Widford Lodge

Preparatory School

Curriculum Information Booklet for Years 1-6

INTRODUCTION

This booklet contains curriculum information relevant to 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. In addition, we are focusing on outdoor education this academic year as we strongly believe in the benefits it can bring to children's learning and wellbeing.

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 2025

Topic overview for Years 1 to 6

This is now the second year using our adapted curriculum to include more cross curricular opportunities between different subjects. While this is not always possible, given the nature of specific content and skills that children need to require in each subject, these changes will 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. Below is 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, Homes in the Past		Great Fire of London		Kings & Queens of the Pasts (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		Landmarks and Continents	
History	Explorers. What did holidays look like in the past?		History of Widford Lodge (Including the History of Hylands)		Florence Nightingale and Mary Seacole plus other women pioneers	

YEAR 3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 3	From stone age to iron age		Egyptians		Ancient Greece and their influence on the world	
History	From stone age to iron age		Ancient Egyptians		Ancient Greece and their influence on the world	
Geography	Europe		Kenya/Africa		Oceans	

YEAR 4

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 4	Ancient Chinese Empire		Romans		Anglo-Saxons and Vikings	
History	Ancient Chinese Empire		Romans		Anglo-Saxons and 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		Aztecs		Pandemics	
History	The Tudors		Aztecs		The Plague	
Geography	Explorers/Mapping		North and South America		Water and aid	

YEAR 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 6	French Revolution		Victorians and then World War 2			Refugees
History	French Revolution		Victorians and then World War 2			Refugees
Geography	Mountains		Weather and Climate		Refugees/Brexit	

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

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

- 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.
- To take up plate when finished and scrape it.
- To leave hall quietly.
- To talk quietly at the table.

In Year 2, this would then include:

Independence

- To take messages to other rooms (in pairs).
- To manage own personal hygiene.
- To manage own belongings.
- To manage arrival and departure routine independently.

In classroom/at the gate

- To separate from parent happily.
- 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 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 an 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.

At lunchtimes

- To request food from kitchen staff.
- To attempt to cut own food before asking for help.
- To try all food.
- To use knife and fork correctly.
- To remember to go to the toilet at playtime rather than during lessons.

Homework in Form 1

1. **Daily Reading**

   Please try to 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/Phonics**

   The class teacher will set Spelling Frame each week for the children to practice their spellings/phonics with the sounds learnt during the week. This will also include the Common Exception Words taught that week.

3. **Homework**

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

   - 1 Maths Task-10 minutes max
   - 1 English or Topic related task-20 minutes max
   - Additional spelling practice if required
   - Reading

We try to make homework fun, ***however it is important and not optional***. Please send back the homework and folder on Monday morning.

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. May 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.

Homework in Form 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

   Spelling tests will take place weekly. Your child's test spelling book will be sent home for you to monitor their progress. Using the 'Spelling Frame' website, the spellings will cover the Year 2 spelling rules, phonics and help practice new common exception (tricky) words. Children will also learn to spell the first hundred High Frequency Words.

3. Times Tables Tests

   Times tables tests will take place regularly. The children will be told which number they are to concentrate on.

4. Homework

   Homework will come home each Monday. It will comprise:

   - English / Maths / Topic related task per week; to take up to 30 minutes.
   - Spelling practice
   - Times tables practice (from October half term)
   - Reading

   Homework is important and not optional, but we do understand if it has not been possible to complete it.
   Children should be encouraged to use the correct stationery eg. a pencil for any written work.

   Homework tasks should be completed as independently as possible; in order to help prepare the children for the Prep School.

   Homework is to be handed in each Monday morning.

WHAT DO WE EXPECT FROM WIDFORD LODGE PREP SCHOOL PUPILS?

- **That they will line up quietly**
  This is especially important when waiting to go into assembly and at the end of break times. When waiting outside a classroom you may talk quietly but as soon as the teacher arrives you must stop talking and ensure you are in an orderly line, ready to enter the classroom.

