



## Curriculum, Teaching and Learning Policy

### Contents

Introduction .....	2
Spiritual, Moral, Social and Cultural Education .....	3
Early Years Foundation Stage .....	4
Setting .....	5
Appendix 1 – Curriculum Map .....	6
Appendix 2 – Work Scrutiny .....	26

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## Introduction

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 & Prep School (the 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:

- 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:

- 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 generally 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 (**Appendix 1**) serves as an overview of our curriculum. 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 (Appendix 1) 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'

## Spiritual, Moral, Social and Cultural Education

We endeavour to promote the spiritual and moral development of pupils in particular through our Life Skills programme (PSHE), Relationships Education and the Religious Education (RE) curriculum. Personal, social, health and economic (PSHE) 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 & Prep through the Life Skills and Relationships Education 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 a 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.

It is also considered important to encourage the children to express themselves creatively through Music, Drama and Art. The Physical Education programme provides the pupils with opportunities for development of skills in all aspects as well as encouraging team spirits through full participation in House events. Ideas discussed at School Council meetings often present opportunities for the whole school to deepen and broaden its Spiritual, Moral, Social and Cultural Education.

As a school, we value and celebrate the diverse heritages of everybody at Hampton Pre-Prep & Prep School, but alongside this, we value and celebrate being a part of the United Kingdom. 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, Relationships Education 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.

## 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.

Our curriculum planning, therefore, 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.

Hampton Pre-Prep & 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 children's experiences. 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.

**Work scrutiny** takes place on a regular basis, and is coordinated by the Deputy Head Academic (**Appendix 2**); feedback is provided to ensure standards throughout the School are consistently high. The first work scrutiny, early in the Autumn term, focuses on implementation of whole-school policies. Subsequent work scrutiny allows flexibility in terms of what is focused on depending on themes that emerge throughout the academic year, and The Higher Document. Heads of Department (HoDs) are actively involved in this process, alongside SMT. 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.

Heads of Department meet regularly with the Deputy Head Academic, both on an informal and formal basis. Formal meetings, in the first half of the Autumn Term and first half of the Spring Term, focus on reviewing curriculum documentation and evaluating Medium Term planning, and department aims for the forthcoming year and future initiatives and developments respectively.

## **Setting**

In the Prep, boys are set for Mathematics from the beginning of Year 4 and in English from Year 5. Form/subject teachers, Heads of Department and the Deputy Head Academic collaboratively set, considering a range of information covering both subjective and objective measures. It is important for our school not to set pupils based on any one criterion. Teaching sets are not fixed but fluid; teaching staff, the relevant Head of Department and the Deputy Head Academic discuss movement of pupils between sets. Final decisions are made by the Deputy Head Academic.

## Appendix 1 – 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 (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 Pattern making	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 2D and 3D shape, repeating patterns and symmetrical patterns Concept of length and mass O'clock times	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 Comparing 2 quantities / amounts – mass and capacity Symmetrical patterns Money
<b>U the W</b>	Holidays	Winter	Mindfulness Growth & Change

<p><b>(Specific Area)</b></p>	<p>Myself My body Fruit Harvest Vegetables Autumn Diwali Light &amp; Dark Hedgehogs Dear Zoo Christmas</p>	<p>New Year Penguins Seasons Habitats Colour Chinese New Year The 5 Senses Dinosaurs Weather Mothers' day Spring Easter</p>	<p>Mindfulness &amp; Sky Mindfulness &amp; Water Mindfulness &amp; Earth The Farm Mini-beasts The Sun &amp; Summer</p>
<p><b>PSED (Prime Area)</b></p>	<p>Establishing class routines Building relationships Working as part of a group or class Stories from different religions</p> <p>JIGSAW PSHE Relationships, Well Being and Health education units 1. Being in my world 2. Celebrating difference</p>	<p>Building confidence and raising self-esteem Developing independence Understanding what is right and wrong Thinking of others Care for the environment Mothering Sunday</p> <p>JIGSAW PSHE Relationships, Well Being and Health education units 3. Dreams and goals 4. Healthy me</p>	<p>Gaining independence in preparation for Y1 Celebrating individual achievements Caring for living things and the environment Water safety Road Safety</p> <p>JIGSAW PSHE Relationships, Well Being and Health education units 5. Relationships 6. Changing me</p>
<p><b>EA&amp;D (Specific Area)</b></p>	<p>Printing and painting Music – Having Fun With Music / Preparation for Christmas Christmas Concert</p>	<p>Songs and rhymes Range of media and techniques e.g. collage Craft work Card making / basket making Music – Developing the Singing Voice / Spring Rhythms</p>	<p>Looking at and interpreting the work of well-known artists Using a variety of skills and techniques in different media Music – Developing the Singing Voice / Summertime Fun Summer Concert</p>

