

YEAR 4 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 instil 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	Miss Tutchings/ Ms Pan	4NT
	Mr Jones	4RJ
	Mr R Morgan	4RM
MATHEMATICS	Miss Tutchings	4NT/4RJ/4RM
	Mr Jones	
	Mr R Morgan	
	Miss Armstrong	
SCIENCE	Mrs Barber	4NT/4RJ/4RM
HISTORY	Mr Jones	4NT/4RJ/4RM
GEOGRAPHY	Mr Jones	4NT/4RJ/4RM
RELIGIOUS STUDIES	Mr Jones	4NT/4RJ/4RM
MUSIC	Mr Alexander	4NT/4RJ/4RM
DRAMA	Mr Timbrell	4NT/4RJ/4RM
ART & DESIGN TECHNOLOGY	Miss Tutchings	4RM/4DT
	Mrs Chamberlain	4RJ
FRENCH	Mrs Martin	4NT/4RJ/4RM
COMPUTING	Mr D Taylor	4NT
	Mrs Pan	4RM/4RJ
WELLBEING & PSHE	Miss Tutchings	4RM/4RJ/4NT
PHYSICAL EDUCATION	Mr O'Dwyer	4NT/4RJ/4RM
	+ Senior School Games staff	
GAMES	Mr O'Dwyer	4NT/4RJ/4RM
	Mr Jones	
	Mr Morgan	
	Mr D Taylor	
	Mrs Martin	
	Mrs Dudley	
	+ Senior School Games staff	

Email contacts for form tutors

Miss Tutchings nlt@eltham-college.org.uk
Ms Pan hsp@eltham-college.org.uk
Mr R Morgan rzmm@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 35 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 35 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 35 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 Years 4 through to 6, each pupil is issued with a personal device, which remains in school during initial training and setup. Once pupils have demonstrated readiness, devices are taken home and used as part of a shared responsibility between school and home. 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 every evening 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 their online reading diary and activities 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 activity and online exercises, testing application rather than rote learning.

Handwriting

This is taught using the Collins Handwriting Scheme, which encourages starting all letters from the line. Correct formation of letters is taught from Year 3, and ‘joined-up’ or cursive writing is expected in Year 4. Students in Year 4 are expected to use pen 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
- 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
- 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 this year will continue to primarily use content from the White Rose Education scheme and Pearson “Power Maths” workbooks, although we supplement this with other relevant and engaging resources; we do not follow the Power Maths workbooks lesson-by-lesson. This approach will give students the chance to develop their conceptual understanding of topics and apply them in problem-solving and structured practice situations. Students will be expected to have full and deep confidence in the scheme’s Year 4 content, with extension through depth of topic application in a variety of task types. 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 informal mental arithmetic tasks – designed to identify areas for extra practice and development – as well as check-ups of times table knowledge. It is expected to have recall of all times table facts to 12x12 by the end of the year.

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 and Place Value

- Representations of numbers with up to five digits
- Place value of individual digits
- Rounding (nearest 1, 10, 100 and 1000)
- Comparing and ordering
- Negative numbers in context
- Roman numerals to 100

Addition and Subtraction

- Efficient strategy choice
- Informal methods – mental or with jottings
- Formal written addition
- Use of ‘counting up’ for mental subtraction where appropriate
- Formal written subtraction

Multiplication and Division

- Factors and multiples
- Multiplication facts and times tables
- Scaling up and down by 10 and 100
- Written methods for multiplication (up to three-digit numbers by one-digit numbers)
- Chunking-based approaches for division
- Interpreting remainders

Fractions

- Two-place decimal numbers
- Decimal and fraction equivalence
- Fractions greater than one whole
- Adding and subtracting fractions
- Fractions of amounts

Measurement

- Reading and calculating with digital and analogue time
- Time periods
- Area and perimeter of rectangles
- Conversion between metric units of measure
- Problem solving involving measure

Geometry

- Properties of shapes
- Drawing shapes from given criteria
- Comparing angle size
- Translation and reflection of shapes

