They complete a 9-week course in Pottery, Design and Technology and Science.

THE SCHOOL DAY

08:10	Before School Care available (children should not arrive before this time)
08:30	Teachers in classrooms
08:40	Registration
08:50	Morning Talk
09:10	Session 1
10:10	Little Break
10:30	Session 2
11:45	Lunch for Reception, Years 1 and 2.
12.00	Lunch for Year 3
12:15	Lunch for Years 4 – 6
13:15	Session 3
15:20	End of School Registration for After School Activities
15:30	After School Activities
16:30	End of Activities

On Monday, Tuesday and Thursday Morning Talk is held at 9.50.

Parents are asked to ensure that their children are in class by 08:40. If your child is not staying for an activity, younger children may be collected from their classrooms and older children from their classroom or the main foyer at 15.20. Parents should inform the School Office if they expect to arrive late. Any child who is not collected by 15.40 will be taken to After School Care.

ABSENCE FROM SCHOOL

If your child is absent then we would ask you to telephone the Junior School Secretary before 9.30am on the day. When a child returns from an absence due to illness she or he should bring a note for our records.

If parents wish for their child to miss school for any reason other than illness or a medical appointment then they should write to the Head of the Junior School *in advance* requesting permission for absence. It is disruptive to take children out of School during term time, but if this is unavoidable the School is able to grant up to ten days leave of absence.

Lateness

It is important that classes begin promptly after registration at 8.40am.

Please inform the School Office if you know you are running late. Whilst we realise that some lateness is unavoidable, persistent lateness affects not only the learning of one's own child but also that of the whole class.

COMMUNICATION

Good communication between home and School is essential in supporting the children's social, emotional and academic progress. In addition to formal written reports and parent consultations, teachers are available to talk briefly to parents before morning registration and will be happy to respond to telephone calls or e-mails. If a more detailed discussion is needed, an appointment can be made with the teacher at a mutually convenient time. Please ensure we have your up-to-date contact details.

There are regular e-mailings to parents to keep them up to date with school information and our School Calendar is issued each term and is also on our website. However, it will be necessary to issue some information at short notice, so please check your child's school bag each evening. A weekly list of events is also posted on the office noticeboard in the Junior School foyer.

JUNIOR SCHOOL REPORTS AND PARENT MEETINGS 2010-11

We issue reports twice each year, once at Christmas and once at the end of the academic year.

Formal Parent Consultation Meetings are held each term. These are opportunities for parents and teachers to discuss progress. We provide two dates for these consultations to try and ensure that as many parents as possible can access these. In the unusual event that a parent cannot make either date they should contact their child's class teacher.

The parent meeting dates for the Autumn Term 2010 are as follows:

Monday 18 October, 19.00-21.00

or

Tuesday 19 October 16.00-18.00

The consultations are 10 minutes each and by appointment. Appointment request forms are mailed directly to parents in advance.

AFTER SCHOOL ACTIVITIES

A wide range of after school activities is offered each term. These are free of charge where possible. The activities are aimed at the older children in general. Some children may wish to do an activity every afternoon and some may wish to do none. Activities run from 15:30

- 16:30, (Tuesdays from 15.30 to 16.00) Any children not collected at 16.30 (16.00 on Mondays) will go into After School Care.

At the start of each term a list of the activities and a choice form is sent home. Children are asked to choose activities which they are sure they will maintain their commitment to for the whole term. Whilst we try and accommodate as many 'first choices' as possible, occasionally children will not be able to join the activity they wish to. In such cases we will endeavour to allocate a second choice.

Occasionally parents may offer an after school activity and we are very happy to support this.

There is usually a range of sporting activities and team games such as netball, football, gymnastics and dance club. Parents will need to ensure that their children have the appropriate clothing for these.

AFTER SCHOOL CARE

If you are unable to collect your child at the end of the School day we have an excellent after school care facility. This is charged as an extra per session. Full details can be found on the fee sheet, which can be found online, but the costs are very reasonable and present excellent value.

Parents wishing to use this facility may book regular sessions in advance or may, subject to space being available, book occasional ad-hoc sessions. Any such ad-hoc sessions must be booked through the Junior School Secretary prior to 1.00pm on the day after school care is required.

HOMEWORK

St Christopher has a long tradition of communication and partnership between home and School and we consider homework to be part of this partnership. Homework is given to encourage pupils to work on their own, to exercise self-discipline in their approach to learning and to provide an opportunity for further development and consolidation of skills and knowledge.

The work will typically consist of work better done outside the classrooms - the learning of spellings, essential facts and dates etc., - exercises to consolidate skills being acquired and research/project work. All children will take home reading and spellings and we encourage all parents to read each night with their child. Homework will become more formal as your child progresses through the School and by Year 5 homework is set formally twice a week. At this stage parents might find the following advice useful.

