


bravely | faithfully | happily  
fortiter | fideliter | feliciter

# Curriculum Directory 2015-16



St. Aubyn's School

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## Introduction by the Head

As a parent myself, there are days I stand back and wonder how our young ones are expected to meet and conquer our increasingly complicated value systems, be they religious, social, political, or just in the family.

And each time I stand back I am freshly struck by one single and overarching confidence – it is little ideas that make a big difference, and little steps by Man that that are the giant leaps of Mankind – such little thoughts as:

### **First do no harm!**

- Be the person you so want your child to be
- Be consistent, but not rigid
- Watch them stand up by themselves, but help them when they fall
- Let them know what, why, where, when and how, and then patiently repeat it as needs be for a month of Sundays (As Brere Rabbit would have said)
- And when all seems just a little difficult, (those selective memories and hearing problems!) just love them without pre-condition or judgement...

### **Then you will do all right...**

So it is with these little thoughts that I come to you, the drivers and beneficiaries, the participants and the referees in our little corner of life here at St Aubyn's.

The Directory you hold is another little thought, the consolidation of some of our arguments, reconsiderations and finally of consensus, over the standards and values that we as a team of caregivers (and just as often, I would like to believe, of care receivers!) must embrace if we are to stay ahead in this sometimes crazy world. I see this as another opportunity to make the world aware that here is our place, and the pupils that we send from here are not only up to the challenge but set out to challenge their world.

I can think of no greater tribute than that the pupils that stand in our hall, and whose souls by Grace we have the opportunity to touch, go out and make a difference.

And they will make that difference, because we provide that stability and confidence in our pupils through initiatives such as this that help to describe and clarify how we do things here – in our family.

The relationship between school and home is a partnership and we need to work together to ensure that this happens. We need each other and I hope that we can continue with the good work that you do at home with your pupils. In essence we are an extension of the home and we must make sure that the pupils are comfortable and happy in their schooling environment. Systems and structures help to ensure basic organisation and help to create stability and confidence in our learners.

I hope you find this Directory informative and helpful and that you will understand the regulations that ensure the efficient and smooth running of the institution; not as systems that regiment us, but as standards that energeise us and set us apart.

Please read through the Directory carefully and support us in our efforts to create an organised environment with good communication.

I pay tribute to the teachers who work so hard to make the curriculum come alive and in particular to Mr Shute, Miss Wear, Miss Lang-Daly, Miss Dundon, Mrs Porter and Mrs Knight who lead their respective departments so efficiently.

**Leonard Blom**  
**Headmaster**

*'The children we send from here are not only up to the challenge, but set out to challenge the world'*

## A School Commitment

At St Aubyn's we show respect for  
each other  
ourselves  
our environment  
our community  
property  
privacy

## 10 Promises

We treat others as we would have them treat us.

We are peacemakers.

We believe in forgiving others.

We are truthful and honest, especially with ourselves.

We share.

We do not gossip, judge or criticise others.

We are patient and tolerant.

We are kind and helpful.

We listen carefully to each other.

We do our best to be our best.

# Explanatory Notes

The purpose of this Directory is to outline for you, as parents, the aims of the curriculum at St Aubyn's, and how this will impact on your child as they progress through the School. Underlying the curriculum are the core aims and values which we believe are crucial parts of your pupils' education. We would like to share those values with you and indicate ways in which you, as parents, can help us to achieve them.

We believe that a good education stems from a successful partnership between the School and the parents. This Directory should outline how you can work with us to help us to achieve these aims, which are clearly outlined in the Curriculum Policy. I hope that you will find this helpful and of interest.

The curriculum itself is constantly under review and we are always looking at ways to improve and adapt it. Changes may arise from outcomes of thorough subject audits or from initiatives being implemented nationally. If we believe it will add value to your child's education, it will be incorporated into our curriculum. For example, this year, a specialist drama teacher has been appointed to teach all pupils in Middle School for an hour a week. An additional games lesson has also been introduced on a termly rotation for pupils in Years 3 to 5 and Senior games lessons have been extended. Pupils in Years 1 and 2 have an increased provision for PE which will be taken by a specialist rather than the class teacher. A new unit has been introduced into Year 1 to make the transition between Reception and Year 1 smoother. D.T. provision continues to be developed with the completion of the adjoining kitchen facilities. Alongside the Learnpads which are being used in Pre Prep, a set of iPads have been purchased so that we can continue to improve and enrich the curriculum through the use of mobile devices.

Further details of our educational provision are detailed in subsequent sections beginning with the Early Years Foundation Stage (Nursery and Reception). This is followed by an outline of our Programmes of Study for the remaining Pre Prep pupils (Key Stage One, Years 1 and 2), Middle School (Key Stage 2, Years 3 to 5) and Senior School (Key Stage 2, Year 6 and Key Stage 3, Years 7 and 8). This begins with the core subjects, English, mathematics, science and French (at Year 7 and 8). The remaining subjects then follow in alphabetical order.

In every year group, the pupils in each of the 3 classes follow the same curriculum so that there is complete equality of provision. Our curriculum broadly follows objectives outlined in the National Curriculum, but we have the flexibility to adapt and exceed this to give all our pupils a rich and varied learning experience.

## Homework (Prep)

Homework is an essential part of life at St Aubyn's. It is a way of helping pupils to become independent learners. It also helps us consolidate different aspects of learning or provides an opportunity to extend pupils' understanding. It is important to provide you with guidance about the best ways to approach homework, as well as underlining the importance of good communication between School and home, to make sure that homework is a valuable learning experience. Homework is set throughout the School.

### Pre Prep (including EYFS)

Once the children have settled into their routines, class teachers will set homework.

Reading books will be changed on a Monday. Assessment by the class teacher will prompt a change of book. No reading books are issued over the weekend as we would encourage parents to take advantage of the reading material they have at home. There are many opportunities for 'life skills reading' around the home and wider environment to prompt reading, e.g. cereal packets, road signs, simple news headlines, DVD covers and film reviews.

**Reception :** Throughout the week, children will engage in reading activities. Weekend homework tasks will be given which will involve participation from the parents.

**Year 1 and Year 2:** Reading will be set from Monday to Friday. Weekend homework will be to learn spellings which are then incorporated in sentences.

### Middle School

From Years 3 to 5, pupils are set homework on a daily basis. The emphasis is on maths and English which is set twice a week. For English, one piece will be linked to writing and one to reading. Homework for the foundation subjects is rotated each week. Homework times are as follows:

**Year 3 Christmas Term:**  
15 minutes written plus 10 minutes reading

**Lent and Summer Term:**  
20 minutes written plus 10 minutes reading

**Year 4:**  
30 minutes written plus 10 minutes reading

**Year 5:**  
40 minutes written plus 10 minutes reading

Pupils will be asked to record their homework in a Homework Diary and their daily reading in their Reading Record Books. The Homework Diary is also a quick way of informing the class teacher of any homework, medical or social problems. **Please remember to check for messages from the class teacher on a daily basis.** Parents are asked to initial the diary when the homework has been completed and to sign it at the end of each week.

## Senior School

From Years 6 to 8, prep is set in all subjects, except P.E./ Games and music. Pupils should expect to spend up to 40 minutes on each subject, although English and maths may take up to an hour. Children should not spend any longer than one hour on any piece of prep, and we ask that parents stop their child at this point.

- Each week, children will receive prep for English, maths, science, French and Latin.
- Children are expected to read for 15 minutes each evening, and to record this in their Reading Record.
- For maths, children will also be asked to complete online activities each week to consolidate their learning.
- History, R.E. and geography will be set on a three week rotation, so that pupils will receive prep in one of these subjects each week. Should they miss a lesson, they may have to catch up on prep. This means that, on occasion, two of these subjects will need to be completed in the same week.
- Art work is set two or three times during each half term, and will consist of skills-based activities or research. Optional extension tasks may be available where appropriate for talented or eager artists.

N.B. Children who sit Common Entrance examinations in Year 8 will be set additional prep as necessary.

The Homework Policy is also included in this Directory as it does provide a few procedures for you to follow in order to make this successful.

In the Christmas Term, we do recognise that the priority for pupils in Year 6 is English and maths homework which is set over the weekend. Where necessary, homework in other subjects may be adapted or reduced to accommodate this.

All pupils are expected to maintain a neat, well-organised planning diary. As in Middle School, this serves as a valuable line of communication between home and School. Prep should be recorded neatly and accurately and completed to the best of each individual's ability. In addition to subject prep, pupils are expected to read every night.

Once again we ask that you, as parents, sign your child's planner weekly. If homework is not completed, it will be noted by the class teacher in the planner. Equally, if your child has experienced any kind of difficulty with their homework, this can also be recorded in the planner. It is a very valuable part of our communication system and will be monitored closely by your child's tutor.

## Tests and Examinations

Throughout the year, pupils are continually assessed using a variety of methods including book marking, practical performance, oral communication and written tests. Records of these assessments are maintained by the teachers in class books, teacher planners and on central computer systems. The Assessment Policy also provides full details of tests and assessments which take place in each year group and can be found on the Website.

## Reporting

Through the course of the year, you will receive regular reports about your child's progress. In Nursery and Reception, 2 reports will focus on pupils' progress towards their early learning goals.

In Year 1, 2 interim reports will be issued focusing on pupils' attainment in aspects of maths and English. At the end of the year, a full report will be issued detailing progress in each subject.

Term	Christmas 1	Christmas 2	Lent 1	Lent 2	Summer 1	Summer 2
<b>Nursery</b>		Full Report				Full Report
<b>Reception</b>		Full Report				Full Report
<b>Year 1</b>		Interim Report		Interim Report		Full Report
<b>Years 2-7</b>	Interim Report Card Issued	Full Report	Interim Report Card Issued	Interim Report Card Issued	Interim Report Card Issued	Full Report
<b>Year 8</b>	Interim Report Card Issued	Full Report	Interim Report Card Issued	Interim Report Card Issued	Interim Report Card Issued	Full Report

The reports issued from Year 2 to Year 8 will follow a standardised format. The interim report will include an attainment grade and an industry grade in each subject. Attainment grades are given based on teacher assessment of your child's performance in class against specific criteria for each subject. A full report will include attainment and industry grade and a comment detailing points for improvement and next steps.

### Attainment grades given are as follows:

- AA** A pupil **consistently** surpasses expectation in their learning and is making outstanding progress, far above the expectation for their age
- A** A pupil **often** surpasses expectations in their learning and is making progress which is above the expectation for their age
- B** A pupil **always** meets the expectation placed upon them and is making progress above the expectation for their age
- C** A student **often meets** expectations in their learning. They are performing at the expected level for their age.
- D** A pupil **does not meet** expectations in their learning. They are performing below the level expected for their age
- E** A pupil **rarely** meets expectations in their learning. They are performing significantly below the level expected for their age. (Parents will be advised prior to an E grade being issued on reports.)

### Industry grades given are as follows:

- 1** Excellent
- 2** Good
- 3** Satisfactory
- 4** Insufficient
- 5** Poor (Parents will be advised prior to 5 being issued on reports)

### Parents' Evenings

Throughout the year, there are regular opportunities for you to meet with your child's teachers. In the first 2 weeks of the Christmas Term, you will be invited to attend a General Parents' Meeting by Department. This will be an opportunity for you to meet your child's class teacher or tutor and will provide us with an opportunity to run through our procedures and expectations for the year with you.

In addition to this, in Pre Prep (including EYFS) and Middle School, there are three Parents' Evenings a year. The Lent Term meeting reflects on your child's reports to date and parental comments and targets will be reviewed. In the Summer Term meeting, there is an update on progress over the year (this includes the examination results in Middle School), as well as a discussion about targets for the next phase of learning.

In the Senior School, Parents' Evenings for Years 6 and 8 take place in the first term. These precede important Entrance examinations and aim to give parents good academic information at this important time of year. Year 7 will have their Parents' Evening in the Lent Term.

Parents are of course, welcome to make an appointment to discuss any concerns with their child's teacher at any time during the year, should the need arise. If the teacher has any concerns, he or she will contact you or ask you to come into school for a discussion. For smaller, routine matters, written messages can also be sent in the diaries.

Thank you

**Carrie Wear**  
Deputy Head – Curriculum

## Curriculum Policy

### Introduction

All pupils have the right to a broad, balanced and relevant curriculum which provides continuity and progression and takes individual needs into account. St Aubyn's School aims to provide a secure and supportive learning environment within which pupils are encouraged to reach their full potential.

The curriculum refers to all the planned activities that we organise in order to promote learning, personal growth and development. Our curriculum underpins the aims and ethos of the school.

### Aims

The general aims of the curriculum are as follows:

- To enable each child to reach his/her potential
- To deliver essential literacy, speaking and listening and numeracy skills
- To offer all pupils a programme of Religious Education;
- To promote Fundamental British Values
- To prepare pupils for the future in an increasingly technology-dependent world
- To develop an inquiring mind and scientific approach to problems
- To develop pupils' inventiveness, creativity and performance skills
- To encourage physical and mental well-being and promote a healthy lifestyle
- Through personalised learning, to encourage pupils to become self-motivated and independent learners
- To encourage pupils to develop a positive attitude towards future schooling and lifelong learning
- To engender a sense of responsibility about their place in school, in society and as a citizen of the world
- To nurture understanding and tolerance of the diverse range of cultural, social and ethnic groups which make up our society
- To establish a supportive partnership in which parents, carers, governors and staff share responsibility for the education of our pupils
- To promote spiritual development and acquire a set of moral values such as honesty, sincerity, personal responsibility, on which to base their own behaviour
- To prepare pupils for the opportunities, responsibilities and experiences of adult life

The curriculum at St Aubyn's not only includes the formal programme of lessons but also the vast range of co-curricular activities, trips and visits which serve to enhance the educational experience provided. Each subject area has specified time and resources to make its contribution to the curriculum as a whole. Cross curricular links are pursued where possible and desirable and lessons are given a relevant life context. It also includes the "hidden curriculum," those things that pupils learn from the way they are treated and expected to behave.

### Organisation and Planning

The school's curriculum broadly follows the requirements set out in the National Curriculum. Within this we have the flexibility to provide an educational experience which is wider and deeper than that prescribed by the National Curriculum.

The School is divided into 3 departments, Pre Prep (Nursery, Reception, Years 1 and 2) Middle School (Years 3-5) Senior School (Years 6 -8)

**In Nursery and Reception (Pre Prep)**, the curriculum is designed to meet the criteria outlined in the EYFS framework. Specific learning objectives are designed around 3 prime areas (Communication and Language, Physical Development, Personal, Social and Emotional development) and 4 specific areas (Literacy, Maths, Understanding of the World and Expressive Arts and Design). Pupils work to objectives outlined in these areas of learning. Pupils are also taught French from Nursery.

**In Years 1 and 2 (Pre Prep)** the curriculum broadly follows the statutory requirements outlined in the Primary Framework for Key Stage 1, although pupils in Year 1 where necessary, continue to work through objectives in the EYFS Framework.

**In Middle School** the curriculum broadly follows the statutory requirements outlined in the Primary Framework for Key Stage 2.

**The Senior School:** From Year 6 onwards all subjects are taught by designated subject specialists. As with the Middle School, the curriculum in Year 6 broadly follows the statutory requirements outlined in the Primary Framework for Key Stage 2. However, a specific curriculum has been designed to support preparation for school entrance tests and scholarship exams which are completed over the course of the year. Latin is taught from Year 6 onwards.

In Years 7 and 8 the curriculum has been designed to support preparation for school entrance tests and scholarship exams. The core subjects for these tests are English, maths, French and science. Where necessary, this will include aspects of the Common Entrance syllabus, which goes beyond the requirements of the National Curriculum.



Latin is also taught. Where necessary, the Common Entrance syllabus may also be covered in the Foundation subjects. Foundation planning follows objectives set out in the Secondary National Curriculum as well as the Common Entrance syllabus.

Through P.S.H.C.E. lessons and through visitors to the school, pupils are given the chance to consider different careers and ways to manage their own economic well-being in the future. The Young Managers Scheme also gives them first-hand experience of the employment process.

Planning across the school is completed to an agreed format and contains detail of the work to be covered. In the Foundation subjects, this incorporates three levels of differentiation. Detailed short term planning is carried out for literacy and numeracy and, where appropriate, lists five levels of differentiation with activities which can be adapted where necessary by the class teacher/subject teacher to meet the needs of those requiring extension or support.

## Accessibility

The School seeks to meet the needs of all its pupils. The curriculum in our School is designed to provide access and opportunity for all pupils who attend the School. A variety of teaching and learning methods is used to suit the different needs and learning styles of individuals. Differentiated activities give all pupils the opportunity to learn and make progress whatever their ability.

If a child has specific needs, designated learning support staff may work with those pupils to meet these individual needs. This may be by providing in-class support or pupils may be withdrawn to provide small group or individual support where appropriate. These procedures are clearly outlined in the **Additional Learning Policies**.

## Roles and Responsibilities

The curriculum at St Aubyn's is monitored by the Deputy Head (Curriculum) although responsibilities are delegated as follows:

Subject Leaders provide strategic direction for each subject, supported by the Subject Coordinators in each department. Across the school, Subject Leaders meet with the coordinators on a termly basis to review, assess and evaluate the success of each subject and enable further continuity and progression across the School as a whole. All subjects are thoroughly audited on a 2-3 year programme. All meetings and outcomes are monitored by the Deputy Head (Curriculum).

**Heads of Department (Pre Prep, Middle, Senior)** monitor planning and delivery of the curriculum on a day to day basis. Meetings with the Deputy Head (Curriculum) take place weekly and concentrate on specific curriculum issues.

**In Pre Prep and Middle School**, class teachers plan collaboratively to enable parity across the year group and are responsible for the successful delivery of the curriculum to their class. Nursery planning is completed by the Nursery teachers, in consultation with key workers. Senior School Planning is completed for all Year groups by the Head of Subject.

Across the School, specialist teachers are responsible for the delivery of French, music, sport, I.C.T (from Year 2), D.T (from Year 3), and Latin (from Year 6).

In addition, all teaching staff adhere to procedures outlined in the following policies which can be found on the **School Website**:

- **Teaching and Learning**
- **Homework Policy**
- **Marking Policy**
- **Assessment Policy**
- **Differentiation Procedure**

**The Governors** monitor the success of the curriculum at committee level and the Education Committee meets every year.

This policy is reviewed by the Deputy Head (Curriculum) on an annual basis.

## Whole School Homework Policy

Homework is an integral part of a child's academic and personal development and an important part of the home/school partnership. All pupils are expected to take part in a variety of homework tasks to enhance and support their work in class. This policy is designed to establish and maintain a positive framework for the setting and completion of homework.

### Aims

In order to be successful, each homework piece should fulfil one or more of the following aims:

- Consolidate learning at school
- Prepare for the next stage of learning
- Extend pupils' knowledge and understanding
- Promote effective research skills
- Provide a positive link between School and home
- Give a sense of independence, achievement and success

In order to achieve these aims, homework should be:

- In line with specific learning programmes
- Differentiated according to ability where necessary
- Responsive to pupils' growth and development
- Introduced and recorded clearly, enabling pupils and parents/carers to understand the tasks involved

### School

The School will seek to maintain the above aims, which will be monitored and reviewed. The School will respond to individual concerns with regard to homework.

The Curriculum Directory refers to specific reading/homework diaries. These will be checked regularly by class teachers and tutors. When correctly maintained, they provide a vital link between school and home.

## Home

For any homework policy to be successful the support of parents and carers is essential. The homework is designed to enable parents/carers to have a clear understanding about expectations for themselves and the pupils.

Parents and carers are asked to:

Support the school in explaining to pupils that homework is valued and supports learning

- Check reading diaries and planners regularly
- Support their child with regard to homework, without 'taking over'
- Follow the guidance given by School about time spent on the completion of homework so that it remains a valuable and productive activity
- Provide a suitable environment for a child to complete homework
- Support the school by expecting homework to be completed and handed in at the correct time
- Monitor presentation
- Express any concern about any aspect of homework to the relevant member of staff

As pupils advance through the school, it is expected that they will take increasing personal responsibility for all aspects of their learning. The nature of parents' involvement tends to be less proactive and more a case of monitoring that work is done properly. As such, concerns or issues that arise through homework should be communicated through the appropriate pages in the reading/homework diary or via e mail to the relevant member of staff.

## The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage is the Statutory Framework that sets the standards for the development, learning and care of pupils from birth to five, when they finish their Reception Year. The EYFS gives guidance on the observation, planning, assessment and teaching of pupils, whilst allowing staff to respond flexibly to the particular needs and interests of the child. Their attainment at the end of EYFS will be summarised in an EYFS profile. The learning experience aims to inspire the child inside and outside of the classroom. The curriculum is designed to meet the criteria outlined in the EYFS framework. Specific learning objectives are designed around 3 prime areas and four specific areas:

The Prime Areas of Learning are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The Specific Areas of Learning are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our staff provide a stimulating and nurturing environment where each child's needs are catered for through our activity based curriculum. Pupils learn through a wide and varied range of play and activities. We firmly believe that learning should be absorbing, challenging and plenty of fun! This approach provides a basic grounding in mathematics and literacy, thereby enabling pupils to progress to the next stage of their education with a sense of achievement and confidence.

Much of the curriculum is taught through a medium of topics which stimulate the children and heighten their interest in what they are learning.

EYFS Topic Outline			
Nursery	Christmas Term	Lent Term	Summer Term
	All about Me	People who help us	Nursery Rhymes and Traditional Tales
	Fall into Festive Fun!	Story Worlds	Amazing Adventures
Reception	Christmas Term	Lent Term	Summer Term
	I am special	Tell me a Tale	Monster Madness!
	Festivals and Celebrations	Out of this world	Moving on up

Visitors are invited to talk to the pupils about specific topic work or to give demonstrations e.g. the police, the Fire Service and the farm. Perform undertake drama sessions and we also encourage parents or other relatives to come to read stories or tell the pupils about their religious festivals.

### Characteristics of Effective Learning

Playing and exploring, active learning, and creating and thinking critically underpin learning and development across all areas and enable the child to become an effective and motivated learner.

### Personal, Social and Emotional Development

Personal, Social and Emotional Development is the promotion of personal qualities, skills, attitudes and values, which enable individuals to think for themselves, manage

relationships with others, understand moral issues, accept responsibilities and prepare to play an active role as citizens.

### Communication and Language

In the EYFS pupils are surrounded by a rich and engaging environment which supports all aspects of literacy. Pupils participate in a multitude of practical activities, providing the basis for recording through writing. These are taught both discretely and through the topics for Nursery and Reception.

### Speaking and Listening

Pupils are encouraged to express themselves clearly to individuals, groups, to the whole class and, through assemblies and concerts, to a wider audience. All subjects include opportunities for discussion and pupils are also encouraged to share their experiences and talk about interesting events in Circle Time.

