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Curriculum Directory 2021-22

St. Aubyn's School

Contents

Introduction by the Head

Explanatory notes

The Early Years Foundation Stage (Nursery and Reception classes)

English

Mathematics

Science

Modern Foreign Languages (M.F.L.) and Latin

Art

Computing (I.C.T)

Design and Technology (D.T.)

Geography

History

Music and Drama

Physical Education (P.E.) and Games

Personal, Social, Health and Economic Education (PSHE Education)

Reasoning

Religious Education (R.E.)

Additional Learning

Educational Trips

Introduction by the Head

The Curriculum Directory is a document of which we are incredibly proud. It is another little thought that represents the consolidation of some of our arguments and considerations, as well as consensus over the standards and values that we must embrace as a team if we are to stay ahead in this changing world. Through the broad curriculum offered, our children are given opportunities to learn, explore and problem solve. Through the character curriculum, they also have the opportunity to develop skills that enhance their learning and equip them for life after school. By encouraging the development of soft skills, children become more resilient, caring and confident. This enables them to manage pressure and respond confidently when spoken to by other adults.

A child's time in education should be their best and most memorable. This is the time when they get to grips with the power and flexibility of language and the fundamental mathematical concepts. They learn about the scientific principles that shape the world around them, and the events that have created history. We must help them to understand their social responsibility and understand that that one day, they could change the world for the better.

It should also be the time that children discover the possibilities of foreign languages, develop an appreciation of the creative arts, as well as the rudiments of design and technology. These opportunities should be a basic expectation for all children during their prep years. Our intention is to provide a high-quality education built around a rich curriculum. This is a matter of social justice and one that gives our pupils the best chance at succeeding in life.

I hope you find this directory informative and that it helps you understand the regulations that ensure the efficient and smooth running of the School. These are not systems that regiment us; they are standards that energise us and set us apart.

I pay tribute to the teachers and Heads of Department who work so hard to make the curriculum come alive. I must also thank Ms. Singleton who is the driver and caretaker of our curriculum and its success.

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

St Aubyn's 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 which can be found on the School website). 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.

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 three 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. Pupils in Pre Prep are expected to read for ten minutes every day.

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: Weekend homework tasks will be given which will involve participation from the parents. Children are expected to read every day and practice the phonic sounds given.

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. 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 sport, drama, computing and music. Pupils should expect to spend up to 40 minutes per week 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.
- 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.
- In Year 6, either an art or a design technology based task will be set two to three times per half term. In Year 7 and 8, the homework will be set two to three times per half term. In each half term, pupils will be taught either art or design technology. Homework tasks in Senior School may include skill development, art or design literacy tasks and appropriate practical tasks.

Satchel One (previously Show My Homework)

Satchel One is online and app-based software. Teachers are responsible for putting all homework onto this service.

Pupils and parents have individual login details which allow them to access all homework and any accompanying resources. New 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, in order to set up their own accounts. This will enable you to monitor your child's homework. Pupils should use their own login, not their parents, to log in and access their homework.

We strongly recommend that all parents download the Satchel One 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 their child's Head of Department 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 Satchel One website or parents may contact the Support Team directly using the chat facility on the Satchel One website. Unfortunately, as the site is controlled externally, we are unable to provide any technical assistance in school, but if any problems persist, please let your child's Head of Department know and they 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, two reports will focus on pupils' progress towards their early learning goals.

The reports issued from Year 1 to Year 8 will follow a standardised format. The interim report will include information about attainment, as well as an industry grade for each subject. (Pupils in Year 1 will not receive an interim grade sheet in the first half of the Christmas term to give them time to make the transition to a more formal style of learning.) Attainment grades are given based on teacher assessment of your child's performance in class against specific criteria for each subject. In Pre Prep and Middle School, the full reports in the Christmas and summer terms will include attainment and industry grades. Additionally, there will be a comment detailing points for improvement and next steps in English, maths and science. The Senior School reports will follow the same pattern but the pupils will receive attainment and industry grades and a written comment for all subject areas. The final report of the year for all year groups will be a summative record of your child's performance across the three terms.

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 reporting programme for pupils in EYFS is as follows:

Term	Christmas 1	Christmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Nursery		Full Report				Full Report
Reception		Full Report				Full Report

The reporting programme for pupils from Years 1 to 8 is as follows:

Term	Christmas 1	Christmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Year 1		Full Report	Interim Report issued	Interim Report	Interim Report issued	Full Report
Years 2-8	Interim Report Cards Issued	Full Report	Interim Report Issued	Interim Report Issued	Interim Report Issued	Full Report

Attainment grades given are as follows:

Excelling

A pupil **consistently** surpasses expectations in their learning and is making progress well above the standard expected for their age.

Exceeding

A pupil **often** surpasses expectations in their learning and is making progress which is above the expectation for their age.

Expected

A pupil **often meets** expectations in their learning. They are performing at the expected level for their age.

Emerging

A pupil is working towards the standard expected for their age.

Industry grades given are as follows:

- 1 Excellent
- 2 Good
- 3 Needs some improvement
- 4 Cause for concern

Parents' Evenings

Throughout the year, there are regular opportunities for you to meet with your child's teachers. In the first two 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. 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 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, the class teacher can be emailed directly.

Thank you

Helen Singleton
Deputy Head (Academic)

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 Children from birth to five, when they finish their Reception Year. The EYFS gives guidance to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning through play and gives children the broad range of knowledge and skills that provide the foundation for future progress through school and life. Staff respond flexibly to the particular needs and interests of the children to build their learning over time as they will develop at different rates. 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 activities and experiences are designed around three prime areas and four specific areas of the EYFS curriculum, and ensures cognitive, social and personal development.

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. They are particularly important for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. 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. Children 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 children 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 children as well as embed their interests and ideas as the topics evolve in order to heighten their interest in what they are learning.

EYFS Topic Outline			
Nursery	Christmas Term	Lent Term	Summer Term
	All About Me	Brilliantly Big!	Tall Tales
	Let's Celebrate	People Who Help Us	Aquatic Adventures
Reception	Christmas Term	Lent Term	Summer Term
	Marvellous Me	Once Upon a Time	Mucky Minibeasts
	Festive Fun	Blast Off!	Moving On Up

Visitors are invited to talk to the children 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 children about their religious festivals.

Characteristics of Effective Learning

In planning and guiding what children learn, we must reflect on the different rates at which children are developing and provide appropriate provision. 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

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. It 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, children are surrounded by a rich and engaging environment which supports all aspects of communication and language. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. They 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:

Gross Motor Skills

- Negotiating space and obstacles safely, considering themselves and others.
- Experimenting with different ways of moving, demonstrating strength, balance and coordination.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing.
- Use a range of tools including scissors, paint brushes and cutlery.

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. Children in Reception are also taught by one of our specialist games teachers for 30 minutes per week.

Literacy

Reading

Reading consists of two dimensions: language comprehension and word reading. We promote a love of reading by exposing the children to a variety of genres. Children 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

Children are given picture books to take home when the teacher deems it appropriate and are encouraged to narrate the story, describe characters and key events. This helps to develop their language and comprehension. As the child gains confidence and develops vocabulary, they are encouraged to think of an alternative version of the story and tell it using their own words and newly learnt vocabulary.

Phonics and Spelling

Phonemes are taught using the Letters and Sounds approach. This starts in Nursery and then continues in Reception where children are taught phonemes, digraphs and trigraphs to develop reading and writing skills. Children are taught to decode words using phonic knowledge then blend the phonemes together to read unknown words. Common '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

Children's emergent writing is encouraged. When appropriate, they are further encouraged to spell words using their phonic knowledge and incorporate common words into their writing. Children 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 children.

Handwriting

In Nursery, great emphasis is placed on developing gross and fine motor skills. Children 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

Children 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.

In Nursery, children are taught to select a small amount of objects from a group, develop number recognition, count a group of objects and generally develop awareness of one to one correspondence when counting objects. They are exposed to different shapes in the environment, optional language and patterns.

In Reception, these skills are expanded through the introduction of concepts such as more and less, adding, subtracting and sharing out. Discovering ways of recording their findings when solving problems is supported. They use mathematical language for 2D and 3D shapes, learn about weight, capacity, time and money. Children begin to understand that maths is all around us, as their understanding grows, so does their mathematical vocabulary.

Understanding the World

This area involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. This is done by providing opportunities to explore, observe and foster their understanding of our culturally, socially, technologically and ecologically diverse world.

Understanding the World is divided into three sections:

- Past and Present
- People and Communities
- The Natural World

We aim to equip the pupils with the following skills:

- Show curiosity and interest in the natural world, and show respect and care for living things
- Describe and talk about what they see using a wide vocabulary
- Show curiosity and ask questions about why things happen and how things work
- Investigate objects and materials by using all of their senses Recognise that people have different beliefs and celebrate special times in different ways
- Recognise similarities and differences between life in this country and life in other countries

These skills are taught through the EYFS topics. Children use various applications on the interactive white boards in the classrooms and have access to iPads. From Reception, children also have access to the purpose built ICT suite to develop their computer skills.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Children develop their creativity and imagination by engaging in role play scenarios. They explore the visual, tactile and sensory qualities of materials and processes. Children 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.

Music Curriculum

All children 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. Children 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
- support development of language and motor skills
- encourage singing in a class, in a group and as an individual
- develop a sense of pulse
- develop 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, children will also explore the musical links related to their cross-curricular topics.

French Curriculum

All children 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
- introduce 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

The move from Reception to Key Stage 1 is a key transition in a child's education and preparing children for this is imperative. Not only do they need to have the essential skills and knowledge in the specific areas of learning, they need to feel confident, happy and safe making the transition into the next phase of their learning. In the summer term, Reception children prepare for their transition into Year 1 by adopting a more formal style of learning. For example, the children 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, just as they will experience in Year 1. There are still opportunities for them to learn through play which will continue to develop their character skills, such as perseverance, resilience and determination, which will reinforce a smooth transition. The staff from Year 1 will visit the Reception classrooms and get to know the children and, likewise, the children will become familiar with them. Towards the end of the term, children also have the opportunity to spend time with their new class and Year 1 teacher. One of the biggest challenges for children at the beginning of Year 1 is the expectation of spending more time sitting still and focusing during whole class lessons. During the first half term of Year 1, afternoon activities use a structured play-based approach so it is a gradual process of building focus and concentration in the first 6 weeks of the new academic year. Children will feel settled in the environment more quickly encouraging them to embed the routines and expectations capably.

English

Aims

The overarching aim for English at St Aubyn's School is to promote high standards of language and English. This is achieved 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 and 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 staff the opportunity to 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 parents must 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 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 for two of the three terms.

During 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. Work completed from this point is specifically designed to help promote further success in the entrance tests.

Pupils are expected to read for a set period of time on a nightly basis.

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. To further promote comprehension skills, pupils undertake regular Literature Circles work. During these sessions they undertake a group novel study. In addition to this, pupils are expected to read each day.

Key Stage 3

The purpose of teaching in Years 7 and 8 is to enable pupils to perform well in the entrance tests at 13+. 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 Years 7 and 8 is the responsibility of the Head of English alongside another member of staff.

Novel studies are undertaken during both year groups. The novels chosen contain challenging themes and ideas. Group discussions around these help pupils to form individual responses to literature. Pupils are expected to read each evening.

