

Widford Lodge

Preparatory School



Form 6

Curriculum Information

Booklet

INTRODUCTION

This booklet contains curriculum information relevant to your child for this academic year. Each subject is referred to and we hope that it gives you a useful insight into what your child is likely to experience at school this year. However, please note that there has to be a degree of flexibility within this curriculum, depending on the individual needs of each child.

We have also provided some of the rules and details of the expectations we have of pupils, to ensure the school runs smoothly. There is also a breakdown of the subjects and homework.

If you have any queries about anything in this booklet, or any other issues, please see either myself or the relevant teacher.

Simon Trowell
September 2017

Allocation of lessons in Form 6

There are 50 lessons per week, each of 30 minutes duration. In addition to this, children spend 15 minutes three times a week reading, either in silence or aloud to a teacher. On Tuesday afternoons, all children in the Prep school take part in 45 minute activities sessions on a rota basis, grouped with children from other classes and year groups. Activities include cooking, gardening, drama, philosophy, team games and current news stories. The allocation of lessons in Form 6 is as follows:

Subject	Allocation	Subject	Allocation
Maths	10	R.E	2
English	10	Music	2
Science	4	MFL	2
Art/DT	4	VR/Non VR	2
Computer Science	2	P.E & Games	7
History	2	PSHEE	1
Geography	2		

Homework in Form 6

Pupils are expected to read daily, to practise spellings for the weekly tests and to revise times tables regularly.

They currently receive Maths homework twice a week, English homework twice a week and a Science based homework once a week. One of the Maths and English homework tasks are shorter and are given on the same night as a short History or Geography task. Pupils are expected to spend around 40 minutes on each homework task. Some children may continue with weekly Verbal Reasoning/Non-Verbal Reasoning homework during the autumn term, to prepare them for any external entrance exams they are taking.

WHAT DO WE EXPECT FROM WIDFORD LODGE PREP SCHOOL PUPILS?

- **That they will line up quietly**
This is especially important when waiting to go into assembly and at the end of break times. When waiting outside a classroom you may talk quietly but as soon as the teacher arrives you must stop talking and ensure you are in an orderly line, ready to enter the classroom.
- **That they will enter the classroom, ready for the lesson to start**
When entering the classroom you should go straight to your seat with minimal fuss and noise. You should stand behind your chair in silence, ready to greet the teacher. After saying Good Morning/Afternoon you should sit down in silence, ready to listen to instructions.
- **That they will be prepared for lessons**
It is important that you bring your pencil case, prep diary, folder and any homework to lessons. Make sure you have your book and diary for reading sessions. Think ahead and when possible put your pencil case and folder in the classroom ready for your next lesson. You should have the right kit and equipment for PE/Games lessons.
- **That they will use their Prep Diary**
Do make a note of homework tasks each day so you don't forget what needs to be completed. You may also use your diary to remind you of important events, matches etc. Do not doodle or scribble in your diary. Only write in pencil or black pen. Make sure you have a Star Sheet clipped inside the cover of your Prep Diary.
- **That they will work hard and not distract others**
Try your best. Complete work neatly. Concentrate, listen to information, ask questions if you don't understand. Do not start chatting just because the teacher is busy working with a group or writing on the board.
- **That they will look after equipment and leave classrooms tidy at the end of each lesson**
Tidying up is not the start of break time – it is an important part of the lesson. Listen to instructions from the teacher. Work with other people on your table to hand in books and clear away equipment in the most efficient way. When you think you are ready, sit quietly in your seat and wait to be dismissed by the teacher.
- **That they will wear their uniform with pride**
Wear the correct uniform every day. Remember to wear your cap/hat. Be smart - tuck your shirt in. If you have lost or forgotten an item of clothing then explain/apologise to a teacher and be proactive in trying to find lost items. Tie long hair back with plain hairbands in black/brown/school colours. Nail varnish should be removed. Only school badges should be worn on blazer lapels.
- **That they will plan 'comfort breaks' so they do not need to miss lessons**
Wherever possible, go to the toilet and have a drink during break times or between lessons. At break time, do not wait until the bell has gone to line up at the water fountain. You may bring your own drink to lessons but it should be water not juice.
- **That they will move around the school in a purposeful manner**
For safety reasons, you should not run around the school unless you are in the playground. When moving from lesson to lesson you should walk quickly without chatting too much. Keep to the paths – avoid walking on the grass. Take care down the back alley and be prepared to give way to others. Do not loiter in the classrooms/changing rooms when you are supposed to be in the playground.

