



Curriculum, Teaching and Learning Policy

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Date of next review	September 2025	Reason for review	Annual Review

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 the School 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 the 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 Life Skills (PSHE) sessions. These values are also integral to the Hampton School 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 (EYFS)

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).

The seven areas of learning and development must shape educational programmes in EYFS 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 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.

The 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). 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 (this forms part of the curriculum documentation and is available from the Head of Pre-Prep).

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, the 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*.

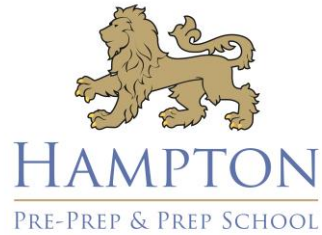
Work scrutiny takes place on a regular basis and is coordinated by the Deputy Head Academic; feedback is provided to ensure standards throughout the School are consistently high. The first work scrutiny, early in the Autumn term, focuses on implementation of whole-school policies. Subsequent work scrutiny 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 the Senior Leadership Team (SLT). Work scrutiny is also an important aspect of our biannual cycle of Professional Development Review. Please refer to the **Work Scrutiny Policy** for further information.

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 and 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

- *At our School, knowledge matters just as much as the skills we are seeking to develop in our pupils.*
- *This Curriculum Map is a summary overview of our Schemes of Work. The material in it is regularly scrutinised to ensure it remains fit for purpose.*
- *There is a strong emphasis on **richness** of content, **relevance** of material and great **rigour** in the teaching and learning of this material.*

We recognise that Schemes of Work should be tensile as well as robust. We consider ours as living documents, which are sufficiently challenging and demanding in their scope and vision for all our pupils, regardless of their ability. They are also agile enough, as are we, to adapt to all pupils' developing needs as we see them emerging over time.

Jason Ford

Deputy Head (Academic)

Last updated: Sept. 2024

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. Please refer the EYFS Policy for greater detail.			
	Term 1	Term 2	Term 3
	Ourselves, Autumn, Harvest Winter Festivals, The Gingerbread Man, The Jolly Christmas Postman	Shapes and Patterns Space Traditional Fairytales	Growing (vegetables and herbs) Minibeasts and Lifecycles Wild Animals
Reception			
Area of Learning	Term 1	Term 2	Term 3
C&L (Prime Area) Literacy (Specific Area)	Listening, Attention and Understanding- Listen attentively and responding to what they hear with relevant questions, comments and actions, clarify understanding and hold conversation when engaged in back and forth exchanges with teacher and peers Speaking- class circle time, class discussions, small group interactions,	Listening, Attention and Understanding- Listen attentively and responding to what they hear with relevant questions, comments and actions, clarify understanding and hold conversation when engaged in back and forth exchanges with teacher and peers Speaking- class circle time, class discussions, small group interactions,	Listening, Attention and Understanding- Listen attentively and responding to what they hear with relevant questions, comments and actions, clarify understanding and hold conversation when engaged in back and forth exchanges with teacher and peers Speaking- class circle time, class discussions, small group interactions,

<p>Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p>following instructions, show and tell</p> <p>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</p>	<p>following instructions, show and tell</p> <p>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</p>	<p>following instructions, show and tell</p> <p>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</p>
<p>MATHEMATICS (Specific Area)</p> <p>Number</p> <p>Numerical Pattern</p>	<p>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 Prepositions</p>	<p>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</p>	<p>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 Months of the year Comparing 2 quantities / amounts – mass and capacity Symmetrical patterns Money</p>
<p>U the W</p>	<p>Welcome to Reception</p>	<p>Winter</p>	<p>Mindfulness Growth & Change</p>

