



Dereham
Church Of England
Junior Academy

Welcome Meeting
Year 3

1. Meet the staff
2. Communicating with us
3. Behaviour Expectations
4. Mental Health and Resilience
5. A brief overview of the year
6. Homework Expectations
7. How to help your child at home
8. Free School Meals
9. SEN
10. Join 'Freinds of DJA'





Mrs Scott
Head teacher



Mr Dack
Deputy Head



Mrs Hathaway
Pastoral Worker
Year 3+4

The Year 3 Team!



Mrs Groves
Curie
Year Leader



Mrs Crawford and Miss McKay
Mandela



Miss Rowbury
Keller

The Year 3 Team!



Ms Guymer
Curie
HLTA



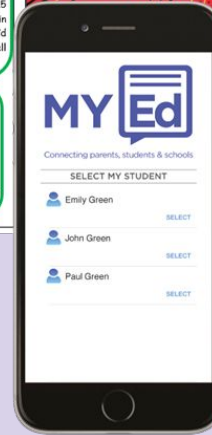
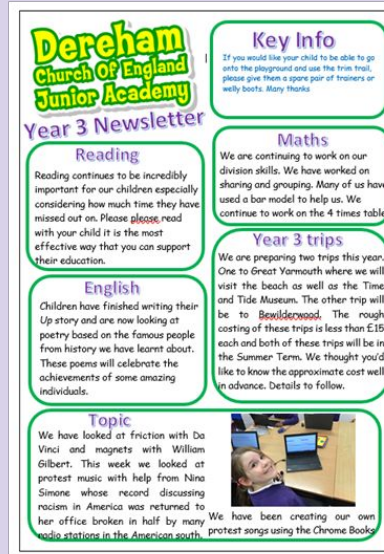
Miss Cockell
Mandela



Miss Trumm
Keller

Communication from us

- Newsletters
- Letters/emails
- MyEd
- Postcards
- Facebook
- Phone calls
- Speaking at pick up times



How to communicate with us:

- Phone/email/visit the office
- MyEd
- Adults on the front gate every morning who can relay a message.

Behaviour

Be respectful

Be safe

Be ready

Logical Consequences

A Focus on the Positives!

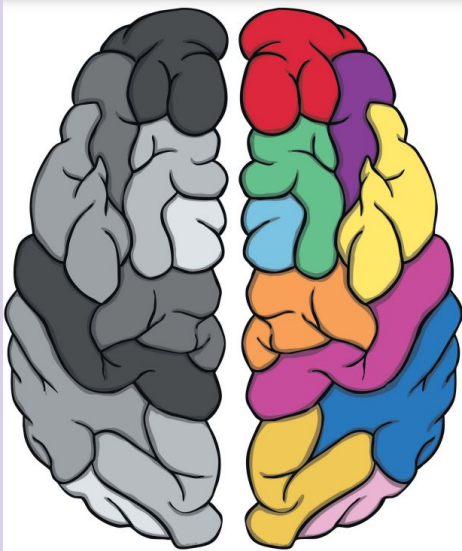
- Positive relationships
- Recognition board
- Positive postcards
- House points
- Golden tickets
- Learner of the week
- Maths Monkey



Mental Health and Wellbeing

- We have RSHE lessons which all contain slides and a chance to talk about mental health
- A children's wellbeing/mental health group
- Pastoral workers
- Staff who are supportive of children
- Worry boxes in each class

Resilience!



Year 3

Topics:

- The Stone Age
 - Light and Dark
 - Creativity and Change
 - Dereham Delivers
 - Plant power
 - WW2
- PE
 - Steel Drums!
 - Trips - TBC



Homework Expectations



Year 3 (per week) =

- **Minimum** of 3 x 15 min reading sessions



After Half term...

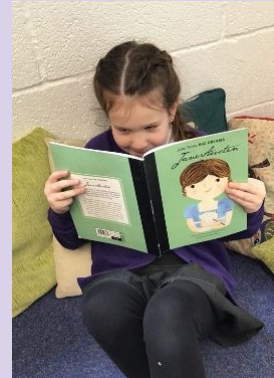
- **Minimum** of 2 x 10/15 min sessions on TT Rockstars/Numbots
- **Minimum** of 2 x 10/15 min sessions on Spelling Shed

Reading

Books to come home by
Monday 17th September

1. Book for pleasure
2. Book to match
decoding/comprehension
level

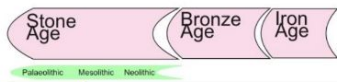
CRUCIAL to accessing the
curriculum - a top priority
for us!