Mathematics in Form 6

In Year 6 children learn to:

Use and apply mathematics

- Solve multi-step problems, and problems involving fractions, decimals and percentages, choosing and using appropriate and efficient methods at each stage, including calculator use.
- Represent a problem by identifying and recording the calculations needed to solve it, using symbols for unknown quantities where appropriate; set solutions in the original context and check their accuracy.
- Suggest, plan and develop lines of enquiry; collect, organise and represent information, interpret results and review methods; identify and answer related questions.
- Recognise and use sequences, patterns and relationships involving numbers and shapes; suggest hypotheses and test them systematically.
- Explain reasoning and conclusions, using symbols where appropriate.

Count, compare and order numbers, and describe relationships between them

- Compare and order integers (whole numbers), decimals and fractions in different contexts.
- Use fractions, percentages and the vocabulary of ratio and proportion to describe the relationships between two quantities and solve problems, e.g. identify the quantities needed to make a fruit drink by mixing water and juice in a given ratio; use ratio notation and reduce a ratio to its simplest form.
- Multiply and divide fractions
- Relate fractions to their decimal and percentage representations e.g. $\frac{5}{8} = 0.625 = 62\frac{1}{2}\%$
- Express one quantity as a percentage of another, e.g. express £400 as a percentage of £1000.
- Recognise approximate proportions and use percentages to identify and compare proportions, e.g. when interpreting pie charts.
- Understand and use binary code

Secure knowledge of number facts that can be recalled quickly and used and applied appropriately

- Consolidate the rapid recall of number facts, including multiplication facts and the associated division facts.
- Use knowledge of multiplication facts to derive quickly squares of multiples of 10 e.g. $(140)^2$ and recognise the square roots of perfect squares to 12×12 .
- Recognise and use multiples, factors, divisors and common factors; find the prime factors of whole numbers
- Use estimates and approximations and apply tests of divisibility to check results.
- Use simple formulae, generate and describe linear number sequences, express missing number problems algebraically, find pairs of numbers that satisfy an equation with two unknowns and enumerate possibilities of combinations of two variables

Calculate efficiently and accurately

- Consolidate and extend mental methods of calculation to include decimals, fractions and percentages.
- Use the correct order of operations (B.I.D.M.A.S) ,including brackets.
- Use standard written methods to add, subtract, multiply and divide integers and decimal numbers; calculate the answer to $\text{HTOnes} \div \text{Ones}$ and $\text{Ones.t} \div \text{Ones}$ to one or two decimal places.
- Use a standard written method to multiply fractions together.
- Calculate percentage increases or decreases and fractions of quantities and measurements.
- Use a calculator to solve problems involving multi-step calculations; use the square root and 'power' keys.
- Add, subtract, multiply and divide directed numbers using standard methods.

Position and transform shapes, recognise and use their properties to visualise and construct

- Describe, identify and visualise parallel and perpendicular edges or faces and use these properties to classify 2-D shapes and 3-D solids.
- Make and draw shapes with increasing accuracy and apply knowledge of their properties.
- Use formulae for the area and volume of shapes, calculate the area of parallelograms and triangles, and estimate, calculate and compare the volume of cubes and cuboids using standard units.
- Visualise and draw on grids of different types where a shape will be after reflection, after translations or after a rotation about its centre or one of its vertices.
- Use coordinates in the first, and then in all four quadrants, to draw and locate shapes.
- Use a protractor to estimate, measure and draw angles, on their own and in shapes; calculate angles in a triangle or quadrilateral, around a point and on a straight line.
- Illustrate and name parts of circles, including radius, diameter and circumference.

Measure accurately using appropriate units, interpret and compare scales

- Use, read, write and convert between standard units of measurement for length, mass, volume and time and convert between miles and kilometres
- Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts; identify further questions to ask
- Describe and interpret results and solutions to problems using the 3 averages and the range.

Towards the end of Form 6, children are introduced to money and finance, exploring key vocabulary and discussing their growing financial independence. They also undertake projects in teams, requiring them to present their spending proposals and the reasons behind them.

Year 6 progression to Year 7

Children learn to:

Use and apply mathematics

- Solve numerical problems, present, interpret and compare solutions in the context of the problem
- Interpret and use simple formulae from mathematics and other subjects; represent numbers in a problem with symbols, construct and solve simple linear equations and set the solution back in the context of the problem
- Develop and evaluate lines of enquiry; identify, collect, organise and analyse relevant information; decide how best to represent conclusions and what further questions to ask
- Generate sequences and describe the general term in simple cases; use letters and symbols to represent unknown numbers or variables; find counter-examples to disprove a conjecture
- Use step-by-step deductions to solve problems involving properties of shapes; explain and justify reasoning and conclusions
- Count, compare and order numbers, and describe relationships between them
- Compare and order integers and decimals in different contexts
- Order a set of fractions by converting them to decimals
- Understand the relationship between ratio and proportion, solve problems involving proportions; and divide a quantity into two parts in a given ratio