## Physical Development

The aims of Physical Education are twofold:

### Moving and Handling

- Experimenting with different ways of moving
- Developing gross motor skills which, in turn, lead to creating good fine motor skills

### Health and self-care

- Gaining an awareness of our own bodies and managing personal hygiene
- Learning about the importance of good health and physical exercise

We are very fortunate to have extensive grounds which include an all-weather pitch, a wooded area, a tarmacked playground, a grassy area and a play area with climbing equipment, sand area and a stage with seating. Pupils in Reception are also taught by one of our specialist games teachers for 30 minutes per week.

## Literacy

### Reading

We promote a love of reading by exposing the children to a variety of genres. Children are encouraged to borrow books from the School Library, where they gain a deeper understanding of how to handle books and treat them like treasure. We teach children to read in the following ways:

### Picture books

Children are given picture books to take home and are encouraged to narrate the story and describe characters. As the child gains confidence and develops vocabulary, they are encouraged to think of an alternative version of the story and tell it.

### Phonics and Spelling

Initial sounds are taught using the 'Jolly Phonics' approach. The pupils learn the songs and actions for each sound. This starts in Nursery and then progresses in Reception to the written letter and blends such as 'sh' 'ch' 'th' 'ee' 'oo' 'ai' 'ng' 'ie' 'oa' 'ou'. Children are taught to blend words using phonic knowledge, which is the process of decoding unknown words. High frequency words are taught alongside sounds, so that children gain a large bank of memory words.

### Writing

In written work, children's emergent writing is encouraged. When appropriate, pupils are further encouraged to spell as many words as they can when completing independent work. Pupils are encouraged to express themselves on paper, writing for a variety of purposes including stories, poems, factual accounts, recipes, lists and letters.

## Formal Learning

### Handwriting

In Nursery, great emphasis is placed on developing gross motor skills. Children also enjoy mark making with paint, chalk and shaving foam.

In Reception, cursive letter formation is practised regularly. We encourage correct pencil grip (the tripod grip) and good posture.

## Mathematics

Pupils learn mathematical skills and problem solving skills through a multitude of practical activities. The pupils revisit all areas regularly during the year to ensure they have a good understanding of mathematical concepts. Pupils learn about the following topics:

### Numbers

In Nursery children are taught to select a small amount of objects from a group, develop number recognition, count a group of objects and generally develop awareness of anything that can be counted.

In Reception these skills are expanded through the introduction of concepts such as more and less, as well as mathematical language of more and fewer and recording findings.

### Shape, Space and Measure

In Nursery children are exposed to different shapes in the environment, positional language and patterns.

In Reception children begin to use mathematical names for 2D and 3D shapes, learn about weight, capacity, time and money. Children begin to understand that maths is all around us and as their understanding grows, so too does their language.

## Understanding of the World

This area involves guiding pupils to make sense of their physical world and their community. This is done by providing opportunities to explore, observe and find out about people, places, technology and the environment.

Pupils are encouraged to explore and investigate, drawing on their own personal experiences and observing closely using their senses.

Understanding of the World is divided into three sections:

\*People and Communities

\*The World

\*Technology

We aim to equip the pupils with the following skills:

- Show curiosity and interest in the features of objects and living things
- Describe and talk about what they see
- Show curiosity about why things happen and how things work
- Show an understanding of cause and effect
- Show an awareness of change
- Investigate objects and materials by using all of their senses as appropriate
- Find out about and identify some features of living things, objects and events they observe
- Look closely at similarities, differences, patterns and change
- Ask questions about why things happen and how things work
- To be able to operate simple equipment e.g. CD player, use a camera or remote control
- To know that information can be found, saved and retrieved on computers

These skills are often taught through the EYFS topics. Pupils in EYFS also visit the purpose built computer room as well as having computers and interactive whiteboards in the classrooms.

## Expressive arts and design

Art and music form part of the Expressive Arts and Design strand in the Early Years Foundation Stage. Pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape, space, pattern and texture and use them to represent their ideas and feelings.

In art we aim to teach the pupils to:

- explore different mark making using a variety of materials
- draw from observation
- explore shape, size, pattern and texture
- use different pencils to achieve different effects (tones)
- produce imaginative drawing
- use paint and other mediums to explore: Autumn colours, light/dark colours, primary colours, hot and cold colours
- create models from junk
- experiment with clay to realise its shape and texture can be changed
- explore the qualities of different fabrics
- recognise the similarities and differences of various materials

## Music Curriculum

All pupils in Nursery and Reception have music lessons with a specialist teacher. They use percussion instruments, learn songs and clap rhythms. They prepare songs for performance at the Harvest Festival, the Christmas production and assemblies to which parents are invited, as well as for a weekly assembly. They also learn many songs within the classroom and enjoy learning them using the interactive whiteboard.

The lessons aim to:

- develop musical memory and accurate pitching through listening and singing
- explore the singing voice and different kinds of voice production
- sing in a class, in a group and as an individual
- develop a sense of pulse
- learn simple musical terms including: tempo, sound, silence, rhythm
- develop listening skills
- explore and experience concepts of musical opposites: loud, soft, high, low, fast, slow, sound, silence
- develop confidence and self-esteem

Pupils will also explore the musical topics related to their cross curricular topics.

# English

## Aims

Our aim is that pupils throughout the school:

- Become confident speakers and listeners who are able to take part in a broad range of activities and express ideas clearly
- Develop accurate, fluent and reflective reading skills which give them the confidence to read for a range of purposes
- Are encouraged to take an active interest in a range of literature, including challenging and substantial texts, which will stimulate independent study and learning
- Develop familiarity with a range of writing styles to allow creative expression and practical communication
- Recognise the need for a high standard of presentation, spelling, punctuation and grammar
- Develop a fluent and legible style of cursive handwriting
- Develop powers of imagination, inventiveness and critical awareness in all areas of literacy
- Are aware of the uses of literacy beyond the classroom
- Are able to develop and sustain concentrated listening skills

## Teaching Approach

### Key Stage 1

In Years 1 and 2, each class teacher is responsible for the teaching of English. Although specific literacy lessons are timetabled, English is cross curricular and work covered in other subject areas can be used to support literacy skills.

### Key Stage 2

From Years 3 to 5, each year group plans on a weekly basis following the objectives set out within the Primary Framework for Literacy and using a scheme of work developed from the Edexcel Primary Curriculum. A mixture of fiction and non-fiction text types are covered throughout the year. There are five dedicated English lessons a week for each year group, each one lasting approximately one hour. Additionally, all pupils in Middle School will have a designated drama lesson once a week.

One session a week is dedicated to the development of reading comprehension skills. During the remaining four sessions pupils experience a combination of reading, writing and speaking and listening activities. These include word level work with explicit teaching of spelling strategies, rules and phonics where required, sentence level work led by quality texts to develop grammatical awareness and punctuation skills, text level work involving reading a range of genres to further develop comprehension skills and scaffold writing. Handwriting is taught explicitly.

Class teachers or teaching assistants will listen to the pupils read each week, either during a group reading session or individually. This session gives teachers the opportunity to listen to pupils read and check progress as well as monitor reading at home through reading records. On a nightly basis, pupils are expected to read for a set period of time and record this in their reading record.

Homework is set twice a week. One piece will be linked to a reading task and one to a writing task. Each class in Middle School also has a dedicated time in the library.

The allocated teaching time for English in Year 6 is four sessions of approximately one hour per week. Pupils are set into 3 classes, based on attainment in maths. Therefore, English is taught in mixed ability sets.

English in Year 6 is planned by the Head of English to meet the requirements of the 11+ entrance exams, which encompass and expand upon those in the Primary Framework for Literacy. This is to maximise success in the Independent Schools' Tests which take place early in the Lent Term. Delivery of English in Year 6 is currently the responsibility of three teachers, including the Head of English. To promote reading and comprehension skills further, pupils participate regularly in Literature Circles. In small groups and they are allocated a text, the difficulty of which depends on the ability of the child. The text is then read in stages, each child preparing a piece of work for discussion as they progress through the novel. Homework is set once a week.

### Key Stage 3

The purpose of teaching in Year 7 and 8 is to enable pupils to perform well in the Entrance tests at 13+ and also, where required, in Common Entrance which takes place in June. Lesson objectives are again based on those laid out in the Programmes of Study for English at Key Stage 3 but exceed these where necessary and appropriate. The teaching of Year 7 and 8 is the responsibility of the Head of English alongside another member of staff.

Novel studies are undertaken during both Year 7 and 8. The novels chosen contain challenging themes and ideas. Group discussions around these help pupils to form individual responses to literature and pupils will be taught how to construct essay questions from these. Pupils have two homework tasks each week; reading and a written or research based task.



## Content

### Key Stage 1

During Key Stage One, pupils learn to read and write independently and with enthusiasm. They develop confidence as speakers, make relevant contributions and learn how to listen to others attentively. They use language to explore imaginary worlds and their own experiences

Speaking, listening and responding

- Speak with clarity, tell real and imagined stories and explain ideas and processes using imaginative and adventurous language
- Listen to others in class including pupils and adults and respond to presentations
- Work effectively in a group and listen to others' views and opinions
- Take part in role play, adopting appropriate roles in small or large groups

Reading

- Read independently and with increasing fluency
- Spell accurately and know how to tackle unfamiliar words
- Draw together ideas from across a whole text
- Explain organisational features of texts
- Read whole books on their own
- Explain their reactions to texts

Writing

- Sustain form in narrative and non-narrative writing
- Make adventurous word and language choices
- Use planning to establish clear sections for writing
- Have awareness of tense, simple and compound sentences, question marks and commas for separating ideas
- Write legibly using upper and lower case letters appropriately within words

### Key Stage 2

During Key Stage Two, pupils learn to adapt their speech and writing according to context, purpose and audience. They read a range of texts and respond to different layers of meaning in them. They explore language in literary and non-literary texts and learn how language works.

Speaking, listening and responding

- Use a range of oral techniques to present persuasive arguments and engaging narratives
- Participate in whole class debate
- Improvise using a range of drama strategies and devise own performances and consider the overall impact of a performance

Reading

- Appraise a text quickly and understand underlying themes, causes and points of view
- Understand how writers use different structures to create coherence and impact
- Recognise rhetorical devices used to argue, persuade, mislead and sway the reader
- Read extensively and discuss texts read
- Sustain engagement with longer texts
- Compare the styles of different writers and how they use and present language

Writing

- Set their own challenges to extend and improve writing
- Use a range of narrative techniques
- Select language drawing on their knowledge of literary features
- Integrate words, images and sound imaginatively for different purposes
- Use varied structures to shape and organise text coherently
- Use a range of punctuation to clarify meaning
- Express subtle distinction of meaning by constructing sentences in varied ways

### Key Stage 3

During Key Stage Three, pupils learn to adapt their speech and writing further according to context, purpose and audience. They read a range of challenging texts and respond to different layers of meaning and societies portrayed within them. They explore language in literary and non-literary texts and learn how language and structure can be manipulated for effect.

Speaking, listening and responding

- Explain the effect of specific features of speech and the intentions of the speaker
- Make inferences from a variety of speeches
- Select an appropriate way to structure a speech
- Engage listeners by using a range of verbal and non-verbal techniques
- Adapt language as appropriate
- Make a sustained contribution to group discussion
- Use a variety of dramatic approaches and evaluate their impact and effectiveness

## Reading

- Use a range of strategies to retrieve relevant information
- Use inference and deduction to explore meaning
- Trace the development of a writer's ideas
- Respond to texts by making precise points and providing relevant evidence to support those points
- Read widely and express preferences
- Explore the concept of literary heritage
- Explain how specific structural and organisation choices in texts create particular effects

## Writing

- Identify the most appropriate approach to planning writing
- Plan writing for a specific audience
- Draw on techniques used by writers to develop distinctive voice and character in own narrative
- Develop a consistent viewpoint in own writing
- Use the full range of punctuation to clarify ideas and create effects
- Create considered and appropriate effects by drawing on the range and variety of their own vocabulary
- Use a range of cohesive devices with audience and purpose in mind to develop and connect ideas within paragraphs
- Experiment with different ways of presenting texts
- Write grammatically accurate texts that are appropriate to task, audience and purpose
- Investigate texts from a range of historical periods to show how the English language has changed over time

## Targets

Pupils are given specific targets to help them to know what they need to do to improve the quality of their writing and reading. These targets are based on the assessment criteria but child-friendly, age-appropriate targets are identified and discussed with pupils.

## The Library

As well as supporting all aspects of the English Curriculum, the purpose of the Library is to engender in all pupils a lifelong passion for reading. The Library is a vibrant, child-friendly, purpose-built space which is open to pupils throughout the day. Pupils can change books in the morning before school. From Year 3 onwards, pupils may choose to spend time in the Library during their lunchtime. Parents can accompany their children to use the Library from 3.30pm until 5pm. This often provides an opportunity for pupils to complete their homework in a comfortable environment with the support of their parents. **In order to maintain a quiet and highly effective study space, visitor numbers are restricted during the after school session.**

All classes visit the library on a weekly basis and have the opportunity to borrow items from our collection of quality fiction and non-fiction titles. The Library currently stocks over 9000 resources and these can be viewed on our Library Catalogue. The Library also provides an eBook platform to loan eBooks to pupils which can be read at home on their own devices.

To support study skills, pupils in Middle School participate in a programme of lessons which develop their understanding of how to use the library to support their learning. During these sessions pupils develop research skills and further harness their enthusiasm for reading for pleasure.

Senior School pupils enjoy research focused lessons using Library resources. These research skills enable pupils to be true independent learners which will aid them as they move on to their secondary school.

Throughout the year, the Library organises events with inspiring visitors including authors, illustrators and storytellers. Educational visits to the local Public Library are also arranged. The library also offers various co-curricular activities. This may involve working as part of a group to shadow a national book award to learning arts and craft skills such as knitting.



# Maths

## Aims

Our aim is to enable pupils to develop:

- A positive attitude towards maths
- Competence, understanding and confidence in mathematical knowledge, concepts and skills
- Facilities to solve problems, to reason, to think logically and to work systematically and accurately
- Initiative and an ability to work both independently and in cooperation with others
- An ability to use maths across the curriculum and in real life

## Teaching Approach

The content of mathematics teaching, which is in accordance with the National Curriculum, is stimulating and popular with both pupils and teaching staff. It is the School's policy to utilise various resources and schemes appropriate to the pupils' needs and to provide skill support and extension work. Where appropriate, I.C.T is used to enhance the teaching of this subject. Pupils may be taught as a class or may work in a group or individually.

### Key Stage 1

Mathematics is planned within the framework of our whole school curriculum. Teaching and learning take place through a broad and balanced syllabus, using the Primary Framework for Mathematics, supported by a variety of resources.

Maths lessons are, in the main, an hour long, and take place daily. Each class is taught by their own class teacher and, where timetabled, the teacher is supported by a teaching assistant. A range of visual, auditory and kinaesthetic methods are used to ensure each child can access the curriculum. There is an emphasis on practical maths. There is also one lesson a week devoted to problem solving.

### Key Stage 2 Middle School (Years 3-5)

In Middle School, pupils are taught 5 one hour lessons of mathematics per week. Pupils remain in their own classrooms with their own class teacher for 4 out of the 5 lessons, and work is differentiated according to ability within the class. For the 5th lesson, pupils are set into three main ability groups and they are taught by one of the year group teachers. There is additional time devoted to the development of mental maths skills through a combination of testing, whole class teaching of strategies and group work to develop mental arithmetic skills. As in Pre Prep, one lesson a week is devoted to problem solving. Pupils receive maths homework once a week, which consolidates and extends the learning taking place in class.

Pupils receive maths homework twice a week which consolidates and extends the learning taking place in class. In addition to this, pupils should practise times tables at home regularly.

### Key Stage 2 and 3 (Senior School Years 6-8)

There are 3 sets in Year 6, organised according to maths ability. These sets are initially reviewed at October half term and any necessary changes are made. Pupils may change sets after this point if it is felt appropriate, with due consideration given to upcoming entrance examinations. Additional support is provided by a Teaching Assistant.

In Year 6, pupils have 4 hours of maths a week, generally following a 3 part structure. Lessons are planned based on objectives from the National Curriculum. Objectives are often exceeded to allow entrance to local selective schools.

In Years 7 and 8, pupils are taught in sets for 3 hours a week and taught together, once a week. As in Year 6, pupils are set according to maths ability, reviewed when appropriate. Lessons are planned based on a framework provided by the National Curriculum Programme of study and the Common Entrance Syllabus. Again, lessons generally have a three-part structure.

In Year 6, homework is set once a week but may be supplemented with additional online homework using MyMaths. In Years 7 and 8, homework is set twice a week, usually consisting of one piece of written homework and one piece online.

Pupils from Years 1 to 5 also have access to Mathletics. This is an engaging online platform for improving and reinforcing maths skills. Mathletics is designed to inspire pupils with the desire to learn and the confidence to succeed. It provides the perfect link between home and school as pupils can access it at any time. It also sets tasks which encourage independence in learning and generates a healthy competition between pupils. As teachers receive the results quickly, it enables individual progress to be monitored. As the programme is based on adaptive learning, all students can learn at their own pace.

### Year 1 programme of study

#### Number and place value

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in digits and words

## Addition and subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20 ( $9 + 9$ ,  $18 - 9$ ), including zero
- solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

## Multiplication and division Pupils should be taught to:

- solve simple one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

## Fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

## Measures

- compare, describe and solve practical problems for:
  - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
  - mass or weight (e.g. heavy/light, heavier than, lighter than)
  - capacity/volume (full/empty, more than, less than, quarter)
  - time (quicker, slower, earlier, later)
- measure and begin to record the following:
  - lengths and heights
  - mass/weight
  - capacity and volume
  - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

## Geometry: properties of shapes

- recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes (e.g. rectangles (including squares), circles and triangles)
  - 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres)

## Geometry: position, direction, motion

- order and arrange combinations of objects and shapes in patterns
- describe position, directions and movements, including half, quarter and three-quarter turns

## Year 2 programme of study

### Number and place value

- count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

### Addition and subtraction

- solve simple one-step problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems

### Multiplication and division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- recognise and use the inverse relationship between multiplication and division in calculations

- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

#### Fractions

- recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- write simple fractions e.g.  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of two quarters and one half

#### Measures

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- read relevant scales to the nearest numbered unit
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and match different combinations of coins to equal the same amounts of money; add and subtract money of the same unit, including giving change
- solve simple problems in a practical context involving addition and subtraction of money
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

#### Geometry: properties of shapes

- identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid
- compare and sort common 2-D and 3-D shapes and everyday objects

#### Geometry: position, direction, motion

- order and arrange combinations of mathematical objects in patterns
- use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line

#### Data

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and compare categorical data

#### Year 3 programme of study

##### Number and place value

- count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers to at least 1000 in numerals and in words
- solve number problems and practical problems involving these ideas

##### Addition and subtraction

- add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using the efficient written methods of column addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

##### Multiplication and division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to efficient written methods
- solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which  $n$  objects involving multiplication and division, including integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects

## Fractions

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole (e.g.  $5/7 + 1/7 = 6/7$ )
- compare and order unit fractions with the same denominator
- solve problems that involve all of the above

## Measures

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events, for example to calculate the time taken by particular events or tasks

## Geometry: properties of shapes

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them with increasing accuracy
- recognise angles as a property of shape and associate angles with turning
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal, vertical, perpendicular and parallel lines in relation to other lines

## Data

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables

## Year 4 programme of study

### Number and place value

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and understand how, over time, the numeral system changed to include the concept of zero and place value

### Addition and subtraction

- add and subtract numbers with up to 4 digits using the efficient written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

### Multiplication and division

- recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutatively in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which n objects are connected to m objects

### Fractions

- count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- identify, name and write equivalent fractions of a given fraction, including tenths and hundredths
- add and subtract fractions with the same denominator

**Decimals and fractions**

- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to  $\frac{1}{4}$ ;  $\frac{1}{2}$ ;  $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places

**Measures**

- convert between different units of measure (e.g. kilometre to metre; hour to minute)
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12 and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

**Geometry: properties of shapes**

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

**Geometry: position, direction, motion**

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon

**Data**

- interpret and present discrete data using bar charts and continuous data using line graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs

**Year 5 programme of study****Number and place value**

Pupils should be taught to:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals

**Addition and subtraction**

- add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

**Multiplication and division**

- identify multiples and factors, including finding all factor pairs
- solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the efficient written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)



- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

## Fractions

- compare and order fractions whose denominators are all multiples of the same number
- recognise mixed numbers and improper fractions and convert from one form to the other
- add and subtract fractions with the same denominator and related fractions; write mathematical statements  $>1$  as a mixed number (e.g.  $2/5 + 4/5 = 6/5 = 11/5$ )
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

## Decimals and fractions

- read and write decimal numbers as fractions (e.g.  $0.71 = 71/100$ )
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places

## Percentages, decimals and fractions

- recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator hundred, and as a decimal fraction
- solve problems which require knowing percentage and decimal equivalents of  $1/2$ ,  $1/4$ ,  $1/5$ ,  $2/5$ ,  $4/5$  and those with a denominator of a multiple of 10 or 25

## Measures

- convert between different units of measure (e.g. kilometre and metre; metre and centimetre; centimetre and millimetre; kilogram and gram; litre and millilitre)
- understand and use basic equivalences between metric and common imperial units and express them in approximate terms
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of squares and rectangles including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) and estimate the area of irregular shapes
- recognise and estimate volume (e.g. using  $1 \text{ cm}^3$  blocks to build cubes and cuboids) and capacity (e.g. using water)
- solve problems involving converting between units of time

- solve problems involving addition and subtraction of units of measure (e.g. length, mass, volume, money) using decimal notation

## Geometry: properties of shapes

- identify 3-D shapes, including cubes and cuboids, from 2-D representations
- know angles are measured in degrees; estimate and measure them and draw a given angle, writing its size in degrees ( $^\circ$ )
- identify:
  - multiples of  $90^\circ$
  - angles at a point on a straight line and  $1/2$  a turn (total  $180^\circ$ )
  - angles at a point and one whole turn (total  $360^\circ$ )
  - reflex angles, and compare different angles
- state and use the properties of a rectangle (including squares) to deduce related facts
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles

## Geometry: position, direction, motion

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

## Data

- solve comparison, sum and difference problems using information presented in line graphs
- complete, read and interpret information in tables, including timetables

## Year 6 programme of study

### Number and place value

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number problems and practical problems that involve all of the above

### Addition, subtraction, multiplication and division

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the efficient written method of division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers

- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy

#### Fractions

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions  $>1$
- associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g.  $\frac{3}{8}$ )
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g.  $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ )
- divide proper fractions by whole numbers (e.g.  $\frac{1}{3} \div 2 = \frac{1}{6}$ )

#### Decimals and fractions

- identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy

#### Percentages, decimals and fractions Pupils should be taught to:

- solve problems involving the calculation of percentages of whole numbers or measures such as 15% of 360 and the use of percentages for comparison
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- Ratio and proportion
- solve problems involving the relative sizes of two quantities, including similarity
- solve problems involving unequal sharing and grouping

#### Algebra

- express missing number problems algebraically
- use simple formulae expressed in words
- generate and describe linear number sequences

- find pairs of numbers that satisfy number sentences involving two unknowns

#### Measures

- solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- calculate the area of parallelograms and triangles
- recognise when it is necessary to use the formulae for area and volume of shapes
- calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed ( $\text{cm}^3$ ) and cubic metres ( $\text{m}^3$ ) and extending to other units, such as  $\text{mm}^3$  and  $\text{km}^3$

#### Geometry: properties of shapes

- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference
- find unknown angles where they meet at a point, are on a straight line, and are vertically opposite

#### Geometry: position, direction, motion

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

#### Data

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average
- understand that the probabilities of all possible outcomes sum to 1

#### Year 7 and 8 programme of study

##### Solve problems

- develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
- develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics

- begin to model situations mathematically and express the results using a range of formal mathematical representations
- select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems

## Number

- understand and use place value for decimals, measures and integers of any size
- order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols =, ff, <, >, ≤, ≥
- use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property
- use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative
- use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals
- recognise and use relationships between operations including inverse operations
- use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 and distinguish between exact representations of roots and their decimal approximations
- interpret and compare numbers in standard form  $A \times 10^n$   $1 \leq A < 10$ , where  $n$  is a positive or negative integer or zero
- work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and  $\frac{27}{10}$  or 0.375 and  $\frac{3}{8}$ )
- define percentage as 'number of parts per hundred', interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively, express one quantity as a percentage of another, compare two quantities using percentages, and work with percentages greater than 100%
- interpret fractions and percentages as operators
- use standard units of mass, length, time, money and other measures, including with decimal quantities
- round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures]

## Algebra

- use and interpret algebraic notation, including:
  - $ab$  in place of  $a \times b$
  - $3y$  in place of  $y + y + y$  and  $3 \times y$
  - $a^2$  in place of  $a \times a$ ,  $a^3$  in place of  $a \times a \times a$ ;  $a^2b$  in place of  $a \times a \times b$

- coefficients written as fractions rather than as decimals
- brackets
- substitute numerical values into formulae and expressions, including scientific formulae
- understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors
- simplify and manipulate algebraic expressions to maintain equivalence by:
  - collecting like terms
  - multiplying a single term over a bracket
  - taking out common factors
  - expanding products of two or more binomials
- understand and use standard mathematical formulae; rearrange formulae to change the subject
- use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement)
- work with coordinates in all four quadrants
- recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in  $x$  and  $y$  and the Cartesian plane
- interpret mathematical relationships both algebraically and graphically
- reduce a given linear equation in two variables to the standard form  $y = mx + c$ ; calculate and interpret gradients and intercepts of graphs of such linear equations numerically, graphically and algebraically
- use linear and quadratic graphs to estimate values of  $y$  for given values of  $x$  and vice versa and to find approximate solutions of simultaneous linear equations
- generate terms of a sequence from either a term-to-term or a position-to-term rule
- recognise arithmetic sequences and find the  $n$ th term
- recognise geometric sequences and appreciate other sequences that arise

## Ratio, proportion and rates of change

- change freely between related standard units [for example time, length, area, volume/capacity, mass]
- use scale factors, scale diagrams and maps
- express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1
- use ratio notation, including reduction to simplest form
- divide a given quantity into two parts in a given part: part or part: whole ratio; express the division of a quantity into two parts as a ratio
- understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction
- relate the language of ratios and the associated calculations to the arithmetic of fractions and to linear functions
- solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics



- solve problems involving direct and inverse proportion, including graphical and algebraic representations
- use compound units such as speed to solve problems

### Geometry and measures

- derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms (including cylinders)
- calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes
- draw and measure line segments and angles in geometric figures, including interpreting scale drawings
- derive and use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); recognise and use the perpendicular distance from a point to a line as the shortest distance to the line
- describe, sketch and draw using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric
- use the standard conventions for labelling the sides and angles of triangle ABC, and know and use the criteria for congruence of triangles
- derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language
- identify properties of, and describe the results of, translations, rotations and reflections applied to given figures
- identify and construct congruent triangles, and construct similar shapes by enlargement, with and without coordinate grids
- apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles
- understand and use the relationship between parallel lines and alternate and corresponding angles
- derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons
- apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides
- use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D

### Probability

- record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 probability scale
- understand that the probabilities of all possible outcomes sum to 1
- generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities

### Statistics

- describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers)
- construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data

# Science

## Aims

Our aim in teaching science at St Aubyn's is to stimulate children's minds and their interest in natural things. We build on children's natural curiosity of living things, natural phenomena and also the creation of man's endeavours. Virtually every aspect of modern life in the 21st century depends on the work of scientists and engineers.

The aims of science are to enable pupils to:

- ask and answer scientific questions;
- plan and carry out scientific investigations, using equipment, including computers, correctly and with increasing independence
- know and understand the life processes of living things in both plants and animals
- know and understand the physical processes of materials, electricity, light, sound and natural forces;
- know about the nature of the solar system, including the earth;
- present their conclusions clearly and accurately and evaluate the reliability and accuracy of evidence
- to use and apply their knowledge to everyday life
- help children to develop their natural sense of enquiry
- extend pupils' knowledge and understanding of the world around them
- Through a coherent, structured progression to develop the pupils' ability to carry out investigations with increasing independence

## Teaching Approach

Science is essentially a practical subject, and emphasis is placed on pupils taking increasing responsibility for their own work.

In Years 1 and 2 (**Key Stage 1**) children are taught science by their class teacher. Lessons are taught based on objectives taken from the National Curriculum. Science is studied through exploratory activities, examination of different materials and investigations. Some work is adult directed, some child initiated. At every stage there is the opportunity to ask questions about why things happen and how things work. Topics are engaging. Children are given access to ideas and ways of working scientifically in a range of contexts, thus providing repetition and reinforcement which helps to ensure retention.

Once again in Years 3 to 5 (**Key Stage 2**) lessons are based on QCA objectives. Lessons are taught in the main by the class teacher. Each class has two hours of science, one lesson is taught in ability sets. Children will have the opportunity to carry out experiments and use I.C.T to support their learning. Homework is set for the weekend, on a rotation basis with the five other foundation subjects.

In Year 6 (**Key Stage 2**) 3 hours of teaching time is devoted to the teaching of science, covering elements of physics, chemistry and biology. The QCA objectives are supplemented with additional units from the CE 11+ syllabus. Due attention is given to the important skills developed through scientific enquiry. Children are encouraged to develop their investigative skills by planning experiments, obtaining and presenting evidence and considering and evaluating evidence. All students will have the opportunity to use specialist lab equipment and will regularly complete practical activities.

In Years 7 and 8 (**Key Stage 3**) the curriculum is based on the Common Entrance Syllabus, but adapted and enriched where necessary to enable children to succeed in a range of 13+ entry tests for which science is a core subject. The CE syllabus follows closely the objectives laid out at Key stage 3 of the National Curriculum. Again, there are 3 hours of teaching time per week for science with studies divided between biology, physics and chemistry. Where possible, the curriculum is further enriched through the use of outside speakers and relevant trips and visits.

The School is generously equipped with apparatus and has a specialist Science Lab.

Homework is set on a weekly basis and relates to the work completed in class. This may include written work, exam style questions, practical write ups, learning information, revising for tests and project work. It is expected that students spend 40 minutes on their homework and complete it to the best of their ability.

## SCIENCE CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p><b>Year 1</b></p> <p><u>EYFS Transition Unit</u> The first half of the Christmas Term supports a smooth transition from Reception to Year 1, building on skills acquired through play based learning and preparing the children for the more formal learning style provided in Year 1.</p> <p>Morning lessons focus on the formal learning of maths, literacy, phonics and reading comprehension. Afternoons are dedicated to providing opportunities for independent choices and focus group learning, similar to those encountered in Reception.</p> <p>The Dinosaur theme will provide a background to afternoon lessons, with an emphasis on practical maths, writing for a purpose, reading, scientific investigation, construction, fine motor skills, small world play, creativity and role play. We encourage children to be motivated, enthusiastic and independent learners, eager to fulfil their potential.</p> <p>After half term the children will experience formal afternoon lessons. However, activities will continue to provide practical experience based learning.</p> <p><u>Celebrations</u></p> <p>A topic that links festivals and celebrations with science.</p> <ul style="list-style-type: none"> <li>• Light and dark</li> <li>• Light sources and shadows</li> <li>• Making circuits</li> <li>• Reflections</li> <li>• Sounds and Instruments</li> <li>• Celebrating food</li> </ul>	<p><u>Polar Adventures</u></p> <ul style="list-style-type: none"> <li>• Habitats of polar animals</li> <li>• Keeping warm and insulation</li> <li>• Changes in ice</li> <li>• To describe properties of everyday materials</li> <li>• Compare and group materials</li> </ul> <p><u>Treasure Island</u></p> <ul style="list-style-type: none"> <li>• Basic human needs</li> <li>• Floating and sinking</li> <li>• Sustainability</li> <li>• Using natural materials</li> <li>• Classifying animals</li> <li>• Using telescopes and binoculars</li> </ul>	<p><u>On Safari</u></p> <ul style="list-style-type: none"> <li>• Classifying invertebrates</li> <li>• Invertebrate habitats</li> <li>• Food chains</li> <li>• Surveying invertebrates</li> <li>• Invertebrate habitats</li> </ul> <p><u>Holiday</u></p> <ul style="list-style-type: none"> <li>• Identifying and naming common animals</li> <li>• Identify carnivores, herbivores and omnivores</li> <li>• Describe and compare structure of common animals</li> <li>• Identify and name common materials</li> <li>• Describe the simple physical properties of materials</li> <li>• Describe and compare the structure of a fish with humans</li> </ul>
<p><b>Year 2</b></p> <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> <li>• What humans need for healthy living</li> <li>• Looking after myself</li> <li>• Keeping fit</li> <li>• Fitness in the playground</li> </ul>	<p><u>Mini Worlds</u></p> <ul style="list-style-type: none"> <li>• Identify and compare suitability of materials</li> <li>• Comparing differences between living, dead and materials which</li> </ul>	<p><u>Young Gardeners</u></p> <ul style="list-style-type: none"> <li>• Naming plant parts</li> <li>• Functions of plant parts</li> <li>• Naming different plants</li> <li>• Growing from a seed</li> </ul>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<ul style="list-style-type: none"> <li>• What to eat and the importance of '5 a day'</li> <li>• Classifying food</li> <li>• Hygiene</li> </ul> <p><b>Materials Monster</b></p> <ul style="list-style-type: none"> <li>• Collecting materials</li> <li>• Classifying materials</li> <li>• Properties of materials</li> <li>• How materials change</li> <li>• Using sense with materials</li> <li>• Using materials to create new things</li> <li>• Recycling</li> </ul>	<ul style="list-style-type: none"> <li>• have never been alive</li> <li>• Identify most living things live in habitats and how they provide basic needs</li> <li>• Animals feeding</li> <li>• Food chains</li> <li>• Identifying food sources</li> </ul> <p><b>Move it</b></p> <ul style="list-style-type: none"> <li>• How different objects move</li> <li>• Forces</li> <li>• Comparing and testing flying materials</li> <li>• Changing objects to move in different ways for different distances</li> <li>• Changing the shapes of objects</li> </ul>	<ul style="list-style-type: none"> <li>• Planning when is best to grow vegetables</li> <li>• Planting for the five senses</li> <li>• Keeping garden pests away</li> <li>• Recycling in the garden</li> </ul> <p><b>Little Masterchefs</b></p> <ul style="list-style-type: none"> <li>• A balanced diet</li> <li>• Knowing how different foods keep the body healthy</li> <li>• Hygiene when cooking</li> <li>• Classifying materials</li> <li>• Using the garden for produce in cooking</li> <li>• Choosing healthy options</li> </ul>
<p><b>Year 3</b></p> <p><b>Magnets and springs</b></p> <ul style="list-style-type: none"> <li>• Contact and non-contact forces</li> <li>• Magnets investigation</li> <li>• Magnetic metals</li> <li>• Magnetic and non-magnetic materials</li> <li>• Uses of magnets</li> <li>• Poles of magnets</li> <li>• Earth's magnetic field</li> </ul> <p><b>Food and our Bodies</b></p> <ul style="list-style-type: none"> <li>• Food groups</li> <li>• Balanced diet</li> <li>• Comparing diets of animals</li> <li>• The function of the skeleton</li> <li>• Animals with and without skeletons</li> <li>• Joints and muscles in the body</li> <li>• How we move</li> <li>• Biceps and triceps</li> </ul>	<p><b>Helping Plants Grow well</b></p> <ul style="list-style-type: none"> <li>• Identifying parts of a plant and flower</li> <li>• Water transport</li> <li>• What's needed to make a plant grow well</li> <li>• Comparing conditions of plant growth</li> <li>• Pollination</li> <li>• Seed dispersal</li> </ul> <p><b>Rocks and soils</b></p> <ul style="list-style-type: none"> <li>• Comparing and grouping rocks</li> <li>• Properties of rocks</li> <li>• How rocks are made</li> <li>• Testing differences in soils</li> <li>• Explain why soil is different</li> <li>• How fossils are formed</li> </ul>	<p><b>Lights and shadows</b></p> <ul style="list-style-type: none"> <li>• Light sources</li> <li>• Good and bad reflectors of light</li> <li>• Using mirrors</li> <li>• How shadows are formed</li> <li>• Transparent / opaque / translucent materials</li> <li>• Investigating size of shadow</li> <li>• Investigating how shadows change during the day</li> <li>• Timeline of mirrors</li> <li>• Uses of mirrors</li> </ul> <p><b>We are astronauts project</b></p> <ul style="list-style-type: none"> <li>• Appearance of the moon</li> <li>• Space Rockets</li> <li>• Model rockets</li> <li>• Famous cosmonauts and astronauts</li> <li>• Problems of space travel</li> <li>• Design and build a model moon lander</li> <li>• Food in space</li> <li>• Making foods last longer</li> <li>• Spacesuits</li> </ul>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p><b>Year 4</b></p> <p><u>States of Matter</u></p> <ul style="list-style-type: none"> <li>• Grouping materials based on appearance</li> <li>• Properties of solids, liquids and gases</li> <li>• Comparing materials in different states</li> <li>• Melting and freezing</li> <li>• Evaporation and condensation</li> <li>• Water cycle</li> </ul> <p><u>Teeth and Eating</u></p> <ul style="list-style-type: none"> <li>• Classifying teeth</li> <li>• Functions of teeth</li> <li>• Comparing human teeth to animals</li> <li>• Care of teeth</li> <li>• Digestive system</li> <li>• Digesting food</li> <li>• Food chains</li> <li>• Predator, producer and prey</li> </ul>	<p><u>Circuits and Conductors</u></p> <ul style="list-style-type: none"> <li>• Looking at appliances</li> <li>• Dangers of mains electricity</li> <li>• Compare mains and battery supplies</li> <li>• Construct a circuit</li> <li>• Adding components into circuits</li> <li>• Conductors and insulators</li> </ul> <p><u>Sound</u></p> <ul style="list-style-type: none"> <li>• How sound is made</li> <li>• Patterns between volume and vibrations</li> <li>• Pattern between sound and distance</li> <li>• Changing the pitch</li> <li>• Vibrations linked to pitch</li> <li>• Making a tune</li> </ul>	<p><u>Habitats</u></p> <ul style="list-style-type: none"> <li>• Observations of living things</li> <li>• Using a key</li> <li>• Classifying living things</li> <li>• Naming common invertebrates and describing its features</li> <li>• Sorting invertebrates</li> <li>• Habitats altered by humans</li> <li>• Protecting habitats</li> <li>• Grouping living things</li> <li>• Recognising flowering plants</li> </ul> <p><u>Brilliant Bubbles Project</u></p> <ul style="list-style-type: none"> <li>• Planning fair tests to investigate bubble mixtures</li> <li>• Identifying new questions arising from testing</li> <li>• Evaluations</li> <li>• Using yeast and bicarbonate of soda to compare bubbles</li> </ul>
<p><b>Year 5</b></p> <p><u>Growing Up</u></p> <ul style="list-style-type: none"> <li>• Changes in children and adults</li> <li>• Pregnancy</li> <li>• Gestation periods</li> <li>• Puberty</li> <li>• How height changes</li> <li>• Presenting scientific data</li> <li>• Changes in old age</li> <li>• Problems that old people face</li> <li>• Why we are living for longer</li> </ul> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>• Comparing properties of materials</li> <li>• Fair testing</li> <li>• Dissolving</li> <li>• Separating mixtures</li> <li>• Reversible and irreversible changes</li> </ul>	<p><u>Solar System</u></p> <ul style="list-style-type: none"> <li>• Explain what the Solar System is</li> <li>• Naming the planets</li> <li>• Making a model of the solar system</li> <li>• Geocentric and heliocentric models</li> <li>• Lunar months</li> <li>• Day and night</li> </ul> <p><u>Life Cycles</u></p> <ul style="list-style-type: none"> <li>• Plant reproduction</li> <li>• Growing plants from cuttings and bulbs</li> <li>• Life cycles of different animals</li> <li>• Reproduction in animals</li> </ul>	<p><u>Forces</u></p> <ul style="list-style-type: none"> <li>• Gravity</li> <li>• Planning fair tests</li> <li>• Friction</li> <li>• Water resistance</li> <li>• Making detailed observations</li> <li>• Levers, springs, pulleys and gears</li> <li>• Making simple machines</li> </ul> <p><u>Super Scientists Project</u></p> <ul style="list-style-type: none"> <li>• Naming scientists</li> <li>• Thinking about how a scientist works</li> <li>• Forensic tests</li> <li>• Why DNA analysis is so important</li> <li>• Plan and organise a science fair</li> </ul>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p><b>Year 6</b></p> <p><u>Classification of animals</u></p> <ul style="list-style-type: none"> <li>Classifying into groups scientifically</li> <li>Similarities and differences of plants and animals</li> <li>Presenting evidence</li> <li>Micro-organisms</li> </ul> <p><u>Circuits</u></p> <ul style="list-style-type: none"> <li>Drawing and construction of circuits with symbols</li> <li>Series and Parallel circuits</li> <li>Testing circuits</li> <li>Investigating circuits</li> <li>Electricity</li> <li>Alternative forms of energy</li> </ul>	<p><u>Evolution</u></p> <ul style="list-style-type: none"> <li>Similarities and differences in people</li> <li>Inheriting characteristics</li> <li>Adaption to the environment that may lead to evolution</li> <li>Natural selection</li> <li>Fossils and evolution</li> </ul> <p><u>Light</u></p> <ul style="list-style-type: none"> <li>How light travels</li> <li>Shadows and changing the size of shadows</li> <li>Using diagrams to show how we see objects</li> <li>White light</li> <li>Exploring the properties of light</li> </ul>	<p><u>Keeping Healthy</u></p> <ul style="list-style-type: none"> <li>The structure and function of the circulatory system</li> <li>Effect of diet, exercise, drugs and lifestyle on our bodies</li> <li>Understand the need for a healthy balanced diet</li> </ul> <p><u>Dinosaurs project</u></p> <ul style="list-style-type: none"> <li>Links to Evolution</li> <li>Making accurate measurements observations</li> <li>Theories and evidence</li> <li>Extinction</li> </ul>
<p><b>Year 7</b></p> <p><u>Solids Liquids and Gases</u></p> <ul style="list-style-type: none"> <li>Characterisation by melting point, boiling point and density</li> <li>Changes of state</li> <li>Diffusion</li> <li>Expansion and contraction</li> <li>Thermal conductors and insulators</li> </ul> <p><u>Cells</u></p> <ul style="list-style-type: none"> <li>Structure of animal and plants cells</li> <li>Specialised cells</li> <li>Fertilisation</li> <li>Cell functions</li> <li>Use of microscopes</li> </ul> <p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>Design and build circuits</li> <li>Parallel and series circuits</li> <li>Measuring current and voltage</li> <li>Energy from batteries</li> <li>Electrical conductors and insulators</li> <li>Static Electricity</li> </ul> <p><u>Respiration and Breathing</u></p> <ul style="list-style-type: none"> <li>Aerobic respiration</li> <li>Reactants and products</li> <li>The heart</li> </ul>	<p><u>Atoms and Elements</u></p> <ul style="list-style-type: none"> <li>Periodic table and symbols</li> <li>Physical properties of elements</li> <li>Metals and non-metals</li> <li>Sub atomic particles</li> </ul> <p><u>Nutrition</u></p> <ul style="list-style-type: none"> <li>Balanced diet</li> <li>Nutrients in food</li> <li>Digestion</li> <li>Small intestine adaptations</li> <li>Role of enzymes</li> <li>Food as fuel</li> </ul> <p><u>Energy</u></p> <ul style="list-style-type: none"> <li>Renewable and non-renewable energy resources</li> <li>The Sun is the ultimate source of energy</li> <li>Generating electricity</li> <li>Conservation and storage of energy</li> </ul> <p><u>Compounds and Mixtures</u></p> <ul style="list-style-type: none"> <li>Chemical reactions</li> <li>Properties of compounds</li> <li>Word equations</li> </ul>	<p><u>Health &amp; Movement</u></p> <ul style="list-style-type: none"> <li>Alcohol, solvents and drugs affects health</li> <li>Bacteria and viruses</li> <li>Body natural defences</li> <li>Medicines</li> <li>Skeleton and joints</li> <li>Muscles</li> </ul> <p><u>Forces</u></p> <ul style="list-style-type: none"> <li>Units of forces</li> <li>Speed, distance and time</li> <li>Measuring using force meters</li> </ul> <p><u>Mass and weight</u></p> <ul style="list-style-type: none"> <li>The result of unbalanced forces</li> <li>Friction</li> </ul> <p><u>Magnets and Electromagnets</u></p> <ul style="list-style-type: none"> <li>Magnetic fields</li> <li>Forces</li> <li>Investigating the strength of an electromagnet</li> <li>Biological, physical and chemical weathering</li> </ul>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<ul style="list-style-type: none"> <li>• Respiratory system</li> <li>• Blood vessels</li> <li>• Lungs</li> <li>• Gas Exchange</li> <li>• Smoking</li> <li>• Effects of exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Water and rocks are mixtures</li> <li>• Separating mixtures</li> </ul>	
<p><b>Year 8</b></p> <p><u>Metals</u></p> <ul style="list-style-type: none"> <li>• Reactions of metals with air, water and acid</li> <li>• Displacement reactions</li> <li>• Reactivity series</li> <li>• Extraction of metals</li> <li>• Corrosion</li> </ul> <p><u>Forces 2</u></p> <ul style="list-style-type: none"> <li>• Pressure</li> <li>• Measuring density</li> <li>• Levers and moments</li> </ul> <p><u>Reproduction</u></p> <ul style="list-style-type: none"> <li>• Physical and emotional changes during adolescence</li> <li>• Reproductive system</li> <li>• Menstrual cycle</li> <li>• Fertilisation</li> <li>• Development of a foetus</li> </ul> <p><u>Chemical reactions</u></p> <ul style="list-style-type: none"> <li>• Use of a Bunsen</li> <li>• Conservation of mass</li> <li>• Importance of chemical reactions</li> <li>• Combustion</li> <li>• Burning of fossil fuels</li> <li>• Environmental damage</li> </ul>	<p><u>Light and sound</u></p> <ul style="list-style-type: none"> <li>• Introduction to light</li> <li>• How objects are seen</li> <li>• Reflection and refraction</li> <li>• Dispersion and filters</li> <li>• Human ear</li> <li>• Vibrations and vacuums</li> <li>• Frequency and amplitude</li> <li>• Pitch</li> <li>• Wave patterns</li> </ul> <p><u>Acids and Bases</u></p> <ul style="list-style-type: none"> <li>• Indicators</li> <li>• Reactions of metals and bases</li> <li>• Neutralisation reactions</li> <li>• Applications of reactions</li> <li>• Acids in the environment</li> <li>• Identifying patterns in chemical reactions</li> </ul> <p><u>Green Plants</u></p> <ul style="list-style-type: none"> <li>• Photosynthesis</li> <li>• Elements required for plant growth</li> <li>• Role of the roots</li> <li>• Respiration in plants</li> </ul> <p><u>Space</u></p> <ul style="list-style-type: none"> <li>• Day/night/months/seasons</li> <li>• Positions of the Sun, Earth and Moon</li> <li>• The Solar System</li> <li>• Light sources</li> <li>• Artificial satellites</li> </ul>	<p><u>Physical Changes</u></p> <ul style="list-style-type: none"> <li>• Conservation of mass</li> <li>• Solubility and saturated solutions</li> <li>• Differences in solutes and solvents</li> <li>• Relate changes of state to energy transfers</li> </ul> <p><u>Living things and their environment</u></p> <ul style="list-style-type: none"> <li>• Sustainable development</li> <li>• Habitats</li> <li>• Adaptation of plants and animals</li> <li>• Effects of predation and competition on population size</li> <li>• Food webs</li> <li>• Toxic materials in food chains</li> </ul> <p><u>Rocks and Weathering</u></p> <ul style="list-style-type: none"> <li>• Rock cycle</li> <li>• Sedimentary, metamorphic and igneous rocks</li> <li>• Formation of rocks</li> <li>• Crystal size</li> <li>• Biological, physical and chemical weathering</li> </ul> <p><u>Variation and Classification</u></p> <ul style="list-style-type: none"> <li>• Environmental variation</li> <li>• Inherited variation</li> <li>• Classification into taxonomic groups</li> </ul>