<p>(Specific Area)</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Making Our Mark Magnificent Me My Body / Hygiene Week A Healthy Plate Harvest Autumn Festivals of Light Remembrance Day Wild animals of the World Christmas trees Christmas</p>	<p>New Year Penguins Seasons Habitats Colour Chinese New Year The 5 Senses Dinosaurs Weather Mothers' day Spring Easter</p>	<p>Mindfulness & Sky Mindfulness & Water Mindfulness & Earth The Farm Mini-beasts The Sun & Summer</p>
<p>PSED (Prime Area)</p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Establishing class routines Building relationships Working as part of a group or class Stories from different religions Managing own basic hygiene and personal needs</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 Managing own basic hygiene and personal needs 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 Managing own basic hygiene and personal needs JIGSAW PSHE Relationships, Well Being and Health education units 5. Relationships 6. Changing me</p>

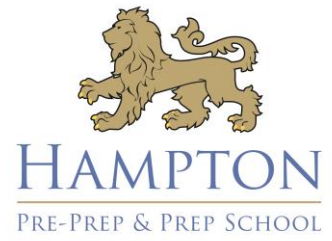
<p>EA&D (Specific Area)</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Printing and painting Music – Having Fun with Music Preparation for Christmas Christmas Concert</p>	<p>Songs and rhymes Range of media and techniques e.g. collage Craft work Card making / basket making 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>PD (Prime Area)</p>	<p>Fine Motor; Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Gross Motor; Spatial awareness, balancing, ball skills and team games Health & Self Care – the importance of physical exercise and a healthy diet.</p>	<p>Fine Motor; Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Gross Motor; Using equipment, outdoor games Health & Self Care – the importance of physical exercise and a healthy diet.</p>	<p>Fine Motor; Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Gross Motor; Bat and ball skills Athletics – running, jumping, skipping, aiming and catching Health & Self Care – the importance of physical exercise and a healthy diet.</p>
<p>OUTDOOR ADVENTURE</p>	<p>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</p>	<p>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</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</p>

	Sticks.	Sticks.	of the signs of Summer. Measuring plant growth
PE	<p>Gross Motor; Developing skills: Move energetically, running, jumping, dancing, hopping, skipping and climbing. Throwing, catching, negotiate space and obstacles safely, as well as developing balance, agility and co-ordination, and beginning to apply these in a range of activities. Demonstrate strength, balance and co-ordination when playing.</p> <p>Sports Day</p>		

Year 1

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<i>Ongoing</i> - Phonics (see SPAG map), Tricky words, Grammar (see SPAG map), Handwriting					
	Stories with familiar settings Labels, lists and signs Fantasy Stories Letters Weekly spellings Daily Phonics	Stories with repeating patterns Songs and repetitive poems Pattern and Rhyming poetry Weekly spellings Daily Phonics	Stories with repeating patterns Traditional tales Instruction Writing Weekly spellings Daily Phonics	Instruction Writing Rhyming and humorous poetry Weekly spellings Daily Phonics	Space Stories Fantasy Stories Diary writing Weekly spellings	Letters Information Texts Weekly spellings Daily Phonics

					Daily Phonics	
Maths	Number - Place Value (within 10) Geometry – Properties of shape	Number - Addition and Subtraction	Number - Place Value (within 20) Number - Addition and Subtraction	Measurement - Length and Height Measurement – Weight and Volume.	Number – Multiplication and Division. Number – Fractions Geometry – Position and direction	Number - Place value (within 100) Measurement – money Measurement – time
Science	Seasonal Changes: Autumn and Winter	Animals including humans	Every-day materials	Plants	Space - Astronauts	Space - Planets
Humanities	The Enchanted Woodland	Memory Box – Personal History	Rio de Vida – Brazil, Celebrations, Carnival	Splendid Skies - Weather	Moon Zoom	The Seaside
RE	Caring for Others	Celebrations	Friendship	The Easter Story	Places of Worship	



DT	Woodland homes	Designing and making a carnival mask	Designing and making a rocket
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Year 2

