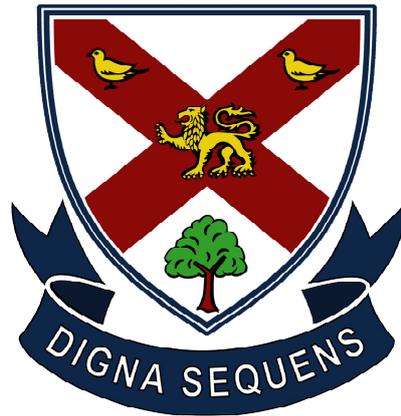


# Widford Lodge

Preparatory School



## Form 5

# 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 are proud to be a Forest School from September 2018. Every pupil in the school will take part in a one hour on-site Forest School session each half term.

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.

Michelle Cole  
September 2018

## Allocation of lessons in Form 5

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 5 is as follows:

Subject	Allocation	Subject	Allocation
Maths	10	R.E	2
English	10	Music	2
Science	5	MFL	2
Art/DT	4	VR/Non VR	2
Computer Science	1	P.E & Games	7
History	2	PSHE	1
Geography	2		

## Homework in Form 5

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

They will receive Maths homework twice a week, English homework twice a week and a Science based homework once a week. One of each 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. From the Spring term, parents are asked to confirm whether or not their children will be carrying out an additional once-weekly verbal reasoning/non-verbal reasoning homework task, expected to take around 50 minutes.

## 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 5

In Year 5 children learn to:

### Use and apply mathematics

- Solve one and two-step problems involving whole numbers and decimals and all four operations, choosing and using appropriate methods, including calculator use
- Represent a problem by identifying and recording the calculations needed to solve it; find possible solutions and confirm them in the context of the problem
- Plan and pursue an enquiry; present evidence by collecting, organising and interpreting information; suggest extensions to the enquiry
- Explore patterns, properties and relationships and propose a general statement involving numbers or shapes; identify examples for which the statement is true or false
- Explain reasoning using diagrams, graphs and text

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

- Count from any given number in whole number steps and decimal number steps, extending beyond zero when counting backwards; relate the numbers to their position on a number line
- Explain what each digit represents in whole numbers and numbers with up to two decimal places, and partition these numbers e.g. 305.64 is 3 hundreds + 5 ones + 6 tenths + 4 hundredths
- Round whole numbers and decimals to a given degree of accuracy
- Use sequences to scale numbers up or down; solve problems involving proportions of quantities and measurements, e.g. decrease quantities in a recipe designed to feed six people
- Put directed numbers in order of size eg +14, +3, +1, -2, -16, -45. Find the difference between a positive and a negative integer, or two negative integers, in context
- Express a smaller whole number as a fraction of a larger one; find equivalent fractions, simplify fractions, change improper to mixed fractions, relate fractions to their decimal representations e.g.  $3\frac{3}{8} = 3.375$
- Understand percentage as the number of parts in every 100, express percentages as decimals and fractions and vice versa
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals

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

- Use knowledge of place value and addition and subtraction of two-digit numbers to derive sums and differences, doubles and halves of decimals, e.g.  $6.5 \pm 2.7$ , halve 5.6, double 0.34
- Use knowledge of place value and multiplication facts to  $12 \times 12$  to derive related multiplication and division facts involving decimal numbers, e.g.  $0.8 \times 7$ ,  $4.8 \div 6$
- Recall quickly multiplication facts up to  $10 \times 10$  and use them to multiply pairs of multiples of 10 and 100 e.g.  $400 \times 60$ , derive quickly division facts from corresponding multiplication facts, derive quickly squares of numbers to  $12 \times 12$  e.g.  $5^2 = 5 \times 5 = 25$
- Learn to use tests of divisibility e.g. A number is divisible by 3 if the sum of all its digits is divisible by 3.
- Identify pairs of factors of whole numbers and recognise that a number such as 18 is a multiple of 2, 3 and 6, recognise that prime numbers only have 2 factors, identify prime numbers less than 100 and prime factors
- Use knowledge of number facts, place value and rounding to estimate and to check calculations
- Recognise and use square and cube numbers

### Calculate efficiently and accurately

- Choose a mental method when it is the most efficient strategy e.g. to subtract 1995 from 6007, to multiply 18 by 25. Calculate mentally with whole numbers and decimals, e.g.  $\text{Ones.t} \pm \text{Ones.t}$ ,  $\text{Tens and Ones} \times \text{Ones}$ ,  $\text{Ones.t} \times \text{Ones}$ ,  $\text{HTOnes} \div \text{Ones}$ ,  $\text{Ones.t} \div \text{Ones}$  etc
- Use the standard written methods for addition and subtraction of whole numbers and decimals
- Use understanding of place value to multiply and divide whole numbers and decimals by 10, 100, 1000 etc