## Modern Foreign Languages and Latin

### Aims

- To provide the pupils with an appreciation of and enthusiasm for languages spoken in other countries and the cultures of those countries.
- To develop a sound vocabulary base in French and an understanding of sentence structures.
- To be able to respond to questions and communicate simple information in the foreign language.
- To become confident speakers of French and to enjoy using the spoken language in songs, rhymes and conversations.
- To broaden their knowledge of France, French culture and traditions.
- To develop reading skills in French and to become confident reading French aloud.
- To be able to produce accurate pieces of written French by adapting and extending texts and by combining newly-learned language with previously-known vocabulary and grammar.
- To pave the way for further study and development of foreign language learning skills at secondary school.

### Teaching Approach

All languages are taught by specialist language teachers. Emphasis in Pre Prep and Middle School is on the development of oral and aural skills and, to a lesser degree, reading and writing skills. As pupils progress through Middle School and into Senior School, all four skills are developed with equal consideration. Middle and Senior students will be formally assessed at the end of each module. We include learning through games, songs, video and role-play, and students also have the opportunity in the classroom and at home, to use the languages website Linguascope. Pupils may work as a year group, a class, in groups, in pairs or independently.

French is offered to all children from Nursery to Year 8. In Nursery, pupils enjoy short 15 min session per week. From Reception through to Year 3, this increases to 2 lessons of 30 min each week. Year 4 and 5 pupils have one full hour of French per week. Year 6 pupils have 2 hours and Year 7 and 8 pupils have 3 hours of French per week. Pupils begin with 'La Jolie Ronde' course in Pre Prep and continue this communicative approach to learning through familiarity with the Year 3 and Year 4 scheme, "Les Loustics." Year 4 pupils begin the Expo course in the Lent term and progress through to Expo 3 Rouge or Vert by Year 8.

Formal homework in French starts from the Lent Term in Year 4. Pupils are expected to spend 15 minutes learning a

short list of vocabulary or complete a small exercise in their workbooks.

In Year 5, this increases to 20 minutes a week and in Year 6 it is 30 minutes per week. In Years 7 and 8, pupils have 2 homeworks a week, each lasting 30-40 minutes.

***A Specialist French club is offered to Middle and Senior pupils once a week.***

### Content

Reception: introducing a new language and country; routine vocabulary; greetings; colours; numbers to 10; actions/ commands; animals; Frère Jacques; please and thank you; winter weather; Père Noel; Christmas in France; New year celebrations; party celebrations and food; Mardi Gras and carnival; Spring vocabulary, farm animals; Easter; mini beasts, means of transport; introducing oneself; Summer vocabulary; le petit poisson game; parts of the face and body;

Year 1: routines; French speaking countries numbers to 115; autumn vocabulary; fruit and vegetables; weather; revision of colours; Winter vocabulary; Goodnight; I am asleep; Christmas in France; New Year in France; party food; action words; clothes; Spring and Easter Routines; animals in the garden; my family; summer vocabulary; 14 juillet; Fête de la musique; Fête des mères et fête des pères.

Year 2: routines; autumn vocabulary and the weather; L'histoire de la petite feuille; asking how you are; petit / grand/petite/grande; winter clothes; autumn and winter colours; counting to 20; Christmas and New Year traditions; les jours de la semaine parts of the body; my house; more animals; Spring and Easter; at the farm, and French games, classroom instructions, as well as traditional songs, original songs and French story books.

Year 3: Using Les Loustics Scheme: Units 1/2/3 4: Greetings, Cultural Knowledge: Monuments of Paris and French Painters, action verbs and colours; classroom objects, being able to ask to borrow school equipment; days of the week, numbers to 20, likes and dislikes, talk about favourites playground games the French alphabet; say where you live, bedroom vocabulary, talk about family members and pets; describing parts of the face, emotions and parts of the body, and say where you are hurt, discover French Comic books; traditional and original songs and creative projects.

Year 4: Discover French vocabulary related to the kitchen, utensils, food vocabulary, express preferences and say "I'm hungry" and "I'm thirsty"; Describe clothing, talk about the weather and means of transport, begin to express opinions and preferences, as well as learning original and traditional songs and put together creative projects in French.



Starting the Expo course with increased focus on reading and writing; greetings and giving your name; asking how someone is and responding; revision and extension of classroom objects; revision of numbers 1-31 and their spellings; giving your age; saying the date and month; giving your birthday; more common classroom instructions; colours and adjectival agreement.

Previous Scheme: revision of greetings and personal information; recognition of and response to classroom instructions in French; Cultural knowledge the French alphabet; being able to spell your name and to ask how something is spelt; revision of colours; numbers 1-31; imperatives; At the Restaurant - being able to ask for something politely in French; classroom objects; revision of how to ask for something; clothes; learning to say my in the masculine, feminine and plural and to say what you are putting on; days of the week; saying what the day is today, yesterday and tomorrow; dictionary skills; pronunciation changes in French; cultural knowledge - Places in Paris; asking 'Who is it?' and answering 'It's...' or 'It's not...'; animals - combining these with numbers; Singular and plural; saying 'It's a...' or 'they are...'; masculine and feminine animals; combining these with colours in the masculine and feminine.

Year 4: revision of animals and colours; word order when combining these; revision of the French alphabet and asking how words are spelt; words for size; word order when they are combined with animals and colours; months of the year; making sentences with this month, last month and next month; places in the house; combining these with animals, colour and size; the indefinite and definite articles; using verbs; how infinitives change when in a sentence; starting the Expo course with increased focus on reading and writing; greetings and giving your name; asking how someone is and responding; revision and extension of classroom objects; revision of numbers 1-31 and their spellings; giving your age; saying the date and month; giving your birthday; more common classroom instructions; colours and adjectival agreement.

Year 5: brothers and sisters; giving their names; family members; possessives; pets; describing size and personalities; describing hair and eyes; Using Etre and avoir describing where you live; towns and cities; French-speaking countries; types of house; describing which rooms are in your house; furniture and things in your house; prepositions and describing where things are in a room; using verbs with je, tu, il, elle, on; making verbs negative.

Year 6: asking and talking about places in your town; asking for and understanding simple directions, using the verbs être and aller; saying where you are going; making and responding to suggestions for going out; giving opinions; ordering drinks and snacks; asking the cost and understanding prices; talking about what you do in the morning; saying at what time you do things; talking about your school subjects; saying what

you like and don't like; giving opinions and reasons; talking about your timetable; understanding and composing a longer text; talking about what you do after school using expressions with faire; counting up to 100; talking about sports and games; talking about musical instruments; saying when people play and how well they play; talking about things you like to do; talking about leisure centre activities; talking about holiday activities; aller + infinitive (the near future).

Year 7 Expo 2 Rouge: talking about families; using -er verbs; talking about jobs people do; using masculine and feminine nouns; talking about where people live; using depuis; describing the weather; using the connectives quand and si; describing a typical day; using -ir, -re and irregular verbs (present tense); the perfect tense with avoir; the perfect tense with irregular past participles; talking about TV programmes you have watched; giving opinions using c'était; talking about where you went; the perfect tense with être; talking about events in the past; extending and linking sentences; making and reacting to invitations; using the verbs vouloir, pouvoir and devoir; making excuses; giving opinions about clothes; adjectival agreement; shops and shopping; comparative and superlative; understanding a longer text including mixed tenses; talking about French meals; the partitive article: du, de la, de l', des; preparing for a party; using il faut + infinitive; shopping for food; using de with quantities; eating at a restaurant; taking part in short dialogues; talking about countries and languages; using the prepositions à and en; talking about holidays; asking questions using question words; describing a holiday centre; giving opinions; talking about a past holiday; finding information about a holiday destination; taking part in unscripted dialogues.

Year 7 Expo 2 Vert: greetings and giving your name; asking how someone is and responding; revision and extension of classroom objects; revision of numbers 1-31 and their spellings; giving your age; saying the date and month; giving your birthday; more common classroom instructions; colours and adjectival agreement; brothers and sisters; giving their names; family members; possessives; pets; describing size and personalities; describing hair and eyes; describing where you live; towns and cities; French-speaking countries; types of house; describing which rooms are in your house; furniture and things in your house; prepositions and describing where things are in a room; using verbs with je, tu, il ,elle , on; making verbs negative; asking for and telling the time; asking and talking about places in your town; asking for and understanding simple directions, using the verbs être and aller; saying where you are going; making and responding to suggestions for going out; giving opinions; ordering drinks and snacks; asking the cost and understanding prices; talking about what you do in the morning; saying at what time you do things; talking about your school subjects; saying what you like and don't like; giving opinions and reasons; talking

about your timetable; understanding and composing a longer text; talking about what you do after school using expressions with faire; counting up to 100.

Year 8 Expo 3 Rouge: 'French meals; the partitive article: du, de la, de l', des; preparing for a party; using il faut + infinitive; shopping for food; using de with quantities; eating at a restaurant; taking part in short dialogues', talking about countries and languages; using the prepositions à and en; talking about holidays; asking questions using question words; describing a holiday centre; giving opinions; talking about a past holiday; finding information about a holiday destination; taking part in unscripted dialogues; talking about pocket money; discussing what's on the television; using direct object pronouns; talking about films; using the perfect tense; describing your routine using the perfect tense of reflexive verbs; talking about what you read; describing what you saw or read; using present, past and future tenses; planning what you will do in the future; talking about future careers; using quand with the future tense; learning why languages are important; connectives in complex sentences; using avoir besoin de; talking about illness; expressions with avoir and être; describing injuries; revision of agreements of être with verbs in the perfect tense; healthy living; using negatives: ne... jamais, ne...plus, ne ... que; understanding and giving advice; using imperatives; using emphatic pronouns; using French colloquialisms; understanding formal texts; the imperfect tense; talking about what you used to do; understanding a narrative in the imperfect tense; using the relative pronouns qui and que; understanding a range of tenses.

Year 8 Expo 3 Vert: talking about sports and games; talking about musical instruments; saying when people play and how well they play; talking about things you like to do; talking about leisure centre activities; talking about holiday activities; aller + infinitive (the near future); talking about families; using -er verbs; talking about jobs people do; using masculine and feminine nouns; talking about where people live; using depuis; describing the weather; using the connectives quand and si; describing a typical day; using -ir, -re and irregular verbs (present tense); the perfect tense with avoir; the perfect tense with irregular past participles; talking about TV programmes you have watched; giving opinions using c'était; talking about where you went; the perfect tense with être; talking about events in the past; extending and linking sentences; making and reacting to invitations; using the verbs vouloir, pouvoir and devoir; making excuses; giving opinions about clothes; adjectival agreement; shops and shopping; comparative and superlative; understanding a longer text including mixed tenses; talking about French meals; the partitive article: du, de la, de l', des; preparing for a party; using il faut + infinitive; shopping for food; using de with quantities; eating at a restaurant; taking part in short dialogues; talking about countries and languages; using the prepositions à and en; talking about holidays; asking questions using question words; describing a holiday centre; giving opinions; talking about a past holiday; finding information about a holiday destination; taking part in unscripted dialogues.

## Latin

### Aims

- To gain knowledge of Latin vocabulary and to be able to relate this to English vocabulary where possible.
- To gain an understanding of verb tenses and conjugations, and how to use this effectively in translation.
- To gain an understanding of noun cases and declensions, and how to use this effectively in translation.
- To understand the how adverbs and adjectives function in the Latin language.
- To know various aspects of Roman life, history and mythology.

### Teaching Approach

Latin in Year 6 is akin to classics as it focuses on social, historical, political and religious themes relevant to Ancient Roman civilisation. The Cambridge Latin Course provides information on a typical Roman family and their daily life in Pompeii as well as dealing with entertainments, elections and the eruption of Vesuvius. Pupils will be encouraged to sympathise with Roman beliefs and to learn the various myths that formed part of Roman culture. A variety of teaching practices including visual, audio and kinaesthetic is used to aid learning.

Latin in Years 7 and 8 focuses on the language of Ancient Rome. Grammar, vocabulary and translation form the bedrock of study, though there is still a good amount of time to learn the myths and history of the Roman people. In these years pupils use the "So you really want to Latin" prep course, alongside the Cambridge Latin Course where necessary, whilst preparing for Common Entrance Level One. Pupils are encouraged to reflect on the impact Roman civilisation has had on Britain and the World and consider the popular beliefs and practices of the age. Teaching time for all year groups is approximately 1 hour per week.

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p><b>Year 6</b></p> <p>Roman Family and daily life  Pompeii  The marketplace  Religion in Ancient Rome  Gladiators  Greek myths</p>	<p>Slaves and freedmen  Theatre  Roman dining  Hannibal  The Story of Troy  Greek myths  The Iliad</p>	<p>Roman baths  Roman education  Local government and elections  Politics in Ancient Rome  Roman Engineering  Vesuvius  The destruction of Pompeii  Greek myths</p>
<p><b>Year 7</b></p> <p>Latin Pronunciation  Endings  Singular and Plural  Esse, to be  Indefinite and definite articles  Vocabulary  Myths and Ancient History</p> <hr/> <p>Pronouns  1st Conjugation Verbs  Present Tense  1st Declension Nouns  Stems and Endings  Nominative and Vocative Cases  Vocabulary  Myths and Ancient History</p>	<p>Subjects and Objects  Transitive and Intransitive  The Genitive Case  Apostrophes  Vocabulary  Myths and Ancient History</p> <hr/> <p>The Dative and Ablative Cases  2nd Declension Nouns, dominus  2nd Declension Nouns in –er  deus, vir, filius  Vocabulary  Myths and Ancient History</p>	<p>Prepositions + the Ablative  Adjectives  Sum + complement  Vocabulary  Myths and Ancient History  The Imperfect Tense</p> <hr/> <p>Imperfect of sum  Translations  Vocabulary  Myths and Ancient History</p>
<p><b>Year 8</b></p> <p>Genitive and Vocative  Pronouns  Vocabulary CE Level 1  Translation Exercises  Myths</p>	<p>Adjectives and Adverbs  Cardinal and Ordinal  Prepositions and Conjunctions  Vocabulary CE Level 1  Translation Exercises  Myths</p>	<p>Revision and assessment  Vocabulary CE Level 1  Translation Exercises  Myths</p>

# Art

## Aims

- For pupils to be able to explore and experiment and use their imagination to develop skills and independent thought
- To help pupils to take pleasure in their own art and in the art of others
- To encourage pupils to use their skills to express their own ideas and see the value in the process rather than just the outcome
- Pupils to explore and develop a deeper awareness of the world around them
- To teach pupils to evaluate their own art and that of other artists by expressing themselves using an artistic vocabulary

## Teaching Approach

### Key Stage 1

In Key Stage 1 (Years 1 and 2), art is taught by the class teacher for one hour each week. Each unit begins with an exploratory and mark making exercise. Where possible, a cross curricular approach is adopted which enables pupils to access topics in a child friendly environment. Pre Prep celebrate a number of festivals such as Christmas, Diwali and World Book Day. These special days provide a great opportunity for the pupils to express themselves creatively. School trips also support this curriculum area. In Year 1, the pupils visit the Gunpowder Mills to learn about Guy Fawkes and his Gunpowder Plot. This generates many opportunities for artistic activities, including fireworks painting and lantern construction.

Throughout this Key Stage, the pupils learn about a number of famous artists. In Year 1, these include Monet and his various Water Lilies paintings following which the pupils create cardboard sculptures based on a topic. Year 2 enjoy looking at found object sculptures, shape and geometric style. They also create some lovely observational work based on the style of the artist in focus. As young learners, much of the work in this key stage is skills based. Techniques such as colour mixing, brush strokes and scissor skills are all fundamental. Art provides a great opportunity for pupils to improve their fine motor skills and hand-eye co-ordination. It also enables them to express themselves in a safe, fun and creative way. Teaching staff aim to value all the pupils' work and to praise individualism.

### Key Stage 2

In Key Stage Two, (Years 3 to 5), art is taught by the class teacher. Pupils are taught to respect and use equipment effectively. They are introduced to a variety of materials and techniques through sculpture, textiles and mix media

work. Pupils learn to record and develop their ideas using a range of different skills. Pupils are encouraged with positive reinforcement and praise, with a focus on process and developing skills, rather than the end result. Many cross-curricular links are made to the topics studied.

As part of each project, artists' work, both modern and from other cultures and eras, is discussed. Wherever possible, trips are organised to relevant locations of interest, which inspire artwork, and I.C.T is used to enhance learning and understanding. Homework is set for the weekend, on a rotation basis with the five other Foundation subjects.

In Year 6, pupils receive an hour of specialist art teaching. They explore and experiment through clay, pencil, oil pastels and painting to develop line drawing, colour mixing, sculpting and typography skills. In Year 6, they are encouraged to work in their own time and are given the option to purchase an art pack from the school, to support their art practice at home. They look at a range of artists and create work based on a topic set by Haileybury School for the annual 'Festival of Arts' event.

### Key Stage 3

In Years 7 and 8, pupils receive an hour of specialist teaching a week. Through experimentation with different media, pupils are encouraged to develop their artwork through exploration, trial and error and stepping out of their comfort zone. Independent thought and group collaboration are encouraged throughout the 2 years. Methods used range from photography, observation drawing, painting, textiles, and sculpture. Following on from Year 6, they are encouraged to work in their own time and are given the option to purchase an art pack from the school, to support their practice at home.

Starting points used range from portraits, still life, architecture and the theme set for Haileybury School's 'Festival of Arts'. Examples of skills learnt are colour mixing, tonal drawing with specialist art pencils, collage, sculpture and experimental mark making with different media. Pupils are also taught to persevere with tasks and analyse critically both their work and the work of their peers. Subjects such as "What is Art?" and why it is important in today's society are also debated and examined. Where possible, an art trip or workshop is organised. Homework is set as appropriate to give pupils a chance to consolidate their learning and develop their sketchbook skills. An example of the activities set include artist research and drawing from observation.

All pupils throughout the school enjoy a dedicated Art Day which results in an exhibition in the Summer Term. In the Christmas and Lent Terms, Key stage 2 and 3 pupils create work for the Arts Festival run by Haileybury School, which is held in the summer.

## ART CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Year 1</b> Portrait Assessment Colour Mixing Primary and secondary colours. Range of mediums: Paint/pastel/paper	Shading and Toning Art work related to the Titanic topic Monet Brush strokes	Sculpture project
<b>Year 2</b> Portrait Assessment Found objects Sculpture Geometric shapes and patterns Celebrations: Fireworks/Diwali/Christmas	Still Life: Fruits/Plants Observational drawing/painting/sculpting Printing from fruit	Cubism Textiles using applique Using sketch books to record design ideas Collaborative mural
<b>Year 3</b> Portrait Assessment Developing drawing skills Mark Making Harvest Art Collage Lettering Christmas Art Themed art based on the Haileybury Festival of Arts topic	Exploring natural objects and scrap materials Printing with packaging Creating textures with paint Observational drawings A textured painting Sculpture clay project.	Cutting Collage Composition Using colour Shape Group project Paper Block Printing Charcoal drawing Painting Colour mixing
<b>Year 4</b> Portrait Assessment Themed art based on the Haileybury Festival of Arts topic Drawing from observation Shape Exploring relief printing	Powerful Portraiture Self Portraiture Collage	Colour Wheel Complimentary colours Maps London Understanding objects and meanings Repetition Painting
<b>Year 5</b> Portrait Assessment Mark making with chalk and oil pastels Christmas card design Themed art based on the Haileybury Festival of Arts topic	Experimenting with watercolours Introducing perspective Collage Tone Shading Shapes Exploring Containers Making a form Pinch pots – using clay	Drawing from observation Mix media Wire sculpture Exploring colour
<b>Year 6</b> Portrait Assessment Natural forms Observational drawing Tone Printmaking Artist study	Themed art based on the Haileybury Festival of Arts topic. Collage Composition Texture Painting	3D sculpture Clay Texture Experimentation Form

CHRISTMAS TERM	LENT TERM	SUMMER TERM
	Tone, tint and shade Colour mixing Colour wheel	
<b>Year 7</b> Portrait Assessment Pen, ink and watercolour Water Under the ocean Artist Study	Themed art based on the Haileybury Festival of Arts topic. Tonal painting Colour mixing Painting with acrylic paint Still Life Photography	Lino printing Detail Line Pattern Scale Proportion
<b>Year 8</b> Portrait Assessment Drawing skills Medium Experimentation Oil pastels Pen and water Pencil Colour pencil Charcoal Artist study	Themed art based on the Haileybury Festival of Arts topic. Developing sketchbooks Sculpture Collaborative piece	Portrait painting Painting skills Colour and expression Expressionism Impressionism

## Design and Technology (D.T.)

The overall aim is to produce learners who are confident and capable exponents of D.T.

