

bravely | faithfully | happily  
fortiter | fideliter | feliciter

# Curriculum Directory 2017-18

St. Aubyn's School

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## Introduction by the Head

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

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

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

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

### **Then you will do alright...**

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

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

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

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

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

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

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

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

**Leonard Blom**  
**Headmaster**

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

## A School Commitment

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

## 10 Promises

We treat others as we would have them treat us.

We are peacemakers.

We believe in forgiving others.

We are truthful and honest, especially with ourselves.

We share.

We do not gossip, judge or criticise others.

We are patient and tolerant.

We are kind and helpful.

We listen carefully to each other.

We do our best to be our best.

# Explanatory Notes

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

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

The curriculum itself is constantly under review and we are always looking at ways to improve and adapt it. Changes may arise from outcomes of thorough subject audits or from initiatives being implemented nationally. If we believe it will add value to your child's education, it will be incorporated into our curriculum. The most notable improvement of the last academic year was the completion of our new Nursery. This purpose-built facility has been furnished with high quality resources which allow our nursery children to explore and discover new things. The organisation of each Nursery classroom, particularly the accessibility of the resources, allows all pupils to take the lead in their own learning.

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

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

## Homework (Prep)

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

### Pre Prep (including EYFS)

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

Nursery: Weekend homework tasks will be given which will involve participation from the parents. When the teacher deems the child ready, a picture book will be issued and parents are encouraged to discuss the picture cues with their child. This encourages emergent reading skills, ready for the introduction of text.

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

Year 1 and Year 2: Homework is set twice a week with a focus on English and maths. At this stage, the aim is to develop key skills or consolidate topics taught in class. It may also be used as a pre-learning task. Work set will be differentiated to meet children's needs. Additionally, pupils will also receive spellings which they will learn for a test. From the summer term of Year 2, an additional piece of homework relating to the foundation subjects will be given to support the transition into Middle School. Homework should take no longer than 15 minutes.

### Middle School

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

#### Year 3 Christmas Term:

15 minutes written plus 10 minutes reading

#### Lent and Summer Term:

20 minutes written plus 10 minutes reading

#### Year 4

30 minutes written plus 10 minutes reading

#### Year 5

40 minutes written plus 10 minutes reading

## Senior School

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

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

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

## Show My Homework

In order to make the setting and completion of homework as efficient and stress-free as possible, we have invested in Show My Homework. This is online and app-based software which will replace homework diaries from September 2017. Teachers will be responsible for putting all homework onto this service, so that pupils will no longer have to copy homework tasks into their diaries.

Pupils and parents will have individual log-in details. This will allow them to access all homework and any accompanying resources. Pupils will be guided through the log-in procedure during the first week of term in September. At this time, parents will be issued with a unique pin number, in order to set up their own accounts. This will enable you to monitor your child's homework.

We strongly recommend that all parents download the Show My Homework app, which is available for IOS and Android devices. The app can provide alerts when new homework has been set and when a submission deadline is approaching.

If parents or pupils forget their passwords, we can reset them in school. Parents should contact Mr Colton ([n.colton@staubyns.com](mailto:n.colton@staubyns.com)) if they require this support. Pupils should inform their class teacher. If there are any other problems accessing the site, help topics can be found on the Show My Homework website or parents may contact the Support Team directly. Their email address is [info@showmyhomework.co.uk](mailto:info@showmyhomework.co.uk) and their telephone number is 0207 197 9550. Unfortunately, as the site is controlled externally, we are unable to provide any technical assistance in school, but if any problems persist, please let Mr Colton know and he will follow them up.

## Tests and Examinations

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

## Reporting

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

In Years 1 and 2, an interim report will be issued focusing on pupils' attainment in aspects of maths and English followed by an updated target sheet at the end of the Lent term. At the end of the year, a full report will be issued detailing progress in each subject.

Term	Christmas 1	Christmas 2	Lent 1	Lent 2	Summer 1	Summer 2
<b>Nursery</b>		Full Report				Full Report
<b>Reception</b>		Full Report				Full Report
<b>Years 1 and 2</b>		Interim Report		Target Sheet		Full Report
<b>Years 3-8</b>	Interim Report Card Issued	Full Report	Interim Report Card Issued	Interim Report Card Issued	Interim Report Card Issued	Full Report

The reports issued from Year 3 to Year 8 will follow a standardised format. The interim report will include an attainment grade and an industry grade in each subject. Attainment grades are given based on teacher assessment of your child's performance in class against specific criteria for each subject. The full report in the Christmas term includes attainment and industry grades and a comment detailing points for improvement and next steps. Please be aware that over the course of a year, grades can fluctuate depending on the topic of study. For example, in maths pupils may have very strong data handling skills but may struggle with aspects of shape.

The final report of the year will be a summative record of your child's performance across the 3 terms.

### Attainment grades given are as follows:

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

### Industry grades given are as follows:

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

### Parents' Evenings

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

In addition to this, in Pre Prep (including EYFS) and Middle School, there are Parents' Evenings each term. These provide an opportunity for you to discuss your child's progress and personal targets and expectations for that term. At the Lent term's Parents' Evening, Middle School parents will also have the opportunity to meet with specialist subject teachers. In the summer term meeting, there is an update on progress over the year (this includes the examination results in Middle School), as well as a discussion about targets for the next phase of learning.

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

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

Thank you

**Carrie Wear**  
Deputy Head – Curriculum

## Curriculum Policy

### Introduction

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

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

### Aims

The general aims of the curriculum are as follows:

- To enable each child to reach his/her potential
- To deliver essential literacy, speaking and listening and numeracy skills
- To offer all pupils a programme of Religious Education
- To promote Fundamental British Values
- To prepare pupils for the future in an increasingly technology-dependent world
- To develop an inquiring mind and scientific approach to problems
- To develop pupils' inventiveness, creativity and performance skills
- To encourage physical and mental well-being and promote a healthy lifestyle
- Through personalised learning, to encourage pupils to become self-motivated and independent learners
- To encourage pupils to develop a positive attitude towards future schooling and lifelong learning
- To engender a sense of responsibility about their place in school, in society and as a citizen of the world
- To nurture understanding and tolerance of the diverse range of cultural, social and ethnic groups which make up our society.
- To establish a supportive partnership in which parents, carers, governors and staff share responsibility for the education of our pupils
- To promote spiritual development and acquire a set of moral values such as honesty, sincerity, personal responsibility, on which to base their own behaviour (St Aubyn's 10 promises)
- To prepare pupils for the opportunities, responsibilities and experiences of adult life

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

### Organisation and Planning

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

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

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

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

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

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

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

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

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

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

## Accessibility

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

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

## Roles and Responsibilities

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

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

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

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

Across the School, specialist teachers are responsible for the delivery of French, music, sport, computing (from Year 2), dance (from Years 3-5) drama (from Years 3-8) DT (from Year 3), and Latin (from Year 6).

In addition, all teaching staff adhere to procedures outlined in the set of **Curriculum policies** which can be found on the **School Website**.

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

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

## Whole School Homework Policy

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

### Aims

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

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

In order to achieve these aims, homework should be:

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

### School

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

The Curriculum Directory gives guidance about Show My Homework and completion of reading records, which will be checked regularly by class teachers and tutors. When correctly maintained, they provide a vital link between school and home.

### Home

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

Parents and carers are asked to:

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

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

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

## The Early Years Foundation Stage (EYFS)

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

### The Prime Areas of Learning are:

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

### The Specific Areas of Learning are:

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

The prime areas are essential as they lay the foundations for each pupil's success in all other areas of learning and of life. A strong foundation in the prime areas cultivates the learning of skills, knowledge and understanding in the specific areas.

Our staff provide a stimulating, nurturing and flexible environment where each pupil's individual needs are responded to through our activity based curriculum. Pupils learn through a wide and varied range of purposeful and spontaneous play opportunities and activities. We firmly believe that learning should be awe-inspiring, challenging and plenty of fun, which provides the motivation necessary for rapid development in pupil's thinking and understanding. This approach strengthens key skills and attitudes across the curriculum, thereby enabling pupils to make a smooth transition to the next stage of their education with a sense of achievement and confidence.

Much of the curriculum is taught through a medium of topics which motivate the pupils as well as embed their interests and ideas as the topics evolve in order to heighten their interest in what they are learning.

<b>EYFS Topic Outline</b>			
<b>Nusery</b>	<b>Christmas Term</b>	<b>Lent Term</b>	<b>Summer Term</b>
	All about Me	Giant Things	Traditional Tales
	Let's Celebrate	People who help us	Amazing Adventures
<b>Reception</b>	<b>Christmas Term</b>	<b>Lent Term</b>	<b>Summer Term</b>
	Marvellous Me	Once Upon a Time	Mucky Minibeasts
	Festive Fun	Blast Off!	Moving On Up

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

## Characteristics of Effective Learning

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

## Personal, Social and Emotional Development

Personal, Social and Emotional Development is the promotion of personal qualities, skills, attitudes and values, which enable individuals to think for themselves, manage relationships with others, understand moral issues, accept responsibilities and prepare to play an active role as citizens.

## Communication and Language

In the EYFS, pupils are surrounded by a rich and engaging environment which supports all aspects of communication and language. Pupils are encouraged to express themselves clearly and confidently to individuals, groups, to the whole class and, through assemblies and concerts, to a wider audience. There are many opportunities for discussion and children are encouraged to develop their listening skills in a range of situations as well.

## Physical Development

The aims of Physical Development are twofold:

### Moving and Handling

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

### Health and self-care

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

We are very fortunate to have extensive grounds which include 3 all-weather pitches, a wooded area, a tarmacked playground, a grassy area and a play area with climbing equipment, sand area and a stage with seating. Pupils in Reception are also taught by one of our specialist games teachers for 30 minutes per week.

## Literacy

### Reading

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

### Picture books

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

### Phonics and Spelling

Phonemes are taught using the 'Jolly Phonics' and Letters and Sounds approach. The pupils learn the songs and actions for each sound. This starts in Nursery and then continues in Reception to the written letter and digraphs such as 'sh' 'ch' 'th' 'ee' 'oo' 'ai' 'ng' 'ie' 'oa' 'ou'. Pupils are taught to decode words using phonic knowledge then blend the phonemes together to read unknown words. High frequency 'tricky' words are taught alongside phonics, so that children gain a large bank of words to support fluency in reading. When spelling words, children apply the same phonetic principle but segment, or isolate sounds, to spell unknown words.

### Writing

In written work, pupils' emergent writing is encouraged. When appropriate, they are further encouraged to spell words using their phonic knowledge and incorporate high frequency words into their writing. Pupils are given opportunities to express themselves freely on paper, writing for a variety of purposes including stories, poems, factual accounts, recipes, lists and letters. Writing develops best when it is relevant and purposeful for the pupils.

### Handwriting

In Nursery, great emphasis is placed on developing gross and fine motor skills. Pupils participate in mark making with a range of mediums such as paint, chalk and shaving foam. Pre cursive letter formation is modelled to the children and they are encouraged to write their name.

In Reception, pre cursive letter formation is practised regularly. We encourage correct pencil grip (the tripod grip) and good posture as this promotes correct letter formation and fluidity in penmanship.

## Mathematics

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

### Number

In Nursery pupils are taught to select a small amount of objects from a group, develop number recognition, count a group of objects and generally develop awareness one to one correspondence when counting objects.

In Reception these skills are expanded through the introduction of concepts such as more and less, adding, subtracting and sharing out. Pupils are encouraged to use mathematical language related to these topics. Discovering ways of recording their findings when solving problems is supported.

### Shape, Space and Measure

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

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

## Understanding the World

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

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

Understanding the World is divided into three sections:

\*People and Communities

\*The World

\*Technology

We aim to equip the pupils with the following skills:

- Show curiosity and interest in the features of objects and living things
- Describe and talk about what they see
- Show curiosity about why things happen and how things work
- Show an understanding of cause and effect
- Show an awareness of change
- Investigate objects and materials by using all of their senses as appropriate

- Find out about and identify some features of living things, objects and events they observe
- Look closely at similarities, differences, patterns and change
- Ask questions about why things happen and how things work
- To be able to operate simple equipment e.g. CD player, use a camera or remote control.
- To know that information can be found, saved and retrieved on computers.
- These skills are often taught through the EYFS topics. From Reception, pupils also visit the purpose built computer room as well as having computers, interactive whiteboards and iPads in the classrooms. There is also a smart table in the Reception conservatory for the children to use.

## Expressive Arts and Design

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

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

## Music Curriculum

All pupils in Nursery and Reception have music and singing lessons with a specialist teacher. They prepare songs for performances and assemblies. They also learn many songs within the classroom and enjoy learning them using the interactive whiteboard. Pupils develop their sense of pitch, pulse and musicality through singing, beat keeping activities and moving to music. All musical activities are strongly linked to wider development of language and motor skills, with particular emphasis on active listening.

The lessons aim to:

- develop musical memory and accurate pitching through listening and singing
- supporting development of language and motor skills
- sing in a class, in a group and as an individual
- develop a sense of pulse
- musical expression, understanding and relating to music
- develop listening skills
- explore and experience concepts of musical opposites: loud, soft, high, low, fast, slow, sound, silence
- develop confidence and self-esteem

Through singing, pupils will also explore the musical links related to their cross curricular topics.