- **That they will enter the classroom, ready for the lesson to start**
  When entering the classroom you should go straight to your seat with minimal fuss and noise. You should stand behind your chair in silence, ready to greet the teacher. After saying Good Morning/Afternoon you should sit down in silence, ready to listen to instructions.

- **That they will be prepared for lessons**
  It is important that you bring your pencil case, planner, folder and any homework to lessons. Make sure you have your book and diary for reading sessions. Think ahead and when possible put your pencil case and folder in the classroom ready for your next lesson. You should have the right kit and equipment for PE/Games lessons.

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

- **That they will work hard and not distract others**
  Try your best. Complete work neatly. Concentrate, listen to information, ask questions if you don't understand. Do not start chatting just because the teacher is busy working with a group or writing on the board.

- **That they will look after equipment and leave classrooms tidy at the end of each lesson**
  Tidying up is not the start of break time – it is an important part of the lesson. Listen to instructions from the teacher. Work with other people on your table to hand in books and clear away equipment in the most efficient way. When you think you are ready, sit quietly in your seat and wait to be dismissed by the teacher.

- **That they will wear their uniform with pride**
  Wear the correct uniform every day. Remember to wear your cap/hat. Be smart - tuck your shirt in. If you have lost or forgotten an item of clothing then explain/apologise to a teacher and be proactive in trying to find lost items. Tie long hair back with plain hairbands in black/brown/school colours. Nail varnish should be removed. Only school badges should be worn on blazer lapels.

- **That they will plan 'comfort breaks' so they do not need to miss lessons**
  Wherever possible, go to the toilet and have a drink during break times or between lessons. At break time, do not wait until the bell has gone to line up at the water fountain. You may bring your own drink to lessons but it should be water not juice.

- **That they will move around the school in a purposeful manner**
  For safety reasons, you should not run around the school unless you are in the playground. When moving from lesson to lesson you should walk quickly without chatting too much. Keep to the paths – avoid walking on the grass. Take care down the back alley and be prepared to give way to others. Do not loiter in the classrooms/changing rooms when you are supposed to be in the playground.

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, finance, STEM 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 Form 3 are as follows:

Subject	**Allocation**	**Subject**	**Allocation**
Maths	10	R.E	2
English	10	Music	2
Science	3	MFL	2
Art/DT	4	P.E & Games	7
Computer Science	2	Phonics	1
History	2	PSHEE	2
Geography	2	Wellbeing	1
Choir	1	Form time	1

The allocation of lessons in Form 4 are as follows:

Subject	**Allocation**	**Subject**	**Allocation**
Maths	10	R.E	2
English	10	Music	2
Science	3	MFL	2
Art/DT	4	Thinking Skills	2
Computer Science	2	P.E & Games	7
History	2	PSHEE	2
Geography	2	Wellbeing	1
		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	3	MFL	2
Art/DT	4	Reasoning/Engineering	2
Computer Science	2	P.E & Games	7
History	2	PSHEE	2
Geography	2	Wellbeing and form time	2

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

For Years 4 to 6, pupils also do a Topic based homework once a week as part of a project and ideally completed independently where possible. For Years 5 to 6, one of the Maths and English homework tasks are shorter and are given on the same night as a short History or Geography task.

Pupils 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.

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.

This academic year we have introduced Wellbeing Lessons to the timetable. These include themes such as:

- Recognising our emotions – Zones of Regulation and Feeling Jugs
- British Values
- Protected Characteristics
- Learning how new skills and interests can improve mental wellbeing.
- Enhancing confidence, resilience and self-esteem.
- Paying attention to the present moment (Mindfulness).
- Developing an awareness of different strategies to support their own and others' wellbeing.
- Valuing empathy and building social skills.
- Promoting positive attitudes towards mental health.
- Exploring how positive actions can impact others.
- Building self-awareness and emotional literacy.
- Understanding the benefits of physical activity on wellbeing.

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 pieces 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.