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Key Texts: “Too Much Talk” – A West African Folktale, by Angela Shelf Medearis, “The Jumblies”, by Edward Lear</p> <p>Composition: stories from other cultures, predictions, story openings, sequencing events, rewriting an alternative ending to a story, stanza, writing based on</p>	<p>Key Texts: ‘Lila and The Secret of Rain’, ‘Mama Panya’s Pancakes’, African Folk Tales</p> <p>Composition: stories from other cultures, instructions, predictions, setting description, diary writing</p> <p>Grammar</p>	<p>Key Texts: ‘The Whales’ Song’ by Dyan Sheldon; ‘The True Story of the Three Little Pigs’ by Jon Scieszka;</p> <p>Information and fiction books linked to inspiring individuals studied</p> <p>Composition: diary writing, newspaper report, structured story writing.</p>	<p>Key Texts: Information and fiction books linked to inspiring individuals studied, ‘Fantastic Mr Fox’ and ‘Charlie and the Chocolate Factory’ by Roald Dahl; Man on the Moon’ series by Simon Bartram.</p> <p>Composition: create settings and simple plots for stories, persuasive</p>	<p>Key Texts: ‘Rainforest Adventure’, ‘The Great Kapok Tree’, ‘The Shaman’s Apprentice’</p> <p>Composition: descriptions, persuasive writing</p> <p>Grammar</p> <p>Daily Phonics</p>	<p>Key Texts: ‘One Day on our Blue Planet: In the Rainforest’, ‘Amazon Adventure: Unfolding Journeys’</p> <p>Composition: newspaper report, structured story writing</p> <p>Grammar</p> <p>Daily Phonics</p>

	nonsense poetry	Daily Phonics	Grammar	writing, character description, fact files, non-chronological reports, instructions.	Weekly lists	Weekly lists	
	Grammar	Weekly lists	Daily Phonics	Grammar			
	Daily Phonics		Weekly lists				Daily Phonics
	Weekly lists						Weekly lists

Maths	Number - Place Value	Measurement - Money	Number - Multiplication and Division	Geometry - Properties of Shape	Measurement - Length and Height	Measurement - Time
	Number - Addition and Subtraction	Number - Multiplication and Division	Statistics	Number - Fractions	Geometry - Position and Direction	Measurement - Mass, Capacity and temperature
Science	Forces & Movement	Everyday Materials	Electricity	Animals (including humans)	Living Things and Their Habitats	Plants & Animals in the Local Environment
Humanities	Amazing Africa		Inspiring Individuals		Radical Rainforests	
RE	Famous People in the Bible	Celebrations	Judaism	Sikhism	Christianity	
Life Skills (Relationships Education)	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

PE	Developing skills: running, jumping, throwing, catching, striking, 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		House Cross Country		Sports Day	
Computing	Coding	Online Safety	Questioning	Effective Searching	Creating Pictures	Making Music
	Online Safety	Spreadsheets	Effective Searching	Creating Pictures	Making Music	Presenting Ideas
Music	Handa's Surprise Rhythms	The Nutcracker	Opera	Music and Poetry	No Place Like (Kerry Andrew)	Composer Studies (Mini Project)
ART	Amazing Africa / Seasonal Art		Inspiring Individuals connected Art		Rainforests	
DT	Designing and making a parachute		Designing and making a puppet		Designing and make a 3D rainforest	

Year 3

Subject	Term 1	Term 2	Term 3
English	<p>Modern Fiction: Tell me a Dragon (Autumn 1) Iron Man (Autumn 2)</p> <p>Comprehension: Retrieving information from text</p> <p>Composition: Writing own poems, concentrating on establishing a rhythm. Writing character descriptions. Writing instructions (sequencing). ‘What makes a good story’ – focus on structure. Features of a newspaper (recount). Setting the scene.</p> <p>Grammar</p> <p>Mrs Wordsmith vocabulary</p> <p>Weekly Spelling lists</p>	<p>Modern Fiction: Flora & Ulysses</p> <p>Comprehension: Retrieving information from text</p> <p>Composition: More on structuring a story. Writing non-chronological report. Persuasive writing on posters. Focus on recount skills. Writing non-fiction report - Newspaper report. Using alliteration. Writing for purpose: factual cards.</p> <p>Grammar</p> <p>Mrs Wordsmith vocabulary</p> <p>Weekly Spelling lists</p>	<p>Modern Fiction: Arthur and the Golden Rope</p> <p>Comprehension: Retrieving information from text and beginning to discuss how to answer inference style questions.</p> <p>Composition: Using dialogue within a story. Character traits and writing own character description. Poetry. Write a set of instructions. More on structuring a story.</p> <p>Grammar</p> <p>Mrs Wordsmith vocabulary</p> <p>Weekly Spelling lists</p>