Secure knowledge of number facts that can be recalled quickly and used and applied appropriately

- Including multiplication facts to 10×10 and the associated division facts
- Recognise highest common factors and lowest common multiples in simple cases
- Make and justify estimates and approximations of calculations

Calculate efficiently and accurately

- Use standard written methods to add and subtract whole numbers and decimals, and to multiply and divide three-digit by two-digit whole numbers; extend to multiplying and dividing decimals with one or two places by single-digit whole numbers (whole-number answers)
- Use bracket keys and the memory of a calculator to carry out calculations with more than one step; use the square root key

Position and transform shapes, recognise and use their properties to visualise and construct

- Extend knowledge of properties of triangles and quadrilaterals and use these to solve problems, explaining reasoning with diagrams
- Use correctly the vocabulary, notation and labelling conventions for lines, angles and shapes
- Find coordinates of points determined by geometric information
- Know the sum of angles at a point, on a straight line and in a triangle, and recognise vertically opposite angles
- Construct a triangle given two sides and the included angle

Measure accurately using appropriate units, interpret and compare scales

- Convert between related metric units using decimals to three places, e.g. convert 1375 mm to 1.375 m, or vice versa
- Read and interpret scales on a range of measuring instruments; compare readings on different scales, e.g. when using different instruments
- Calculate the area of right-angled triangles given the lengths of the two perpendicular sides,
- Process, present and interpret data to pose and answer questions
- Understand and use the probability scale from 0 to 1; find and justify probabilities based on equally likely outcomes in simple contexts
- Analyse data from surveys and practical experiments by selecting, processing, presenting and interpreting data; plan how to collect and organise small sets of data; construct, on paper and using ICT, graphs and diagrams to represent data; compare proportions in two pie charts with different totals; identify ways of extending the survey or experiment
- Write a short report of a statistical enquiry and illustrate with appropriate diagrams, graphs and charts, using ICT as appropriate; justify the choice of what is presented.

English: Form 6

Each week your child will have a selection of English lessons, which cover five different areas. These are spelling, writing, handwriting, grammar and comprehension work. Speaking and listening skills are embedded throughout these areas.

Speaking and Listening:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions and explanations
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Consider and evaluate different viewpoints, attending to and building contributions of others.

Spelling:

We will be covering the words and spelling rules as suggested in the New National Curriculum. This year we are introducing the 'Schofield and Sims' workbooks and CGP workbooks for further exercises to reinforce what is suggested in the N.C.

The children will learn to spell by:

- using further prefixes and suffixes
- spelling some words with 'silent' letters
- continuing to distinguish between homophones and other words which are often confused
- using knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in the N.C
- using dictionaries to check the spelling and meaning of words
- using the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- using a thesaurus

Handwriting:

We follow the Nelson Handwriting Scheme and will continue to practise letter formations in cursive writing. The children learn 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.

The children will increase the legibility, consistency and quality of their handwriting.

Children are encouraged to use the correct pencil/pen grip and cursive writing form throughout Form 5. We always encourage the children to present their work to the highest standard. The children have some formal lessons in class on letter formations and joins. They will be entitled to write in pen if they pass a test and receive a 'Pen Licence'. The children will learn to choose the writing implement that is best suited for a task.

Writing:

Children are encouraged to write during group work and independently, usually on a daily basis. Children will be taught to use punctuation and grammar correctly. They will learn the techniques and layout of story writing, factual report writing and letter writing. They will write on themes that arise from the novels, poetry and short stories studied in class.

Children will be taught to develop positive attitudes towards and stamina for writing by:

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

- proof-reading for spelling and punctuation errors
- performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Grammar:

Pupils should be taught to develop their understanding by:

- recognising vocabulary and structures that are appropriate for formal speech and writing
- 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

learning the grammar for Form 6 from the N.C

- 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 semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- using and understanding grammatical terminology accurately and appropriately in discussing their writing and reading.

Reading:

Children will be heard on a regular basis and are encouraged to read regularly at home. We have a wide variety of reading books from schemes as well as the library. They may also read books from home as long as they are suitable.

In reading lessons the children will develop positive attitudes to reading and understanding of what they read by:

Word Recognition:

- applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology)
- reading aloud and understanding the meaning of new words that they meet. They will have a small booklet in which to record unfamiliar words.

Comprehension:

The children will develop positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly 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
- 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 recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
predicting what might happen from details stated and implied
summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
identifying how language, structure and presentation contribute to meaning
discussing and evaluating how authors use language, including figurative language, considering the impact on the reader
distinguishing between statements of fact and opinion
retrieving, recording and presenting information from non-fiction
participating 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
explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
providing reasoned justifications for their views as regards to good literature and book choices.