<p><b>PD (Prime Area)</b></p>	<p>Fine motor control: e.g. play dough, jigsaw puzzles, cutting and sticking, threading, tracing. Spatial awareness, balancing, ball skills and team games Health &amp; Self Care – the importance of physical exercise and a healthy diet. Managing own basic hygiene and personal needs</p>	<p>Fine motor control: e.g. play dough, jigsaw puzzles, cutting and sticking, threading, tracing. Using equipment, outdoor games Health &amp; Self Care – the importance of physical exercise and a healthy diet. Managing own basic hygiene and personal needs</p>	<p>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 &amp; Self Care – the importance of physical exercise and a healthy diet. Managing own basic hygiene and personal needs</p>
<p><b>OUTDOOR ADVENTURE</b></p>	<p>Launching opportunities for den and tent making, large cardboard construction, pegging materials &amp; boxes, digging and planting in the playground, funnels &amp; guttering, observations of organic matter, park walks, Journey Sticks.</p>	<p>Continuing with opportunities for den and tent making, large cardboard construction, pegging materials &amp; boxes, digging and planting in the playground, funnels &amp; guttering, observations of organic matter, park walks, Journey Sticks.</p>	<p>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</p>

## Year 1

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Stories with familiar settings Labels, lists and signs Fantasy Stories Weekly spellings (Nelson)	Stories with repeating patterns Songs and repetitive poems Pattern and rhyme Poetry Weekly spellings (Nelson)	Stories with repeating patterns Traditional tales Instruction writing Weekly spellings (Nelson)	Information texts Rhyming and humorous poetry Weekly spellings (Nelson)	Fairytale stories Fantasy Stories Weekly spellings (Nelson)	Letters Information Texts Traditional Poetry Weekly spellings (Nelson)
<b>Maths</b>	Number, place value, addition and subtraction. Geometry-properties of 2D shapes. Measurement-length and height.	Number, place value, addition, subtraction, multiplication and division. Geometry-position and direction. Measurement-money. Fractions	Number, place value, addition and subtraction – including money. Multiplication and division. Geometry-properties of shapes.	Number-multiplication and division. Measurement - volume & capacity. Measurement – time.	Number - place value. Number – Fractions. Geometry-position and direction. Measurement – volume and capacity Measurement-length and height.	Number, place value, addition and subtraction. Multiplication and division. Geometry-properties of shapes.
<b>Science</b>	Seasonal Changes: Autumn and Winter	Animals including humans	Every day materials	Plants	Space - Astronauts	Space - Planets
<b>Humanities</b>	The Enchanted Woodlands	Memory Box – personal history	Rio de Vida – Brazil, celebrations, carnival	Splendid Skies - weather	Moon Zoom	The Seaside
<b>RE</b>	Caring for Others	Celebrations	Friendship	The Easter Story	Places of Worship	

<b>Life Skills</b> (Relationships Education)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>PE</b>	Developing skills: running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and beginning to apply these in a range of activities. Swimming at Hurst Pool each week Sports Day					
<b>ICT</b>	Online Safety/Grouping and Sorting/Pictograms		Lego Builders/Maze Explorers/Animated Story Books		Coding/Spreadsheets/Technology Outside of School	
<b>Music</b>	Air Music	Scary Story Sounds Dance Macabre	We Compose	Basic music elements	Water Music	Carnival of the Animals
<b>ART</b>	Exploring Colour in Nature		What's the weather?		Space	
<b>DT</b>	Woodland homes		Designing and making a carnival mask		Designing a rocket	

