

YEAR 3 CURRICULUM GUIDE 2025-26



ELTHAM COLLEGE
JUNIOR SCHOOL





Each day, discovery.



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Welcome

Dear Parents,

Students at Eltham College Junior School follow a broad curriculum comprising English, Mathematics, Science, History, Geography, Religious Studies, Music, Drama, Art & Design Technology, Modern Foreign Languages, Computing, Wellbeing and PSHE, Physical Education and Games.

We believe that children learn best when they feel secure and valued, when they are challenged yet supported, when challenges are closely matched to potential, and when learning is partnered with enjoyment. As teachers, we seek to instill in our students a sense of responsibility, a caring attitude, physical, mental and emotional resilience, and the ability to adapt to a competitive and changing world.

The education offered at Eltham College Junior School, both within the classroom and beyond, has the following aims:

- To offer a broad and balanced range of opportunities for achievement to all students
- To develop logical, critical and imaginative thinking at the highest level in each student
- To develop effective use of language, both written and spoken
- To establish sound foundations of numeracy, mathematical, scientific and technological understanding
- To encourage creativity through active participation in art, dance, drama and music
- To enable students to enjoy and develop skills in physical pursuits and competition and to promote healthy living
- To foster concepts of moral responsibility and to awaken students to the spiritual dimension of life
- To provide opportunities for the growth of leadership, team spirit, co-operative tolerance and compassion
- To inspire a love of learning for its own sake and to value scholarship
- To prepare students to take up places at Eltham College by building upon the foundations of good learning and well-established work habits.

This booklet, which is a guide only, has been produced to give you an overview of the curriculum that your child will study this year. It is subject to change as we adapt and evolve our curriculum to ensure its continuing suitability.

May I take this opportunity to wish you and your children a happy and successful year ahead.

Yours sincerely,

Mrs. Joanna Dudley
Deputy Head (Academic)



| Subject Teachers

SUBJECT	TEACHER	CLASS
ENGLISH	Mrs Wilde Mrs Sargeant Mr Oliver	3SW 3HS 3SO
MATHEMATICS	Mr Oliver Mrs Wilde Mrs Sargeant Mrs Chamberlain	3SW/3HS/3SO
SCIENCE	Mrs Wilde	3SW/3HS/3SO
HISTORY	Mrs Saunders Mrs Sargeant	3SW/3SO 3HS
GEOGRAPHY	Mrs Saunders Mrs Sargeant	3SW/3SO 3HS
RELIGIOUS STUDIES	Mrs Saunders Mrs Sargeant	3SW/3SO 3HS
MUSIC	Mr Alexander	3SW/3HS/3SO
DRAMA	Mr Timbrell	3SW/3HS/3SO
ART & DESIGN TECHNOLOGY	Mrs Chamberlain Mrs Sargeant	3SW/3SO 3HS
FRENCH	Mrs Martin Mrs Saunders	3SO 3HS/3SW
COMPUTING	Mr D. Taylor	3SW/3HS/3SO
WELLBEING & PSHE	Mrs Wilde Mr Oliver Mrs Sargeant	3SW2 3SO 3HS
GAMES	Mr O'Dwyer Mr Oliver Mrs Wilde Mrs Martin + Senior School Games staff	3SW/3HS/3SO
PE/SWIM	Mr O'Dwyer + Grads + Senior School Games staff	3SW/3HS/3SO

Email contacts for form tutors

Mrs Wilde

sjw@eltham-college.org.uk

Mrs Sargent

hlr@eltham-college.org.uk

Mr Oliver

sro@eltham-college.org.uk

Please contact your child’s specific subject teacher for feedback about that particular subject, rather than the form tutors.

If you need to make changes to pick-up arrangements, please telephone the office rather than emailing, as an email may not be picked up in time.

| Homework

Students will normally be given at least 2 nights to complete homework before it is due in. Homework is set either to reinforce recent learning, to practise a key skill, or to prepare for future learning. There may be occasions when a teacher’s professional judgement dictates that a homework task is unnecessary, but the weekly timetable will largely adhere to the following structure:

English

English homework is set once a week and lasts approximately 30 minutes. A separate spelling homework will also be set every week. In addition to this, all students are expected to read at least 4 times a week.

Mathematics

Mathematics homework is set once a week and lasts approximately 30 minutes; this is in addition to regular practice of times tables and number facts.

Science

Science homework is usually set once a week and lasts approximately 30 minutes.

