



## Curriculum, Teaching and Learning Policy

There is no single recipe for improving teaching and learning in any school, ours included. However, this policy outlines some of the essential elements that we believe are key to ensuring standards of teaching and learning here are very high. This policy is for all pupils at Hampton Pre-Prep and Prep School; it includes the Early Years Foundation Stage (EYFS) (Kindergarten and Reception), Pre-Prep and Prep Departments. We ensure our teaching is not discriminating against any pupils pursuant to Part 6 of the Equality Act 2010.

Teaching and learning is the core purpose of what we do. High quality learning, teaching and subsequently achievement is what we want for every pupil within the School. We believe that the more that we have a shared understanding of what constitutes effective teaching and learning, the greater our success will be and, more importantly, the success of our pupils.

Continued and sustained improvement is dependent upon scrutinising and developing the high quality of teaching and learning that takes place here, both inside and outside the classroom across the two principal domains representing the academic and pastoral sides of our School's life. We maintain the universally strong expectation that all pupils are provided with high quality learning experiences which lead to consistently high levels of both achievement and attainment.

***We expect every teacher to be an excellent teacher – no child deserves less.***

Our School's curriculum is designed to fulfil the overall aims of the School, in particular to develop in our pupils:

- the desire to achieve their full academic potential
- a participative and positive approach to learning
- a helpful and committed attitude to their School and the community
- respect for self and others
- involvement in co-curricular activities
- skills for life at their next school and beyond

It is expected that all lessons across our School will reference, as individual teachers see fit, the following key elements to ensure high quality teaching and learning is always taking place. New teachers to our school will receive support to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

Date updated	September 2018	Date ratified by Governors	October 2018
Date of next review	September 2019	Reason for review	Annual Review

Formative assessment practices sit at the very heart of every lesson

All learners are actively engaged in learning and are encouraged to work in a range of ways

Children do not learn from people they do not like, therefore relationships, classroom climate and strong levels of sincere emotional support matter

Progress is enhanced because we expect there to be plenty of 'talk for learning'

Our curriculum is carefully planned in order to best fulfil our aims for its successful execution. In addition to the academic curriculum, all pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the School, the local community and indeed the global community.

Our Curriculum Map serves as an overview of our curriculum and can be found as an appendix to this document. More detailed planning, as well as subject specific policy information, can be found within the following documents:

#### Curriculum Documentation

- One for each of the subject areas that constitute our curriculum from EYFS to Year 6
- Explains the topics to be taught in each term, and to which children
- Includes a Curriculum Map which provides an overview

#### Medium Term Plans

- Clear guidance is given on the objectives and teaching strategies that will be used when teaching each topic during a specific term.

#### Short Term Plans

- Produced by teachers on a weekly or daily basis
- No common format is expected or required
- The focus is on 'fitness for immediate purpose'

As a school, we value and celebrate the diverse heritages of everybody at Hampton Pre-Prep and Prep School, but alongside this we value and celebrate being a part of Britain. In accordance with Part 2, paragraph 5 (a) and (b) of the Guidance on Promoting British Values in Schools (2015) **Fundamental British Values** are actively promoted in much of what we do, during school assemblies, RE and Personal, Social and Health Education (Life Skills(PSHE)) sessions. These values are also integral to Hampton Trust's vision and values.

As well as actively promoting British values, the opposite also applies: we would challenge pupils, staff or parents expressing opinions contrary to Fundamental British Values, including 'extremist' views.

Personal, social, health and economic education is the planned provision to promote the pupils' personal, social and emotional development, as well as their health and wellbeing. At Hampton Pre-Prep through Life Skills (PSHE) programme, we aim to equip the children with the knowledge

and skills they need in order to lead confident, healthy and independent lives. We aim to help them understand how they are developing personally and socially and tackle many of the moral, social and cultural issues that are a part of growing up. We aim to give the children an understanding of the rights and responsibilities that are part of being a good citizen and introduce them to some of the principles of prudent financial planning and understanding, therefore, developing a secure sense of identity in order to function well in the world.

### **Early Years Foundation Stage**

The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes (described below).
- the early learning goals summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year; and
- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers).