Comprehension Exercises:

This will be completed during class lessons in preparation for exams and as homework. We have several text books that are used as part of the children's comprehension work. 'Galore Park' is a text book that has been written for Independent Schools and is used to challenge the children to think laterally in their reading comprehension exercises.

Children will be encouraged to read the questions carefully, understanding what is required for an answer, either factual information from the text or their personal opinion. The children will be taught the layout required and technique of answering in full sentences and using the text for the answers; this is to ensure they have a solid understanding of the text read and the vocabulary used.

The children will continue to have work that will prepare them for the SATS Testing in May. We use the CGP SATS Buster Books and a variety of other sources.

Fiction Studies:

At some stage during the year the children will study the following authors and genres:

- Fiction:
 - Galore Park Extracts.
 - Classic fiction – extracts from 'Pride and Prejudice', 'Jane Eyre', 'Wuthering Heights' (Charles Dickens – A Christmas Carol)
 - Adaptations of classics on film and television.
 - 'Goodnight Mister Tom' - Michelle Magorian.
 - Shakespeare – Macbeth.
 - 'The Diary of Anne Frank'
 - 'Rose Blanche' – picture book.
 - 'The Mysteries of Harris Burdick' – Mystery.
 - Extracts from novels that cover the genre: mystery, humour, Science Fiction, fantasy.
 - Significant children's authors and poets.
- Poetry:
 - Classic Poetry
 - Kennings, cinquains, riddles, tanka, free verse and nonsense verse.
 - Classic and modern poetry: comparison of poetic devices.
 - Range of poetry in different forms: kennings, cinquains, riddles, tanka, free verse and nonsense verse.
 - Writing poetry, comparison of poetic styles and devices, analysing poetry.
- Non-Fiction Studies:
 - A range of text types from reports and articles in newspapers and magazines: instructions
 - Autobiography and biography, diaries (Anne Frank), journals, letters, anecdotes, records of observations, journalistic writing, non-chronological reports.
 - Persuasive writing: adverts, circulars, flyers.

- Debates and editorials. Information books and newspaper and magazine articles.
- Formal notices and public information documents.
- Reference texts – dictionaries and thesaurus.
- Text Organisation
- Explanatory texts
- Debates and editorials.
- Information books and newspaper and magazine articles.
- Recounts of events, activities, visits; observational records, news reports
- Instructional texts: rules, recipes, directions, instructions, showing how things are done
- Non-Chronological reports (i.e. to describe and classify). Mysteries –Loch Ness Monster etc
- Explanations

Science in Form 6

In the Prep School children will have 2 hours of Science a week. They have a brief test at the end of each topic, then an exam set in the mid - year exams.

Working Scientifically

Please find below the scientific skills and topics, with a brief description of what we hope each child will attain. They will develop scientific skills by:

- Identifying scientific evidence that has been used to support or refute ideas or arguments
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Using test results to make predictions to set up further comparative and fair tests.

Light and Sight

- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Classifying Living Things

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.

Changing Circuits

- Use recognised symbols when representing a simple circuit in a diagram.

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

Evolution and Inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Our Bodies

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Sex Education

Parents will receive more detailed information about this topic prior to these lessons.

Geography in Form 6

Children will develop their mapping skills, including the use of six figure grid references. They will develop their knowledge and understanding of places, patterns and processes through the following topics:

Rivers

- The Water Cycle
- What happens to precipitation when it reaches the ground?
- Major rivers of the World and UK
- Course of a river from source to mouth
- Processes of erosion, transportation and deposition
- Formation of river features such as meander, ox-bow lake, waterfall, delta
- Field Trip to Epping Forest to carry out stream survey
- Ways in which man uses rivers

Mountains

- Introduction to plate tectonics
- Ways in which mountains are formed
- Major mountain ranges of the World
- Interpretation of contour lines
- Climatic changes that occur with increasing altitude
- How plants, animals and people adapt to conditions at high altitudes
- Safety awareness for expeditions to mountainous areas
- Ways in which man uses the mountains

Europe

- Mapping of major countries and their capitals
- Mapping of main physical features and climatic zones
- Research into a European country of their choice
- The E.U.
 - its development and function
 - member countries
 - pros and cons of belonging
- Study of contrasting European locations including Southern Spain, Alpine France, Arctic Sweden, the River Rhine and the lowlands of The Netherlands.
- What is Brexit?