### Aims

- To give pupils confidence in the use of Design and Technology.
- To encourage all pupils to work to the best of their ability
- To give pupils the skills and knowledge to use Design and Technology effectively.
- To provide for progression in the development of those skills.
- To provide pupils with knowledge and understanding of the different and varied nature of Design and Technology.
- To enable pupils to understand the effects of Design and Technology, and to improve their ability to make decisions, solve problems, challenge and evaluate their own ideas.
- To extend and enhance pupils' learning through the use of Design and Technology.
- To promote knowledge links to other curriculum areas, in particular: science, maths, art, language and history
- To develop pupils' independence and sense of responsibility through the use of Design and Technology.
- To maintain staff expertise in Design and Technology to enable effective pupil learning

### Teaching Approach

D.T. is a subject which calls for pupils to become autonomous and creative problem solvers, both as individuals and as members of a team. They must look for needs, wants and opportunities, and respond to them by developing a range of design ideas for making products and systems. In their designing and making, pupils combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on, learn from and evaluate present and past design and technology, its uses and effects. Through Design and Technology, all pupils can develop innovation and become discriminating and informed users of products.

In Pre Prep, initial D.T. skills of developing, planning and communicating ideas are taught as part of the curriculum within science, art, I.C.T and maths. In Year 2 pupils follow a Design and Technology module over the duration of half a term which covers the curriculum of Food Technology and Textiles. The Design and Technology module is rotated on a half termly basis within Year 2.

In Middle School, Year 3 pupils will be taught by the Head of Art and D.T. for one term. From Year 4 onwards, they are taught by the Head of Art and D.T. for approximately one hour per week. Each year, skills are consolidated and extended.

Senior School pupils are taught by the Head of Art and D.T. for approximately one hour per week for the duration of the school year.

Through careful planning and preparation, pupils will be given opportunities to:

- Use verbal, manual methods, computer, laptop, PC and interactive whiteboards to demonstrate tasks to a group of pupils or to the whole class.
- Promote work individually and within small groups.
- To promote independent decision making and problem solving.
- Learn how to use power and hand tools safely and appropriately.
- To develop ideas effectively through design.
- To embed and develop effective and safe practical skills.
- To evaluate appropriateness of their finished work.
- To explore new media and technology.



## DESIGN AND TECHNOLOGY CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Year 2</b> Art – sculpture work Maths – 3D nets, angles, symmetrical patterns Science - materials	Science – Healthy food, fruit kebabs and fruit smoothies Art – Collage work	Food Technology – Create a healthy snack Textiles – puppet design
<b>Year 3 will be taught by the Head of D.T. for one term on a rotation basis</b>		
<b>Year 3</b> Over the year, the children will take on 3 projects with the aim of introducing them to the foundation skills in Design and Technology:	Pop up cards Accurate measuring and cutting skills Problem solving Working to a brief Using a V fold mechanism Photo Frames Learning about structures, shape and support Using research to inform ideas	Tailoring a product to meet the needs of the user Soft toys Marketing a product to raise awareness for a cause (endangered animals) Simple pattern cutting and sewing techniques Advertising and presentation skills
<b>Year 4</b> Card Construction: Recycled Robots An introduction to Design and construction using recycled materials	Fabric containers: Wallets and MP3 cases Building upon sewing skills Selecting and combining materials for effect Designing for a purpose	Electronics: Night Lights Extending upon electronic circuit knowledge learned in Science Card and paper construction Using tools and equipment safely Meeting the needs of the consumer
<b>Year 5</b> Moving Dragon grabbers. Design and make a litter picking or object grabbing devise disguised as a fantastical creature Purposeful products Problem solving Inventing	An introduction to Graphic Design: Barcelona Tiles Textures, materials and techniques. Repeat pattern Printmaking Digital printmaking Stationary design	Architecture and Engineering: A Bridge for the future Problem solving Team work Sustainability Structures Measuring, scales, building on skills learned in Maths Cutting, sawing, assembling
<b>Year 6</b> Textiles: Book Covers Mixed Media Applique Pressing and printing Bonding	Graphic Design: Typography Typography Developing photo shop and computer editing skills	Resistant materials project: Moving Animals Measuring and marking out Selecting, assembling, combining materials for effect Use of finishing Techniques
<b>Year 7</b> Product Design: Lighting and Abstract Art Design and make a lampshade/light fitting inspired by Abstract art and design - linked to art project Paper Cutting Shape and form	Resistant materials: Toy vehicle Design and make a moving vehicle CAD CAM	Graphic design, Packaging design William Morris/Arts and Crafts Movement Repeat pattern Computer editing Packaging design Flora, fauna



CHRISTMAS TERM	LENT TERM	SUMMER TERM
Problem solving Construction Decoration		
<b>Year 8</b> Jewellery making: Design and make a pendant CAD Resin casting Enamelling	Screen Printing and Textiles project: London Architecture Make a Tote Bag featuring print design Modern Architecture Line drawing Sewing Silk screen printing	Graphics PR and Advertising: Summer Art Show Poster, card and promotional gift making Create a successful advertising campaign to promote the Summer Art show Study on a prolific Graphic Designer

\*There may be changes to this curriculum in light of the continued development of this new space.

# Geography

## Aims

Geography is essentially about the study of places, the human and physical processes which shape them, and the people who live in them. Skills developed through geography help pupils make sense of their surroundings and the wider world.

It enables pupils to develop an informed concern about the quality of the environment, the future of the human habitat and to foster a sense of responsibility for the care of the Earth and its people. Through geography, pupils should develop a curiosity about their world and the desire to explore it, whether in person, via technology or the written word.

We aim to help pupils develop:

- An appreciation of the world around us
- An interest in their surroundings and in the variety of human and physical conditions on the Earth's surface
- The skills of geographical enquiry and the skills necessary to undertake fieldwork
- Map skills and an ability to work with maps and images
- A greater understanding of the ways of life and cultures of people in other places
- A sense of responsibility for the care of the Earth and its people
- An understanding of the relationship between people and their environment
- An informed opinion about contemporary geographical issues
- An awareness of an individual's locality
- A sense of identity through learning about the UK and its relationships with other countries

## Teaching Approach

Geography is approached through the study of real places. Pupils in all year groups are given the opportunity to ask questions, examine evidence, and search for patterns and attempt explanations of the world in which they live. It is a subject which contributes to teaching and learning across the curriculum, most notably in the topical area of environmental education.

From Years 1 to 8, all teaching of geography is discrete. From Years 1 to 5, pupils may concentrate specifically on a history or geography topic for a half term or full term rather than studying both subjects together. This will enable pupils to become fully absorbed in the topic. This will be monitored closely so that both subjects receive balanced coverage over the course of the year.

St Aubyn's broadly follows objectives set out in the National Curriculum. In Years 7 and 8, the Common Entrance syllabus provides a basis for study for those pupils that require it. In Middle School, geography homework is set on a rotation basis with 5 other subjects. In Senior school, it is set on a 3 week rotation with history and RE.

Throughout the School, emphasis is placed on an investigative, approach and 'hands on' experience e.g. traffic surveys in the immediate environment, research into the geology of coasts and leisure surveys. I.C.T is utilized wherever possible for reports, graphs, spread sheets, digimaps etc. Pupils have access to a wide range of reference books, videos, CD ROMs and computer programs

Opportunities to use I.C.T to enrich the learning experience include using; Google maps, Google Earth, Power Point, word processing, digital cameras, IWB and viewing video clips.

## GEOGRAPHY CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p><b>Year 1</b> EYFS Transitional Unit (see science Curriculum Map for full details of this.)</p>	<p>Our local area</p> <ul style="list-style-type: none"> <li>• Where do I live, where do other pupils live?</li> <li>• Where is the school and how do I get there?</li> <li>• What can we see in the streets around my School</li> <li>• What jobs do people do in my local area</li> <li>• How safe is my local area? Complete traffic survey</li> <li>• Map work</li> </ul>	<p>Journeys</p> <ul style="list-style-type: none"> <li>• Where has Barnaby Bear travelled to this week/month?</li> <li>• Can we find these places on a map?</li> <li>• What will it be like when Barnaby is there?</li> <li>• How did Barnaby travel to these places?</li> </ul>
<p><b>Year 2</b> History Unit</p>	<p>British Isles</p> <ul style="list-style-type: none"> <li>• Recognise the symbols of the British Isles.</li> <li>• Identify key features of the British Isles.</li> <li>• Understand physical and human geography of the British Isles</li> </ul>	<p>An island home</p> <ul style="list-style-type: none"> <li>• What is an island?</li> <li>• Land use on the island</li> <li>• How living on an island affects everyday life</li> <li>• Understand that the world is larger than the local area</li> <li>• What is the effect of the physical environment on the people living there</li> </ul> <p>Hot and Cold Countries</p> <ul style="list-style-type: none"> <li>• Weather forecast</li> <li>• Location of hot and cold countries</li> <li>• Where have you been on holiday? Locate on map and focus on climate</li> <li>• What would you need to pack to visit a hot country and a cold country?</li> <li>• Case study of a hot country and cold country – compare</li> </ul>
<p><b>Year 3</b> Map skills</p> <ul style="list-style-type: none"> <li>• British Isles</li> <li>• Continents</li> <li>• Plans</li> <li>• Types of map</li> </ul> <p>Investigating Our Local Area</p> <ul style="list-style-type: none"> <li>• Locate on maps</li> <li>• Land use</li> <li>• Collecting data</li> <li>• Environmental issues</li> </ul>	<p>Weather Around the World</p> <ul style="list-style-type: none"> <li>• Map skills</li> <li>• Climatic zones</li> <li>• Planning holidays</li> <li>• Similarities and Differences</li> <li>• Current weather</li> </ul> <p>Connecting Ourselves to the World</p> <ul style="list-style-type: none"> <li>• I.C.T</li> <li>• Planning a route</li> </ul>	<p>A Contrasting Overseas Locality Kenya</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Climate</li> <li>• Physical features</li> <li>• Similarities and differences</li> </ul> <p>Connecting Ourselves to the World</p> <ul style="list-style-type: none"> <li>• Food</li> <li>• Tourism</li> </ul>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p><b>Year 4</b> Improving Our Environment</p> <ul style="list-style-type: none"> <li>• Rubbish and Litter</li> <li>• Recycling</li> <li>• Saving Energy</li> <li>• Pollution (including noise pollution)</li> <li>• Using the school environment / maps</li> <li>• The wider environment</li> </ul>	<p>A Village In India</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Relation to other places</li> <li>• Landscape</li> <li>• Homes</li> <li>• Education</li> <li>• Work</li> <li>• Markets and trading</li> </ul> <p>Connecting Ourselves to The World</p> <ul style="list-style-type: none"> <li>• What is the weather like there</li> <li>• Where is a place, How will we get there?</li> </ul>	<p>Village Settlers</p> <ul style="list-style-type: none"> <li>• How villages developed</li> <li>• Specific locality study</li> <li>• Saundersfoot / Eyam</li> <li>• Using maps and photographs</li> </ul> <p>How and Where Do We spend Our Time?</p> <ul style="list-style-type: none"> <li>• What is Leisure?</li> <li>• Surveys and Results</li> <li>• Location for leisure</li> <li>• Types</li> </ul>
<p><b>Year 5</b> Water</p> <ul style="list-style-type: none"> <li>• Importance and availability</li> <li>• Rainforests</li> <li>• Deserts</li> <li>• Water cycle</li> <li>• Fieldwork</li> <li>• Canals</li> </ul>	<p>Investigating Coast</p> <ul style="list-style-type: none"> <li>• What is a coast?</li> <li>• coastal environments</li> <li>• coastal features</li> <li>• wave action drama</li> <li>• erosion</li> <li>• beaches</li> <li>• tourism</li> <li>• land use</li> <li>• fieldwork</li> </ul>	<p>A Contrasting UK Locality Portland</p> <ul style="list-style-type: none"> <li>• location</li> <li>• planning a route</li> <li>• secondary sources</li> <li>• fieldwork</li> </ul> <p>Should the High Street Be closed to Traffic?</p> <ul style="list-style-type: none"> <li>• location and features</li> <li>• fieldwork</li> <li>• planning routes</li> <li>• environmental impact</li> <li>• points of view</li> </ul>
<p><b>Year 6</b> Map skills.</p> <ul style="list-style-type: none"> <li>• Using an atlas and globe.</li> <li>• 8-points of a compass.</li> <li>• 4- and 6-figure grid references.</li> <li>• scale bars</li> <li>• contour lines</li> <li>• lines of longitude and latitude</li> <li>• Time zones</li> </ul> <p>Exploring your local area.</p> <ul style="list-style-type: none"> <li>• Investigating places</li> <li>• Human and physical features.</li> <li>• Explore Google maps/ Earth.</li> <li>• Creating maps</li> </ul>	<p>Mountain environments.</p> <ul style="list-style-type: none"> <li>• Mountainous environments within the UK.</li> <li>• Highest mountain in England, Wales, Scotland and Northern Ireland.</li> <li>• Mountain areas in North and South America</li> <li>• weather conditions</li> <li>• leisure activities</li> </ul> <p>Earthquakes and volcanoes</p> <ul style="list-style-type: none"> <li>• Earth's structure</li> <li>• Location of earthquakes and volcanoes</li> <li>• volcanoes and how they erupt</li> <li>• Earthquakes</li> <li>• Case studies</li> </ul>	<p>Enquiry</p> <ul style="list-style-type: none"> <li>• What is St Aubyn's school like?</li> <li>• Developing key questions</li> <li>• Data collection</li> <li>• Analysing data</li> <li>• Conclusion</li> <li>• Presenting to the class</li> </ul> <p>Exploring England</p> <ul style="list-style-type: none"> <li>• personal responses to places</li> <li>• British Isles, Great Britain, the UK and the Republic of Ireland and England</li> <li>• England's population</li> <li>• Land use</li> <li>• Economic activity-links with the rest of the world</li> </ul>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p><b>Year 7</b></p> <p>Weather and climate</p> <ul style="list-style-type: none"> <li>• Difference between weather and climate</li> <li>• Microclimates</li> <li>• Water cycle</li> <li>• Rainfall types; relief, convection and frontal</li> <li>• Temperature and rainfall patterns in the British Isles</li> </ul>	<p>Population and settlement</p> <ul style="list-style-type: none"> <li>• Population density and size in the UK and world wide</li> <li>• Causes of population rise or fall</li> <li>• Settlement types</li> <li>• Settlement hierarchies</li> <li>• Managing urban development</li> <li>• Case study–Queen Elizabeth Olympic Park</li> </ul>	<p>Rivers and coasts</p> <ul style="list-style-type: none"> <li>• Weathering</li> <li>• Erosion, transportation and deposition</li> <li>• Landforms; valley, waterfall, gorge, meander, caves, arches, stacks, stumps, beaches and spits.</li> <li>• Causes and effects of flooding</li> <li>• Case study</li> </ul>
<p><b>Year 8</b></p> <p>Earthquakes and volcanoes</p> <ul style="list-style-type: none"> <li>• The Earth's structure</li> <li>• Oceanic and continental crusts</li> <li>• Tectonic plates</li> <li>• Constructive and destructive boundaries</li> <li>• Global distribution of earthquakes and volcanoes</li> <li>• Case study</li> </ul> <p>Course work</p> <ul style="list-style-type: none"> <li>• Field trip-data collection</li> </ul> <p>Individual enquiry write up</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Data presentation</li> <li>• Results</li> <li>• Data analysis</li> <li>• Conclusion</li> </ul>	<p>Transport and industry</p> <ul style="list-style-type: none"> <li>• Transport routes</li> <li>• Modes of transport today and their impact- case study</li> <li>• Different types of economic activity; primary, secondary, tertiary and quaternary</li> <li>• Economic activities in contrasting locations – case study</li> <li>• Economic activity and sustainability</li> </ul>	<p>Exam technique</p> <ul style="list-style-type: none"> <li>• Revision of areas taught</li> <li>• Case studies</li> <li>• Question types</li> <li>• Extended writing</li> <li>• Interpreting graphs and charts</li> <li>• OS Maps 1:50,000 and 1:25,000</li> <li>• Timing</li> </ul>

# History

## Aims

- to foster in pupils an interest in the past
- to enable pupils to know about significant events in history and to appreciate how things have changed over time.
- to understand how past events affect the future
- to understand their own role as an active participant in history
- to develop a sense of chronology
- to understand how Britain is part of a wider European culture
- to have some knowledge and understanding of historical development in the wider world;
- to develop in pupils the skills of enquiry, investigation, analysis, evaluation and presentation.

## Teaching Approach

History fires pupils' curiosity about the past in Britain and the wider world. Pupils should consider how the past influences the present, what past societies were like, how these societies organised their politics and what beliefs and cultures influenced peoples' actions. History can make a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach pupils to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Our teaching focuses on enabling pupils to think as historians and to help pupils understand that historical events can be interpreted in different ways. We encourage pupils to ask searching questions, such as 'how do we know?' about information they are given. Pupils learn through discussion, classroom activities, 'hands on' experience (with artefacts) and personal research. Pupils may work as a class, in a group or independently, depending upon the task in hand.

From Years 1 to 8, all teaching of history is discrete. From Years 1 to 5, pupils may concentrate specifically on a history or geography topic for a half term or full term rather than studying both subjects together. This will enable pupils to become fully absorbed in the topic. This will be monitored closely so that both subjects receive balanced coverage over the course of the year.

A wide variety of educational trips, workshops and visitors are organised to enhance the pupils' knowledge and understanding in a practical context, as well as reinforcing key historical skills. Wherever possible, history topics and objectives are linked to other subject areas of the Curriculum (e.g. Roman numerals in mathematics or atlas work in geography). This is further supported by a range of reference books, historical fiction books, videos, CD ROMs and computer programs.

In the Senior School, Year 6 spend a year studying various aspects of the Victorian era. In Years 7 and 8, a chronological approach is taken which spans British history from 1066 to 1485 and is based on the Common Entrance syllabus. There is a focus on evaluating and comprehending sources in the light of bias, reliability and provenance, and through essay writing and exam style questions to show knowledge, understanding and reflection on specific and general topics. Pupils are encouraged to make cross-curricular links and to reflect upon the impact British history has on contemporary Britain.

In Middle School, history homework is set on a rotation basis with 5 other subjects. In Senior School, it is set on a 3 week rotation with geography and R.E.