## Year 2

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Key Texts:</b> 'If I Ran The Circus', 'Clown', 'Peter Spier's Circus'</p> <p><b>Grammar:</b> capital letters, full stops, question marks, exclamation marks, common nouns, proper nouns, co-ordinating conjunctions</p> <p><b>Phonics:</b> a-e, ai, ay, ee, ea, e-e, i-e, igh, y, o-e, oa, ow, u-e, oo, ew</p> <p><b>Composition:</b> stories in a familiar setting, sequencing events</p> <p><b>Spelling:</b> Weekly lists (Nelson)</p>	<p><b>Key Texts:</b> 'Lila and The Secret of Rain', 'Handa's Surprise'</p> <p><b>Grammar:</b> pronouns, commas in lists, expanded noun phrases, subordinating conjunctions</p> <p><b>Phonics:</b> ar, oi, oy, ear, ea, er, ir, ur, ou, ow, or, ore, aw, au</p> <p><b>Composition:</b> stories from other cultures, predictions, setting description, diary writing</p> <p><b>Spelling:</b> Weekly lists (Nelson)</p>	<p><b>Key Texts:</b> 'Me, the Queen and Christopher', 'The Queen's Knickers'</p> <p><b>Grammar:</b> plurals, possessive apostrophes, homophones, alphabetical order, verbs</p> <p><b>Phonics:</b> air, ear, are, all, al, unusual 'o' words, un-, dis-, soft c</p> <p><b>Composition:</b> character description, structured story writing, letters</p> <p><b>Spelling:</b> Weekly lists (Nelson)</p>	<p><b>Key Texts:</b> 'The Hodgeheg', 'The Wilderness War'</p> <p><b>Grammar:</b> adverbs, verbs, present tense, past tense, dictionary use, proof reading</p> <p><b>Phonics:</b> soft g, ge, dge, le, el, al, il, adding 's or s, y, ey</p> <p><b>Composition:</b> fact files, non-chronological reports, instructions</p> <p><b>Spelling:</b> Weekly lists (Nelson)</p>	<p><b>Key Texts:</b> 'Rainforest Adventure', 'The Great Kapok Tree'</p> <p><b>Grammar:</b> sentence types proof-reading, suffixes, prefixes</p> <p><b>Phonics/spelling rules:</b> adding – ing, -ed, -er, silent letters (k, g, w, h), wa, qua, adding – less, -ful, -ness, -ment, -ly</p> <p><b>Composition:</b> descriptions, persuasive writing</p> <p><b>Spelling:</b> Weekly lists (Nelson)</p>	<p><b>Key Texts:</b> 'One Day on our Blue Planet: In the Rainforest', 'Amazon Adventure: Unfolding Journeys'</p> <p><b>Grammar:</b> contractions, prepositions, comparatives, superlatives, speech marks</p> <p><b>Phonics/spelling rules:</b> contractions, -tion, homophones, y+er, y+est, y+ed</p> <p><b>Composition:</b> newspaper report, structured story writing</p> <p><b>Spelling:</b> Weekly lists (Nelson)</p>
<b>Maths</b>	<p>Sequencing to 100</p> <p>Place Value</p> <p>Addition facts</p> <p>Money</p> <p>Length</p> <p>2D shape</p>	<p>Subtraction</p> <p>Multiplication</p> <p>Fraction – halves/quarters</p> <p>Time</p> <p>Data Handling</p>	<p>Counting in 2s, 3s, 5s &amp; 10s</p> <p>Ordering numbers</p> <p>Addition to 100</p> <p>Money</p> <p>Weight</p> <p>3D shape</p>	<p>Measurement (estimating, measuring and comparing mass)</p> <p>Addition and subtraction to 100</p> <p>Money</p> <p>Statistics</p> <p>Multiplication and place value</p>	<p>Money</p> <p>Capacity</p> <p>2D shapes – turning and symmetry</p>	<p>Sequencing to 1000</p> <p>Addition &amp; subtraction with hundreds</p> <p>Division</p> <p>Venn diagrams</p>