- Use the standard written methods for multiplication and division calculations of HTOnes × Ones, (H)TOnes × TOnes and (Th)HTOnes ÷ Ones
- Find fractions using division, e.g.  $\frac{1}{100}$  of 5 kg, and percentages of numbers and quantities, e.g. 10%, 5% and 15% of £80
- '+' and '-' fractions with the same and then different denominators
- Use a calculator to solve problems, including those involving decimals or fractions, e.g. to find  $\frac{3}{4}$  of 150 g; interpret the display correctly in the context of measurement
- Use rounding to check answers

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

- Identify, visualise and describe properties of rectangles, triangles, regular polygons and 3-D solids; use knowledge of properties to draw 2-D shapes and identify and draw nets of 3-D shapes
- Read and plot co-ordinates in the first quadrant and recognise parallel and perpendicular lines in grids and shapes; use a ruler to draw perpendicular and parallel lines
- Complete patterns with up to two lines of symmetry and draw the position of a shape after a reflection or translation, to recognise shapes with rotational symmetry.
- Estimate, draw and measure acute, obtuse and reflex angles using a protractor; calculate angles in a straight line, around a point and the missing angle in a triangle.

#### Measure accurately using appropriate units, interpret and compare scales

- Read, use and record standard metric units to estimate and measure length, mass and capacity; convert larger to smaller units using decimals, e.g. change 2.6 kg to 2600 g and vice versa.
- Understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.
- Estimate measurements of length, mass and capacity to a required degree of accuracy, e.g. the nearest centimetre; interpret a reading that lies between two unnumbered divisions on a scale
- Draw and measure lines to the nearest millimetre; measure and calculate the perimeter of regular and irregular polygons; use the formula for the area of a rectangle to calculate its area and estimate the area of irregular shapes.
- Read timetables and time using 12 and 24-hour clock notation; use a calendar to calculate time intervals.

#### Process, present and interpret data to pose and answer questions

- Describe the occurrence of familiar events using the language of chance or likelihood e.g. unlikely, certain, impossible etc.
- Determine the data needed to answer a set of related questions; select and organise relevant data using frequency tables; construct pictograms and bar graphs, and line graphs that represent the frequencies of events and changes over time; use ICT to present and highlight features that lead to further questions
- Find and interpret the mode, mean, median and range of a set of data.
- Introduce the concept of making economic and financial decisions and understanding the value of money.

#### **English: Form 5**

**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. We are using 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 formal lessons in class on letter formations and joins. The children 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
- writing narratives, considering how authors have developed characters and settings in what they 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 5 from the N.C
- indicating 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 the 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.

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

understanding 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  
discuss and evaluate 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.

### 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. In the spring and summer terms, the children will start their preparation for the 11+ and 'Entrance Exams' to Independent Schools.

### Fiction Studies:

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

- Fiction:
  - Stories and poems by significant children's writers – 'The Demon Headmaster'. (Gillian Cross)
  - Greek Myths and Legends: Daedalus and Icarus, Theseus and the Minotaur, Perseus and the Gorgons
  - Picture books for older readers – 'The Polar Express', 'Father Christmas'.
  - 'Frankenstein' – abridged version (Usborne Classics)
  - Novels, stories and poems from a variety of cultures and traditions: 'Grandpa Chatterji', 'The Mouth Organ Boys'.
  - 'Zlata's Diary'.
  - 'Kensuke's Kingdom' – Michael Morpurgo.
- Playscripts
- Poetry:
  - Longer classic poetry, including narrative poetry – 'The Highwayman'.
  - Classic and modern poetry: comparison of poetic devices.
  - Range of poetry in different forms: haiku, cinquain, couplets, lists, thin poems, alphabets, prayers, epitaphs and free 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
  - Persuasive writing: adverts, circulars, flyers
  - 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). 'Titanic'
  - Explanations
  - Persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade.

- Dictionaries, thesauruses, including I.T. sources.

### **Science in Form 5**

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 and end of 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:

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Using test results to make predictions to set up further comparative and fair tests
- 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
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

#### **Life Cycles**

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the changes as humans develop to old age.
- Describe the life process of reproduction in some plants and animals.
- How do girls become women?
- How do boys become men?

#### **Earth and Space**

- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- Describe the movement of the Moon relative to the Earth.