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 1		
<p>Fiction Identify beginning, middle and end Segment and blend words Read and understand simple sentences Capital letters, full stops and question marks Role play</p> <p>Poetry and Rhyme Explore, interpret and respond to poetry Explore rhythm, rhyme and pattern in a range of poems Recognise recurring language Performance poetry</p>	<p>Fiction Retell stories Use of plural nouns Suffixes and prefixes of verbs Use of adjectives</p> <p>Non-Fiction Features of non-fiction Learn new vocabulary Comprehension Create a fact file</p> <p>Traditional Tales Sequence sentences to form short narratives Expanded noun phrases to explain Use of subordination (when, if, because) Use of co-ordination (or, and, but)</p>	<p>Fiction Identify main characters and events Explore character and plot Discuss settings Discuss the sequence of events in books and how items of information are related</p> <p>Fantasy and adventure Story planning Evaluate own writing Adverbs of time Demarcation of sentences Make inferences</p>
Year 2		
<p>Fiction Compare texts with familiar settings Present tense Use of adjectives Repetition in rhyming narrative Use of possessive apostrophe</p> <p>Fantasy and adventure Expanded noun phrases Use of adverbs Use of similes Evaluate writing and edit</p> <p>Non-fiction Information texts Features of non-fiction Use subheadings Non-chronological report</p> <p>Poetry Listen to and discuss a range of poems Performance poetry</p>	<p>Fiction linked to non-fiction facts Differentiate between fact and fiction Background information and vocabulary Use of humour</p> <p>Traditional Tales Traditional folk tales from different cultures Plan narratives Write in character (first person) Create a story map Use of inverted commas Adverbials to sequence events Past tense</p>	<p>Fiction Compare traditional fairy tales Fiction depicting real life Retell familiar texts, orally and in writing Draft and improve settings, characters and a plots Consider and evaluate different viewpoints Participate in the following: Discussions Presentations Performances Role play Improvisations Debates</p> <p>Fantasy and adventure Make inferences Character profiles Discuss the power of images in story books</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 3		
<p>Fiction Discuss and recording ideas Story mountain Mind maps Story boards Create characters Figurative and expressive language Dialogue to build character descriptions Diary entry</p> <p>Reading aloud Intonation, tone and volume Respond to punctuation Paragraphs Inverted commas Conjunctions: time, place and cause Using dictionaries</p> <p>Poetry Identify points of view and justify opinions. Structure</p> <p>Novel Study Comprehension</p>	<p>Fiction from a new culture Discuss stories and record ideas Story maps Vocabulary capture Write in character (first person) Letter writing Newspaper article Setting the scene Own version of a shared story Balanced argument Proof read writing</p> <p>Non-Fiction Features of non-fiction texts Non-chronological reports Persuasive letters and adverts Instructional writing</p> <p>Reading aloud Make inferences Use intonation and actions Use thesauruses Identify moral, themes and genre Compare stories of the same genre Skim and scan techniques</p> <p>Poetry Collaborative poetry</p> <p>Novel Study Comprehension</p>	<p>Identify and create figurative devices</p> <p>Fiction from a new culture Predict the plot of a story Write in historical contexts Create story settings Provide opinions on different stories Present balanced arguments</p> <p>Poetry Write poems Review poems written by peers Proof reading Collaborative poems Choral voice performances</p> <p>Reading aloud Performance poetry Make inferences Using intonation Skim and scan techniques</p> <p>Fiction Review own and others' work Create new chapters of stories Make inferences from images, words, and sounds Diary entries Letter writing Create character profiles and backstories Use speech within stories</p> <p>Novel Study Comprehension</p>
Year 4		
<p>Historical fiction study Evaluation of language Character description Setting description Use of inverted commas Story opening Journalistic writing</p>	<p>Fiction Impact of language and images Plural possessive apostrophes Paragraphs for cohesion Description of setting and character Make inferences and empathising Diary entry</p>	<p>Dilemma-based narrative Develop characters Fronted adverbials Expanded noun phrases Subordinating conjunctions Vary sentence openers Proofread and edit</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p>Poetry analysis Compare poems Poetry performance</p> <p>Fantasy narrative Story continuation Commas for clarity Use of adjectives Identify suffixes Instructional texts Identify imperative verbs</p> <p>Novel Study Comprehension</p>	<p>Predict and write endings</p> <p>Poetry Analyse use of language to create images Write poems in style of those studied Performance poetry</p> <p>Non-fiction Information texts – analysis of features Note taking Paragraphs Explanation texts</p> <p>Novel Study Comprehension</p>	<p>Modern tale book study Infer using pictures Letter writing Modal verbs Text analysis Predict outcomes Pronouns and nouns for cohesion Free verse poetry Formal speech writing</p> <p>Narrative fiction Write in character – first person Diary writing Persuasive writing Build arguments Use prepositions</p> <p>Novel Study Comprehension</p>
Year 5		
<p>Historical fiction study Evaluation of language Character description Setting description Use of inverted commas Story opening Journalistic writing</p> <p>Poetry analysis Compare poems Poetry performance</p> <p>Fantasy narrative Story continuation Commas for clarity Use of adjectives Identify suffixes Instructional texts Identify imperative verbs</p> <p>Novel Study Comprehension</p>	<p>Fiction Impact of language and images Plural possessive apostrophes Paragraphs for cohesion Description of setting and character Make inferences and empathising with character Diary entry Predict and write endings</p> <p>Poetry Analyse use of language to create images Write poems in style of those studied Performance poetry</p> <p>Non-fiction Information texts – analysis of features Note taking Paragraphs Explanation texts</p> <p>Novel Study Comprehension</p>	<p>Dilemma-based narrative Develop characters Fronted adverbials Expanded noun phrases Subordinating conjunctions Vary sentence openers Proofread and edit</p> <p>Modern tale book study Infer using pictures Letter writing Modal verbs Text analysis Predict outcomes Pronouns and nouns for cohesion Free verse poetry Formal speech writing</p> <p>Narrative fiction Write in character – first person Diary writing Persuasive writing Build arguments Use prepositions</p> <p>Novel Study Comprehension</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 6		
<p>Entrance Exam preparation Descriptive writing Dystopian literature Story continuation Characterisation Parts of Speech Advanced punctuation Literary devices and analysis Sentence structure Formal comprehension Journalistic writing Poetry analysis Persuasive writing Practice exam papers Novel study</p>	<p>Entrance Exam preparation Practice exam papers Poetry study – various poets Poetry analysis Comparative poetry analysis Poetry writing Use of poetry to develop a narrative Shakespeare study Introduction to Shakespeare and Jacobean England Novel study</p>	<p>Shakespeare study Evaluation of language Characterisation Role of women Diary writing Analysis of language Great Chain of Being Drama and hot-seat activities Gothic horror study Features of the genre Analysis of language Comparative analysis Characterisation Survival study Note-taking Presentation skills Journalistic writing Persuasive writing Novel study</p>
Year 7		
<p>Creative writing Formal comprehension Parts of speech Advanced punctuation Literary devices and analysis Sentence structure Descriptive writing Contemporary novel with split narratives and hard-hitting themes in a fictional narrative Annotated story maps Newspaper articles Imagined and improvised dialogue Figurative devices Paragraphs for cohesion Novel study</p>	<p>Picturebook with allegories and industrial context Diary writing Storyboarding Hot-seating drama activities Colonisation Grammar Descriptive writing Historical novel, exploring complex relationships Novel study Note taking Rhetorical devices Presentations Script production</p>	<p>WW2 based novel study with challenging themes Letter writing Character comparison charts Diary entry Character profiles Research around key historical figures Descriptive writing Narrative poetry Poetry analysis Comprehension Creative writing Novel study</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 8		
<p>Entrance Exam preparation Persuasive writing Persuasive speeches Descriptive writing Parts of speech Crafting of sentences Advanced punctuation Analysis of story structure Story continuation Formal comprehension Poetry analysis Visionary literature Practice exam papers WWI poetry unit Propaganda Comparative poetry analysis Comparative essay writing Literary devices and analysis Novel study – USA civil rights based text (desegregation of schools)</p>	<p>Entrance Exam preparation Descriptive writing Narrative voice Multiple narration Story continuation Persuasive writing Speech writing Analysis of persuasive speech Balanced argument essay writing Practice exam papers Shakespeare study Introduction to Shakespeare and Jacobean England Introduction of characters and context Novel study – Holocaust based text</p>	<p>Shakespeare study Character study Use of humour Close analysis of text Stage direction Analysis of character and critical comment Word level analysis Analytical essay writing Novel study - Holocaust based text continued</p>

Content Overview and Objectives

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:
- listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- to link what they read or hear to their own experiences
- become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognise and join in with predictable phrases
- discuss 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:
 - 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 discussing the significance of the title and events

- o making inferences on the basis of what is being said and done
- o predicting what might happen on the basis of what has been read so far
- o participating in discussion about what is read to them, taking turns and listening to what others say
- o explaining clearly their understanding of what is read to them

Writing - transcription

Spelling -

Pupils should be taught to:

- Spell:
 - o words containing each of the 40+ phonemes already taught
 - o spell common exception words
 - o 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:
 - leaving spaces between words
 - joining words and joining clauses using 'and'
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - 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:
 - 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
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways

- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- understand both the books that they can already read accurately and fluently and those that 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
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - 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:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular), for example, the girl's book
 - 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:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - 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
 - 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:
 - 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)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command

- expanded noun phrases to describe and specify (for example, the blue butterfly)
- the present and past tenses correctly and consistently, including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- 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:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry (for example, free verse, narrative poetry)
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - 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 one 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 two or three 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:

- plan their writing by:
 - o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - o discussing and recording ideas
- draft and write by:
 - o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - 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 one 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 three or four 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)
 - o 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:
 - o 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 (i.e. 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
- 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 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
 - paying attention to accurate grammar, punctuation and spelling, applying appropriate spelling patterns and rules

Key Stage Three

During Key Stage 3, 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
 - 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

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. Access to our Library allows pupils the freedom to select reading materials which meet their individual abilities, tastes and interests. Children are encouraged to select from a variety of formats including poetry, novels, audio CDs, information books and graphic novels. 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. Pre Prep pupils can change books in the morning before school with parents and guardians. From Year 3 onwards, pupils may choose to spend time in the Library during their lunchtime. All classes visit the library on a weekly basis and have the opportunity to borrow items from our collection of quality fiction and non-fiction titles. The Library currently stocks over 8000 resources including quality fiction and non-fiction titles and these can be viewed on our Library Web App.

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 space and various e-resources 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 basis, with sessions focussed on supporting texts studied in English lessons and critical thinking.

Throughout the year, the Library organises events with inspiring visitors including authors, illustrators, poets and storytellers and celebrates initiatives such as National Poetry Day, Non-fiction November, Black History Month and Empathy Day.

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 our mathematics programme 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, guided by 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. Homework is set once a week.

Key Stage 2 Middle School (Years 3-5)

In Middle School, pupils are taught five lessons of mathematics per week, approximately one 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.

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, to consolidate and

practise key skills. In addition to this, pupils should practise times tables at home regularly, using Times Table Rockstars. 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. In line with national expectations, children are expected to be fluent in their time tables by the end of Year 4.

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.

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

There are three 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 Higher Level Teaching Assistant.

In Year 6, pupils have four hours of maths a week. 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 have four hours of maths per 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 Lesson objectives at Key Stage 3, but exceed these where necessary and appropriate.

In Year 6, approximately one hour of homework is set, this may be short tasks and/or a longer written piece with additional online homework. Children in Years 7 and 8, can expect to receive the equivalent of two hours of homework each week.

Pupils throughout the school have access to a variety of engaging online platforms for improving and reinforcing maths skills. They are designed to inspire pupils with the desire to learn and the confidence to succeed. They provide the perfect link between home and school as pupils can access them at any time. They also set tasks which encourage independence in learning and generate a healthy competition between pupils. As teachers receive the results quickly, it enables individual progress to be monitored.

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 1		
Place Value Addition and Subtraction Shape	Place Value Multiplication and Division Fractions Length and Height	Weight and Volume Position and Direction Time Money
Year 2		
Place Value Addition and Subtraction Multiplication and division	Multiplication and division Time Fractions	Shape Measurement Statistics
Year 3		
Place Value Addition and Subtraction Multiplication and Division Measurement	Place value Measurement Fractions	Fractions Properties of shapes Measurement Statistics
Year 4		
Place Value Addition and Subtraction Multiplication and Division Area	Fractions Time Decimals Money	Perimeter and Length Angles Shape and Symmetry Position and Direction Statistics Area and Perimeter
Year 5		
Place Value Addition and Subtraction Multiplication and Division Statistics	Perimeter & Area Volume Fractions Decimals	Decimals Percentages Angles Shapes Position & Direction Converting Units
Year 6		
Entrance Exam preparation- coverage of all Year 6 topics	Entrance Exam preparation 2D and 3D Shapes Fractions, Decimals and Percentages Area and Perimeter Order of Operations Metric Conversion Circles	Four Operations Equations and Sequences Probability Nets Statistics

Year 7		
Place Value Four Operations Perimeter Prime, Factors and Multiples Area Averages Fractions Statistics Negative Numbers	Expressions, Equations and Sequences Angles and Properties of 2D shapes Fractions and Percentages	Equations and Expressions Area and Perimeter Ratio
Year 8		
Ratio Statistics Volume and Surface Area Algebra Transformations Construction Statistics Standard Form Pythagoras' Theorem	Entrance Exam preparation- revision of all topics Surveys Surface Area and Volume Plans and Elevations	Standard Form Probability Statistics Transformations Bearings

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

Fractions

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

Decimals and fractions

- recognise and write decimal equivalents of any number of tenths or hundredths

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

Measures

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

Geometry: properties of shapes

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

Geometry: position, direction, motion

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

Data

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

Year 5 Programme of Study**Number, 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 (cm²) and square metres (m²) and estimate the area of irregular shapes
- recognise and estimate volume (e.g. using 1 cm³ 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 90o
 - angles at a point on a straight line and $1/2$ a turn (total 180o)
 - angles at a point and one whole turn (total 360o)
 - 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. $3/8$)
- 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. $1/4 \times 1/2 = 1/8$)
- divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$)

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^3) and cubic metres (m^3) and extending to other units, such as mm^3 and km^3

Geometry: properties of shapes

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

Geometry: position, direction, motion

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

Data

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

Year 7 and 8 Programme of Study

Solve problems

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

Number

- understand and use place value for decimals, measures and integers of any size
- order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols $=$, \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 $a \times a \times a$; $2ab$ in place of $a \times a \times b$
 - $\frac{b}{a}$ in place of $b \div a$
- 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
- use and apply their knowledge to everyday life
- develop their natural sense of enquiry
- extend their knowledge and understanding of the world around them
- through a coherent, structured progression to develop the ability to carry out investigations with increasing independence

Science is a subject that encompasses Spiritual, Moral, Cultural & Social Development and Fundamental British Values. They are embedded throughout the topics and reflected on where appropriate. There are also many links with PSHEE where pupils look at the physical side of their body and humans' development.

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 60 minutes of science per week. 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.

In Years 3 to 5 (**Key Stage 2**) lessons are based on National Curriculum 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**) science is taught in sets. Three hours teaching time is devoted to the teaching of science which covers elements of physics, chemistry and biology. 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 pupils will have the opportunity to use specialist lab equipment and will regularly complete practical activities.