There are seven areas of learning and development that must shape educational programmes in the Early Years settings. All areas of learning development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

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

Practitioners support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy;
- Mathematics;
- Understanding of the world; and
- Expressive arts and design.

Therefore, our curriculum planning focuses on the above. EYFS practitioners consider the individual needs, interests, and stage of development of each child, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

We recognise that children develop in different ways and at different rates, and that all seven areas of learning and development are equally important and inter-connected. Please refer to the Early Years Foundation Stage Policy for more detail.

Hampton Pre-Prep and Prep School fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Indeed, 'Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play, which is guided by adults' (Statutory Framework for the Early Years Foundation Stage (2017) p.9).

Teaching builds on the experiences of these young children. We do all that we can to build positive partnerships with parents in order to forge firm foundations for future learning.

Throughout the year, regular observations and assessments are completed and kept in Learning Journals, and the EYFS Profiles are completed in the summer term. Formative and summative assessments form an important part of the future curriculum planning for each child.

Please see the Early Years Foundation Stage Policy for full details.

The School fulfils its obligations for Special Educational Needs & Disabilities (**SEND**) as per the SEND Code of Practice, January 2015 in providing for children with identified special needs. If a child has identified special needs, Hampton Pre-Prep and Prep School does all that it can to meet these individual needs with reasonable adjustments under the Equality Act 2010 and Special Needs and Disability Act 2001.

Please refer to the Learning Support Policy for full details.

**Work scrutiny** takes place on a regular basis, and is coordinated by the Deputy Head Academic; feedback is provided to ensure standards throughout the School are consistently high. Work scrutiny is also an important aspect of our biannual cycle of Professional Development Review.

**Heads of Department** provide a strategic lead and direction for each subject, offering support and advice to colleagues in issues related to the subject. They also monitor pupil progress in that subject area and intervene as necessary to ensure the best progress is being made at all times. They provide efficient resource management for the subject.

# Appendix i

## Curriculum Map Early Years Foundation Stage

Kindergarten			
In Kindergarten, we work under the umbrella of the Early Years Foundation Stage. The seven areas of learning are divided into Prime and Specific areas, but all carry equal weight. The children's interests are at the heart of our planning, as well as our observations and assessments.			
Reception			
Area of Learning	Term 1	Term 2	Term 3
<b>C&amp;L/L? (Prime Area) Literacy (Specific Area)</b>	Speaking and listening – circle time, class discussions, following instructions, show and tell Recognise / write name Rhyme and alliteration Introduction to the reading scheme Introduce 45 High Frequency (HF) words Phonics – blending and segmenting Handwriting Writing captions for pictures Group E books	Responding to stories, poems and rhymes Recognise and write name and surname Consonant Vowel Consonant (CVC) words Simple sentences and descriptive writing Rhyme and alliteration 45 HF words Phonics – blending and segmenting Handwriting Book week Group E books	Report and observational writing Comprehension skills Phonics – blending and segmenting 45 HF words Group E books Lower and upper case letters Handwriting Alphabetical order Using stories as a basis for creative and factual writing Using non-fiction texts to find information
<b>MATHEMATICS (Specific Area)</b>	Counting, reading, ordering and writing 1-10 Finding 1 more and 1 less than a given number 2D and 3D shape recognition Concept of length and height	Counting, reading, ordering and writing 1-20 Adding 1 and 2 to a given number Addition totals to 5 and 10 Money – recognising coins, simple addition with money	Counting to 100 Addition and subtraction within 10 Counting in 2/5/10 Naming 3D shapes Reading o'clock and half past Days of the week and months of the year

