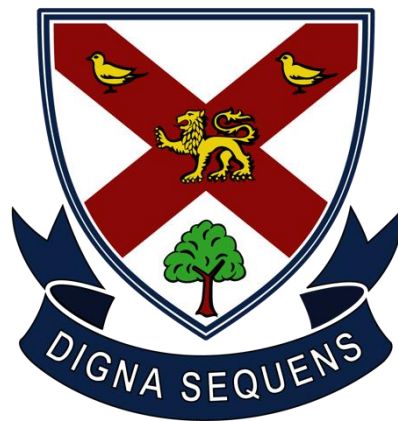


# Widford Lodge

Preparatory School



## Form 4

## 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. 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.

We recognise the potential impact that the covid 19 pandemic and the national lockdown and school closure had on pupils' learning, emotional wellbeing and social interactions. We will be implementing an enhanced pastoral and wellbeing programme this year as well as identifying and addressing particular gaps in their knowledge and attainment in academic subjects. While due consideration has been given to this while compiling the curriculum plans for this year, we recognise that there will need to be adaptations as the year progresses and therefore cannot guarantee that every topic or theme detailed will be covered as described. Please be assured, however, that we will continue to monitor the curriculum and children's progress and will make any changes with their learning and wellbeing at the heart of decisions.

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 2021

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## **Allocation of lessons in Form 4**

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. In the autumn term, Form 4 travel to Riverside weekly for a 30 minute swimming lesson. This replaces the activities session for that term. There are also two form periods each week, which this year are prioritised for wellbeing and mindfulness. The allocation of lessons in Form 4 is as follows:

<b>Subject</b>	<b>Allocation</b>	<b>Subject</b>	<b>Allocation</b>
Maths	10	R.E	2
English	10	Music	2
Science	4	MFL	2
Art/DT	4	Thinking Skills	2
Computer Science	2	P.E & Games	7
History	2	PSHE	1
Geography	2		

## **Homework in Form 4**

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 one Science based homework per week. Pupils are expected to spend around 30 minutes on each homework task. One Maths task is usually non-written for the first half of the year, for example ActiveLearn tasks or practising times tables. One English task is to use the Spellingframe website to learn the weekly spelling list.

## **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, planner, 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 planner**

*Do make a note of homework tasks each day so you don't forget what needs to be completed. You may also use your planner to remind you of important events, matches etc. Do not doodle or scribble in your planner. Only write in pencil or black pen. Make sure your parent signs your planner each weekend.*

- **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.*

- **That they will respect and adhere to the additional processes and restrictions in place during the Covid 19 pandemic, including handwashing, hygiene and keeping within their bubbles.**

## **Mathematics in Form 4**

Please refer to our calculations policy available on the school website for details of the mental and written methods used in Form 4.

Your child will continue to learn about place value – this means what each digit in a number represents. For example, 3,872 is  $3000 + 800 + 70 + 2$ . They will become familiar with Roman numerals including how to write the dates in years.

They will use this knowledge to extend number sequences and counting in steps, as well as understanding what happens when numbers are multiplied and divided by 10, 100 or 1,000, including decimals. They will learn to order numbers, including decimals.

Decimal values including tenths and hundredths are introduced and pupils will compare decimals and round them to the nearest whole number.

Your child will use the symbols  $>$  and  $<$  and give a number lying between two given numbers. They will round whole numbers to the nearest 10, 100 or 1,000.

Children will be introduced to negative numbers using number lines and thermometers.

Fractions will be extended to sixths, eighths, fifths, etc of shapes and numbers, together with fraction equivalents such as  $\frac{2}{6} = \frac{1}{3}$ . They will recognise some decimal/fraction equivalents, such as  $0.25 = \frac{1}{4}$ . Children will add and subtract fractions with the same denominator and will solve simple measure and money problems involving fractions and decimals.

Your child will be introduced to ratio and proportion.