## French Curriculum

All pupils in Nursery and Reception have weekly French lessons with a specialist teacher. These lessons support the development of vocabulary through songs, games and activities.

The lessons aim to:

- develop a positive attitude towards foreign language learning
- familiarise children with sounds of the French language and develop their ability to listen attentively
- help children to become confident in using phrases and words other than their mother tongue
- develop listening and concentration skills
- develop social skills associated with interpersonal behaviour and communication
- enjoy a variety of language-learning activities
- enable children to use the French language creatively and/or for their own purposes, to understand simple language supported by mime, puppets and pictures
- promote independence
- enable children of all abilities to experience success and develop personal confidence
- promote gross and fine motor skills and visual literacy

## Transition into Key Stage 1

In the summer term, Reception pupils prepare for their transition into Year 1 by adopting a more formal style of learning. Instead of the usual play-based, child directed learning that occurs in the first two terms, the pupils will experience whole class lessons, where they are all working on a task at the same time that is differentiated to meet their individual needs. Pupils also have the opportunity to spend time with their new class and Year 1 teacher towards the end of the term.

# English

## Aims

The overarching aim for English at St. Aubyn's School is to promote high standards of language and English by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## Teaching Approach

### Key Stage 1

In Years 1 and 2, each class teacher is responsible for the teaching of English. Although specific English lessons are timetabled and there is a dedicated comprehension lesson, English is cross-curricular and often work covered in other subject areas can be used to support relevant English skills. Cursive handwriting is taught explicitly.

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

### Key Stage 2

From Years 3 to 5, each year group plans on a weekly basis. A mixture of fiction and non-fiction text types are covered throughout the year and a whole class novel study is also undertaken. There are five dedicated English lessons a week for each year group, each one lasting approximately one hour. Additionally, all pupils in Middle School will have a designated drama lesson once a week.

In the second half of the Lent term, in preparation for Year 6 and the upcoming entrance tests, pupils in Year 5 will be set for their lessons. These sets are determined based on attainment in maths and will be the sets which are in place when pupils begin Year 6. Work completed in this term is specifically designed to help promote further success in the entrance tests and is planned in conjunction with the Senior School Head of English.

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

Pupils are expected to read for a set period of time every evening and record this in their reading record. English homework is set twice a week.

The allocated teaching time each week for English in Year 6 is four sessions of one hour. Pupils are set into 3 classes, based on attainment in maths. Therefore, English is taught in mixed ability sets. Year 6 also have an additional drama lesson in the second half of the Lent term and for the duration of the summer term. English in Year 6 is planned by the Head of English to meet the requirements of the 11+ entrance exams. English homework is set once a week. To promote comprehension skills further, pupils undertake regular Literature Circles work. During these sessions they undertake a group novel study.

Alongside their English lessons, all pupils in Middle School and Year 6 and 8 pupils (from Lent half term) have a weekly drama lesson. This gives children an opportunity to interact with language physically. However, it also develops pupils' ability to cooperate and empathise with each other and to make decisions. It builds confidence and self-esteem and refines presentation skills. Most importantly, it allows pupils to experiment with their creativity in a practical environment.

### Key Stage 3

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

Novel studies are undertaken during both Year 7 and 8. The novels chosen contain challenging themes and ideas. Group discussions around these help pupils to form individual responses to literature and pupils will be taught how to construct essay questions from these. Pupils have one homework task each week and are expected to read each evening, recording this in their reading records.

## Content

### Year 1 Programme Of Study

#### Reading - word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs (grapheme phoneme correspondence) that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

#### Reading - comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart

- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

#### Writing - transcription

#### Spelling -

Pupils should be taught to:

- Spell:
  - words containing each of the 40+ phonemes already taught
  - spell common exception words
  - spell the days of the week
- name the letters of the alphabet:
- name the letters of the alphabet in order
- use letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- use the prefix un–
- use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

#### Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- form letters using a cursive style

#### Writing - composition

Pupils should be taught to:

- write sentences by:

- o saying out loud what they are going to write about
- o composing a sentence orally before writing it
- o sequencing sentences to form short narratives
- o re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

#### Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts by:
  - o leaving spaces between words
  - o joining words and joining clauses using 'and'
  - o beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - o using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- use the grammatical terminology when discussing their writing

#### Year 2 Programme Of Study

##### Reading - word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

##### Reading - comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:

- o listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- o discussing the sequence of events in books and how items of information are related
- o becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- o being introduced to non-fiction books that are structured in different ways
- o recognising simple recurring literary language in stories and poetry
- o discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- o discussing their favourite words and phrases
- o continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - o drawing on what they already know or on background information and vocabulary provided by the teacher
  - o checking that the text makes sense to them as they read, and correcting inaccurate reading
  - o making inferences on the basis of what is being said and done
  - o answering and asking questions
  - o predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

##### Writing - transcription

##### Spelling -

Pupils should be taught to:

- spell by:
  - o segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - o learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - o learning to spell common exception words

- o learning to spell more words with contracted forms
- o learning the possessive apostrophe (singular) [for example, the girl's book]
- o distinguishing between homophones and near-homophones
- add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

## Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

## Writing - composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
  - o writing narratives about personal experiences and those of others (real and fictional)
  - o writing about real events
  - o writing poetry
  - o writing for different purposes
- consider what they are going to write before beginning by:
  - o planning or saying out loud what they are going to write about
  - o writing down ideas and/or key words, including new vocabulary
  - o encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - o evaluating their writing with the teacher and other pupils
  - o rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - o proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

## Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts by:
  - o learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
  - o learn how to use:
    - o sentences with different forms: statement, question, exclamation, command
    - o expanded noun phrases to describe and specify [for example, the blue butterfly]
    - o the present and past tenses correctly and consistently, including the progressive form
    - o subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
    - o some features of written Standard English
- use and understand grammatical terminology in discussing their writing

## Years 3 And 4 Programme Of Study

### Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

### Reading – comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an understanding of what they read, by:
  - o listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - o reading books that are structured in different ways and reading for a range of purposes
  - o using dictionaries to check the meaning of words that they have read
  - o increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - o identifying themes and conventions in a wide range of books
  - o preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

- o discussing words and phrases that capture the reader's interest and imagination
- o recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - o checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
  - o asking questions to improve their understanding of a text
  - o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - o predicting what might happen from details stated and implied
  - o identifying main ideas drawn from more than 1 paragraph and summarising these
  - o identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

#### Writing - transcription

##### Spelling -

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary

##### Handwriting

Pupils should be taught to increase the fluidity in their cursive writing by building on previously taught skills.

##### Writing - composition

Pupils should be taught to:

- o organising paragraphs around a theme
- o in narratives, creating settings, characters and plot
- o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - o assessing the effectiveness of their own and others' writing and suggesting improvements
  - o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

#### Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts by:
  - o extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
  - o using the present perfect form of verbs in contrast to the past tense
  - o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - o using conjunctions, adverbs and prepositions to express time and cause
  - o using fronted adverbials
- indicate grammatical and other features by:
  - o using commas after fronted adverbials
  - o indicating possession by using the possessive apostrophe with plural nouns
  - o using and punctuating direct speech
- use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading

#### Years 5 And 6 Programme Of Study

##### Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

##### Reading - comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
  - o continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

- o reading books that are structured in different ways and reading for a range of purposes
- o increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- o recommending books that they have read to their peers, giving reasons for their choices
- o identifying and discussing themes and conventions in and across a wide range of writing
- o making comparisons within and across books
- understand what they read by:
  - o checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - o asking questions to improve their understanding
  - o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - o predicting what might happen from details stated and implied
  - o summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
  - o identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their view

## Writing - transcription

### Spelling -

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused

- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

## Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
  - o choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - o choosing the writing implement that is best suited for a task

## Writing - composition

Pupils should be taught to:

- plan their writing by:
  - o identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - o noting and developing initial ideas, drawing on reading and research where necessary
  - o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - o précising longer passages
  - o using a wide range of devices to build cohesion within and across paragraphs
  - o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - o assessing the effectiveness of their own and others' writing
  - o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - o ensuring the consistent and correct use of tense throughout a piece of writing
- proofread for spelling and punctuation errors

**Writing - vocabulary, grammar and punctuation**

Pupils should be taught to:

- develop their understanding of the concepts set out below by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semicolons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently
- use and understand grammatical terminology accurately and appropriately in discussing their writing and reading

**Key Stage Three**

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

**Reading**

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
  - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, including high-quality works from English literature, both pre-1914 and contemporary, including prose, poetry and drama; Shakespeare (2 plays) and seminal world literature

- choosing and reading books independently for challenge, interest and enjoyment
  - rereading books encountered earlier to increase familiarity with them and provide a basis for making comparisons
- understand increasingly challenging texts through:
    - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
    - making inferences and referring to evidence in the text
    - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
    - checking their understanding to make sure that what they have read makes sense

- read critically through:
  - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
  - recognising a range of poetic conventions and understanding how these have been used
  - studying setting, plot, and characterisation, and the effects of these
  - making critical comparisons across texts

**Writing**

Pupils should be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
  - writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
  - summarising and organising material, and supporting ideas and arguments with any necessary factual detail
  - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
  - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- plan, draft, edit and proofread through:
  - considering how their writing reflects the audiences and purposes for which it was intended
  - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

- o paying attention to accurate grammar, punctuation and spelling, applying appropriate spelling patterns and rules

## Grammar and vocabulary

Pupils should be taught to:

- consolidate and build on their knowledge of grammar and vocabulary through:
  - o extending and applying the grammatical knowledge to analyse more challenging texts
  - o studying the effectiveness and impact of the grammatical features of the texts they read
  - o drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
  - o knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
  - o using Standard English confidently in their own writing and speech
  - o discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology

## Spoken English

Pupils should be taught to:

- speak confidently and effectively, including through:
  - o using Standard English confidently in a range of formal and informal contexts, including classroom discussion
  - o giving short speeches and presentations, expressing their own ideas and keeping to the point
  - o participating in formal debates and structured discussions, summarising and/or building on what has been said
  - o improvising, rehearsing and performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

## Targets

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

## The Library

As well as supporting all aspects of the English Curriculum, the purpose of the Library is to engender in all pupils a lifelong passion for reading. Reading for pleasure is closely linked to educational attainment. Therefore, access to our Library allows pupils the freedom to select reading materials which meet their individual abilities, tastes and interests. We encourage them to select from a variety of formats including, poetry, novels, audio CDs, information books and comics. We take every opportunity to validate pupils' own reading choices as this boosts their motivation to read for enjoyment. As a result, pupils develop both reading stamina and a wider vocabulary.

The Library is a vibrant, child-friendly, purpose-built space which is open to pupils throughout the day. Pupils can change books in the morning before school. From Year 3 onwards, pupils may choose to spend time in the Library during their lunchtime. The Library currently stocks over 8000 resources including quality fiction and non-fiction titles and these can be viewed on our Library Catalogue.

Pre Prep pupils enjoy a regular story time in the Library and begin to learn how the library is organised. To support study skills, pupils in Middle School participate in a programme of lessons which develop their understanding of how to use the library to support their learning. During these sessions pupils develop research skills and further harness their enthusiasm for reading for pleasure. Senior School pupils enjoy a regular session in the Library, organised on a rotation.

Throughout the year, the Library organises events with inspiring visitors including authors, illustrators and storytellers.

# Maths

## Aims

Our aim is to enable pupils to develop:

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

## Teaching Approach

The content of mathematics teaching, which is in accordance with the National Curriculum, is stimulating and popular with both pupils and teaching staff. It is the School's policy to utilise various resources and schemes appropriate to the pupils' needs and to provide skill support and extension work. Where appropriate, technology is used to enhance the teaching of this subject. Pupils may be taught as a class or may work in a group or individually.

### Key Stage 1

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

Maths lessons are in the main, an hour long, and take place daily. Each class is taught by their own class teacher and, where timetabled, the teacher is supported by a teaching assistant. A range of visual, auditory and kinaesthetic methods are used to ensure each child can access the curriculum. There is an emphasis on practical maths. Opportunities for problem solving are integrated into lessons to develop using and applying skills, children are encouraged to explore concepts using a range of manipulatives.

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

In Middle School, pupils are taught 5 lessons of mathematics per week, approximately 1 hour in length. Pupils remain in their own classrooms with their own class teacher for 4 out of the 5 lessons, and work is differentiated according to ability within the class. For the 5th lesson, pupils are set into three ability groups and they are taught by one of the year group teachers. This begins in the Lent term for Year 3 pupils.

There is additional time devoted to the development of mental maths skills through a combination of testing, whole class teaching of strategies and group work to develop mental arithmetic skills. Problem solving is embedded within the curriculum.

Pupils receive maths homework twice a week which consolidates and extends the learning taking place in class. They may receive online homework, accessing the Mathletics website to consolidate and practise key skills. In addition to this, pupils should practise times tables at home regularly. Children in Years 3 and 4 are challenged to develop rapid recall of multiplication and division facts, pupils who are confident can apply to become a Times Table Ambassador.