It is most helpful for pupils to do their homework at a regular time each evening. Although this may not always be possible, the more established the routine, the better will be the child's ability to settle to the work. Older pupils can gradually decide for themselves, given a choice of activities, how to organise their evening. If settling to the work is becoming an issue at home, please do not hesitate to contact your child's class teacher.

Work conditions are important. A quiet place in which to work will make a considerable difference - free from the distractions of siblings, pets and television. For some, complete silence is daunting and it may be allowable to have music playing quietly in the background.

As a general guide, each homework should take about 30 minutes. It is important for pupils not to 'struggle' for long and the maximum time should be observed in these circumstances (as long as a sensible and reasonable attempt has been made). After a hard day at School, homework should not overwhelm the evening. If your child is regularly not coping with the workload within the given times (or if it is too easy) please let his or her teacher know.

We fully recognise and encourage the valuable role played by parents in supporting good work at home and promoting homework as a positive activity (particularly in the earlier years). However, there should be a 'weaning' process as a child grows older, and it is helpful, as part of the development of independent work habits, to let a child learn that unfinished or poorly completed homework has consequences at School. This should help to alleviate the tensions which can sometimes occur at home when parents feel 'overly responsible' for their children's homework. In such circumstances, it is important and helpful to bear in mind that the vast majority of a child's academic learning takes place in school, that resistance to parental intervention is a natural characteristic of dawning adolescence and that a negative approach to homework will not necessarily correlate in any way to a child's approach to work within school. However, the best approach in cases of concern is for the teacher to be informed so that a solution can be shared between home, child and school.

What homework can be expected?

Reception (K Group)

Whilst there is no formal homework, children do take home reading books and phonics activities to share and enjoy. From the Spring Term onwards Maths activities will be sent home as appropriate.

Year 1 (J Group)

Whilst there is no formal homework children are expected to take home a reading book, which is changed each day as necessary. It is helpful if parents can listen to children reading for a few minutes each day at home. Children will also have a word card with sight

vocabulary and key words to learn. From time to time children will have extra phonics practice. There is a Maths sheet available each week which reflects the work done in class and this can be taken home on a voluntary basis.

Year 2 (H Group)

Whilst there is no formal homework children are expected to take home a reading book, which is changed each day as necessary. Please record any reading done in the reading record book. Children will also be given around six spellings, linked to class phonics work, to practise and learn each week. Maths tasks will also be given weekly and these may be done on a voluntary basis. Parents should aim to spend about 15 minutes per evening working with their child, interchanging between the above activities.

Year 3 (G Group)

Children should continue to take a reading book home each evening. They will be given individual weekly spellings to learn. Maths homework sheets, to reinforce current Maths topics, will be available on for those who would like them. Times tables sheets will also be made available for children to take home each week. In addition to this the Year 3 (G group) Intranet page has links to Maths and literacy games and interactive activities to reinforce class work.

Year 4 (F Group)

Spelling	These spellings will be taken largely from children's own work, together with other key words that follow similar spelling patterns. They should be learned at home ready for spelling tests on Wednesdays.
Reading	Each child has a book bag with a reading record. All reading should be recorded in this book regardless of ability. It is still strongly recommended that children read at home every day.
Maths	Maths homework will be sent home on Fridays. This reinforces work covered in class and is differentiated accordingly. It should be completed by the following Wednesday.

Year 5 (E Group)

Homework is set twice a week in Year 5. One of the homeworks will be Maths reinforcement or extension and the other will be spellings.

All children will be expected to read for a short period every day and to learn and practise their multiplication tables regularly.

Year 6 (D Group)

Homework is set three times a week in Year 6. There is a Science, English and Maths homework each week

The homework diary is completed by children in School and should be signed after half an hour's homework has been completed.

In addition to this homework children are expected to read on a regular basis and learn the weekly spellings collected for the 'Wordbank'. There will, from time to time, be additional tasks regarding planning for writing, research, etc.

PRESENTATION OF WORK

Presentation is very important. As a School we are committed to helping the children take pride in their work and to present their work with care.

We teach a standard cursive script from H Group (Year 2) and we expect children to be using cursive (joined) writing by F or E Group (Years 4 and 5). Some children are able to use cursive writing before this and we encourage them to do so. Most children will be using blue or black ink handwriting pen by the end of F Group.

Maths work should be done in pencil throughout the Junior School. Where Maths work is done on squared paper children should be encouraged to use one square per digit.

All classwork should be dated and titled. Underlining should be done with the use of a ruler. There should be no graffiti or 'tagging' on the covers of exercise books.

Teachers and children should support the School's environmentally friendly policies by using exercise books carefully and by taking great care when printing from a computer. Waste paper should, wherever possible, be recycled.

THE LIBRARY

Books are central to creating a rich learning environment and are, therefore central to our School. They are cared for by a Resources Assistant who is able to help parents and children choose appropriate reading material as well as providing resources for teachers. All children are taught how to use the library in an appropriate way.