Children will be encouraged to add and subtract mentally and in writing using methods such as:

- Number pairs totalling 100 eg 36 and 64
- Addition doubles eg  $38 + 38$
- Partitioning into hundreds, tens and ones, for example

$$\begin{aligned} 698 - 343 &= (600 - 300) + (90 - 40) + (8 - 3) \\ &= 300 + 50 + 5 = 355 \end{aligned}$$

- Adding or subtracting nearest multiple of 10, 100 or 1,000 and adjusting, for example

$$74 + 58 = 74 + 60 = 134 - 2 = 132$$

- Adding and subtracting in sequence with an emphasis on place value, for example

358	672
+ 73	- 321
<hr/>	<hr/>
11 (ones)	1 (one)
120 (tens)	50 (tens)
300 (hundreds)	300 (hundreds)
<hr/>	<hr/>
431	351

Only then will they progress to column addition and subtraction.

Your child should know by heart the 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 times tables and the corresponding division facts eg  $9 \times 5$  and divide 36 by 4. They will recognise and use factor pairs. The children will also have a weekly times table test.

They should solve multiplication and division questions mentally and in writing and understand remainders in division.

Children will partition numbers into tens and ones to multiply, for example

$$\begin{aligned} 32 \times 3 &= (30 \times 3) + (2 \times 3) \\ &= 90 + 6 = 96 \end{aligned}$$

Some children may use a grid method to help with multiplication.

For short multiplication, children will set out sums like this:

$\begin{array}{r} 23 \\ \times 7 \\ \hline 140 \text{ } 20 \times 7 \\ \underline{21} \text{ } 3 \times 7 \\ 161 \end{array}$	$\begin{array}{r} \text{or } 23 \\ \times 7 \\ \hline 21 \\ \underline{140} \\ 161 \end{array}$
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leading to:

$$\begin{array}{r} \text{T U} \\ 23 \\ \times 7 \\ \hline 161 \\ \hline \end{array}$$

For short division they will set out sums like this:

$$\begin{aligned} 96 \div 6 \\ ? \times 6 &= 96 \\ 10 \times 6 &= 60 \\ \hline &36 \\ 6 \times 6 &= 36 \\ \hline \text{Answer} &= 16 \end{aligned}$$

Children will occasionally have the opportunity to use calculators, always being encouraged to work out approximate answers first so that they can judge whether or not the calculator answers are accurate.

Children will continue to use analogue and digital time to the nearest minute, including 12 and 24 hour notation. This is a key concept that can be reinforced at home.

They will investigate “what if” statements and solve problems involving money, length, mass, capacity, time and temperature. It is important that they know relationships such as  $1\text{km} = 1000\text{m}$ ,  $1\text{ cm} = 10\text{mm}$ ,  $1\text{kg} = 1000\text{g}$ ,  $1\text{l} = 1000\text{ml}$ ,  $100\text{ cm} = 1\text{m}$ .

Your child will measure and calculate the perimeter (total distance around) and area (surface covered) of simple shapes such as squares and rectangles.

2D and 3D shape knowledge will be extended to include: equilateral, isosceles and scalene triangles, heptagon, polygon, hemisphere, tetrahedron and polyhedron. Children will identify nets of common 3D shapes. They will identify acute and obtuse angles and will compare angles by size.

Other concepts covered in Form 4 include: symmetry and translations, plotting and reading co-ordinates on a grid, compass directions, a turn as 360 degrees, data in tables, graphs and charts such as tally charts, pictograms, bar charts, Venn diagrams and Carroll diagrams.

## **English: Form 4**

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 National Curriculum. This year we are using the CGP workbooks for further exercises to reinforce what is suggested. The children also have access to a scheme called 'spellingframe'. They are set a weekly list of words to learn. There are exercises online to help them learn the words and test themselves as well as some interactive games to play. The teacher will set the lists to be learned weekly. They will be tested weekly on their spellings in class as well. There may also be a short dictation based on sentences from the text that they are reading in class.