During the second half of the Lent term, in preparation for Year 6 and the upcoming entrance tests, pupils in Year 5 will be set for their lessons. These sets are determined based on attainment in maths and will be the sets which are in place when pupils begin Year 6. Work completed in this term is specifically designed to help promote further success in the entrance tests and is planned by the Head of Maths.

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

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

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

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

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

Pupils from Years Reception to Year 4 also have access to Mathletics and in Years 5-8, MyMaths. These are engaging online platforms for improving and reinforcing maths skills.

Mathletics is designed to inspire pupils with the desire to learn and the confidence to succeed. It provides the perfect link between home and school as pupils can access it at any time. It also sets tasks which encourage independence in learning and generates a healthy competition between pupils. As teachers receive the results quickly, it enables individual progress to be monitored. As the programme is based on adaptive learning, all students can learn at their own pace. Similarly, MyMaths gives the older children the opportunity to consolidate their understanding at home and allows them to take greater ownership of the learning.

## Year 1 programme of study

### Number and place value

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

### Addition and subtraction

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

### Multiplication and division

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

### Fractions

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

### Measures

- compare, describe and solve practical problems for:
  - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
  - mass or weight (e.g. heavy/light, heavier than, lighter than)

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

### Geometry: properties of shapes

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

### Geometry: position, direction, motion

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

## Year 2 programme of study

### Number and place value

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

### Addition and subtraction

- solve simple one-step problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods

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

#### Multiplication and division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- recognise and use the inverse relationship between multiplication and division in calculations
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

#### Fractions

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

#### Measures

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

- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

#### Geometry: properties of shapes

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

#### Geometry: position, direction, motion

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

#### Data

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

#### Year 3 programme of study

##### Number, place value and rounding

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

##### Addition and subtraction

- add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three-digit number and hundreds

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

## Multiplication and division

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

## Fractions

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

## Measures

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

- compare durations of events, for example to calculate the time taken by particular events or tasks

## Geometry: properties of shapes

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

## Data

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

## Year 4 programme of study

### Number, place value and rounding

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

### Addition and subtraction

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

### Multiplication and division

- recall multiplication and division facts for multiplication tables up to  $12 \times 12$

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

#### Fractions

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

#### Decimals and fractions

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

#### Measures

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

#### Geometry: properties of shapes

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry

#### Geometry: position, direction, motion

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

#### Data

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

#### Year 5 programme of study

##### Number, place value, approximation and estimation

Pupils should be taught to:

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

##### Addition and subtraction

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

##### Multiplication and division

- identify multiples and factors, including finding all factor pairs
- solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors

- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the efficient written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

## Fractions

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

## Decimals and fractions

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

## Percentages, decimals and fractions

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

## Measures

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

## Geometry: properties of shapes

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

## Geometry: position, direction, motion

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

## Data

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

**Year 6 programme of study****Number, place value and rounding**

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

**Addition, subtraction, multiplication and division**

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of multiplication
- divide numbers up to 4 digits by a two-digit whole number using the efficient written method of division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy

**Fractions**

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

**Decimals and fractions**

- identify the value of each digit to three decimal places and

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

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

- solve problems involving the calculation of percentages of whole numbers or measures such as 15% of 360 and the use of percentages for comparison
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

**Ratio and proportion**

- solve problems involving the relative sizes of two quantities, including similarity
- solve problems involving unequal sharing and grouping

**Algebra**

- express missing number problems algebraically
- use simple formulae expressed in words
- generate and describe linear number sequences
- find pairs of numbers that satisfy number sentences involving two unknowns

**Measures**

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

**Geometry: properties of shapes**

- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons

- illustrate and name parts of circles, including radius, diameter and circumference
- find unknown angles where they meet at a point, are on a straight line, and are vertically opposite

### Geometry: position, direction, motion

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

### Data

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

### Year 7 and 8 programme of study

#### Solve problems

- develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
- develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics
- begin to model situations mathematically and express the results using a range of formal mathematical representations
- select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems

#### Number

- understand and use place value for decimals, measures and integers of any size
- order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols =,  $\neq$ ,  $<$ ,  $>$ ,  $\leq$ ,  $\geq$
- use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property
- use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative
- use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals
- recognise and use relationships between operations including inverse operations
- use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 and distinguish between exact representations of roots and their decimal approximations

- interpret and compare numbers in standard form  $A \times 10^n$   $1 \leq A < 10$ , where  $n$  is a positive or negative integer or zero
- work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and  $\frac{7}{2}$  or 0.375 and  $\frac{3}{8}$ )
- define percentage as 'number of parts per hundred', interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively, express one quantity as a percentage of another, compare two quantities using percentages, and work with percentages greater than 100%
- interpret fractions and percentages as operators
- use standard units of mass, length, time, money and other measures, including with decimal quantities
- round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures]

#### Algebra

- use and interpret algebraic notation, including:
  - $ab$  in place of  $a \times b$
  - $3y$  in place of  $y + y + y$  and  $3 \times y$
  - $a^2$  in place of  $a \times a$ ,  $a^3$  in place of  $a \times a \times a$ ;  $a^2b$  in place of  $a \times a \times b$
  - $b$  in place of  $a \div b$
- coefficients written as fractions rather than as decimals
- brackets
- substitute numerical values into formulae and expressions, including scientific formulae
- understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors
- simplify and manipulate algebraic expressions to maintain equivalence by:
  - collecting like terms
  - multiplying a single term over a bracket
  - taking out common factors
  - expanding products of two or more binomials
- understand and use standard mathematical formulae; rearrange formulae to change the subject
- use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement)
- work with coordinates in all four quadrants
- recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in  $x$  and  $y$  and the Cartesian plane
- interpret mathematical relationships both algebraically and graphically
- reduce a given linear equation in two variables to the standard form  $y = mx + c$ ; calculate and interpret gradients and intercepts of graphs of such linear equations numerically, graphically and algebraically

- use linear and quadratic graphs to estimate values of  $y$  for given values of  $x$  and vice versa and to find approximate solutions of simultaneous linear equations
- generate terms of a sequence from either a term-to-term or a position-to-term rule
- recognise arithmetic sequences and find the  $n$ th term
- recognise geometric sequences and appreciate other sequences that arise

**Ratio, proportion and rates of change**

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

**Geometry and measures**

- derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms (including cylinders)
- calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes
- draw and measure line segments and angles in geometric figures, including interpreting scale drawings
- derive and use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); recognise and use the perpendicular distance from a point to a line as the shortest distance to the line
- describe, sketch and draw using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric

- use the standard conventions for labelling the sides and angles of triangle ABC, and know and use the criteria for congruence of triangles
- derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language
- identify properties of, and describe the results of, translations, rotations and reflections applied to given figures
- identify and construct congruent triangles, and construct similar shapes by enlargement, with and without coordinate grids
- apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles
- understand and use the relationship between parallel lines and alternate and corresponding angles
- derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons
- apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides
- use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D

**Probability**

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

**Statistics**

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

# Science

## Aims

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

The aims of science are to enable children to:

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

## Teaching Approach

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

In Years 1 and 2 (**Key Stage 1**) children are taught science by their class teacher. Each class has 90 minutes of science. Lessons are taught based on objectives taken from the National Curriculum. Science is studied through exploratory activities, examination of different materials and investigations. Some work is adult directed, some child initiated. At every stage there is the opportunity to ask questions about why things happen and how things work. Topics are engaging which ensures children are given access to ideas and ways of working scientifically in a range of contexts thus providing repetition and reinforcement which helps to ensure retention.

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

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

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

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

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

**SCIENCE CURRICULUM MAP**

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p><b>Year 1</b>  <u>EYFS Transition Unit</u>                      The first half of the Christmas Term supports a smooth transition from Reception to Year 1, building on skills acquired through play based learning and preparing the children for the more formal learning style provided in Year 1.                      Morning lessons focus on the formal learning of maths, English, phonics and reading comprehension. Afternoons are dedicated to providing opportunities for independent choices and group learning, similar to those encountered in Reception.                      The Superheroes theme will provide a background to afternoon lessons with an emphasis on practical maths, writing for a purpose, reading, scientific investigation, construction, fine motor skills, small world play, creativity and role play. We encourage children to be motivated, enthusiastic, independent learners, eager to fulfil their potential.                      After half term, the children will experience formal afternoon lessons. However, activities will continue to provide practical experience based learning.  <u>Seasonal Changes</u></p> <ul style="list-style-type: none"> <li>• Identifying and describing different seasons</li> <li>• How animals and humans are affected by seasons</li> <li>• How the length of day affected by seasons</li> <li>• Investigating weather patterns</li> </ul>	<p><u>My Body</u></p> <ul style="list-style-type: none"> <li>• Identifying body parts</li> <li>• How different body parts are used for different activities</li> <li>• Exploring the senses</li> </ul> <p><u>Materials</u></p> <ul style="list-style-type: none"> <li>• Identifying common materials</li> <li>• Distinguishing between an object and the material from which it is made</li> <li>• Describing materials by their properties</li> <li>• Useful purposes of materials</li> <li>• Investigating waterproof materials</li> </ul>	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>• What is a plant?</li> <li>• Identifying and describing garden and wild plants</li> <li>• Identifying and describing trees</li> <li>• Identifying parts of a plant</li> <li>• Observing growing plants</li> </ul> <p><u>Animals</u></p> <ul style="list-style-type: none"> <li>• Identifying and naming common animals</li> <li>• Identifying and naming common UK mammals, birds, reptiles, fish and amphibians</li> <li>• Carnivores, herbivores and omnivores</li> <li>• How to take care of animals</li> </ul>
<p><b>Year 2</b>  <u>Young Gardeners</u></p> <ul style="list-style-type: none"> <li>• Naming plant parts</li> <li>• Functions of plant parts</li> <li>• Naming different plants</li> <li>• Growing from a seed</li> <li>• Planning when is best to grow vegetables</li> <li>• Planting for the five senses</li> <li>• Keeping garden pests away</li> </ul>	<p><u>Materials Monster</u></p> <ul style="list-style-type: none"> <li>• Collecting materials</li> <li>• Classifying materials</li> <li>• Properties of materials</li> <li>• How materials change</li> <li>• Using sense with materials</li> <li>• Using materials to create new things</li> <li>• Recycling</li> </ul>	<p><u>Mini Worlds</u></p> <ul style="list-style-type: none"> <li>• Identify and compare suitability of materials</li> <li>• Comparing differences between living, dead and materials which have never been alive</li> <li>• Identify most living things live in habitats and how they provide basic needs</li> <li>• Animals feeding</li> </ul>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<ul style="list-style-type: none"> <li>Recycling in the garden</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>What humans need for healthy living</li> <li>Looking after myself</li> <li>Keeping fit</li> <li>Fitness in the playground</li> <li>What to eat and the importance of '5 a day'</li> <li>Classifying food</li> <li>Hygiene</li> </ul>	<p><b>Move it</b></p> <ul style="list-style-type: none"> <li>How different objects move</li> <li>Forces</li> <li>Comparing and testing flying materials</li> <li>Changing objects to move in different ways for different distances</li> <li>Changing the shapes of objects</li> </ul>	<ul style="list-style-type: none"> <li>Food chains</li> <li>Identifying food sources</li> </ul>
<p><b>Year 3</b></p> <p><b>Magents</b></p> <ul style="list-style-type: none"> <li>Contact and non-contact forces</li> <li>Magnets investigation</li> <li>Magnetic metals</li> <li>Magnetic and non-magnetic materials</li> <li>Uses of magnets</li> <li>Poles of magnets</li> <li>Earth's magnetic field</li> </ul> <p><b>Food and our Bodies</b></p> <ul style="list-style-type: none"> <li>Food groups</li> <li>Balanced diet</li> <li>Comparing diets of animals</li> <li>The function of the skeleton</li> <li>Animals with and without skeletons</li> <li>Joints and muscles in the body</li> <li>How we move</li> <li>Biceps and triceps</li> </ul>	<p><b>Rocks and soils</b></p> <ul style="list-style-type: none"> <li>Comparing and grouping rocks</li> <li>Properties of rocks</li> <li>How rocks are made</li> <li>Testing differences in soils</li> <li>Explain why soil is different</li> <li>How fossils are formed</li> </ul> <p><b>Helping Plants Grow well</b></p> <ul style="list-style-type: none"> <li>Identifying parts of a plant and flower</li> <li>Water transport</li> <li>What's needed to make a plant grow well</li> <li>Comparing conditions of plant growth</li> <li>Pollination</li> <li>Seed dispersal</li> </ul>	<p><b>Lights and shadows</b></p> <ul style="list-style-type: none"> <li>Light sources</li> <li>Good and bad reflectors of light</li> <li>Using mirrors</li> <li>How shadows are formed</li> <li>Transparent / opaque / translucent materials</li> <li>Investigating size of shadow</li> <li>Investigating how shadows change during the day</li> <li>Timeline of mirrors</li> <li>Uses of mirrors</li> </ul> <p><b>We are astronauts project</b></p> <ul style="list-style-type: none"> <li>Appearance of the moon</li> <li>Space Rockets</li> <li>Model rockets</li> <li>Famous cosmonauts and astronauts</li> <li>Problems of space travel</li> <li>Design and build a model moon lander</li> <li>Food in space</li> <li>Making foods last longer</li> <li>Spacesuits</li> <li>Making foods last longer</li> <li>Spacesuits</li> </ul>

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

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

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

## Modern Foreign Languages and Latin

### Aims

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

### Teaching Approach

All languages are taught by specialist language teachers. Emphasis in Pre Prep and Middle School is on the development of oral and aural skills and, to a lesser degree, reading and writing skills. As pupils progress through Middle School and into Senior School, all four skills are developed with equal consideration. Translation and literary texts are gradually introduced. Middle and Senior students will be formally assessed at the end of each module. We include learning through games, songs, videos and role-play and students also have the opportunity in the classroom and at home, to use the languages website [Languagenut.com](http://Languagenut.com). Pupils will also develop their speaking and writing skills by creating

presentations, vlog entries and podcasts and they are supported by both teacher and a specialist French Assistant. Pupils may work as a year group, a class, in groups, in pairs or independently.