#### **Separating Mixtures**

- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

#### **Types of Change**

- Demonstrate that dissolving, mixing and changes of state are reversible changes .
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

#### **Materials**

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

### Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

### Geography in Form 5

Children will develop their mapping skills and will use four figure grid references, latitude and longitude. They will develop their knowledge and understanding of the distribution of natural resources, places, patterns and processes through the following topics:

#### Natural Disasters

- To understand what is a natural disaster.
- How can the structure of Earth lead to some natural disasters?
- Why do volcanoes erupt and what effects do they have on people who live near them?
- How are storms, tornadoes, typhoons and hurricanes are formed and where can we find them?
- What effect does cyclones, typhoons hurricanes and storms have on human life?
- To understand how earthquakes happen and how they are recorded.
- To understand how tsunamis happen and how they are measured.
- To look at the ring of fire and also case studies e.g. Pompeii
- What is flooding and what are the effects of flooding?
- Why does drought occur? What areas of the world does it particularly affect?
- Who is most at risk from natural disasters?

#### North America

The children should learn:

- Which countries, capital cities, mountain ranges, seas and oceans can be found there.
- Comparison between two different countries in North America
- Distribution of Natural resources
- Looking at the human impact and adaptation of the environment
- To be able to label some of the 52 states of the United States

#### United Kingdom

- Countries found in the UK
- What are counties?
- Location of counties in the UK.

#### Investigating Coasts

The children should learn:

- What are the main land uses on this section of the coastline? Why? What are the main features of this section of coast? What processes are affecting it?
- What is a coast? Which coastal areas have we visited?
- How do waves shape coastal environments? How does human activity affect coastal environments?
- What is a beach? Where are sand and shingle beaches located?
- OS symbols associated with coasts.

- Why do we need to manage the coastline?
- What is this section of coast like? How will the proposed development affect the environment and different people here? Who decides what happens to coastlines?
- Conduct a Field trip to Walton-on-the Naze.

### **History in Form 5**

These are the History topics that the children will be learning about in Year 5. 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 Tudors**

- Who were the Tudors and when did they rule?
- How did the Tudor family gain the throne?
- How were Henry VII and Henry VIII similar and different?
- What can portraits tell us about the people who are in them?
- Why did Henry marry and then want to divorce Katherine of Aragon?
- How many other wives did Henry have and what happened to them?
- Who were Henry VIII's children?
- What was life like for ordinary people in Tudor times?

#### **Ancient Benin**

- What was the 'Forest Kingdom' of Benin?
- What was life like in Ancient Benin?
- What kind of work did people do?
- Did children go to school?
- How did people trade goods?
- What religion did people follow in Ancient Benin?
- How did the Kingdom of Benin end?

#### **The Aztecs**

- Who discovered the Aztecs?
- Where was the Aztec civilization located?
- Who was Montezuma?
- How did the Aztecs organise their way of life?
- Who did the Aztecs worship?
- What were the consequences of the Spanish explorers discovering the Aztecs?

#### **The Plague of 1665**

- When and where did The Plague start?
- How did it arrive in England?
- What was the plague?
- What symptoms did people show if they had caught the plague?
- What happened to the populations of the countries in Europe that were affected?
- What is the legacy of The Black Death?

### **Art, Design & Technology in Form 5**

## **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**

Using natural forms as a starting point for imaginative drawings. Using 'Positive and Negative' drawing techniques in response to the work of Frank Auerbach. Investigating ideas, methods and approaches in Fauvist paintings. Developing ideas in response to Fauvist imagery. Responding to the work of Kandinsky. Critical studies – The Haywain

### **3D**

Sculptural forms in response to the work of Alberto Giacometti. Using tissue paper and PVA to produce translucent 3D forms. Creating clay slab forms.

### **Collage**

Exploring collage techniques to combine visual and tactile materials Overworking with stains. Responding to the work of Dale Devereux-Barker and investigating the use of symbols in his work.

### **Printmaking**

Reduction block printing using pressprint. Combining different printmaking processes to develop their work in response to the work of printmakers.

### **How fast will your buggy be?**

Developing ideas through sketching and working with technical components, wooden strip, paper, card and found materials; Using a variety of tools with precision and care; Using simple mechanisms to provide a transmission system; Using simple electrical circuits to operate motors,.

### **Musical Instruments**

Learning about the construction of a range of musical instruments, including those from different times and cultures, and how different sounds can be created and altered to make different notes. Learning to use this knowledge and understanding to design and make a working musical instrument using a combination of materials.

