Widford Lodge

Preparatory School

DIGNA SEQUENS

Curriculum Information

Booklet for Years 1-6

INTRODUCTION

This booklet contains curriculum information outlining what pupils will study over the course of the 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, along with details of homework.

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

Michelle Cole, September 2023

Topic overview for Years 1 to 6

This year, we have adapted our curriculum to include more cross curricular opportunities across different subjects. While this is not always possible, given the nature of specific content and skills that children need to cover in each subject, we expect these changes to improve the learning experience for each pupil and provide them with the opportunity to transfer their skills across the curriculum, leading to deeper learning and understanding. There follows a breakdown of the various topics that will be covered each term for each year group, supported by links to novels in English and with Geography, History and Art:

YEAR 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER	SUMMER
Year 1	Understanding Me		Rural and Urban life		Britain and friends	
Geography	My World (UK & South America) and Me & Animals Around the World		Life in the City & Country		Australia	
History	Toys, Christmas and Homes like in the Past.		Great Fire of London		Kings & Queens of the Past (including Castles)	

YEAR 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER	SUMMER
Year 2	Hot and Cold Places		Widford Lodge and Local Area		Significant people	
Geography	Saint Lucia/Race to the poles		Local area study		Mapping of significant people and continents	
History	What did seaside places look like in the past?		History of Widford Lodge History of Hylands)		Florence Nightingale and Mary Seacole plus others	

YEAR 3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 3	From Stone Age to Iron Age		The Ancient Egyptians		The Ancient Greeks and their influence on the world	
History	From Stone Age to Iron Age		The Ancient Egyptians		The Ancient Greeks and their influence on the world	
Geography	Ocean Pollution and other types		Kenya/Africa		Europe	

YEAR 4

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 4	The Ancient Chinese Empire		The Romans		The Anglo-Saxons and The Vikings	
History	The Ancient Chinese Empire		The Romans		The Anglo-Saxons and The Vikings	
Geography	Improving the Environment		Natural Disasters		Village Settlers	

YEAR 5

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 5	The Tudors and Stuarts		The Plague of 1665		The Aztecs	
History	The Tudors and Stuarts		The Plague of 1665		The Aztecs	
Geography	Explorers/Mapping		Water and aid		North and South America	

YEAR 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 6	French Revolution	The Kingdom of Benin	The Victorians & World War 2			Refugees
History	French Revolution	The Kingdom of Benin	The Victorians & World War 2			Refugees
Geography	Mountains		Weather and Climate		Refugees/Brexit	

WHAT DO WE EXPECT FROM WIDFORD LODGE PRE-PREP CHILDREN?

Behaviour

- To be aware of other people.
- To move around the school quietly.
- To knock before entering another classroom and say ‘excuse me’.
- To use good manners when talking to others.
- To line up sensibly next to other people.
- To use sensible, safe behaviour.
- To line up next to appropriate people.
- To support Reception and Form 1 during group and playground activities

In classroom/at the gate

- Unless requested, to leave toys and teddies at home.
- To leave parent at the black gate.
- On arrival at school to follow morning routine.
- To give out books.
- To tidy up classroom resources when asked. To put rubbish in correct bins.
- To keep classroom and areas tidy.
- To change into and from uniform unaided.
- To change for P.E. with the minimum of support.
- To put on Art apron independently and fasten (seek help from peer if necessary).
- To work successfully in pairs/teams when asked and co-operate when opinions differ.
- To put on own blazer or coat.
- To help to give out book bags and hats at the end of the day.
- To write name (if appropriate), date and title immediately and without prompting at the top of work and then to start work straight away.
- To hand in completed work without prompting.
- To be responsible for using a sharpened pencil.
- To follow 3 instructions.
- To work independently.

In classroom

- To listen and concentrate.
- To sit on a chair correctly.
- To put hand up to talk, wait and not shout out.
- To behave safely in classroom and toilet area.
- To line up quietly.
- To treat classroom equipment with care.
- To sit quietly whilst eating morning and late-stay snacks.

At playtimes

- To not run whilst eating.
- To be mindful and caring of others.
- To play safely.
- To lead and follow.
- To treat outdoor equipment with care.

At lunchtimes

- To line up quietly.
- To use manners when requesting and eating food.
- To sit and eat sensibly and unaided, using knife and fork.
- To try all food.
- To take up plate when finished and scrape it.
- To leave hall quietly.
- To talk quietly at the table.

Homework in Forms 1 and 2

1. **Daily Reading**

   Please listen to your child read every day.

   Please inform us which books your child has completed in their reading diary. We are delighted to hear other comments too.

2. **Spelling Tests**

   The Spelling Frame website should be used at home to help your child learn their spelling words, which will include digraphs, tricky words and high frequency words.

3. **Times Tables**

   In Form 2 children will be asked to practise specific times tables.

4. **Weekend Homework**

   Homework will come home each week. It will usually comprise:

   - English/maths/Topic related tasks- to take up to 30 minutes
   - Spelling practice
   - Reading
   - Form 2 times table practice

We try to make homework fun, ***however it is important and not optional***. Please send back the homework and folder on the correct day. We will be sharing it that day and each child takes pride in showing everyone what they have achieved or found out. We often talk to the children about 'getting homework jobs done' earlier in their weekend and they agree that they prefer this. We thank you for your support in this area.

As you will agree nurturing good homework habits early on is crucial for future academic success. Children should use pencil for any written work. Homework tasks should be completed as independently as possible.

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/blue/school colours. Nail varnish should not be worn. 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.