How can you help your child at home?

- Read with them!
- Ask about their day and encourage them to explain things they have learnt to you!
- Ensure they complete their homework each week (this will help their learning in class)
- Talk positively about school

The Stone Age



Eras of the Stone Age
The Stone Age began 2.5 million years ago and ended in the UK around 4000 years ago. The Stone Age was split into 3 eras (periods of time).


- **Palaeolithic Era**- This is the oldest part of the Stone Age. It is from around 2.5 million years ago to around 10,000BC. The end of the **Palaeolithic era** comes about because of the ending of the last **Ice Age**.
- **Mesolithic Era**- This is from 10,000BC to around 4500BC. The world climate got warmer which caused seas to rise and the UK to become an island for the first time. Before, it was joined to land,
- **Neolithic Era**- This is the newest part of the Stone Age and lasted from around 4000BC to around 2000BC
- **Bronze Age**- This started around 2500BC in the UK. It marks the first time that people used metal work.

Primary Sources and Secondary Sources

- **Primary Source**- These are items, writings or architecture that are **from the time we are studying**. Primary sources from the Stone Age time may include preserved mammoth, Stone from Stone Age Houses or from Stone Age axes. There are not many Primary Sources from the Stone Age because most will have rotted.
- **Secondary Sources**- These are replica items, books about the Stone Age or recreations. **Secondary sources are produced after the time being studied**- Some secondary sources include: Horrible Histories, a replica axe of Stone Age tent


Different shelters

There were three main shelters in the Stone Age.



- **Caves**- mainly used in the **Palaeolithic Era**
- **Tents**- Made of animal hide- often used in the **Mesolithic Era** they were useful to be able to follow herds of animals before people began farming
- **Stone Round/Rectangular Houses**- Mainly used in the **Neolithic Era and Bronze Age** when people started to stay in one place to farm crops and animals.

Skara Brae



- This **Primary source** showed us that the **Neolithic Stone Age** people had things similar to us nowadays including: beds, cooking equipment and cupboards!

Free School Meals / Pupil Premium

Pupils in our school are in receipt of this...

- Funded school lunches
- Subsidised school trip payments
- Use of a school chromebook both in school and at home during their time here
- Funding for the school

Are you eligible?

Receive **Universal Credit** - your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Receive **Child Tax Credit** (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)

Receive **Income Support**

Receive income-based **Jobseeker's Allowance**

How do you apply?

<https://www.gov.uk/apply-free-school-meals>

Please ask if you need support!

Apply for free school meals

Check if your child can get free school meals in England and find out how to apply on your local authority's website.

There's a different process to apply for [free school meals in Northern Ireland](#), [free school meals in Scotland](#), or [free school meals in Wales](#).

If your child is eligible for free school meals, they'll also qualify for the [Holiday Activity and Food Programme](#). Food vouchers may also be available through the [Household Support Fund](#). Find out more by [contacting your local council](#).

Enter a postcode

For example SW1A 2AA

Find



SEN

- **SENCo-**
Who am I? What is my role?
- **SEN support-**
What does this look like?
- **Contacts-**
Who do I speak to if I have any concerns?



What is the SEND Record?

This is a list of all the children at our school who have Special Educational Needs (SEN) and/or disability. These children are monitored carefully to make sure they are receiving relevant and effective provision that is additional to current whole class support.

Why is my child on the SEND record?

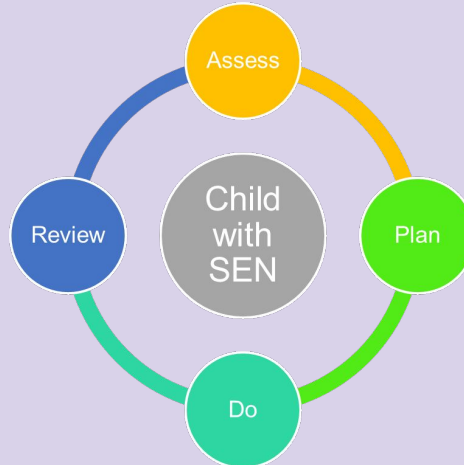
Any child on the SEND record has been identified as having additional needs; this could be due to difficulties in a particular area and/or sustained barriers to learning. A child is identified as having additional needs following discussions with class teacher, frequent observations of the child, tracking of assessments and a review of the impact of current support strategies.



What does this mean for my child?

If your child is on the SEND register, they will start to receive help that is different from or additional to whole class provision. Staff at the school will work together to make sure support is in place for your child that meets their individual needs and enables them to access learning at an appropriate level.


