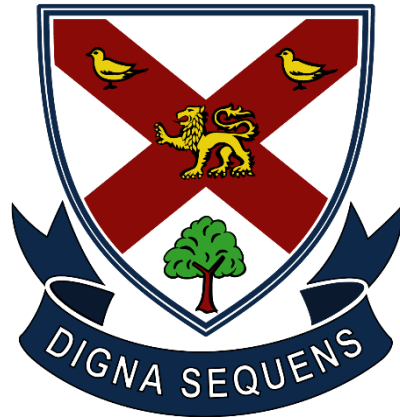


Widford Lodge

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.

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 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. In the spring term, Form 5 travel to Riverside on Tuesday afternoons 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 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 and English homework twice a week, and humanities homework once a week. 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, 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 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 ± 2.7 , halve 5.6, double 0.34
- Use knowledge of place value and multiplication facts to 12×12 to derive related multiplication and division facts involving decimal numbers, e.g. 0.8×7 , $4.8 \div 6$
- Recall quickly multiplication facts up to 12×12 and use them to multiply pairs of multiples of 10 and 100 e.g. 400×60 , derive quickly division facts from corresponding multiplication facts, derive quickly squares of numbers to 12×12 e.g. $5^2 = 5 \times 5 = 25$. The children will also have a weekly times table test.
- 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. Ones.t \pm Ones.t, Tens and Ones \times Ones, Ones.t \times Ones, HTOnes \div Ones, Ones.t \div 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 \times Ones, (H)TOnes \times TOnes and (Th)HTOnes \div 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 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 children will be tested at school on these words and they will have a weekly dictation based on the novel that they are reading as a class.

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 un-joined.

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. We will endeavour to make the writing as cross-curricular as we can. The children will also write for ten minutes on a given task. This will be once a week. Feedback will be given on how to improve for next time. This is in preparation for the writing tasks in the 11+ exam.

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 consistent
- using and understand 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 end of year exams.

Safety in the Laboratory

Children will revise the Widford Lodge Laboratory Rules. Children will relate safety in the laboratory to safety in the home as well as utilising the different types of laboratory apparatus. They will also recap and identify the 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:

- 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?

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

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

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

3D

- Responding to the figurative work of artists such as Henry Moore and 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 / paints

Printmaking

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

Technology

- Developing ideas through sketching and working with technical components, wood strip, paper, card and found materials;
- Using a variety of tools with precision and care;
- 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.
- Developing designing skills by using information sources to generate ideas and formulate an understanding of how cam mechanisms can be used to produce movement.
- Using simple electrical circuits to operate motors;

Computing in Form 5

Digital literacy

- Using the Internet
- Selecting key words to include in web searches to compare websites to help verify content
- Creating mind-maps.
- Teams: virtual learning environment (VLE); logging in, accessing groups; completing tasks and assignments
- 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

- Text and graphics: Page setup, columns, backgrounds, borders; text boxes; floating graphics;
- Vector graphics the principles of vector graphics, particularly the differences between object-based packages and paint programs; creating characters, avatars and logos.
- Introduction to spreadsheets: 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: Printing text, performing calculations & text variables; Inputting text and numbers; Lists and functions; Conditional (IF) and (OR) and (WHILE) loops
- 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 Cricket. There is the option for girls and boys to change between these if they wish. In the autumn term, Form 5 swim each Tuesday afternoon at Riverside – the kit required is Widford Lodge swimwear available from School Wear Plus.

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.

<u>Term</u>	<u>Autumn 1st</u>	<u>Autumn 2nd</u>	<u>Spring 1st</u>	<u>Spring 2nd</u>	<u>Summer 1st</u>	<u>Summer 2nd</u>
Sport	Orienteering and Adventurous Activities	Gymnastics	Dance	Racket sports	Athletics	Athletics
Details	<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>	<p>As for summer 1st</p>

<u>Term</u>	<u>Autumn 1st</u>	<u>Autumn 2nd</u>	<u>Spring 1st</u>	<u>Spring 2nd</u>	<u>Summer 1st</u>	<u>Summer 2nd</u>
Sport	Orienteering and Adventurous Activities	Gymnastics	Dance	Racket sports	Athletics	Athletics
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.	White shorts, white polo tops and a blue sunhat. A drinks bottle.