<b>Science</b>	Forces & Movement	Everyday Materials	Electricity	Animals (including humans)	Living Things and Their Habitats	Plants & Animals in the Local Environment
<b>Humanities</b>	Journey of the Circus	Africa	Inspiring People		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>Relationships Education – Jigsaw Resources</b>					
<b>PE</b>	Inter-House Cross Country Swimming: Hurst Pool throughout the year Weekly sessions with a gym and games specialist					Pre-Prep Sports Day
<b>ICT</b>	Mouse control & keyboard awareness		Word documents & Keynote presentations		Research & note taking	
<b>Music</b>	Handa's Surprise Rhythms	The Nutcracker	Opera	Music and Poetry	No Place Like (Kerry Andrew)	Composer Studies
<b>ART</b>	Circus	Africa	Inspiring Individuals		Rainforests	
<b>DT</b>	Designing and making a car (Purple Mash)		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,</p> <p>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>	<ul style="list-style-type: none"> <li>- Animals (inc. humans)</li> <li>- Light</li> </ul>	<ul style="list-style-type: none"> <li>- Rocks</li> <li>- Forces and Magnets</li> </ul>	<ul style="list-style-type: none"> <li>- Plants</li> </ul>
<b>ICT</b>	<ul style="list-style-type: none"> <li>-E-Safety</li> <li>-Touch typing</li> </ul>	<ul style="list-style-type: none"> <li>-E-Safety</li> <li>-Word processing</li> </ul>	<ul style="list-style-type: none"> <li>-E-Safety</li> <li>-Photography</li> </ul>
<b>Drama</b>	<ul style="list-style-type: none"> <li>-Beginning acting skills</li> <li>-Superheroes Unit (tableaux and physical theatre)</li> </ul>	<ul style="list-style-type: none"> <li>-Where the Wild Things Are (drama from stories)</li> <li>-Mime</li> </ul>	<ul style="list-style-type: none"> <li>- Storytelling through fables</li> <li>-Puppetry</li> </ul>
<b>DT</b>	<ul style="list-style-type: none"> <li>- Introduction to DT and using tools.</li> <li>- Light: Periscopes, Kaleidoscopes and Torches</li> </ul>	<ul style="list-style-type: none"> <li>- Simple machines</li> <li>-Magnet mazes</li> </ul>	<ul style="list-style-type: none"> <li>- Seed dispersal: Helicopters, Parachutes and Catapults</li> </ul>

<b>Music</b>	-Sound Families -Rhythm and Layering	-The Orchestra -Pitch	-Peter and the Wolf -Graphic scores
<b>RE</b>	-Creation stories from a variety of ancient cultures and religions	-Stories of natural phenomenon in tradition, including flood myths and other stories arising from earthquakes, volcanoes etc.	- Morality stories with a message
<b>History</b>	- The Stone Age - a study of the lives and achievements of Stone Age people	- Early civilisations - Early Sumer and Egypt, focusing on farming and the birth of literacy	- The Classical World - How did culture and politics develop in ancient Greece and Rome.
<b>Geography</b>	The World, what does it look like? - Identifying the places on the globe, including physical and political boundaries of continents, oceans, and important man-made features - A study of the continent of Africa including physical features, climate and political borders.	Asia and the Americas - A study of the geography, climate and key landmarks - How have these features determined the nature of human settlement and the kinds of industry that exist?	Europe and Great Britain - A study of the geography, climate and key landmarks - How have these features determined the nature of human settlement and the kinds of industry that exist?
<b>Art</b>	-Line and shape	-Colour and value	--Form, texture and space
<b>Life Skills</b>	<b>Celebrating Difference</b> -Families and their differences -Family conflict and how to manage it (child-centred) -Witnessing bullying and how to solve it -Recognising how words can be hurtful -Giving and receiving compliments	<b>Dreams and Goals</b> -Difficult challenges and achieving success -Dreams and ambitions -New challenges -Motivation and enthusiasm -Recognising and trying to overcome obstacles -Evaluating learning processes -Managing feelings -Simple budgeting  <b>Healthy Me</b> -Exercise -Fitness challenges -Food labelling and healthy swaps -Attitudes towards drugs -Keeping safe and why it's important	<b>Relationships</b> -Family roles and responsibilities -Friendship and negotiation -Keeping safe online and where to go for help -Being a global citizen -Being aware of how my choices affect others -Awareness of how other children have different lives -Expressing appreciation for family and friends  <b>Changing Me</b> -Family stereotypes -Challenging my ideas -Preparing for transition

