



Welcome to



**Hallam Fields
Junior School**

Growing together, Learning together, Achieving together



Staff in year 3

- **Class Teachers in Year 3**
 - Mr Rowland – Ash Class
 - Mrs Cowley – Oak Class
- **Teaching Assistants**
 - Ash class - Mrs Salam
 - Oak class – Mrs Hewitt
- **Deputy Headteachers**
 - Mrs Carr (Also Lead Thrive Practitioner and Pupil Premium Lead)
- **Special Needs Coordinator**
 - Miss Daykin
- **School Business Manager**
 - Mrs Ashby
- **Office Staff**
 - Mrs Batty (Mornings) & Mrs Rutter (Afternoons)



Lessons, groups and activities at Hallam Fields

Forest Schools

- One member of staff leading – Ms Hayes (Qualified)
- All children in school have a weekly session
- Sessions take place during afternoon mainly in school grounds
- Use skills outside problem solving, social skills and confidence building
- Encourage and inspire through outdoor play and learning in a woodland environment



Thriving at Hallam Fields



At Hallam Fields Junior School we use the 'Thrive Approach' with all of our children to develop healthy, happy, confident children who are ready and open to learning

- This involves
 - Understanding children's behaviour as a way of communicating their emotions
 - Using language carefully to develop their stress regulation systems
 - 1 to 1 work to target individual children's social and emotional development
 - Whole class work to develop relationships and give opportunities for new experiences



Families Thriving at Hallam Fields

We also run a programme called Family Thrive where you can learn about the Thrive approach and take away some ideas of how to deal with tricky behaviours at home.

If you have any questions about any of our Thrive work in school please just ask Mrs Carr or Mr Brown.



How it might look in some of our children and how we deal with them

- Sometimes some children may be struggling to regulate
 - They may need supporting in a different way towards when you were at school
 - What you won't see is someone shouting at them
 - It may appear that there is no 'consequence'
- What is really happening is we are helping the child to regulate and then when they can access their thinking part of the brain we will help them to look at their behaviour





Thrive Ambassador School
with Excellence in Relationship
2022



Thrive Ambassador School
with Excellence in Right-time
2023



Reading at Hallam Fields

Accelerated Reader

- Accelerated Reader
 - Children are tested and given a level – ZPD
 - Read book
 - Carry out a quiz about the book on an iPad or computer



 Accelerated
Reader®



[Login to Accelerated Reader](#)

Active Reading Skills

Key words and phrases

Immediately is an important word here—it tells me that she is excited about playing hide and seek and not afraid to go in.



Background Knowledge

I hid in a wardrobe in the dark once so I understand what it feels like and why she has her arms stretched out in front of her.



Visualisation

I can picture her rubbing her face against the coats and imagine what it felt and looked like. I would do the same!



The Lion, The Witch and the Wardrobe

She immediately stepped into the wardrobe and got in among the fur coats and rubbed her face against them, leaving the door open, of course, because everyone knew it was foolish to shut oneself into a wardrobe. It was almost quite dark in there and she kept her arms stretched out in front of her so as not to bump her face into the back of the wardrobe.

Breakdown

Why is it foolish to *shut oneself into a wardrobe*?

What does *oneself* mean here?



"This must be a simply enormous wardrobe!" thought Lucy, going still further in and pushing the soft folds of the coats aside. The next moment she noticed that what was rubbing against her face was no longer soft fur coats but something hard and rough and even prickly. Then she realised that there was something crunching under her feet, but instead of the smooth wood of the floor of the wardrobe, she felt something soft and powdery and extremely cold.

Prediction

I wonder what it is! Wardrobes don't usually have rough and prickly things hanging up so I wonder if something has changed.



Make connections

There are key words here. I think snow is soft and powdery and extremely cold and it crunches. She must be in a different world. The wardrobe is magic.



Repair



Oh, I have re read and checked again and I think *oneself* must be an old fashioned word for *yourself* as that word would fit in the context here.