### **Moving Toys**

Learning about controlling movement with a cam mechanism as part of a simple toy. Developing designing skills by using information sources to generate ideas and formulate an understanding of how cam mechanisms can be used to produce movement. Extending making skills by developing techniques in cutting, shaping and joining to combine components and by selecting tools and equipment to measure and cut accurately.

## **Computing in Form 5**

### Digital literacy

Using the Internet: adding text nodes to a mind map; adding images to a mind map to illustrate it; creating a mind map to organize information suitable for a specific purpose; selecting key words to include in web searches to compare websites to help verify content; referencing websites by adding hyperlinks to them; using effective Internet research to help create a report or presentation that answers specific questions on a topic

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

Internet safety: Jigsaw – using social networking safely; understanding: that profiles should be set to private; to only talk to people who are known and trusted in the real world; what to do if things go wrong.

### Information technology

Page setup, columns, backgrounds, borders; text boxes; floating graphics; tables and making global changes using styles,

Vector graphics: understanding the principles of vector graphics, particularly the differences between object-based packages and paint programs; creating characters, avatars and logos.

CAD: creating scale drawings and designs for a variety of purposes

Creating non-linear presentations, interactive games and activities

Introduction to spreadsheets: understanding the terminology of spreadsheets, entering text, formatting and resizing cells, rows and columns; entering labels and numbers for calculating totals; adding, subtracting, multiplying and dividing cells to explore number patterns; using the functions 'SUM' and 'AVERAGE' in calculation; representing results graphically; changing data to answer 'what if...?' questions and checking predictions.

### Computing and programming

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

Binary: understanding that computer systems use electronic circuits which exist in only one of two states (on/off); how to count in the binary system; how the binary system is used in computer architecture

Python programming: using fundamental data structures such as lists, tuples, and maps; organize and reuse your code with functions and modules; use control structures such as loops and conditional statements and draw shapes and patterns

Scratch programming: making computer games that include: sequencing and motions commands, sensors and loops, triggering, testing, debugging and modifying.

## **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/ Cricket. 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.

<b><u>Term</u></b>	<b><u>Autumn</u> <u>1st</u></b>	<b><u>Autumn</u> <u>2nd</u></b>	<b><u>Spring</u> <u>1st</u></b>	<b><u>Spring</u> <u>2nd</u></b>	<b><u>Summer</u> <u>1st</u></b>	<b><u>Summer</u> <u>2nd</u></b>
Sport	<b>Orienteering and Adventurous Activities</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Racket sports</b>	<b>Athletics &amp; Swimming</b>	<b>Athletics &amp; Swimming</b>
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 Year 5**

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 Five's spiritual, moral, cultural and social development as well as enhancing personal development and behaviour.

### Myself and My Relationships

How do we build good relationships?

- Ground Rules / class charters, responsibilities, belonging, new experiences
- Managing emotions, calming down, problem solving
- Networks of support

Who is in my network of relationships and how has it changed?

- Changing networks, respecting difference, sustaining friendships
- Anger management, influences and pressures, different perspectives, cooperation
- Family patterns

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

What different changes do we or might we experience?

- Range of changes, coping with loss, emotions involved, sources of support
- Bereavement and family change, friendship change, transition between schools
- Outcomes of change, coping with challenges, managing risk, supporting others

### Citizenship

How can I show respect for different views, lifestyles and beliefs?

- Diversity in communities, community cohesion, voluntary, community, charitable and pressure groups
- Challenging stereotypes
- The media
- Environmental issues, sustainability

### Healthy and Safer Lifestyles

Sex and Relationship Education: What happens to the bodies of boys and girls when they reach puberty?

- Names of sexual parts, puberty, physical change
- Menstruation
- Developing body image
- Changing hygiene routines
- Viruses and bacteria

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

What can I do to help keep myself safer?

- Personal safety, acceptable and unacceptable physical contact, secrets and promises
- Networks of support, trusted adults, organisations that help
- Assertiveness, managing pressure
- Domestic violence, E-Safety

### **Religious Education in Form 5**

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 understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.

- What is the best way for a Muslim to show commitment to God?
- Why and how do Muslims pray?
- What does the Third Pillar of Islam instruct? What is Sawm?
- What takes place at the Hajj?
- Do the Five Pillars of Islam need to be in an order of commitment?

### **Christianity**

We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.

- Is the Christmas story true?
- Do sacred texts have to be 'true' to help people to understand them?
- Is the Christmas story told in the same way?
- Was Jesus really born on the 25<sup>th</sup> December?
- Can we learn from stories even if they didn't happen exactly as recorded?