		online and offline scenarios -Respect for myself and others -Healthy and safe choices	
<b>PE</b>	-Health related fitness and Skill acquisition and movement.	-Gymnastics -Hockey	-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>French</b>	- Greetings and getting to know one another in French - Animals - Gender of nouns (indefinite article) - Numbers up to 20	- French 'verby bits' - 'Being' an animal in French - Gender of nouns (definite articles, incl. plural nouns)	- Colours (and position of adjectives, but not making their agreement explicit) - Toys and games

## Year 4

Subject	Term 1	Term 2	Term 3
English	<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>
Maths	<p>Mental Maths strategies.            Number, Place Value and Rounding            Mental Addition and subtraction numbers up to 1000            ‘Long’ Multiplication and ‘bus stop’ division (with remainders, fractions and or decimals).            Time, mass, capacity, length &amp; area            Number Sequences            Addition and subtraction numbers up to 10000 (written calculations)            Geometry; 2D &amp; 3D shapes, measuring and drawing angles, types of angle (acute, obtuse and reflex)            Symmetry</p>	<p>Mental Maths strategies.            Data handling; graphs and charts; bar charts, line graphs, pictograms and pie charts.            Coordinates            Mental and written addition and subtraction methods            Multiplication and division            Decimals            Fractions, equivalent fractions (inc. simplifying), fractions on number line, fractions of a number, improper fractions, and converting to decimals.            Addition and subtraction of decimals            Perimeter and area of 2D shapes            Negative Numbers (inc. adding negative numbers)            Scales, estimation and rounding            Operations with Money</p>	<p>Mental Maths strategies.            Mental Calculations            Written addition and subtraction            Collecting and displaying data, pictograms,            Data handling            Mental Strategies            2D shapes            mass, volume, capacity, length &amp; area</p>
Science	<ul style="list-style-type: none"> <li>- Classification of Living Things</li> <li>- Electricity</li> </ul>	<ul style="list-style-type: none"> <li>- States of matter (solid, liquid and gas)</li> <li>- Human physiology</li> </ul>	<ul style="list-style-type: none"> <li>- Sound</li> </ul>

<b>ICT</b>	-E-Safety -Branching databases	-E-Safety -Word processing	-E-Safety -Animation
<b>Drama</b>	-Elements of Drama -Photo Prompts (drama from photographs)	-Mask work -Aboriginal Dreamtime (story telling from traditional tales)	-Exploring News Headlines (drama based on real events) -The Flower (Environment themed drama)
<b>DT</b>	-Electricity: Model electric car, Racing car challenge	-States of matter: Steam boat -Human body: Build a robotic hand	-Sound and vibration: Build a variety of musical instruments
<b>Music</b>	- Stomp - Winter Soundscapes	- Music Notation - Music & Art	- Pentatonic Music of the Far East - A Bao A Qu
<b>RE</b>	- Parables from a variety of different cultural traditions	-Parables (continued)/Religious festivals and traditions	- Festivals continued with emphasis on individual project/research work. - Important religious figures
<b>History</b>	- Invasion Britain - How did the invasions of the first millennium CE affect the development of Britain? Including: Romans, Anglo-Saxons, Vikings and Normans	- Tudor Britain - the effect of the Reformation on English culture and its relationship with Europe - What was life like for ordinary people?	- Exploration - Key European explorers - Exploration during Tudor times and the beginnings of British overseas colonies
<b>Geography</b>	- Maps - How are they created? - How do we use them?	- Rivers - physical features - human interaction	- The Water Cycle - How does it work? - How do we influence the water cycle and attempt to manage it?
<b>Art</b>	-Line and shape	-Colour and value	-Form, texture and space
<b>Life Skills</b>	<b>Celebrating Differences</b> -Challenging assumptions -Judging by appearance -Accepting self and others -Understanding influences -Understanding bullying -Problem-solving -Identifying how special and unique everyone is -First impressions	<b>Dreams and Goals</b> -Hopes and dreams -Overcoming disappointment -Creating new, realistic dreams -Achieving goals -Working in a group -Celebrating contributions -Resilience -Positive attitudes	-Mindfulness  <b>Relationships</b> -Jealousy -Love and loss -Memories of loved ones -Getting on and falling out -Girlfriends and boyfriends -Showing appreciation to people and animals