	Pattern making	2D and 3D shape, repeating patterns and symmetrical patterns Concept of length and mass O'clock times	Comparing 2 quantities / amounts – mass and capacity Symmetrical patterns Money
<b>U the W (Specific Area)</b>	Holidays Myself My body Fruit Harvest Vegetables Autumn Diwali Light & Dark Hedgehogs Dear Zoo Christmas	Winter New Year Penguins Seasons Habitats Colour Chinese New Year The 5 Senses Dinosaurs Weather Mothers' day Spring Easter	Seeds & growth Colour Sea Creatures Bears The Farm Mini-beasts Transport The Sun & Summer
<b>PSED (Prime Area)</b>	Establishing class routines Building relationships Working as part of a group or class Stories from different religions	Building confidence and raising self-esteem Developing independence Understanding what is right and wrong Thinking of others Care for the environment Mothering Sunday	Gaining independence in preparation for Y1 Celebrating individual achievements Caring for living things and the environment Water safety Road Safety
<b>EA&amp;D (Specific Area)</b>	Printing and painting Music – Having Fun With Music / Preparation for Christmas 'Symbaloo'	Songs and rhymes Range of media and techniques e.g. collage Craft work	Looking at and interpreting the work of well-known artists Using a variety of skills and techniques in different media

		Card making / basket making Music – Developing the Singing Voice / Spring Rhythms	Music – Developing the Singing Voice / Summertime Fun Summer Concert
<b>PD (Prime Area)</b>	Fine motor control: e.g. play dough, jigsaw puzzles, cutting and sticking, threading, tracing. Spatial awareness, balancing, ball skills and team games Health & Self Care – the importance of physical exercise and a healthy diet. Managing own basic hygiene and personal needs	Fine motor control: e.g. play dough, jigsaw puzzles, cutting and sticking, threading, tracing. Using equipment, outdoor games Health & Self Care – the importance of physical exercise and a healthy diet. Managing own basic hygiene and personal needs	Fine motor control: e.g. play dough, jigsaw puzzles, cutting and sticking, threading, tracing. Bat and ball skills Athletics – running, jumping, skipping, aiming and catching Health & Self Care – the importance of physical exercise and a healthy diet. Managing own basic hygiene and personal needs
<b>OUTDOOR ADVENTURE</b>	Launching opportunities for den and tent making, large cardboard construction, pegging materials & boxes, digging and planting in the playground, funnels & guttering, observations of organic matter, park walks, Journey sticks.	Continuing with opportunities for den and tent making, large cardboard construction, pegging materials & boxes, digging and planting in the playground, funnels & guttering, observations of organic matter, park walks, Journey sticks.	Making tents and cardboard construction. Making shade from the sun, bear caves. 'Sunography' (sun prints). funnels and guttering, water, people sea life. Bug Hunt- magnifying glass, binoculars, camera. Observation of the signs of Summer. Measuring plant growth

## Year 1

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Stories in a familiar setting Labels, list and signs Songs and repetitive poems	Stories with repeating patterns Information texts Poems with patterns and rhyme	Stories with repeating patterns and counting stories Traditional tales Instruction texts	Information texts The senses Humorous poetry	Fairy stories Fantasy stories Letters	Information texts Poems about nature Traditional poetry
<b>Maths</b>	<b><u>UNIT 1&amp;2</u></b> Number, place value, addition and subtraction. Geometry-properties of shapes. Measurement-length and height.	<b><u>UNIT 3&amp;4</u></b> Number, place value, multiplication and division. Geometry-position and direction. Measurement-money.	<b><u>UNIT 5&amp;6</u></b> Number, place value, addition and subtraction. Geometry-properties of shapes. Measurement-mass.	<b><u>UNIT 7&amp;8</u></b> Number-addition and subtraction, fractions. Measurement-time and volume & capacity.	<b><u>UNIT 9&amp;10</u></b> Number, place value, addition and subtraction. Geometry-position and direction. Measurement-length and height.	<b><u>UNIT 11&amp;12.</u></b> Number, place value, addition and subtraction. Multiplication and division. Geometry-properties of shapes. Measurement-time.
<b>Science</b>	Animals including humans	Animals including humans	Every day materials	Plants	Seasonal Changes	Seasonal Changes
<b>Humanities</b>	Houses and Homes		Weather Experts		We are Britain!	