Where an English, Maths or Science homework has not been set, teachers may choose to set homework in another curriculum subject instead, but this will not usually be in addition to core subject tasks.

All homework tasks and deadlines will be displayed on **elthamcollege.satchelone.com**

If your child encounters any problems with their homework, please contact their form tutor.

| Digital Strategy

The Junior School’s adoption of personal iPads for all pupils is part of Eltham College’s wider Digital Strategy to prepare students for a world in which digital fluency is increasingly essential. Devices are used across all subjects to enhance teaching and learning—supporting collaboration, creativity, personalised learning, and immediate access to a wide range of high-quality educational resources.

In Year 3, devices remain in school, allowing teachers to provide guided support with setup, care, and purposeful use. The focus is on building core digital skills alongside an understanding of what it means to be a responsible digital citizen. Pupils are introduced to safe, respectful, and balanced technology use through structured activities and shared routines. Alongside technical skill development, pupils explore digital responsibility through structured activities and co-create a Junior School Digital Charter, guiding their use of technology with care, curiosity, and confidence.

This initiative represents an evolution of classroom practice—one that balances the richness of traditional approaches with the opportunities offered by modern tools. The use of devices is integrated thoughtfully with pupils continuing to write extensively by hand, engage in practical activities, and participate in discussion and debate. The iPad is a complementary learning tool, used only when it meaningfully enhances engagement, understanding, or access. Whether reinforcing phonics, supporting research in Humanities, or enabling creative expression in Art, the iPad is one of many tools used to support a well-rounded, engaging learning experience and helps lay the foundation for confident and mindful technology use in future years.



English

Reading

Developing confident and motivated readers is a core aim of English teaching at Eltham College Junior School. The staff and students share a common love of books and there is a real culture of reading here. The English curriculum is constantly evolving, building on its rigorous traditional foundations to create a cohesive, challenging and up-to-date programme of teaching and learning with great books at its centre.

Though we expect students to be free readers, teachers are on hand to guide them to the correct choice of books for their level. We hear students read on a regular basis as part of classroom activities and we give extra help where possible.

Students should also be reading regularly at home. Regular reading aloud helps to develop fluency, comprehension and expression. We ask that parents assist by reading to and with their children, listening to them reading aloud, and completing the reading diary appropriately. Students should also be encouraged to read silently at home for their own enjoyment. The library is available at lunchtimes and the use of public libraries is encouraged.

Comprehension will develop through dialogue, as well as more formal methods. Comprehensions are based on the novels studied and we use the Let’s Think in English method, a research-based, cognitive acceleration system developed at King’s College, London. It is designed to systematically develop students’ skills of inference, deduction and analysis and by introducing the programme at Key Stage 2, we will ensure that students at ECJS are best-placed to meet the challenges of the Senior School English Curriculum.

Writing

Whether they have ambitions to be the next J.K. Rowling, to write speeches for presidents, or to pen prize-winning theses, the students’ skills with language will play a crucial role in their future careers. But good writing doesn’t just come out of nowhere.

Writers of all kinds start their training as prolific and voracious readers and it is from engagement with high-quality texts that the students will develop their skills.

They will study a wide range of contemporary and classic texts, as well as non-fiction, poetry and film. Grammar is explicitly taught, but it is also embedded within the context of the text being studied, feeding logically and seamlessly into the students’ creative writing.

Creative writing will be taught through the texts being studied, and students will be encouraged to proofread, edit and revise their own work and give feedback to their peers. The students will have clear models to emulate and a strong purpose for their writing, be it blogging, performance poetry, or a short story competition.

Spelling

An online spelling scheme, with practice and application at its centre, has been recently introduced, and the students will begin to see the benefits of being taught how to apply learned rules to unfamiliar words. The students are encouraged to learn words that follow a particular spelling pattern, but their progress will be assessed with a weekly exercise and online activities, testing application rather than rote learning..

Handwriting

This is taught using a range of strategies, all of which encourage students to start all letters from the line. Correct formation of letters is taught and ‘joined-up’ or cursive writing is encouraged from the beginning of the year. Students in Year 3 are expected to use pencil for their written work.

Presentation of Written Work

From entry to the Junior School students will be instructed how to present their work in their books.