School Clubs

Various clubs throughout the year;

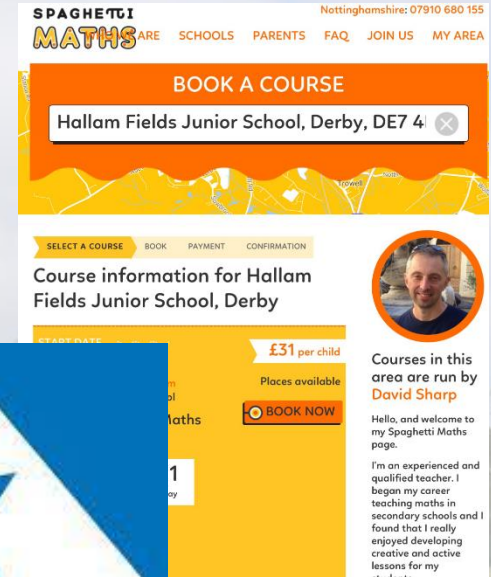
Sports clubs, Cookery club

Clay Creators, Lego

Reading club

Music

- Choir
- Rock Steady



Pupil leaders

- Junior leadership team
- Eco Council
- Mental Health Ambassadors
- Maths Ambassadors
- Reading Ambassadors
- i-Vengers (Online Safety)



Child Friendly Policies
[Child Friendly Anti-Bullying](#)
[Child Friendly Complaints](#)
[Child Friendly Peer on Peer Abuse](#)
[Child Friendly Safeguarding](#)

Hallam Fields Junior School
Learning together. Learning together. Learning together.

Child Friendly Safeguarding Policy

What is Child Protection about?

- We teach you how to recognise risks and dangers in different situations and how to protect yourself and stay safe.
- All of the adults around you really care and think that your health, safety and welfare are very important.
- In our school, we respect you and help to protect your rights.
- We do our best to help you make progress in your learning.
- We provide a safe environment for you to learn in; we want to help you stay safe at home and school; it's important that you know where to go to get help if you are worried or unhappy about something.

Need to talk? You can talk to any adult in school, we are here to help you and will listen to all of your concerns. There is also a special phone number called Childline; they listen to worries too.

ChildLine
0800 1111 111

These are the people in school who look after safeguarding who I can talk to and will be able to help me as well as staff in my classroom.

SAFEGUARDING

If you are feeling sad, upset, hurt or scared, you can talk to any member of staff.

You can also talk to...



Working Together

What we ask from you

- **Reinforce behaviour and standards** we expect at school (including on the way to and from school)
- Support your child with their **homework**
- Want the same for your child as we do
- Please remember the summer holidays are a long break ... times tables and reading as well as some fun things to do together



Behaviour and Rewards



SCHOOL GOLDEN RULES

- We will be kind, friendly and helpful
- We will respect other children, adults and their property
- We will take good care of the equipment, buildings and grounds
 - We will be polite and use good manners
- We will walk on the paths and inside the building on the left (where possible)
 - We will work hard and try our best
- We will respect other people and their right to learn.



Behaviour at Hallam Fields



You are showing us good behaviour

<u>This could be</u>	<u>How you will know it is good</u>	
For trying hard—showing effort	A smile	Headteacher's award
Having brain switched on	Thumbs up	Note home
Listening well	Merits and merit certificates	Text home
Looking at person speaking	Token	Good behaviour certificate
Being Focused	Postcards home	Star of the week certificate
Good manners, being polite or helpful	Treehouse Sessions	Class awards—star of day etc
Helping others or working well together	Stickers	Comments in your book
Being kind and caring	Telling you	