<b>RE</b>	Caring for Others	Celebrations	Friendship	The Easter Story	Places of Worship	Places of Worship
<b>Life Skills</b>	The Golden Rules	Feelings and Relationships	Right and Wrong	Behaviour and Manners	How we grow and change	Keeping Safe
<b>PE</b>	Developing skills: running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Swimming at Hurst Pool each week					Sports Day
<b>ICT</b>	Word Processing Skills		Painting Skills		Computer Skills	
<b>ART</b>	Houses and Homes		Weather/Seasonal Change/ Materials		We are Britain!	
<b>DT</b>	Houses - designing a room	Christmas Decorations	Weather – kites and windmills		Designing flags	

## Year 2

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Recounts Instructions	Stories with familiar settings (Amazing Grace) Poetry	Traditional stories and stories from other cultures (The True Story of the Three Little Pigs)	Books by the same author (Simon Bartram) Sensory and silly poetry	Non-Chronological reports Dictionaries, glossaries and alphabetical order	Explanation texts Stories by famous authors (Roald Dahl)
<b>Maths</b>	Sequencing to 100 Place Value Addition facts Money Length 2D shape	Subtraction Multiplication Fraction – halves/quarters Time Data Handling	Counting in 2s, 3s, 5s & 10s Ordering numbers Addition to 100 Money Weight 3D shape	Measurement (estimating, measuring and comparing mass) Addition and subtraction to 100 Money Statistics Multiplication and place value	Money Capacity 2D shapes – turning and symmetry	Sequencing to 1000 Addition & subtraction with hundreds Division Venn diagrams
<b>Science</b>	Health & Growth	Electricity	Grouping & Changing Materials	Forces & Movement	Plants & Animals in the Local Environment	Variation
<b>Humanities</b>	Changes Within Living Memory		Inspiring Individuals		Rescue and Ruin: Rainforests	
<b>RE</b>	Famous People in the Bible	Celebrations	Judaism	Sikhism	Christianity	
<b>Life Skills</b>	Rights and Responsibilities	Choices	Friends	Communities	People Who Help Us	Moving On
<b>PE</b>	Inter-House Football Swimming: Hurst Pool throughout the year Weekly sessions with a gym and games specialist					Sports Day

<b>ICT</b>	Mouse control & keyboard awareness	Word documents & Keynote presentations	Research & note taking
<b>ART</b>	Transport/Toys	Matisse & Seasonal Art	Rainforests
<b>DT</b>	Designing and making a clown biscuit	Designing and making a parachute	Designing and make a 3D rainforest

## Year 3

Subject	Term 1	Term 2	Term 3
<b>English</b>	<p><b>Modern Fiction:</b> Class Reading Books</p> <p><b>Grammar:</b> Simple sentences, full stops, nouns, verbs, adjectives, dialogue and prepositions</p> <p><b>Comprehension:</b> Retrieving information from text</p> <p><b>Composition:</b> Poems, character descriptions</p> <p><b>Spelling:</b> Weekly lists (Nelson)</p>	<p><b>Modern Fiction:</b> Class Reading Books</p> <p><b>Grammar:</b> Homophones, complex sentences, pronouns</p> <p><b>Comprehension:</b> Retrieving information from text</p> <p><b>Composition:</b> Story structure, non-chronological reports, persuasive writing, recounts</p> <p><b>Spelling:</b> Weekly lists (Nelson)</p>	<p><b>Modern Fiction:</b> Class Reading Books</p> <p><b>Grammar:</b> Similes, adjectives, adverbs</p> <p><b>Comprehension:</b> Retrieving information from text</p> <p><b>Composition:</b> Poetry, adjectives</p> <p><b>Spelling:</b> Weekly lists (Nelson)</p>
<b>Maths</b>	<p>Place Value and Counting</p> <p>The four operations</p> <p>Metric measurements: length, mass and capacity</p> <p>Addition and Subtraction with 3 digit numbers</p> <p>Scales, Estimation and Rounding</p> <p>2D shapes and symmetry</p> <p>3D shapes</p> <p>Adding and subtracting money</p>	<p>Time, Fractions</p> <p>Multiplication by 2, 3, 4, 5, 6 and 10, 100</p> <p>Division of 3 digit numbers by 1 digit number, measuring capacity</p> <p>Vertical addition without 10s crossing</p> <p>Column Addition 4 digit numbers with crossing 10s, Column Subtraction crossing 10s, Metric measurements: length and mass</p> <p>Word based problem solving</p>	<p>Comparing the properties of 2D and 3D shapes</p> <p>Angles and Direction</p> <p>Fractions using and finding halves, quarters, eighths and thirds and equivalent fractions</p> <p>Consolidation of 4 operations</p> <p>Bar Charts and Pictogram</p> <p>Frequency Graphs &amp; Coordinates</p> <p>Roman Numerals</p>
<b>Science</b>	<p>-Plants</p> <p>-Animals</p>	<p>-Rocks</p> <p>-Light</p>	<p>-Forces and magnets</p>