The following guidelines must be followed;

- All students will write in blue ink pen (Year 3 will use pencil)
- The date needs to be written on the left hand side of the page e.g. Monday 13th March and underlined using blue ink with a ruler, or in pencil in Year 3
- We expect no graffiti on exercise books, and a high level of presentation at all times

The following setting out sheet is used as a guide:

	<i>This area at the top of the page is not a space to write in as it has no top line</i>
	Tuesday 5th September
	‘Title’ or ‘Unit of Work’
1.	Start your work here...
2.	Miss a line after each answer





Mathematics

Scheme of Work

Mathematics work in Year 3 broadly follows the direction of the White Rose Education scheme, using workbooks from Pearson's "Power Maths" range, with lessons designed to cater for the needs and expectations of the National Curriculum. Teachers have flexibility to use the parts of the scheme and its resources which suit our students the best, and supplement this with other content and materials; we do not follow the Power Maths workbooks lesson-by-lesson. We expect students to feel confident in achieving all expectations of the Year 3 curriculum content, with opportunities for deeper application where appropriate. Below is a summary of the main topics and learning covered.

Calculations

Students will meet, revisit, practise and perfect a range of calculation methods in all four operations (addition, subtraction, multiplication and division). These will include formal written methods, mental approaches and informal methods, involving jottings.

The key idea is efficiency – students will be encouraged to reflect on the numbers involved in a calculation and choose a method which will lead to the solution efficiently and securely, rather than always using a certain method whatever the problem.

The School produces a separate guide relating to calculation methods, focusing on progression, layout and the terminology used in lessons. This will be circulated early in the academic year.

Mental Arithmetic and Times Tables

Students will receive regular mental arithmetic tasks – designed to identify areas for extra practice and development – as well as informal check-ups of times table knowledge. By the end of the year, it is expected that times table facts can either be recalled instantly or that students have a strategy to derive an unknown fact from a known fact. (For example, if a student does not instantly remember what 6×8 is, they can access 5×8 from their 5 times table and add an extra 8.)

Problem-Solving

Much mathematical content is learned or applied through problem-solving. As such, students will be given opportunities to use their 'problem-solving toolkit' regularly, involving skills such as:

talk it through; act it out; make a list; try a simpler case; draw a diagram; use a system; trial and improvement; find a rule or pattern.

Explicit reference to these strategies within lessons will give students confidence to identify and use them in their own independent problem-solving.

Number & Place Value

- Representations of numbers with up to four digits
- Place value of individual digits
- Rounding (nearest 10 or 100) and comparing numbers

Addition & Subtraction

- Efficient strategy choice
- Informal methods with number lines
- Formal written addition
- Understanding decomposition for subtraction
- Formal written subtraction

Multiplication & Division

- Multiplication facts and times tables
- Mental and written multiplication methods
- Informal division methods
- Scaling up and down by 10 or 100
- Conceptual understanding of remainders

Fractions

- Using fractions as numbers (including counting on)
- Fractions of a set of objects
- Simple equivalence between fractions
- Adding and subtracting fraction

Measurement

- Reading and writing digital and analogue time
- Time periods
- Accurate measuring and calculating with different units
- Perimeter of 2D shapes

Geometry

- Properties of shapes
- Defining and comparing angles
- Horizontal, vertical, parallel and perpendicular line

Statistics

- Interpreting and presenting data
- Solve questions using presented information





Science

We have devised our own exceptional scheme of work for Science, which provides excellent coverage of the National Curriculum as well as incorporating additional strands. The students learn about a wide range of living things, materials and physical phenomena.

They make links between ideas and explain things using simple models and theories.

They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They think about the effects of scientific and technological developments on the environment and other contexts. They carry out more systematic investigations, working on their own and with others.

The students use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and ICT to communicate their ideas.

Science work in the Junior School is focused on experiment, investigation and practical observation. Our scheme of work provides students with a clear knowledge and skills focus.

Programme of Study

Topic 1: The Skeleton

- Bones and skeletons
- Comparing skeletons
- Muscles and movement

Topic 2: A Balanced Diet

- Types of food
- Eating for health

Topic 3: Forces and Magnetism

- Recognise Forces as pushes and pulls
- Friction and moving on different surfaces
- Exploring magnets
- Finding magnetic materials
- Behaviour of magnet

Topic 4: A Balanced Diet

- Types of food
- Eating for health

Topic 5: Rocks

- Grouping rocks
- Using rocks
- Erosion and permeability
- Different types of soil
- Looking at soil samples
- Fossil formation

Topic 5: Light

- What do we need to see?
- Shiny materials
- Mirrors and reflections
- Shadows
- How shadows change throughout the day
- Light and different materials

Topic 6: Plants

- Leaves, stems and roots
- Needs of plants (light, warmth and water)
- Growing plants
- Pollination
- Seed dispersal

History

Students learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives.