The children will learn to spell by:

- using prefixes and suffixes and understand how to add them
- spell common homophones
- spell words that are often misspelt
- spell words with regular plurals and words with irregular plurals
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- learning the words as suggested by the New National Curriculum.

### **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 grip and cursive writing form throughout Form 4. 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'.

### **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
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

#### **Grammar:**

Pupils should be taught to develop their understanding by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for Form 4 in N.C
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- using and understand grammatical terminology accurately and appropriately when 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 and in Form 4 some of the children will be using the 'Book Bag Scheme'. As the children become more confident readers they will progress to books from the library and from several schemes that we have in school.

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

#### **Word Recognition**

- continue to apply phonic knowledge and skills until reading is fluent
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words

- read most words quickly and accurately
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read books to build up their fluency and confidence in word reading
- apply their growing knowledge of root words, prefixes and suffixes
- read aloud and understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### **Comprehension:**

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

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books; including myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- 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
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### **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 we have recently purchased; it 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.

### **Fiction Studies:**

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

#### **Author study:**

- Historical stories/short novels – 'Stig of the Dump' by Clive King.

- Stories about imagined worlds – ‘The Lion, the Witch and the Wardrobe’ -C.S.Lewis
- Science Fiction: ‘The Watertower’ (Picture Book)
- Novels that cover a moral issue - ‘The Bed and Breakfast Star’. Extended writing, descriptive passages.
- Classic text – ‘Danny the Champion of the World’. Text analysis, extended chapter writing, application of figurative devices.

**Poetry:**

- Classic and modern poetry: comparison of poetic devices.
- Range of poetry in different forms:

**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.

## **Science in Form 4**

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 end of year exams.

### **Safety in the Laboratory**

Children will learn the Widford Lodge Laboratory Rules. Children will relate safety in the laboratory to safety in the home as well as becoming familiar with and learning about different types of laboratory apparatus. They will also begin to recognise and identify different hazard symbols.

### **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:

- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Using straightforward scientific evidence to answer questions or to support their findings.
- Asking relevant questions and using different types of scientific enquiries to answer them.
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Setting up simple practical enquiries, comparative and fair tests.
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

### **States of Matter**

- Can you identify the properties of materials?
- What is a solid?
- What is a Liquid?
- What is a gas?
- What is a state of matter?
- How can we change a state of matter?
- What is a boiling/freezing point?
- Can we separate materials using evaporation?
- How is condensation formed?

### **Changing Sound**

- What is sound?
- How does sound travel?
- How does sound travel through different materials?
- How can sound be muffled?
- What is pitch?
- How can pitch be altered?

- What is loudness/volume?
- How do different instruments create sounds?
- How do our ears work?

### **Circuits and Conductors**

- What appliances use electricity?
- Can I construct a series circuit?
- What symbols do components in a circuit have?
- Can I identify which circuits will light a lamp?
- Can I use a switch to make a lamp light in a simple circuit?
- What materials make the best conductors?

### **Eating and Digestion**

- Why do our bodies need food?
- What does the human digestive system look like?
- How is food broken down in the digestive system?
- What sort of teeth do we have?
- Why do we have different types of teeth?
- How can we keep our teeth healthy?
- Can I construct a food chain?

### **Living in Environments**

- How can we group living things?
- Can I use classification keys to group and identify living things?
- How are plants classified?
- How do habitats change throughout the year?
- How does the change in environments pose dangers to living things?

## **Geography in Form 4**

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

### **Improving the Environment:**

- What does the term environment mean? What does endangered and extinct mean?
- What is a food chain?
- What is recycling? How do we recycle at home and in school?
- How do Land Fill Sites work? Are they a good idea?
- Why are rainforests important?
- What is pollution and how do we reduce it?
- What does bio-degradable mean?

### **Village Settlers**

- What does Settlement mean?
- Early development of the village.
- How settlements develop.
- Evidence found on maps.
- Villages today.
- Why villages were set up.
- What resources do you need to settle in a place?