French is offered to all children from Nursery to Year 8. In Nursery, pupils enjoy short 15 min session per week. In Reception pupils have two 30 minutes sessions each week. In Year 1 and 2, pupils have one session of approximately 55 minutes each week. Year 3, 4 and 5 pupils have one full hour of French per week. Year 6 pupils have 2 hours and Year 7 and 8 pupils have 3 hours of French per week. Pupils meet “Camembear” in the Early Years, and follow ‘La Jolie Ronde’ course in Pre Prep. They continue this communicative approach to learning through familiarity with the Year 3 and Year 4 scheme, “Les Loustics.” Year 5 pupils begin the Studio course and progress through to Studio 3 by Year 8. Traditional songs, original songs, French films and story books are included throughout the year.

All of our Year 7 pupils spend a week at the Château de la Beaudonnière in Normandy in the Christmas Term. This trip is an integral part of their French studies. One of the main aims of the trip is to increase pupils’ self-confidence in the year prior to their Senior School and external examinations. They are given the opportunity to immerse themselves in the target language and the chance to sample French life and culture.

Formal homework in French starts from Year 4. From Year 4 through to Senior school, pupils are expected to spend between 20 and 40 minutes a week revising short lists of vocabulary, completing exercises on dedicated websites, where they may have listening, reading or grammar exercises to complete or producing an extended piece of writing (Senior school). There will be at least one piece of homework to complete every week. Students may record some oral work using language learning apps.

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

## MODERN FOREIGN LANGUAGES CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Pre Prep</b>		
Introducing a new language and country Routine vocabulary Greetings and Introductions Getting to know Camembear (French culture) Introducing yourself: Say yes and no Saying how you are Saying please and thank you Colours/ Numbers to 10 Animals Parts of the body Winter weather/Christmas	New year celebrations Party celebrations and food Mardi gras and carnival Introducing Camembear's friend, Loulou Learning finger rhyme "Two little teddy bears" Spring vocabulary Farm animals Numbers to 15 Weather Clothes Easter	Mini beasts Means of transport Parts of the face and body Numbers to 20 Camembear's family Camembear's pets Rooms in the house Birthday Summer vocabulary At the beach
<b>Year 1</b>		
Meeting new people Greetings Harvest: Fruit and vegetables Colours and weather Toys/Being kind Changing weather Autumn and winter vocabulary Parts of the body- <i>Le bonhomme de neige</i> Christmas	New Year and party food Making comparison between hot and cold foods Winter Clothes Goodnight- going to bed Spring and Easter	Animals in the garden Rooms in the house My family Birthday Parts of the face and body Summer vocabulary At the beach
<b>Year 2</b>		
Routines Classroom instructions Greetings Breakfast items Autumn vocabulary Weather Parts of the body Winter clothes Winter vocabulary/Christmas	New Year traditions and party foods Asking for something to eat Food ( likes & dislikes) Parts of the body Animals Clothes Weather Easter	Animals in the garden At the farm Action verbs Rooms in the house Family members Holidays Summer vocabulary
<b>Year 3</b>		
<b>Les Loustics 1 Unit 1</b> Say Hello and Goodbye Count from 0 to 12 Say your name and age Use colours and shapes in short sentences Use action verbs- jump/paint/run/ make a phone call Cultural Knowledge: Monuments of Paris and a French Painting: La tour Eiffel by Robert Delaunay Talk about a painting Craft project: Make a pretend telephone following instructions in French Have a short (pretend)phone conversation	<b>Les Loustics 1 Unit 2: Vive L'école!</b> Naming classroom objects Say what colour something is Ask to borrow school equipment Name the days of the week Count from 13 to 20 Cultural Knowledge: French playground games Talk about favourites playground games Learn the French alphabet Learn to spell words in French	<b>Les Loustics 1 Unit 3: La Famille Legrand</b> Say where you live Name the things in your bedroom Say if you have brothers and sisters Talk about family members Say if you have pets and tell what their names are Cultural knowledge: different locations in France Describe a postcard Say where you live and introduce your family and pets

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Year 4</b>		
<p><b>En forme?</b>            Naming parts of the face            Identify accessories for describing people (eg: hats, glasses, earrings, beard)            Express emotions            Name the parts of the body            Say where you are hurt            Play with the five senses and optical illusions            Cultural Knowledge: Discover French            Comic books</p>	<p><b>Bon appétit!</b>            Name some crockery and some foods            Name some fruits            Name some drinks- say if you're thirsty            Express opinions, say if you like or prefer some foods            Talk about a recipe</p>	<p><b>Les vacances!</b>            Name some clothes            Learn to say je porte..            Talk about the weather            Name some means of transport            Express your tastes and opinions            Craft Project: make a carousel</p>
<b>Year 5</b>		
<p>Meeting and greeting people            Saying how old you are -numbers to 21            Learning the days of the week and months of the year            Saying when your birthday is-            Saying what there is in your school bag            Describing your classroom            Saying what you like and dislike            Talking about hobbies</p>	<p>Saying what colour things are            Talking about animals            Using a dictionary            Talking about your family            Saying where you live</p>	<p>Saying what you eat and drink            Ordering in a café            Talking about nationalities and countries            Using the verb « être »            Talking about the weather            Exploring rhyming and syllables</p>
<b>Year 6</b>		
<p><b>Chez moi</b>            C'est perso            Talking about like and dislikes            Talking about your survival kit            Describing yourself            Talking about other people            Describing a musician</p> <p><b>Mon collègue</b>            Talking about school subjects            Giving opinions and reasons            Describing your timetable            Describing your school day            Talking about winter celebrations            Talking about food            Schools in other French-speaking countries</p>	<p><b>Mes passetemps</b>            Talking about computers and mobiles            Talking about which sport you play            Talking about activities            Saying what you like doing            Describing what other people do            Talking about extreme sports</p> <p><b>Ma zone</b>            Talking about your town and village            Giving directions            Talking about where you go            Asking to go somewhere            Saying what you can do in town            Facts about France</p>	<p><b>3...2..1 Partez!</b>            Talking about your holiday            Talking about getting ready to go out            Buying drinks and snacks            Talking about holiday plans            Saying what you would like to do            Talking about where people go on holiday</p> <p><b>Studio Découverte</b>            Talking about animals            Writing a poem            Describing a painting</p>
CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Year 7</b>		

<p><b>Access French</b>  Meeting and greeting people  Counting to 21 -Saying how old you are  Learning the days of the week and months of the year-Saying when your birthday is  Saying what there is in your school bag  Describing your classroom  Saying what you like and dislike  Talking about hobbies  Saying what colour things are  Talking about animals  Using a dictionary  Talking about your family  Saying where you live  Saying what you eat and drink  Ordering in a café  Talking about nationalities and countries  Talking about the weather</p> <p><b>T'es branché?</b>  Talking about TV programs you have watched  Talking about films  Talking about reading  Talking about the internet  Talking about yesterday evening</p>	<p><b>Paris je t'adore!</b>  Saying what you did in Paris  Saying when you did things  Understanding information about a tourist attraction Giving your opinion  Saying how you went and how  Interviewing a suspect</p> <p><b>Mon identité</b>  Talking about personality  Talking about relationships  Talking about music  Agreeing , disagreeing, giving reasons.  Talking about clothes  Talking about your passions</p>	<p><b>Chez moi, chez toi.</b>  Describing where you live  Describing your home  Talking about meals  Discussing what food to buy  Talking about an event</p> <p><b>Quel talent!</b>  Talking about talent and ambition  Encouraging or persuading someone  Rehearsing for the contest  Saying who is the best, the most, the least  Showing how much you can do with the French Language</p> <p><b>Studio découverte</b>  World geography and French speaking countries  How to plant a garden  The French revolution</p>
<p><b>Year 8</b></p>		
<p><b>Planète Facebook</b>  Talking about Facebook  Giving your opinion about someone  Arranging to go out  Describing a date  Describing a music event</p> <p><b>Bien dans sa peau</b>  Learning the parts of the body  Talking about sport  Learning about healthy eating  Making plans to get fit  Describing levels of fitness</p>	<p><b>À l'horizon</b>  Describing jobs  Learning languages  Saying what you used to do  Discussing your future and your past  Talking about your job</p> <p><b>Special vacances</b>  Discussing holidays  Imagining adventure holidays  Talking about what you take with you on holidays  Describing what happened on holidays  Visiting a tourist attraction</p>	<p><b>Moi dans le monde</b>  Describing what you are allowed to do  Explaining what is important to you  Talking about things you buy  Describing what makes you happy  Learning about human rights issues</p> <p><b>Studio Découverte</b>  French Comics and literature  Conversation games  French geography</p>

## Latin

### Aims

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

### Teaching Approach

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

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

**LATIN CURRICULUM MAP**

<b>CHRISTMAS TERM</b>	<b>LENT TERM</b>	<b>SUMMER TERM</b>
<b>Year 6</b>		
The Birth of Rome Pompeii Roman Society: Family, Houses, clothes and food, The Bath House, Education, Entertainment. Gladiators Myths	Slaves and freedmen Theatre The Story of Troy Greek myths The Iliad The Roman Army Hannibal of Carthage Myths	Roman Government, local government and elections Politics in Ancient Rome Roman Engineering Roman Britain Vesuvius and the destruction of Pompeii Myths
<b>Year 7</b>		
Latin Pronunciation Endings Singular and Plural Esse, to be Indefinite and definite articles Vocabulary Myths and Ancient History Pronouns 1st Conjugation Verbs Present Tense 1st Declension Nouns Stems and Endings Nominative and Vocative Cases Vocabulary Myths and Ancient History	Subjects and Objects Transitive and Intransitive The Genitive Case Apostrophes Vocabulary Myths and Ancient History The Dative and Ablative Cases 2nd Declension Nouns, dominus 2nd Declension Nouns in –er deus, vir, filius Vocabulary Myths and Ancient History	Prepositions + the Ablative Adjectives Sum + complement Vocabulary Myths and Ancient History The Imperfect Tense Imperfect of sum Translations Vocabulary Myths and Ancient History
<b>Year 8</b>		
Counting Prepositions + the accusative Dative of the possessor The perfect tense Adjectives in –er Perfect of sum Coping with principal parts Using supines Vocabulary Myths	2nd conjugation: moneo Principal parts Apposition Pronouns in the accusative Questions in Latin 3rd conjugation: rego 4th conjugation: audio Mixed conjugation Imperatives More about sum Adsum and absum Vocabulary	Subordinate clauses Adverbs Vocabulary Revision Roman Myths, History, and Culture

# Art

## Aims

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

## Teaching Approach

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

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

## Key Stage Two

In Key Stage Two, Years 3-5, Art is taught by the class teacher. Pupils are taught to respect and use equipment effectively. They are introduced to a variety of materials and techniques through sculpture, textiles and mixed media work. Pupils learn to record and develop their ideas using a range of different skills. Pupils are encouraged with positive reinforcement and praise, with a focus on process and developing skills, rather than the end result. Many cross-curricular links are made to the topics studied.

As part of each project, artists' work, both modern and from other cultures and eras, is discussed. Wherever possible, trips are organised to relevant locations of interest, which inspire artwork, and ICT is used to enhance learning and understanding. Homework is set for the weekend, on a rotation basis with the five other Foundation subjects.

In Year 6, pupils receive an hour of specialist art teaching each week. They explore and experiment with a range of different media to further develop their drawing, painting, and sculpting skills. They study a variety of artists, styles and approaches and are encouraged to continue their art practice at home.

## Key Stage 3

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

Starting points include; still life, architecture and sculpture. Emphasis is placed on refining skills previously learned. For example, being able to observe more closely and draw with more accuracy. Pupils are also taught to persevere with tasks and analyse critically both their work and the work of their peers. Subjects such as "What is Art?" and why it is important in today's society are also debated and examined. Where possible, an art trip or workshop is organised. Homework is set as appropriate to give pupils a chance to consolidate their learning and develop their sketchbook skills. An example of the activities set include artist research and drawing from observation.