Mathematics

At Widford Lodge, we aim to provide a high-quality mathematics education that enables all pupils to develop a deep understanding of mathematical concepts, fluency in key skills, and confidence in applying their knowledge to solve problems. We follow the Essential Maths Scheme (HFL Education), which offers a carefully sequenced, small-step progression through the National Curriculum, ensuring consistency and depth across all year groups.

The Essential Maths Scheme provides structured learning sequences for each year group, ensuring that pupils build on prior knowledge and develop mastery over time.

The Essential Maths Scheme promotes a CPA approach (Concrete, Pictorial, Abstract) across all year groups:

Concrete: Use of manipulatives such as Numicon, base ten, counters, and number lines.

Pictorial: Visual representations including bar models, part-whole diagrams, and arrays.

Abstract: Formal written methods and symbolic notation.

Below is a brief summary of what each year group covers followed by a more detailed overview of what is precisely taught.

Please see our separate Written Calculation Policy (found on the schools website) for details of the concrete, pictorial methods used in each year group. For further information You may find it helpful to look at the Year 2 Maths Strategies Posters and the explanations of the methods and concepts they will be studying in Form 2.

Reception

Focuses on foundational number sense including subitising, counting, comparison, spatial reasoning, pattern recognition, and early operations. Pupils explore numbers to 20, doubling, halving, odd/even, and begin to understand place value and part-whole relationships.

Years 1 & 2

In Year 1 pupils develop understanding of numbers to 100, place value, addition and subtraction using part-whole models, and begin multiplication and division through grouping and sharing. Geometry and measurement are introduced through practical activities.

In Year 2, children build on Year 1 with written methods for addition and subtraction, multiplication and division strategies (including times tables), and deeper work on fractions, money, time, and statistics.

Year 3

The Year 3 curriculum focuses on deepening understanding of key mathematical concepts through small, structured steps. It includes:

- Number and Place Value: Understanding numbers up to 1000, place value, and counting in multiples.
- Addition & Subtraction: Developing mental and written strategies for 3-digit numbers.
- Multiplication & Division: Learning and applying the 3, 4, and 8 times tables.
- Fractions: Introducing equivalent fractions and comparing fractions.
- Measurement: Working with length, mass, volume, time, and money.
- Geometry: Exploring shapes, angles, and lines.
- Statistics: Reading and interpreting bar charts, pictograms, and tables.

The programme supports reasoning, fluency, and problem-solving, with resources like rehearsal sheets, bar models, and vocabulary development.

Year 4

The Year 4 curriculum is designed to build on prior learning and deepen mathematical understanding through structured, small-step sequences. It includes:

- Number and Place Value: Understanding numbers up to 10,000, rounding, and Roman numerals.
- Addition & Subtraction: Developing efficient written and mental strategies for 4-digit numbers.
- Multiplication & Division: Mastering times tables up to 12 × 12, and using formal written methods.
- Fractions & Decimals: Recognising equivalent fractions, adding and subtracting fractions, and introducing decimals.
- Measurement: Converting units, calculating area and perimeter, and solving problems involving money and time.
- Geometry: Classifying shapes, identifying angles, and understanding symmetry.
- Statistics: Interpreting and presenting data using bar charts and line graphs.

The curriculum integrates reasoning, fluency, and problem-solving, supported by resources such as rehearsal sheets, bar models, and vocabulary progression.

Year 5

The Year 5 curriculum continues to build mathematical fluency and reasoning through structured, small-step sequences. It includes:

- Number and Place Value: Understanding numbers up to 1,000,000, Roman numerals, and powers of 10.
- Addition & Subtraction: Using formal written methods and estimating/checking strategies.
- Multiplication & Division: Applying long multiplication and short division; solving multi-step problems.
- Fractions, Decimals & Percentages: Comparing, ordering, and converting between fractions, decimals, and percentages.
- Measurement: Converting units, calculating area and volume, and solving time and money problems.
- Geometry: Understanding angles, symmetry, and properties of shapes; plotting coordinates and translating shapes.
- Statistics: Reading and interpreting line graphs and tables; introducing averages.