Your behaviour is not as good as we expect

<u>This could be</u>	<u>How you will know it is not good</u>	<u>The consequences may be</u>
Talking / disrupting in class	A look to question your behaviour	Being moved in the class
Being nasty to others	A warning using the class system	Losing part of your break
Inappropriate language	An adult talking to you	Record of your behaviour
Lying and not telling the truth	Name on board	Sent to another class to work
Throwing things at break or lunchtimes	Reminder of your choices and consequences	Parents being told about your behaviour
Being somewhere you know you're not meant to be		Writing an apology letter
Not showing effort in your work		Reflect on behaviour form (sent to Mr Brown)
Using racial or homophobic language (without understanding fully)		



Your behaviour is not acceptable

<u>This could be</u>	<u>How you will know it is not acceptable</u>	<u>The consequences</u>
Not improving behaviour after warnings	An adult talking to you	Missing break to reflect on behaviour
Hitting / kicking / hurting someone	Sent straight to Mrs Carr, Mrs Sibley or Mr Brown	Behaviour report (sent home daily)
Being nasty repeatedly		Detention—during lunchtime
Fighting		Detention—after school
Using racial or homophobic language	Given time to reflect and think about behaviour	Jobs to help repay in school
Repeated disruption in class (after being warned)		Meeting with parents and Mr Brown
Being rude to staff	Told missing breaks / lunchtime	Exclusion
Damaging school property on purpose		
Stealing		
Refusing to do what told		
Repeatedly Swearing		

Homework

Reading

Spellings

Times Tables



- By end of year 2 – should know 2, 5 and 10 times table
- By end of year 3 – should know 3, 4 and 8 times tables
- By end of year 4 – should know all times table up to 12 x 12

POLICIES	
Safeguarding / Health and Safety Policies <ul style="list-style-type: none">Child Protection and Safeguarding PolicyAddendum (During Covid-19)Annex A (During Covid-19)Children Missing in Education PolicyExtremism and Radicalisation PolicyLockdown Lens (During Covid-19)Looked After Child (LAC)Health & Safety PolicyOnline Safety PolicyPrivate Fostering PolicySun Safe PolicySun Safe InformationSun Safe Letter	Curriculum Policies <ul style="list-style-type: none">Calculations Policy + / -Calculations Policy x / ÷Collective Worship PolicyHomework PolicyLiteracy PolicyPhonics PolicyRSHE / PSHE PolicyRSHE/PSHE Long Term Plan
Behaviour and Anti-Bullying Policies <ul style="list-style-type: none">Anti-Bullying PolicyBehaviour at Hallam FieldsExclusion Policy	SEN, Inclusion, Equality and Diversity <ul style="list-style-type: none">Accessibility PlanEqual OpportunitiesEquality Information and Objectives PolicyEquality Objectives and Action PlanInclusion PolicySpecial Educational Needs Policy
Using computers Policies <ul style="list-style-type: none">Acceptable Use PolicyICT and Disaster Recovery Plan	Admission & Attendance Policies <ul style="list-style-type: none">Admission ArrangementsAttendance PolicyAttendance NewsletterAttendance - Penalty Advice for Parents
Health & Medicines Policies <ul style="list-style-type: none">Administration of MedicinesChildren with Health Needs who cannot attend school	Child Friendly Policies <ul style="list-style-type: none">Child Friendly Anti-BullyingChild Friendly Complaints

Year 1 - 6

Calculation Policy Addition and Subtraction

#MathsEveryoneCan



Notes and Guidance

Calculation Policy

Welcome to the White Rose Maths Calculation Policy.

This document is broken down into addition and subtraction, and multiplication and division.

At the start of each policy there is an overview of the different models and images that can support the teaching of different concepts. These provide explanations of the benefits of using the models and show the links between different operations.

Each operation is then broken down into skills and each skill has a dedicated page showing the different models and images that could be used to effectively teach that concept.