They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Autumn Term

The ancient civilization of Egypt.

- A variety of activities will take place including work on the pyramids, gods, everyday life and mummification

Spring Term

Life and Times of the Ancient Greeks

- The students will look in particular at how the Ancient Greeks have influenced our lives today

Summer Term

British Prehistory Project

- The students will examine aspects of prehistoric Britain and participate in some project-based independent learning





Geography

During Key Stage 2 students investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and they start to make links between different places in the world. They find out how people affect the environment and how they are affected by it.

They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

Autumn Term - Introduction to Mapwork

- After a general look at the shape of the world – its continents, main seas, oceans and varying landscapes, we take a closer look at the UK and Europe.
- Introduction to compass work, co-ordinates and grid references.
- The students will then investigate their local area and study its history and how things have changed, through field work around the school and in Mottingham.
- We also look at different sized settlements; a hamlet, village, town and city are studied in detail.

Spring Term - Mountains

- The students will study in detail the different mountain ranges from around the world, particularly how they are created and how they affect the land and people around them.
- They will also look at how humans and animals have adapted to living there all year round.

Summer Term - Oceans and Weather

- Oceans are investigated – looking at their different layers, the wildlife found there, and the impact humans are having on them.
- They will also learn about local weather patterns, weather patterns and weather forecasts

Religious Studies

Students learn about Christianity and another main world religion, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression.

Students consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings.

Students learn about similarities and differences both within and between religions, beliefs, and the importance of dialogue between them. They extend the range and use of specialist vocabulary and have the opportunity to communicate their ideas, recognising other people's viewpoints. They consider their own beliefs, values, and those of others in the light of their learning in religious education.

Our assemblies deal with many issues, often through weekly themes. We also study:

Autumn Term

- Christianity and the life of Jesus

Spring Term

- Hinduism

Summer Term

- Sikhism

Music

In Music, class work will reinforce the skills of performance, composition, listening and appraising. These elements will be taught through songs and practical activities, helping students to consolidate and develop their knowledge of the key musical concepts.

Pupils will have regular singing sessions in order to extend their repertoire of assembly songs and hymns as well as learning a selection of light-hearted songs. They will develop their understanding of how the voice is produced and managed through a series of vocal activities.

Students in Year 3 all take part in Year 3 Choir and perform at various major events each term. Students learning individual instruments are encouraged to perform these in academic music lessons to gain experience of performing in informal settings as well as to use these instruments for composition work as appropriate, whether learning inside or outside the School.

All students have the chance to take part in the Music Alive Project, giving them free lessons on an instrument of their choice from the String section..

Scheme of Work

Autumn Term

- Understand basic note names and values
- Understand basic rhythms and notation
- Study music such as Handel's *Fireworks* and use this to inspire composition work
- Preparation the Christmas performances and shows

Spring Term

- Listening: The Young Person's Guide to the Orchestra
- Understand the different sections of the orchestra
- Understand and recognise different individual instruments
- Prepare for Inter-House Music Competitio

Summer Term

- Consolidate basic theory from Autumn Term
- Explore elements of music (dynamics, tempo and instrumentation)
- Explore folksong traditions from around the world
- Preparations for Summer Concert





Drama

Throughout their time at Eltham College Junior School students will learn the key elements of Drama including Storytelling, Devising, Improvisation, Stanislavski and The System, Method Acting, Actioning and Playwriting. This will allow them to develop a range of skills within the 'Core Learning Outcomes' of Drama; Performance, Creativity and Reflection. They will explore a wide range of characters, texts and techniques whilst gaining confidence and developing their performance skills.

The bespoke curriculum will lay the foundations for Drama as a subject, which will set them up with the tools and experience needed to pursue Drama in the Senior School and beyond. They will have regular opportunities to use these skills while working towards performances. Lessons will be highly interactive, physical and collaborative. Lessons will also incorporate elements of the pupils' study in other areas of the curriculum. Productions will happen for each year group once a year and will give each pupil the opportunity to experience a production process and live performance. Productions will include Shakespeare, Chaucer in Performance, Dr Seuss in Performance and Poetry in Performance.