In Years 7 and 8 (**Key Stage 3**) the curriculum is based on the Common Entrance Syllabus but adapted and enriched where necessary to enable children to succeed in a range of 13+ entry tests for which Science is a core subject. The CE syllabus follows closely the objectives laid out at Key Stage 3 of the National Curriculum. Again, there is three hours teaching time per week of science 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
Year 1		
<p>EYFS Transition Unit 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, literacy, phonics and reading comprehension. Afternoons are dedicated to providing opportunities for independent choices and focus group learning, similar to those encountered in Reception. There is an emphasis on practical maths, writing for a purpose, reading, scientific investigation, construction, fine motor skills, small world play, creativity and role play. We encourage children to be motivated, enthusiastic and independent learners, eager to fulfil their potential. After half term the children will experience formal afternoon lessons. However, activities will continue to provide practical experience based learning.</p> <p>Seasonal Changes Identifying and describing different seasons How animals and humans are affected by seasons How the length of day is affected by seasons Investigating weather patterns</p>	<p>My Body Identifying body parts How different body parts are used for different activities Exploring the senses</p> <p>Materials Identifying common materials Distinguishing between an object and the material from which it is made Describing materials by their properties Useful purposes of materials Investigating waterproof materials</p>	<p>Plants What is a plant? Identifying and describing garden and wild plants Identifying and describing trees Identifying parts of a plant Observing growing plants</p> <p>Animals Identifying and naming common animals Identifying and naming common UK mammals, birds, reptiles, fish and amphibians Carnivores, herbivores and omnivores How to take care of animals</p>
Year 2		
<p>Young Gardeners Naming plant parts Functions of plant parts Naming different plants Growing from a seed Planning when is best to grow vegetables Planting for the five senses Keeping garden pests away Recycling in the garden</p>	<p>Materials Monster Collecting materials Classifying materials Identify and compare suitability of materials Properties of materials How materials change Using sense with materials Using materials to create new things Recycling</p>	<p>Mini Worlds Comparing differences between living, dead and materials which have never been alive Identify most living things live that in habitats and how they provide basic needs Animals feeding Food chains Identifying food sources</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p>Healthy Me</p> <p>What humans need for healthy living Looking after myself Keeping fit Fitness in the playground What to eat and the importance of '5 a day' Classifying food Hygiene</p>	<p>Move it</p> <p>How different objects move Forces Comparing and testing flying materials Changing objects to move in different ways for different distances Changing the shapes of objects</p>	
<p>Year 3</p>		
<p>Working Scientifically Skills</p> <p>Pupils complete the CREST Star Award. They solve real life problems, gain an appreciation of investigative work and develop skills over a selection of challenges</p> <p>Food and our Bodies</p> <p>Food groups Balanced diet Comparing diets of animals The function of the skeleton Animals with and without skeletons Joints and muscles in the body How we move Biceps and triceps</p>	<p>Rocks and Soils</p> <p>Comparing and grouping rocks Properties of rocks How rocks are made Testing differences in soils Explain why soil is different How fossils are formed</p> <p>Helping Plants Grow Well</p> <p>Identifying parts of a plant and flower Water transport What's needed to make a plant grow well Comparing conditions of plant growth Pollination Seed dispersal</p>	<p>Lights and Shadows</p> <p>Light sources Good and bad reflectors of light Using mirrors How shadows are formed Transparent / opaque / translucent materials Investigating size of shadow Investigating how shadows change during the day Timeline of mirrors Uses of mirrors</p> <p>Magnets and Springs</p> <p>Contact and non-contact forces Magnets investigation Magnetic metals Magnetic and non-magnetic materials Uses of magnets Poles of magnets Earth's magnetic field</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 4		
<p>Circuits and Conductors Looking at appliances Dangers of mains electricity Compare mains and battery supplies Construct a circuit Adding components into circuits Conductors and insulators</p> <p>Teeth and Eating Classifying teeth Functions of teeth Comparing human teeth to animals Care of teeth Digestive system Digesting food Food chains Predator, producer and prey</p>	<p>States of Matter Grouping materials based on appearance Properties of solids, liquids and gases Comparing materials in different states Melting and freezing Evaporation and condensation Water cycle</p> <p>Sound How sound is made Patterns between volume and vibrations Pattern between sound and distance Changing the pitch Vibrations linked to pitch Making a tune</p>	<p>Habitats Observations of living things Using a key Classifying living things Naming common invertebrates and describing its features Sorting invertebrates Habitats altered by humans Protecting habitats Grouping living things Recognising flowering plants</p> <p>Brilliant Bubbles Project Investigate bubble mixtures Identifying new questions arising from testing Evaluations Planning fair tests to investigate using yeast and bicarbonate of soda to compare bubbles</p>
Year 5		
<p>Solar System Explain what the solar system is Naming the planets Making a model of the solar system Geocentric and heliocentric models Lunar months Day and night</p> <p>Materials Comparing properties of materials Fair testing Dissolving Separating mixtures Reversible and irreversible changes</p>	<p>Growing Up Changes in children and adults Pregnancy Gestation periods Puberty How height changes Presenting scientific data Changes in old age Problems that old people face Why we are living for longer</p> <p>Forces Gravity Planning fair tests Friction Water resistance Making detailed observations Levers, springs, pulleys and gears Making simple machines</p>	<p>Life Cycles Plant reproduction Growing plants from cuttings and bulbs Life cycles of different animals Reproduction in animals</p> <p>Super Scientists Project Naming scientists Thinking about how a scientist works Working scientifically skills</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 6		
<p>Classification of Animals Classifying into groups scientifically Similarities and differences of plants and animals Presenting evidence Micro-organisms</p> <p>Circuits Drawing and construction of circuits with symbols Series and parallel circuits Testing circuits Investigating circuits Electricity Alternative forms of energy</p>	<p>Evolution Similarities and differences in people Inheriting characteristics Adaption to the environment that may lead to evolution Natural selection Fossils and evolution</p> <p>Light How light travels Shadows and changing the size of shadows Using diagrams to show how we see objects White light Exploring the properties of light</p>	<p>Keeping Healthy The structure and function of the circulatory system Effect of diet, exercise, drugs and lifestyle on our bodies Understand the need for a healthy balanced diet</p> <p>STEM activities Pupils undertake a selection of STEM activities which gives them the opportunity to learn through hands-on challenges by exploring the world around them. They will use their investigative and teamwork skills.</p>
Year 7		
<p>Solids, Liquids and Gases Characterisation by melting point, boiling point and density Changes of state Diffusion Expansion and contraction Thermal conductors and insulators</p> <p>Cells Structure of animal and plants cells Specialised cells Fertilisation Cell functions Use of microscopes</p> <p>Electricity Design and build circuits Parallel and series circuits Measuring current and voltage Energy from batteries Electrical conductors and insulators Static electricity</p>	<p>Atoms, Elements, Compounds and Mixtures Periodic table and symbols Physical properties of elements Metals and non-metals Sub-atomic particles Chemical reactions Properties of compounds Word equations Water and rocks are mixtures Separating mixtures</p> <p>Nutrition Balanced diet Nutrients in food Digestion Small intestine adaptations Role of enzymes Food as fuel</p>	<p>Health & Movement Effects of alcohol, solvents and drugs on health Bacteria and viruses Body natural defences Medicines Skeleton and joints Muscles</p> <p>Forces 1 Units of forces Speed, distance and time Measuring using force meters Mass and weight The result of unbalanced forces Friction</p> <p>Magnets and Electromagnets Magnetic fields Forces Investigating the strength of an electromagnet</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
<p>Respiration and Breathing</p> <p>Aerobic respiration Reactants and products The heart Respiratory system Blood vessels Lungs Gas exchange Smoking Effects of exercise</p>	<p>Energy</p> <p>Renewable and non-renewable energy resources The Sun is the ultimate source of energy Generating electricity Conservation and storage of energy</p>	
Year 8		
<p>Metals</p> <p>Reactions of metals with air, water and acid Displacement reactions Reactivity series Extraction of metals Corrosion</p> <p>Forces 2</p> <p>Pressure Measuring density Levers and moments</p> <p>Reproduction</p> <p>Physical and emotional changes during adolescence Reproductive system Menstrual cycle Fertilisation Development of a foetus</p> <p>Chemical Reactions</p> <p>Use of a Bunsen Conservation of mass Importance of chemical reactions Combustion Burning of fossil fuels Environmental damage</p>	<p>Light and Sound</p> <p>Introduction to light How objects are seen Reflection and refraction Dispersion and filters Human ear Vibrations and vacuums Frequency and amplitude Pitch Wave patterns</p> <p>Acids and Bases</p> <p>Indicators Reactions of metals and bases Neutralisation reactions Applications of reactions Acids in the environment Identifying patterns in chemical reactions</p> <p>Green Plants</p> <p>Photosynthesis Elements required for plant growth Role of the roots Respiration in plants</p> <p>Space</p> <p>Day/night/months/seasons Positions of the Sun, Earth and Moon The solar system Light sources Artificial satellites</p>	<p>Physical Changes</p> <p>Conservation of mass Solubility and saturated solutions Differences in solutes and solvents Relate changes of state to energy transfers Chromatography Distillation</p> <p>Living things and their Environment</p> <p>Sustainable development Habitats Adaptation of plants and animals Effects of predation and competition on population size Food webs Toxic materials in food chains</p> <p>Rocks and Weathering</p> <p>Rock cycle Sedimentary, metamorphic and igneous rocks Formation of rocks Crystal size Biological, physical and chemical weathering</p> <p>Variation and Classification</p> <p>Environmental variation Inherited variation Classification into taxonomic groups</p>

Modern Foreign Languages

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-speaking countries, 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-learnt 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, learning apps and websites, songs, videos and role-plays and students also have the opportunity in the classroom and at home, to use the languages website Languagenut.com. Pupils are supported by both teachers 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 20 minute sessions per week. In Reception, pupils have two 30 minutes sessions each week. In Years 1 and 2, pupils have one hour of French each week. Year 3, 4 and 5 pupils have one full hour of French per week. In the Senior School, Year 6 pupils have 2 hours and Year 7 and 8 pupils have 3 hours of French per week.

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). Students may also record some oral work using language learning apps.

A Specialist French Language and Culture club is offered to Senior pupils once a week.

CURRICULUM MAP including, but not limited to:

Nursery

Greetings, numbers to 5, body parts, colours and animals are taught using songs, rhymes and puppets.

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Reception		
Routine vocabulary Greetings and Introductions Getting to know Camembear (French culture) Colours Numbers to 5 Farm Animals Parts of the body Food: fruits Christmas	Party celebrations and food (la galette) Introducing Camembear's family Wild animals Numbers to 10 Food: vegetables Mother's day Easter	Parts of the face and body Camembear's birthday Rooms in the house Action verbs Summer vocabulary Bonnes vacances
Year 1		
Meeting new people Greetings Harvest: Fruit and vegetables Colours and weather Toys Being kind Changing weather Autumn and winter vocabulary Parts of the body Le bonhomme de neige 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
Year 2		
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
Middle School		
Year 3		
Greetings and spellings Games and play Pets Farm animals Describing animals	Describing people Talk about food	Healthy eating Going shopping Talk about meals and mealtimes Likes and dislikes Joyeux anniversaire! Au café

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 4		
Transport Families At Home Out And About Farm Animals More Wild Animals	Pets All About Me Describing People Food	At The Bakery At The Market At The Cinema At The Restaurant At The Supermarket Off To The Mountains Clothes
Year 5 Studio Access French		
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 Using adjectives Talking about animals Using a dictionary Talking about your family Using 'mon, ma, mes'	Saying where you live Using 'petit' and 'grand' 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

Senior School

Year 6 Studio 1		
<p>C'est perso Talking about like and dislikes Talking about your survival kit Describing yourself Talking about other people Describing a musician</p> <p>Mon collègue 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>Mes passe temps 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>Ma zone Talking about your town and village Giving directions Talking about where you go</p>	<p>Asking to go somewhere Saying what you can do in town Facts about France</p> <p>3... 2... 1 Partez! 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>Studio Découverte Talking about animals Writing a poem Describing a painting</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 7 Dynamo 1		
<p>La rentrée French sounds Saying your name and learning numbers Talking about brothers, sisters and age Describing a classroom Talking about likes and dislikes Describing yourself and others Saying what you do Creating a video about yourself Giving dates in French</p> <p>En classe Talking about colours Telling the time Saying what you think of school subjects Talking about what you wear to school Talking about your school day Learning about a typical French school Writing about your ideal school</p>	<p>Mes temps libre Talking about weather and seasons Talking about which sports you play Talking about which activities you do Discovering sport in French-speaking countries Talking about what you like doing Creating an interview with a celebrity</p> <p>Ma vie de famille Talking about animals Using larger numbers Describing your family</p>	<p>Describing where you live Talking about breakfast Learning about Bastille Day</p> <p>En ville Talking about places in a town or village Understanding prices Saying where you go at the weekend Inviting someone out Ordering drinks and snacks in a café Saying what we are going to do Talking about plans for a special weekend using two tenses.</p> <p>CE Topic: All about me General revisions</p>
Year 8 Dynamo 2 Vert		
<p>Vive les vacances Using 'avoir' and 'être' Saying what you have visited and what it was like Saying what you did (using the perfect tense) Understanding the perfect tense of irregular verbs Talking about a holiday CE topic: Holidays CE Topic : At home</p> <p>J'adore les fêtes Talking about dates C'est carnaval Describing a festival La fête de la musique Buying food at a market Talking about what you are going to eat Christmas market CE Topic: Health/ Environment CE Topic: Food and drink</p>	<p>À loisir Describing Talking about TV shows Talking about digital media arranging to go to the cinema Talking about leisure activities discussing shopping asking and answering questions in two tenses CE Topic: School life CE Topic: My town</p> <p>Le monde est petit Talking about where you live describing the weather Talking about your area Talking about how you must help at home Talking about daily routine</p>	<p>Le sport en direct Talking about sport Giving opinions about sports Asking and giving directions Talking about injury and illness Using three tenses together</p> <p>Découverte French comics and literature Conversation games Francophone countries' culture and history General revisions</p>

Latin

Aims

- To develop an understanding of various aspects of Ancient Rome and its Empire, including daily life, history and mythology
- To learn Latin vocabulary and to be able to relate this to English vocabulary where possible
- To develop an understanding of Latin grammar

Teaching Approach

Latin in Year 6 focuses on social, historical, political and religious themes relevant to Ancient Rome and its Empire. The Minimus course teaches Latin by focusing on the adventures of a typical family living in Vindolanda. Pupils will learn what it meant to be invaded by the Romans, as

well as dealing with different aspects of their daily life. Pupils will be encouraged to sympathise with Roman beliefs and to learn the various myths that formed part of ancient culture, as well as making links with history they have previously studied.

In Year 7 and 8, pupils will follow The Cambridge Latin Course. This 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. The course has two main aims. The first of these is to teach comprehension of Latin for reading purposes. The second is to develop an understanding of the style and values of the Rome, while developing an understanding of the history and culture of Roman civilisation. They will also have the opportunity to learn the various ancient myths that formed an integral part of that society.

LATIN CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 6		
Why did the Romans invade and settle in England? Minimus Meet the family! Food Work Going to school Romans and Britons- what was life like before the Romans arrived Towns and shopping Myths Perseus and Medusa Daedalus and Icarus Echo and Narcissus Odysseus' clever plan!	The Military Machine Keeping clean Keeping healthy- a visit to the doctor A soldier's life Clothes and jewellery Customs- a roman burial Gods and prayers Myths Odysseus and the Cyclops Midas and the Golden Touch Pyramus and Thisbe	Archaeology- piecing together the past Leaving Vindolanda Joining the army Moving and travelling Discovering Eboracum Celebrations- Saturnalia! New beginnings Myths Pegasus Heracles and the hydra Romulus and Remus Oceanus and Tethys
Year 7		
The Birth of Rome Stage 1: Caecilius- an introduction Stage 2: in villa Stage 3: negotium Stage 4: in foro Relevant grammar and vocabulary. Myths, history and culture.	Stage 5: in theatre Stage 6: Felix Stage 7: cena Relevant grammar and vocabulary. Myths, history and culture.	Stage 8: gladiators Stage 9: thermae Stage 10: rhetor Relevant grammar and vocabulary. Myths, history and culture.
Year 8		
Building on their studies of classics, Year 8 will study: Stage 3: negotium Stage 4: in foro Stage 5: in theatre Stage 6: Felix Relevant grammar and vocabulary	Stage 7 cena Stage 8: gladiators Stage 9: thermae Relevant grammar and vocabulary Myths, history and culture	Stage 10: rhetor Stage 11 candidati Stage 12: Vesuvius Relevant grammar and vocabulary Myths, history and culture

Art

Aims

Art promotes some of the highest forms of human creativity. We aim to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress, they are supported to think critically and develop a more rigorous understanding of art. The curriculum is challenging, broad and exciting. Children are encouraged to evaluate their own art and that of other artists by expressing themselves using an artistic vocabulary. Children become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, including but not limited to collage, printing, weaving and patterns. Children develop their interest and curiosity about art through a series of lessons offering skills progression, knowledge progression and the opportunity to ask questions and demonstrate their skills in a variety of ways. In addition, art offers the opportunity for children to develop their emotional expression and enhance their personal, social and emotional development. Both children and teachers enjoy art across the school, and as teachers, we have high expectations. We advocate that our children use their skills to express their own ideas and see value in the process rather than just the outcome.

Teaching Approach

Key Stage 1

In Years 1 and 2, the class teacher teaches art for one hour each week. Each unit begins with an exploratory mark-making exercise. Where possible, a cross-curricular approach is adopted which enables pupils to access topics in a child-friendly environment. Pre Prep celebrate a number of festivals such as Christmas, Diwali and World Book Day. These special events 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.

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They are exposed to a range of different artists, craft makers and designers, and are taught to describe the differences and similarities between different practices and disciplines, making links to their own work.

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 value all pupils' work and praise individualism.

Art at Key Stage 1, encourages the children to do the following:

- to produce creative work, explore ideas and record experiences;
- to draw, paint and sculpt to develop and share ideas, experiences and imagination;
- to develop a range of techniques in applying texture, line, shape, form and space;
- to develop a range of techniques in using colour, pattern and texture;
- to experiment with printing and use vocabulary to demonstrate knowledge and understanding;
- to describe the work, express an opinion and use inspiration from famous, notable artists.

Key Stage Two

In Years 3 to 5, art is taught by the class teacher. Pupils are taught to respect and use equipment effectively. They are introduced to a variety of materials and techniques through sculpture, textiles and 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. Homework is set for the weekend, on a rotation basis with the five other foundation subjects.

In Year 6, pupils concentrate specifically on a design technology or an art module for a half term rather than studying both topics together. This is monitored so that both subjects receive balanced coverage over the course of the school year. 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.

Art at Key Stage 2, encourages the children to do the following:

- to create sketchbooks, record observations and use them to review and revisit ideas;
- to become proficient in drawing techniques;
- to improve mastery of art, including drawing, painting, sculpting, collage, textiles and printing;
- to learn about great artists, architects and designers in history.