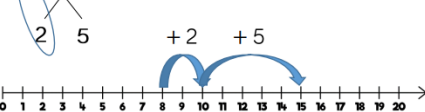


Number Lines (labelled)

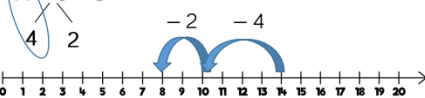
$$5 + 3 = 8$$



$$8 + 7 = 15$$



$$14 - 6 = 8$$



Benefits

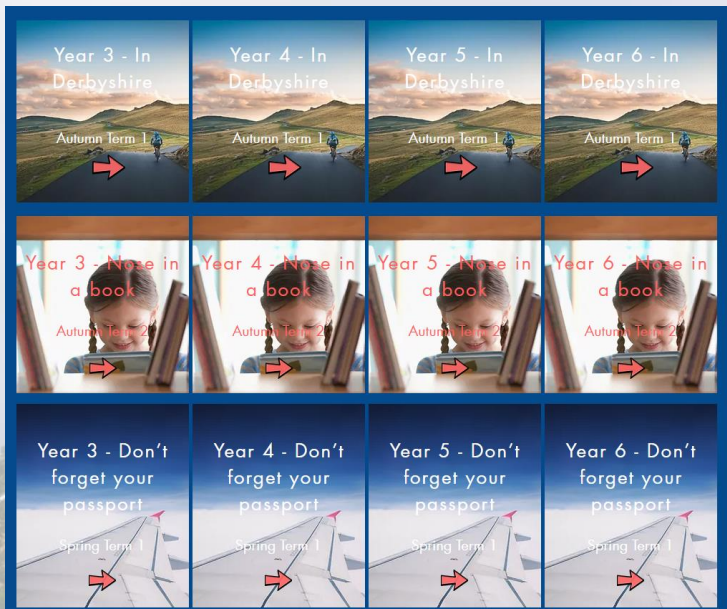
Labelled number lines support children in their understanding of addition and subtraction as augmentation and reduction.

Children can start by counting on or back in ones, up or down the number line. This skill links directly to the use of the number track.

Progressing further, children can add numbers by jumping to the nearest 10 and then jumping to the total. This links to the making 10 method which can also be supported by ten frames. The smaller number is partitioned to support children to make a number bond to 10 and to then add on the remaining part.

Children can subtract numbers by firstly jumping to the nearest 10. Again, this can be supported by ten frames so children can see how they partition the smaller number into the two separate jumps.