The programme integrates reasoning, fluency, and problem-solving with resources like rehearsal sheets, bar models, and vocabulary progression.

Year 6

The Year 6 curriculum is designed to consolidate prior learning and prepare pupils for Key Stage 3, with a strong focus on fluency, reasoning, and problem-solving. It includes:

Number and Place Value

- Understanding numbers up to 10 million.
- Multiplying and dividing by powers of 10.
- Negative numbers and rounding.

Calculation

- Efficient mental strategies.
- Formal written methods for all four operations.
- Multi-step problem solving.

Fractions, Decimals & Percentages

- Comparing, ordering, adding, and subtracting fractions.
- Multiplying and dividing fractions.
- Converting between fractions, decimals, and percentages.
- Calculating percentages of amounts.

Algebra

- Using symbols and letters to represent variables.
- Understanding sequences and order of operations.

Ratio & Proportion

- Solving problems involving relative sizes and scaling.
- Understanding and applying ratio in real-life contexts.

Measurement

- Calculating perimeter, area (including triangles and parallelograms), and volume.
- Converting units and solving problems involving measures.

Geometry

- Properties of 2D and 3D shapes.
- Angles, symmetry, reflection, and translation.
- Coordinates in four quadrants.

Statistics

- Reading and interpreting line graphs and pie charts.
- Calculating and interpreting the mean average.
- Preparation for KS3
- Application of known facts and strategies.
- Financial maths and enterprise.
- Post-SATs enrichment and transition activities.

RECEPTION EARLY LEARNING GOALS (ELG)	
Number	Numerical Patterns
Reception children at the expected level of development will:	
Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts	Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

RECEPTION - DEVELOPMENT MATTERS (NON-STATUTORY CURRICULUM GUIDANCE)		
Number	**Numerical Patterns**	**Shape, space and measures**
Reception children at the expected level of development will:		
Subitise Link the number symbol (numeral) with its cardinal number value Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0-5 and some to 10	Count objects, actions and sounds Count beyond 10 Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers	Select, rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can Continue, copy and create repeating patterns Compare length, height, weight and capacity

YEAR 1			
Number and place value	**Addition and subtraction**	**Multiplication and division**	**Fractions**
Year 1 children at the expected level of development will:			
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals and count in multiples of twos, fives and tens Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of 'equal to', 'more than', 'less than' (fewer), 'most', 'least' Read and write numbers from 1 to 20 in numerals and words	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	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

YEAR 1			
Measurement		Geometry: Properties of shape	Geometry: position and direction
Year 1 children at the expected level of development will:			
Compare, describe and solve practical problems for: - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) - mass / weight (for example, heavy/light, heavier than, lighter than) - capacity and volume (full/empty, more than, less than, half, half full, quarter) - time (quicker, slower, earlier, later) Measure and begin to record the following: - lengths and heights	- mass/weight - capacity and volume - time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Recognise and name common 2-D and 3-D shapes, including: - 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	Describe position, direction and movement, including whole, half, quarter and three-quarter turns

YEAR 2			
Number and place value	**Addition and subtraction**	**Multiplication and division**	**Fractions**
Year 2 children at the expected level of development will:			
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line Compare and order numbers from 0 up to 100; use and = signs Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems	Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Recognise, find, name and write fractions 1 3 , 1 4 , 2 4 and 3 4 of a length, shape, set of objects or quantity Write simple fractions for example, 1 2 of 6 = 3 and recognise the equivalence of 2 4 and 1 2

YEAR 2			
Measurement	**Geometry: Properties of shape**	**Geometry: Position and direction**	**Statistics**
Year 2 children at the expected level of development will:			
Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and = Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day	Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes [for example a circle on a cylinder and a triangle on a pyramid] Compare and sort common 2-D and 3-D shapes and everyday objects	Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and threequarter turns (clockwise and anticlockwise)	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data