Maths	Place Value and Counting Addition and Subtraction Multiplication and Division Metric Measurement 2D shapes and symmetry Time	Fractions Multiplication and Division Money Statistics Roman Numerals	3D shapes Angles and direction Coordinates Four operations in context of word problems
Science	- Animals (including. humans) - Light	- Rocks Forces and Magnets	- Plants See Life skills and RSE – 2 week programme
Computing	-E-Safety -Touch typing	-E-Safety -Word processing	-E-Safety -Photography
Drama	-Beginning acting skills -Superheroes Unit (tableaux and physical theatre)	-Where the Wild Things Are (drama from stories) -Mime	- Storytelling through fables -Puppetry (Mini Project)
Engineering	- Introduction to DT and using tools. - Light: Periscopes, Kaleidoscopes and Torches	- Simple machines -Magnet mazes	- Seed dispersal: Helicopters, Parachutes and Catapults
Music	-Sound Families -Rhythm and Layering	-The Orchestra -Pitch	-Peter and the Wolf -Graphic scores (Mini Project)
RE	-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

History	<ul style="list-style-type: none"> - The Stone Age - a study of the lives and achievements of Stone Age people 	<ul style="list-style-type: none"> - Early civilisations - Early Egypt, focusing on farming and the birth of literacy and the politics and culture of ancient Greece. 	<ul style="list-style-type: none"> - The Classical World - How did the Roman Empire emerge from the legacy of ancient Greece, and what was its impact on the people of Europe.
Geography	<p>Understanding our world</p> <ul style="list-style-type: none"> - Identifying the places and features on a globe <p>Exploration of Europe Discovering the differences that exist between geographical features and culture in a variety of European countries.</p>	<p>Exploration of India</p> <ul style="list-style-type: none"> - 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. - How does this compare with life in the UK? 	<p>Exploration of Europe</p> <ul style="list-style-type: none"> - A study of how the geological features affected the way that Europe was settled - How did climate affect the different forms of industry? - How did these factors influence the culture of different regions of Europe?
Art	-Line and shape	-Colour and value	--Form, texture and space
Life Skills (Relationships Education)	<p>Being Me in My World</p> <p>Celebrating Difference</p>	<p>Dreams and Goals</p> <p>Healthy Me</p>	<p>Relationships</p> <p>Changing Me</p>
PE	-Fundamentals of fitness and athletic development, skill acquisition and movement.	-Gymnastics -Hockey	-Track and Field
Games	-Football	-Rugby (Tag)	-Cricket
Dance	-Developing co-ordination and teamwork through dance	-Developing co-ordination and teamwork through dance	-Developing co-ordination and teamwork through dance

French	<ul style="list-style-type: none"> - Greetings and getting to know one another in French - Animals - Gender of nouns (indefinite article) - Numbers up to 20 	<ul style="list-style-type: none"> - French 'verby bits' - 'Being' an animal in French - Gender of nouns (definite articles, incl. plural nouns) 	<ul style="list-style-type: none"> - Colours (and position of adjectives, but not making their agreement explicit) - Toys and games
Philosophy	<p>Introduction to Philosophy</p> <ul style="list-style-type: none"> - The Socratic Method <p>Logic</p> <ul style="list-style-type: none"> - Formal logic 	<p>Ethics</p> <ul style="list-style-type: none"> - Animal ethics <p>Aesthetics</p> <ul style="list-style-type: none"> - What is art? 	<p>Epistemology</p> <ul style="list-style-type: none"> -Belief <p>Metaphysics</p> <ul style="list-style-type: none"> -Objects and their properties