Key Stage 3

In Year 7s and 8, pupils concentrate specifically on a design technology or an art module for a half term rather than studying both topics together. This is monitored so that both subjects receive balanced coverage over the course of the school year. This allows the pupils to become more absorbed in a topic and provides opportunities for ambitious practical activities that would be restricted with a one-hour lesson. 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 two 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 to support their practice at home.

Art at Key Stage 3, encourages the children to do the following:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas;
- to use a range of media, including painting;
- to increase their proficiency in the handling of different materials;
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work;
- to learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

ART CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 1		
Including, but not limited to: Portrait Assessment The Rainforest Mask making and painting Group mixed media collage 3D paper art Clay jungle maquettes Celebrating Colour! Shading and toning Drawing fruit and vegetables from observation Colour mixing Primary and secondary colours Celebrations: Fireworks/ Diwali/ Christmas Featured artists include: Piet Mondrian and Wassily Kandinsky	Paper Art Paper mache Collage Exploring texture Folding and cutting Media Collage Titanic: Ocean Liner Observation Brush strokes Composition Mixed media collage Featured artists include: Claude Monet	African Art 3D Natural Material Portraits Investigating art with a seaside theme Exploring texture Seaside sculpture project Featured artists include: Mary Cassatt and Giuseppe Arcimboldo
Year 2		
Including, but not limited to: Portrait Assessment Abstraction and the Natural World Geometric shapes and patterns Environmental Art Investigating surrealism A Window to the Moon Mixed media Collage Artwork related to the Great Fire of London topic Featured artists include: Paul Klee and Andy Goldsworthy	Creating from Observation Drawing, painting and printing Still Life: Fruits/Plants Composition Exploring texture Observational drawing/painting/ sculpting Relief printing Featured artists include: Paul Cezanne	Cubist Portraits Cubism Cubist oil pastel portraits Digital art Nature inspired applique Textiles using applique Using sketch books to record design ideas Exploring layering and stitching techniques Featured artists include: Pablo Picasso and George Braque

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 3		
<p>Including, but not limited to: Portrait Assessment</p> <p>Modernist Landscapes – Printing Classical art and Modernism Landscape design in a modernist style Foam printing Great architects through time</p> <p>In the style of Mondrian Exploring different line styles Pastiche – Mondrian</p> <p>Illuminated Lettering Research and exploration of illuminated letters from historic texts Design and creation of illuminated lettering</p> <p>Silhouette Function and production of silhouettes Shadows to make shapes for an image</p> <p>Featured artists include: Friedensreich Hundertwasser, Paul Cezanne and Piet Mondrian</p>	<p>Colour Theory Colour mixing to create secondary and tertiary colours Understanding and applying colour, shade and tint</p> <p>Fruit and Vegetables Mastering images of fruit and vegetables in pencil, paint and charcoal Sculpting fruit and vegetables in clay</p> <p>Our natural world Grounds within a composition Scale and layering</p> <p>Featured artists include: Carl Warner and Michael Brennand-Wood</p>	<p>Line drawing of buildings Shapes, angles and details One-point perspective Colour using watercolours</p> <p>Drawing using Scissors Cutting shapes/ scissor control Using positive and negative shapes Scale and layering</p> <p>Aboriginal Art Themes, colours and style of traditional Aboriginal art Pattern creation with dots</p> <p>Self Portrait - Photography Art Literacy Task - Frida Kahlo Symbolism of objects in her pictures Photography – in the style of Frida Kahlo Collage</p> <p>Featured artists: Henri Matisse, Carolee Clark and Frida Kahlo</p>
Year 4		
<p>Including, but not limited to: Portrait Assessment</p> <p>Art Nouveau Exploring line and colour Design and creation of stained glass effect card craft Practising scissor skills</p> <p>Observational drawing - Coastal Relics Shape and form Proportion Shade and tone Exploring light and shade on 3-D objects</p> <p>Featured artists include: Charles Rennie Mackintosh</p>	<p>Powerful Portraiture Composition, form and texture Abstract portraits Cubist self-portraits Understanding how colours convey emotions</p> <p>Beyond Our Front Door Pointillism Mixing colours by layering Designing and developing patterns</p> <p>Featured artists include: Pablo Picasso, Georges Braque, Georges Seurat and Paul Signac</p>	<p>Abstract expressionism Painting techniques used by Jackson Pollock</p> <p>Pop Art Pastiche – using iconic images in the style of Andy Warhol Pastiche – creating art in the style of Roy Lichtenstein Colour wheel Applying complementary colours</p> <p>African Tales Pastiche – creating images in the style of Edward Saidi Tingatinga</p> <p>Featured artists include: Andy Warhol, Roy Liechtenstein, Pauline Boty, Jackson Pollock and Edward Saidi Tingatinga</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 5		
<p>Including, but not limited to: Portrait Assessment</p> <p>Art Skills Tone Isometric projections Shading Shapes - shadow and light Shape and form – observational drawings</p> <p>Featured artists include: Henri Rousseau</p>	<p>Painting Techniques Experimenting with watercolours Drawing from observation - Hockney Colour theory – primary and secondary Abstract - Vincent Van Gogh</p> <p>Featured artists include: David Hockney and Van Gogh</p>	<p>3D Modelling inspired by Giacometti Produce observational drawings Make body maquettes Wire sculpture Show shapes and colours Multimedia</p> <p>Featured artists include: Alberto Giacometti and Banksy</p>
Year 6		
<p>Including, but not limited to: Portrait Assessment</p> <p>The Art of Colour - colour theory abstracts Pastiche – In the style of Katsushika Hokusai</p> <p>Oceans and their Habitants Create pen drawings Draw using oil pastels and coloured pencils Printing techniques Design and make a sculpture</p> <p>Featured artists include: Alfred Wallis and Katsushika Hokusai</p>	<p>Cacti, Succulents, Plants and Flowers Paint using watercolours Draw using oil pastels, graphite and coloured pencils Print in the style of India Flint Design and make a 3D sculpture</p> <p>Abstract Art: beyond the normal project application</p> <p>Featured artists include: Henri Rousseau, India Flint and, Georgia O'Keefe</p>	<p>Art Literacy Task – Sonia Boyce Ancient Egypt, Masks Use pencil, pen and charcoal to draw faces from observation Design and make a 3D model of an Egyptian mask</p> <p>Featured artists include: Fernand Leger and David Hockney</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 7		
<p>Including, but not limited to:</p> <p>Portrait Assessment</p> <p>The Art of colour – the importance of colour, 2D project application</p> <p>Skill Development: Tone Develop and experiment with ‘tone’ in a variety of ways including cross-hatching and shading a 3D object</p> <p>Identify and apply different types of shadows and highlights</p> <p>Apply skills to produce a still life observational drawing</p> <p>Make objects appear 3D</p> <p>Featured artists include: Paul Klee</p>	<p>Art Literacy Task – Damian Hurst</p> <p>Abstract Art Mark making with watercolours</p> <p>Develop techniques using mark making, layering and wet on wet</p> <p>Drawing Skills Grid drawing - eyes</p> <p>Photographing and drawing texture</p> <p>Photographing and drawing close ups</p> <p>Mark making to music</p> <p>Featured artists include: Damian Hurst and Rene Margritte</p>	<p>Pastiche – In the style of Andy Warhol</p> <p>Collage: Birds in Flight Develop coloured and textured papers to use in a collage</p> <p>Create an effective collage using printed techniques to show colour and tone</p> <p>Construct a bird installation appropriate for hanging</p> <p>Illustrate installation to highlight key features and detail</p> <p>Featured artists include: Mark Hearld and Andy Warhol</p>
Year 8		
<p>Including, but not limited to:</p> <p>Portrait Assessment</p> <p>The art of colour - colour theory and balance</p> <p>Pointillism Pointillism and Seurat.</p> <p>How the impressionists influenced the movement</p> <p>Layering colours to give the impression of mixing</p> <p>Skill Development: Line Discover, experiment and apply ‘line’ in a variety of ways including: mark making, continuous line, cross – hatching, layering, expressive line and natural form</p> <p>Featured artists include: Vincent Van Gogh and Georges Seurat</p>	<p>Pastiche – In the style of Vincent Van Gogh</p> <p>Photographing and drawing close ups Taking close-up photographs</p> <p>Drawing photographs in a grid</p> <p>Grid drawing: people from around the world</p> <p>Collage Techniques and Processes Cut and torn edges</p> <p>Layers, lettering, papers</p> <p>Adding paint</p> <p>Woven papers, woven images</p> <p>Photomontage</p> <p>Featured artists include: Jillian Edelstein and Mario Testino</p>	<p>Art Literacy Task – William Morris</p> <p>Landscapes Understanding how landscape artists use colour and tone to create distance and depth</p> <p>Creating the illusion of depth using tone, colour and scale</p> <p>Using colour creatively and different art materials</p> <p>Using different art materials and increasing level of proficiency</p> <p>Featured artists include: William Morris</p>

Computing (ICT)

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
- Enable pupils to use a range of digital devices, including tablets, laptops, cameras and data logging tools within varying contexts across the curriculum
- Encourage pupils to 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 e-safety.
- 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 1 and 2, pupils will be taught by the Head of Computing and Digital Innovation for 40 minutes per week. From Year 3 to Year 8, ICT lessons increase to one hour per week.

Additionally, opportunities will be available for classes to use the computer suite with their class or specialist subject teacher, to develop specific skills further and embed ICT across all aspects of the curriculum.

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.

COMPUTING CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 1		
EYFS Transitional Unit (see science Curriculum Map for full details of this) Online safety – an introduction to Purple Mash	Grouping and sorting Pictograms	Lego Builders Maze Explorers
Year 2		
Presenting ideas, all about me Effective searching (e-safety)	Creative Audio Digital Art	Purple Mash Coding 1 Purple Mash Coding 1
Year 3		
E-safety Graphs	Touch typing Email	Branching Database Introduction to Scratch
Year 4		
E-safety E-book creation	Animation Spreadsheets	Hardware Scratch game creation

Year 5		
E-safety	Movie maker - trailer	Introduction to KODU
Blogging	3D modelling	KODU game design and creation
Year 6		
E-safety	Spreadsheets	Networks WAN and LAN
Podcasting with Audacity	Quizzing	Coding Purple Mash
Year 7		
E-safety	Website design	Computer architecture
Multi-media advert creation	Spreadsheet modelling	Scratch programming
Year 8		
E-safety	Cyber security	Introduction to Python
Computer-aided design	Computing fundamentals	Python game design and creation

Design and Technology

Design and Technology is about providing opportunities for students to develop their capability, combining their designing and making skills with knowledge and understanding in order to create quality products. It involves two elements – learning about the designed and made world and how things work and learning to design and make functional products for particular purposes and uses. Our children acquire and apply knowledge and understanding of materials and components, mechanisms and control systems, structures, existing products, quality and health and safety. The skills learned also support with learning across the curriculum. Knowledge about the properties of materials helps in science and the practice of measuring accurately helps in maths. Design and Technology education helps develop children's skills through collaborative working and problem-solving, and knowledge in design, materials, structures, mechanisms and electrical control. They are encouraged to be creative and innovative, and consider important issues such as sustainability and enterprise.

There are three core activities children engage with in Design and Technology:

- Activities which involve investigating and evaluating existing products
- Focused tasks in which children develop particular aspects of knowledge and skills
- Designing and making activities in which children design and make 'something' for 'somebody' for 'some purpose'.

Design and Technology provides opportunities for children to develop their capability. By combining their design and making skills with knowledge and understanding they learn to create quality products. Children like making decisions for themselves and undertaking practical work. They enjoy creating products that they can see, touch – and even taste – for themselves. They feel proud to have done so.

Teaching Approach

Key Stage 1

In Years 1 and 2, initial design and technology skills of developing, planning and communicating ideas are taught as part of the curriculum within science, art, ICT and mathematics. In Year 2 pupils follow a design and technology module over the duration of half a term which covers textiles.

Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

Design and Technology at Key Stage 1, encourages the children to do the following:

Design

- to design purposeful, functional, appealing products for themselves and other users based on design criteria;
- to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];
- to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- to explore and evaluate a range of existing products;
- to evaluate their ideas and products against design criteria.

Technical knowledge

- to build structures, exploring how they can be made stronger, stiffer and more stable
- to explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key Stage 2

In Middle School, Year 3 and 4 pupils will be taught by the Head of Art, Design and Technology for one term. In Year 5 they are taught by the Head of Art, Design and Technology for approximately one hour per week. In Year 6, pupils concentrate specifically on a design technology or an art module for a half term rather than studying both topics together. This is monitored so that both subjects receive balanced coverage over the course of the school year. Each year, skills are consolidated and extended.

Design and Technology at Key Stage 2, encourages the children to do the following:

Design

- to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups;
- to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;
- to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- to investigate and analyse a range of existing products;
- to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;
- to understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge

- to apply their understanding of how to strengthen, stiffen and reinforce more complex structures;
- to understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages];
- to understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors];
- to apply their understanding of computing to program, monitor and control their products.

Key Stage 3

At Key Stage 3, Design and Technology builds on the skills and knowledge pupils have already learnt. As students' progress through Year 7 and 8, we aim to give them the opportunity to focus on specific aspects of the subject such as product design, food nutrition and preparation, engineering, systems and control, electronics, textiles and graphics. However, at its core is creativity and imagination. Students learn to design and make products that solve genuine, relevant problems within different contexts whilst considering their own and others' needs, wants and values. To do this effectively, they will acquire a broad range of subject knowledge and draw on additional disciplines such as mathematics, science, computing and art.

In Year 7 and 8, pupils concentrate specifically on a design technology or an art module for a half term rather than studying both topics together. This is monitored so that both subjects receive balanced coverage over the course of the school year. This allows the pupils to become more absorbed in a topic and provides opportunities for ambitious practical activities.