		<b>Healthy Me</b> -Healthier friendships -Group dynamics -Smoking -Alcohol -Assertiveness -Peer pressure -Celebrating inner strength	<b>Changing Me</b> -Being unique -Confidence in change -Accepting change -Preparing for transition -Environmental change
<b>PE</b>	-Health related fitness and Skill acquisition and movement	-Gymnastics -Hockey	-Track and Field
<b>Games</b>	Football	Rugby	Cricket
<b>French</b>	- Greetings & farewells - Alphabet and key sounds - Numbers up to 31 - Age - Days and months - Birthday and date - Classroom objects and equipment - Gender of nouns - Colours - Christmas in France	- Brothers and sisters - Pets - Sports - Hobbies - Easter in France	- Food - At the market - Clothes

## Year 5

Subject	Term 1	Term 2	Term 3
<b>English</b>	<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>
<b>Maths</b>	<p>Non-verbal reasoning</p> <p>Number Operations</p> <p>Types of number, factors, primes, multiples and squares</p> <p>Number Sequences</p> <p>Operations with Decimals</p> <p>Operations with negative numbers</p> <p>Fractions (operations with, fractions of a number, decimal and percentage equivalence)</p> <p>Percentages</p> <p>Metric Units of weight, length and capacity</p> <p>Perimeter, Area and Volume</p> <p>Rotation and Reflection</p> <p>Properties of 2D shapes</p> <p>Symmetry</p> <p>Angles: drawing and measuring</p>	<p>Non-verbal reasoning</p> <p>Rotation</p> <p>Reflection</p> <p>Handling Data</p> <p>Ratio and proportion</p> <p>Averages: mode, median, mean and range</p> <p>BIDMAS,</p> <p>Nth Term</p> <p>Averages (mean, median and mode)</p>	<p>Non-verbal reasoning</p> <p>Time Problems</p> <p>Function machines (or 'number machines')</p> <p>Using Algebra (calculating 'x', inc. simple linear equations)</p> <p>Mixed Problems and Mathematical reasoning.</p> <p>3D Shapes</p>
<b>Science</b>	- Physical Properties	- Evolution and Genetics	- Astronomy

	- Forces	- Life Cycles	(Rates of Reaction at Hampton School)
<b>ICT</b>	-E-Safety -Graphic Modelling	-E-Safety -Game creation	-E-Safety -Word processing
<b>Drama</b>	-Character work -Writing and performing monologues	-Costumes (designing costumes and building character) -Storytelling around the world	-Radio plays -Shakespeare
<b>DT</b>	-Properties and forces: Types of Bridges, Truss bridge challenge	Forces: Pulley investigation and pulley cranes.	-Astronomy: Make an orrery and model solar system
<b>Music</b>	-Space Music -Percussion Composition	-Film Music -Elements of Music	-World Music -Music of Nations Project
<b>RE</b>	-Judaism	-Judaism/Christianity	-Christianity
<b>History</b>	- Victorian Society - How did the advances in industry, technology and science shape this time?	-Work and education in Victorian Britain - The effect on both adults and children	- The move for social reform in Victorian society.
<b>Geography</b>	- Planet Earth, - a study of the geophysical forces that shape our planet	- A closer case study of the impact	Manmade or natural disasters? How has human activity affected the way that we manage the environment?
<b>Art</b>	-Line and Shape	-Colour and Value	-Form, Texture and Space
<b>Life Skills</b>	<b>Celebrating Difference</b> -Cultural differences and how they can cause conflict -Racism -Rumours and name-calling -Types of bullying -Material wealth and happiness -Enjoying and respecting other cultures	-Mindfulness  <b>Dreams and Goals</b> -Future dreams -The importance of money -Jobs and careers -Dream jobs and how to get there -Goals in different cultures -Supporting others (charity) -Motivation  <b>Healthy Me</b> -Smoking, including vaping -Alcohol	<b>Relationships</b> -Self-recognition and self-worth -Building self-esteem -Safer online communities -Rights and responsibilities online -Online gaming and gambling -Reducing screen time -Dangers of online grooming -SMARRT internet safety rules  <b>Changing Me</b> -Self- and body image -Influence of online and media body image