<b>ICT</b> (Taught in blocks rather than terms due to carousel)	<b>Block 1</b> -Word processing	<b>Block 2</b> -Databases	<b>Block 3</b> -Photography
<b>Drama</b> (Taught in blocks rather than terms due to carousel)	<b>Block 1</b> -Basic stage directions -Facial expressions and body language -Creating Tableaux	<b>Block 2</b> -Character work -Improvisation -Storytelling	<b>Block 3</b> -Constructive criticism -Using props -Mime
<b>DT</b> (Taught in blocks rather than terms due to carousel)	<b>Block 1</b> -Tools -Pulleys	<b>Block 2</b> -Animated characters -Moving models	<b>Block 3</b> -Pulleys -Roman chariot
<b>Music</b>	-Composition	-Pitch	-Structure
<b>RE</b>	-Stories of the Old Testament (Abraham)	-Stories of the Old Testament (Moses and Joseph)	-Stories of the Old Testament (Heroes and Leaders)
<b>Humanities</b>	-The Roman invasion of Britain	Invasion, Invasion, Invasion! - Saxons - Vikings - Normans	-Natural Resources
<b>Art</b>	-Line and shape	-Colour and value	--Form, texture and space
<b>Life Skills</b>	-Teamwork and Getting Along -How Do Laws and Rules Affect Me?	-Choices -Health	-Animals -Communities
<b>PE</b>	-Health related fitness and Gymnastics	-Skill acquisition and Movement	-Track and Field
<b>Games</b>	-Football	-Rugby (Tag)	-Cricket
<b>Dance</b>	-Developing co-ordination and teamwork through dance	-Developing co-ordination and teamwork through dance	-Developing co-ordination and teamwork through dance

<b>Think</b>	-Current Affairs -Thinking Skills -Big Questions	-Current Affairs -Thinking Skills -Big Questions	-Current Affairs -Thinking Skills -Big Questions
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## Year 4

Subject	Term 1	Term 2	Term 3
<b>English</b>	<p><b>Modern Fiction:</b> Class Reading Books  <b>Grammar:</b> Recap tense and person  <b>Composition:</b> Fantasy, grammatical points, vocabulary, arguments, debates, characterisation  <b>Comprehension:</b> Answering in full sentences, beginning inference  <b>Spelling:</b> Weekly lists (Nelson)</p>	<p><b>Modern Fiction:</b> Class Reading Books  <b>Grammar:</b> Fronted adverbials, commas, complex sentences, using speech, apostrophes  <b>Composition:</b> Persuasive writing, brochure, newspaper report, character descriptions, myths and legends  <b>Comprehension:</b> Answering in full sentences, beginning inference  <b>Spelling:</b> Weekly lists (Nelson book 3/4)</p>	<p><b>Modern Fiction:</b> Class Reading Books  <b>Grammar:</b> Commas, adverbs, subordinate clauses  <b>Composition:</b> Creating realistic characters, story writing, diary writing, direct and indirect speech  <b>Comprehension:</b> Answering in full sentences, beginning inference  <b>Spelling:</b> Weekly lists (Nelson book 3/4)</p>
<b>Maths</b>	<p>Number, Place Value and Rounding  Mental Addition and subtraction numbers up to 1000  Multiplication written calculations  Division formal short method with remainders, Time, Metric measurements length, capacity, mass  Number Sequences  Addition and subtraction numbers up to 10000 (written calculations)  Multiplication and Division  Geometry  2D shapes  3D shapes</p>	<p>Graphs and Coordinates  Mental and written addition and subtraction methods  Multiplication and division by 1 digit numbers  Decimals  Fractions, equivalent fractions, fractions on number lines  Fractions and decimals converting  Addition and subtraction of decimals (1 decimal place)  Perimeter and area of 2D shapes  Negative Numbers  Scales, estimation and rounding</p>	<p>Mental Calculations  Written addition and subtraction  Measurement of Money  Collecting and displaying data, pictograms, bar charts  Mental Strategies  2D shapes</p>