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. 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 to face new challenges positively
- Understand how to set personal goals
- Understand the rights and responsibilities associated with being a citizen in the wider community and their country
- Know how an individual's behaviour can affect a group and the consequences of this
- Understand how democracy and having a voice benefits the school community
- Understand how to contribute towards the democratic process

Celebrating Difference

- Know what culture means
- Know that differences in culture can sometimes be a source of conflict
- Know what racism is and why it is unacceptable
- Know that rumour spreading is a form of bullying on and offline
- Know external forms of support in regard to bullying e.g. Childline
- Know that bullying can be direct and indirect
- Know how their life is different from the lives of children in the developing world

Dreams & Goals

- Know that they will need money to help them to achieve some of their dreams
- Know about a range of jobs that are carried out by people I know
- Know that different jobs pay more money than others
- Know the types of job they might like to do when they are older
- Know that young people from different cultures may have different dreams and goals
- Know that communicating with someone from a different culture means that they can learn from them and vice versa
- Know ways that they can support young people in their own culture and abroad

Healthy Me

- Know the health risks of smoking
- Know how smoking tobacco affects the lungs, liver and heart
- Know some of the risks linked to misusing alcohol, including antisocial behaviour
- Know basic emergency procedures including the recovery position
- Know how to get help in emergency situations
- Know that the media, social media and celebrity culture promotes certain body types

- Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure
- Know what makes a healthy lifestyle

Relationships

- Know that a personality is made up of many different characteristics, qualities and attributes
- Know that belonging to an online community can have positive and negative consequences
- Know that there are rights and responsibilities in an online community or social network
- Know that there are rights and responsibilities when playing a game online
- Know that too much screen time isn't healthy
- Know how to stay safe when using technology to communicate with friends

Changing Me

- Know what perception means and that perceptions can be right or wrong
- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally
- Know some of the changes on the inside that happen during puberty
- Know how a baby develops from conception through the nine months of pregnancy
- Know that becoming a teenager involves various changes and also brings growing responsibility

Religious Education in Form 5

These are the Religious Education topics that the children will be learning about in Year 5. 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

Hinduism

We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu, how a Hindu would show commitment to God and investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging.

- 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?
- Would visiting the River Ganges feel special to a non-Hindu?
- Is water important? Why?
- Would two people gain the same experience if they visited the Ganges?
- How do Hindus celebrate Diwali?
- Does participating in worship help people to feel closer to their faith?
- Is religion the most important influence and inspiration in everyone's life?
- What consequences have you experienced as a result of a positive or negative action undertaken?
- Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?
- How does Karma help Hindus lead good lives?
- What do Hindus believe about life after death?

Spring

Christianity

We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way. We are also learning to examine the influences Christianity still has in the world and to evaluate whether it is still a strong religion.

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

Summer

Islam

We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. We are also learning to understand different Muslim interpretations of Jihad and how this links to getting to Heaven (Jannah).

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

MFL in Form 5

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 previously 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:

KEY QUESTIONS TO PRACTISE VERBALLY IN EVERY LESSON:

- ¿Cómo te llamas? ¿Cómo estas?¿Cuántos años tienes?

Unit 1: Me Presento (I present myself)

- Learn the days of the week and months of the year, so say the date (and numbers up to 31)
- 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, Christmas around the world (Spanish-Speaking countries) and festive vocabulary. Cultural Lesson: El Dia de los Muertos (Mexico)*

Spring:

KEY QUESTIONS TO PRACTISE VERBALLY IN EVERY LESSON:

- i. ¿Cómo te llamas? ¿Cómo estas?¿Cuántos años tienes?

Unit 2: La Casa Tudor (The Tudors)

- Sit and listen attentively to Tudor history for as long as they can, concentrating well on the facts told to them in Spanish, learning how to decode longer spoken and written Spanish that is harder and unknown to them.
- Learn at least three adjectives in Spanish.
- Tell somebody in Spanish at least one key fact of Tudor history.

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.*
- *Language Learning Skills: Introduction to using a bilingual dictionary.*

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 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 continue to learn the ukulele as part of their regular curriculum lesson.

Autumn

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

Spring

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

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