All pupils throughout the school enjoy a dedicated Art Day which results in an exhibition in the summer Term.

**ART CURRICULUM MAP**

<b>CHRISTMAS TERM</b>	<b>LENT TERM</b>	<b>SUMMER TERM</b>
<b>Year 1</b>		
Portrait Assessment <b>Arcimboldo</b> Shading and Toning Drawing fruit and vegetables from observation Colour Mixing Primary and secondary colours.	<b>Monet</b> Art work related to the Titanic topic Brush strokes	<b>Mary Cassatt</b> Sculpture project <b>Art Day</b>
<b>Year 2</b>		
Portrait Assessment <b>Paul Klee</b> Geometric shapes and patterns <b>Andy Goldsworthy</b> Relief Printing Investigating Surrealism	<b>Cezanne</b> <b>Wayne Theibaud</b> <b>Louise Bourgeois</b> Still Life: Fruits/Plants Observational drawing/painting/ sculpting Printing from fruit	<b>Cubism</b> Textiles using applique Using sketch books to record design ideas Collaborative mural. <b>Art Day</b>
<b>Year 3</b>		
Portrait Assessment <b>Mondrian</b> <b>Van Gogh</b> Developing drawing skills Mark Making Assemblage Illustrated lettering Pastiche (in the style of) – portrait competition	Colour Theory - Primary and Secondary Exploring texture Observational drawings <b>Our Natural world</b> Grounds within a composition Scale Layering	<b>Matisse</b> Cutting Collage Composition Exploring shape and pattern Block Printing Charcoal drawing Art Day
<b>Year 4</b>		
Portrait Assessment <b>Charles Rennie Mackintosh and Art Nouveau</b> <b>Picasso</b> Portrait Assessment Collograph printing Pastiche (in the style of) – portrait competition	<b>Pointilism</b> Powerful Portraiture Self portraits Abstract portraits Tingatinga Tales	<b>Pop Art</b> <b>Jackson Pollock</b> The Colour Wheel Complimentary colours Still life: Understanding objects and meanings <b>Art Day</b>
<b>Year 5</b>		
Portrait Assessment Shape and form Shadow and light Mark making with chalk and oil pastels Tone Shading Shapes Pastiche (in the style of) – portrait competition	<b>Kandinsky</b> <b>Turner</b> Experimenting with watercolours Exploring Containers Making a form Abstract - Van Gogh	<b>Giacometti</b> <b>Jonah and the Whale (RE cross curricular project)</b> Drawing from observation Mix media Wire sculpture Pinch pots – using clay <b>Art Day</b>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Year 6</b>		
Portrait Assessment <b>Georgia O’Keeffe</b>  <b>Ernst Haeckel</b>  <b>Karl Blossfeldt</b>  <b>Indian art</b> Natural forms The formal elements: Line, tone, texture, shape, form, pattern Observational drawing Printmaking Wax resist Colour theory	Masks <b>Chinese Theatre</b>  <b>Elizabethan theatre</b>  <b>Day of the dead</b>  <b>Venetian masks</b> Papier maiche Paper manipulation Card relief Embellishment	<b>Antony Gormley</b> 3D sculpture Clay Texture Experimentation Form  <b>Art Day</b>
<b>Year 7</b>		
Portrait Assessment <b>Henri Fantin Latour</b>  <b>Ralph Goings</b>  <b>Wassily Kandisky</b>  <b>Frank Stella</b> Still life Abstract Art Relief work	<b>Ralph Goings</b>  <b>William Kalf</b>  <b>Cezanne</b>  <b>Patrick Caulfield</b> Tonal painting Colour mixing Painting with acrylic paint Still Life Photography	<b>Impressionism</b>  <b>Fauvism</b>  <b>Hockney</b> Painting from observation Painting skills Colour mixing Photography  <b>Art Day</b>
<b>Year 8</b>		
Portrait Assessment Self Portraits. <b>Frida Kahlo and various other artists</b>  <b>BP portrait awards</b>  <b>Caravaggio</b> Drawing skills Painting skills Mixed media Refining work Artist study Photography Photo-shop	<b>Still Life</b> Observational drawing Composition Light and shade Scale Proportion	<b>Art exhibition posters</b>  <b>Graphic artists such as Peter Saville</b> Curating an exhibition. Designing promotional materials (cross over with DT to plan for the Summer Art and Music show)  <b>Art Day</b>

# Computing (I.C.T.)

## Aims

The overall aim is to produce independent learners who are confident, knowledgeable and effective users of technology. We aim to enable pupils to:

- Use the skills of computing effectively, safely, with purpose and enjoyment
- Use a range of digital devices, including tablets, laptops, cameras and data logging tools within varying contexts across the curriculum
- Become autonomous and independent users of technology, making full use of computing skills to support cross-curricular learning
- Use the National Curriculum as a guide to subject development to assist pupils in achieving high level computing skills
- Extend and enhance pupils learning across the curriculum through digital literacy skills
- Develop specific knowledge and understanding of computers, programming, IT systems and eSafety
- Develop each pupil's computational thinking and logical reasoning skills

## Teaching Approach

Teaching will be based upon 3 main strands:

- Computer Science
- IT
- Digital Literacy

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

In Year 2, pupils will be taught by the Head of Computing for 40 minutes per week. From Years 3 to 5, this increases to approximately 1 hour per week for the duration of the year.

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

As well as being taught in the ICT suite, pupils have access to library computers, departmental laptops, iPads, cameras and a broad range of peripheral devices. Wi-fi is available campus-wide, affording robust and fully filtered internet and network connectivity.

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p><b>Year 1</b> will be introduced to simple coding practices and sequencing instructions, to make real and virtual objects move and change direction. Pupils will learn that a computer has many different devices attached to it to perform different roles. Keyboard skills are important and pupils are encouraged to practise typing including typing skills including use of correct punctuation. Pupils will learn to print some of their work. In Year 1, creative skills are further enhanced through the Purple Mash learning platform which hosts image editing and 2Dolt software. As pupils make more use of the internet, pupils' awareness of eSafety becomes increasingly important.</p>		
<b>Year 2</b>		
Half-term 1: .E-safety-Smartie the penguin  Half-term 2: .Coding- Repeat and sequence, logical reasoning Unit 2.1	Half term 1: .Spreadsheets unit 2.3  Half term 2: .Creative audio unit 2.7	Half term 1: .Presenting ideas , all about me unit 2.8  Half term 2: . Database unit 2.4
<b>Year 3</b>		
Half-term 1: .Staying safe online unit 3.2  Half-term 2: . Simulations 3.7	Half-term 1: .Graphs unit 3.8  Half-term 2: .Branching databases unit 3.6	Half-term 1: . Blogging  Half-term 2: .Turtle coding unit 3.1
<b>Year 4</b>		
Half-term 1: . Animation unit 4.6  Half-term 2: .Coding Espresso	Half-term 1: .Scratch game creation  Half-term 2: .Effective searching unit 4.7	Half-term 1: . e-book creation  Half-term 2: .Hardware unit 4.8
<b>Year 5</b>		
Half-term 1: .3d modelling unit 5.6  Half-term 2: .Espresso	Half-term 1: .Movie maker digital story  Half-term 2: .Hardware, software, peripherals	Half-term 1: .Podcasting with audacity  Half-term 2: KODU game design and creation
<b>Year 6</b>		
Half-term 1: .E-safety unit 6.2  Half-term 2: .Blogging unit 6.4 technology of the future	Half-term 1: .Networks WAN and LAN unit 6.6  Half-term 2: .Vodcasting	Half term 1: .Databases on access  Half term 2: KODU programming
<b>Year 7</b>		
Half-term 1: .E-safety  Half-term 2: .Multi-media advert (Windows movie maker)	Half-term 1: .Greenfoot programming  Half-term 2: .Computer architecture	Half-term 1: .Web site Design Weebly  Half term 2: .Model in excel
<b>Year 8</b>		
Half-term 1: Internet Security  Half –term 2: Computing fundamentals	Half-term 1 .Sketch up-house of the future  Half-term 2 Cyber Security	Half term 1: Python programming  Half-term 2: App creation

## Design and Technology (D.T.)

The overall aim is to produce learners who are inquisitive about the world around them, to respond to the needs and wants of the consumer and design and create imaginative and purposeful products. There are three main areas of the Design Technology curriculum which are textiles design, graphic design and product design. Throughout their school career, pupils will gain experience of designing and making under each of these disciplines.

### Aims

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

### Teaching Approach

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

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

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

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

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

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

## DT CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Year 2</b>		
Art – sculpture work Maths – 3D nets, angles, symmetrical patterns Science - materials	Science – Healthy food, fruit kebabs and fruit smoothies Art – Collage work	Food Technology – Create a healthy snack Textiles – puppet design
<b>Year 3 (with Head of Art and DT For one term on a rotation basis)</b>		
Over the year, the children will take on 3 projects with the aim of introducing them to the foundation skills in Design Technology:		
<b>Mosaics</b> Being aware of constraints when planning a design Accurate measuring and cutting skills Working with more resistant materials Using tools and equipment safely	<b>Photo Frames</b> Learning about structures, shape and support Using research to inform ideas Tailoring a product to meet the needs of the user	<b>Soft toys</b> Marketing a product to raise awareness for a cause (endangered animals) Simple pattern cutting and sewing techniques Advertising and presentation skills..
<b>Year 4 (with Head of Art and DT For one term on a rotation basis)</b>		
Pupils will build on skills learned in Year 3		
<b>Card construction</b> Design and construction using recycled materials. Artists and designers who use recycled materials	<b>Fabric containers: Wallets and MP3 cases</b> Building upon sewing skills Selecting and combining materials for effect.	<b>Electronics: Night Lights</b> Extending upon electronic circuit knowledge learned in science. Making a simple circuit with a switch Card and paper construction. Using tools and equipment safely Meeting the needs of the consumer.
<b>Year 5</b>		
<b>Theatre and prop design:</b> Dragon puppets Chinese theatre Simple mechanisms Joining Moulding Assembling Decorating.	<b>An introduction to Graphic Design: Spanish tiles</b> Working to the constraints of a brief Textures, materials and techniques. Repeat pattern Printmaking To build on basic Photo shop skills learned in ICT To learn the process of turning a hand printed piece into a Stationary design: Journal covers	<b>Architecture and making a positive difference to the planet: Eden project</b> Problem solving Biomimicry Building on awareness of environmental issues Team work Sustainability Structures Measuring, scales, building on skills learned in Maths Cutting, sawing, assembling Using natural materials
<b>Year 6</b>		
<b>Textiles: pencil cases</b> Working to the constraints of a brief Applique To extend sewing skills To safely use a sewing machine Pressing Bonding	<b>Graphic Design: Typography</b> Study of successful graphic designers Typography Hand illustration More advanced photo shop skills	<b>Make a moving toy</b> CAM mechanisms Working in a team Traditional toys Using tools and equipment safely

<b>Year 7</b>		
<b>Graphics</b> <b>PR and Advertising:</b> <b>Summer show 2017</b> Poster and card making Advertising campaigns Event planning Curating a show or an exhibition Working in a team	<b>Resistant materials project:</b> <b>Toy vehicles</b> Make a Tote Bag featuring print design. Modern Architecture Line drawing Sewing Silk screen printing	<b>Product Design: Lighting design</b> Design and make a lampshade Paper Cutting Shape and form Problem solving Construction Decoration
<b>Year 8</b>		
<b>Graphics</b> <b>PR and Advertising:</b> <b>Summer show 2017</b> Poster and card making Advertising campaigns Event planning Curating a show or an exhibition Working in a team	<b>Screen Printing and Textiles project: London Architecture</b> Make a Tote Bag featuring print design. Modern Architecture Line drawing Sewing Silk screen printing	<b>Product Design: Lighting design</b> Business and enterprise CAD Using a milling machine safely Marketing a product

# Geography

## Aims

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

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

We aim to help pupils develop:

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

## Teaching Approach

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

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

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

Throughout the School, emphasis is placed on an investigative, approach and 'hands on' experience e.g. traffic surveys in the immediate environment, research into the geology of coasts and leisure surveys. IT is utilized wherever possible for reports, graphs, spread sheets, digimaps etc. Pupils have access to a wide range of reference books, videos, CD ROMs and computer programs

Opportunities to use IT to enrich the learning experience include using: Google maps, Google Earth, Power Point, word processing, iPads, video clips and Digimaps.