Allocation of lessons in the Prep School

There are 52 lessons per week, each of 30 minutes duration. In addition to this, children spend 15 minutes two to 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 over the course of the year include Cooking, Gardening, Drama, Philosophy, Forest School, Spirituality, Samba and current news stories. In the Autumn term, Forms 3 and 4 travel to Riverside each Tuesday afternoon for a 30 minute swimming lesson. This replaces the activities session for that term. In the Spring term, Forms 5 and 6 travel to Riverside. From January, the Reasoning lessons for Year 6 are swapped to Engineering.

The allocation of lessons in Forms 3 to 4 are as follows:

Subject	**Allocation**	**Subject**	**Allocation**
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	PSHEE	2
Geography	2	Junior Choir	1

The allocation of lessons in Forms 5 to 6 are as follows:

Subject	**Allocation**	**Subject**	**Allocation**
Maths	10	R.E	2
English	10	Music	2
Science	4	MFL	2
Art/DT	4	Reasoning/Engineering	2
Computer Science	2	P.E & Games	7
History	2	PSHEE	2
Geography	2	Form time	1

Homework in the Prep School

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

They receive Maths homework twice a week and English homework twice a week.

For Years 4 to 6, pupils also do a Science based homework once a week. For Years 5 to 6, one of the Maths and English homework tasks are shorter and may be given on the same night as a short History or Geography task.

Pupils in Years 3 to 4 are expected to spend around 30 minutes on each homework task, while pupils in Years 5 to 6 are expected to spend around 40 minutes on each homework task. Pupils in Years 5 to 6 will also have weekly Verbal Reasoning/Non-Verbal Reasoning homework, although only in the Autumn term for Year 6.

Mathematics in Forms 1 and 2

Below is a guide for you as parents. Please note you are not required to use it to carry out additional work at home. Each child is different and while some may cope with these topics easily and move beyond them, others may find aspects challenging: this is a general guide only.

Please see our separate Calculations Policy for details of the mental and written methods used in Form 1 and Form 2

Form 1

Number Recognition, Counting and Estimating Skills

Your child will:

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Recognise a number of objects up to 6 without counting
- Count, read and write numbers to 100 in numerals
- Read and write numbers from 1-20 in numerals and in words
- Count on and back in 10s from a multiple of 10
- Count a group of objects by counting in 5s or 10s
- Count on in 2s or 5s up to 100
- Say which is more or less of two numbers
- Order numbers to at least 30; say a number lying between 2 numbers
- Begin to recognise odds and evens up to at least 20
- Estimate a number of objects up to 30
- Given a number, identify one more and one less
- Use the language of equal to, more than, less than, most, least
- Understand and use ordinal numbers up to at least 20th

Place Value

Your child will:

- Recognise the value of each digit in a 'teens' number
- Begin to partition a 2 digit number into Tens and Ones

Addition and Subtraction

Your child will:

- Relate counting on to addition and to addition sentences
- Say the number that is 1 more than a given number
- Find a difference between 2 numbers by counting on
- Relate addition facts for pairs of numbers to an understanding of addition, including use of + and =
- Know by heart addition facts for pairs of numbers that total up to 6, 7, 8, 9 and 10
- Recognise doubling as addition; know doubles of numbers up to 5
- Add by counting on, not bridging a multiple of 10, other than 10 or 20
- Add by identifying near doubles
- Add a 1 digit number to a 2 digit number
- Begin to add a multiple of 10 to a 2 digit number by counting in 10s
- Add 2 multiples of 10 by counting on in 10s

- Begin to add two 'teen' numbers, not crossing a multiple of 10
- Say the number that is 1 less; count back 1 from a given number
- Subtract a 1-digit number from a 'teens' number by counting back
- Subtract a 1 digit number from a 2 digit number by counting back
- Count on and back in 10s from any number up to 100
- Count on and back in 1s and 10s. Say the number that is 1 or 10 more or less
- Subtract one multiple of 10 from another
- Subtract by counting back to a multiple of 10

Multiplication and Division
Your child will:

- Through grouping and sharing small quantities, begin to understand multiplying and dividing, doubling and finding simple fractions of objects, numbers and quantities

Fractions
Your child will:

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Measure
Your child will:

- Compare two or more lengths or heights by direct comparison
- Estimate then measure lengths and heights, recording estimates
- Measure lengths using uniform non-standard units (whole, half and quarter)
- Compare two or more weights by direct comparison
- Measure weights using uniform non-standard units
- Compare 2 or more capacities by direct comparison
- Measure capacity using uniform non-standard measurements

Time
Your child will:

- Order familiar events in time
- Know the days of the week and months of the year
- Read the time to the hour and half past the hour on analogue clocks
- Tell the time to the hour and half past and draw the hands on a clock face to show these times

Data Handling
Your child will:

- Organise and interpret information in a simple table

Geometry – Properties of Shapes
Your child will:

- Use the names and describe the features of common 2D shapes
- Use the names and describe the features of common 3D shapes
- Describe position: above, below, beside, left, right
- Describe direction and movement: forwards, backwards, up, down, left, right, whole, half, quarter and three quarter turns

Money
Your child will:

- Recognise coins of different values; order coins according to their value
- Exchange coins for 10p and 1p coins; find totals of sets of coins
- Solve real life problems involving money (change)
- Find total sets of coins and give change

<u>Form 2</u>

Children will be able to recap and build upon skills that they have learnt in Year 1.

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

- Using number bonds e.g. pairs of numbers making 10, 20
- Looking for pairs making 9, 10 or 11 first
- Starting with the highest number
- Partitioning into tens and ones e.g.