Year 4

Subject	Term 1	Term 2	Term 3
English	<p>Modern Fiction: The Lion the Witch and the Wardrobe by C.S Lewis.</p> <p>Composition: Understanding how authors create vivid characters by describing actions and speech. Descriptive writing/character description/setting description. Using descriptive techniques to write a poem. Writing a balanced argument.</p> <p>Comprehension: Answering in full sentences, beginning inference</p> <p>Grammar</p> <p>Mrs Wordsmith vocabulary</p> <p>Weekly Spelling lists</p>	<p>Modern Fiction: The Highway Man</p> <p>Composition: understand how language contributes to the meaning of a poem. Exploration of character. Newspaper article. Figurative language. Diary entry. Write own poem.</p> <p>Newspaper article,</p> <p>Comprehension: Answering in full sentences, further practise of inference</p> <p>Grammar</p> <p>Mrs Wordsmith vocabulary</p> <p>Weekly Spelling lists</p>	<p>Modern Fiction: Here we Are by Oliver Jeffers.</p> <p>Composition: Creating realistic characters. Vivid imagery. Descriptive and sensory writing. Reflecting on yourself and then building characterisation from this. Poetry. Letter writing.</p> <p>Comprehension: Remembering to answer in full sentences, using conjunctions if desirable. Continuing to encourage and develop the use of inference to work out answers.</p> <p>Grammar</p> <p>Mrs Wordsmith vocabulary</p>

			Weekly Spelling lists
Maths	Place value and rounding Addition and subtraction Multiplication and division Perimeter Fractions Money time	Addition and subtraction Multiplication and division Area Decimals 2D shapes Statistics Angles and direction Percentages	Transformations Metric measurement 3D shapes Order of operations Averages
Science	- Classification of Living Things - Electricity	- States of matter (solid, liquid and gas) - Digestion and Teeth	- Sound - Working scientifically – Bubbles See Life skills and RSE – 2 week programme
Computing	- E-Safety - Branching databases	- E-Safety - Word processing	- E-Safety - Animation
Drama	- 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) – Mini Project
Engineering	- Electricity: Model electric car, Racing car challenge	- States of matter: Steamboat - Human body: Build a robotic hand	- Sound and vibration: Build a variety of musical instruments

Music	- Stomp - Winter Soundscapes	- Music Notation - Pentatonic Music of the Far East	- Music & Art - A Bao A Qu (Mini Project)
RE	- 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
History	- 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 lifelike for ordinary people?	- Exploration - Key European explorers - Exploration during Tudor times and the beginnings of British overseas colonies
Geography	- 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?
Art	-Line, shape and form	-Colour and value	-Form, texture and space
Life Skills (Relationships Education)	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me
PE	-Fundamentals of fitness and athletic development, skill acquisition and movement.	-Gymnastics -Hockey	-Track and Field
Games	Football	Rugby	Cricket

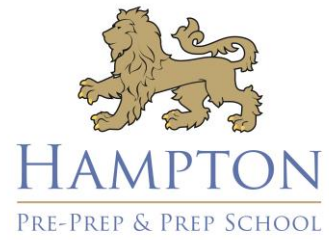
French	<ul style="list-style-type: none"> - Greetings & farewells - Alphabet and key sounds - Numbers up to 31 - Age - Days and months - Birthday and date - Classroom objects and equipment - Gender of nouns - Colours - Christmas in France 	<ul style="list-style-type: none"> - Brothers and sisters - Pets - Song 'Le robot dans le château' - Sports - Hobbies - Easter in France 	<ul style="list-style-type: none"> - Hobbies - Food (fruit and vegetables) - At the market - Breakfast food and French breakfast with parents. - Other food - Clothes - Book and song project ('Promenons-nous dans les bois')
Philosophy	<p>Metaphilosophy</p> <ul style="list-style-type: none"> - World Philosophy <p>Logic</p> <ul style="list-style-type: none"> - Informal logic 	<p>Ethics</p> <ul style="list-style-type: none"> - Personal ethics <p>Aesthetics</p> <ul style="list-style-type: none"> - Is art an expression of feelings? 	<p>Epistemology</p> <ul style="list-style-type: none"> - Justification <p>Metaphysics</p> <ul style="list-style-type: none"> - Mind and matter