### **South America**

At the start of lessons across the year, children will also learn about locations of countries found in South America.

### **Water**

- Local water sources.
- Water around the world.
- Water around the school.
- Moving water around.
- How water is used.
- Household water use.
- Trip to Anglian Water.

## **History in Form 4**

These are the History topics that the children will be learning about in Form 4. 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.

### **The Romans**

- Where did the Romans come from?
- Why did the Romans invade Britain?
- How did the Romans organise their way of life? Do we still see any evidence of their influence today?
- What has survived from the Roman settlement in Britain?
- Who was Boudicca and why did she lead an army against the Romans?
- Why did the Romans leave Britain?

### **The Saxons**

- Why did the Saxons want to come to Britain?
- How did the Saxons live?
- What impact did the Saxons have on the country?

### **The Vikings**

- Where did the Vikings come from?
- How did the Vikings get across to Britain?
- How did the Vikings live while they were here?
- What happened at The Battle of Maldon?

### **The Normans**

- Why did the Normans invade England?
- Where did they come from?
- Who was William The Conqueror?
- What is The Bayeux Tapestry? When was it made and where is it now?

### **Kings and Queens of England**

- Who are the people who have ruled our country?
- Who has reigned for the longest/shortest amount of time?
- What is a Jubilee?
- Who is in the current line of succession?
- Children will undertake their own individual research about a monarch of their choice.

## **Art, Design & Technology in Form 4**

The Art Design and Technology curriculum is 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 two of the Design and Technology units. Within the art curriculum, children will have opportunities to study and respond to art and artists from different cultures and backgrounds. All activities are subject to change in response to any COVID19 restrictions.

### **Drawing & painting**

- Responding to a story as a starting point for imaginative work.
- Using viewfinders to make detailed, analytical observational drawings.
- Selecting and recording observations of linear patterning in natural objects.
- Using landscape and responding to the work of John Brunsdon as a starting point.
- Working on a multi-shaped and textured surface.
- Making practical responses to the work of Georgia O'Keefe and techniques used by J.M.W. Turner.

### **3D**

- Casting forms using brown, gummed tape.
- Investigating different designs and matching these to purpose.
- Experimenting with clay coils to make a 3D form.

### **Collage**

- Responding to the work of Henri Matisse's 'The Dance'.
- Exploring the purposes and intentions of the artist Andy Warhol (Popular Images and Multiple Images).
- Responding to the facial images produced by the artist Francis Bacon (Distorted Portraits).

### **Printmaking**

- Exploring and developing designs based on African printmaking.
- Transposing designs into monoprints, then onto Press Print relief blocks.
- Making collograph blocks using African prints as a starting point for designs.

### **Technology**

- Learning how textile/plastic/paper containers e.g. carrier bags, purses, wallets and pencil cases are designed for different purposes and different users.
- Designing patterns/templates and leaning to join and reinforce materials.
- Researching the design and development of castles (real and imaginary).
- Developing understanding of structures by designing and making static models from sheet and reclaimed materials.
- Applying knowledge about electric circuits in a purposeful way by designing and making a simple torch or lighting for a poster or a display.



## **Computing in Form 4**

### **Digital literacy**

- Using the Internet: using search engines to find a range of relevant websites;
- analyzing search engine result lists by looking at the web address and site summaries for clues;
- searching for relevant text and images on the Internet to questions on a topic
- Digital communication: history/types of;
- safe use of digital communications.
- Teams: virtual learning environment (VLE); logging in, accessing groups;
- completing tasks
- Internet safety: Think-u-know cyber café – staying safe while web-browsing or using: e-mail, chat rooms, instant messaging (IM), on-line forums, SMS/Text messaging, personal on-line space