## HISTORY CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p><b>Year 1</b> EYFS Transitional Unit (see science Curriculum Map for full details of this. )</p> <p>Guy Fawkes</p> <ul style="list-style-type: none"> <li>To understand the gunpowder plot</li> <li>Gunpowder Mills trip</li> <li>To describe how life was different in Guy Fawkes time.</li> <li>To know why the conspirators wanted to kill the King.</li> </ul>	<p>Titanic</p> <ul style="list-style-type: none"> <li>What was the Titanic and when was it built?</li> <li>Where was it travelling to and from?</li> <li>First, second and third class passengers</li> <li>How have ships and transport changed over time?</li> </ul>	<p>Seaside Now and Then – A comparison</p> <ul style="list-style-type: none"> <li>To compare seaside holidays now and then.</li> <li>To use time related vocab.</li> <li>To use photos and objects as sources of evidence about the past.</li> </ul>
<p><b>Year 2</b> Plague</p> <ul style="list-style-type: none"> <li>To learn and understand a past situation and enter into past lives.</li> <li>To understand how people in the past felt and why they acted as they did.</li> <li>To use pictorial sources to find out about a past event.</li> </ul> <p>Fire of London</p> <ul style="list-style-type: none"> <li>To understand how the Great Fire began and how people reacted to it</li> <li>To relate to a historical event through practical demonstration and Begin to recognise that there are reasons why people in the past acted as they did.</li> <li>To know the differences between fire rescue between 1666 and the present</li> <li>Make distinctions between aspects of their own lives and past times.</li> <li>Can I describe the monument and the reason it was built?</li> <li>Can I describe London has changed since 1666?</li> <li>Identify differences in houses/ buildings</li> <li>Can I describe how quickly the fire spread and which areas of London were burnt down?</li> <li>I can complete a time line of the Great Plague and The Great Fire of London.</li> <li>To complete a basic biography for King Charles II, Daniel Defoe, Samuel Pepys and Sir Christopher Wren</li> </ul>	<p>Mary Seacole and Florence Nightingale</p> <ul style="list-style-type: none"> <li>Identify differences between ways of life at different times.</li> <li>Begin to understand the importance of famous people in history</li> <li>Begin to place events and objects in chronological order.</li> <li>Identify differences between ways of life at different times.</li> <li>Express their own ideas about people, places and environments.</li> <li>Develop knowledge and understanding of events in the past.</li> </ul>	<p>Geography Unit</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p><b>Year 3</b> Ancient Egyptians (World History Study)</p> <ul style="list-style-type: none"> <li>Locating Ancient Egypt on a timeline of world events</li> <li>Beginning to use BC / AD</li> <li>Archaeologists and artefacts</li> <li>The importance of the River Nile</li> <li>Housing and towns</li> <li>Gods and the afterlife</li> <li>Mummification</li> </ul>	<p>The Romans in Britain</p> <ul style="list-style-type: none"> <li>Invaders and Settlers in Britain</li> <li>Comparing the lives of Romans and Celts</li> <li>The Roman Invasion</li> <li>Queen Boudicca</li> <li>Food and Drink</li> <li>Houses and villas</li> </ul>	<p>Pupils in World War II</p> <ul style="list-style-type: none"> <li>Key dates, countries and figures in the lead up to WWII</li> <li>The Blitz and air raids</li> <li>Evacuation</li> <li>Rationing</li> <li>Using photos to consider the impact of war on people's lives</li> <li>The treatment of Jewish people by the Nazis</li> <li>Everyday life for pupils</li> </ul>
<p><b>Year 4</b> The Anglo Saxons and Vikings</p> <ul style="list-style-type: none"> <li>Who were the Anglo- Saxons?</li> <li>Who were the Vikings?</li> <li>Identify dates on a timeline</li> <li>What was life like as an invader?</li> <li>Daily life, customs and traditions</li> </ul>	<p>The Tudors</p> <ul style="list-style-type: none"> <li>The role of a monarch and the type of difficulties faced</li> <li>Henry VIII and his wives</li> <li>The portrayal of Henry VIII in different sources</li> <li>The rich and poor in Tudor Times</li> <li>Food</li> <li>Architecture and furniture</li> </ul>	<p>How Britain has changed since 1948</p> <ul style="list-style-type: none"> <li>Considering the use of artefacts and how objects can be improved</li> <li>Timelines and ordering key historical events</li> <li>How home life changed after the war</li> <li>The impact of transport improvements</li> <li>Considering the diversity of sources available to historians</li> <li>Cultural changes in Britain</li> </ul>
<p><b>Year 5</b> The Ancient Greeks (European Study)</p> <ul style="list-style-type: none"> <li>Greek ideas used today</li> <li>The Greek alphabet</li> <li>English words of Greek origin</li> <li>The Olympic Games</li> <li>Greek architecture</li> <li>Greek thinkers and philosophers</li> <li>Similarities and differences between Ancient Greek schools and our own</li> </ul>	<p>The Aztecs (World Study):</p> <ul style="list-style-type: none"> <li>Chronology</li> <li>Using BC / BCE and AD / CE</li> <li>How the Aztec civilisation was discovered and destroyed</li> <li>Aztec architecture and cities</li> <li>Aztec gods and religion</li> <li>Weapons, warfare and tactics</li> </ul>	<p>Local History Study</p> <ul style="list-style-type: none"> <li>Using maps to explore areas over time</li> <li>Using primary and secondary sources to consider how St Aubyn's has changed over time</li> <li>To consider how architectural styles change over time</li> <li>To explore pictorial and written sources about the local area</li> <li>To carry out independent research of a local landmark or figure from the past</li> </ul>
<p><b>Year 6</b> Introduction to the Victorian Era</p> <p>Victorian Towns</p> <ul style="list-style-type: none"> <li>Housing</li> <li>Water and Sewage Systems</li> <li>Disease</li> </ul> <p>Using sources: Why is some evidence unreliable?</p> <p>Children's Working conditions</p> <p>An introduction to The Public Health Act 1875</p>	<p>Medicine and Surgery: Improvements made during the Victorian era</p> <p>Who was Florence Nightingale?</p> <p>Florence Nightingale and Mary Seacole: A comparison</p> <p>Evidence and Inquiry: Using a Victorian Census</p> <p>Master and Servant: Differences between the Rich and the Poor</p>	<p>Exhibiting the Victorians: Handling Victorian Objects</p> <p>Pupils in Victorian Times: Work and Education</p> <p>Growth of the railways</p> <p>Victorian Prisons</p> <p>Information Literacy Unit</p> <p>The Victorians: Dark Era or Golden Age?</p>



## YEAR 1 AND 2 TOPIC CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Death of Edward the Confessor. Who should rule England?</li> <li>• What made a good medieval monarch?</li> <li>• 1066 The Norman Invasion</li> <li>• The Battle of Stamford Bridge and Battle of Hastings</li> <li>• How did William gain control of England: castles, land, violence, harrying of the north, the feudal system and Domesday Book?</li> <li>• Medieval village life, the farming year</li> <li>• Using sources</li> </ul>	<ul style="list-style-type: none"> <li>• William Rufus – A medieval murder mystery</li> <li>• Medieval attitudes to women – source work</li> <li>• Matilda and Stephen: How a shipwreck led to civil war.</li> <li>• Henry II and conflict with the church – Thomas Becket</li> <li>• The Crusades</li> </ul>	<ul style="list-style-type: none"> <li>• King John and conflict with the English barons</li> <li>• The Magna Carta</li> <li>• How did the English kings deal with Wales and Scotland?</li> <li>• How and why did castles change?</li> <li>• Source work and essay planning</li> </ul>
<p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• The Black Death and its consequences for medieval England</li> <li>• Richard II – the nine year old king</li> <li>• The Peasants Revolt of 1381</li> <li>• Why was the church so important?</li> <li>• Source work and essay planning</li> </ul>	<ul style="list-style-type: none"> <li>• The Hundred Years War. How successful were the English against the French?</li> <li>• The Battle of Agincourt – Longbows and crossbows.</li> <li>• Why did the English win?</li> <li>• Henry V – a great leader or just lucky?</li> </ul>	<ul style="list-style-type: none"> <li>• What made a good medieval monarch?</li> <li>• The Wars of the Roses.</li> <li>• Richard III – the last Plantagenet king of England</li> <li>• The mystery of the missing princes.</li> <li>• Henry Tudor and the Battle of Bosworth.</li> <li>• Enter the Tudor era.</li> </ul>

# Computing (I.C.T)

## Aims

The overall aim is to produce independent learners who are confident, knowledgeable and effective users of I.C.T and to ensure that teachers develop confidence and competence to use I.C.T to facilitate effective teaching. We aim to enable pupils to:

- Use the skills of I.C.T effectively, safely and with purpose and enjoyment
- Use a range of digital devices, including tablets, laptops, cameras and data logging tools within varying contexts across the curriculum
- Become autonomous and independent users of technology and make full use of the VLe to support cross curricular learning
- Use the National Curriculum as a guide to subject development to assist pupils in achieving the high level IT skills
- Extend and enhance pupils learning across the curriculum through digital literacy skills
- Develop specific knowledge and understanding of computers, programming, IT systems and eSafety
- Develop pupils' independence and computational thinking

## Teaching Approach

Teaching will be based upon 3 main strands:

- Computer Science
- IT
- Digital Literacy

All pupils from Year 1 will receive one lesson per week of timetabled I.C.T, covering a comprehensive range of tasks and modules based on the 3 major strands.

From Year 2 onwards, all pupils will be taught by the Head of I.C.T for 40 minutes per week. All pupils from Year 3 onwards, will be taught by the Head of I.C.T for approximately 1 hour per week for the duration of the year.

Additionally, opportunities will be available for classes to use the computer suite with their class or subject teacher, to further develop a specific skill.

As well as being taught in the I.C.T suite, the pupils have access to class/library computers, laptops, tablets (LearnPads), cameras and a range of peripheral devices.

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p>Year 1 will be introduced to simple coding practices, sequencing instructions to make a virtual object move and change direction. Pupils will learn that a computer has many different devices attached to it to perform different roles. Keyboard skills become more prominent with typing, capitals, punctuation and spelling becoming a priority, pupils will print some of their work. In Year 1, creative skills are further enhanced through digital art packages. As pupils make more use of the internet, eSafety becomes an important aspect.</p>		
<p><b>Year 2</b> Coding Espresso (Unit 1-2) Bee-bots CEOP eSafety DTP, Comenius flags/web search Dazzle with Photos Christmas design task</p>	<p>Bee-bots revisited, Espresso driving licence Mavis Beacon Writing skills</p>	<p>Powerpoint-collage about me Mavis Beacon Google street view, Bee bots Woodlands</p>
<p><b>Year 3</b> Vle and network login Mavis Beacon Word eSafety Coding espresso Powerpoint-The School (using cameras) Stickman Pivot animation</p>	<p>Wiki page/e portfolio School Network intro photoshop filters Survey Monkey</p>	<p>Photostory/movie maker KODU flowal Vle Blog</p>

## INFORMATION COMMUNICATION TECHNOLOGY CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Year 4</b> Word Skills Coding Espresso 2 Scratch Interactive Comenius map PowerPoint	Wiki page/e portfolio School Network structure Photoshop Survey Monkey 3	Photostory/movie maker KODU Digital pop art project flowal
<b>Year 5</b> DTP poster Audacity ESafety 2 Interactive comenius map PowerPoint Comenius Christmas e-card	Wiki page/e portfolio Survey Monkey Photoshop Photostory/movie maker	KODU Game designers' advert PP Podcasting flowal
<b>Year 6</b> Word Workshop eSafety Coding Espresso Comenius Christmas Task	Lego Programming PhotoStory Photo shop designs Simple networks Podcasting	Podcasting Lego Programming Code Academy (Python) Stickman animation KODU
<b>Year 7</b> Networks and Servers Lego Programming Interactive Media	eSafety How Digital devices work 4 Stop animation advert 6	Website Design Branching Databases KODU
<b>Year 8</b> eSafety 5 Code Academy Travel Brochure Networks	Lego Programming Photoshop Computer architecture	Video Advert KODU Year Book

# Music

## Aims

- To stimulate and develop an appreciation and enjoyment of music through active involvement in performing, composing and listening tasks
- To provide an opportunity for pupils to extend their musical experience/ability through co-curricular activities
- To promote a positive attitude towards music and establish a firm foundation for appropriate further study in music

## Teaching Approach

Pre Prep pupils are taught by music specialists, including the Director of Music. Pupils have one ½ hour lesson per week, which, for the most part, is taught in split groups. Pupils have an additional ½ hour singing session. Pupils learn to:

- Play music games to develop a good sense of rhythm
- Use their voices expressively by singing children's songs and speaking chants and rhymes. Singing in two parts
- Memory songs, develop dynamic contrast in singing, responding to different sounds, simple rounds, singing with controlled pitch
- Feel pulse through rhythm, body sounds and recognizing changing pitch
- Rhythm work including repeated patterns, tempo and pulse. Pupils begin to create their own rhythmic patterns
- Explore and express their ideas and feelings about music using movement, and expressive and musical language
- Performance of songs
- How the elements of music (pitch, tempo, dynamics, duration, timbre, texture and silence) are used to structure and perform music
- Create musical patterns using tuned and un-tuned percussion

Year 1 and 2 will also:

- Learn to play either violin or cello as part of a group
  - Hold their instrument correctly and play pizzicato and, in Year 2, with the bow if possible
  - Know the names of the parts of their instruments, including string names
  - Recognise basic written notation (open strings, crotchets, minims and semibreves)
  - Controlling sounds
  - Performing and assessing others' work

Year 2 will also:

- Learn to play recorder as part of a group
  - Holding the recorder correctly
  - Learning pitch and rhythm notation
  - Blowing and tonguing

Pupils in the Middle School have music with the Director of Music for one hour a week for two terms out of the three. Pupils also have one half hour singing session per week throughout the whole year. Pupils learn to:

- Sing seasonal and other songs, in unison and in parts, with clear diction, control of pitch and a sense of phrase and expression
- Practise, rehearse and present performances with an awareness of the audience
- Create and develop musical ideas by improvising, exploring, choosing, combining and organising musical ideas within musical structures, using electronic keyboards to capture, change and combine sounds
- Explore and explain their own ideas and feelings about music using expressive language and specialised musical vocabulary
- Improve their own and others' work in relation to its intended effect
- Use and organise the musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence within simple structures

Senior School pupils are taught by the Director of Music for one hour per week. They will have the opportunity to:

- Develop performance skills, both vocal and instrumental and using I.C.T in music
- Develop creative and compositional skills, including song writing, arranging and improvising
- Work individually, in groups and as a class
- Make links between music and other areas of the curriculum

Pupils who play an instrument are encouraged to practise every day. Occasionally, projects are set for Senior School music pupils to complete which relate to the topics being studied in music lessons.

## MUSIC CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p><b>Year 1</b> Introducing the violin and cello. How to hold the instrument, string names, basic notation skills. Rhythm notation and practical exercises Reading and playing simple 2 or 3 string pieces.</p>	<p><b>Year 1</b> Revision of previous term Practising a 1 or 2 simple pieces ready to perform to peers, their teacher or another member of staff. Assessment of practical and notational skills</p>	<p><b>Year 1</b> Recap of previous term Practice, assess and perform a 3 or 4 note piece, with more advanced rhythm and the addition of dynamics and style.</p>
<p><b>Year 1</b> Singing Vocal warm ups Emphasis on diction, articulation, rhythm and pitch  Repertoire: Harvest and Christmas songs and hymns.</p>	<p><b>Year 1</b> Singing Vocal warm ups and exercises. Emphasis on diction, articulation, rhythm and pitch and dynamics.  Repertoire: Spring, Easter, topic related songs and hymns.</p>	<p><b>Year 1</b> Singing Vocal warm ups and exercises Emphasis on diction, articulation, rhythm and pitch and extending vocal range  Repertoire: Summer, end of term, topic related songs and hymns.</p>
<p><b>Year 2</b> Strings and Recorders Strings – Revision of Year 1 – posture, string names, notation (rhythm/note values, written pitch etc.) Continuation of key skills. Introduction of dynamics. Recorders – holding the recorder properly, blowing, beginning notes.</p>	<p><b>Year 2</b> Strings and Recorders Strings – Use of all 4 strings and preparation of a group piece to perform to peers or members of staff. Assessment of playing and note reading skills Recorders – posture, notation, playing a tune.</p>	<p><b>Year 2</b> Strings and Recorders Strings – Preparation for performance in 3 parts, Violin 1, Violin 2 and Cello. Producing a good sound through steady, controlled hand and arm movement. Recorders – posture, notation, rhythm, performing</p>
<p><b>Year 2</b> Singing Vocal warm ups Emphasis on diction, articulation, rhythm and pitch  Seasonal songs and songs in preparation for assemblies (hymns) and their Christmas production</p>	<p><b>Year 2</b> Singing Vocal warm ups and exercises. Emphasis on diction, articulation, rhythm and pitch and dynamics.  Variety of singing styles e.g. RAP, sound off, popular songs of a general theme. Songs about Easter and Spring</p>	<p><b>Year 2</b> Singing Vocal warm ups and exercises Emphasis on diction, articulation, rhythm and pitch and extending vocal range  Singing in 2 or possibly 3 parts. Songs about the season or topic and in preparation for end of year assembly.</p>
<p><b>Year 3</b> Singing Seasonal songs Harvest and Christmas. Vocal control and pitch The importance of warming up your voice Part singing Vocal warm ups, including RAPS. Dynamics</p>	<p><b>Year 3</b> Singing Breath control in vocal warm ups. Seasonal songs and 'national sing up day' song. Singing in rounds and harmony. Singing with control of breathing, pitch dynamics. Following the conductor.</p>	<p><b>Year 3</b> Singing Vocal warm ups Starting a sound Even breath support Harmony and blending sounds Seasonal songs and songs for summer performances.</p>
	<p><b>Year 3</b> Voice and Percussion, Recorders, Instruments of the Orchestra Music room, performance and instrument etiquette. Tuned and un-tuned percussion Getting to know the instruments.</p>	<p><b>Year 3</b> BBC Treasure Island, Recorders. Controlling sounds, creating and developing musical ideas, responding and reviewing – appraisal skills, Listening and applying knowledge and understanding and performance</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
	<p>Elements of music:</p> <ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Pitch</li> <li>• Tempo</li> <li>• Timbre</li> <li>• Texture</li> <li>• Silence</li> </ul> <p>Developing recorder technique and learning more notation. Performance technique and ensemble work. Using percussion instruments to demonstrate the above. Improvisation of rhythms Composing rhythms Leading to end of term performance in assembly. Instruments of the orchestra.</p>	<p>skills.</p> <p>Learning tunes on recorder. Developing technique and performing etiquette.</p>
<p><b>Year 4</b> Singing Seasonal songs Harvest and Christmas. Vocal control and pitch The importance of warming up your voice Part singing Vocal warm ups, including RAPS. Dynamics</p>	<p><b>Year 4</b> Singing Breath control in vocal warm ups. Seasonal songs and ‘national sing up day’ song. Singing in rounds and harmony. Singing with control of breathing, pitch dynamics. Following the conductor.</p>	<p><b>Year 4</b> Singing Vocal warm ups Starting a sound Even breath support Harmony and blending sounds Seasonal songs and songs for summer performances.</p>
<p><b>Year 4</b> Drunken Sailor Notes of the treble Clef Chords Recorder – learning notation. Working towards assembly performances Score reading Rhythm Notation Possible LSO Discovery Trip to Barbican Centre Working towards Christmas performance Class songs</p>		<p><b>Year 4</b> BBC Heroes of Troy Controlling sounds, creating and developing musical ideas, responding and reviewing – appraisal skills, Listening and applying knowledge and understanding and performance skills through playing the recorder.</p>
<p><b>Year 5</b> Singing Seasonal songs Harvest and Christmas plus 02 ‘Young Voices’ songs. Vocal control and pitch The importance of warming up your voice Part singing Hymn singing Vocal warm ups, including RAPS. Dynamics</p>	<p><b>Year 5</b> Singing 02 Young Voices Trip Breath control in vocal warm ups. Seasonal songs and ‘national sing up day’ song. Singing in rounds and harmony. Singing with control of breathing, pitch dynamics. Hymn singing Following the conductor. Musical rehearsals.</p>	<p><b>Year 5</b> Singing Vocal warm ups Starting a sound Even breath support Harmony and blending sounds Hymn singing Seasonal songs and songs for summer performances.</p>
<p><b>Year 5</b> Orchestra Orchestral families Young persons’ guide to the orchestra Fantasia</p>	<p><b>Year 5</b> Spring Musical Spring Musical rehearsals Learning songs. Projection and expression in your voice.</p>	

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p>Reading rhythms Reading notation Composing for an orchestra Garage Band Working towards Christmas production</p>	<p>Singing like a west end musical artist. Performing skills.</p>	
<p><b>Senior School: Singing</b> Part singing Vocal warm ups, including RAPS. Dynamics Even breath support Harmony and blending sounds Hymn singing Working towards Christmas performances.</p>	<p><b>Senior School: Singing</b> Part singing Vocal warm ups, including RAPS. Dynamics Even breath support Harmony and blending sounds Hymn singing Working towards house singing competition</p>	<p><b>Senior School: Singing</b> Part singing Vocal warm ups, including RAPS Dynamics Even breath support Harmony and blending sounds Hymn singing</p>
<p><b>Year 6 Music: Reggae</b> The historic roots of reggae music Offbeat Keyboard technique Chords Notes of the treble clef Stave Score reading Rhythm notation Navigating a keyboard Ska and Reggae Bob Marley Rastafarianism Elements of music Reggae performance Christmas performance practice</p>	<p><b>Year 6 Music: Popular Song</b> Song structure (Chorus, Verse, Bridge, Intro, Outro) Chord progressions Playing and singing Performance technique Composing own songs Using Garage band to input songs Creating your own MP3</p>	<p><b>Year 6 Music: Film Music</b> Learning how to use Sibelius Score reading Recording your own sounds Elements of music Creating music for a movie soundtrack</p>
<p><b>Year 7 Pachelbel Canon</b> Pachelbel and Baroque Music Notes of the treble clef Notes of the Bass Clef Reading scores Navigating a keyboard Chords Variations Adding your own variation Christmas performance practice</p>	<p><b>Year 7 Arrangement or Remix</b> Writing your own song Chord progressions Pachelbel Canon Chords Mixing songs to create your own Lyric writing  Garage Band Tutorials Inputting your composed song to Garage Band</p>	<p><b>Year 7 Radio Podcasting</b> Working as a team Garage Band Podcasting software Recording jingles Independent thinking skills Interview technique Timing and pulse</p>
<p><b>Year 8 Music – Blues</b> New music department etiquette History of the Blues Chord sequence for 12 bar blues Playing a keyboard Navigating a keyboard C is to the left of the 2 black keys Performing the blues Working with Blues musicians Christmas performance practice</p>	<p><b>Year 8 Minimalism</b> Listening and appraising Steve Reich Philip Glass Sibelius Tutorial Inversion Retrograde Composing minimalism Creating a Sibelius composition Inputting notes and scores</p>	<p><b>Year 8 Soundtracks/Musicals</b> Exploring songs from the stage Development of musical theatre Vamping Mood and music Leitmotifs and themes Cue sheets Composing a soundtrack Story boards</p>



## Instrumental Tuition

We have 15 instrumental staff providing tuition in the following instruments:

### Percussion

Piano  
Drum Kit

### Woodwind

Flute  
Oboe  
Clarinet  
Bassoon

### Brass

Trumpet  
Cornet  
Trombone  
Euphonium  
Tuba

### Strings

Violin  
Viola  
Cello  
Double Bass

Pupils take part in ABRSM and Trinity instrumental and theory exams. Pupils from Middle and Senior School take part in Choirs, Orchestra, String Group, Brass Group, African Drumming and smaller ensembles. There are also many opportunities to perform solos in assemblies and other small instrumental concerts.

## St Aubyn's Music Award Scheme

Pupils can participate in this award scheme when they have been playing an instrument for a year, either in or out of school. This encourages practice, regular attendance of orchestra or choir and assembly performances, which pupils are always very keen to take part in. Pupils can work through the St Aubyn's Bronze, Silver and Gold awards. More details of the scheme will be made available to pupils as appropriate.

## Performance Opportunities

Throughout the year, students take part in Christmas performances for all year groups, both in school and at the church, Chigwell, Bancroft's and Forest Music days, Harrow School Music day, Stratford Festival the annual St Aubyn's Spring and Summer Music Concerts, the Stratford Music Festival, OAP Christmas Dinner and Summer Party and the SASS Fete. We hold small public instrumental concerts throughout each term for students to participate in and have performances in assemblies and class music lesson to develop pupils' confidence.

## Co-Curricular

We offer a wide range of co-curricular activities, which teach children how to play and sing with other musicians. It is important to be committed to an ensemble and we expect weekly attendance and practice between sessions. Skills such as communication, teamwork and performing are also gained. We offer String Group, Orchestra, Senior Chamber Choir, Middle School Chamber Choir, Choir, African Drumming and Recorder Club alongside smaller ensembles for some concert performances.

## Physical Education (P.E.)

### Aims

- To improve physical fitness and individual ability
- To develop an individual's technique to its full potential
- To promote positive attitudes towards participation
- To give a varied and enjoyable experience of physical activities
- To develop self-confidence and esteem
- To help pupils to develop a positive attitude towards physical activity, so that they can plan, perform and evaluate in a variety of sports with confidence
- Through structured progression to improve pupils' knowledge, understanding and skill in games, gymnastics, swimming, athletics and dance

### Teaching Approach

To achieve these aims the department strives to give all pupils equal chance to achieve their full potential in physical activities in lessons and in co-curricular activities by providing training sessions, recreational clubs, inter-house and inter-school competitions and by entering pupils into trials and tournaments. Whilst planning, evaluating and health benefits are important, the emphasis in Physical Education is on performing. Pupils are given the opportunity to experience a wide range of activities in non-competitive and competitive situations. They may be required to work independently, in pairs or in a group.