36 + 53 = 36 + 50 + 3

= 86 + 3 = 89 or

67 + 24 = (60 + 20) + (7 + 4)

= 80 + 11 = 91

They will learn that addition can be done in any order but subtraction cannot, and will recognise the inverse relationship between addition and subtraction.

Multiplication facts should be learned by heart and children should understand, for example, that 5 x 4 is the same as 4 x 5. Tables learned should include 2, 3, 4, 5 and 10 with corresponding division facts, for example divide 32 by 4; what is 6 multiplied by 3. They may of course learn other times tables once these are secure!

Children will learn techniques for solving worded problems. The language will indicate the operation required e.g. total will need addition or find the difference will need subtraction.

Children will understand that division sums may have remainders and will start thinking about rounding answers up or down when solving worded division problems.

Pupils will be taught to recognise, find, name and write the fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity. They will write simple fractions eg ½ of 6 = 3 and recognise the equivalence of 2/4 and ½.

There are everyday situations involving time, measures and money where you can reinforce your child's understanding, for example:

- Recognising coins and notes, using decimal notation, finding totals and giving change
- Using vocabulary such as cm, m, km, g, kg, ml, l and degrees C and knowing the equivalents of g to kg etc, as well as encouraging measurement, estimating and problem solving using rulers, scales, jugs etc.
- Time facts involving seconds, minutes, hours, days, weeks, months and years as well as telling the time to 5 minutes on digital and analogue clocks. Children will also learn how to compare and sequence intervals of time.

Your child will extend their 2D and 3D shape knowledge, using vocabulary including sides, lines of symmetry, edges, vertices and faces.

Children will do mental maths work, using informal jottings if required. They will have regular timed mental maths tests and times table tests.

Mathematics in the Prep School

Throughout the year, your child will receive homework and may also require support when revising for tests and exams. You may find it helpful to look at the following explanations of the methods and concepts they will be studying in each form. This is only a guide for you as parents; you are not required to use it to carry out additional work at home. Please remember that each child is different and while some may cope with these topics easily and move beyond them, others may find aspects challenging: this is a general guide only.

Please refer also to the calculations policy available on our website for details of the mental and written strategies used across the Prep School.

Form 3

Your child will continue to learn about place value – this means what each digit in a number represents. For example, 537 is 500 and 30 and 7. Pupils will read and write numbers up to 1000 in numerals and words.

They will use this knowledge to extend number sequences and counting in steps as well as extending their odd and even number understanding. They will count in multiples of 50 and 100 and find 10 or 100 more or less than a given number.

Your child will learn about multiples, for example that multiples of 5 end in 5 or 0. They will round numbers to the nearest ten or hundred.

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

- Using number bonds eg pairs of numbers making 10, 20, 100
- Looking for pairs making 10 or near 10
- Starting with the highest number
- Partitioning into tens and ones e.g.

$36 + 53 = 36 + 50 + 3$

$= 86 + 3 = 89$ or

$67 + 24 = (60 + 20) + (7 + 4)$

$= 80 + 11 = 91$

Children will start to add and subtract by writing numbers underneath each other in column format, but may not always use this format for subtraction. They will be encouraged to estimate answers and to check them using inverse operations eg addition for subtraction sums.

Multiplication facts should be learned by heart and children should understand, for example, that 5 x 4 is the same as 4 x 5. Tables learned should include 2, 3, 4, 5, 8 and 10 with corresponding division facts, for example divide 32 by 4; what is 6 multiplied by 3. The children will also work on times tables on a weekly basis. They may, of course, learn other times tables once these are secure! They start to use multiplication and division facts to derive related facts eg 3 x 2 = 6, so 30 x 2 = 60.

Children will understand that division sums may have remainders and will start thinking about rounding answers up or down when solving worded division problems.

Fractions will be extended to thirds and tenths of shapes and numbers. Children will start to find, for example, 2/3 of a number. They will add and subtract fractions with the same denominator within one whole, eg 5/7 + 1/7 = 6/7. Children will compare and order unit fractions and fractions with the same denominators.

There are everyday situations involving time, measures and money where you can reinforce your child's understanding, for example:

- Recognising coins and notes, using decimal notation, finding totals and giving change
- Using vocabulary such as cm, m, km, g, kg, ml, l and ◦C and knowing the equivalents of g to kg etc, as well as encouraging measurement, estimating and problem solving using rulers, scales, jugs etc.
- Finding the perimeter of simple 2D shapes
- Time facts involving seconds, minutes, hours, days, weeks, months and years as well as telling the time to 5 minutes on digital and analogue clocks; using Roman numerals from I to XII and using 12 and 24 hour clocks. Finding the duration of events.

Other concepts covered include: mathematical investigations, lines of symmetry, co-ordinates on a grid, compass directions, right angles as quarter/half/three quarters/four quarters of a turn, Carroll and Venn diagrams, pictograms, tables and bar charts.

Your child will extend their 2D and 3D shape knowledge to include: quadrilateral, semi circle, prism and hemisphere. They will draw and make shapes and will identify horizontal, vertical, parallel and perpendicular lines. They will use the language of acute and obtuse angles.

Children will carry out a great deal of mental maths work, using informal jottings if required. They will have regular timed mental maths tests and times table tests.