### **Information technology**

- Reorganising and amending text through inserting and replacing;
  - using spellcheck, editing using 'find' and 'replace', inserting bullets and numbering;
  - exploring a variety word-processing/presentation/publication applications.
- Using different brush sizes/strokes, understanding background/foreground;
  - flip/rotate; grids and layers;
  - applying filters (gaussian blur), colour-picker and magic wand tools and inserting and switching between layers
  - Creating linear presentations, interactive games and activities; recording sound;
  - using symbols to organize and reorganize sound
- Simple databases:
  - collecting and sorting information in an organised way using fields and record cards;
  - exploring record cards stored as numbers; creating and searching databases; using database information to create bar charts; using a database and a bar chart to sort, classify and present information

### **Computing and programming**

- Algorithms: definition, writing & flow-charting
- Control & modelling: exploring simulations and the effects of changing variables
- Writing programmed sequences, including repeat loops, conditionals and while events.
- LOGO programming:
  - using LOGO commands to control a screen 'turtle';
  - understanding syntax, execute/run and debugging; using repeat (loops);
  - creating and embedding procedures;
  - introducing variables and calculation.

## Physical Education and Games in Form 4

### Games

Traditionally, girls play cricket, hockey and netball and boys play tag rugby, football and cricket. There is the option for girls and boys to change between these if they wish. In the autumn term, Form 4 swim on Tuesday afternoons at Riverside. They need Widford Lodge swimwear, which is available from School Wear Plus.

<b>Term</b>	<b>Autumn 1st</b>	<b>Autumn 2nd</b>	<b>Spring 1st</b>	<b>Spring 2nd</b>	<b>Summer 1st</b>	<b>Summer 2nd</b>
<b>Sport</b>	<b>Orienteering and Adventurous Activities</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Racket sports</b>	<b>Athletics</b>	<b>Athletics</b>
<b>Details</b>	<p>Children learn basic orienteering skills around the school site, and tackle a variety of problem-solving activities.</p> <p>They take part in team building challenges that really test their physical, mental and co-operative skills</p>	<p>Gymnastic activities provide an excellent opportunity to improve strength and flexibility. Progression is very much determined by the ability of the child.</p> <p>We follow the British Gymnastics Proficiency awards scheme which is the National Governing Body for Gymnastics in the UK.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	As for Summer 1st
<b>Kit needed</b>	<p>White shorts and white polo tops.</p> <p>Tracksuits to be worn in colder weather conditions as we are outside.</p> <p>A drinks bottle.</p>	<p>White shorts and white polo tops</p> <p>No baselayers needed.</p> <p>A drinks bottle.</p>	<p>White shorts and white polo tops</p> <p>No baselayers needed.</p> <p>A drinks bottle.</p>	<p>White shorts and white polo tops.</p> <p>Tracksuits to be worn in colder weather conditions as we are outside.</p> <p>A drinks bottle.</p>	<p>White shorts, white polo tops and a blue sunhat.</p> <p>A drinks bottle.</p>	<p>White shorts, white polo tops and a blue sunhat.</p> <p>A drinks bottle.</p>

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 4**

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 Four's spiritual, moral, cultural and social development as well as enhancing personal development and behaviour. We follow the Jigsaw mindful approach to PSHEE, it is a progressive and spiral scheme of learning. In planning the lessons, the Jigsaw scheme ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The Relationships and sex curriculum is wholly consistent with the National Curriculum (2014) and DfE (2020) guidance. We have planned a progressive curriculum appropriate to each age group. LGBTQ+ is included in the curriculum in a sensitive and age-appropriate manner.

### **Being Me In My World**

- Know how individual attitudes and actions make a difference to a class
- Know about the different roles in the school community
- Know their place in the school community
- Know what democracy is (applied to pupil voice in school)
- Know that their own actions affect themselves and others
- Know how groups work together to reach a consensus
- Know that having a voice and democracy benefits the school community

### **Celebrating Difference**

- Know that sometimes people make assumptions about a person because of the way they look or act
- Know there are influences that can affect how we judge a person or situation
- Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying
- Know what to do if they think bullying is, or might be taking place
- Know the reasons why witnesses sometimes join in with bullying and don't tell anyone
- Know that first impressions can change