<b>Science</b>	-Living things and habitats -Animals (including humans)	-States of matter -Sound	-Electricity
<b>ICT</b> (Taught in blocks rather than terms due to carousel)	<b>Block 1</b> -Branching databases	<b>Block 2</b> -Graphs	<b>Block 3</b> -Animation
<b>Drama</b> (Taught in blocks rather than terms due to carousel)	<b>Block 1</b> -Drama Terminology -Character work -Comedy/ Humour/ Farce	<b>Block 2</b> -Improvisation -Developing tableaux into scenes -Mime	<b>Block 3</b> -Constructive criticism -Movement and body language -Sound effects
<b>DT</b> (Taught in blocks rather than terms due to carousel)	<b>Block 1</b> -Moving Vehicles	<b>Block 2</b> -Electric Circuits	<b>Block 3</b> -Electric Circuits/Moving Vehicles
<b>Music</b>	-Performance	-Beat	-Composition
<b>RE</b>	-The life of Jesus	-Parables	-Miracles
<b>Humanities</b>	- Similarities and differences between our local area and Sri Lanka	-Finders, Keepers: The Tudor period.	-Rivers, Coasts and our responsibilities to our waterways.
<b>Art</b>	-Line and shape	-Colour and value	-Form, texture and space
<b>Life Skills</b>	-Respect for Property -Living in a Diverse World	-Democracy -Feelings and Relationships	-Mindfulness -Drugs and Alcohol
<b>PE</b>	-Health related fitness and Gymnastics	-Skill acquisition and Movement	-Track and Field
<b>Games</b>	Football	Rugby	Cricket

<b>French</b>	<ul style="list-style-type: none"><li>- Greetings &amp; Farewells</li><li>- Brothers and sisters</li><li>- Numbers up to 20</li><li>- Pets</li><li>- Gender of nouns</li><li>- Colours</li><li>- Christmas in France</li></ul>	<ul style="list-style-type: none"><li>-Wants, needs and likes! (VERBS!)</li><li>-‘Being’ different creatures and explaining what they DO! (VERBS!)</li><li>-Numbers up to 100</li><li>- Food</li><li>- Clothing</li></ul>	<ul style="list-style-type: none"><li>- Food (extended i.e. breakfast)</li><li>-Days of the week &amp; time</li><li>-Parts of the body</li><li>-Farms and farm animals</li><li>-The home</li><li>-Transport</li><li>-Paris!</li></ul>
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## Year 5

Subject	Term 1	Term 2	Term 3
English	<p><b>Modern Fiction:</b> Class Reading Books</p> <p><b>Grammar:</b> Dialogue, punctuating speech, possessive apostrophes, using paragraphs, use of more adventurous punctuation</p> <p><b>Composition:</b> Arguments, descriptive writing, character analysis</p> <p><b>Comprehension:</b> Using texts to extend comprehension. Using quotes</p> <p><b>Spelling:</b> Weekly lists (Nelson book 5/6)</p>	<p><b>Modern Fiction:</b> Class Reading Books</p> <p><b>Grammar:</b> Expanded nouns, semi-colons</p> <p><b>Composition:</b> dilemmas, noun phrases, lists, descriptive writing, investigating complex sentence structure</p> <p><b>Comprehension:</b> Using texts to extend comprehension. Using quotes</p> <p><b>Spelling:</b> Weekly lists (Nelson book 5/6), dictionary and vocabulary sheets</p>	<p><b>Modern Fiction:</b> Class Reading Books</p> <p><b>Composition:</b> Use of senses, suspense, poetry investigation</p> <p><b>Comprehension:</b> Using texts to extend comprehension. Using quotes</p> <p><b>Spelling:</b> Weekly lists (Nelson book 5/6), dictionary and vocabulary sheets</p>
Maths	<p>Number Operations</p> <p>Types of number, factors, primes and squares</p> <p>Number Sequences</p> <p>Operations with Decimals</p> <p>Fractions</p> <p>Operations with Fractions</p> <p>Percentages</p> <p>Fractions, decimals and percentages</p> <p>Metric Units of weight, length and capacity</p> <p>Properties of 2D shapes</p> <p>Symmetry</p> <p>Angles: drawing and measuring</p>	<p>Area and Perimeter of Polygons</p> <p>Volume</p> <p>Rotation</p> <p>Reflection</p> <p>Tessellation</p> <p>Handling Data</p> <p>Ratio and proportion</p> <p>Averages: mode, median, mean and range</p>	<p>Time Problems</p> <p>Function Machines</p> <p>Using Algebra</p> <p>Algebra</p> <p>Mixed Problems and Mathematical Reasoning</p> <p>Inequalities</p> <p>3D Shapes</p>