The P.E. and Games Department has indoor and outdoor facilities as well as an excellent range of sports equipment. Facilities include an indoor Sports Hall with badminton, basketball, football, netball and volleyball court markings. Outdoor facilities include a large sports field, an all-weather pitch, a hard court area and 2 cricket nets. The main field is marked with football pitches for the Christmas and Lent terms and has a synthetic Cricket pitch for use in the summer, along with rounders pitches and athletics markings.

The Department has two full time members of staff, a part time Dance teacher and a Girls' Games teaching assistant and Sports Centre coaches. The teaching of P.E. is mainly the responsibility of specialist teachers who are supported by a large number of teaching staff, teaching assistants and Sports Centre staff who assist with the delivery of lessons throughout the week. Swimming lessons are taught by external swimming teachers.

In Years 1 and 2, boys and girls are taught in mixed sex classes for approximately 1 ½ hours per week. Pupils are taught generic ball skills such as throwing and catching through modified versions of sports such as cricket, netball or football. Gymnastics, dance, and athletics are also covered with the fundamentals of movement such as balance, coordination and agility forming the basis of each lesson.

From Year 3 upwards, boys and girls are taught separately for games. Pupils take part in rugby, soccer, hockey, cricket, netball, and rounders. P.E. lessons are taught in class groups with children taking part in athletics, basketball, badminton, gymnastics, physical literacy, mini-hockey and tennis.

In Middle School, pupils have an hour long games session as a year group as well as 75 minute long games session, again with specialist teachers. A further games lesson for each year group will take place on a termly rotation. Additionally, pupils will take part in dance and swimming lessons for a term respectively.

In Senior School, all pupils have 2 games lessons per week as well as an additional P.E. session.

We have high expectations of our pupils regarding their commitment, participation and organisation for games and P.E. lessons. As such all pupils are expected to be adequately prepared for every lesson. Please refer to the Parents' Handbook and the termly kit lists for details of games and P.E. kit requirements.

### Reception

Many Reception pupils may not have played sport before and this stage of learning may well be their first experience of physical activity in an organised setting. The objective is to introduce the basic elements of physical activity such as running and catching through fun activities that create an appetite for future participation. Children at this age generally are not concerned about how their skills compare with those of the others, they are primarily interested in being with friends and having fun learning and playing. Competition is usually the furthest thing from their mind.

### Key Stage 1 (Years 1 to 2) – Stage 1 Long Term Athlete Development (LTAD) - FUNdamentals

Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to exercise safely, and describe how their bodies feel during different activities.

The objective for Key Stage 1 is to continue the development of each pupils' FUNdamental skills in a more organised setting with an introduction into more formalised sports as opposed to generic games.

### Key Stage 2 (Years 3 to 6) – Stage 1 & Stage 2 LTAD – Learning to Train

Pupils now start focusing on mastering some of the basics of sport. They crave feedback on how they are performing

certain skills and how they are progressing with new ones. They begin noticing others' abilities and skill levels and the desire to compete begins to carry more importance for some youngsters in this age range. By the ages of 10 to 12 children have now had some experience of organised sport/physical activity. Quite often, sport takes on added importance and they really want to do well. As children enter this age range, many become more competitive and winning and losing takes on more importance. They begin embracing the challenge of putting their skills to the test and trying to outperform other kids their age.

The objective for Key Stage 1 and Key Stage 2 is to develop to the individual's potential FUNdamentals of Physical Literacy such as agility, balance and coordination. Their understanding of the Five S's (stamina, speed, strength, skill and spirit) of performance as well as their ability, both physically and mentally, to compete as part of a team or as an individual.

### **Key Stage 3 (Years 7 and 8) – Stage 3 LTAD – Training to Train**

Pupils devise strategies and tactics for appropriate activities, and plan or compose more complex sequences of movements. They adapt and refine existing skills and apply these to new situations. Pupils show that they can use skills with precision, and perform sequences with greater clarity and fluency. Pupils recognise the importance of rules and apply them. They appreciate strengths and limitations in performance and use this information in co-operative team work as well as to outwit the opposition in competitions. They understand the short term and long term effects of exercise on the body systems, and demonstrate how to prepare for particular activities and how to recover after vigorous physical activity.

In relation to the LTAD children in Years 7 and 8 have already developed many of the basic skills needed to take part in sport, and now they want to improve on them. They are typically searching for their own personal identities and a key motivating tool can be to get to know them on a personal level, such as learning what their sport may be. The department objective for Key Stage 3 is to extend the individual's level of skill, FUNdamentals and Five S's as well as their ability, both physically and mentally, to train and prepare to compete as part of a team or as an individual.

### **Pupil Development and Enjoyment**

In every lesson time is set aside for the development of each pupil's FUNdamentals for each sport, as well as time set a-side for the development of their understanding of the Five S's. For example in P.E. lessons for Years 3 – 8 eight minutes are set a-side at the start of each lesson for activities such as throwing and catching to develop the FUNdamentals or shuttle runs and burpees to develop an

individuals speed, strength and stamina. Lesson tasks are initially focused on individual skills so that each pupils 'skill set' can be developed and extended to ensure participation and an awareness of sport for all is instilled for later life as well as moving the more able pupils towards competition. Each lesson should focus on developing individual pupils' abilities in a fun and fear free environment utilising small groups and small sided games such as 4v4. Staff should be attentive and ensure pupils are provided with feedback and the opportunity to learn. Whenever possible pupils should be able to work individually and independently, i.e. one ball or racket each and lessons should engage the pupils' body and mind. Learning activities should be fun but not too easy where the focus is on development and effort rather than the outcome or winning.

### **Competitive Performance Approach**

The School offers a range of sports at competitive level and at "A" team level the general standard of inter-school sport is high. At "A" team level pupils are selected on their ability and chosen to provide the best team available for any sport. As such we select and compete at a variety of ages and the competitive performance objectives for each age group are as follows:

Under 8 – The objective is to introduce and develop a 'skill set' for a variety of sports in a fun and fear free environment where the focus is on development and effort rather than the outcome or winning.

Under 9 and 10 – The objective is to continue developing the individual 'skill sets' for a variety of sports as well as developing the ability to function as part of a team. Providing the opportunity to utilise the skills set in a competitive but fun and fear free environment where the focus is on development and effort rather than the outcome or winning.

Under 11 to 13 - The objective is to extend the individual 'skill sets' for a variety of sports as well as developing the ability to function as part of a team with higher competitive expectations. Ideally, all St. Aubyn's "A" teams will compete to a high level of performance and achieve strong positions in the various tournaments/matches entered into. For example a top four or semi-finals placing. Again this should be achieved in a competitive but fun and fear free environment where the focus is on development and effort rather than the outcome or winning.

## Co-Curricular Sports

Co-Curricular Sport is an important part of school life at St. Aubyn's. The Department's ethos is one which encourages participation by all so all pupils have the opportunity to play in their House sports teams from Year 3 onwards. Inter - House competitions take place in a number of sports from Years 3 to 8. These are seen as an enjoyable and a valuable extension to a module of curriculum work in each activity.

We expect our pupils to have considerable pride in representing the School. Our teams are expected to behave impeccably when involved in inter-school matches, showing good manners and being generous in victory and dignified in defeat. We regularly field teams in athletics, cricket, cross-country, football, netball, swimming, rounders and hockey. The School has a reputation for striving for excellence in all forms of sport, with teams performing at county level. Inter-school activity also furthers the social aspects of sport, broadens the participant's horizons, offers increased challenge to the most able pupils and extends enjoyment. Where appropriate, able pupils are entered for Borough, County, Regional and National team trials.

The Department also aims to provide a range of individual and team activities which allow for informal competition and recreation. Such activities include athletics, badminton, basketball, football, dance, indoor cricket, hockey, tennis, table-tennis and Mile-a-time clubs (running).

Pupils available for selection to B, C or D teams should be provided with the opportunity to compete at either inter or intra-school level and to achieve an ethos of sport for all at this level is our belief. To achieve this 'sport for all' belief, suitable fixtures are organised so that by the end of each academic year all pupils from Year 3 upwards will have represented the School in at least one sport.

We strive to instil in all competitors and school teams the school motto of bravely, faithfully and happily. Underpinning those values are concepts such as always protecting the team and your team mates; always being positive and not blaming others; being early, organised and prepared and finally, being respectful of others, equipment and the environment. Each team should adopt a TEAM (Together Everyone Achieves More) approach so that individual and collective effort is recognised and rewarded.

### Philosophical Summary

Our philosophy is that sport is for all. Our main objective is to develop an individual's skills to their full potential in a fun and fear free environment and that, regardless of ability, all pupils should enjoy sport, have fun and always do their very best. We value the opportunity to compete and the euphoria of winning but success for the teaching staff at St. Aubyn's can be determined as a group of pupils playing together, as individuals and as a team, performing to the best of their individual or collective ability and reaching their ultimate sporting potential whilst having fun.

## ST. AUBYN'S SCHOOL P.E. AND GAMES CURRICULUM 2014-15

### KEY STAGE ONE - PHYSICAL EDUCATION CURRICULUM MAP

Year	Christmas		Lent		Summer	
1 to 2	Small Sided Games		Small Sided Games		Small Sided Games	
	Physical Literacy	Dance	Gymnastics	Gymnastics	Athletics (Sports Day Practice)	Short Tennis

### KEY STAGE TWO - PHYSICAL EDUCATION CURRICULUM MAP

3 to 4			Swimming (Wednesday Y4)		Swimming (Wednesday Y3)	
	Physical Literacy	Indoor Athletics	Short Tennis	Gymnastics	Athletics (Sports Day Practice)	Strike & Field
	Dance (Y4)				Dance (Y3)	
5	Swimming (Wednesday Y5)		Dance (Y5)			
	Physical Literacy	Indoor Athletics	Basketball	Gymnastics	Athletics (Sports Day Practice)	Strike & Field
6	Physical Literacy	Indoor Athletics	Basketball	Gymnastics	Athletics (Sports Day Practice)	Strike & Field

### KEY STAGE THREE - PHYSICAL EDUCATION CURRICULUM MAP

7 and 8	Physical Literacy	Badminton	Basketball	Gymnastics	Athletics (Sports Day Practice)	Strike & Field
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## KEY STAGE TWO - GAMES CURRICULUM MAP

Year	Christmas	Lent	Summer
<b>3 Tues</b>	Football (B) Netball (G)	Rugby (B) Football (G)	Cricket (B) Hockey (G)
<b>3 Fri</b>			Rounders (G) Hockey (B)
<b>4</b>	Football (B) Netball (G) *Team Matches (B & G)	Rugby (B) Hockey (G) * Team Matches (B & G)	Cricket (B) Rounders (G) * Team Matches (B & G)
<b>4 Fri</b>		Hockey (B) Football (G)	
<b>5 Tues</b>	Football (B) Netball (G) *Team Matches (B & G)	Rugby (G) Football (B) *Team Matches (B & G)	Cricket (B) Rounders (G) * Team Matches (B & G)
<b>5 Fri</b>	Hockey (B) Netball (G)		
<b>6 Mon</b>	Hockey (G) Football (B)	Netball (G) Hockey (B) *Matches for Teams (B & G)	Rounders (G) Cricket (B)
<b>6 Fri</b>	Netball (G) Football (B) *Matches for Teams (B & G)	Rugby (B) Netball (G) *Matches for Teams (B and G)	Rounders (G) Cricket (B) *Year 6 Outdoor Ed. Day

## KEY STAGE THREE - GAMES CURRICULUM MAP

<b>7 &amp; 8 Mon</b>	Football (B) Netball (G) *Matches for Teams (B & G)	Football (1 <sup>st</sup> XI) Hockey (B & G)	Football (1 <sup>st</sup> XI) Hockey (B & G)	Cricket 1 <sup>st</sup> XI (B) Rounders (G) *Matches for Teams
<b>7 &amp; 8 Wed</b>	Football (B) Netball (G) *Matches for Teams (B and G) *Volleyball	Football (1 <sup>st</sup> XI) Indoor Multi Sports (B&G) *Matches for Teams	Football / Cricket (1 <sup>st</sup> XI) Multi-Sports (B & G) *Matches for Teams (B & G)	Cricket (1 <sup>st</sup> XI) *Matches for Teams Outdoor Multi Sports

# Personal, Social, Health & Citizenship Education (P.S.H.C.E.)

## Aims

- To cover a range of topics which affect the development of the child as a whole person
- To prepare the pupils to be responsible citizens
- To encourage the pupils to accept a degree of responsibility for themselves and their world
- To provide a forum for question and discussion on topics raised

## Teaching Approach

The development of the whole child is central to our P.S.H.C.E. programme. P.S.H.C.E. underpins everything we do in the School. The subject is coordinated across the whole School by the Deputy Head. It is taught in discrete lessons and through cross curricular teaching in all subject areas. All staff share responsibility for delivering P.S.H.C.E. in their lessons.

Much of the best P.S.H.C.E. is delivered outside of lessons through methods such as; assemblies, visitors, trips (including residential), events, school council/eco committee, charity work, after school activities, golden time (Pre Prep), the Young Managers scheme (Year 8), sex and relationships workshops, the play leaders scheme (Year 7), house events, Comenius project activities, community events working with local charities, routines/rules, staff role models, theme of the week, Junior Road Safety Officer scheme, Junior Citizenship project (Year 6), Go Givers project (Year 4), circle time, rewards systems, playground systems and whole school ethos.

From Nursery to Year 5 we use the SEAL (Social and Emotional Aspects of Learning) Scheme to deliver P.S.H.C.E. in assemblies, P.S.H.C.E. lessons and cross curricular lessons. This curriculum resource aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning. It focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.

The materials help pupils develop skills such as understanding another's point of view, working in a group, sticking at things when they get difficult, resolving conflict and managing worries.

From Years 6 to 8, P.S.H.C.E. centres on issues that are relevant to pupils as they approach the teenage years. The emphasis is on educating them with facts so that they can make informed decisions later in life.

We have a duty to educate our pupils about what is right and what is wrong. In order to do this it is essential that staff set a good example and follow up bad examples.

## Content

The SEAL materials are organised into seven themes: New Beginnings, Getting on and falling out, Say no to bullying, Going for Goals!, Good to be me, Relationships and Changes. Each theme is designed for a cross curricular approach and includes an assembly and suggested follow-up activities in all areas of the curriculum.

In addition P.S.H.C.E. encompasses a huge number of issues. The Senior Curriculum is based on the following categories:

- Personal Wellbeing (Understanding Yourself and Handling Relationships)
- Personal Wellbeing (Keeping Healthy)
- Economic Wellbeing and Financial Capability
- Developing as a Citizen

## Nursery / Reception Classes

In Nursery and Reception classes, which are part of the Early Years Foundation Stage (EYFS), the PSE and Citizenship aspects of the pupils' work are related to the objectives set out in the EYFS Curriculum. This area of learning is about emotional well-being, knowing who you are and where you fit in and feeling good about yourself. It develops respect for others, social competence and a positive disposition to learning. Citizenship education is also supported in the Reception classes by developing 'a child's understanding of the world.' There is regular Circle Time, which recognises a child's need for self-esteem and a sense of worth, essential to success in learning.

## PSHCE CURRICULUM MAP

	<b>CHRISTMAS TERM</b>	<b>LENT TERM</b>	<b>SUMMER TERM</b>
<b>Nursery – Year 5</b>	New Beginnings Getting on and Falling Out Say No to Bullying	Going for Goals Good to be Me	Relationships Changes
<b>Year 6 (with Tutor)</b>	Managing your time Anxieties and worries Bullying Getting on with others People with disabilities Beliefs, customs and festivals Pupils' rights	Growing and changing Smoking, drugs and drug taking Eating and exercise The power of television Being a good neighbour You as a consumer How to express your ideas	Pocket money/budgeting and saving Developing a product Attitudes to work Britain's government Taking action: raising money for charity Reviewing your progress
<b>Year 7</b>	Self-esteem Divided families Friends and friendships Making the most of your leisure Older people Drugs and drug taking At home in the street	Drinking and alcohol Contraception and safer sex Gambling Employment and unemployment Understanding business Other cultures and lifestyles Where do you stand?	The police The power of advertising The school as a community Speaking your mind Of the European Union Taking action on the local environment Food and weather Reviewing your progress
<b>Year 8</b>	Play Leaders Scheme Young Managers Scheme How to make decisions Becoming an adult Dealing with loss Being assertive People with mental illnesses	Adolescence Drugs and drug taking Eating disorders Safer sex, STIs and AIDS Racism, prejudice and discrimination Human rights issues Crimes and punishments The power of the press	Local government Which political party do you support? Of the world Pressure groups and campaigning Banking and ways of saving Investigating careers You as a consumer Poverty Reviewing your progress



## Reasoning

From Year 3 onwards, verbal and non-verbal reasoning tests form part of the assessment programme at St Aubyn's. These tests can provide us with important diagnostic information and are one of the ways that we track individual progress. As well as important preparation for 11+ examinations, aspects of the tests may be used by the secondary schools to which our pupils apply, as part of their selection process.

Non-verbal reasoning involves answering questions that appear in diagrammatic or pictorial form. Complex problems can be solved without relying on language skills. Verbal Reasoning is understanding and reasoning using concepts framed in words. It aims to evaluate the ability to think constructively.

Reasoning tests are completed by all pupils early in the Christmas Term from Year 3 to 6. In preparation for the 11+ tests, Year 5 pupils will have designated reasoning lessons for one hour a week from the beginning of the Lent Term. These lessons continue into the Lent Term of Year 6, when all selective entry tests are completed. The aim of these lessons in Y5 and 6 is to familiarise the pupils with the many types of question that they may encounter and to teach them techniques for tackling them.

The Redbridge 11+ examination uses test materials from the University of Durham CEM Centre. As well as non-verbal and verbal reasoning, the tests will also include numerical reasoning and vocabulary and English comprehension questions. Sample test materials are not available but The University of Durham CEM Centre have produced a familiarisation booklet to inform parents and candidates about their selective assessment (11+ examination). Pupils at St Aubyn's may be familiar with some aspects of these tests as we use tests prepared by CEM Centre as part of our own internal assessment programme.

Please follow the attached link which will take you to 11+ information provided by Redbridge, as well as a link to the familiarisation booklet.

[http://www2.redbridge.gov.uk/cms/children\\_and\\_schools/school\\_support\\_information/applications\\_and\\_admissions/apply\\_to\\_\\_secondary\\_school/register\\_for\\_11\\_plus\\_test.aspx](http://www2.redbridge.gov.uk/cms/children_and_schools/school_support_information/applications_and_admissions/apply_to__secondary_school/register_for_11_plus_test.aspx)

# Religious Education (R.E.)

## Aims

- Acquire knowledge and understanding of religion and develop the ability to make reasoned and informed judgments about Christianity and the other principal religions
- Be able to understand the reasons why people hold beliefs, values and traditions in their community, society or culture
- Make links and comparisons between beliefs
- Understand the principle festivals of Judaism and Christianity
- Develop positive attitudes to other people whilst respecting their right to hold different beliefs from their own to aid living in a society of diverse religions

## Spiritual, Moral, Social and Cultural Development

Religious Education is a key opportunity for pupils to develop morally, spiritually, socially and culturally. In R.E. lessons, as well as P.S.H.C.E., pupils are invited to reflect on their personal responses to issues, consider other peoples' responses, and appreciate that, for some people, belief in a spiritual dimension is important.

We encourage pupils to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

Religious education also strongly supports citizenship. It introduces pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

Pupils may learn that faith can be personal and life-enriching for individuals. They will have a thorough knowledge of the major stories of the Bible, both Old and New Testaments and stories from other religions. Pupils will have learnt principles of right and wrong from the examples of the men and women whose lives they have studied in detail. They will be able to relate these principles to contemporary issues of the day.

## Teaching Approach

Teaching in Religious Education stresses open enquiry and first-hand experiences wherever possible for both staff and pupils. Work in Religious Education builds on the pupils' own experiences using materials and artefacts from various sources. Visiting speakers and visits are arranged when appropriate.

### Key Stage 1

Religious Education is taught in KS1 to promote the spiritual and moral development of pupils and to develop their sense of belonging.

Pupils receive teaching which equates to approximately one hour a week. Pupils are encouraged to discuss their beliefs and develop their understanding from one another. Lessons are enriched through the use of video clips and religious artefacts. Parent speakers, where possible, are encouraged to join classes to discuss their religion and to develop further awareness.

### Years 3 - 5 (Key Stage 2 Middle School)

R.E. is delivered by the class teacher and is taught in mixed ability groups. R.E. enables pupils to develop an understanding of concepts and themes that underpin religion and human experience. Specific concepts and themes are linked to specific religious traditions.

The development of skills is crucial to learning in R.E. and impact on life-long learning in that, without them, pupils will not be able to approach religion and the human experience in an informed and enquiring spirit. Skills are usually developed in relation to the key concepts that underline religion and human experience. For example; pupils might investigate Hindu understanding of God (concept) and its impact on Hindu worship (skill of interpretation).

Pupils will be developing an understanding of the connection between beliefs and actions. They will increasingly understand some of the ways in which cultural and social influences affect how people practise their religion and will be able to compare their own beliefs and lifestyles with those of others. Most pupils will be able to identify underlying ideas. They will be able to use religious and technical vocabulary with greater confidence, explaining symbolism and abstract ideas with increasing depth of understanding.

### Years 6 - 8 (Senior School)

Religious Education in Years 6 to 8 builds upon pupils' prior experiences. In Year 6 pupils study metaphysical paradoxes followed by ethics and mythology. In Years 7 and 8 pupils follow the Common Entrance Syllabus, based upon the Old and New Testaments of the Bible. Religious Education in the Senior School promotes rational and reasonable logical enquiry into various matters including morals, spirituality and culture. Further, through R.E. pupils learn to prepare for life in its mental and physical sense.

In Middle School, geography homework is set on a rotation basis with 5 other subjects. In Senior school, it is set on a 3 week rotation with history and R.E.