### **Dreams & Goals**

- Know what their own hopes and dreams are
- Know that hopes and dreams don't always come true
- Know that reflecting on positive and happy experiences can help them to counteract disappointment
- Know how to make a new plan and set new goals even if they have been disappointed
- Know how to work out the steps they need to take to achieve a goal
- Know how to work as part of a successful group
- Know how to share in the success of a group

### **Healthy Me**

- Know how different friendship groups are formed and how they fit into them
- Know which friends they value most

- Know that there are leaders and followers in groups
- Know that they can take on different roles according to the situation
- Know the facts about smoking and its effects on health
- Know some of the reasons some people start to smoke
- Know the facts about alcohol and its effects on health, particularly the liver
- Know some of the reasons some people drink alcohol
- Know ways to resist when people are putting pressure on them
- Know what they think is right and wrong

### **Relationships**

- Know some reasons why people feel jealousy
- Know that jealousy can be damaging to relationships
- Know that loss is a normal part of relationships
- Know that negative feelings are a normal part of loss
- Know that memories can support us when we lose a special person or animal
- Know that change is a natural part of relationships/ friendship
- Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe

### **Changing Me**

- Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm
- Know that babies are made by a seed/sperm joining with an egg/ovum
- Know how the female and male body change at puberty
- Know that personal hygiene is important during puberty and as an adult
- Know that change is a normal part of life and that some cannot be controlled and have to be accepted
- Know that change can bring about a range of different emotions

## **R.E. In Form 4**

These are the Religious Education topics that the children will be learning about in Year 4. As well as studying these key questions, the children will be encouraged to develop enquiry-based skills and reflect upon their own beliefs and values.

### **Autumn**

#### **Islam**

We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray five times a day and more about mosques.

- How was the Qur'an revealed to Muhammad?
- What are some key teachings from the Qur'an?
- Does praying at regular intervals everyday help a Muslim in his/her everyday life?
- How does prayer help a Muslim to focus on Allah?
- Where, why and how does a Muslim pray?
- What impact might praying five times a day have on a Muslim's daily life?
- What is the significance of the mosque to Muslims?
- What are the features of the mosque?
- What happens inside the mosque?

### **Spring**

#### **Christianity**

We are learning to recall key events in the Easter story and understand how Jesus' life, death and resurrection teaches Christians about forgiveness, while being a symbol for hope for Christians

- Is forgiveness always possible?
- Did Jesus always forgive?
- What is good about Good Friday?
- What happened in the Easter story?
- What does the bread and wine represent?
- What is Palm Sunday and Maundy Thursday?
- Who was Good Friday good for; do Christians today think it was good for them?
- What do we think was God's plan for Jesus' life accordingly to Christianity?
- Did Judas betray Jesus as part of God's plan and did God intend for Jesus to be crucified?
- 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?

### **Summer**

#### **Sikhism**

We are learning to understand the reasons why a Sikh may choose to join the Khalsa, the relevance of Sikh stories today, how Sikhs show their commitment to God.

- Does joining the Khalsa make a person a better Sikh?
- What happens during an Amrit ceremony?
- What happens during the Ceremony and what promises are made?

- Would wearing the 5K's make someone a better Sikh?
- Does participating in worship help people to feel closer to their faith?
- Why would it matter to a Sikh to be a part of the Khalsa?
- Is religion the most important influence and inspiration in everyone's life?.
- What makes a story special to you?
- Are Sikh stories important today?
- What is the meaning in the story of Guru Nanak, Mardana, the bowl and the jasmine flower?
- How is the story 'Guru Nanak and the Cobra' relevant today to Sikhs?
- 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?
- Why don't all Sikhs choose to join the Khalsa?