		<ul style="list-style-type: none"> <li>-Alcohol and anti-social behaviour</li> <li>-Emergency aid</li> <li>-Body image</li> <li>-Relationships with food</li> <li>-Healthy choices</li> <li>-Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>-Growing responsibility</li> <li>-Coping with change</li> <li>-Preparing for transition</li> </ul>
<b>PE</b>	-Health related fitness and Skill acquisition and movement	<ul style="list-style-type: none"> <li>-Gymnastics</li> <li>-Hockey</li> </ul>	-Track and Field
<b>Games</b>	Football	Rugby	Cricket
<b>French</b>	<ul style="list-style-type: none"> <li>- Revision of Year 4 work</li> <li>- Alphabet and key sounds</li> <li>- Classroom language</li> <li>- Dictionary skills</li> <li>- French handwriting</li> <li>- Pets</li> <li>- Farm and wild animals</li> <li>- Christmas in France</li> </ul>	<ul style="list-style-type: none"> <li>- Spelling Bee competition</li> <li>- Opinions</li> <li>- School in France</li> <li>- School subjects</li> <li>- Family members</li> <li>- Easter in France</li> </ul>	<ul style="list-style-type: none"> <li>- Physical description</li> <li>- Verb 'être'</li> <li>- Rooms in the house</li> <li>- Weather</li> <li>- End of year project on Paris</li> </ul>

## 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>Preparation for the 11+ Exam:</p> <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 (mean, median and mode)</p> <p>Coordinates and Shapes</p> <p>3D shapes volume, nets and surface area</p> <p>Plans, Elevations and Isometric</p> <p>Drawing</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 polygons</p> <p>Algebra: solve linear equations</p> <p>International methods of multiplication</p> <p>Correlation Investigations</p>	<p>Designing and creating a board game based on the Year 3 Maths curriculum.</p> <p>Introduction to JavaScript: Computer Programming</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 shapes</li> </ul>

	Draw and Interpret Pie charts and Bar Charts Algebra Review	Scale Drawing	<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>	- Dinosaurs and Fossils - Evolution	- Bodily Systems - Light and the Eye	- Electricity
<b>ICT</b>	E-safety Multimedia Presentations	E-safety Coding	E-safety Programming
<b>Drama</b>	-The Voice (how to use and adapt the voice for Drama) -Set Design	-Theatre History -Myths (creating Drama from Myths)	-Pay it Forward movie project
<b>DT</b>	-Forces: Water bottle rockets	-The human body: Making a heart	-Electricity: Controllable cars
<b>Music</b>	-Music History (Pre History – Romantic) -Advertising Composition	-Music History – (Romantic – 20 <sup>th</sup> Century) - Experimental Music	-A Cappella & Beatboxing -Soundtrack of My Life
<b>RE</b>	-Islam	-Hinduism	-Buddhism/Sikhism
<b>History</b>	-World War Two from a geopolitical perspective - How war has shaped our world, a close study of the progression and effects.	-World War Two, - a continued study of the development of the course of the war and its effects on Europe and the world.	Post war Britain - The establishment of the Welfare State - Migration, - how did the resettlement of migrant groups from former British Colonies effect our society?
<b>Geography</b>	Coasts	Oceans	Extreme weather