<u>Form 4</u>

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 2/6 = 1/3. They will recognise some decimal/fraction equivalents, such as 0.25 = ¼. 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 and 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
 _____                  ___
    11  (ones)            1  (one)
   120  (tens)           50  (tens)
   300  (hundreds)      300  (hundreds)
 _____                  ___
   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 x 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

32 x 3 = (30 x 3) + (2 x 3)

= 90 + 6 = 96

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

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

```
   23                 or   23
 x  7                    x  7
  ___                     ___
  140  20 x 7              21
   21   3 x 7             140
  161                     161
```

leading to:

```
   T O
   2 3
 x   7
 _____
   161
 _____
```

For short division they will set out sums like this:

96 ÷ 6

? x 6 = 96
10 x 6 = 60

36
6 x 6 = 36
Answer = 16

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 1km = 1000m, 1 cm = 10mm, 1kg = 1000g, 1l = 1000ml, 100 cm = 1m.

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

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 ÷ 6
- Recall quickly multiplication facts up to 12 × 12 and use them to multiply pairs of multiples of 10 and 100 e.g. 400 x 60, derive quickly division facts from corresponding multiplication facts, derive quickly squares of numbers to 12 x 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 ± Ones.t, Tens and Ones × Ones, Ones.t × Ones, HTOnes ÷ Ones, Ones.t ÷ Ones etc
- Use the standard written methods for addition and subtraction of whole numbers and decimals
- Use understanding of place value to multiply and divide whole numbers and decimals by 10, 100, 1000 etc
- Use the standard written methods for multiplication and division calculations of HTOnes × Ones, (H)TOnes × TOnes and (Th)HTOnes ÷ Ones
- Find fractions using division, e.g. 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 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.

<u>**Form 6**</u>

In Year 6 children learn to:

Use and apply mathematics

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

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

- Compare and order integers (whole numbers), decimals and fractions in different contexts.

- Use fractions, percentages and the vocabulary of ratio and proportion to describe the relationships between two quantities and solve problems, e.g. identify the quantities needed to make a fruit drink by mixing water and juice in a given ratio; use ratio notation and reduce a ratio to its simplest form.
- Multiply and divide fractions
- Relate fractions to their decimal and percentage representations e.g. ⅝ = 0. 625 = 62½ %
- Express one quantity as a percentage of another, e.g. express £400 as a percentage of £1000.
- Recognise approximate proportions and use percentages to identify and compare proportions, e.g. when interpreting pie charts.
- Understand and use binary code

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

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

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

Measure accurately using appropriate units, interpret and compare scales

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

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

English in Forms 1 and 2

English: Form 1
Children will have a daily **phonics** session of around 20 minutes, to build upon and continue their phonics understanding.

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
- 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, building on contributions of others.

Spelling:
Children revise those sounds learned in Reception and they learn alternate ways to spell these sounds. They learn to be spelling detectives where they try spelling words using different spelling choices in order to be able to identify the correct spelling.

The children will learn to spell:

- words containing each of the 40+ phonemes already taught
- common exception (tricky) words
- days of the week
- naming the letters of the alphabet in order and out of order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- write from memory simple sentences dictated by the teacher.

Writing:
Children respond to a range of fiction, poetry and non-fiction texts. They learn different writing styles including labelling, captions, instructions and recounts.

Children will write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- pictorially planning and rehearsing sentences with actions
- ‘best sound writing’ for longer stories

- re-reading what they have written to check that it makes sense
- discussing what they have written with the teacher or other pupils
- reading aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting:
We follow the Nelson Handwriting Scheme. We revise letter formation before we begin to join up our writing. We always encourage the children to present their work to the highest standard. The children have formal handwriting lessons in class where they will learn cursive script.

Grammar:
We focus on learning sentence rules, knowledge of alphabetical order and dictionary skills.

Pupils will learn:

- joining words and joining clauses using ‘and’
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- grammar specified in the National Curriculum
- grammatical terminology.

Reading:
Children will be heard read on a twice weekly basis and are encouraged to read daily at home. They also read during class in a variety of lessons and apply phonic knowledge and skills as the route to decode words. We have a set of ‘Reading Bags’ that the children are given, when they are ready for that stage, to reinforce their reading skills and encourage enjoyment of literature.

In reading lessons the children will: develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discuss a wide range of poems, stories and non-fiction
- be encouraged to link what they read or hear read to their own experiences
- become very familiar with key stories, repetitive stories and modern and traditional tales, retelling them and considering their particular characteristics
- learn to appreciate rhymes and poems, and to recite some by heart
- discuss word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to
- check that the text makes sense to them as they read and correct inaccurate reading
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them
- children show their literal understanding of a variety of texts. They also develop empathy for characters.

*See tables at the end of the English section for the text studies and writing genres.

English: Form 2
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. Phonics will continue to be a focus throughout Form 2.

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.
- 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 and improvisations
- Consider different viewpoints.

Spelling:
Children will be given a weekly spelling list that teaches spelling rules and sounds. These are taken from the National Curriculum Year 2 Spelling Lists. We will also ensure that the High Frequency words are also revised and secure. 'Spelling Frame' can be used at home to help the children to learn their weekly spellings.

The children will learn to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- applying spelling rules.
- writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting:
We follow the Nelson Handwriting Scheme and will continue to practise letter formations in cursive writing. Children are encouraged to use the correct pencil grip and cursive writing form throughout Form 2. We always encourage the children to present their work to the highest standard.

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.

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

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about

- pictorially planning and rehearsing sentences with actions
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correct]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Grammar:
Pupils should be taught to:

- learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use: sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 from the N.C
- some features of written Standard English
- use and understand the grammatical terminology in discussing their writing.