## **MFL in Form 4 (Spanish)**

From September, all pupils learn Spanish for one hour per week, with Señora Scott. They are introduced to some Spanish phonics, to help them to identify sounds and letter strings so they are able to spot patterns of pronunciation and grammar. They shall be learning four skills: listening, speaking reading and writing in Spanish (the emphasis will be mainly speaking and listening at the early stage of learning a new language). They will identify similarities between French they learnt in Pre-prep with Spanish. We move from using single words to short phrases and sentences. Pupils will begin to discover a little grammar of the Spanish language and identify differences and similarities with English. Pupils are encouraged to become “language detectives” as they begin to build language-learning skills.

### **Autumn:**

- Learn some Spanish phonic sounds (*ca/ce/ci/co/cu*)

#### **Unit 1: Me Presento (I present Myself)**

- **KEY QUESTIONS TO USE ORALLY IN ALL LESSONS:**
  - i. ¿Cómo te llamas? ¿Cómo estas? ¿Cuántos años tienes?
- Count to 20 in Spanish.
- Say their name and age in Spanish.
- Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling.
- Tell you where they live in Spanish. ☐ Tell you if they are Spanish or English, introducing concept of gender and agreement
- Intercultural understanding: European Day of Languages, El Dia de Los muertos (Mexico)
- Christmas around the world: Spanish-Speaking countries, celebrations and festive vocabulary

### **Spring:**

#### **Unit 2: Verduras (Vegetables)**

- Remember all the language from unit 1
- **KEY QUESTIONS TO USE ORALLY IN ALL LESSONS:**
  - i. ¿Cómo te llamas? ¿Cómo estas? ¿Cuántos años tienes?
- Name and recognise up to 10 vegetables in Spanish.
- Attempt to spell some of these nouns (including the correct article)
- Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.
- Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.

#### **Unit 3: La Familia (Family)**

- To talk about your family in Spanish
- Remember the nouns for family members from memory
- Describe our own or a fictitious family in Spanish by name, age and relationship.
- Count up to 100 in Spanish.
- Understand possessive adjectives better in Spanish ('my' form only)
- *Intercultural understanding: Mardi Gras (carnivals), Semana Santa (Spain) and Easter traditions, Las Fallas (Cultural lesson)*
- *Language Learning Skills: Using verbs in the first person, I and you for questions, using polite language phrases (I would like, please, thank you)*

## **Summer:**

### **Unit 4: Desayuno en el café (Ordering breakfast)**

- **KEY QUESTIONS TO USE ORALLY IN ALL LESSONS:**
  - i. ¿Cómo te llamas? ¿Cómo estas? ¿Cuántos años tienes? and
  - building upon this with questions we have learnt in previous units to use in Speaking Assessments
- To be able to order a selection of drinks and food for breakfast at a café
- Order a selection of typical foods, drinks and snacks from a Spanish menu and order a breakfast in Spanish.
- Perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.

### **Unit 5: Ricitos y los Tres Osos (Goldilocks and the Three Bears)**

- Not only sit and listen attentively to the story but to recognise, understand and remember more of the new language.
- Increase their memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish.
- Increase their thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases.
- Attempt to spell in Spanish.
- *Intercultural Understanding: typical foods found in Spanish cafes and restaurants; similarities and differences with how traditional stories have been told through the years, La Tomatina- Spanish festival*



## **Music in Form 4**

### **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, assembly or production.

**Recorder:** Children in Form 4 will learn to play a number of chords on the recorder and continue learning to read and write conventional notation.

### **Autumn**

#### **Learning to play the Glockenspiel**

- Perform a number of melodies in time to a backing track
- Performing whilst following conventional notation
- Simple improvisation

#### **A Study of 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

### **Spring**

#### **Exploring Repeated Rhythmic patterns**

- Recognising repeated patterns in music
- Performing songs and instrumental parts with repeated patterns
- Creating a rap

#### **Exploring Gospel Music**

- Musical games
- Recognising style indicators
- Singing a range of gospel music

### **Summer**

#### **Painting with Sound**

- Recognising how music is characterised
- Combining sounds to create a particular effect or mood
- Setting poems to music

#### **Exploring Pop Music**

- Learning about the structure of songs
- Musical styles of 70s and 80s