	What are the natural processes that create and form coastal features?	<ul style="list-style-type: none"> <li>- How do oceans drive the climate?</li> <li>- The essential relationship between the oceans and all life on Earth.</li> </ul>	<ul style="list-style-type: none"> <li>- How does extreme weather affect us?</li> <li>- Has human activity made this problem worse?</li> </ul>
<b>Art</b>	-Line and Shape	-Colour and Value	-Form, Texture and Space
<b>Life Skills</b>	-Mindfulness	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>-Personal learning goals, in and out of school</li> <li>-Success criteria</li> <li>-Emotions in success</li> <li>-Making a difference in the world</li> <li>-Motivation</li> <li>-Recognising achievements</li> <li>-Compliments</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>-Taking personal responsibility</li> <li>-How substances affect the body</li> <li>-Exploitation, including 'county lines' and gang culture</li> <li>-Emotional and mental health</li> <li>-Managing stress</li> </ul>	<p>-Year 6 Leavers' Programme</p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>-Mental health</li> <li>-Identifying mental health worries and sources of support</li> <li>-Love and loss</li> <li>-Managing feelings</li> <li>-Power and control</li> <li>-Assertiveness</li> <li>-Technology safety</li> <li>-Take responsibility with technology use</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>-Self-image</li> <li>-Body image</li> <li>-Reflections about change</li> <li>-Physical attraction</li> <li>-Respect and consent</li> <li>-Boyfriends/girlfriends</li> <li>-Sexting</li> <li>-Transition</li> </ul>
<b>PE</b>	-Health related fitness and Skill acquisition and movement	<ul style="list-style-type: none"> <li>-Gymnastics</li> <li>-Hockey</li> </ul>	-Track and Field
<b>Games</b>	Football	Rugby	Cricket
<b>French</b>	<ul style="list-style-type: none"> <li>- Revision of Year 5 work</li> <li>- Saying and asking how you feel</li> <li>- Body parts and saying what hurts</li> <li>- Sports</li> <li>- Christmas in France</li> </ul>	<ul style="list-style-type: none"> <li>- Hobbies</li> <li>- '-er' verbs – all pronouns</li> <li>- Numbers up to 100</li> <li>- Easter in France</li> </ul>	<ul style="list-style-type: none"> <li>- Types of films and TV programmes and opinions</li> <li>- Verbs 'avoir' and 'être'</li> <li>- Spanish taster lessons as part of the leavers' programme</li> </ul>

<b>Latin</b>	<ul style="list-style-type: none"> <li>- Introducing yourself</li> <li>- Family life in Roman Britain</li> <li>- Food in Roman times</li> <li>- Nouns and adjectives</li> <li>- The role of slaves in Roman times</li> <li>- Knowing how verbs are used</li> </ul>	<ul style="list-style-type: none"> <li>- The education system in Roman times</li> <li>- Adverbs</li> <li>- Travel in Roman Britain.</li> <li>- Understanding the Roman Army.</li> <li>- Giving commands</li> </ul>	<ul style="list-style-type: none"> <li>- Giving commands</li> <li>- Understanding the purpose of the Roman baths and the role of the doctor in Roman Britain.</li> <li>- Naming parts of the boy</li> <li>- Life in the Roman Army</li> <li>- Prepositions</li> </ul>
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## Appendix 2 – Work Scrutiny

### Work Scrutiny Cycle

Getting work scrutinies right can provide a powerful insight into the teaching and learning within a school.

Our work scrutiny cycle aims to:

- celebrate and develop best practice
- motivate staff
- focus on the nature and quality of written feedback
- consider the effectiveness of written teacher/pupil dialogue
- provide opportunities for staff to discuss their, and others', practice in an open and trusting environment

#### Timetable of Work Scrutiny (Years 1 – 6)

	Focus	Year Group	Carried out by	Carried in
Term 1	Whole-school policy implementation	All	SMT	English and mathematics books
Term 2	*	All	HoDs	All subjects
Term 3	*	All	SMT & HoDs collaboratively	English and mathematics books

#### The Process

- Term 2 and 3 do not have pre-determined focuses. The focus for these is agreed before the work scrutiny to allow focus flexibility i.e. a scrutiny may focus on how well a new initiative is being implemented or what a scheme of work looks like in practice
- for each scrutiny, three pupils from each form are selected by those leading the work scrutiny
- following a work scrutiny, a narrative review of the process will be written up, but most importantly, feedback will be provided by those leading the scrutiny in the next available staff meeting
- feedback will showcase best practice and staff are encouraged to discuss examples and engage with feedback