## GEOGRAPHY CURRICULUM MAP

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

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

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

# History

## Aims

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

## Teaching Approach

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

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

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

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

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

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

## HISTORY CURRICULUM MAP

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

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Year 3</b>		
<b>Ancient Egyptians (World History Study)</b> <ul style="list-style-type: none"> <li>Locating Ancient Egypt on a timeline of world events</li> <li>Beginning to use BC / AD</li> <li>Archaeologists and artefacts</li> <li>The importance of the River Nile</li> <li>Housing and towns</li> <li>Gods and the afterlife</li> <li>Mummification</li> </ul>	<b>The Romans in Britain</b> <ul style="list-style-type: none"> <li>Invaders and Settlers in Britain</li> <li>Comparing the lives of Romans and Celts</li> <li>The Roman Invasion</li> <li>Queen Boudicca</li> <li>Food and Drink</li> <li>Houses and villas</li> </ul>	<b>Children in World War II</b> <ul style="list-style-type: none"> <li>Key dates, countries and figures in the lead up to WWII</li> <li>The Blitz and air raids</li> <li>Evacuation</li> <li>Rationing</li> <li>Using photos to consider the impact of war on people's lives</li> <li>The treatment of Jewish people by the Nazis</li> <li>Everyday life for pupils</li> </ul>
<b>Year 4</b>		
<b>The Anglo Saxons and Vikings</b> <ul style="list-style-type: none"> <li>Who were the Anglo- Saxons?</li> <li>Who were the Vikings?</li> <li>Identify dates on a timeline</li> <li>What was life like as an invader?</li> <li>Daily life, customs and traditions</li> </ul>	<b>The Tudors</b> <ul style="list-style-type: none"> <li>The role of a monarch and the type of difficulties faced</li> <li>Henry VIII and his wives</li> <li>The portrayal of Henry VIII in different sources</li> <li>The rich and poor in Tudor Times</li> <li>Food</li> <li>Architecture and furniture</li> </ul>	<b>Britain since 1948</b> <ul style="list-style-type: none"> <li>Timelines and ordering key historical events</li> <li>Creation of the NHS</li> <li>Immigration after the war</li> <li>Equal Rights for Women</li> <li>Changes in Technology</li> <li>The birth of Rock and Roll</li> </ul>
<b>Year 5</b>		
<b>The Ancient Greeks (European Study)</b> <ul style="list-style-type: none"> <li>Greek ideas used today</li> <li>The Greek alphabet</li> <li>English words of Greek origin</li> <li>The Olympic Games</li> <li>Greek architecture</li> <li>Greek thinkers and philosophers</li> <li>Similarities and differences between Ancient Greek schools and our own</li> </ul>	<b>The Aztecs (World Study)</b> <ul style="list-style-type: none"> <li>Chronology</li> <li>Using BC / BCE and AD / CE</li> <li>How the Aztec civilisation was discovered and destroyed</li> <li>Aztec architecture and cities</li> <li>Aztec gods and religion</li> <li>Weapons, warfare and tactics</li> </ul>	<b>Local History Study</b> <ul style="list-style-type: none"> <li>Using maps to explore areas over time</li> <li>Using primary and secondary sources to consider how St Aubyn's has changed over time</li> <li>To consider how architectural styles change over time</li> <li>To explore pictorial and written sources about the local area</li> <li>To carry out independent research of a local landmark or figure from the past</li> </ul>
<b>Year 6</b>		
<b>Introduction to the Victorian Era</b> Victorian Towns <ul style="list-style-type: none"> <li>Housing</li> <li>Water and Sewage Systems</li> <li>Disease</li> </ul> Using sources: Why is some evidence unreliable? Children's Working conditions  <b>Public Health</b> <ul style="list-style-type: none"> <li>The work of Dr John Snow</li> <li>The building of the London sewers</li> </ul>	Medicine and Surgery: Improvements made during the Victorian era Research and Inquiry- science and medicine A Victorian Education Exhibiting the Victorians: Handling Victorian Objects The struggle to improve working conditions: The match girls strike. Crime and Punishment	<b>The Edwardian Era</b> <ul style="list-style-type: none"> <li>The Liberal Reforms: Children, the poor and old age</li> <li>The Changing role of Women: suffragettes, Mrs Pankhurst, Mrs Fawcett</li> <li>Women and the Home Front in World War I</li> </ul>

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

# Music

## Aims

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

## Structure of Department

The Department is comprised of a Director of Music, two part-time music teachers and fourteen visiting instrumental teachers. The Director of Music leads the Department and teaches music and singing from Year 3 upwards. Our part-time specialist music teachers run the music lessons and singing in EYFS and Pre Prep, and assist in Middle School as necessary.

## Teaching Approach

Pre Prep pupils are taught by a music specialist. Pupils have one ½ hour lesson per week plus an additional ½ hour singing session. Pupils learn to:

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

Pupils in the Middle School have music with the Director of Music or specialist music teacher for one hour a week for two terms out of the three. Pupils also have one ½ hour singing session per week throughout the year. Pupils learn to:

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

Senior School pupils are taught by the Director of Music for one hour per week. Pupils in Senior School also have two ½ hour singing sessions each week. They will have the opportunity to:

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

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

## MUSIC CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Year 1</b>		
<p>Accurate pitching of So and Mi Tonic solfa songs using So and Mi Beat tapping activities with and without percussion instruments Expressive movement to music</p> <p><b>Singing</b> Vocal warm ups Emphasis on diction, articulation, rhythm and pitch Repertoire: Harvest and Christmas songs and hymns</p>	<p>Accurate pitching of So, Mi and La Tonic solfa songs using So, Mi and La Aural recognition and repetition of crotchets and quavers. Playing So and Mi songs on the Glockenspiel Rhythmic improvisation Expressive movement to music</p> <p><b>Singing</b> Vocal warm ups and exercises Emphasis on diction, articulation, rhythm and pitch and dynamics Repertoire: Spring, Easter, topic related songs and hymns</p>	<p>Accurate pitching of So, Mi, La and Do Tonic solfa songs using So, Mi, La and Do Introduction to rhythmic notation Playing So, Mi and Do songs on the Glockenspiel Expressive movement to music Improvisation with rhythm and pitch</p> <p><b>Singing</b> Vocal warm ups and exercises Emphasis on diction, articulation, rhythm and pitch and extending vocal range Repertoire: Summer, end of term, topic related songs and hymns</p>
<b>Year 2</b>		
<p>Accurate pitching of So, Mi, La and Do Tonic solfa songs using So, Mi, La and Do Reading rhythmic notation Playing So, Mi, La and Do songs on the Glockenspiel Introduction to instrumental families Moving to music in different ways Improvisation of rhythm and pitch</p> <p><b>Singing</b> Vocal warm ups Emphasis on diction, articulation, rhythm and pitch Seasonal songs and songs in preparation for assemblies (hymns) and their Christmas production</p>	<p>Accurate pitching of So, Mi, La, Re &amp; Do Tonic solfa songs on So, Mi, La, Re &amp; Do Playing So, Mi, La, Re and Do songs on the glockenspiel Recognising instruments by sight &amp; sound Moving to music in different ways. Improvising using voice and glockenspiel</p> <p><b>Singing</b> Vocal warm ups and exercises Emphasis on diction, articulation, rhythm and pitch and dynamics Variety of singing styles e.g. RAP, sound off, popular songs of a general theme. Songs about Easter and Spring</p>	<p>Accurate Pitching of major scale Tonic solfa songs using major and minor Playing major songs using glockenspiel Following a graphic score Moving to music in different ways Compositions based on Carnival of the Animals.</p> <p><b>Singing</b> Vocal warm ups and exercises Emphasis on diction, articulation, rhythm and pitch and extending vocal range Singing in 2 or possibly 3 parts Songs about the season or topic and in preparation for end of year assembly</p>
<b>Year 3</b>		
<p><b>Singing</b> Seasonal songs Harvest and Christmas. Vocal control and pitch The importance of warming up your voice Part singing Vocal warm ups, including RAPS Dynamics</p>	<p><b>Singing</b> Breath control in vocal warm ups Seasonal songs and 'national sing up day' song Singing in rounds and harmony Singing with control of breathing, pitch dynamics. Following the conductor</p>	<p><b>Singing</b> Vocal warm ups Starting a sound Even breath support Harmony and blending sounds Seasonal songs and songs for summer performances</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Year 3</b>		
<p><b>Mosaic Recorders</b>                      Recorders: technique – breathing, sound production, tonguing, finger work                      Notes: B,A,G                      Notation: Reading B,A &amp; G, crotchets, quavers, minims, semi-breves and rests                      Listening &amp; discussions of Classical, Rock, Reggae, RnB, Musical Theatre, Samba works                      Improvisation in Reggae style                      Singing: 2 part solfa songs with body percussion &amp; movement                      Rhythmic recognition games</p>		<p><b>Mosaic Recorders</b>                      Recorders – reinforcing technique from Christmas term                      Notes: add C &amp; E                      Notation: Reading C &amp; E                      Listening discussions of Ragtime, Rock, Sea Shanty, Funk, Tango, Waltz                      Improvisation in a Funk Style                      Singing: 3 part solfa songs with body percussion                      Beat Retention games</p>
<b>Year 4</b>		
<p><b>Singing</b>                      Seasonal songs Harvest and Christmas                      Vocal control and pitch                      The importance of warming up your voice                      Part singing                      Vocal warm ups, including RAPS                      Dynamics</p>	<p><b>Singing</b>                      Breath control in vocal warm ups                      Seasonal songs and ‘national sing up day’ song.                      Singing in rounds and harmony                      Singing with control of breathing, pitch dynamics.                      Following the conductor</p> <p><b>Mosaic Recorders</b>                      Recorders – Reinforcing good recorder technique                      Notes – add Low and high D                      Notation – Sight-reading practice                      Recorder based film music composition                      Listening &amp; discussions on Blues, Calypso, Film music, Pop, March, Jazz                      Singing 3 part solfa songs with body percussion                      Aural development games</p>	<p><b>Singing</b>                      Vocal warm ups                      Starting a sound                      Even breath support                      Harmony and blending sounds                      Seasonal songs and songs for summer performances</p> <p><b>Recorders</b>                      Recorders – Reinforcing good recorder technique                      Notes – add notes an octave above                      Notation – reading music, sight reading practice                      Playing in an ensemble                      Learning traditional folk songs on recorder</p>
<b>Year 5</b>		
<p><b>Singing</b>                      Seasonal songs Harvest and Christmas plus 02 ‘Young Voices’ songs                      Vocal control and pitch                      The importance of warming up your voice                      Part singing                      Hymn singing                      Vocal warm ups, including RAPS                      Dynamics                      Sight singing</p>	<p><b>Singing</b>                      02 ‘Young Voices’ Trip                      Breath control in vocal warm ups                      Seasonal songs and ‘national sing up day’ song.                      Singing in rounds and harmony                      Singing with control of breathing, pitch dynamics.                      Hymn singing                      Following the conductor                      Year 5 musical rehearsals</p>	<p><b>Singing</b>                      Vocal warm ups                      Starting a sound                      Even breath support                      Harmony and blending sounds                      Hymn singing                      Seasonal songs and songs for summer performances.</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Year 5</b>		
<b>Orchestra</b> Orchestral families Young persons' guide to the orchestra Fantasia BBC Ten Pieces trip to South Woodford Reading rhythms Reading notation Composing for an orchestra Working towards Christmas production	<b>Spring Musical</b> Spring Musical rehearsals Learning songs Projection and expression in your voice Singing like a west end musical artist Performing skills	
<b>Year 6</b>		
<b>Reggae</b> The historic roots of reggae music Offbeat Keyboard technique Chords Notes of the treble clef Staff Score reading Rhythm notation Navigating a keyboard Ska and Reggae Bob Marley Rastafarianism Elements of music Reggae performance Christmas performance practice	<b>Popular Song</b> Song structure (Chorus, Verse, Bridge, Intro, Outro) Chord progressions Playing and singing Performance technique Composing own songs Using Garage band to input songs Creating your own MP3	<b>Song Writing</b> Learning how to use Sibelius Score reading Recording your own sounds Elements of music Composing own songs Using Garage band to input songs Creating your own MP3
<b>Senior School: Singing</b>		
Part singing Vocal warm ups, including RAPS Dynamics Even breath support Harmony and blending sounds Hymn singing Working towards Christmas performances.	Part singing Vocal warm ups, including RAPS Dynamics Even breath support Harmony and blending sounds Hymn singing Working towards house singing competition.	Part singing Vocal warm ups, including RAPS Dynamics Even breath support Harmony and blending sounds Hymn singing Senior School Musical Preparation
<b>Year 7</b>		
<b>Pachelbel Canon</b> Pachelbel and Baroque Music Notes of the treble clef Notes of the Bass Clef Reading scores Navigating a keyboard Chords Variations Adding your own variation Christmas performance practice	<b>Arrangement or Remix</b> Writing your own song. Chord progressions Pachelbel Canon Chords Mixing songs to create your own Lyric writing Garage Band Tutorials Inputting your composed song to Garage Band	<b>Radio Show</b> Working as a team Garage Band Podcasting software Composing and recording jingles Independent thinking skills Interview technique Timing and pulse

Year 8		
<p><b>Blues</b></p> <p>New music department etiquette History of the Blues Chord sequence for 12 bar blues Playing a keyboard Navigating a keyboard C is to the left of the 2 black keys Performing the blues Working with Blues musicians Christmas performance practice</p>	<p><b>Minimalism</b></p> <p>Listening and appraising Steve Reich Philip Glass Sibelius Tutorial Inversion Retrograde Composing minimalism Creating a Sibelius composition Inputting notes and scores</p>	<p><b>Soundtracks/Musicals</b></p> <p>Exploring songs from the stage Development of musical theatre Vamping Mood and music Leitmotifs and themes Cue sheets Composing a soundtrack Story boards</p>

## Instrumental Tuition

We have 14 instrumental staff providing tuition in the following instruments:

### Percussion

Piano  
Drum Kit

### Woodwind

Flute  
Oboe  
Clarinet  
Bassoon  
Saxophone

### Brass

Trumpet  
Cornet  
Trombone  
Euphonium  
Tuba

### Strings

Violin  
Viola  
Cello  
Double Bass

Singing/vocal lessons are also available.