Your child will be part of a cycle known as ‘Assess, Plan, Do, Review’



SEN Area Of Need	TEACHER TWEAKS	RESOURCES	INTERVENTIONS	KEEP MONITORING	EXTERNAL AGENCIES
	Wave 1: Universal entitlement/ High Quality teaching			Autumn Spring Summer	
		Wave 2: Specific, additional and time-limited interventions Wave 3: Targeted provision/ Highly tailored interventions			
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated curriculum planning through outcomes and activities • SEN teacher toolkit guides • Working walls/ modelling • In class support from TAs • Small guided group & pair work • Clear & explicit objectives 	<p>Dyslexia friendly tools:</p> <ul style="list-style-type: none"> • Use of alternative methods of recording as required, including technological devices such as laptops & voice memo • coloured IWB screens • appropriate font & sizing • reading windows • writing frames • Barrington Stoke dictionaries • Talking tins • Visual aids • Word mats • Task planners <p>Dyscalculia friendly tools/ use of concrete materials:</p> <ul style="list-style-type: none"> • Denes Blocks • number lines • multiplication grids 	<ul style="list-style-type: none"> • PiXL therapies • TT Rockstars • Number stacks programme • Number sense • Plus 1 Maths • Numicon • Precision teaching • Booster groups in all year groups- Literacy/ Maths • Spelling shed • Small Read, Write Inc groups in Years 3 & 4 • Fresh start RWI in Years 5 & 6 • SNIP/ HFW spelling programme • Pre-teach sessions of core skills • Early reading/ Essex phonological awareness activities • 1:1 reading • Small group adapted Reading masters • Working memory small group activities 	<ul style="list-style-type: none"> • One page profile targets • 7Cs • Salford Reading assessment • Single word spelling test • High frequency word screener • Sandwell Numeracy assessment • Use of NAPs tracker • PiXL assessments • Books • Pupil voice • Observations • INDES 	<p>School2School</p> <p>SENCo assessments</p> <p>Educational Psychologist</p> <p>Advisory Learning Support Teacher</p> <p>Learning and Cognition SRB outreach/ placement</p> <p>Dyslexia outreach</p> <p>Access Through technology</p>

Part of this process includes a termly one page profile:

My One Page Profile:



Insert Picture here

Enter name here

What people appreciate about me What is important to me:
(my strengths):

My Targets:

1.

This links to the following 7C:

At the moment, I think I'm:	1	2	3	4	5
My teacher thinks I'm:	1	2	3	4	5

Strategies to support me with this:

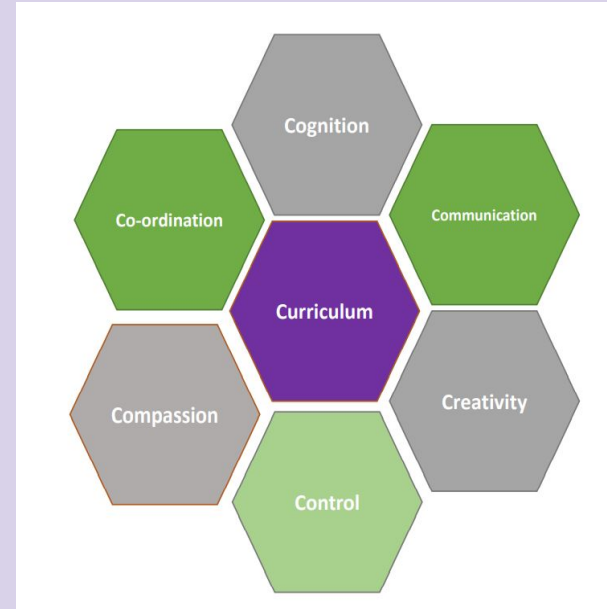
2.

This links to the following 7C:

At the moment, I think I'm:	1	2	3	4	5
My teacher thinks I'm:	1	2	3	4	5

Strategies to support me with this:

3.



Who to contact?

Class teacher

SENCo- Mon to Wed

Visit our website:

[https://www.derehamjunior.dneat.org
/inclusion-sen-special-educational-needs-d-
disabilities/](https://www.derehamjunior.dneat.org/inclusion-sen-special-educational-needs-d-disabilities/)

Friends of DJA

We need you!!

- Raise money - leavers hoodies, books, wet play games
- Events - discos, hot dog and popcorn nights

Any amount of time would be very appreciated!

- ❖ Speak to Mrs Scott if you are interested.
- ❖ Complete form sent via My Ed if you want to be a part of our Friends committee

Any questions?