DT CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 2		
Art – collage work Art – choosing and selecting materials	Art – sculpture work Science – materials Food Technology – creating a healthy snack	Textiles – applique square design Maths – 3D nets, angles, symmetrical patterns
Year 3 (with Head of Art, Design and Technology for one term on a rotation basis)		
<p>Over the year, the children will take on three projects with the aim of introducing them to the foundation skills in design technology:</p> <p>Product Design Investigate free-standing structures and how they are made stable Find different ways of strengthening and joining paper and card Investigate ways of making stable free-standing structures Design a product for a particular purpose Plan a sequence of actions to make a product Manufacture a stable frame from a design Evaluate a finished product against the original design criteria</p> <p>Textiles – Animals in Danger Endangered species around the world – independent research Developing a design brief and design criteria Generating and developing design proposals Annotating design proposals against the specification Selecting and preparing materials Practicing and applying sewing techniques Manufacture a soft toy based on an endangered animal</p> <p>Food Nutrition Understanding seasonality – Fruit and vegetables in Britain Where, when and how ingredients are reared, caught and processed food Tasting and evaluating seasonal foods Plate proportions and protein Designing a seasonal meal Generating and refining recipe ideas</p> <p>Clay – Dragon Eyes Generating a range of ideas in response to a design brief Developing prototypes using plasticine Annotating design proposals against the specification Selecting materials and components Communicating ideas about materials, measurements and decoration</p>		

Year 4 (with Head of Art, Design and Technology for one term on a rotation basis)

Pupils will build on skills learned in Year 3

Including, but not limited to:

Electrical Systems

Investigation and evaluation of battery powered products
 Key events and individuals in design and technology that have helped shape the world
 Using symbols to represent circuit components – drawing circuits using symbols
 Creating series and parallel circuits, explaining the difference between them
 Developing a design brief and criteria
 Design a product that has a clear purpose and an intended user
 Manufacture a well-finished product

Product Design / 3D Outcome

Design and construct by incorporating recycled materials
 Developing a prototype – refining and reviewing ideas
 Select and use appropriate tools, to measure, mark out, cut, shape and assemble with accuracy
 Use finishing techniques suitable for the product being created
 Know and use technical vocabulary
 Evaluating against a specification

Textiles - Fabric Containers

Generate realistic ideas through discussion
 Produce annotated sketches
 Select fabrics and fastenings according to their functional characteristics
 Take into account others' views
 Use simple patterns and templates for marking out
 Know how to strengthen, stiffen and reinforce existing fabrics

Year 5

Including, but not limited to:

Product Analysis

Investigating and evaluating existing products

Printing

Barcelona Tile Design
 Working to the constraints of a brief
 Textures, materials and techniques
 Repeat pattern printing
 Reduction printing
 Creating harmonious and complementary colour combinations

Mechanisms – Celebrating the Theatre

Investigate mechanical systems
 Make mechanical systems
 Using a prototype to develop ideas
 Use tools to accurately cut, shape and join
 Function of levers, linkage, loose pivot and fixed pivots
 Self-evaluation

Architectural Design

Problem solving
 Biomimicry
 Building on awareness of environmental issues
 Sustainability
 Structures

Year 6		
<p>Including, but not limited to:</p> <p>Product Analysis</p> <p>Investigating and evaluating existing products</p> <p>Textiles</p> <p>Combining different fabric shapes</p> <p>Generate own design criteria</p> <p>Design with the end user in mind</p> <p>Consider aesthetics and functionality</p> <p>Annotate designs</p> <p>Design and create a 3D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics</p> <p>Strengthen, stiffen and reinforce fabrics where appropriate</p> <p>Writing an evaluation</p>	<p>Graphic Design</p> <p>Typography</p> <p>Study of successful graphic designers</p> <p>Designing for purpose in advertising</p> <p>Hand illustration</p> <p>Food Preparation and Nutrition</p> <p>Food provenance</p> <p>Where does our food come from?</p> <p>Food waste</p> <p>Seasonal food</p>	<p>Mechanical Systems or Systems and Control</p> <p>Automata Animals – Cams</p> <p>Mechanical systems - input, process and output</p> <p>How cams can be used to produce different types of movement and change the direction of movement</p> <p>Using research to develop design criteria centred on the design brief</p> <p>Create a detailed design with moving parts</p> <p>Cutting materials with precision</p> <p>Refine a finish with appropriate tools</p> <p>Make a model which is accurate, functions well and is a quality finish</p> <p>Evaluate own work as it develops and at the end against design criteria and the design brief</p>
Year 7		
<p>Including, but not limited to:</p> <p>Health and safety in the workshop</p> <p>Product Design</p> <p>Designing and making principles</p> <p>Communicating design ideas:</p> <p>Freehand sketching</p> <p>Isometric projections</p> <p>One-point perspective</p> <p>Product Design</p> <p>Product Analysis – Ergonomics</p> <p>Anthropometrics, psychology and Physiology</p> <p>How ergonomics and human factors helps designers meet user needs</p> <p>Why designers aim to match or suit the human body when designing and developing products</p> <p>How products affect our senses when we use them</p> <p>Designing a product that takes into consideration both shape and material</p> <p>Further investigate product analysis using ACCESSFM</p>	<p>Food Preparation and Nutrition</p> <p>Food, nutrition and health</p> <p>The Eatwell Guide</p> <p>Macronutrients and micronutrients</p> <p>Energy balance</p> <p>Nutritional needs for different groups of people</p> <p>Nutritional analysis</p> <p>International dishes</p> <p>Skills focus</p> <p>General practical skills</p> <p>Knife skills</p> <p>Preparing fruit and vegetables</p> <p>Using the cooker and equipment</p> <p>Food safety</p> <p>Factors affecting food choice</p> <p>Planning for a practical assessment</p>	<p>Using and working with materials</p> <p>Collecting primary and secondary data</p> <p>Writing a design brief and specification</p> <p>Environmental, social and economic challenges that influence design and making</p> <p>Communicating ideas: annotation</p> <p>Selecting materials: functionality and aesthetics</p> <p>Developing prototypes</p> <p>New technologies</p>

Year 8		
<p>Including, but not limited to:</p> <p>Health and safety in the workshop</p> <p>Product Design</p> <p>Designing and making principles</p> <p>Communicating design ideas: Third angle orthographic projection Isometric projections Two-point perspective</p> <p>Product Design</p> <p>Product Analysis – Comparing Products</p> <p>Investigating and evaluating existing products Compare and contrast mobile phones through analysis Analyse mobile phones in terms of form and function Identify opportunities for future development considering customer requirements Further investigate product analysis using ACCESSFM</p>	<p>Food Preparation and Nutrition</p> <p>Food commodities</p> <p>Cereals – turning wheat into flour Cereals – turning flour into bread and pasta Cereals – oats and rice Potatoes and vegetables Fruit International dishes</p> <p>Skills focus</p> <p>Raising agents – chemical and mechanical raising agents Preparing fruit and vegetables Using the cooker and equipment Food safety Sauce making</p> <p>Planning for a practical assessment</p>	<p>Using and working with materials</p> <p>Carrying out investigations to identify problems and needs Environmental, social and economic challenges that influence design and making Communicating ideas: Third angle orthographic projection, modelling Developing prototypes Testing and evaluating ideas and products</p>

Geography

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

A combination of knowledge, understanding and skills enables pupils to understand the Earth's features and how these are interconnected and can change over time. It also allows pupils to develop an informed concern about the quality of the environment, the future of the human habitat and to foster a sense of social responsibility for the care of the Earth and its people. This, in turn, supports the School's commitment to teach pupils the principles of ESR (Education for Social Responsibility).

We aim to help pupils develop:

- knowledge of globally significant places, including their physical and human characteristics
- understanding of the processes that give rise to key physical and human geographical features of the world
- the skills of geographical enquiry

- skills necessary to undertake fieldwork, including collecting, analysing and communicating data
- the ability to interpret a range of geographical sources including maps, diagrams, globes, aerial photographs
- the ability to communicate geographical information in a variety of ways
- 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
- 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 is guided by objectives set out in the National Curriculum but exceeds and adapts these where necessary. In Pre Prep, homework in the foundation subjects such as

geography is set in the summer term. In Middle School, geography homework is set on a rotation basis with the 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. fieldwork study in Year 8, research into the geology of coasts and leisure surveys. IT is integrated to enrich the learning experience.

GEOGRAPHY CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 1		
EYFS Transitional Unit (see science Curriculum Map for full details of this.)	Our local area Where do I live, where do other pupils live? Where is my school and how do I get there? What can we see in the streets around my school? What jobs do people do in my local area? How safe is my local area? Complete a traffic survey Map work Field Trip	Journeys Where has Barnaby Bear travelled to this week/month? Can we find these places on a map? What will it be like when Barnaby is there? How did Barnaby travel to these places?
Year 2		
History Unit	British Isles Recognise the symbols of the British Isles Identify features of the British Isles Understand physical and human geography of the British Isles	An Island Home What is an island? How is the land on the island used? How does the physical environment of the Isle of Struay affect everyday living? How does life on the island differ from life in Woodford Green? Hot and Cold Countries Understand why countries are hot, cold or temperate. (Location of the Poles and the Equator) Look at different holiday locations and their climates. Explore the reasons why people visit. Case study of a hot country and cold country

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 3		
<p>Map skills British Isles Continents Plans Types of map</p> <p>Investigating Our Local Area Locate on maps Land use Collecting data</p>	<p>Our Extreme Planet Climate zones Tornadoes Earthquakes Tsunamis Climate change Rainforests</p>	<p>A Contrasting Overseas Locality Kenya Location Climate Physical features Similarities and differences</p> <p>Connecting Ourselves to the World Food</p>
Year 4		
<p>Improving Our Environment Rubbish and litter Recycling Saving energy Pollution Using the school environment / maps The wider environment</p>	<p>A Village In India (Connecting Ourselves to The World) Location Relation to other places Landscape Homes Education Work Markets and trading What is the weather like there? Where is it? How will we get there?</p>	<p>Village Settlers How villages develop Place and location: Saundersfoot / Eyam Using maps and photographs</p> <p>How and Where Do We spend Our Time? What is leisure? Surveys and results Location for leisure Types</p>
Year 5		
<p>Water Importance and availability of water Rainforests Biomes Water cycle Fieldwork</p>	<p>Investigating Coast What is a coast? Coastal environments Coastal features Erosion Beaches Tourism Land Use Fieldwork</p>	<p>A Contrasting UK Locality Portland Location Planning a route Secondary sources Fieldwork</p> <p>Should the High Street Be Closed to Traffic? Location and features Planning routes Environmental impact Points of view</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 6		
Understanding human, physical and environmental geography Map Skills Atlases and globes 8-points of a compass. 4 and 6 figure grid references. Contour lines Lines of longitude and latitude Mapping Locational Knowledge What do we know about the UK? How has St Aubyn's and the surrounding area changed in the last 50 years?	Why are Mountains So Important? How are fold mountains created and what we have learnt from this process? Investigation of different mountainous environments across the globe Earthquakes and Volcanoes How volcanoes erupt Location of earthquakes and volcanoes	Earthquakes and Volcanoes unit (continued) How we use our planet as a natural resource including study of: <ul style="list-style-type: none"> • Rocks • Soil • Biosphere • Hydrosphere • Using resources sustainably
Year 7		
Map skills Revision Weather and Climate Difference between weather and climate How we measure weather The water cycle Climate in the UK Climate across the world Microclimates enquiry	Population and Settlement Population changes and distribution or fall Settlement types and hierarchies Why do people migrate? Urbanisation and its impact	Rivers and coasts Weathering Why rivers are important How water flows into rivers How rivers change from source to mouth How rivers shape the land Why are rivers are important to people? Flooding - causes and consequences Flood management
Year 8		
Earthquakes and volcanoes Natural and manmade hazards- why they occur and how they are linked The Earth's structure Plate movement- what happens beneath our feet? Global distribution of earthquakes and volcanoes The impact of earthquakes (immediate and long term) Case study Transport and Industry What is an economy? From local to global Employment sectors and employment structure of a country- primary, secondary, tertiary and quarternary Why industries locate in specific area	Course work Field trip - data collection Individual enquiry write up including: Introduction Data presentation Results Data analysis Conclusion Transport and Industry (continued) The tertiary sector and the growth of tourism. Does tourism harm or benefit an area? Case study	Globalisation and Sustainability How the UK trades with other countries How does a chocolate bar or pair of jeans connect different sectors of the economy? What is globalisation? Containerisation Sustainability - from farming to fast fashion Climate change Identify the impact of using natural resources, economic growth and population change on world climate Global patterns of climate change International action to address climate change

History

History should enable pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. However, it should also fire pupils' curiosity and inspire them to learn more! 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 people's actions. Through the study of different topics, pupils should learn how to ask perceptive questions, to think critically, assess sources and evidence and develop perspective and judgement. History can also make a significant contribution to PSHE, the development of fundamental British values and ESR (Education for Social Responsibility), as it teaches pupils how Britain developed as a democratic society.

Our teaching focuses on enabling pupils to think as historians and helping pupils to understand that historical events can be interpreted in different ways. We encourage pupils to ask searching questions about information they are given, such as 'how do we know?'. 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. IT is utilised wherever possible to enrich the learning experience.

Aims

- To know and understand the history of these islands; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- To know and understand significant aspects of the wider world
- To understand historical concepts e.g. continuity and change, cause and consequence
- To gain historical perspective by placing their growing knowledge into different contexts and understanding the connections between local, national and international history, and between short and long-term timescales
- To develop a sense of chronology
- To understand how Britain is part of a wider European culture
- To gain some knowledge and understanding of historical development in the wider world
- To develop in pupils the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Teaching Approach

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.

Educational trips, workshops and visitors are organised where appropriate 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/map work in geography). This is further supported by a range of reference books and historical fiction books.

In the Senior School, Year 6 spend a year studying various aspects of the Victorian era, as well as the Great War and the changing role of women. In Years 7 and 8, a chronological approach is taken which spans British history from 1066 to 1603. 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 Pre Prep, homework in the foundation subjects such as history is set in the Summer Term. In Middle School, history homework is set on a rotation basis with other subjects. In Senior School, it is set on a three week rotation with geography and RE.