History in Form 6

These are the History topics that the children will be learning about in Year 6. As well as studying these key questions, the children will be also be working towards a better sense of chronology, to know when these events occurred and the dates of important events. Children will also be introduced to different sources of evidence: primary and secondary. They will learn that we only understand the past by looking at and studying different types of evidence. The children will be given opportunities to study and interpret different types of evidence for themselves; and to think about the reliability of them and whether they contain any anachronisms or bias.

The French Revolution

- Who was King Louis XVI?
- Was Louis a good King?
- Did King Louis make sensible decisions?
- How is the French Revolution connected to British History?
- Where was Versailles and what was it like?
- Who was Marie Antoinette? Where did she come from and why was she so unpopular?
- Why did the French people want to get rid of the Monarchy and other aristocrats?
- What happened to the King and his family?

Children in Victorian times

- When was the Victorian era?
- Who was Queen Victoria and for how long did she reign?
- Why did she become Queen?
- Who did she marry?
- What was the Industrial Revolution and how did this change England and the way that we lived?
- How were the lives of rich children different from the lives of poor children?
- Who tried to improve the lives of poor children and why?

Children During the Second World War

- What were the causes of the Second World War?
- Which countries were involved? Who were allies and axis countries?
- What was the war experience like for city children compared to children who lived in the countryside?
- What was 'evacuation' and why did it start?
- What was rationing? What did this mean for ordinary people?
- What is propaganda?

Art, Design & Technology in Form 6

Introduction

The Art Design and Technology curriculum has been divided into study units with an emphasis towards either Art and Design or Design and Technology. Specific themes may be adapted to compliment topics in other curriculum areas, but will include the Drawing, Painting and 3D, plus either Printing or Collage from the Art based units and at least two of the Design and Technology units

Drawing & Painting

Making detailed, analytical observational drawings of fruit and vegetables. Enlarging own drawings and using selected media to develop work. Using an OHP to enlarge selected photographic portraits. Investigating the visual element of tone. Responding to portraits from different times and styles. To explore line, shape, colour and texture in response to the work of Patrick Heron. To develop own work in response to the work of the Cubists

3D

Responding to the reclining figure work of Henry Moore. Researching the work of craftspeople and designers working in different times and cultures for making a series of Celtic clay pendants and ethnic masks from brown, gummed tape.

Collage

Creating a collaged response to the work of Gustav Klimt. Responding to the Cubist Figurative work of Pablo Picasso.

Print-making

Developing unique state prints with Press Print reduction blocks and coloured tissue, using natural form as a starting point.

Bridges

Learning about structures that can fail when loaded. Using techniques for reinforcing and strengthening. Exploring the strength of tubes as a construction material and textiles as a suitable cover for a framework. Designing and constructing a framework-type bridge or animal shelter for an identified purpose. Investigating and exploring a range of existing real-life and model bridge structures and evaluating ideas and outcomes against simple design criteria.

Hovercraft

Considering how material properties influence material selection and its working properties. Learning how to shape and joint polystyrene, card and wood, and also assemble an electric circuit incorporating a motor, battery and switch. Evaluating the finished product by comparing it to a commercial hovercraft. Modifying the model in light of observations, leading to an improved design. Investigating and exploring existing hovercraft and evaluating ideas and outcomes against simple design criteria.

How could a carrier make the job easier?

Developing a carrier that has been designed to make carrying easier and more comfortable. Learning about the problems of carrying. Investigating the structure and performance of paper carrier bags. Considering the appearance and sustainability of carrier bags used for shopping. Exploring other carriers. Investigating and exploring a range of existing carriers and evaluating ideas and outcomes against simple design criteria.

Developing interactive multimedia software

Designing and building a software presentation for an audience of younger children to teach them about the safe use of tools in the classroom. Learning about the range of tools used for design & technology across the school age range. Exploring and evaluating the features of existing educational software. Finding out and analysing the needs and preferences of the user group. Using authoring software to design a multimedia educational resource. Investigating and exploring a range of existing interactive products and evaluating ideas and outcomes against simple design criteria.

Computing in Form 6

Digital literacy

Using the Internet: identifying various aspects of a webpage that should be ignored, including: adverts, commercial toolbars, offsite links etc.; evaluating the usefulness of websites; translating research questions into effective search criteria; looking at information from different viewpoints and analyze resources; using a range of websites to research a topic and create a presentation or report about it

Edmodo: virtual learning environment (VLE); logging in, joining groups and changing profile settings; completing tasks and assignments and uploading to their 'backpack'

Internet Safety: Cyber bullying, social networking and gaming; recognizing what constitutes personal information; understanding how to be just as protective of their personal information online, as in the real world; where to go and what to do if worried about any of the issues covered.