Policies

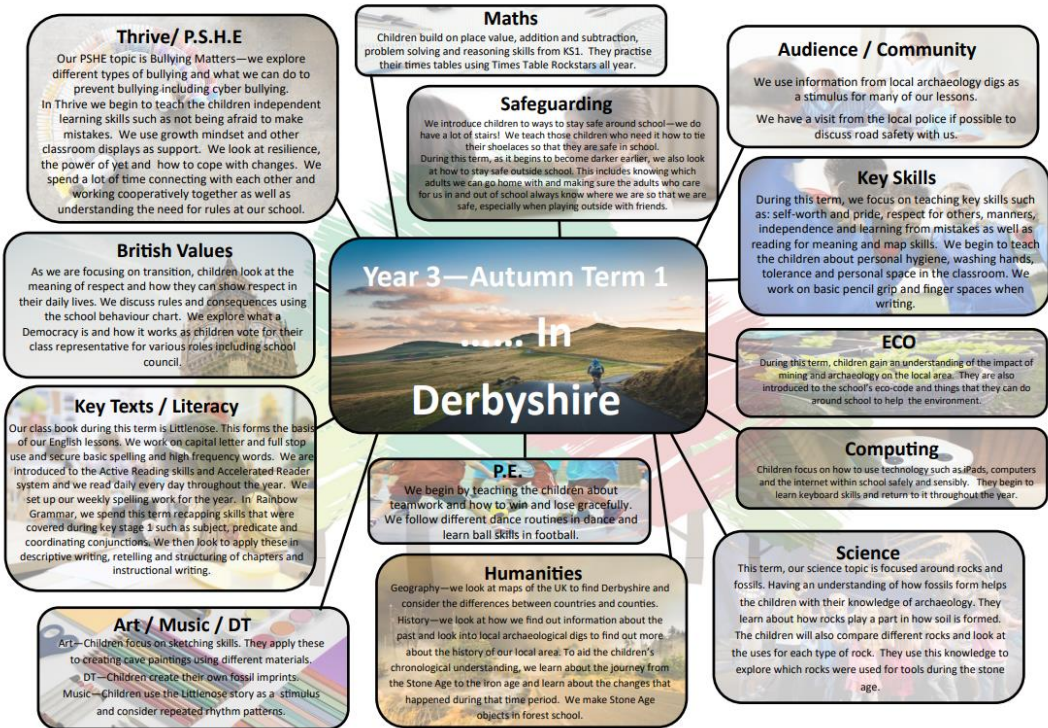


Hallam Fields Junior School - Curriculum Overview - PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Sports Hall Athletics	Multi-skills	Gymnastics	Mini Muay Thai	Egyptian Dance	Kwik Cricket
	Football	Handball	Dodgeball	Outdoor Adventure	Athletics	Tennis
Year 4	Self Defence	Leadership	Yoga	Fitness	Romans Dance	Basketball
	Tag Rugby	Netball	Tennis	Quicksticks	Athletics	Rounders
Year 5	Basketball	Quicksticks	Swimming	Handball	Swimming	Greatest Show
	Yoga	Football	Kwik Cricket	Dodgeball	Athletics	Tennis
Year 6	Multi-skills	Swimming	Leadership	Basketball	Fitness	World War 2 Dance
	Netball	Tag Rugby	Tennis	Outdoor Adventure	Athletics	Rounders

Indoor PE session

Outdoor PE Session



Curriculum

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Rewards



Communication

- Seesaw (Link to sign up will be sent)
- Newsletter / Weekly diary sheet
- Home School Diary
- Parents' evening Autumn and Spring term
- End of year report
- End of every day at gates with class staff
- Mornings Mr Brown, Mrs Carr and Mr Hussain on the gate



Paying for things

- School Dinners
- Uniform
- Trips
- Discos
- Permissions





Will be issued with password and username to pay online – or if don't have internet access can pay at local shop via card / bar coded letters

