

.....Wandering down the corridor to my classroom, I was struck by the life-like Ancient Egyptian mummy created by the Year Four children alongside a visiting artist the previous afternoon. I entered the Year Four shared area through the enormous pyramid structure and felt the soft sand of our giant sandpit under my feet. Crossing to my classroom, I heard the sound of my interactive white board springing to life and the blinds rising. I set about organising the space for the day ahead moving the tables effortlessly into groups of three ensuring easy access to the role play area and the laptop station.

Opening the sliding wall to the circular Year Four shared area, I crossed to one of the many storage cupboards attached to the outer walls and collected my resources for the range of subjects I would be teaching that day. As I walked across the area to collect our pottery from the kiln, I noticed that the freezer was packed with ice for the morning's science experiment. I started to notice the buzz around the area as my fellow teaching and TA colleagues arrived and began to prepare around me. Together we talked through the day ahead before travelling to the staff area for our morning briefing.

The morning passed by in a hive of activity with the children working fluidly across the three Year Four classrooms, all easily accessible due to their positions surrounding the shared area. Throughout the morning a number of children moved into one of the interconnecting TA rooms to receive extra support. Once there they enjoyed the pleasant informal surroundings of these very different areas – some smaller with cushions and cosy settees for counselling, some filled with light, sounds and smells to engage all the senses and others designed to comfortably accommodate small groups working on specific phonic and dyslexia programmes. Each of these regardless of size, being equipped with lockage storage spaces for both children and adults alongside water dispensers and readily available fruit.....