<b>Science</b>	-Properties and changes of materials -Earth and Space	-Living things and their habitats -Animals (including Humans)	-Forces
<b>ICT</b> (Taught in blocks rather than terms due to carousel)	<b>Block 1</b> -Graphical monitoring	<b>Block 2</b> -Stop motion animation	<b>Block 3</b> -Podcasts
<b>Drama</b> (Taught in blocks rather than terms due to carousel)	<b>Block 1</b> -Soundscapes -Storytelling -Creating mood and atmosphere	<b>Block 2</b> -Narration -Vocal expression -Gesture and mime	<b>Block 3</b> -Creating stories and short scenes -Improvisation
<b>DT</b> (Taught in blocks rather than terms due to carousel)	<b>Block 1</b> -Types of Bridges	<b>Block 2</b> -Strong Structures	<b>Block 3</b> -Bridge challenge
<b>Music</b>	-Performance	-Structure	-Composition
<b>RE</b>	-Judaism	-Judaism/Christianity	-Christianity
<b>Humanities</b>	-World War Two from a British domestic perspective.	-The Victorian era	-Our changing world
<b>Art</b>	-Line and Shape	-Colour and Value	-Form, Texture and Space
<b>Life Skills</b>	-Right and Wrong -Rights and Responsibilities -Rules and Laws -Mr Smith's Charity	-Mindfulness	-Cyber Safety -In the Media – What's News?
<b>PE</b>	-Health related fitness and Gymnastics	-Skill acquisition and Movement	-Track and Field
<b>Games</b>	Football	Rugby	Cricket
<b>French</b>	- More on the gender of nouns	- Weather	-La maison

	<ul style="list-style-type: none"><li>- Definite/indefinite articles</li><li>- <i>Aimer</i> (with a greater range of subject pronouns)</li><li>- Animals</li><li>- Family</li></ul>	<ul style="list-style-type: none"><li>- Body parts</li><li>- <i>être &amp; avoir</i></li></ul>	<ul style="list-style-type: none"><li>- Possessives</li><li>- Schools</li><li>- Emotions</li></ul>
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## Year 6