HISTORY CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 1		
<p>EYFS Transitional Unit (see science Curriculum Map for full details of this.)</p> <p>Guy Fawkes To be able to retell the gunpowder plot To know why the conspirators wanted to kill King James I To describe how life was different in the time of Guy Fawkes Educational visit to the Gunpowder Mills</p>	<p>Titanic What was the Titanic? When and where was it built? Where was it travelling to, and from which port did it depart? First, second and third class passengers Using artefacts to understand what it was like to cross the Atlantic Ocean</p>	<p>Seaside Now and Then – A comparison ‘Now and Then’ – a comparison of seaside holidays To use words and phrases to indicate periods of time To use photos and other objects as sources of evidence about the past</p>
Year 2		
<p>Plague To understand how the Plague started To understand how people felt and the reasons for their actions To use a variety of sources to find out about the past e.g pictorial, written, physical</p> <p>Great Fire of London To understand how the fire began To relate to this historical event through practical demonstration Compare fire rescue in 1666 with the present day Describe how London has changed since 1666 and explain the reasons for these changes Identify differences in houses/buildings</p>	<p>Mary Seacole and Florence Nightingale Understand the importance of famous people in history (make links with previous term’s study - Sam Pepys) Place events in chronological order Identify similarities and differences between ways of life in different times Express their own ideas about people, places and environments Develop knowledge and understanding of events in the past</p>	<p>Geography Unit</p>
Year 3		
<p>Ancient Egyptians (World History Study) Locating Ancient Egypt on a timeline of world events Beginning to use BC/AD Archaeologists and artefacts The importance of the River Nile Housing and towns Gods and the afterlife Mummification</p>	<p>The Romans in Britain The Roman invasion Roman roads Boudicca and the rebellion Hadrian’s Wall Gods and Goddesses Roman Baths</p>	<p>Children in World War II Key dates, countries and figures in the lead up to WWII The Blitz and air raids Evacuation Rationing Using photos to consider the impact of war on people’s lives The treatment of Jewish people by the Nazis Everyday life for pupils</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 4		
<p>The Anglo Saxons and Vikings Who were the Anglo Saxons? Who were the Vikings? Identify dates on a timeline What was life like as an invader? Daily life, customs and traditions</p>	<p>The Tudors The role of a monarch and the type of difficulties faced Henry VIII and his wives The portrayal of Henry VIII in different sources The rich and poor in Tudor Times Food, architecture and furniture Comparison of monarchies between then and now</p>	<p>Britain since 1948 Timelines and ordering key historical events Creation of the NHS Immigration after the war Equal rights for women Changes in technology</p>
Year 5		
<p>The Ancient Greeks (European Study) Who were the Ancient Greeks? What is democracy? Greek gods and goddesses The Olympic Games Greek pottery Greek thinkers and philosophers Similarities and differences between Ancient Greek schools and our own</p>	<p>The Aztecs (World Study) Chronology Using BC/BCE and AD/CE How the Aztec civilisation was discovered Aztec architecture and cities Aztec gods and religion Weapons, warfare and tactics How the Aztec civilization was destroyed</p>	<p>Local History Study Using maps to explore areas over time Using primary and secondary sources to consider how St Aubyn's has changed over time To consider how architectural styles change over time To explore pictorial and written sources about the local area To carry out independent research of a local landmark or figure from the past</p>
Year 6		
<p>The Victorian Era: From farming to factories Population explosion Victorian towns – housing, factories, water and sewage systems Disease Crime and punishment</p> <p>Public Health What made Sheffield stink? The work of Dr John Snow The building of the London sewers Using sources</p>	<p>Medicine and Surgery Improvements made during the Victorian era Research and inquiry</p> <p>Children in the Victorian Times Children's jobs and working conditions The struggle to improve working conditions The match girls' strike Victorian schools and punishments Reforms to the education system</p>	<p>A New Century The Edwardian Liberal Reforms: children, the poor and old age Why is the Titanic so famous? The changing role of women: suffragettes, Mrs Pankhurst, Mrs Fawcett</p> <p>The 'Great' War Why did the Great War start? Women and the Home Front in World War I How did Poppy Day start? Working for peace</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 7		
<p>The Norman Conquest England before 1066 Death of Edward the Confessor 1066 - The Norman invasion The Battle of Stamford Bridge and Battle of Hastings Research and Inquiry William the Conqueror The Domesday Book The feudal system: who's the boss? Using sources</p>	<p>Castles How and why did castles change?</p> <p>Life in the Middle Ages Religious beliefs Why was the church so important? The role of monks and nuns. The Crusades Medieval village life, the farming year Medieval attitudes to women Using sources</p>	<p>Who Rules? Matilda and Stephen: How a shipwreck led to civil war. Henry II and conflict with the church – Thomas Becket King John and conflict with the English barons Magna Carta Source work and essay planning</p>
Year 8		
<p>The Black Death The Black Death and its consequences for Medieval England Who healed the sick in the Middle Ages?</p> <p>The Peasants' Revolt Richard II – the nine year old king The Peasants Revolt of 1381 Source work and essay planning</p> <p>England at War How did the English kings deal with Wales and Scotland?</p>	<p>England at War The Hundred Years War. How successful were the English against the French? The Battle of Agincourt – Longbows and crossbows. Henry V – a great leader or just lucky? The story of Joan of Arc– witch, warrior or saint? Medieval weapons Research and inquiry - the mystery of the missing Princes</p>	<p>The Wars of the Roses Henry Tudor and the Battle of Bosworth Henry VIII and his problems with the church Research and inquiry – why did the Mary Rose sink? Martin Luther and the Reformation</p> <p>Tudor Queens How bloody was Mary? Elizabeth I and her problems</p>

Music

Aims

- To foster a love of music in every pupil
- To create confident singers and musicians, and give them the opportunity to share their skills in performances.
- To build a strong foundation for students wishing to study music at GCSE and beyond.
- To provide opportunities for pupils to extend their musical education through high quality instrumental lessons and extra-curricular activities.
- To inspire pupils to involve themselves in the creative arts throughout their time in school and for life.

Structure of Department

The Department is comprised of a Head of Music and two part-time music teachers who teach throughout the school according to their musical specialisms. We also have a team of 16 visiting instrumental teachers who offer individual lessons on a range of instruments and run some of our extra-curricular activities.

Co-Curricular

Our co-curricular programme is developing all the time. We currently have a range of regular ensembles for both singers and instrumentalists, such as School Orchestras, Junior and Senior Choirs, Singing Clubs, Guitar Ensemble, Jazz Group, and Keyboard Club. Our aim is to provide the opportunity for all students to participate in a co-curricular activity appropriate to their level of musicianship and to support them in the development of their skills throughout their time at St Aubyn's.

Performances

Throughout the year there are many opportunities for pupils to showcase their musical talents. These include solo instrumental performances in assemblies, our Christmas carol service, the Summer Concert and our fantastic productions! Children develop their confidence by regularly performing in their weekly music lessons, and have the opportunity to listen to and appraise performances of their peers.

Teaching Approach

Much of the approach to music teaching is rooted in the Kodály tradition, where the 'inner ear' is developed through a progressive series of songs, games and practical activities. As this becomes more established in the department we are beginning to see some excellent results in terms of the children's general musicianship. We also incorporate many elements of Dalcroze in our teaching, where children learn by moving to music, thereby internalising and feeling what they hear. Drawing on a wide range of styles, genres and traditions means that children will leave St Aubyn's with not only a good grounding in classical music theory and practice, but a wide appreciation of music in its broadest sense. Our spiralling curriculum means that children are constantly revisiting and developing their musical skills throughout each year, ensuring that outstanding progress is made.

EYFS		
<p>Develop a sense of pulse and pitch Including but not limited to: Singing a range of simple songs which develop an accurate sense of pitch Performing rhymes and chants which foster a strong internalised sense of pulse Moving to music to develop awareness of pulse, phrasing and expression Playing simple percussion instruments exploring different ways of making sounds Listening to music from a wide range of styles and genres Beginning to lay the foundations of notation reading through the use of the Colourstrings approach</p>		
CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 1		
<p>Changing the pulse Including but not limited to: Singing a range of so-mi and la-so-mi songs Responding to the pulse of pieces of music Responding to features of music including dynamics and tempo Moving to music showing an awareness of pulse and phrasing. Playing simple percussion instruments accurately in time to a piece of music</p>	<p>Introducing musical language Including but not limited to: Singing a range of mi-re-do and so-mi-do songs Responding to the pulse of pieces of music Responding to features of music including duration and pitch Moving to music showing an awareness of pulse and phrasing Playing simple percussion instruments accurately in time to a piece of music Beginning to chant and play simple rhythms that use crotchets and quavers.</p>	<p>Internalise the pulse Including but not limited to: Singing a range of so-mi-re-do and full pentatonic songs Responding to and internalising the pulse of pieces of music Responding to a range of features of music in what they hear Playing simple percussion instruments in time to the pulse of a piece of music Reading and performing rhythms that use crotchets and quavers</p>
Year 2		
<p>Beat and Rhythm Difference Including but not limited to: Understanding the difference between beat and rhythm, and to be able to tap/clap either in any given piece Performing rhythms from formal notation using percussion instruments Developing rhythm reading to include crotchet rests and minims Singing a range of songs using the full pentatonic range. Begin to use basic tonic-solfa to improve their ability to pitch accurately and recognise intervals aurally</p>	<p>Using musical terminology and preparing for the school production Including but not limited to: Performing rhythmic ostinato patterns as a soloist and in a layered ensemble Composing rhythms using known note values Learning to understand a range of musical terms, such as 'pitch', 'beat', 'rhythm', 'dynamics' and 'tempo', and some related words Rehearsing and performing in the school production</p>	<p>Introduction to tuned instruments Including but not limited to: Learning about instrumental families Understanding a range of musical instruments and their sounds. Listening to a range of musical styles and genres Identifying a range of musical features in music Introducing tuned instruments and how to play them</p>

Year 3		
<p>Storytelling through music Including but not limited to:</p> <p>Learning a range of songs, including rounds</p> <p>Beginning to sight-sing from simplified notation</p> <p>Composing and performing melodies on tuned percussion instruments</p> <p>Learning about the instrumental families in more depth</p> <p>Understanding how instrument sounds can be so descriptive and tell a story</p> <p>Beginning to develop an awareness of composers and their works</p>	<p>Ensemble playing and singing Including but not limited to:</p> <p>Learning a range of songs from different genres and styles</p> <p>Expanding knowledge of solfa and the ability to recognise intervals aurally</p> <p>Being a vocal role model for others</p> <p>Developing rehearsal practice skills when working in smaller ensembles.</p> <p>Developing conducting skills when playing together</p> <p>Sight sing from more complex rhythmical stimuli</p> <p>Playing percussion instruments effectively in an ensemble</p>	<p>Developing performing in parts Including but not limited to:</p> <p>Developing rhythm reading to include semiquavers and combinations of quavers and semiquavers.</p> <p>Composing music using known note values</p> <p>Performing rhythms on a range of classroom percussion instruments</p> <p>Maintaining independent rhythmic parts in an ensemble</p> <p>Listening to music from a wide variety of styles and genres and begin to analyse these</p> <p>Composing descriptive music using famous pieces as a stimulus</p>
Year 4		
<p>Developing sight singing Including but not limited to:</p> <p>Learning to perform a range of songs including rounds and partner songs</p> <p>Developing sight singing skills to include a wider range of notes</p> <p>Composing and performing melodies on tuned percussion instruments</p> <p>Starting to develop musical analysis using appropriate musical language</p>	<p>How the orchestra works Including but not limited to:</p> <p>Developing 2-part singing with greater complexity.</p> <p>Understanding the structure of the orchestra</p> <p>Listening to a variety of famous orchestral works</p> <p>Analysing the musical elements of orchestral pieces</p> <p>Researching inspirational composers and performers</p> <p>Developing musical opinions and tastes using appropriate musical language</p> <p>Understanding how orchestral instruments create their sound</p> <p>Performing on orchestral instruments in group ensembles</p>	<p>Compositional Skills Including but not limited to:</p> <p>Developing rhythm reading to include syncopation</p> <p>Composing and performing layered pieces using known note values</p> <p>Beginning to understand the nature of time signatures, and be able to recognise whether a piece is in 2 or 3 time through listening</p> <p>Further developing an awareness of composers, styles and genres</p> <p>Creating pieces of music using famous pieces of music as a stimulus</p> <p>Combining rhythmic and melodic notation to compose melodies</p>

<p>Year 5</p>		
<p>Ostinato Composition Including but not limited to: Learning songs with increasing vocal range, more complex intervals and separate parts Building on previous knowledge of solfa to develop sight-singing skills from more complex notation Analysing a variety of compositions with rhythmic and melodic ostinatos at their core Using an accurate senses of pitch and pulse to create more complex compositions and improvisations Compose pieces based on ostinatos using a wider variety of tuned instruments</p>	<p>Improvisation and the school production Including but not limited to: Composing and improvising in different styles using chosen instruments Listening to and playing a wide-range of world music, discussing their different characteristics, historical and geographical contexts and emotional content Learn to understand musical elements such as ‘structure’, ‘texture’ and ‘timbre’, and increase knowledge of musical terminology Develop instrumental technique on a range of instruments in the classroom</p>	<p>Music Technology and ensemble development Including but not limited to: Understanding the use of music technology as an effective compositional tool Listening and analysing a variety of music technology compositions Creating compositional rhythmic and melodic loops Formulating musical tastes and opinions using more complex musical language Participating in an instrumental ensemble Rehearsing and singing in vocal ensembles Performing group compositions with music technology as a stimulus</p>
<p>Year 6</p>		
<p>World Music Including but not limited to: Learning songs and sing solos with a wider variety of complexity Identifying and recognising musical features and styles from different geographical locations Performing increasingly complex music from a range of styles and traditions, with an understanding of its traditional context Providing in-depth feedback regarding performances using musical terminology Composing music using different styles as a stimulus</p>	<p>Music History from the Baroque to present day Including but not limited to: Developing an understanding of the history of western classical music Performing well-known pieces of music using a range of instruments in the classroom Developing basic keyboard technique playing single line melodies or chords Introducing music technology as a compositional tool Composing simple pieces that include melody and harmony</p>	<p>Keyboard technique and the school production Including but not limited to: Developing keyboard playing with increased fluency Play a variety of tuned instruments to develop notation reading Investing different performance genres including Musical Theatre Rehearse and perform a high-quality school production, performing to an audience Reflect on and self-evaluate performances as well as performances of others</p>
<p>Year 7</p>		
<p>The Evolution of Popular Music Including but not limited to: Developing singing technique using Kodály hand signs Developing an understanding of the evolution of popular music styles throughout history Using instruments and technology to perform in a range of popular styles</p>	<p>Keyboard compositions using music technology Including but not limited to: Learning to use a range of musical technology in their work, including microphones for both recording and amplification Investigating the evolution of the ‘Blues’ genre and its compositional structures</p>	<p>Introduction to improvisation Including but not limited to: Beginning to identify personal vocal range and how voices change and develop Continuing to develop a solid vocal technique and understanding of how to sing a variety of genres safely</p>

<p>Further developing keyboard technique, especially two-hand co-ordination</p> <p>Playing stave notation using tuned instruments</p>	<p>Using increasing musicianship skills to compose strong and stylish melodies in a range of musical genres</p> <p>Learning how to use chords to harmonise compositions, and how to write coherent chord sequences</p>	<p>Formulating and rehearsing with smaller vocal and instrumental ensembles,</p> <p>Using musical knowledge for peer assessment and coaching.</p> <p>Introducing improvisation on a variety of tuned instruments</p>
<p>Year 8</p>		
<p>Introduction to playing jazz Including but not limited to:</p> <p>Composing and improvising music in a wide range of styles and genres using instruments and technology</p> <p>Having a solid understanding of improvisation and harmony</p> <p>Performing increasingly complex pieces in a range of styles as a member of an ensemble</p> <p>Participating in ensemble performance opportunities</p> <p>Playing tuned instruments from stave notation with a solid understanding of music theory</p>	<p>Music appreciation and graphic score notation Including but not limited to:</p> <p>Showing an understanding of music from a range of historical and geographical locations, demonstrating an ability to identify musical features including structure, timbre, texture and harmony</p> <p>Analysing music that they hear with an understanding of those features</p> <p>Introducing wider musical genres such as minimalism</p> <p>Developing notation reading using graphic scores as a stimuli</p>	<p>Independent composition and preparing for the school production Including but not limited to:</p> <p>Creating successful independent composition and performance projects, showcasing musicianship skills</p> <p>Using music technology to record and present their work</p> <p>Performing their work in class, assemblies and concerts, evaluating these performances objectively and taking points for improvement forward into their next performance</p> <p>Further investigating musical theatre to prepare for the school performance</p> <p>Learning pieces for the school production</p>

Instrumental Tuition

We are proud to offer a wide range of one-to-one lessons from our team of visiting music teachers. While the majority of learning is done in lessons, all pupils who take instrumental lessons are expected to practise regularly, in line with the amount suggested by their instrumental teacher. Instrumental lessons currently offered are:

Woodwind

- Bassoon, Clarinet, Flute, Oboe, Recorder, Saxophone

Strings

- Cello, Double Bass, Viola, Violin

Brass

- Cornet, Euphonium, French Horn, Trombone, Trumpet, Tuba

Percussion

- Drum Kit

Other

- Piano, Voice, Guitar

We highly encourage students to learn at least one instrument during their time at St Aubyn's as doing so opens many musical doors beyond the ones we can access in the classroom. With almost 200 instrumental lessons taking place each week in the school, we particularly encourage students to learn an orchestral instrument at some stage in their school life. Students who learn instruments in this way (both in and out of school) are additionally supported through small group theory lessons, the provision of solo performance opportunities and the opportunity to participate in our range of co-curricular instrumental ensembles. These students are also encouraged to take graded examinations through organisations such as The Associated Board of the Royal Schools of Music and Trinity College London. For extra encouragement, we identify students who are

on track for music scholarships at 11+, providing them with the necessary guidance and opportunities to enhance their applications.