Information technology

Inserting hyperlinks and using mail-merge

Digital photography: creative compositions using GIMP (open source alternative to Photoshop); photograph correction and manipulation; layers and masks, extracting foreground/background; applying artistic filters

Introduction to Google Sketchup: creating imaginative designs for buildings, parks and complexes.

Creating non-linear presentations, interactive games, activities and websites

Spreadsheets #2: entering and editing data and formulae, using the functions 'SUM' 'AVERAGE', 'MIN' and 'MAX' in calculations; representing results graphically; Exploring mathematical models and testing results.

Introduction to Access databases: creating tables, importing data and creating queries

Computing and programming

Writing algorithms, including repeat loops, functions, conditionals, while events and nested loops.

Scratch programming: making computer games that include: sequencing and motions commands, sensors and loops, triggering, sequencing graphics to create animation effects, calculations and variables, testing, debugging and modifying.

Introduction to HTML: using basic tags, inserting images and creating links; introducing CSS for basic formatting.

Games and Physical Education in Forms 5 and 6

Games

In Forms 5 and 6 boys continue to play Rugby, Football and Cricket with girls playing Netball, Hockey and Rounders. There is the option for girls and boys to change between these if they wish.

Skill development continues to be important but there is increasing emphasis on match play and tactical awareness. We aim to get as many children as possible involved in competitive matches against other schools in addition to the inter-house programme.

Term	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
Sport	Orienteering and Adventurous Activities	Gymnastics	Dance	Racket sports	Athletics & Swimming	Athletics & Swimming
Details	Children learn basic orienteering skills around the school site, and tackle a variety of problem-solving activities. They take part in team building challenges that really test their physical, mental and co-operative skills.	Gymnastic activities provide an excellent opportunity to improve strength and flexibility. Progression is very much determined by the ability of the child. We follow the British Gymnastics Proficiency awards scheme which is the National Governing Body for Gymnastics in the UK.	Children learn and perform increasingly complex sequences of movements to a variety of styles of music. They help to choreograph group and whole class dances.	Children continue to work on forehand, backhand and volleying skills. They also practise serving. They play doubles and singles games, keeping score themselves. They are also introduced to other net games such as table tennis and badminton.	Children not only participate in sprints, long distance running, relays, high jump, long jump and throwing activities but are also expected to judge and measure performances. Much credit is given to any child who beats their 'personal best' and the children really do encourage each other. Standards are recorded which go towards the House Sports day competition.	We continue to develop stroke technique and style. Children are expected to swim greater distances, increasing stamina in the water. They are introduced to basic survival and rescue techniques.
Kit needed	White shorts and white polo tops. Tracksuits to be worn in colder weather conditions as we are outside. A drinks bottle.	White shorts and white polo tops No baselayers needed. A drinks bottle.	White shorts and white polo tops No baselayers needed. A drinks bottle.	White shorts and white polo tops. Tracksuits to be worn in colder weather conditions as we are outside. A drinks bottle.	White shorts, white polo tops and a blue sunhat. A drinks bottle.	Girls should wear a navy one piece costume. Boys should wear navy trunks (no baggy shorts please). Swimming Hat.

General fitness is completed at the beginning of the lesson in the warm up and throughout the lesson.

Personal, Social, Health and Economic Education in Form 6

At Widford Lodge we promote wellbeing alongside academic achievement. Where the relationships between wellbeing and learning are recognised and developed, children thrive. PSHEE makes an invaluable contribution to our Form Six's spiritual, moral, cultural and social development as well as enhancing personal development and behaviour.

Myself and My Relationships

What am I good at?

- Self-awareness, feelings, thoughts, behaviour
- Mental health and what affects it, mood changes, worry and anxiety, managing strong feelings
- Empathy, calming down, assertiveness, making informed choices, assessing risk
- Networks of support

Can I define bullying?

- Types of bullying including bullying related to race, religion or culture, homophobic bullying, cyberbullying
- Physical, mental and emotional wellbeing, peer pressure
- Roles in bullying, strategies for dealing with bullying including assertiveness
- Community cohesion, sources of support

Citizenship

Why do we have laws in our country?

- Ground rules / class charters, children's rights
- Conflicting rights and responsibilities
- Rules and laws in society, role of the police, local and national democracy
- Participation in class and school, school and class councils
- Social and moral issues

How could my skills and strengths be used in future employment?

- Self-perception and self-evaluation, developing skills, steps towards goals
- The world of work
- Effective communication, chairing group discussions, negotiation and debate, evaluation
- Problem solving and perseverance
- Influence of the media

Healthy and Safer Lifestyles

Sex and relationship education

- Human lifecycle, sexual reproduction
- How the body changes during puberty and changing emotions
- Responsibility for others, love and marriage, families
- Sex abuse (including sexting and grooming) and what they should do if they are worried about any sexual matters

What do I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others?