Subject	Term 1	Term 2	Term 3
<b>English</b>	<p><b>Modern Fiction:</b> Selection of classical and modern fiction from the canon, with an increasing emphasis on reading for subtlety, shades of meaning and nuance</p> <p><b>11+ Preparation:</b> Regular testing of comprehension and verbal reasoning skills, with regular exposure to past papers</p> <p><b>Grammar:</b> Direct speech, using a variety of punctuation, revising and developing complex grammatical structures</p> <p><b>Spelling/Vocab building:</b> Working through Schofield &amp; Sims Book 6, vocabulary focus</p>	<p><b>Modern Fiction:</b> Selection of classical and modern fiction from the canon</p> <p><b>Piece of extended writing based on Maze Runner or Jungle Book.</b></p> <p><b>OR</b></p> <p><b>Create story book for Year 1, based on Just So Stories,</b></p> <p><b>Grammar:</b> Complex and compound sentences, description, direct speech, punctuation, whole book production</p> <p><b>Spelling/ Vocab building:</b> Continue Schofield &amp; Sims Book 6. Extension vocab provided on a weekly basis with words from their current literature.</p>	<p>Focus on Poetry/ Shakespeare week:</p> <p><b>Performance poetry:</b> to create performance poems for end of term assembly. Zephaniah/ Rosen / Belloc etc to stimulate performance and production.</p> <p><b>Reading:</b> free choice for interest and pleasure – aim to get boys to read one book a fortnight – reading records to be kept by English teachers and monitored closely.</p> <p><b>Spelling tests:</b> to continue Schofield &amp; Sims Book 6.</p>
<b>Maths</b>	<p>The 4 Operations with decimals</p> <p>Lowest common multiple and highest common factor</p> <p>Number Machines and Balance puzzles</p> <p>Algebra and Number Sequences: find the nth term formula</p> <p>Problem Solving</p> <p>Averages</p> <p>Coordinates and Shapes</p> <p>3D shapes volume, nets and surface</p>	<p>Multiplying by fractions, decimals and percentages</p> <p>Dividing by decimals percentages and fractions</p> <p>Circles: calculate the circumference</p> <p>Circle: calculate the area</p> <p>Construction of Shapes using compass and protractor</p> <p>Angles: Parallel lines and triangles</p> <p>Interior and exterior angles of regular</p>	<p><u>Introduction to JavaScript: Computer Programming</u></p> <ul style="list-style-type: none"> <li>• To draw basic shapes with JavaScript</li> <li>• To colour basic shapes with JavaScript</li> <li>• To introduce variables into programming</li> <li>• To use variables to animate</li> </ul>

	<p>area Plans, Elevations and Isometric Drawing Draw and Interpret Pie charts and Bar Charts Algebra Review</p>	<p>polygons Algebra: solve linear equations International methods of multiplication Correlation Investigations Scale Drawing</p>	<p>shapes</p> <ul style="list-style-type: none"> <li>• To apply text and strings to programming</li> <li>• To introduce functions to animate shapes</li> <li>• To use logic and 'if' statements</li> <li>• To problem solve and debug programs</li> <li>• To use 'while' and 'for' loops</li> <li>• To introduce arrays</li> </ul> <p>To create their own project for the final year revue, incorporating the new skills developed this term.</p>
<b>Science</b>	<p>-Living things and their habitats -Animals (including humans)</p>	<p>-Evolution and inheritance -Light</p>	<p>-Electricity</p>
<b>ICT</b> (Taught in blocks rather than terms due to carousel)	<p><b>Block 1</b> -Multimedia presentations</p>	<p><b>Block 2</b> -Coding</p>	<p><b>Block 3</b> -Programming</p>
<b>Drama</b> (Taught in blocks rather than terms due to carousel)	<p><b>Block 1</b> -Mime skills -Creating drama from visual stimuli -Developing characters</p>	<p><b>Block 2</b> -Using the voice to convey mood and emotion -Improvisation -Greek theatre</p>	<p><b>Block 3</b> -Writing play scripts -Story telling in drama</p>
<b>DT</b> (Taught in blocks rather than terms due to carousel)	<p><b>Block 1</b> -Pulleys</p>	<p><b>Block 2</b> -Pulleys/Cranes</p>	<p><b>Block 3</b> -Cranes</p>

<b>Music</b>	-Performance	-Listening	-Performance
<b>RE</b>	-Islam	-Hinduism	-Buddhism/Sikhism
<b>Humanities</b>	-World War Two from a geopolitical perspective	-The effect of developments in technology over time	-Environmental effects on earth
<b>Art</b>	-Line and Shape	-Colour and Value	-Form, Texture and Space
<b>Life Skills</b>	-Mindfulness	-The Global Community -Moving On	-Year 6 Leavers' Programme
<b>PE</b>	-Health related fitness and Gymnastics	-Skill acquisition and Movement	-Track and Field
<b>Games</b>	Football	Rugby	Cricket
<b>French</b>	- Revision of numbers to 100 - The negative - Animals - Family - <i>être &amp; avoir</i> - present tense regular <i>-er</i> verbs	- Weather - Time - Body parts - Possessives	- Les Matières Scolaires - Reflexive verbs - <i>faire</i> - Sports - Emotions