We host an instrumental demonstration evening each year, where parents and pupils have the opportunity to meet our instrumental teachers, try out some of these instruments and sign up for lessons. However, applications for instrumental lessons can be accepted at any time of year. Application forms can be downloaded from our website under the 'Performing Arts' title. For other queries, please contact the Head of Music, Ms Penelope Manser p.manser@staubyns.com.

Drama

Drama offers pupils the opportunity to explore different aspects of life giving them an understanding of why and how people communicate. Drama helps to empower pupils by helping them to understand body language, facial expression, gestures and proximity. It fosters creativity and thinking skills, raising pupils' self-esteem and confidence through self-expression. It provides a learning experience as well as developing pupils' imaginative ideas. The drama curriculum is designed to develop pupils' use of drama skills through different themes and topics. The pupils engage in improvisation, devising tasks and creating naturalistic and physical work. Pupils engage in a variety of practical tasks, working within a group and individually. An exciting range of topics is explored to develop drama skills, which are then applied to each scheme of work. Pupils may learn lines and write short scripts which grow out of practical exploration of a story. They make connections between broader dramatic traditions and their own work, suggesting improvements.

Aims

- To promote self-confidence and improve communication skills through the practice and exploration of dramatic techniques.
- To develop an appreciation for theatre and passion for the arts through active involvement in drama.
- To provide an opportunity for pupils to extend their dramatic ability through co-curricular activities.
- To develop pupils' imaginative and creative processes and responses through a range of drama methods and techniques.
- To develop the capacity to express ideas and feelings through drama by encouraging constructive responses to drama work and sharing ideas with others.
- To offer pupils the opportunity to experience the process of theatre through rehearsing and performing their work to others.
- To provide opportunities to experience different types of performance theatre and drama.
- To develop the ability to work constructively as a member of a group, incorporating different people's ideas.
- To develop oral and physical skills, including using language and movement appropriate to role, through drama activities and responding to drama.
- To develop script reading and script writing skills.
- To encourage a positive attitude towards theatre and the arts and establish a firm foundation for appropriate further study in drama or theatre studies.
- To develop pupils performance skills through regular performance opportunities.

Teaching Approach

Drama is taught progressively through and across each key stage, building upon previous learning. The three interrelated areas of creating, performing and responding provide a useful framework for identifying and assessing progression and achievement. A balance of all three principles are included in each scheme of work. Creating encompasses the processes and activities employed when exploring, devising, shaping and interpreting drama. Performing covers the skills and knowledge displayed when enacting, presenting and producing drama, including the use of theatre technology. Responding incorporates reflecting and evaluating performance work and emotional reactions to drama. This reflection is deepened as pupils gain a knowledge and understanding of how drama is created.

In Middle School, pupils are given the opportunity to participate in a large scale musical production in Year 5, incorporating singing, dancing and acting as well as their musical talents. In Year 4 they experiment with technical effects using video to write and record their own silent movies. In Years 6 and 8 pupils are also given the opportunity to participate in the Senior School Musical as a performer or as backstage, front of house or stage design. All pupils are also given the opportunity to perform each lesson. During show term, pupils learn to use a wider range of dramatic devices and techniques. Increased control of voice and body means that they portray more precisely defined characters. Participating in performance provides pupils with the knowledge of how musical theatre is created and gives them the invaluable experience of performing in front of a live audience with costumes, set, lighting and professional filming. Pupils in Year 2 have drama for 45 minutes a week for the whole of Christmas term and the first part of Lent term. These classes will help them to begin to develop basic drama skills and to prepare for their production.

Pupils learn to:

- Respect and listen to each other whilst working co-operatively in a group.
- Develop their communication skills.
- Begin to express themselves through vocal tone and body language in performance.
- Tell stories in a dramatic way.
- Start to use vocal projection when delivering their lines.
- Use their imagination to engage in role-play.
- Experience performing in live theatre production.

Pupils in the Middle School have Drama for one hour a week for two terms.

Pupils in Year 3 have Drama in the Lent and Summer term.

Pupils in Year 4 have Drama in the Christmas and Summer term.

Pupils in Year 5 have Drama in the Christmas and Lent term.

Pupils learn to:

- Understand a range of drama techniques to use in a variety of performance styles.
- Speak articulately and consider intonation to express dialogue.
- Use improvisation techniques to express ideas.
- Explore dilemmas and world issues through drama, empathising with others.
- Respond with their ideas using expressive language and drama vocabulary.
- Devise scenes using a stimulus whilst working in pairs, groups or individually.
- Improvise or roleplay, when given a scenario, with others and by themselves.
- Perform using all parts of the body to express feeling and emotion.
- Develop and consolidate their understanding of the terms and ideas used in Drama.
- Explore using different areas of the body in a performance environment.
- Develop an understanding of genre and theme.
- Evaluative feedback and comments for improvement are given constantly to both individuals and groups.
- Express and create characters using physicality and vocal expression.
- Practise, rehearse and present performances with an awareness of the audience.
- Create and develop their own original pieces of Drama in groups.
- Reflect on their own work and others performance, suggesting improvements.
- Understand and incorporate drama techniques in their work, still image, characterisation, mime, physical theatre, slow motion and soundscaping.
- To grasp particular aspects of script work and line learning

Pupils in Year 6 and 8 are taught for one hour per week in the second half of the Lent term and throughout the Summer term.

They will have the opportunity to:

- Devise scenes using a stimulus whilst working in pairs, groups and individually.
- To build on scenes through improvisation.
- To devise drama pieces using music as a stimulus or to create tension.
- Reflect on their own work and other's performance, suggesting improvements.
- Understand and incorporate drama techniques in their work, still image, characterisation, mime, physical theatre, slow motion and soundscaping.
- Develop performance skills.
- Develop creative and devising skills.
- Make links between drama and other areas of the curriculum.
- Participate in the Senior School Musical as a performer or as stage design.
- Develop and consolidate their understanding of the terms and ideas of Drama.
- To explore a text through improvisation.
- To grasp particular aspects of script work and line learning.
- To become aware of the relationship between performer and space.
- To explore and research ideas, issues, plays and other texts such as diary entries, poems, photographs, films and a variety of drama skills and techniques.
- To use drama skills and knowledge to interpret a range of texts, for example play-scripts, pictures or stories.
- To prepare and perform both scripted and devised dramas for various audiences, using a selection of media.
- To use and develop their knowledge of drama from different times and cultures, as well as classic and contemporary practice.
- To apply knowledge and understanding when making, performing and responding to drama
- To develop a range of theatrical skills and apply them to create performance.
- To understand the social, economic and political context of a play.
- To work collaboratively to generate, develop and communicate ideas.
- To reflect on and evaluate their own work and that of others.
- To adopt safe working practices.

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 2		
Introduction to Drama – Basic skills Storytelling: Fairy Tales Voice – Pitch, pace and projection Characterisation Still Image Role Play Year 2 Play	Year 2 Play	No Drama Lessons
Year 3		
No Drama lessons	Charlie and the Chocolate Factory Characterisation Skills Improvisation Thought Tracking Devising	The Lion, the Witch and the Wardrobe link to Year 3 History – WWII Evacuees Physical Theatre Narration Mime Script work Status
Year 4		
Darkwood Manor Soundscape Whole Class Improvisation Teacher In Role Building Tension and atmosphere Characterisation Skills	No Drama lessons	Mime Silent Movie Project
Year 5		
Alice in Wonderland Physical Theatre Year 5 Musical	Characterisation Techniques Year 5 Musical	No Drama Lessons
Year 6		
No Drama lessons	Macbeth Audience Arrangements Shakespeare's life and times Vocal delivery Exploring text Senior School Musical	Senior School Musical Monologues
Year 8		
No Drama lessons	The White Mask Senior School Musical	Senior School Musical Shakespeare- A Midsummer Night's Dream Genre of Comedy Characterisation skills Script work Duologues

Physical Education & Games

Aims

- To offer 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
- To improve pupils' knowledge, understanding and skill in games, gymnastics, swimming, athletics and dance through structured progression
- 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.

Moral education is an integral part of the entire PE curriculum. Pupils are able to understand the rules of activities, and the reasons they are in place, as well as developing and deepening an acute sense of fair play. There are also opportunities for pupils to understand the impact of a healthy lifestyle and the advantages of this are highlighted through team sports. To promote Spiritual, Moral, Cultural & Social Development and Fundamental British Values pupils learn about codes of conduct, rules, etiquette, fair play, unwritten rules and sportsmanship. They develop respect and relationships with and for others. As well as learning how to cope with individual and team success or failure by competing against their peers at school and with those from various schools.

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 has a synthetic cricket pitch for use in the Summer, along with 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 and a part time sports coach. The teaching of games in the main, is the responsibility of two 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, football, hockey, cricket, and netball. PE lessons are taught in class groups, with the aim to develop physical literacy through athletics, basketball, badminton, gymnastics, and short-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. 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 two games lessons per week as well as an additional PE session with lessons following a similar programme to Middle School.

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 pupil's 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 welcome 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 children of 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 each pupil's 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. 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 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.

PHYSICAL EDUCATION CURRICULUM MAP

Year	CHRISTMAS	LENT		SUMMER	
1 and 2	Physical Literacy	Gymnastics		Athletics	Physical Literacy
3 and 4	Swimming (Wednesday Y4)	Swimming (Wednesday Y4)	Swimming (Wednesday Y3)	Swimming (Wednesday Y3)	
	Physical Literacy Short Tennis - Basketball	Gymnastics	Indoor Athletics	Athletics	Strike and Field
	Dance (Y4)			Dance (Y3)	
5		Dance (Yr 5)			
	Physical Literacy Short Tennis - Basketball	Gymnastics	Indoor Athletics	Athletics	Strike & Field
6	Physical Literacy Badminton - Basketball	Gymnastics	Indoor Athletics	Athletics	Strike & Field
7 & 8	Physical Literacy Badminton - Basketball	Gymnastics	Indoor Athletics	Athletics	Strike & Field

GAMES CURRICULUM MAP

Year	CHRISTMAS	LENT	SUMMER
3	Football (B) Netball (G)	Rugby (B) Football (G)	Cricket (B&G)
4	Football (B) Netball (G)	Rugby-Hockey (B) Hockey- Football (G)	Cricket (B&G)
5	Football-Hockey (B) Netball-Hockey(G)	Rugby (B) Football (G)	Cricket (B&G)
6	Football (B) Netball (G)	Rugby(B) Football-Netball (G)	Cricket (B&G)
7 & 8	Football (B) Netball (G)	Multi-Sports/Football/Rugby (B) Football/Netball (G)	Cricket (B&G)

Personal, Health, Social and Economic Education (PSHE)

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

Much of the best PSHE education is delivered outside of lessons through methods such as; assemblies, visitors, trips (including residential trips), events, school council/eco committee, charity work, before and after school activities, free flow Fridays (Reception) golden time (Year 1 & 2), the Young Managers scheme (Year 8), puberty workshops, house events, community events working with local charities, routines/rules, staff role models, theme of the week, circle time, rewards systems, playground systems, the St. Aubyn's Promises and the whole school ethos.

From Nursery to Year 8 we use the Jigsaw Scheme in PSHE education 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. The Scheme offers a comprehensive programme for PSHE education in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Jigsaw brings together PSHE education, emotional literacy, mindfulness, social skills and spiritual development. A variety of teaching strategies are used and teachers are mindful of each child's preferred learning style. Jigsaw is designed as a whole school approach, with all year groups working on the same theme at the same time. This enables each theme to start with an introductory assembly, generating a whole school focus for adults and children alike. There is a weekly celebration that highlights a theme from that week's lesson across the school, and encourages children to reflect that learning in their behaviour and attitudes.

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 focus 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.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, our PSHE education programme is engaging and relevant within a whole-school approach. Lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

All jigsaw lessons contribute to at least one of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. For example, the 'Being Me In My World' Puzzle covers lots of the values in most lessons, where citizenship is learnt about; but in the 'Healthy Me' Puzzle there are also ample opportunities for learning about mutual respect, individual liberty and the rule of law.

Statutory Sex, Relationships and Health Education is an important part of the PSHE Education programme. You can find more information about this in our Personal, Social, Health and Economic (PSHE) Education Policy (Including Sex, Relationships and Health Education) on the Policies page of the School website (<https://staubyns.com/about/policies/>)

PSHE CURRICULUM MAP

CHRISTMAS TERM		LENT TERM		SUMMER TERM	
Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS					
Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
YEAR 1					
Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the 'Learning Charter'	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety & safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/ being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
YEAR 2					
Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

YEAR 3					
<p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p>	<p>Families and their differences</p> <p>Family conflict and how to manage it (child-centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p>	<p>Exercise</p> <p>Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and off line scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>
YEAR 4					
<p>Being part of a class team</p> <p>Being a school citizen</p> <p>Rights, responsibilities and democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision-making</p> <p>Having a voice</p> <p>What motivates behaviour</p>	<p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First impressions</p>	<p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Creating new, realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>	<p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>	<p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and falling out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p>	<p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p>

YEAR 5					
Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy Having a voice Participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
YEAR 6					
Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy Having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict Difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

YEAR 7					
<p>Unique me</p> <p>Differences & conflict</p> <p>My influences</p> <p>Peer pressure</p> <p>Online safety</p> <p>Sexting</p> <p>Consequences</p> <p>Online legislation</p>	<p>Bullying</p> <p>Prejudice & discrimination</p> <p>Equality Act</p> <p>Bystanders</p> <p>Stereotyping</p> <p>Challenging negative behaviour and attitudes</p>	<p>Celebrating success</p> <p>Identifying goals</p> <p>Employment</p> <p>Learning from mistakes</p> <p>Overcoming challenges</p> <p>Planning skills</p> <p>Safe & unsafe choices</p> <p>Substances</p> <p>Gangs</p> <p>Exploitation</p> <p>Emergency first aid</p>	<p>Stress and anxiety</p> <p>Managing mental health</p> <p>Physical activity and mental health</p> <p>Effects of substances</p> <p>Nutrition</p> <p>Sleep</p> <p>Vaccination and immunisation</p> <p>Importance of information on making health choices</p>	<p>Characteristics of healthy relationships</p> <p>Healthy romantic relationships</p> <p>Consent</p> <p>Relationships and change</p> <p>Emotions within friendships</p> <p>Being discerning</p> <p>Assertiveness</p> <p>Sexting</p>	<p>Puberty changes</p> <p>FGM</p> <p>Breast flattening & ironing</p> <p>Responsibilities of parenthood</p> <p>Types of committed relationships</p> <p>Happiness and intimate relationships</p> <p>Media and self-esteem</p> <p>Self-image</p> <p>Brain changes in puberty</p> <p>Sources of help and support</p>
YEAR 8					
<p>Self-identity</p> <p>Family and identity</p> <p>Stereotypes</p> <p>Personal beliefs and judgements</p> <p>Managing expectations</p> <p>First impressions</p> <p>Respect for the beliefs of others</p> <p>Active listening</p>	<p>Positive change made by others</p> <p>How positive behaviour affects feelings of wellbeing</p> <p>Social injustice</p> <p>Inequality</p> <p>Community cohesion and support</p> <p>Multiculturalism</p> <p>Race and religion</p> <p>Prejudice</p> <p>LGBT+</p> <p>Bullying</p>	<p>Long-term goals</p> <p>Skills</p> <p>Qualifications</p> <p>Careers</p> <p>Money and happiness</p> <p>Ethics and mental wellbeing</p> <p>Budgeting</p> <p>Variation in income</p> <p>Positive and negative impact of money</p> <p>Online legal responsibilities</p> <p>Gambling issues</p>	<p>Long-term physical health</p> <p>Responsibility for own health</p> <p>Dental health</p> <p>Stress triggers</p> <p>Substances and mood</p> <p>Legislation associated with substances</p> <p>Exploitation and substances</p> <p>Medicine</p> <p>Vaccinations</p> <p>Immunisation</p> <p>Blood donation</p>	<p>Positive relationship with self</p> <p>Social media and relationship with self</p> <p>Negative self-talk</p> <p>Managing a range of relationships</p> <p>Personal space</p> <p>Online etiquette</p> <p>Online privacy and personal safety</p> <p>Coercion</p> <p>Unhealthy balance of power in relationships</p> <p>Sources of support</p>	<p>Types of close intimate relationships</p> <p>Physical attraction</p> <p>Legal status of relationships</p> <p>Behaviours in healthy and unhealthy romantic relationships</p> <p>Pornography</p> <p>Sexuality</p> <p>Alcohol and risky behaviour</p>

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).

