

A Day In The Life Of A Year 3 Farmer



What will happen on my child's first day of school?



- Greeted on the playground by the Year 3 teachers.
- Families leave and the Year 3 children line up outside.
- Pupils will be helped to find their pegs, drawers and seats.
- Each pupil will be given a learning pack with their very own equipment.
- Supported with lots of lovely 'getting to know you' games and activities.

What does the school day look like for a Year 3 child?

Arrival

- Children will be dropped off by parents/careers/family at the school gates. They will then make their way into the Year 3 area.
- Greeted in the Year 3 area by the class teachers.
- Helped to get prepared for the day ahead.



Timetable

- SODA- getting to know you/mindfulness/curriculum activities
- Register and lunch choices
- Spelling/Maths/English/Phonics/Handwriting/Assembly (Homework)
- Break/Lunch -Kit bag/playground/astro/hut/field/trim trail. Children eat in either the hall/outdoor picnic
- MODA- getting to know you/mindfulness/curriculum/reading/editing activities
- PM Wider curriculum lessons (optional homework sheet as part of topic)
- Story time



Home time, Kidzone or Clubs

- Year 3 children stand with the teacher at home time and must tell an adult before they leave please.
- If they are attending Kidzone or after school clubs, they will be taken there by a staff member.



What does the curriculum look like in Year 3?



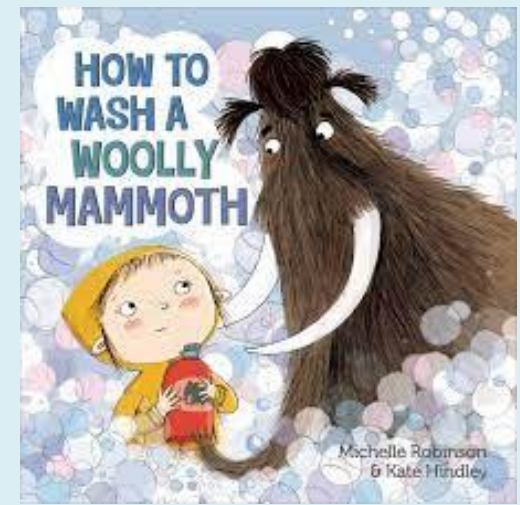
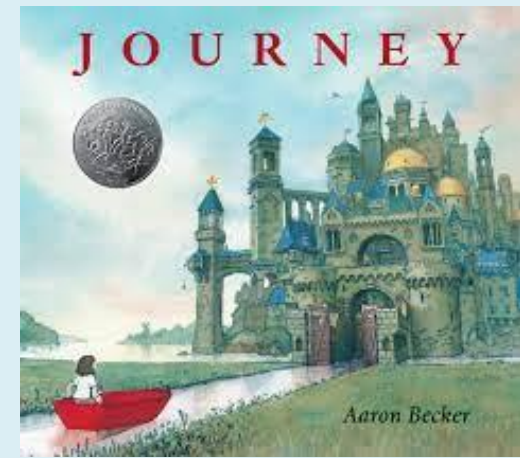
Maths

- Four Maths lessons a week
- One additional Maths session
- White Rose Scheme which works inline with the National Curriculum

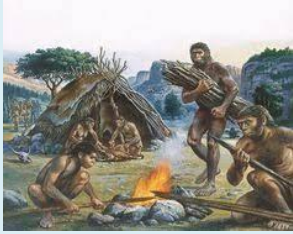


English

- Five English lessons a week
- One Guided Reading lesson a week
- Five Spelling/Phonics lessons a week



Wider curriculum



Ancient Britain

The Romans



Food For Thought

Local Area Project



Science

Rocks and Soils



Forces and Magnets



Plants



Light



PSHE

Personal Social Health Education

- *Daily opportunities for PSHE*
- *Weekly lessons*



PE

Physical Education



Ospreys

Eagles

Kestrels



All of our curriculum Long Term Plans can be found on our website in the Year 3 area.

SEND

Special Educational Needs and Disabilities

- Promote a fully inclusive whole school ethos
- Raise the aspirations and expectations for all pupils with SEND by successfully implementing the principles, procedures and practices recommended in the Code of Practice

Identifying pupils with SEN and assessing their needs

Children who require additional support can be identified in many different ways. These include:

- Liaison with previous schools, where needs have already been identified.
- Parents and Carers concerns
- Through tracking and observations by class teachers
- In-house learning assessments or observations by the SEND team

Consulting and involving pupils and parents

At Abbots Farm Junior School, we endeavor to regularly communicate with parents about their child's education, as we recognise how important parental contribution is. This is through:

- Termly SEND review meetings (create and review IEPs)
- Annual review meetings (for children with EHCP's)
- Early help (previously Common Assessment Framework) meetings
- Parents evenings
- New parents' meetings

External Support

We work with the following agencies to provide support for pupils with SEN:

- The Educational Psychology service
- The Specialist Teaching Service (STS)
- The Integrated Disability Service (IDS)
- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse (COMPASS)

Graduated Approach

Universal Provision: This describes a range of support that is available to all learners. All teachers differentiate their lessons to match the needs of the children in their class.

Targeted Provision: Learners who make less than expected progress with Universal Provision will receive some of these types of support, according to their needs. This provision is additional to and different from the previous element.

Higher Needs Provision: The individualised types of support that a few learners may receive as well as Targeted Provision, if Targeted Provision alone is not sufficient to enable them to make consistent progress.