## RE CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p><b>Year 1</b> Creation Stories</p> <p>Festivals</p> <ul style="list-style-type: none"> <li>• Christmas</li> </ul>	<p>Values and belief Sikhism</p> <ul style="list-style-type: none"> <li>• Special books</li> <li>• Places of worship</li> <li>• Religious ceremonies</li> <li>• The 5 K's</li> </ul> <p>Festivals The Easter Story</p>	<p>Values and Beliefs Islam</p> <ul style="list-style-type: none"> <li>• Special books</li> <li>• Places of worship</li> <li>• Religious ceremonies</li> </ul> <p>Religious Places</p>
<p><b>Year 2</b> Values and Belief Judaism</p> <ul style="list-style-type: none"> <li>• The Torah</li> <li>• Respect</li> </ul> <p>Festivals Christmas</p> <ul style="list-style-type: none"> <li>• To be able to tell the story of the very first Christmas</li> <li>• The Angel Gabriel appears to Mary</li> <li>• The angels appear to the Shepherds</li> <li>• The Wise Men follow the star</li> <li>• The Birth of Jesus</li> </ul>	<p>Stories from different religions</p> <p>Festivals Easter Festival</p> <ul style="list-style-type: none"> <li>• Lent</li> <li>• Shrove Tuesday/Lent</li> <li>• Maundy Thursday</li> <li>• Good Friday</li> <li>• The Ascension</li> </ul>	<p>Belief and Understanding</p> <p>What faith means to me Philosophy 4 Children</p>
<p><b>Year 3</b> Hinduism</p> <ul style="list-style-type: none"> <li>• Who do we think Goodies and Baddies are?</li> <li>• Who were Rama and Sita?</li> <li>• Why are lights (Divas) are important during the celebration of Diwali, as well as in other religious festivals?</li> <li>• How and why do Hindus celebrate Diwali?</li> <li>• How do Hindus celebrate a new year at Diwali?</li> </ul> <p>Christianity</p> <ul style="list-style-type: none"> <li>• What special story is told at Christmas?</li> <li>• What do we already know about the Christmas story?</li> <li>• Who are they key characters and what are their roles?</li> <li>• How are the Madonna and Child represented in art, including in icons and sculpture?</li> <li>• How is Christmas represented in art and music?</li> <li>• Classes to perform The Nativity</li> </ul>	<p>Hinduism</p> <ul style="list-style-type: none"> <li>• How and why do Hindus worship at home and in the mandir?</li> <li>• How do Hindus express their beliefs about God? What do Hindus believe about Ganesh?</li> <li>• What is a shrine and why is it important in a Hindu home?</li> <li>• What happens in a mandir?</li> </ul> <p>Christianity</p> <ul style="list-style-type: none"> <li>• How is Easter represented in art and music?</li> <li>• What special symbols are used at Easter and why? How is the crucifixion of Jesus shown in art?</li> <li>• How does Christian music communicate the feeling of Easter?</li> </ul>	<p>Christianity</p> <ul style="list-style-type: none"> <li>• The power of Jesus' stories</li> <li>• Which stories sayings and events have really made us stop and think?</li> <li>• What is the challenge in the story of the Pharisee and the tax collector?</li> <li>• Why do some of Jesus' sayings still make people stop and think?</li> <li>• What does Jesus' story about the widows' mite' make us think about?</li> <li>• Which stories, sayings and events can we use to make other people think?</li> </ul> <p>What makes me the person I am?</p> <ul style="list-style-type: none"> <li>• What special qualities do I have?</li> <li>• Who or what are the influences on my life?</li> <li>• What objects remind me of special times in my life?</li> <li>• What things do I care about in the world?</li> </ul>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p><b>Year 4</b> Judaism</p> <ul style="list-style-type: none"> <li>How do Jews celebrate their beliefs at home and in the synagogue?</li> <li>What special objects would you see outside and inside a Jewish home?</li> <li>What do many Jews do each day to express their beliefs?</li> <li>Why do Jews celebrate Shabbat, and how?</li> <li>What stories and teachings are found in the Torah?</li> <li>What does the Torah mean for Jewish people?</li> <li>How do Jews express beliefs in a Synagogue?</li> </ul> <p>The significance of light at Advent and Christmas.</p> <ul style="list-style-type: none"> <li>What is the importance of light in our lives?</li> <li>What special symbolism does light have at advent and Christmas?</li> <li>What other festivals use light as a theme?</li> <li>How can we use the symbolism of light to talk about our own experiences?</li> </ul>	<p>Judaism</p> <ul style="list-style-type: none"> <li>Why is Pesach (Passover) a special time for Jewish people?</li> <li>Why was life difficult for the Hebrews in ancient Egypt?</li> <li>How do the Bible stories explain how God tried to help his people?</li> <li>What made Moses a special leader?</li> <li>How do Jews, each year at Pesach, remember the story of Moses freeing the Hebrew slaves?</li> <li>Preparing for Pesach</li> <li>Celebrating Pesach with a seder</li> </ul> <p>Easter</p> <ul style="list-style-type: none"> <li>How do Christians remember the events of Holy Week?</li> <li>What are the key events associated with Holy Week?</li> <li>How are these events shown in images and words?</li> <li>How do Christians today remember and relive these events?</li> <li>How can we show the events of Holy Week?</li> </ul>	<p>Why is the Bible special for Christians?</p> <ul style="list-style-type: none"> <li>What do we know about the Bible and what makes it special?</li> <li>What is the Bible?</li> <li>How do Christians use the Bible in church, in the home and elsewhere?</li> <li>What inspires me and guides me in my life?</li> </ul> <p>How should we relate to the world?</p> <ul style="list-style-type: none"> <li>How would you create an ideal world?</li> <li>What can we learn from the story of Creation in the Bible, in Genesis?</li> <li>What can we learn from the story of creation told by Hindus?</li> <li>How can we help to protect the created world?</li> </ul>
<p><b>Year 5</b> Why is Muhammad important to Muslims?</p> <ul style="list-style-type: none"> <li>Where do we go when we want to be quiet?</li> <li>What do Muslims believed happened when the first words of the Qur'an were revealed to Muhammad?</li> <li>Why is the Qur'an important to Muslims?</li> <li>How do Muslims treat the Qur'an, and why do they treat it in these ways?</li> <li>How have Muhammad's words and actions affected the way Muslims live their lives?</li> <li>Who has been the biggest influence on my life?</li> </ul> <p>Why is Christmas important to Christians?</p> <ul style="list-style-type: none"> <li>Who was Jesus?</li> <li>What does his birth symbolise for Christians?</li> </ul>	<p>Why are prayer and the mosque important to Muslims?</p> <ul style="list-style-type: none"> <li>What does prayer mean?</li> <li>What does prayer mean to Muslims? What helps Muslims to pray?</li> <li>What are the main features of a mosque?</li> <li>What does a mosque mean to the Muslim community?</li> </ul> <p>Why is Jesus important to Christians?</p> <ul style="list-style-type: none"> <li>What was Jesus like- through pictures?</li> <li>What was Jesus like- in the Bible?</li> <li>What beliefs about Jesus do Christians hold?</li> </ul> <p>Why is Easter important to Christians?</p> <ul style="list-style-type: none"> <li>What does Jesus' death and resurrection mean to Christians?</li> <li>How do artists show the theme of Jesus' death and resurrection?</li> </ul>	<p>What inner forces affect how we think and behave?</p> <ul style="list-style-type: none"> <li>When am I tempted?</li> <li>Why did Adam and Eve disobey God?</li> <li>Why did Jonah behave in the way he did?</li> <li>What values or beliefs would I stand up for?</li> <li>Why do I sometimes find it difficult to accept something which I know is right?</li> </ul>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<ul style="list-style-type: none"> <li>How would Christians celebrate Jesus' birth?</li> <li>How do Christians around the world celebrate Jesus' birth?</li> </ul>	<ul style="list-style-type: none"> <li>How do Christians around the world remember Easter?</li> <li>What images can we create to symbolise the theme of the resurrection?</li> </ul>	
<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>The nature of the Judeo-Christian God; omnipotence, omnipresence, omniscience, omni-temporal, benevolent</li> <li>The paradox of omnipotence (rock paradox)</li> <li>The paradox of omnipotence and free will</li> <li>God as the 'prime mover'</li> <li>The problem of evil</li> <li>A priori and a posteriori truths</li> <li>The problem of the identity of artefacts – Theseus' ship</li> <li>The time travel paradox</li> <li>Zeno's paradoxes of motion, Achilles and the arrow, Achilles and the tortoise</li> </ul>	<p>Ethics</p> <p>What are ethics?</p> <ul style="list-style-type: none"> <li>The Old testament ethic</li> <li>The New testament ethic</li> <li>Kantian ethic</li> <li>Utilitarianism, the greater good, end justifies means</li> <li>Moral relativity vs moral objectivity</li> </ul> <p>Ethical dilemmas:</p> <ul style="list-style-type: none"> <li>The train crash dilemma</li> <li>The firing squad in the jungle dilemma</li> <li>Euthrypo – would you testify against a family member? (Justice)</li> <li>Sartre's dilemma, is it ok to steal medicine?</li> <li>Animal Rights and speciesism.</li> <li>The case of the locked in man</li> </ul>	<p>Norse Myths</p> <ul style="list-style-type: none"> <li>The Creation. Compare with other creation stories for similarities and differences</li> <li>The War of the Aesir and the Vanir. Forgiving and making a truce</li> <li>The Building of Asgard's Wall. When is it OK to trick someone?</li> <li>Loki's Pupils and the Binding of Fenrir. Pride, sacrifice, innate evil</li> <li>The Treasures of the Gods. How should we punish evil doers?</li> <li>Thor's Duel with Hrungir</li> </ul>
<p><b>Year 7</b></p> <p>The Old Testament</p> <ul style="list-style-type: none"> <li>The Creation (Genesis 1-2), Science and the Bible, Stewardship and the environment. The nature of humanity and the Fall (Genesis 3)</li> <li>Cain and Abel: Genesis 4.1-16, dealing with anger and jealousy</li> <li>The Near Sacrifice of Isaac: Genesis 22.1-19. Dietrich Bonhoeffer 1906-45</li> <li>Moses and the Ten Commandments: Exodus 19.1 and 20.1-20. Law and punishment, Law and human rights</li> <li>David and Jonathan: 1 Samuel 20, friendship</li> </ul>	<p>The Old Testament</p> <ul style="list-style-type: none"> <li>David and Bathsheba: 2 Samuel 11.1-17 and 12.1-14, People abusing power</li> <li>Solomon's wisdom: 1 Kings 3, Leadership</li> <li>Elijah and the prophets of Baal: 1 Kings 18-19.18, Why are we fascinated by celebrities?</li> <li>Amos the prophet: Amos 5 and 7. 10-17</li> <li>Two modern 'prophets', Fair Trade</li> </ul>	<p>The New Testament</p> <ul style="list-style-type: none"> <li>The Temptations of Jesus: Luke 4.1-13, Lead us not into temptation</li> <li>Jesus and the Outcasts: Luke 19.1-10; Mark 2.13-17, Luke 7.36-50, Who are today's outcasts? Prejudice and discrimination</li> <li>Being a Follower of Jesus: Luke 5.1-11; Mark 10.17-31, Mark 10.35-45, Changing priorities</li> <li>Miracles of Healing: Mark 2.1-12, Luke 13.10-17, Do healing miracles happen today?</li> <li>Who was Jesus? Mark 8.27-33 and 9.2-13. Jesus – myth, man or God?</li> </ul>
<p><b>Year 8</b></p> <p>The Temptations of Jesus</p> <ul style="list-style-type: none"> <li>Jesus and the outcasts, prejudice and discrimination</li> <li>Being a follower of Jesus, changing priorities</li> </ul>	<p>Pacifism and non-violent protest. Forgiveness, Enniskillen and Gordon Wilson</p> <p>Martin Luther King, racism and equality, 'meet hate with love'.</p>	<p>Dead Religion and Myth</p> <p>Norse Mythology:</p> <ul style="list-style-type: none"> <li>The Creation, Ragnarok.</li> <li>The Vanir and the Aesir</li> </ul>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<ul style="list-style-type: none"> <li>Miracles of healing.</li> <li>Do miracles of healing happen today?</li> </ul> <p>Jesus: Myth, Man or God?</p> <ul style="list-style-type: none"> <li>The parables of Jesus</li> <li>The Sermon on the Plain</li> <li>Sacrifice today</li> </ul>	<p>Sir Trevor Huddleston, apartheid, Jesus' message today</p> <p>The sentence, crucifixion and death of Jesus</p> <p>Miracle of the River Kwai</p> <p>Death: an end and a beginning?</p> <p>The early church and the church in the 21st century</p>	<ul style="list-style-type: none"> <li>The adventures of Thor and Loki</li> <li>The death of Balder</li> <li>The binding of Loki</li> <li>Goddesses in Norse mythology</li> </ul> <p>Greek Mythology:</p> <ul style="list-style-type: none"> <li>The Gods and Goddesses of Ancient Greece</li> <li>The life and hard times of Hercules</li> <li>The life of Odysseus</li> <li>Classic Greek myths</li> </ul>

## Additional Learning Opportunities (ALO)

At St Aubyn's we recognise that some pupils within the school community have additional learning needs. At whatever level of study, it is our role to accommodate these individual requirements. The majority of pupils will have their needs met within the teaching framework, but a significant minority will require additional support or extension.

A pupil's needs may become apparent in a variety of ways.

- Staff experience and expertise
- Teaching within the Nursery or classrooms
- Assessment procedures i.e. Early Years Foundation Stage Profile, annual reading and spelling tests, class based assessments, PIPS, NFER
- Parental concerns
- Further assessment and screening undertaken by the Head of Additional Learning and relevant support staff
- For older pupils, self-referral
- Reports from outside agencies. We will recommend that parents arrange specialist assessments when we think further information about a child would be helpful. Pupils sometimes enter the school with an existing report. In all cases we will take note of the contents of reports and make such arrangements we consider are appropriate

### Learning Support

#### EYFS and Year 1

In Nursery, Reception and Year 1, pupils are still very much at the developmental stage of their education. There is no formal learning support, but pupils are monitored closely for potential issues which could affect learning. Relevant information is then forwarded to the Head of Additional Learning, should there be a need to follow up a concern at a later date. As part of their journey through EYFS, pupils will be supported as necessary in line with their attainment towards EYFS goals. Teachers will support their pupils through differentiated planning and use of in-class teaching assistants to provide more direct support to children who need it.

#### From Year 2 onwards

From Year 2 onwards, support is delivered, in the first instance, by class and subject teachers who use differentiated planning to meet individual needs. After a period of targeted differentiation and monitoring, especially at the start of the school year, a need for additional support may be identified. From Years 2 to 5, additional support is provided by teaching assistants and the Head of Additional Learning. In the Senior School, additional support is delivered by a designated Higher Level TA. The Head of Additional Learning coordinates this provision in consultation with Heads of Department and takes direct teaching responsibility for groups throughout the school as required.

Formal learning support is limited to three distinct groups of children:

- Those with Special Educational Needs (SEN), defined as those who, "have a significantly greater difficulty in learning than the majority of their peers which calls for special educational provision to be made for them." (DofE, 2014).
- Pupils who are borderline candidates for success at 11+ or 13+ selective entry examinations. This type of child will be recommended for further support by their teacher as they have the potential to meet the standard required with specific, targeted learning support in either English or maths. Their industry grades in English and mathematics should be no less than good (2).
- Pupils who are achieving A grades in English and/or mathematics, who have the potential to achieve AA (scholarship level) grades with additional support. N.B. This form of extension support is provided from Year 4 onwards.

Pupils who have received learning support up to July 2014, will continue to receive support in the 2015/16 academic year. The rules above apply to pupils who have not received learning support before September 2015.

## **Additional Learning Register**

Once a need has been identified, the following procedures are followed:

Class teacher/subject specialist, in consultation with the Head of Additional Learning, set targets and decide how best the child will be supported. The child will be entered on the Additional Learning Register, with a brief note outlining his/her needs, the support to be given and how progress will be monitored. Parents will be informed by telephone or meeting and given the opportunity to discuss it further. Support will be delivered in class and through withdrawal as needed.

Targets on the Additional Learning Register are reviewed by the class teacher and Head of Additional Learning. Any amendments are sent to the Head of Additional Learning and the Additional Learning Register is updated and re-issued to all staff. The Additional Learning Register provides continuity as a child moves through the school and any provision will be noted by the child's next teacher(s).

Parents will be informed of their child's progress through informal meetings, normal reporting procedures, Parents' Evenings or termly Additional Learning Reviews. If a child is making good progress and no longer needs additional support, parents will be informed and the child removed from the Additional Learning Register. We continue to monitor their progress carefully as we do for all pupils. After three full terms, if the child has raised no further concern, they will be removed from the 'Under Observation' register.

## **Pupil Profiles**

SEN pupils will have Pupil Profiles to set out the additional individual support they need. Formal conversation takes place with parents and class teacher/subject specialist (and Head of Additional Learning if appropriate) about the Pupil Profile. Pupil Profiles are distributed to all staff in contact with the pupil.

## **Outside Agencies**

As referred to above, we do take note of the contents of reports from outside agencies and use their recommendations to make such arrangements we consider are appropriate. Some pupils attend specialist dyslexia lessons but these are arranged privately by their parents.

## **More Able Pupils**

From Year 2 upwards, pupils are identified as More Able. This decision is made by the class teacher and the Deputy Head (Curriculum) and is then agreed with the relevant Heads of Department and the Head of Additional Learning. This may be through observations, assessment or performance in standardised tests of ability. It should be noted, however, that good subjective judgements from observations over time can be more appropriate than attempts at using objective tests. Therefore, focused teacher observations, discussions between colleagues, effective monitoring of pupils, information from parents and peers all combine to encourage opportunities for identification and provision of the more able.

More Able pupils are also recorded on the Additional Learning Register and their progress is reviewed each term. Differentiated work is provided in class, in order to help them meet their potential.

## **EAL**

At present around 47% of pupils come to St Aubyn's with English as an Additional Language. This does not always pose a learning problem. However, it is closely monitored in case individuals do need further support to access the curriculum fully, as they progress through school.

All pupils who speak English in addition to other languages are recorded on the Additional Learning Register.



## Educational Trips

Pupils in all year groups enjoy our educational visits enormously. They greatly enhance the teaching of curriculum subjects, providing stimulating new environments and a wealth of exciting experiences.

Below is a chart of the main trips planned for 2015-16. There may, of course, be some changes, if unexpected opportunities arise, but we feel it would be helpful for parents to have a broad overview of the visits that are planned.

Year Group	Term	Visit		
Pre Prep	Christmas	Ashlyn's Farm (Nursery)		
		Royal Gunpowder Mills (Y1)		
		Woodford Green Trek (Nursery & Reception)		
Pre Prep	Lent	Woodford Green Trek (Nursery & Reception)		
Pre Prep	Summer	Hainault Forest (Nursery & Reception)		
Middle School	Christmas	Science Museum (Y2)		
		Harlow Playhouse		
		British Museum (Y3)		
		Greenwich Maritime Museum (Y4)		
		St. Mary's Church Christmas Assembly (Y5)		
		Woodford Green House Cross Country (Y4&5)		
		St. Mary's Church (Choir)		
Middle School	Lent	Synagogue (Y4)		
		Mosque (Y5)		
		Eastbury Manor (Y4)		
		Osmington Bay Residential (Y5)		
		Spain Sports Residential (Y5)		
		RAF Duxford (Y3)		
		Tower of London (Y4)		
Middle School	Summer	Brentwood School Taster (Y5)		
		Chigwell School Quiz (Y5)		
		Woburn Safari Park (Y6)		
		Hemel Hempstead Snowdome		
		West End Theatre (Y6)		
		Victoria Palace Theatre (Y7&8)		
		France Residential (Y7)		
Senior School	Christmas	Royal Institution (Y7)		
		Woodford Green House Cross Country		
		Regent's Park Open Air Theatre (Y8)		
		Epping Forest field centre (Y7&8)		
		St. Mary's Church Christmas Assembly		
		Forest School Science Fair		
		West End Theatre (Y6)		
Senior School	Lent	Spain Sports Residential		
		Italy Skiing		
		Hargreaves Scout Camp Junior Citizenship Project (Y6)		
		Epping Forest (Y7&8)		
		PGL Residential Devon (Y8)		
		Herts Young Mariners' Base (Y6)		
		France Day Trip		
Senior School	Summer	Reaching Out Project (Y8)		
		Lake District Residential		
		Remembrance Day Parade		
		Southdowns Camping		
		Epping Forest		
		Cadets	Lent	Lake District Residential
		Cadets	Summer	Southdowns Camping
Cadets	Christmas	Epping Forest		

## Residential Visits

Residential trips, in Years 5, 7 and 8 are key elements of our Curriculum, as they provide opportunities to learn vital life skills, such as independence, initiative, teamwork, problem solving abilities, perseverance and leadership qualities. They help the year groups to bond and work as a team and we notice huge differences, with much greater maturity levels, in our pupils after attending one of these residential visits. They give pupils and staff an opportunity to see each other in a different light, as well as an invaluable boost of self confidence and self-esteem. This may come as a result of achieving a difficult task, such as abseiling, which previously caused apprehension. This leads to a far greater feeling of 'can do', which is so crucial in life.

In Year 5, the geography and science syllabuses are enriched by the trip to Osmington Bay, with pupils learning map reading skills related to the area which they will be visiting, thus making geography much more meaningful, as well as studying fossils which are found on the Jurassic Coast. We also find pupils' ability to tackle the problem-solving questions which are such a key element of modern day mathematics and science lessons, is greatly increased as a direct result of skills learned during residential visits.

In Year 7, pupils spend a week at an activity centre in Normandy where they gain an appreciation of French culture and are immersed in the language. The trip helps to build confidence and has a significant impact on pupils' oral and aural skills. It is also an ideal opportunity for pupils who are new to the School to develop friendships within their class.

In Year 8, pupils travel to Devon. They experience surfing, zip wires, fencing and various team games and challenges. It forms the perfect way to end their final term at St Aubyn's.

In addition to these whole year group residential visits, the Cadets often go on expeditions involving staying out overnight in hostel type accommodation or camping. We also provide ski trips and sports tours abroad which are optional.

There is much that parents can do to help prepare their pupils to enable them to benefit fully from the residential visits. We recommend the following:

- Before the Year 5 residential in particular, **it is crucial that pupils have experienced staying away from home on several occasions prior to the trip, so that they are really comfortable with it**
- Pupils need to pack their own bags, so that they know what is in them and where everything is! Pupils tend to live out of their bags, rather than unpacking, so bags with different zipped compartments are very handy, with the child knowing what is in each compartment
- Pupils need to be able to sort out their own clothes for each activity and remember to change underwear!
- Pupils need to be able to tend to their own hair and, in the case of girls, be able to tie it back for activities such as abseiling
- Clothes will become muddy, so old scruffy ones are ideal for some activities, so do not throw clothes away before a residential!
- Shoes need to have been worn before for walking, so that they do not cause blisters. Old shoes are ideal for canoeing
- Above all, pupils need reassurance that it is understandable to be a little nervous, that their teachers will care for them and their parents will be really proud of them when they return



bravely | faithfully | happily  
fortiter | fideliter | feliciter

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# St. Aubyn's School