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

During the summer term, there is an instrumental demonstration evening, where parents and children can come and meet the teachers and have the opportunity, where appropriate, to try out instruments. Any queries or applications for individual music lessons can be answered by the Director of Music: [d.tulloch@staubyns.com](mailto:d.tulloch@staubyns.com)

## St Aubyn's Music Award Scheme

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

## Homework

At various points over the year, pupils are required to learn songs for concerts and performances. Music and lyrics are made available to the pupils so that they can practise at home. Additionally, in Years 3 and 4, whilst studying the recorder, pupils are asked to practise for no more than 10 minutes over 5 days of week to help them embed what they have learnt in class.

## Performance Opportunities

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

## Co-Curricular

We offer a wide range of co-curricular activities, which teach children how to play and sing with other musicians. It is important to be committed to an ensemble and we expect weekly attendance and practice between sessions. Skills such as communication, teamwork and performing are also gained. We offer Year 2 Singing Club, String Group, orchestra, Senior and Middle School Chamber Choirs and African Drumming alongside some smaller ensembles, which are set up by instrumental teachers for our concert performances.

## Physical Education (P.E.)

### Aims

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

### Teaching Approach

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

The PE and Games Department has indoor and outdoor facilities as well as an excellent range of sports equipment. Facilities include an indoor Sports Hall with badminton, basketball, football, netball and volleyball court markings. Outdoor facilities include a large sports field, 3 all-weather pitches, a hard court area and 2 cricket nets. The main field is marked with football pitches for the Christmas and Lent terms and as a synthetic cricket pitch for use in the summer, along with rounders pitches and athletics markings. Our sports programme is accessible to all and resources are in place to support the School's ethos of "competitive sport for all."

The Department has two full time members of staff, a part time dance teacher and a sports coach. The teaching of games is mainly the responsibility of 2 specialist teachers who are supported by a number of teaching staff and sports coaches who assist with the delivery of lessons throughout the week. Swimming lessons are taught by external swimming teachers.

In Years 1 and 2, boys and girls are taught in mixed sex classes for approximately 1 hour per week. Pupils are taught

generic ball skills such as throwing and catching through abbreviated sports such as cricket, netball or football. Gymnastics, dance, and athletics are also covered with the fundamentals of movement such as balance, coordination and agility forming the basis of each lesson.

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

In Middle School, pupils have a 75 minute games lesson as a year group as well as an hour long PE session, again with specialist teachers. Pupils in Additionally, Year 3 will take part in dance and swimming lessons for a term each, Year 4 will take part in swimming and additional games for a term each and Year 5 will take part in dance and additional games, again for a term each.

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

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

### Reception

Reception pupils have probably never 'played' sport before and this stage of learning may well be their first experience of physical activity in an organised setting. The objective is to introduce the basic elements of physical activity such as running and catching through fun activities that create an appetite for future participation. Children at this age generally are not concerned about how their skills compare with those of the others, they are primarily interested in being with friends and having fun learning and playing. Competition is usually the furthest thing from their mind.

### Key Stage 1 (Years 1 - 2) – Stage 1 LTAD - FUNdamentals

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

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

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

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

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

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

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

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

#### **Pupil Development and Enjoyment**

In every lesson time is set aside for the development of each pupil's FUNdamentals for each sport, as well as time set a-side for the development of their understanding

of the Five S's. For example in PE lessons for Years 3 – 8 eight minutes are set a-side at the start of each lesson for activities such as throwing and catching to develop the FUNdamentals or shuttle runs and burpees to develop an individual's speed, strength and stamina. Lesson tasks are initially focused on individual skills so that each pupil's 'skill set' can be developed and extended to ensure participation and an awareness of sport for all is instilled for later life as well as moving the more able pupils towards competition. Each lesson should focus on developing individual pupils' abilities in a fun and fear free environment utilising small groups and small sided games such as 4v4. Staff should be attentive and ensure pupils are provided with feedback and the opportunity to learn. Whenever possible pupils should be able to work individually and independently, i.e. one ball or racket each and lessons should engage the pupils' body and mind. Learning activities should be fun but not too easy where the focus is on development and effort rather than the outcome or winning. An understanding of life and sport and that in a race there can be only one winner but does that mean everyone else is a loser.

#### **Competitive Performance Approach**

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

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

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

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

The standard of inter-school sport is high and at "A" team level pupils are selected on their ability- the best are

selected to compete against the best. All children need to show an appropriate level of ability and the right attitude to represent the School at this level and it may be that an individual child needs a little more time to mature and develop their skill base. It would be unfair, and potentially a negative experience for an individual, to select someone who is not yet at the required level.

However, our ethos is very much one of “sport for all.” To promote this ethos all pupils are provided with the opportunity to compete at either inter or intra-school level at either, B, C or D team level. Throughout the school year, suitable fixtures are organised so that by the end of each academic year, all pupils will have represented the school in at least one sport.

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

## Co-Curricular Sports

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

We expect our pupils to have considerable pride in representing the School. Our teams are expected to behave impeccably when involved in inter-school matches, showing good manners and being generous in victory and dignified in defeat. We regularly field teams in athletics, cricket, cross-country, football, netball, swimming, rounders and hockey. The School has a reputation for striving for excellence in all forms of sport, with teams performing at county level. All pupils from Years 3 upwards will also have had the opportunity to represent the School at sport by the end of each academic year. Inter-school activity also furthers the social aspects of sport, broadens the participant’s horizons, offers increased challenge to the most able pupils and extends enjoyment. Where appropriate, able pupils are entered for Borough, County, Regional and National team trials.

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

### Philosophical Summary

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

### KEY STAGE ONE - PHYSICAL EDUCATION CURRICULUM MAP

Year	Christmas		Lent		Summer	
<b>1 and 2</b>	Physical Literacy	Small Sided Games	Gymnastics		Athletics	Small Sided Games

### KEY STAGE TWO - PHYSICAL EDUCATION CURRICULUM MAP

Year	Christmas		Lent		Summer	
<b>3 and 4</b>	Swimming (Wednesday Y4)		Swimming (Wednesday Y3)			
	Physical Literacy	Basketball	Gymnastics	Indoor Athletics	Athletics	Small Sided Games
					Dance (Yr 3)	

## KEY STAGE TWO - PHYSICAL EDUCATION CURRICULUM MAP

Year	Christmas		Lent		Summer	
5			Dance (Yr 5)			
	Physical Literacy	Basketball	Gymnastics	Indoor Athletics	Athletics	Strike & Field
6	Physical Literacy	Basketball	Gymnastics	Indoor Athletics	Athletics	Strike & Field

## KEY STAGE THREE – PHYSICAL EDUCATION CURRICULUM MAP

Year	Christmas		Lent		Summer	
7 and 8	Physical Literacy	Basketball	Gymnastics	Badminton	Athletics	Strike & Field

## KEY STAGE TWO - GAMES CURRICULUM MAP

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

## KEY STAGE THREE - GAMES CURRICULUM MAP

Year	Christmas	Lent		Summer
7&8 Mon	Football (B) Netball (G) *Matches for Teams (B & G)	Football (1st XI) Hockey (B&G)	Football (1st XI) Hockey (B&G)	Cricket 1st XI (B) Rounders (G) *Matches for Teams
7&8 Wed	Football (B) Netball (G) *Matches for Teams (B & G) *Volleyball	Football (1st XI) Indoor Multi Sports (B&G) *Matches for Teams	Football (1st XI) Multi-Sports (B&G) *Matches for Teams (B & G)	Cricket (1st XI) *Matches for Teams Outdoor Multi Sports

# Personal, Social and Health Education (P.S.H.E.)

## Aims

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

## Teaching Approach

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

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

From Nursery to Year 6 we use the Jigsaw Scheme in PSHE lessons. This curriculum resource aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning.

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

In Years 7 to 8, PSHE centres on issues that are relevant to pupils as they approach the teenage years. The emphasis is on educating them with facts so that they can make informed decisions later in life.

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

## Content

The Jigsaw materials are focused on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. Each theme is designed for a cross curricular approach and includes an assembly and suggested follow-up activities in all areas of the curriculum.

The Year 7 and 8 Curriculum is based on the following categories:

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

## PSCHE CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Nursery to Year 6</b>		
Being Me in My World Celebrating Difference (including anti-bullying)	Dreams and Goals Healthy Me	Relationships Changing Me
<b>Year 7</b>		
Managing your time Anxieties and worries Bullying Getting on with others People with disabilities Beliefs, customs and festivals Pupils' rights	Growing and changing Smoking, drugs and drug taking Eating and exercise The power of television Being a good neighbour You as a consumer How to express your ideas	Pocket money/budgeting and saving Developing a product Attitudes to work Britain's government Taking action: raising money for charity Reviewing your progress
<b>Year 8</b>		
Self-esteem Divided families Friends and friendships Making the most of your leisure Older people Drugs and drug taking At home in the street	Drinking and alcohol Contraception and safer sex Gambling Employment and unemployment Understanding business Other cultures and lifestyles Where do you stand?	The police The power of advertising The school as a community Speaking your mind Of the European Union Taking action on the local environment Food and weather Reviewing your progress

## Reasoning

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

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

Reasoning tests are completed by all pupils early in the Christmas term from Year 3 to 6. As regards preparation for the 11+ tests, pupils in Year 3 and 4 may complete activities as part of their English and maths lessons which support development of reasoning skills. Year 5 pupils will have designated reasoning lessons for one hour a week from the beginning of the Lent term. These lessons continue into the Lent term of Year 6, when all selective entry tests are completed. The aim of these lessons in Years 5 and 6 is to familiarise the pupils with the many types of question that they may encounter and to teach them techniques for tackling them.

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

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

<https://www.redbridge.gov.uk/media/3405/redbridge-familiarisation-booklet-2017.pdf>