CLOTHING AND PERSONAL BELONGINGS

There is no uniform at St Christopher. Children's clothes should be clean and mended and appropriate for school work and play. Clothing should not be offensive or contain offensive images. Hats and hoods should not be worn inside the school buildings. Camouflage and military-type clothing is also unsuitable for School.

All children are asked to have indoor shoes to change into and these must be non-slip.

PE Lessons

In Years 5 and 6 (E and D group) children need to have the correct St Christopher PE and Games kit and this can be obtained from the Junior School Office. Children will need trainers for outdoor PE lessons and gym shoes for indoor sessions.

In Reception to Year 4 a simple kit of a white T-shirt and dark shorts, with no belts, loops or pockets, is required.

For safety reasons no jewellery may be worn for PE lessons, earrings should be removed and long hair tied back.

PE is an important part of the school curriculum: it is enjoyable and is essential for your child's health and well-being. If your child is unwell and you feel they cannot take part in PE or swimming, please send a letter to the teacher. However, we hope this will only happen on a very few occasions.

Please ensure that ALL clothing and PE kit is NAMED. Kit should be brought to school in a named PE bag.

Personal Belongings

Children are welcome to bring their own toys and games into school, although we ask that no toy weapons are brought in (or real ones for that matter!)

Children should not bring valuable items to school. We realise that for personal peace of mind parents may wish for their child to carry a mobile phone to school. If this is the case then the phone should be lodged with the Junior School Secretary during the school day. Children in the Junior School should not have mobile phones in the classroom or in their school bags.

A small book bag is provided for the younger children. As we have limited space in the cloakrooms, please make sure your child's school bag is of a reasonable size.

LUNCH

Most children have school lunch and we will assume that all children will do so. However, if you wish for your child to bring a packed lunch or go home for lunch then please inform the Head of the Junior School in writing.

The School has a long tradition of providing a healthy vegetarian diet. Please respect this by not allowing meat or fish onto the campus.

We provide a healthy snack of fruit, milk or juice for the children at Little Break. Children may also bring a healthy snack to have at Little Break. However, please ensure that your child does not bring sweets of any kind. Fizzy drinks are also not allowed.

Water is provided at lunch and the children have access to drinking water throughout the day.

HEALTH and MEDICINES

If a child is ill during school time we will contact the parents and ask that they collect their child and take them home.

We do not administer non-prescription medicines at the Junior School. If it is essential that a prescription medicine is taken during school hours, please contact the School Nurse, Carolyn Dorrington, who will store and administer this.

If your child has asthma and needs an inhaler, please ensure they always have one at school with them and check that this is in date. Older children will be responsible for their own inhalers. For younger children in Reception to Year 3, the class teacher will take care of the inhaler. A spare inhaler should be left at the Office.

If your child has suffered from vomiting or diarrhoea, please do not send them back to school until they have been clear of the symptoms for 24 hours.

TRIPS AND EXCURSIONS

We recognise the value of class trips and these are regularly arranged. There is a range of visits that make the most of our proximity to London and Cambridge, as well as the many opportunities within easy reach of Letchworth itself. The cost of these trips is included in the fees.

Every year the whole Junior School takes a trip to a major theatrical production or attends a professional production in our own theatre. This is funded by the Junior School and Monte Parents' Circle.

LATE SUMMER PROGRAMME (LSP)

The LSP is an opportunity for children and staff in the E and D Group (Years 5 and 6) to take part in a residential course. In April of 2011 Year 5 children will take part in an outdoor activity trip to Wales. The Year 6 residential visit will take place from 5-8 October 2010, when the children will visit York. The cost of the LSP is charged as an extra in 3 instalments (one per term).

PARENTS' CIRCLE

All parents are members of the Parents' Circle: its function is to fund raise for 'extras' for the Junior School and Monte, to organise social events and to provide a forum for parents to raise general issues. The joint chairpersons of the JSMPC are Heidi Earle and Sean McGovern. They can be contacted via the Junior School Office. Newsletters are sent out to inform parents of meetings and events. All parents are very warmly welcomed.

Each class has its own JSMPC representative who will contact parents of children of their class to organise events, such as the Cake Days (Each class is responsible for supplying cakes to sell on Fridays, on a rota basis. Profits go to JSMPC funds).

COFFEE MORNING

This is the Junior School's main fundraising event of the year and all proceeds go to local, national or international charities. Parents, children and staff work throughout the Autumn to make items to sell at Coffee Morning. The children run various games and provide entertainment. Refreshments are also available. This year our Coffee Morning will be held on November 27 from 10.00am to 12.00 noon.

DOGS

Other than guide dogs, dogs are not allowed in the school buildings. Outside the School, please keep dogs on a lead at all times and under your control. Even if your dog is usually friendly, children are often eager to stroke and pat dogs and this can sometimes lead to a child being bitten.