Statistics

- Interpreting and presenting data
- Solving 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: States of Matter

- Properties of Solids, Liquids and Gases
- Reversible changes of state; Evaporating and condensing, Freezing and melting
- Water cycle

Topic 2: Diet and Digestion

- Identify the parts of the digestive system
- Teeth
- Animal teeth
- Digestion and diets in other animals

Topic 3: Sound

- Observing how sound is made
- Vibrations and sound
- How sound travels
- Testing how to muffle sound
- Changing sounds
- Pitch in stringed and wind instruments

Topic 4: Living Things, Food Chains and Habitats

- Human impact on the environment and protecting habitats
- Identifying food chains
- Finding different habitats
- Different animals in different habitats
- Identification keys
- Classifying vertebrates and invertebrates

Topic 5: Electricity

- Making circuits that work
- Mains and battery power
- Conducting electricity
- Conducting and insulating materials
- Switches

History

During Key Stage 2 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/Spring Terms

- Romans

Spring/Summer Terms

- Invaders and Settlers (looking at the reasons people invade or settle new places, this will look at Saxons and Vikings for the UK and will look at waves of invasion in India, to tie in with other Humanities studies)

This was on the previous file, but not on current copy?

Various visits and theatre groups will be used to reinforce and bring to life the work covered. The students will also be able to experience a range of hands-on workshops that take place in school. There will sometimes be the option to dress up for these workshops, which is encouraged but not compulsory.





Geography

The students will investigate a variety of people, places and environments at different scales in the United Kingdom and abroad and 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 - North America

- Looking at both physical and human landscapes of Mexico, USA, Canada, Central America and the Caribbean with a particular focus on the different biomes in these areas.
- The students will also be looking at the different wildlife located around North America.

Spring Term - India and Rivers

- The general physical and human geography and the significance of the River Ganges.

Throughout the year children will learn about advanced map reading and Atlas skills. Students learn and understand the importance of geographical mapping and understand how to read and use an atlas to support their studies.

Religious Studies

Students learn about the major world religions, recognizing 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 and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary, and they have the opportunity to communicate their ideas, recognizing 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. Students also have the chance to debate and discuss topical and relevant issues thus allowing them to think critically and form opinions.

We also study:

Autumn Term

- Buddhism

Spring Term

- Judaism

Summer Term

- Islam

Music

In Music, classwork 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.

They will also have regular singing sessions. In these, students will 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.

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 Brass or Woodwind sections of the orchestra. All students can choose to participate in Year 4 Choir. Some pupils may be invited to join other appropriate ensembles by Heads of Section.

Students are encouraged to perform pieces which they have studied in their individual lessons at any time to the form.

Scheme of Work

Autumn Term

- Explore basic form and structure of music (drone, ostinato, binary, ternary, rondo etc.)
- Explore elements of Music (timbre, texture and duration)
- Compositions showing different structures and elements
- Vivaldi 4 Seasons project

Spring Term

- The music of the Tudors
- Instruments from Tudor times
- Preparation for Inter-House Music Competition
- Stravinsky's *Firebird* project

Summer Term

- Communication through Music
- Beethoven's *Pastoral* Symphony
- 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 Seus in Performance and Poetry in Performance.

Scheme of Work

Autumn Term

- Introduction to Performance Skills
- Year 4 Christmas Production: Dr Seus in Performance

Spring Term

- Introduction to Scriptwriting: How to Create a Superhero
- Scripts in Performance: Superheroes VS Supervillains

Summer Term

- How to Train Your Dragon: Textual Analysis in Performance
- Monologues and vocal techniques





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 will 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 either visit our gallery, Gerald Moore Gallery, and/or participate in a workshop day led by an artist.

Students will produce their own sketch books to record their learning, develop 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 our sketching and painting skills. We will be exploring work by American artist Georgia O'Keeffe. Pupils will work with ceramics to create pieces inspired by O'Keeffe and nature. Continuing with the 'nature' theme, we will also be creating art inspired by Andy Goldsworthy where pupils will begin to understand photography and digital art. Pupils will also have the opportunity to work with a variety modelling materials..