# Religious Education (R.E.)

## Aims

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

## Spiritual, Moral, Social and Cultural Development

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

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

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

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

## Teaching Approach

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

### Key Stage 1

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

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

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

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

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

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

### Years 6-8

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

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

## MUSIC CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Year 1</b>		
<p><b>EYFS Transitional Unit</b> (see science Curriculum Map for full details of this.)</p> <p><b>Christianity</b> What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?</p> <ul style="list-style-type: none"> <li>• What can I learn from stories from religious traditions?</li> <li>• Are symbols better than words at expressing religious beliefs?</li> </ul> <p>(Believing/Belonging)</p>	<p><b>Christianity</b> Was it always easy for Jesus to show friendship?</p> <ul style="list-style-type: none"> <li>• What can I learn from religious traditions?</li> <li>• Should people follow religious leaders and teachings?</li> </ul> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <ul style="list-style-type: none"> <li>• Should people follow religious leaders and teachings?</li> <li>• Are symbols better than words at expressing religious beliefs?</li> </ul> <p>(Believing/Behaving)</p>	<p><b>Judaism</b> Is Shabbat important to Jewish children?</p> <ul style="list-style-type: none"> <li>• Are religious celebrations important to people?</li> </ul> <p>(Believing/Belonging)</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <ul style="list-style-type: none"> <li>• Are religious celebrations important to people?</li> <li>• Are symbols better than words at expressing religious beliefs?</li> </ul> <p>(Believing/Belonging)</p>
<b>Year 2</b>		
<p><b>Christianity</b> Is it possible to be kind to everyone all of the time?</p> <ul style="list-style-type: none"> <li>• What can I learn from stories from religious traditions?</li> <li>• Should people follow religious leaders and teachings?</li> </ul> <p>(Believing/Behaving)</p> <p>Why do Christians believe God gave Jesus to the world?</p> <ul style="list-style-type: none"> <li>• - Is God important to everyone?</li> </ul> <p>(Believing)</p>	<p><b>Islam</b> Does praying at regular intervals help a Muslim in his/her everyday life?</p> <ul style="list-style-type: none"> <li>• Who do I believe I am?</li> <li>• Does it feel special to belong?</li> </ul> <p>(Believing/Belonging)</p> <p><b>Christianity</b> How is it important to Christians that Jesus came back to life after His crucifixion?</p> <ul style="list-style-type: none"> <li>• Is God important to everyone?</li> <li>• Are symbols better than words at expressing religious beliefs?</li> </ul> <p>(Believing)</p>	<p><b>Islam</b> Does going to a mosque give Muslims a sense of belonging?</p> <ul style="list-style-type: none"> <li>• Does it feel special to belong?</li> <li>• Who do I believe I am?</li> </ul> <p>Does completing Hajj make a person a better Muslim?</p> <ul style="list-style-type: none"> <li>• Does it feel special to belong?</li> <li>• Is God important to everyone?</li> </ul> <p>(Believing/Behaving)</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Year 3</b>		
<p><b>Sikhism</b></p> <p>Does joining the Khalsa make a person a better Sikh?</p> <p>Do religious people lead better lives?</p> <p>Is religion the most important influence and inspiration in people's life?</p> <p>Do all religions beliefs influence people to behave well towards others?</p> <p>(Believing/Belonging)</p> <p><b>Christianity</b></p> <p>Has Christmas lost its true meaning?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>(Believing/Behaving)</p>	<p><b>Christianity</b></p> <p>Could Jesus heal people?</p> <p>Were these miracles or is there some other explanation?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>(Believing/Behaving)</p> <p><b>Christianity</b></p> <p>What is 'good' about Good Friday?</p> <p>Should religious people be sad when someone dies?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Can the arts help communicate religious beliefs?</p> <p>(Believing)</p>	<p><b>Hinduism</b></p> <p>How can Brahman be everywhere and in everything?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Can the arts help communicate religious beliefs?</p> <p>(Believing)</p> <p><b>Hinduism</b></p> <p>Would visiting the River Ganges feel special to a non Hindu?</p> <p>Do religious people live better lives?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>(Believing/Behaving)</p>
CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Year 4</b>		
<p><b>Judaism</b></p> <p>How special is the relationship Jews have with God?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <p>(Believing/Belonging)</p> <p><b>Christianity</b></p> <p>What is the most significant part of the Nativity story for Christians today?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Can the arts help to communicate religious beliefs?</p> <p>(Believing/Belonging)</p>	<p><b>Judaism</b></p> <p>How important is it for Jewish people to do what God asks them to do?</p> <p>Do religious people lead better lives?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>(Believing/Behaving)</p> <p><b>Christianity</b></p> <p>Is forgiveness always possible for Christians?</p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p> <p>(Believing/Behaving)</p>	<p><b>Judaism</b></p> <p>What is the best way for a Jew to show commitment to God?</p> <p>Do religious people lead better lives?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <p>(Believing/Behaving/Belonging)</p> <p><b>Christianity</b></p> <p>Do people need to go to church to show they are Christians?</p> <p>Do religious people lead better lives?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Year 5</b>		
<p><b>Islam</b></p> <p>What is the best way for a Muslim to show commitment to God?</p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p> <p>(Believing/Behaving)</p> <p><b>Christianity</b></p> <p>Is the Christmas story true?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>(Believing)</p>	<p><b>Christianity</b></p> <p>How significant is it for Christians to believe God intended Jesus to die?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>(Believing)</p> <p><b>Christianity</b></p> <p>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>(Believing/Belonging/Behaving)</p>	<p><b>Islam</b></p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Should religious people be sad when someone dies?</p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p> <p>(Believing/Behaving)</p>
<b>Year 6</b>		
<p><b>Paradoxes</b></p> <p>The nature of the Judeo-Christian God; omnipotence, omnipresence, omniscience, omni-temporal, benevolent.</p> <p>The paradox of omnipotence (rock paradox)</p> <p>The paradox of omnipotence and free will.</p> <p>God as the 'prime mover'</p> <p>The problem of evil.</p> <p>A priori and a posteriori truths</p> <p>The problem of the identity of artefacts – Theseus' ship.</p> <p>The time travel paradox</p> <p>Zeno's paradoxes of motion, Achilles and the arrow, Achilles and the tortoise.</p>	<p><b>Ethics:</b></p> <p>What are ethics?</p> <ul style="list-style-type: none"> <li>• The Old testament ethic.</li> <li>• The New testament ethic.</li> <li>• Kantian ethic.</li> <li>• Utilitarianism, the greater good, end justifies means.</li> <li>• Moral relativity vs moral objectivity.</li> </ul> <p>Ethical dilemmas:</p> <p>The train crash dilemma.</p> <p>The firing squad in the jungle dilemma.</p> <p>Euthrypo – would you testify against a family member? (Justice)</p> <p>Sartre's dilemma, is it ok to steal medicine?</p> <p>Animal Rights and speciesism.</p> <p>The case of the locked in man.</p>	<p><b>Norse Myths:</b></p> <p>The Creation. Compare with other creation stories for similarities and differences.</p> <p>The War of the Aesir and the Vanir. Forgiving and making a truce.</p> <p>The Building of Asgard's Wall. When is it OK to trick someone?</p> <p>Loki's Pupils and the Binding of Fenrir. Pride, sacrifice, innate evil.</p> <p>The Treasures of the Gods. How should we punish evil doers?</p> <p>Thor's Duel with Hrungir.</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<b>Year 7</b>		
<p><b>The Old Testament</b></p> <p>The Creation (Genesis 1-2), Science and the Bible, Stewardship and the environment. The nature of humanity and the Fall (Genesis 3).</p> <p>Cain and Abel: Genesis 4.1-16, dealing with anger and jealousy.</p> <p>The Near Sacrifice of Isaac: Genesis 22.1-19. Dietrich Bonhoeffer 1906-45.</p> <p>Moses and the Ten Commandments: Exodus 19.1 and 20.1-20. Law and punishment, Law and human rights.</p> <p>David and Jonathan: 1 Samuel 20, friendship.</p>	<p><b>The Old Testament</b></p> <p>David and Bathsheba: 2 Samuel 11.1-17 and 12.1-14, People abusing power.</p> <p>Solomon's wisdom: 1 Kings 3, Leadership.</p> <p>Elijah and the prophets of Baal: 1 Kings 18-19.18, Why are we fascinated by celebrities?</p> <p>Amos the prophet: Amos 5 and 7. 10-17</p> <p>Two modern 'prophets', Fair Trade.</p>	<p><b>The New Testament</b></p> <p>The Temptations of Jesus: Luke 4.1-13, Lead us not into temptation.</p> <p>Jesus and the Outcasts: Luke 19.1-10; Mark 2.13-17, Luke 7.36-50, Who are today's outcasts? Prejudice and discrimination.</p> <p>Being a Follower of Jesus: Luke 5.1-11; Mark 10.17-31, Mark 10.35-45, Changing priorities.</p> <p>Miracles of Healing: Mark 2.1-12, Luke 13.10-17, Do healing miracles happen today?</p> <p>Who was Jesus? Mark 8.27-33 and 9.2-13. Jesus – myth, man or God?</p>
<b>Year 8</b>		
<p><b>The Temptations of Jesus</b></p> <p>Jesus and the outcasts, prejudice and discrimination.</p> <p>Being a follower of Jesus, changing priorities.</p> <p>Miracles of healing.</p> <p>Do miracles of healing happen today?</p> <p><b>Jesus: Myth, Man or God?</b></p> <p>The parables of Jesus.</p> <p>The Sermon on the Plain.</p> <p>Sacrifice today.</p>	<p>Pacifism and non-violent protest.</p> <p>Forgiveness, Enniskillen and Gordon Wilson.</p> <p>Martin Luther King, racism and equality, 'meet hate with love'.</p> <p>Sir Trevor Huddleston, apartheid, Jesus' message today.</p> <p>The sentence, crucifixion and death of Jesus.</p> <p>Miracle of the River Kwai.</p> <p>Death: an end and a beginning?</p> <p>The early church and the church in the 21st century.</p>	<p>Dead Religion and Myth</p> <p><b>Norse Mythology:</b></p> <p>The Creation, Ragnarok.</p> <p>The Vanir and the Aesir</p> <p>The adventures of Thor and Loki</p> <p>The death of Balder,</p> <p>The binding of Loki</p> <p>Goddesses in Norse mythology</p> <p><b>Greek Mythology:</b></p> <p>The Gods and Goddesses of Ancient Greece,</p> <p>The life and hard times of Hercules,</p> <p>The life of Odysseus</p> <p>Classic Greek myths</p>

## Additional Learning Opportunities (ALO)

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

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

### Learning Support

#### EYFS and Year 1

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

#### From Year 2 onwards

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

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

1. Those with Special Educational Needs (SEN), defined as those who, "have a significantly greater difficulty in learning than the majority of their peers which calls for special educational provision to be made for them." (DfE, 2014).
2. Pupils who are borderline candidates for success at 11+ or 13+ selective entry examinations. This type of child will be recommended for further support by their teacher as they have the potential to meet the standard required with specific, targeted learning support in either maths or English. Their industry grades in English and mathematics should be no less than good (2).
3. Pupils who are achieving A grades in English and/or mathematics, who have the potential to achieve AA (scholarship level) grades with additional support. N.B. This form of extension support is provided from Year 5 onwards.

## Additional Learning Register

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

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

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

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

## Pupil Profiles

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

## Outside Agencies

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

## More Able Pupils

From Year 3 upwards, pupils are identified as More Able. This decision is made by the class teacher and the Deputy Head (Curriculum) and is then agreed with the relevant Heads of Department and the Head of Additional Learning. This may be through observations, assessment or performance in standardised tests of ability. It should be noted, however, that good subjective judgements from observations over time can be more appropriate than attempts at using objective tests. Therefore, focused teacher observations, discussions between colleagues, effective monitoring of pupils, information from parents and peers all combine to encourage opportunities for identification and provision of the more able.

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

## EAL

At present around 42% of pupils come to St Aubyn's with English as an Additional Language. This does not always pose a learning problem. However, it is closely monitored in case individuals do need further support to access the curriculum fully, as they progress through school.

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

## Educational Visits

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

Below is a chart of the main trips planned for 2017-18. There may, of course, be some changes, if unexpected opportunities arise, but we feel it would be helpful for parents to have a broad overview of the visits that are planned.

Year Group	Term	Visit	
Pre Prep	Christmas	Nursery Farm Nursery Post Box Reception Waitrose Year 1 Royal Gunpowder Mills Year 2 Suntrap Forest Education Centre	
	Lent	Nursery Woodford Fire Station Churchfields Park	
	Summer	Nursery Sealife Adventure Reception Tropical Wings Y1 Synagogue	Nursery Woodford Green Treasure Trek Reception Redbridge Drama Centre Year 2 Tesco - Farm to Fork trip
Middle School	Christmas	Y3 Cornerstone Church, Leyton Y4 Science Museum Y5 Planetarium Y5 Christmas Assembly, St. Mary's Church	
	Lent	Y3 Suntrap Forest Education Centre Y3 Hindu Temple Y4 Eastbury Manor Y5 Young Voices 02 Choir Stratford Music Festival	Y5 - 6 Sports Tour Spain Belgique (Socially Speaking) Y4-5 Woodford Green (House Cross Country) Y5 and 6 Bancroft's MFL
	Summer	Y3 RAF Duxford Y4 Geffrye Museum Y5 Residential	Y5 Chigwell School Quiz Y5 Brentwood School Choir N. London Music Festival
Senior School	Christmas	Y6 Woburn Safari Park Y6 School of Rock Theatre Y7 and 8 Royal Institution Y7 French Trip Residential Y7 Epping Forest Field Centre Y6 - 8 Christmas Assembly, St. Mary's Church	Y6 Junior Citizenship Project Y6 St. Edmund's College Y8 Bancroft's Spelling Bee Herts Young Mariners' Base (Y7 and 8) Year 7 Jesus Christ Superstar, Regent's Park Open Air Theatre
	Lent	Y6 Forest Science Fair Y8 London Art Y5 - 6 Sports Tour Spain Y7 and 8 Theatre Choir Stratford Music Festival	Woodford Green (House Cross Country) Y5 and 6 Bancroft's MFL Y6 Bancroft's Science Fair Belgique (Socially Speaking)
	Summer	Y6 Herts Young Mariner's Base Y6 - 8 End of Year trip Y7 and 8 Regent's Park Open Air Theatre Y8 York	Y7 Felsted School (MUN) Y8 Reaching Out Choir N. London Music Festival
Cadets	Christmas	Forest Manhunt, Epping Forest	Lake District Residential Remembrance Day Parade
	Lent	Epping Forest	

## Residential Visits

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

In Year 5, the geography, PE and science syllabuses are enriched by their residential experience. For example, learning map reading skills related to the area which they will be visiting makes geography much more meaningful. We also find pupils' ability to tackle the problem-solving questions, which are such a key element of modern day mathematics and science lessons, is greatly increased as a direct result of skills learned during residential visits. The challenges and teamwork of the physical aspects of the trip provide useful outdoor education.

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

In Year 8, pupils are taken on a 2 day trip to York. Here they experience the sights and history of a magnificent city. It forms the perfect way to end their final term at St Aubyn's.

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

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

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

bravely | faithfully | happily  
fortiter | fideliter | feliciter

## St Aubyn's School

Bunces Lane, Woodford Green, Essex IG8 9DU

Tel: 020 8504 1577

Fax: 020 8504 2053

email: [school@staubyns.com](mailto:school@staubyns.com)

[www.staubyns.com](http://www.staubyns.com)

St. Aubyn's (Woodford Green) School Trust.  
A company limited by guarantee.  
Registered in England and Wales No. 1218766  
Charity No. 270143  
Registered address Bunces Lane, Woodford Green,  
Essex, IG8 9DU



# St. Aubyn's School