Can link children to one account



School Blogs

www.hallamfields.derbyshire.sch.uk



Year 3 Blogs

Ash Class  Oak Class 



Year 4 Blogs

Chestnut Class  Birch Class 





Year 5 Blogs



Willow Class  Beech Class 



Year 6 Blogs

Rowan Class  Lime Class 

Whole School Blog


Nurture  Thrive 

School Council  PGL Trips 

<http://ashhallamfields.wordpress.com/>

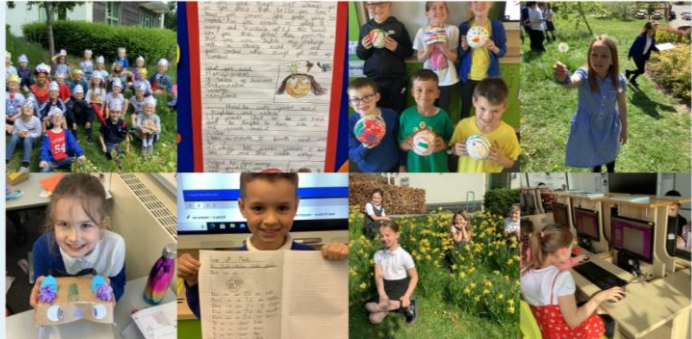
<http://oakhallamfields.wordpress.com/>

ASH'S BLOG Search ... HOME STRATEGIES FOR LEARNING SPELLINGS





SLIDER POSTS


OAK'S BLOG Search ... HOME GRAMMAR IN YEAR 3 SPELLING SPRING TERM 4 STRATEGIES FOR LEARNING SPELLINGS



SLIDER POSTS

Tweets 

 **Hallam Fields** @HallamFieldsJS 19 Jun
Raft building and raft sinking pic.twitter.com/CrOVzGTeCe



Tweet to @HallamFieldsJS

@HallamFieldsJS

School Uniform

- **White** shirt, polo shirt or blouse
- **Black or grey** school trousers (not denim/leggings)
- **Black or grey** school skirt
- **Navy or royal blue** jumper, cardigan or school sweatshirt /cardigan
- **Royal blue** school fleece jacket
- Blue checked school summer dress
- Black or grey summer school shorts or culottes for girls
- **Dark school shoes** (flat)

<https://just-schoolwear.co.uk/product-category/hallam-fields-junior-school/> (Link on school website)

PE Kit

- Black tracksuit bottoms, shorts or P.E. skirt
- White T-shirt (with or without logo)
- Plain black trainers
- Children should come to school in PE Kit on their PE Days
- Wear a normal school jumper, cardigan or fleece over white t-shirt.



Jewellery / Make up / Hair

- Children with pierced ears may wear one pair of studs (one in each ear). No other jewellery should be worn at school apart from a wristwatch.
- For P.E. lessons and swimming (y5), the children must remove their ear studs. Exceptions cannot be made for recently pierced ears.
 - Staff are not allowed to help remove ear studs or for children to wear tape.
- No make up, including nail varnish, is allowed at school.
- Hair colourings or styles including shaved patterns are not allowed.

Dinners and Snacks

- School dinners are cooked and served daily on site
- Children can see what the menu is for the following day and order vegetarian option, pasta, jacket potato or sandwiches instead
- Don't have to stay all week
- Playtimes healthy snacks are allowed (No nuts please)



Free School Dinners

- YOU ARE ELIGIBLE IF;
 - Universal Credit, provided you have an annual net earned income not exceeding £7,400 (£616.67 per month)
 - Income Support
 - Income-based Jobseeker's Allowance
 - Income-related Employment and Support Allowance
 - support under Part 6 of the Immigration and Asylum Act 1999
 - the guarantee element of State Pension Credit
 - 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) as assessed by HMRC
 - Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit)
- **This year we have received £104,860 based on Free School Meal numbers.**

Transition Day and Week 1



Transition Day

- Children should arrive for 9.00 am – Tuesday 4th July
- Children will meet with their class teacher before walking down to class.
- At the end of the day each class will walk out together at 3.30pm – up drive way (New year 3 will be last)
- Please let children know who is collecting them.



1st Day

- School starts at **9.00 am** – Wednesday 6th September
- Line up on driveway – Walk straight to class
- At the end of the day each class will walk out together – year 4 and 6 at 3.25pm and **year 3 and 5** leave at **3.30pm**
- Permission to walk in older year groups/ be collected





First three days



- After a big change, like moving schools, children are not ready to start cognitive thinking so learning can be hard
- Our first week back at school in September will focus on relationships, and teamwork
- We want to allow our children the time that they need to make connections with their new class, teachers and peers



If you have a problem....

- Please call us, talk to us outside, email or come in

0115 9322568

headteacher@hallamfields.derbyshire.sch.uk

enquiries@hallamfields.derbyshire.sch.uk



- Please don't just listen to your child's side, or use social media to sort a problem - contact us to discuss it so we can try and sort any problems quickly.

School Website

www.hallamfields.derbyshire.sch.uk

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Applying for a place | Order Uniform | Staff | Governors

Hallam Fields Junior School

Growing Together, Learning Together, Achieving Together

Headteacher: Mr David Brown.

'A very welcoming school!'

'My son's confidence has grown significantly and I believe this is because he is treated as an individual and his strengths are built on.'

Twitter: @HallamFieldsJS
Or search on Facebook for us

And Finally

- Class lists
- Visit your child's new class and meet staff
- Come and ask any individual questions