## **Spring**

### **Hinduism**

We are looking at how a Hindu would show commitment to God.

- What do you believe that a Hindu may do to show commitment and why?
- Why do Hindus treat their Gods/Goddesses in such a special way?
- Does following Dharma show commitment?
- Does going on a pilgrimage show a commitment to God?

### **Christianity**

We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy week.

- What do you have most control over in your life?
- What do we think was God's plan for Jesus' life accordingly to Christianity?
- Did Judas betray Jesus as part of God's plan?
- Can you think of any other evidence from what we know about Jesus that would show his life was planned by God?
- Do Christians believe God intended Jesus to be crucified?

## **Summer**

### **Hinduism**

We are learning to understand the Hindu belief that there is one God with many different aspects.

- Who are you and what do you mean to different people?

- What or who do Hindus think Brahman is?
- How can Brahman be everywhere and in everything?
- Why are there so many gods in Hinduism?

### **Christianity**

We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.

- Is it okay to tell lies?
- What is the best way for a Christian to show their commitment to God?
- Which of the Ten Commandments show most commitment?
- Should only Christians try to behave in these ways?
- Does attending church every Sunday show commitment to God?

### **Sikhism**

We are learning to understand different ways Sikhs show their commitment to God, comparing their practice in order to explore which shows the most commitment.

- What are you committed to and how do you show your commitment?
- What is the best way for a Sikh to show commitment to God?
- What is the Armit Ceremony?
- How do Sikhs continue showing their commitment to God once they have made promises?

## **MFL in Form 5 (French & Spanish)**

Pupils continue to learn MFL for one hour per week (2 x 30 minute lessons). All pupils continue to study French and are also introduced to the Spanish language in Form 5. The new National Curriculum recommends that pupils focus on progression in one MFL throughout KS2, which we deliver through French within our MFL curriculum at Widford. We also recognise the importance of offering Widford pupils a range of opportunities and experiences which will give them a head-start at secondary school. Our Form 5 MFL curriculum extends pupils' language learning to a new level. Our focus in French is to extend our sentences by using connectives and by expressing opinions and reasons as well as likes and dislikes. When learning Spanish, pupils are encouraged to reflect upon their language-learning experience and to recognise similarities and differences between learning Spanish and French.

### **Autumn term: FRENCH**

- Revision of basic questions and answers in French.
- Telling the time (analogue: quarter to, quarter past, minutes past, minutes to the hour).
- School subjects and expressing preferences.
- Expressing opinions and reasons.
- Extending my sentences by using linking words
- Rooms in the school and understanding a school timetable.
- Numbers 80-100 in the spoken and written form.
- Sports and leisure activities. Expressing opinions and reasons.

*Intercultural understanding: School life in France, Christmas in Spain.*

### **Spring term: SPANISH**

- Greetings
- How are you?
- Saying my name and asking someone else's name.
- Numbers 1-31.
- Saying my age and asking someone else's age.
- Days of the week, months and birthdays.
- Colours.

*Intercultural understanding: The Spanish speaking world, Easter in Spain.*

### Summer term: FRENCH

- (Revision for Spanish assessment)
- Parts of the body.
- Aches and pains.
- Going to the doctor's and the chemist's.
- Clothes: describing colours/sizes + adjectival agreements.
- Shopping for clothes.

*Intercultural understanding: Le 14 juillet, la fête nationale.*

### Music in Form 5

#### ONGOING SKILL DEVELOPMENT

- **Listening and appraising:** 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**
- **Developing good singing technique and singing songs with increasing level of 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 or production.
- Children will learn the ukulele as part of their regular curriculum lesson.

#### CHRISTMAS TERM

##### Exploring Rounds

- Exploring the effect of pitched notes played together
- Singing in rounds
- Playing instruments in round.

##### Exploring western classical music

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

#### EASTER TERM

##### Exploring Jazz

- Recognising style indicators
- Playing instrumental parts to a backing track
- Improvising instrumental parts

##### Journey into Space – creating a soundscape

- Exploring the effect of pitched notes played together
- Selecting sounds and resources to achieve an effect

#### SUMMER TERM

##### Investigating Tudor music

- Recognising instruments of the Tudor period
- Play a Tudor melody
- Provide a variety of authentic accompaniments

**Performing together**

- Exploring song meaning and context
- Developing good singing technique
- Performing instrumental accompaniments
- Learning how to rehearse individually and as a group



## 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:

- send messages to your child and their teacher;
- 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.