Scheme of Work

Autumn Term

- Introduction to Drama (to include collaboration, self-awareness and confidence building techniques)
- Christmas Poems in Performance

Spring Term

- Creating Characters
- Exploring Stories Through Drama: The Refugee Cat

Summer Term

- Exploring Stories Through Drama: Lila and the Secret of Rain OR Oscar Wilde's The Selfish Giant
- Introduction to Script Work





Art and Design Technology

We spend half a term on Design Technology projects and half a term on Art during the weekly timetabled lessons. This allows students time to develop their projects in greater depth. Whilst there is an overlap between Art and Design Technology, DT focuses on the design and making process of a product with a use or purpose and Art focuses on creating and responding to stimulus and developing creative skills.

Art

In Art lessons, students develop their creativity and imagination by experimenting, inventing and creating their own varied works of art using a range of materials. They will learn how to draw, paint, sculpt and explore other art, craft and design techniques.

Students are introduced to a wide range of media including paint, pastels, clay, collage, printing and textiles. They have the opportunity to discover the work of a variety of artists from different art periods and use their work as inspiration for their own pieces. They will have the chance to visit our gallery, Gerald Moore Gallery, and/or participate in a workshop day led by an artist.

Students will produce their own personalised sketch books to record their learning and use them to explore ideas and themes

Scheme of Work

This year our topics will have a strong focus on 3D Art and sculpture, whilst still developing painting, cutting and colour mixing skills. We will be exploring how composition is used when planning and executing a piece of work, with pupils experimenting with montage and collage. Pupils will be working with modelling materials to create a piece inspired by Japanese artist, Yayoi Kusama. We will be combining our knowledge of painting and 3D art to create pieces inspired by Mondrian, whilst learning about the artist himself. .

Design Technology

Students work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan the making process and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways.

This year our projects will be based around the following areas:

- **Electrical Systems: The students research, design and make a clock incorporating an electrical system. These are then tested and modified.**
- **Food and Nutrition: Students will learn about soft shell structures and packaging design. They will learn about food hygiene and creating a simple recipe. Finally making a tasty treat!**
- **Structures: The students to design and make a free standing photo frame.**

French

Over the course of the year, students will be introduced to French language and culture through a variety of engaging activities. They will begin to understand and use simple words and phrases in a variety of contexts. Students begin to recognise phonic patterns and emphasis is placed on differentiating the sounds of French from the written form

Topics include:

- Greetings
- Colours
- Numbers up to 31
- Age
- Birthdays
- Animals
- Ordering French breakfast items
- Cultural celebrations

Via these topics, they will be introduced to French phonics as well as to some important foundations of French grammar such as gender, adjectival agreements and pronouns. Language games and song are used to enthuse students and develop the skills necessary for effective language learning. Strong emphasis is placed on listening and speaking during lessons, while writing is gradually introduced during class time. Learning technology is integrated throughout the curriculum to support and contextualise learning..





Computing

Welcome to our dynamic Computing curriculum, where young minds embark on a journey to become confident, creative, and responsible digital citizens. In this critical stage of learning, students are introduced to the fundamental concepts of computing, developing skills that are essential in today's technology-driven world. Our curriculum is designed to nurture problem-solving abilities, logical thinking, and creativity through engaging and interactive lessons.

Students will explore a variety of topics, including basic coding, digital literacy, internet safety, and the responsible use of technology. In addition to these core areas, our curriculum emphasises the creation of digital media, allowing students to express their creativity and ideas through various forms of technology.

By working with a range of specialised software tools, students will gain confidence in using technology to bring their ideas to life. They will learn to navigate different interfaces, understand the basics of file management, and appreciate the importance of precision and attention to detail in digital creation.

In Year 3, they will cover topics such as:

- Connecting Computers
- Introduction to Office 365 and Desktop Publishing
- Stop Frame Animation
- Events and Actions in Block Coding

Our aim is for our students to develop a strong foundation in both the technical and creative aspects of computing. Our hope is that they will become equipped with the skills to tackle more advanced challenges in their educational journey and prepared to navigate the digital world with confidence and creativity, in a safe and secure manner.



Wellbeing and PSHE

Wellbeing & PSHE (Personal, Social and Health Education) is a subject through which students develop an awareness of physical, social, emotional and sexual health. We try to provide students with knowledge and promote the development of skills they need to create a balanced lifestyle.