Year 5

Subject	Term 1	Term 2	Term 3
English	<p>Modern Fiction: Stormbreaker by Anthony Horowitz</p> <p>Composition: Plot shapes, descriptive writing, character analysis</p> <p>Comprehension: Using texts to extend comprehension responses. Using quotes to support evidence.</p> <p>Grammar</p> <p>Vocabulary and spelling</p>	<p>Modern Fiction: Clockwork by Phillip Pullman and Dragonology: The complete book of Dragons</p> <p>Composition: dilemmas, noun phrases, lists, descriptive writing, investigating complex sentence structure</p> <p>Comprehension: Using texts to extend comprehension. Using quotes</p> <p>Grammar</p> <p>Vocabulary and spelling</p>	<p>Modern Fiction: Skellig by David Almond</p> <p>Composition: Use of senses, tension and suspense to build atmosphere. Writing in the style of the author.</p> <p>Comprehension: Using texts to extend comprehension. Using quotes</p> <p>Grammar</p> <p>Vocabulary and spelling</p>
Maths	<p>Properties of Number</p> <p>Four Operations</p> <p>Area and Perimeter</p> <p>Percentages</p> <p>Fractions</p>	<p>Data Handling</p> <p>Order of Operations</p> <p>Ratio and Proportion</p> <p>Time</p> <p>Transformations</p>	<p>Algebra</p> <p>Sequences</p> <p>Distance, Speed and Time</p> <p>Non-Verbal Reasoning</p>

	Decimals Angles Properties of Shape – 2D Measurement Non-Verbal Reasoning	Probability Averages Properties of Shape – 3D Non-Verbal Reasoning	
Science	- Properties and changes of materials - Forces	- Earth and Space - Living things and their habitats-life cycles in plants and animals	- Super Science-working scientifically- Forensic Science and famous scientists - Animals including Humans-Growth and Development-Puberty See Life skills and RSE – 2 week programme
Computing	-E-Safety -Graphic Modelling	-E-Safety -Game creation	-E-Safety -Word processing
Drama	- Shakespeare (performance project) - Costumes (designing costumes and building character)	- Radio plays - Writing and performing monologues	- Storytelling around the world - Character work (Mini Project)
Engineering	-Properties and forces: Types of Bridges, Truss bridge challenge	Forces: Pulley investigation and pulley cranes.	-Astronomy: Make an orrery and model solar system
Music	-Space Music -Percussion Composition	-Film Music -Elements of Music	-World Music & Music of Nations Project
RE	-Judaism	-Judaism/Christianity	-Christianity
History	- 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.

Geography	- 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?
Art	-Line and Shape	-Colour and Value	-Form, Texture and Space
Life Skills (Relationships Education)	Being Me in My World Celebrating Difference	Preparation for Mindfulness in Year 6 delivered By Hampton School Dreams and Goals Healthy Me	Relationships Changing Me
PE	Fundamentals of fitness and athletic development, skill acquisition and movement.	-Gymnastics -Hockey	-Track and Field
Games	Football	Rugby	Cricket
French	- Revision of Year 4 work - Alphabet and key sounds - Classroom language - Dictionary skills - French handwriting - Pets - Primary Bee competition - Christmas in France	- Pets, farm and jungle animals - Using connectives - Book 'C'est pour qui ?' - School subjects and school in France - Easter in France	- Family members - Physical description - Eurovision lesson - Weather - Writing and presenting a weather forecast - Numbers 1-69
Philosophy	Metaphilosophy - Contemporary Philosophy	Ethics - Business ethics	Epistemology - Knowledge



	Logic - Mathematical logic	Aesthetics - Does art represent life?	Metaphysics - Identity and change
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Year 6

Subject	Term 1	Term 2	Term 3
English	<p>Modern Fiction: Wolfbrother by Michel Paver. Increasing emphasis on reading for subtlety, shades of meaning and nuance</p> <p>11+ Preparation: Regular testing of comprehension and verbal reasoning skills, with regular exposure to past papers</p> <p>Grammar</p> <p>Vocabulary and spelling</p>	<p>Shakespeare: Study of Shakespeare, Macbeth plot & common themes.</p> <p>Grammar</p> <p>Vocabulary building</p>	<p>Poetry from around the World: Study a range of poetry across the ages, then create a poetry log. Develop performance poems from this for end of term event.</p> <p>Extended Project: Independent project on a subject of choice. Research and presentation of results.</p> <p>Grammar</p> <p>Vocabulary and spelling</p>