Reading:
Children will be heard on a weekly basis and are encouraged to read daily at home. Each child will have a reading bag with a variety of genres, which can be changed weekly. Children will read in a group, studying one book either fiction or non-fiction once a week. Reading aloud will be an opportunity to use expression, acknowledging the punctuation. Aspects such as the Contents and Glossary page will be discussed.

Children will be encouraged to recall accurately what they have read and asked for the inferred meaning of text. Children will read daily during class, based on the author studies and topics from other subjects.

Word Recognition:
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

- read accurately by blending the sounds in words
- 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 these books to build up their fluency and confidence in word reading.

Comprehension:
In reading lessons the children will develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understanding both the books that they can already read accurately and fluently and those that they listen to
- checking that the text makes sense to them as they read and correcting inaccurate reading
- predicting what might happen on the basis of what has been read so far
- participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

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 will be completed during class lessons in preparation for exams and as homework. This is to ensure they have a solid understanding of the text read and the vocabulary used.

*See tables at the end of the English section for the text studies and writing genres.

Prep School English

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. We use CGP workbooks for further exercises to reinforce what is suggested. The children have lists to learn each week, which are differentiated. The children will be using the scheme, 'Spelling Frame' - spellingframe.co.uk.

They can learn their list of words from online exercises and games. The teacher will set the lists to be learned weekly. They will be tested weekly on their spellings in class as well.

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. 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. After consistently writing neatly, children are able to earn a 'Pen Licence' from Form 4 onwards. The children will learn to choose the writing implement that is best suited for a task.

Writing

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

Children will be taught to develop positive attitudes towards and stamina for writing through a variety of strategies from Year 3 to Year 6, such as:

- 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
- pictorially planning and rehearsing sentences with actions
- 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.
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- drafting and writing by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- adhering to a success criteria to ensure the effectiveness and accuracy of their own writing
- 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 the skills and knowledge in line with National curriculum expectations and beyond. This will lead to children having an understanding of different terminology to do with punctuation and grammar and learning how to apply these various aspects into their writing.

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 3 a lot 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. Children will progress to independent reading and will choose short novels, with the guidance of the teachers, allowing them to improve their fluency and word recognition over the course of their time at the school.

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 fairy stories, myths and legends, and retelling 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 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
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

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. Each week, pupils will be focusing on a particular area to do with VIPERS (vocabulary, inference, predict, explain, retrieve and summarise/sequence).

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.

Text Studies (for information purposes only)

Below is a table detailing the text studies for Form 1-6. There is a range of fiction, non-fiction, poetry and film texts.

Form 1	**Form 2**	**Form 3**	**Form 4**	**Form 5**	**Form 6**
The Everywhere Bear, Julia Donaldson The day the crayons quit, Drew Daywalt Last stop on Market Street, Matt De La Pena The Squirrels who squabbled, Rachel Bright Something Fishy (film) I want my hat back, Jon Klassen	The Storm Whale, Benji Davies Zahra (film) The Snowflake, Benji Davies George's Marvellous Medicine, Roald Dahl Florence Nightingale, Little People, Big World The Tunnel, Anthony Browne	Stone Age, Bone Age, Mick Manning The Catch (film) The Ancient Egyptian Sleepover, Stephen Davies Greek Myths & Legends (assortment of texts)	The Bear in the Stars, Alexis Snell The Flood, Alvaro F Villa Birthday Boy (film) The Lion, the Witch and the Wardrobe, C.S.Lewis Escape to Pompeii, Christina, Balit Anglo-Saxon Folktales (assortment of texts) The Water Tower, Gary Crew	My friend Walter, Michael Morpurgo Little Boat (film) The Highwayman, Alfred Noyes Frankenstein, Mary Shelley Little Freak (film) Kensuke's Kingdom, Michael Morpurgo Macbeth, William Shakespeare	Freedom, Katherine Johnson The Undefeated, Kwame Alexander The Lighthouse/The Piano (film) Goodnight Mr Tom, Michelle Magorian Anne Frank's Diary, Anne Frank The Boy at the back of the classroom, Onjali Q.Rauf

The number of texts varies between year groups according to the size of the unit.

Writing Genres (for information purposes only)

Below is a table detailing the genres of writing studied and taught for Form 1-6:

Form 1	**Form 2**	**Form 3**	**Form 4**	**Form 5**	**Form 6**
Stories with familiar settings Poems using the senses Non-Chronological Report Traditional & Fairy Tales (including alternative version) Performance Poetry Instructions Poem on a theme Fantasy story Poetry using pattern and rhyme Short repetitive stories	Poems using the senses Short narrative Character description Mini biography Non-chronological report Nonsense Poetry Recount (diary) Poem on a theme Fantasy story Persuasive (advert) Postcard Play writing	Recount (historical setting) Instructions Shape poem Character description Setting description Non-chronological report Explanation Letter (character point of view) Story writing Structured poem Newspaper report Short myth Persuasive (letter) Performance poetry Author study	Story beginning on a theme Newspaper report Non-Chronological report Character and Setting description Free verse poem Review/Interview Historical story Explanation Author study Biography Narrative poem Persuasive(balanced argument) Short folktale Science-fiction story Performance poetry	Character description Recount Free verse poetry Dialogue (two character) Non-chronological report Auto-biography Setting description Short adventure story Structured poetry Story – alternative ending Persuasive (leaflet) Chronological report Narrative poetry Discussion/Argument Instructions Short story (another culture)	Character and setting description Recount Balanced argument Emotive poem Author study/biography Newspaper report (fiction) Interview Non-chronological report Persuasive (advert/letter) Explanation Structured poem Short story Letter Narrative poem Flashback story Newspaper report (non-fiction) Play writing Play performance

Science in Pre-Prep

Form 1

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:

- developing labelling skills
- starting to use appropriate vocabulary
- suggesting ideas and asking questions
- making predictions
- beginning to carry out a fair test
- locating information, sorting and classifying
- making comparisons-identifying similarities and differences
- using drawings to present evidence
- measuring (using non-standard units)
- filling in results tables
- beginning to suggest conclusions about what they have found out
- Observing closely, using simple equipment
- Performing simple tests
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions
- Asking simple questions and recognising that they can be answered in different ways

Types of Animal

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Parts of Animals

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

Changing Seasons

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Comparing Materials

- Describe the simple physical properties of a variety of everyday materials.

- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Identifying Materials
- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

<u>Form 2</u>
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:

- developing labelling skills
- starting to use appropriate vocabulary
- suggesting ideas and asking questions
- making predictions
- beginning to understand how to carry out a fair test
- locating information, sorting and classifying
- making comparisons-identifying similarities and differences
- using drawings to present evidence
- measuring
- filling in results tables
- beginning to suggest conclusions about what they have found out
- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

Uses of Materials
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Electricity
- What is electricity?
- How can I stay safe around electricity?
- What is a battery?
- Can I make a bulb light up?
- What circuits and switches?

Living Things in Habitats
- Explore and compare the differences between things that are living, dead, and have never been alive.
- Notice that animals, including humans, have offspring which grow into adults.

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including micro-habitats.

Growing Plants

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Growth and Survival

- Understand that animals have offspring and that not all animals reproduce in the same way.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

<u>Science in the Prep School</u>

In the Prep School children will have 2 hours of Science a week. They have a brief test at the end of each topic.

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:

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

Forms 3 to 6 will then learn scientific skills and understanding in line with the topics set out in the National curriculum. These are as follows:

	Autumn Term	Spring Term	Summer term
Year 3	Introduction to the Laboratory Rocks, Fossils and soils	Light and shadow Forces and Magnets	Health and Movement How Plants Grow
Year 4	Living in Environments Eating & Digestion	Changing Sound cont... Circuits & Conductors.	States of Matter Changing Sound
Year 5	Properties and Changes of Materials. (Reversible changes and solutions topics)	Earth and Space Forces in action	Life Cycles Changes and Reproduction
Year 6	Seeing Light Changing circuits	Evolution and Inheritance Classifying Organisms	Classifying Organisms cont... Healthy Bodies Reproduction & Relationships

Geography

The topics for this subject have been outlined already in this booklet. Across these topics, children will develop their mapping skills, locational knowledge, place knowledge, their understanding of human and physical geography and their fieldwork skills.

History

Our history curriculum (as set out in the topic table) is designed to give the children an interesting flavour of both British and World history and will give all year groups the opportunity to work towards a more secure understanding of chronology. In lessons the children will be able to refine their ability to question and discuss why decision/events occurred, to empathise with people in the past and to predict future events or actions of individuals. The children will be introduced to both primary and secondary sources of evidence and will begin to consider and judge their reliability and whether they contain any anachronisms or bias. As they continue to progress, the children will begin to see historical events, and history as a whole, as a web of interconnecting events not just as individual occurrences and we will enjoy seeing how the history of different places are connected.

Art, Design & Technology

The Art Design and Technology curriculum has evolved to form part of our topic curriculum, with there still being an emphasis towards either Art and Design or Design and Technology. Within the art curriculum, children will have opportunities to study and respond to art and artists from different cultures and backgrounds.

Below is a breakdown of the key areas taught in Art, Design and Technology and the skills children will have been learning to the end of Year 6, but adjusted in each year group with age appropriate learning.

Drawing & Painting

- Making detailed, analytical observational drawings.
- Enlarging own drawings and using selected media to develop work.
- Investigating the visual element of tone. Responding to portraits from different times and styles.

- Exploring line, shape, colour and texture. Developing own work in response to the work of art movements, e.g. Cubists

3D
- Making decorative containers and structures from clay.
- Responding to the work of artists such as Alberto Giacometti.
- Exploring the work of craftspeople and designers
- Making masks from brown, gummed tape.

Collage
- Creating collaged responses to the work of different artists, e.g. Gustav Klimt, Pablo Picasso, Henri Matisse
- Mixed-media animal collage

Print-making
- Developing unique state prints with Press Print reduction blocks and coloured tissue.

Technology
- Learning about structures that can fail when loaded.
- Exploring techniques for reinforcing and strengthening and the use of tubes as a construction material
- Investigating and exploring a range of existing real-life and model structures and evaluating ideas and outcomes against simple design criteria.
- Considering how material properties influence material selection and its working properties.
- Shaping and jointing a variety of materials and assembling electric circuits.
- Evaluating the finished product.
- Modifying models and products in light of observations, leading to an improved design.
- Considering the appearance and sustainability of design outcomes.

Computing

Below is a breakdown of the key areas taught in Computing and the skills children will have been learning to the end of Year 6, but adjusted in each year group with age appropriate learning. The pupils will learn these skills in 'Unplugged' theory lessons as well as putting it into practice on computers and IPads etc.

Digital literacy
- Using the Internet: evaluating the usefulness of websites; identifying various aspects of a webpage that should be ignored,
- Teams: virtual learning environment (VLE); logging in, accessing groups; completing tasks and assignments
- Internet Safety: Cyber bullying, social networking and gaming; recognizing what constitutes personal information; understanding how to be just as protective of their personal information online, as in the real world; where to go and what to do if worried about any of the issues covered.