Much of this work occurs through other subjects and is therefore cross-curricular. For example: 'taking good care of our teeth' is also dealt with in Science lessons.

There will also be opportunities to discuss relevant current affairs and issues that affect the class. Sometimes issues arise through our daily interaction in school. These may also be dealt with in assembly as well as in the classroom.

We try to cover the following topics throughout the year:

- Family and Relationships - Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist
- Health and Wellbeing - Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.

- Safety and the Changing Body - Learning about: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence
- Citizenship - Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy
- Economic Wellbeing - Introduction to budgeting, learning about the different paying methods, the emotional impact of money, the ethics of spending, potential jobs and careers and learning that anyone can aspire to anything.
- Transition - Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this

As part of the Year 3 Autumn Wellbeing programme students will be introduced to the concept of the School Council which meets half termly or more to discuss issues raised by the students.

Each form has their own nominated representative who presents the views and opinions of his peers and is then responsible for feeding back any developments that have occurred.

During the autumn term the Year 3 students also discuss changes the students are likely to experience whilst growing up with a focus on differences: including girls, boys, each other, likes and dislikes etc.





Games, Swimming, and PE

The sports studied in Games lessons are:

Autumn Term

Netball

- Girls in Year 3 will play netball following the England Netball Scheme Bee Netball.
- Bee Netball enables children to play netball and develop other key skills such as friendship, inclusion and fair play.

Skills taught in Netball include:

- Passing and receiving the ball.
- Introduction of the various player roles and a gradual introduction of the rules of the game.

Rugby

- Boys in Year 3 will play tag rugby as per the new continuum rules.
- Team sizes have been reduced as per the RFU requirements to a maximum of 6 a side.
- Boys are not assigned positions to enable them to experience a broad range of skills.

Skills taught in Rugby include:

- Passing and receiving the ball
- Evasive running skills, lines of running, support lines

Spring Term

The main sports taught this term are **football** with an introduction to **hockey** being introduced in the second half of the Spring term.

Skills taught in Hockey are:

- Passing
- Receiving the ball
- Tackling
- Shooting
- Dribbling and evasive skills

Skills taught in Football are:

- Passing
- Controlling the ball
- Shooting
- Tackling

Summer Term

Cricket is taught this term. Lessons are divided between net sessions where there is specific focus on battling and bowling and sessions on the square where match play, field positions and fielding techniques are taught.

Skills taught in Cricket are:

- Bowling (focus on accurate technique aiming to produce a consistent action)
- Batting (grip, stance and footwork)
- Throwing (underarm and overarm)
- Fielding skills (long barrier, backing up, etc)

PE Swim

In PE Swim lessons, groups are organised based upon swimming ability into three or four groups. Groups then alternate between a land-based activity and water based. Beginner swimmers may find that they receive extra time in the pool to develop this key life skill.

Other Activities

- In the Autumn and Spring Terms the students develop their **ball skills** and **gymnastics**. Focus in ball skills is on the correct throwing and catching technique, both under-arm and over-arm working independently, with a partner and as part of a bigger team. In gymnastics on safely mastering basic movements which then can be combined in simple routines both individually and as a group.
- In the Summer term the students are taught, and their scores recorded in several **athletic activities** including, short-middle- and long-distance running, long jump and turbo javelin.
- Beginner **tennis** players (those who do not receive coaching outside of school) may have the opportunity to sign up for coaching sessions with an outside coach during PE lessons in the summer term. Details of this will be sent to you in the spring term via the school office.

The PE programme will include at least one block of hockey.

Skills taught in Hockey are:

- Passing (push, slap and hitting.)
- Receiving the ball (both static and on the move.)
- Tackling
- Shooting
- Ball distribution and match play.
- Dribbling and evasive skills (open stick and Indian dribbling, rollouts, etc)

Team Selection

The Junior School plays competitive fixtures against local schools in the major school sports (rugby, netball, football, cricket and hockey) and in a selection of minor sports as well (tennis and swimming.)

Over recent years an effort has been made to extend our fixture card in the major sports by increasing the number of teams participating in fixtures which in turn increases the opportunities for students to represent the school.

At the start of each term, the students are placed into mixed ability groups to enable all students to be assessed by the members of staff responsible for running the teams in each year group.

Students that have played for a particular team in a previous year are not guaranteed a place in that team the following year. All students are assessed on where they are at that point in time and not based upon historically which team they have represented.