Design Technology

During the year 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:

Textiles

- Students will learn how to sew with a range of different stitches. They will also learn how to measure, tape or pin, cut and join fabric accurately to make a product for a specific use

Structures

- Students will be completing a number of investigations to help them understand what makes a strong structure. They will learn about different types of buildings and bridges and how engineering is important

Mechanical Systems

- Students will explore how gears and pulleys work. They will apply this knowledge when constructing their own moving product.

French

Students will build on the solid foundations they established in French in Year 3 by revising and reinforcing grammatical concepts and vocabulary and learning new topics and structures.

Emphasis is placed on understanding 'gender' and the implications this has on a variety of linguistic structures.

Topics include:

- Myself and Family
- Clothes
- Sports
- Hobbies
- Countries and Nationalities
- Days of the week
- Festivals and Celebrations

Via these topics, they will develop their awareness of French phonics as well as revisit the grammatical structures introduced in Year 3 such as gender, adjectival agreements and pronouns

Language games and song continue 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 4, they cover topics such as:

- The Internet
- Introduction to Data
- Decomposition, Debugging and Variables
- 3D Design and Modelling

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 and 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 to 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. We deal with issues as diverse as 'personal safety' and 'caring for our environment'. 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 that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement
- Health and Wellbeing - Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene
- Safety and the Changing Body - Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma
- Citizenship - Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government
- Economic Wellbeing - Exploring choices associated with looking after money, what makes something good value for money, stereotypes in the workplace, career changes and what influences career choices.
- Transition - Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings

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

During the year, students are also visited by our School Nurse Catherine Baker, to discuss changes the pupils are likely to experience whilst growing up and the differences between girls and boys.



Games, Swimming, and PE

The sports studied in Games lessons are:

Autumn Term

Netball

- Girls in Year 4 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 4 will play contact rugby as per the new continuum rules.
- Team sizes have been reduced as per the RFU requirements to a maximum of 7 a side.
- Boys are not assigned positions to enable them to experience a broad range of skills.

Skills taught in Rugby include:

- Passing, receiving, off-loading (from feet and from ground.)
- Tackling (side, front and rear.)
- Evasive running skills, lines of running, support lines.

Spring Term

Football is taught this term.

Skills taught in Football are:

- Passing (inside and outside of foot, along the floor, in the air)
- First Touch
- Shooting
- Positional Understanding
- Tackling
- Ball distribution and match play

Summer Term

Cricket is taught this term.

Lessons are divided between net sessions where there is specific focus on batting 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 (correct grip, stance and footwork, calling, backing up)
- Throwing (underarm and overarm)
- Fielding skills (long barrier, backing up, etc)
- Fielding positions and match play

PE Swim

The PE Swim programme for the Autumn and Spring terms has been revamped with pupils taught in their forms rather than in their swim ability groups as they were last year. Details of the plan has been mailed round to parents.

Other Activities

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).

In the summer term the students are taught athletics and their scores recorded in a number of activities including, short-, middle- and long-distance running, long jump and turbo javelin.

Team Selection

The Junior School plays competitive fixtures against local schools in the major school sports (rugby, 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 of 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 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, an EP report, be in the process of being assessed by an external body or have other relevant reports. Once a pupil has received a diagnosis a pupil passport including targets will be written, in consultation with the form tutor and parents. Targets will be updated on a termly basis or more frequently if necessary.

Identification at any other stage

A concern may be identified by a form tutor/subject teacher or parents at any time. The SENDCO will carry out a computerised screening programme, primarily to identify Dyslexia as well as conduct classroom observations. This screening can take place at any point within the school year. Parents will be notified of the results, a meeting will be arranged to discuss the findings and the child will be monitored and supported within class. If no evidence of a special educational need is found, the student will be kept under close observation by the form tutor. At this stage, they may also receive support in the form of in-class support or intervention lessons.

If evidence of a learning difficulty is found, a further meeting will be held with parents, and the student will be referred to 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, form tutor and 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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