- Legal and illegal drugs, effects of drug use, misuse of substances, staying safe around risky substances
- Essential use of medicines
- Influence of friends and media, reliable information
- First aid

When might it be good to take risk?

- Positive and negative aspects of risk taking, consequences and degrees of risk
- Personal responsibility for safety, risk reduction strategies
- Getting help, sources of support, basic first aid

How can I stay safe?

- Road safety, cycle safety, railway safety, electrical safety, sun safety
- Health and safety rules in school, preventing a wider range of accidents

What does being healthy mean and what are the benefits?

- Effects and benefits of healthy eating and physical activity
- Eatwell plate, basic food hygiene
- Lifestyle and leisure choices, physical and mental health

Economic Wellbeing

What sort of things do adults need to pay for?

- Earnings and deductions, wants and needs, making choices, budgeting, debt and credit
- Range of jobs
- Financial planning (including insurance and pensions)
- Managing feelings about money
- Poverty, role of charities

Religious Education in Form 6

At the beginning of each term, the children will focus on looking at the life of a significant person. They will enquire and discuss how they feel that this person has had an impact on society and the way we live our lives today.

Autumn

Islam

We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.

- What is meant by a good life?
- Does belief in Akhirah help Muslims lead good lives?
- What does it look like for a Muslim to put other people in front of themselves?
- What does Heaven look like for a Muslim?

Christianity

We are learning to evaluate different beliefs about eternity and analyse the significance of Mary to Christians.

- What do you think will last forever? Why?
- Is anything ever eternal?
- Do Christians believe that anything is eternal?
- How significant is it that Mary was Jesus' mother?
- How is Mary portrayed through art? Why?
- Why was Mary chosen?

Spring

Hinduism

We are learning to understand the impact of certain beliefs on a Hindu's life.

- What consequences have you experienced as a result of a positive or negative action undertaken?
- Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?
- How does Karma help Hindus lead good lives?
- What do Hindus believe about life after death?

Judaism

We are learning to understand how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.

- What is the best way for a Jew to show commitment?
- What ceremonies help the Jewish to be committed to their faith?
- How do the ceremonies, Bar/Bat Mitzvah show commitment to God?
- What are the most effective ways for a Jew to show commitment?

Summer

Christianity

We are learning to examine the influences Christianity still has in the world and to evaluate whether it is still a strong religion.

- Who is the most important or influential person in your life and why?
- Is Christianity still a going strong religion 2000 years after Jesus was on Earth?
- Do festivals and symbols show that Christianity is still a strong religion?
- If Christianity was motivating people to do good in the world, would this show it is still a strong religion?
- Where else in British society do you see the influence of Christianity?

Islam

We are learning to understand different Muslim interpretations of Jihad and how this links to getting to Heaven (Jannah).

- How far would you go to stand up for something you believe in?
- What might a Muslim try to put right?
- If a person did something bad because they thought there was a good reason, is it wrong?
- What are the eight gates to Heaven?

Sikhism

We will be learning to understand the reasons why a Sikh may choose to join the Khalsa.

- Does joining the Khalsa make a person a better Sikh?
- What is an Armit Ceremony?
- What happens during the Ceremony?
- What promises are made?
- Why don't all Sikhs choose to join the Khalsa?

Humanism

We will be looking at the meaning of Humanism.

- What is the Humanist symbol?
- What are the key Humanist beliefs and ideas?
- What ceremonies mark milestones in the life of a Humanist?

MFL in Form 6 (French, German & Spanish)

All pupils continue to study French and are also introduced to the German language in the spring term of Form 6. Our work in the autumn term is based upon a visit to the Europa Centre, with an emphasis on speaking French for real purposes. Planning for our visit and reflecting upon our visit on return to school also offers pupils an introduction to different verb tenses in French. In the summer term we revise French, Spanish and German in preparation for pupils' transition to secondary school. The learning during this term is personalised to reflect pupils' preferences and level of ability.

Autumn term: FRENCH (Europa Centre visit)

- Revision of a range of questions and answers.
- Places and shops in town. Saying what there is in a town using "Il y a...."
- Asking for and giving directions.
- Revision of numbers 1-100, dealing with prices and quantities.
- Revision of range of vocabulary for shopping, e.g. food, clothes, etc.
- Language for shopping role-plays.
- Ordering food and drink in a café.
- Saying what I am going to buy, saying what I bought.

Intercultural understanding: Using euros, traditional puppet show at Europa Centre.