This enables all students to feel that the selection process is open and transparent, and that team selection is not automatic from one year to the next.

If a student is not selected for a team that they have represented the previous year, the teacher responsible for the coaching of that team will endeavour to provide constructive feedback to the student in question to enable them to further develop their skills so that they understand what aspects they need to focus on.

Throughout the term there is scope for students to move between groups. Members of staff meet regularly to discuss the progress of individuals in their group and discuss their merits and progress.

Please ensure that all your child's equipment is named – sewn name tags are better than pen (which washes off!). Loops are needed on cagoules – as they are hung on pegs. Remember that new clothing or footwear needs to be named too. Please keep an eye open for other people's property that may appear with your child's laundry!





Learning Support

The aim of the Learning Support provision within Eltham College Junior School is to identify and support students with specific learning difficulties through a whole school approach, whilst working in partnership with parents and any other relevant outside agencies. ALL teachers are teachers of children with specific learning difficulties.

Specific Learning difficulty identification procedure

Children may require learning support either throughout or at any time during their career at the Junior School. We aim to provide targeted support to those with identified needs who join the Junior School and also investigate and support those whose needs are identified whilst they are at the school.

The process is as follows:

Identification from a previous school

A Student may have an EHCP, a diagnostic report, be in the process of being assessed by an external body or have other relevant reports. A pupil passport including targets will be formulated, in consultation with the form tutor and parents. Targets will be updated regularly.

Identification at Year 3

Students highlighted by the Year 3 form tutors will take part in a screening programme, primarily to identify Dyslexia. If the screening indicates a learning difficulty, parents will be informed and a decision will be made jointly as to whether further investigations will be carried out at that stage. If no further evidence is found, the student will be monitored by their form tutor.

If there is significant evidence of a learning difficulty, a meeting will be conducted with parents and the form tutor and the student will be referred for a formal diagnosis. The results of these findings provide the basis for the pupil passport. At this point, the student, with the agreement of parents will be offered predominantly in-class learning support. Learning support will be specifically tailored to the needs of the individual and will follow recommendations set by the report.

Identification at any other stage

A concern may be identified by a form tutor/subject teacher or parents at any time. In consultation with the SENDCO, a meeting will be held with parents and the student will be monitored and supported within class. If the student does not show progress, the SEND team will conduct further assessments, within the school environment, in consultation with parents. At this stage, they may begin on a short booster programme, or continue to be supported in class, depending on their needs.

If no evidence is found, the student will be kept under observation by the form tutor. If significant evidence of a learning difficulty is found, a further meeting will be held with parents, and the student will be referred for formal assessment. A pupil passport will then be created and support will be offered in line with the recommendations made.

Targets will be reviewed on a regular basis by the SENDCO, the form tutor, the Learning Support Assistant, and the student. The SENDCO will meet annually with parents to review these plans, or more frequently depending on the changing needs of the individual.

Medical Needs

Some students may have specific medical conditions, which may impact on their learning. In these cases, a medical care plan will be formulated by the school nurse and a student profile formulated by the Head of Learning Support. There will be collaboration between the nurse, Head of Learning Support, LSA and the parents to ensure the best provision for the student.

Communication

At Eltham College we would like both students and parents to feel part of, and know what is taking place within, our community. General information can be found on our website

www.eltham-college.org.uk

You can access information specific to Eltham College parents by visiting www.elthamcollege.london/parents where you can also find links to the secure Parent Portal and ElthamPost.

The Parent Portal will allow you to see reports and grades, as well as receive notifications for merits and detentions. ElthamPost is our communication portal, with copies of emails sent to you from the College. To access both of these portals, you should register with the Parent Portal; please contact the School Office if you have not received instructions for this..

You can also contact the College by post, telephone and email:

Eltham College Junior School
Mottingham Lane
Mottingham
London
SE9 4RW

+44 (0)20 8857 3457
juniors@eltham-college.org.uk

The College also uses various social media accounts to inform our community about news, events and achievements.



@ElthamJuniors
@ElthamCollegeUK
@ElthamHead
@ElthamSport
@ElthamMusic
@ElthamCollLib
@ElthamCareers

Some departments have curriculum specific X accounts which the teacher will inform you of in class.



ElthamCollege



ElthamCollegeUK

Some departments have curriculum specific Twitter accounts which the teacher will inform you of in class.

Gloria Filiorum Patres



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