The link below will take you to 11+ information provided by Redbridge, as well as a link to the familiarisation booklet.

<https://www.redbridge.gov.uk/schools/redbridge-11-plus/>

Some parents may also choose to apply for grammar schools via the Consortium of Selective Schools in Essex (CSSE). Further information about registration, as well as access to free familiarisation papers can be found on their website.

<https://csse.org.uk/>

Religious Education (RE)

Aims

- To acquire knowledge and understanding of religion and develop the ability to make reasoned and informed judgements about Christianity and the other principal religions.
- To be able to understand the reasons why people hold beliefs, values and traditions in their community, society or culture.
- To make links and comparisons between beliefs.
- To understand the principle festivals of Judaism and Christianity.
- To 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 peoples' responses, and appreciate that, for some people, belief in a spiritual dimension is important.

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

Religious Education also strongly supports citizenship. It introduces pupils to the significance of belonging to a community and the diversity of communities. They consider 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 most important stories from the major world 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 video clips, 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 are encouraged to discuss their beliefs and develop their understanding from one another. They learn to recognise that beliefs are expressed in a

variety of ways, and begin to use specialist vocabulary. Lessons are enriched through the use of a range of stories, video clips and religious artefacts. They begin to understand the importance and value of religion and beliefs for some children and their families, as well as recognising that for some it is not important. Pupils ask relevant questions and use their imagination to develop a sense of wonder about the world. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging. Pupils receive teaching which equates to approximately one hour a week.

Years 3 to 5

RE is delivered by the class teacher and taught in mixed ability groups. RE enables pupils to develop an understanding of concepts, tradition and themes that underpin religion and the human experience.

The development of skills is crucial to learning in RE. It impacts on life-long learning, enabling pupils 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, for example; pupils might investigate Hindu understanding of God (concept) and its impact on Hindu worship (skill of interpretation).

Pupils develop an understanding of the connection between beliefs and actions. They will 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 confidence, explaining symbolism and abstract ideas.

In Middle School, RE homework is set on a rotation basis with 5 other subjects

Years 6 to 8

Religious Education in Years 6 to 8 builds upon pupils' prior experiences. In Years 7 and 8, pupils will learn to create structured arguments using technical language in response to philosophical and theological concepts and dilemmas while investigating meaning and symbolism in the religions they investigate. The morals and knowledge gained are applied to issues in the modern world where pupils are encouraged to form their own opinions.

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 Senior School, RE homework is set on a 3 week rotation with history and geography.

RE CURRICULUM MAP

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 1		
<p>Transition unit.</p> <p>Christianity</p> <p>What gifts might Christians in my town have give Jesus if He had been born here rather than in Bethlehem?</p> <p>What can I learn from stories from religious traditions?</p> <p>Are symbols better than words at expressing religious beliefs? (Believing/Belonging)</p>	<p>Christianity</p> <p>Was it always easy for Jesus to show friendship?</p> <p>What can I learn from religious traditions?</p> <p>Should people follow religious leaders and teachings?</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Should people follow religious leaders and teachings?</p> <p>Are symbols better than words at expressing religious beliefs? (Believing/Behaving)</p>	<p>Judaism</p> <p>Is Shabbat important to Jewish children?</p> <p>Are religious celebrations important to people?</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Are religious celebrations important to people?</p> <p>Are symbols better than words at expressing religious beliefs? (Believing/Belonging)</p>
Year 2		
<p>Christianity</p> <p>Is it possible to be kind to everyone all of the time?</p> <p>What can I learn from stories from religious traditions?</p> <p>Should people follow religious leaders and teachings? (Believing/Behaving)</p> <p>Why do Christians believe God gave Jesus to the world?</p> <p>Is God important to everyone? (Believing)</p>	<p>Islam</p> <p>Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p>Who do I believe I am?</p> <p>Does it feel special to belong? (Believing/Belonging)</p> <p>Christianity</p> <p>How is it important to Christians that Jesus came back to life after his crucifixion?</p> <p>Is God important to everyone?</p> <p>Are symbols better that words at expressing religious beliefs? (Believing)</p>	<p>Islam</p> <p>Does going to a mosque give Muslims a sense of belonging?</p> <p>Does it feel special to belong?</p> <p>Who do I believe I am?</p> <p>Does completing Hajj make a person a better Muslim?</p> <p>Does it feel special to belong?</p> <p>Is God important to everyone? (Believing/Behaving)</p>

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

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 5		
<p>Islam What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)</p> <p>Christianity Is the Christmas story true? Do sacred texts have to be 'true' to help people understand their religion? (Believing)</p>	<p>Christianity How significant is it for Christians to believe God intended Jesus to die? Do sacred texts have to be 'true' to help people understand their religion? (Believing)</p> <p>Christianity Is Christianity still a strong religion 2000 years after Jesus was on Earth? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? Is religion the most important influence and inspiration in everyone's life? (Believing/Belonging/Behaving)</p>	<p>Islam Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)</p> <p>Islam / Christianity How do the stories of prophets in Christianity and Islam compare? What do Muslims and Christians learn from the stories of the prophets? Are these stories the only way people learn certain values? Can only religious people learn from these stories? Can people be good citizens without reading these stories?</p>
Year 6		
<p>Sikhism How far would a Sikh go for his/her religion? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)</p> <p>Christianity Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? (Believing)</p>	<p>Sikhism Are Sikh stories important today? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)</p> <p>Christianity Is anything ever eternal? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death? (Believing/Behaving)</p>	<p>Hinduism Do beliefs in karma, samsara and moksha help Hindus lead good lives? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Is it possible to hold religious beliefs without trying to make the world a better place? (Believing/Behaving)</p> <p>Buddhism Is it possible for everyone to be happy? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Is religion the most important influence and inspiration in everyone's life? (Believing)</p>

CHRISTMAS TERM	LENT TERM	SUMMER TERM
Year 7		
<p>Comparative religion Development of religion Factors that religions have in common Importance of religion in the modern world</p> <p>Christianity Is Christianity still relevant in the UK today? The life of Jesus – birth, miracle worker, teacher</p>	<p>Christianity Key beliefs – Trinity, The Commandments, afterlife.</p> <p>Judaism Judaism in the world today Different groups of Jewish people Key principles of living</p>	<p>Ethics Is there any law that should not be broken? Environmental ethics Animal rights, human wrongs? Drugs and religion Medical ethics Is everybody equal? Attitudes to poverty</p>
Year 8		
<p>Christianity Christian moral code The life of Jesus – man of peace or man of conflict, death and resurrection</p> <p>Buddhism The life of Buddha Different groups of Buddhists Basic beliefs Buddhist scriptures</p>	<p>Philosophy Arguments for the existence of God – design, first cause, morality Arguing against the existence of God The problem of evil and suffering Ideas of immortality Miracles Revelation</p>	<p>Buddhism The Sangha and monastic life The temple around the world Buddhist daily life and moral code Symbolism</p> <p>Islam The life of Muhammad Different groups of Muslims Symbolism in Islam and Islamic artwork</p>

Additional Learning

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 may require additional support. These needs can be split into 3 categories; Learning support, extension for the most able and support for our EAL learners. EAL learners are classified as those whose home language is a language or dialect other than English, who require additional support to assist them to develop proficiency in English.

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, GL Assessment
- Parental concerns
- Further assessment and screening
- For older pupils, self-referral
- Reports from outside agencies

1. Support

EYFS

In Nursery and Reception, 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. These may be academic but may also include sensitivity to a different learning environment or difficulties in managing their emotions or self-care needs. Teachers remain the first port of call for parents but all concerns are shared with the Head of Department and then followed up with the Head of Additional Learning as necessary so that issues can be tracked as the pupil progresses through school. As part of their journey through EYFS, pupils will be supported in line with their attainment towards EYFS goals, through differentiated planning and use of in-class teaching assistants to provide more direct support to children who need it.

From Year 1 onwards

Concerns around a pupil's learning needs can arise at any time during the school year. Initially, any concerns will be monitored by the class teacher and any data or reports related to that child will be scrutinised. Should further concerns arise and using the SEND flowchart, there will be a period of targeted differentiation and monitoring which may then identify a specific need for additional support. The programme of support will be decided by the Head of Additional Learning and Head of Department based

on information from the class teacher, and will be shared with parents. This support is provided by learning support assistants and progress is monitored and amended as necessary, in line with attainment or any further testing which may take place. This support will remain in place as the pupil progresses through school, for as long as is required.

At all transitional points, the Additional Learning Department provides relevant information about a pupil's learning needs in advance of the next academic year. Termly Pupil Progress Checks ensure the needs of these pupils are tracked in line with their cohort.

Please note that pupils who are borderline candidates for success at 11+ or 13+ may also receive some targeted support in the Senior School as they have the potential to meet the standard required with specific learning support in either maths or English. Their industry grades in English and mathematics should be no less than good (2).

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 and the Head of Department, decides the best intervention to support the child's need. Parents will be informed by telephone or meeting and given the opportunity to discuss it further. The child will be entered on the Learning Support register as "under observation" with brief note outlining his/her needs, the support to be given and how progress will be monitored. Support will be delivered in class and through withdrawal as needed.

The progress of the pupils will be monitored in 3 ways: feedback from the LSA delivering the support, teacher feedback to the Head of Department, Head of Department meeting with the Head of Additional Learning. Outcomes or changes will be noted on the LS register and updated. This is reissued to staff every half term. The LS Register provides continuity as a child moves through the school as provision for that child can be tracked and revisited as required.

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 LS Register. We continue to monitor their progress carefully as we do for all pupils.

Pupil Profiles

Those pupils with a specific learning diagnosis or need (e.g. dyslexia, dyspraxia) will have Pupil Profiles to set out the individual support they need. These pupil profiles are updated by parents and teachers as required, but at least annually. 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.

2. Most Able Pupils

Most Able pupils are defined as “Pupils who achieve, or have the ability to achieve, at a level significantly in advance of their peers. This may be in all areas of the curriculum or in a limited range.”

Identification

In EYFS and Pre Prep, children who are exceeding expectations are encouraged to further their knowledge through extension work which is provided in class. In Pre Prep, pupils may also be taught maths and English in differentiated groups for one lesson a week. Pupils who are showing signs of being an advanced learner will be monitored closely in preparation for transition to Middle School.

From Year 3 upwards, we aim to identify the advanced learners using a combination of the following:

- Analysis of summative tests and formative teacher assessments (e.g. GL Assessments, VR/NVR, NGRT, NGST, CATs, class based assessments)
- Discussions with teachers and parents
- Information from specialist teachers, e.g. sport, music etc.
- Discussions with the pupils themselves
- Classroom observation

Provision

Some or all of the following will be used to support most able learners within the school.

- Providing appropriate challenge through high quality tasks including:
 - Working in greater depth (to demonstrate how skilfully pupils can apply their learning)
 - Extension (encouraging the development of more sophisticated thinking and reasoning skills by providing activities which provide pupils with an extra tier of challenge)
 - Enrichment (Broadening a pupil's education through involvement in activities, trips and visits specifically designed for the most able pupils e.g. curriculum events run at local secondary schools)

- Ability grouping for maths and English. This includes varied and flexible grouping where necessary e.g. ability, mixed ability, individual, acceleration
- Lesson planning that caters for different learning styles
- Setting of appropriate homework tasks which foster creativity through appropriate challenges
- Within a class setting, high level questioning directed at individual questioning
- Further Enrichment opportunities e.g. Invitation only sport and music events, chess, library events and activities.

3. EAL

The process of learning an additional language is not the same as first language development in the early years. Should a concern arise and following a discussion with their Head of Department and Head of Additional Learning, the class teacher will assess the pupil using the “EAL Assessment Framework for Schools” against criteria for speaking, listening, reading and viewing and writing. This will give the pupil a band for each area. Once these bands have been established, strategies are identified which will enable the learner to develop relevant language skills through a fully integrated classroom approach. The pupil will be added to the LS register and their progress through the bands will be monitored. Strategies will be amended and adapted depending on progress made.

At present around 50% 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.

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 visits planned for 2021-22.

Due to the restrictions imposed by the Covid 19 pandemic we have very few visits planned for the Christmas Term. 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 Post Box Year 1 Royal Gunpowder Mills
	Lent	Year 1 Local area walk
	Summer	Nursery day trip Reception day trip Year 2 Suntrap Forest Education Centre
Middle School	Christmas	Year 5 Royal Observatory
	Lent	Years 4 - 5 Woodford Green (House Cross Country) Year 5 Sports Tour
	Summer	Year 3 RAF Duxford Years 3 - 5 Middle School Theatre Year 4 Suntrap Year 5 Residential Year 5 Brentwood School
Senior School	Christmas	Year 6 Woburn Safari Park Year 6 London Theatre Trip Year 7 'Getting to know each other' café trip Year 7 Royal Institution (DNA) Year 7 & 8 Nuclear Races teambuilding trip Years 6 - 8 Christmas Assembly, St. Mary's Church
	Lent	Years 6 - 8 Woodford Green (House Cross Country) Year 8 River Basin geomorphology trip
	Summer	Year 6 Outdoor Pursuits Years 6 - 8 Southend Year 7 Felsted School (MUN) Years 7 & 8 Regent's Park Open Air Theatre
Cadets	Christmas	Remembrance Day Parade
	Lent	Epping Forest
Eco Committee	Lent	Epping Forest/Bunces Lane Litter Pick

Year 5 Residential Visits

A residential visit is a key element of any good curriculum. Our Year 5 trip provides opportunities to learn vital life skills, such as independence, initiative, teamwork, problem solving abilities, perseverance and leadership qualities. They help the year group 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.

Pupils in Years 5 and 6 get the opportunity to go on a sports coaching trip to Spain and a Ski trip in alternating years. These trips are optional and take place in holiday time.

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 addition to whole year group residential visits the cadets often go on expeditions involving staying out overnight in hostel type accommodation or camping.

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:

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

bravely | faithfully | happily
fortiter | fideliter | feliciter

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