Spring term: GERMAN

- Greetings, how are you?
- Saying my name and asking someone else's name.
- Numbers 1-20, saying and asking age.
- Saying where I live and asking where someone else lives.
- Days of the week.
- Weather.
- My family.
- *Intercultural understanding: Life in Germany, Easter in Germany.*

Summer term: FRENCH/TRILINGUAL

- Revision of all 3 languages and preparation for secondary: introducing myself and giving basic details in French, Spanish and German
- Writing a short paragraph about myself in all 3 languages.
- Choice of activities to include: extension of Spanish vocabulary, extension of German vocabulary, revision of French vocabulary topics, French grammar extension work. Pupils are guided by the teacher in all activities but there is an element of choice to reflect their personal interests and in preparation for the languages they will study in Year 7.
- *Language Learning Skills: Comparing different foreign languages taking into account punctuation, word order, use of capital letters, etc.*

Music in Form 6

ONGOING SKILL DEVELOPMENT

- **Listening and appraising skills:** Children will be encouraged to focus on the instrumentation and interrelated elements of music and describe what they hear using an ever increasing range of technical vocabulary e.g. pitch, rhythm etc.
- **Performing and recognising rhythm, pulse and pitch in music**
- **Good singing technique/singing songs with increasing complexity:** The children will learn a number of songs that may have a topical or seasonal relevance or as part of preparation for a school concert, assembly or production.

UNITS OF WORK

Please note that the order of these units of work may change in order to accommodate rehearsals for the Form 6 school production

CHRISTMAS TERM

Exploring Rounds

- Singing songs in parts and rounds
- Performing instrumental lines in parts
- Providing accompaniments for songs in rounds

- Exploring the effect of notes played together

Exploring Western Classical Music

- Listening and appraising a range of classical music
- Exploring context and meaning in music
- Learning about the historical context of music
- Learning to recognise elements and structure in music

EASTER TERM

Classroom Jazz

- Recognising style indicators
- Play instrumental parts to a backing track
- Improvise instrumental parts

Performing Together

- Children learn songs for the School production

SUMMER TERM

Exploring Rounds, Fugues and Canons

- To listen to and appraise a variety of music that is constructed as a round, fugue or Canon
- To listen to, analyse and appraise various versions of Pachelbel's Canon in D
- To create a simple composition based on Pachelbel's Canon

Writing blues Songs (if time allows)

- Creating lyrics
- Exploring song structures
- Writing simple blues songs



A GUIDE FOR PARENTS

What is Edmodo?

Edmodo is a free, online learning space designed specifically for schools.

What can my child do on Edmodo?

Using *Edmodo* will help pupils to learn about the benefits of using the Internet for digital communication in a safe environment. They can:

- share information and send messages to their year/class group page for all their peers to look at and reply to;
- upload and share: files, pictures or website links with their friends;
- hand in work to be marked online by a teacher, such as a piece of writing or their answer to a maths puzzle;
- take part in polls;
- earn badges to display on their profile page, such as for writing an interesting post for others to read or for using correct spellings.

How safe is Edmodo?

Whilst *Edmodo* may look like *Facebook*, it is designed specifically for schools. Pupils' accounts are created by the school using a unique code. It is not possible for a member of the public to access the school community. Strangers cannot 'friend' them. Pupils can only access and send messages to their whole year/class group - they cannot send private messages between themselves and their profiles are only visible to those within the school community.


Messages appear online instantly to allow for real-time discussions to take place. Staff at Widford Lodge can see everyone's messages and regularly monitor them. Children are taught about the importance of only writing nice, sensible messages during e-safety lessons in school, however staff can respond to any unsuitable messages by editing or deleting them. Repeat offenders can also be stopped from writing any messages - gaining just 'read-only' access instead.

Can a parent have a login for *Edmodo*?



Parents are welcome to join *Edmodo* to monitor what your child is doing. Parent accounts let you:

- view some messages from your child's year group that we select as being interesting;
- view homework 'assignments' put onto *Edmodo* and what your child has handed in for them;
- view any messages sent between a teacher and your child (e.g. feedback on their work/their marks).

What to expect from pupils who use Edmodo?



When sending messages we:

-  **use Standard English**
- no text talk (e.g. gr8, 2nite)
-  **write in good English**
- including grammar and punctuation
-  **are polite**
- using only nice words
-  **keep safe**
- by not revealing personal information

Messages may be edited or deleted if they don't follow these rules.
Repeat offenders may be stopped from writing any more messages.

What our Widford Lodge 'Test Pilots' think of Edmodo?

- "I can talk to all of my friends from class."
- "I like it because you can do homework on it instead of on paper and your writing isn't scruffy and is better."
- "I like *Edmodo* because you and share things with one another."

If you have any queries or concerns regarding *Edmodo*, please contact Mr Blundell.