Information technology
- Inserting and using hyperlinks
- Digital imaging: creative compositions; photograph correction and manipulation;
- Creating non-linear presentations, interactive games, activities and websites
- Spreadsheet modelling: entering and editing data and formulae, using the functions 'SUM' 'AVERAGE', 'MIN' and 'MAX' in calculations.

Computing and programming

- Writing algorithms, including repeat loops, functions, conditionals, while events and nested loops.
- Scratch programming: making computer games that include: sequencing and motion commands, sensors and loops, triggering, sequencing graphics to create animation effects, calculations and variables, testing, debugging and modifying.
- Introduction to HTML: using basic tags, inserting images and creating links; introducing CSS for basic formatting.

E-Safety

All pupils are required to sign an internet agreement at the start of Form 1, 3 and 5. As part of the Computing curriculum, pupils receive regular and age-appropriate guidance on safe and legal internet use and what to do if they are unhappy with anything they come across.

A specific e-safety afternoon is held for Year 6 children in the term before they move onto senior school. Brief details of the whole school E-safety curriculum are listed below:

- Form 1: Hector's World – What is personal information and when should it be given out; how to identify people who can be trusted; understanding situations which may become risky online and what to do

- Form 2: Lee and Kim's Magical Adventure – Keeping Safe on the Internet

- Form 3 Learning: the purpose and safe use of technologies, keeping personal information secret; how to deal with inappropriate material (Zip-It, Flag-It, Block It!); and how to be S.M.A.R.T. in the online world.

- Form 4: CEOP Cyber Café & Band Runner Game – interactive e-safety resources highlighting how to stay safe from online risks How to: protect your online reputation, avoid seeing things online that could upset you, avoid getting viruses, and to think before you post; promote positive behaviours in the online world; what do your online pictures say about you? 10

- Form 5: Learning how to stay safe from sexual abuse, exploitation and other risks they might encounter online; 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 and what to do if things go wrong (Play-Like-Share & Jigsaw); and taking control of your digital footprint

- Form 6: Learning about the dangers of social media, sexting and sharing (very) personal images, keeping important information private; and recognising what positive and negative online behaviour is, how it can impact others' feelings and how to develop strategies to resolve online disagreements in a positive and healthy way. Think-U-Know Who You're Talking To? – CEOP presentation

Physical Education and Games in Pre-Prep

Children in Forms 1 and 2 have two 45 minute lessons a week. In the Summer term they travel to Riverside each Tuesday afternoon for a 30 minute swimming lesson. Please see a breakdown below:

Term	**Autumn 1st**	**Autumn 2nd**	**Spring 1st**	**Spring 2nd**	**Summer 1st**	**Summer 2nd**
Sport	Lesson 1- Physical Literacy/ Ball Skills Lesson 2- Outdoor and Adventurous	Lesson 1- Gymnastics Lesson 2- Ball skills	Lesson 1 and 2- Dance	Lesson 1 and 2- Racket skills	Lessons 1 and 2- Athletics	Lessons 1 and 2- Sports Day practice
Detail	**Physical Literacy** is the mastering of fundamental movement skills and fundamental s port skills that permit a child to read their environment and make appropriate decisions, allowing them to move confidently and with control in a wide range of physical activi ty situations. We focus on balance, coordination and agility and include these in sporting games **O&A** Children focus on team building, as well as problem solving skills in different situations.	Gymnastic activities provide an excellent opportunity to improve strength and flexibility. Progression is very much determined by the ability of the child. We follow the British Gymnastics Proficiency awards scheme which is the National Governing Body for Gymnastics in the UK. We continue to work on our ball skills, focusing on throwing and catching to a partner.	Children learn and perform basic sequences of movements to a variety of styles of music. They help to choreograph group and whole class dances. We continue to work on our ball skills, focusing on throwing and catching to a partner and throwing to a target.	Children begin to work on their racket skills and improving their hand-eye co-ordination. We also work on their forehand and the children begin to rally with a partner.	**Athletics** Children will begin to explore running, jumping and throwing activities and take part in simple challenges and class competitions . They will also increase their awareness of speed and distance.	**Sports Day** We now practise the events that will take place on sports day. The children have a chance to go down to the field and practice on the track. This P.E lesson is now extended to give children to go down to the field.

Games and Physical Education in the Prep School

Games

In the Prep School, boys and girls can choose to play Rugby, Football, Netball, Hockey and Cricket. In the spring term, Forms 3 and 4 travel to Riverside on Tuesday for a swimming lesson. In the summer term, Forms 5 and 6 travel to Riverside on Tuesdays for a swimming lesson.
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.
General fitness is completed at the beginning of the lesson in the warm up and throughout the lesson.

PE

Term	**Autumn 1st**	**Autumn 2nd**	**Spring 1st**	**Spring 2nd**	**Summer 1st**	**Summer 2nd**
Sport	**Orienteering and Adventurous Activities**	**Gymnastics**	**Dance**	**Racket sports**	**Athletics**	**Athletics**
Details	Children learn basic orienteering skills around the school site, and tackle a variety of problem-solving activities. They take part in team building challenges that really test their physical, mental and co-operative skills.	Gymnastic activities provide an excellent opportunity to improve strength and flexibility. Progression is very much determined by the ability of the child. We follow the British Gymnastics Proficiency awards scheme which is the National Governing Body for Gymnastics in the UK.	Children learn and perform increasingly complex sequences of movements to a variety of styles of music. They help to choreograph group and whole class dances.	Children continue to work on forehand, backhand and volleying skills. They also practise serving. They play doubles and singles games, keeping score themselves. They are also introduced to other net games such as table tennis and badminton.	Children not only participate in sprints, long distance running, relays, high jump, long jump and throwing activities but are also expected to judge and measure performances. Much credit is given to any child who beats their 'personal best' and the children really do encourage each other. Standards are recorded which go towards the House Sports day competition.	As for summer 1st

Term	**Autumn 1st**	**Autumn 2nd**	**Spring 1st**	**Spring 2nd**	**Summer 1st**	**Summer 2nd**
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.