Maths	Preparation for the 11+ Exam: The 4 Operations with decimals Algebra and Number Sequences Problem Solving Averages (mean, median and mode) Coordinates and Shapes Properties of Shape Handling Data	11+ Exam Preparation Circles Pythagoras Bearings Constructions Enlargement Algebra	Java Programming Architecture Board Game Design Group Project – Lunar Theme Park
Science	-‘Super Science’-working scientifically- Dinosaurs and Fossils - Evolution and inheritance	- Animals including Humans-The Circulatory System - Electricity	- Light and the Eye - Rates of Reaction at Hampton School See Life skills and RSE– Liz Searle and Ester Hardy delivering Sex and Relationships Education
Computing	E-safety Multimedia Presentations	E-safety Coding	E-safety Programming
Drama	- Set Design - The Voice (how to use and adapt the voice for Drama)	-Myths (creating Drama from Myths) -Theatre History	-Pay it Forward movie project
Engineering	- Electricity: Controllable cars	-The human body: Making a heart	- Forces: Water bottle rockets
Music	-Music History (Pre History – Romantic) -Advertising Composition	-Music History – (Romantic – 20 th Century) - Experimental Music	-A Cappella & Beatboxing -Soundtrack of My Life (mini project)
RE	-Islam	-Hinduism	-Buddhism/Sikhism

History	-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.	-World War Two, - a continued study focussing on the final stages of the war and the consequences for the future of Europe and the world.
Geography	Coasts What are the natural processes that create and form coastal features?	Oceans - How do oceans drive the climate? - The essential relationship between the oceans and all life on Earth.	Extreme weather - How does extreme weather affect us? - Has human activity made this problem worse?
Art	-Shape and Value	-Line and Colour	-Form, Texture and Space
Life Skills	Paws.b Mindfulness Course delivered by Hampton School Managing expectations delivered by Hampton School Counsellors Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Preparing to move on to Senior School delivered by Hampton School Counsellors Relationships Changing Me
PE	- -Fundamentals of fitness and athletic development, skill acquisition and movement.	-Gymnastics -Hockey	-Track and Field
Games	Football	Rugby	Cricket

French	<ul style="list-style-type: none"> - Revision of Year 5 work - Sports and opinions - Hobbies and opinions - Christmas in France 	<ul style="list-style-type: none"> - 'Galette des rois' (Epiphany) - ER verbs - Types of films, TV programmes and opinions. 	<ul style="list-style-type: none"> - Body parts and saying what hurts - Numbers to 100 - Eurovision lesson - Book project 'Le loup qui voulait faire le tour du monde'
Latin	<ul style="list-style-type: none"> - Introducing yourself - Family life in Roman Britain - Food in Roman times - Nouns and adjectives - The role of slaves in Roman times - Knowing how verbs are used 	<ul style="list-style-type: none"> - The education system in Roman times - Adverbs - Travel in Roman Britain. - Understanding the Roman Army. - Giving commands 	<ul style="list-style-type: none"> - Giving commands - Understanding the purpose of the Roman baths and the role of the doctor in Roman Britain. - Naming parts of the boy - Life in the Roman Army - Prepositions
Philosophy	<p>Metaphilosophy</p> <ul style="list-style-type: none"> - Women in Philosophy <p>Logic</p> <ul style="list-style-type: none"> - Symbolic logic 	<p>Ethics</p> <ul style="list-style-type: none"> - Political Ethics <p>Aesthetics</p> <ul style="list-style-type: none"> - Is art a vehicle for truth? 	<p>Epistemology</p> <ul style="list-style-type: none"> - Truth <p>Metaphysics</p> <ul style="list-style-type: none"> - Existence and consciousness