Personal, Social, Health and Economic Education at Widford Lodge Preparatory School

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 pupils' 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.

Over the course of the year, children will learn about different jigsaw called:

- 'Being me in my World',
- 'Celebrating Difference',
- 'Dreams and Goals',
- 'Healthy Me',
- 'Relationships'
- 'Changing Me'.

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. A parent guide is available on request and the PHSEE and RSE policies are available on our website.

Religious Education at Widford Lodge Preparatory School

Below is a breakdown of the topics that pupils in Forms 1 to 6 will study over the course of the year:

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER	SUMMER
Year 1	**Theology**		**Philosophy**		**Human & Social Science**	
	What do my senses tell me about the world of religion and belief?	*How does a celebration bring a community together?*	*What do Jewish people remember on Shabbat?*	*What does the cross mean to Christians?*	*How did the universe come to be?*	
	Christian, Hindu, Jewish	**Muslim, Christian**	**Jewish**	**Christian**	**Christian, Hindu**	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 2	**Theology**		**Philosophy**		**Human & Social Science**	
	Why is light an important symbol for Christians, Jews and Hindus?	*What does the nativity story teach Christians about Jesus?*	*How do Christians belong to their faith family?*	*How do Jewish people celebrate Passover?*	*Why do people have different views about the idea of God?*	
	Christian, Jewish, Hindu	**Christian**	**Christian**	**Jewish**	**Multi / Humanist**	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 3	**Theology**		**Philosophy**		**Human & Social Science**	
	How do people express commitment to a religion?	*What is the Trinity?*	*What is philosophy? How do people make moral decisions?*	*What do Muslims believe about God?*	*What difference does being a Muslim make to daily life?*	
	Jewish, Sikh, Christian	**Christian**	**Christian, Humanist**	**Muslim**	**Muslim**	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 4	Theology		Philosophy		Human & Social Science	
	Where do religious beliefs come from?	*What do we mean by truth? Is seeing believing?*	*How do/have religious groups contribute to society and culture?*	*Why is there so much diversity of belief within Christianity?*	*What does sacrifice mean?*	
	Christian	**Multi, Sikh**	**Hindu, Christian**	**Christian**	**Multi, Humanist**	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 5	Theology		Philosophy		Human & Social Science	
	Is believing in God reasonable?	*How has belief impacted on music and art through history?*	*Why should we be good?*	*What difference does the resurrection make to Christians?*	*How do Hindus make sense of the world?*	
	Multi, Humanist	**Christian, Muslim**	**Multi**	**Christian**	**Hindu**	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 6	Theology		Philosophy		Human & Social Science	
	How and why does religion bring peace and conflict?	*How do Buddhists explain the suffering in the world?*	*What does it mean to be human? Is being happy the greatest purpose in life?*	*Creation or science: conflicting or complementary?*	*How do beliefs shape identity for Muslims?*	
	Multi	**Buddhist**	**Christian, Humanist**	**Christian, Humanist**	**Muslim**	

<u>MFL in Pre-Prep</u>

All pupils learn French once a week for 30 minutes. The children practise French in a fun way through using props, flashcards, songs, rhymes, stories and games. The majority of our learning activities are based on speaking and listening skills. Children are also encouraged to read short sentences in French and to understand basic descriptions (e.g. To ask for vegetables at a market stall.) Towards the end of Form 2, children are encouraged to increase their thinking and reasoning skills in French, identifying strategies when learning new words and phrases.

MFL in the Prep School

All pupils learn Spanish for one hour per week. 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 learn 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.

Music in the Pre-Prep

All pupils have a 30 minute music lesson each week. At certain points in the year, lessons will be dedicated to learning songs and practising for school productions or musical events.

There are 3 main strands to the music curriculum.

- Children will learn to use their voices expressively and creatively by singing songs, speaking chants and reciting rhymes. They will be encouraged to adopt good singing techniques and have an understanding of the component parts of the songs they sing.
- Children will learn to play tuned and un-tuned percussion instruments musically, responding to instructions to play at different tempos or dynamics. They will have the opportunity to experiment with, create, select and combine sounds to create an image or mood.
- Children will learn to listen with concentration and understanding to range of live and recorded music and learn to describe what they hear with increasing clarity and attention to the interrelated elements in the music.

Music in the Prep School

Pupils in the Prep School have an hour lesson. At certain points in the year, lessons will be dedicated to learning songs and practising for school productions or musical events outside school. Children in the Prep School will learn the recorder or ukulele as part of their curriculum lesson.

Pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition. They will learn to listen with attention to detail and recall sounds with increasing aural memory.

There are 5 main strands to the music curriculum.

Children will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They will learn to maintain their own musical line within a group by singing or playing rounds and part songs.

Children will have the opportunity to improvise and compose music for a range of purposes using the inter-related dimensions of music to create an effect or mood.

They will use and begin to understand staff notation.

Children will listen to music with attention to detail. They will appreciate and understand a wide range of high quality live and recorded music drawn from different cultures and from great composers and musicians

They will develop an understanding of the history of music and become familiar with terms that describe these periods of history.