YEAR 3			
Number and place value	**Addition and subtraction**	**Multiplication and division**	**Fractions**
Year 3 children at the expected level of development will:			
Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 in numerals and in words Solve number problems and practical problems involving these ideas	Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Recognise, find, name and write fractions 1 3 , 1 4 , 2 4 and 3 4 of a length, shape, set of objects or quantity Write simple fractions for example, 1 2 of 6 = 3 and recognise the equivalence of 2 4 and 1 2

YEAR 3			
Measurement	**Geometry: Properties of shape**	**Geometry: Position and direction**	**Statistics**
Year 3 children at the expected level of development will:			
Measure, compare, add and subtract lengths (m/cm/mm), mass (kg/g) and volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes Add and subtract amounts of money to give change, using both £ and p in practical contexts Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events [for example to calculate the time taken by particular events or tasks	Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Recognise that angles are a property of shape or a description of a turn Identify right angles, recognise that two right angles make a halfturn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines	There are no statutory national curriculum requirements in this domain for Year 3.	Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts, pictograms and tables

YEAR 4			
Number and place value	**Addition and subtraction**	**Multiplication and division**	**Fractions (Including decimals)**
Year 4 children at the expected level of development will:			
Count in multiples of 6, 7, 9, 25 and 1000 Find 1000 more or less than a given number Count backwards through zero to include negative numbers Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations Round any number to the nearest 10, 100 or 1000 Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction twostep problems in contexts, deciding which operations and methods to use and why	Recall multiplication and division facts for multiplication tables up to 12 × 12 Use place value, known and derived facts to multiply and divide mentally, including: - multiplying by 0 and 1 - dividing by 1 - multiplying together three numbers Recognise and use factor pairs and commutativity in mental calculations Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit.	Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities Add and subtract fractions with the same denominator Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to 1 4 ; 1 2 ; 3 4 Round decimals with one decimal place to the nearest whole number

YEAR 4			
Measurement	**Geometry: Properties of shape**	**Geometry: Position and direction**	**Statistics**
Year 4 children at the expected level of development will:			
Convert between different units of measure [for example, kilometre to metre, hour to minute] Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Find the area of rectilinear shapes by counting squares Estimate, compare and calculate different measures, including money in pounds and pence Read, write and convert time between analogue and digital 12 and 24-hour clocks Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify acute and obtuse angles and compare and order angles up to two right angles by size Identify lines of symmetry in 2-D shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry	Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

YEAR 5			
Number and place value	**Addition and subtraction**	**Multiplication and division**	**Fractions (Including decimals and percentages)**
Year 5 children at the expected level of development will:			
Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 Solve number problems and practical problems that involve all of the above Read Roman numerals to 1000 (M) and recognise years written in Roman numerals	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers Multiply and divide numbers mentally drawing upon known facts Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	Compare and order fractions whose denominators are all multiples of the same number Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Recognise mixed numbers and improper fractions and convert from one form to the other Add and subtract fractions with the same denominator and multiples of the same number Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams Read and write decimal numbers as fractions [for example, 0.71 = 71 100] Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

YEAR 5			
Measurement	**Geometry: Properties of shape**	**Geometry: Position and direction**	**Statistics**
Year 5 children at the expected level of development will:			
Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Calculate and compare the area of rectangles (including squares) using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] 5LS21 solve problems involving converting between units of time Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees (o) Identify: - angles at a point and one whole turn (total 360o) - angles at a point on a straight line and 1 2 a turn (total 180o) - other multiples of 90o Use the properties of rectangles to deduce related facts and find missing lengths and angles Distinguish between regular and irregular polygons based on reasoning about equal sides and angles	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	Solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables, including timetables

YEAR 6		
Number and place value	**Addition, subtraction, multiplication and division**	**Fractions (Including decimals and percentages)**
Year 6 children at the expected level of development will:		
Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit Round any whole number to a required degree of accuracy Use negative numbers in context, and calculate intervals across zero Solve number and practical problems that involve all of the above	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context Perform mental calculations, including with mixed operations and large numbers Identify common factors, common multiples and prime numbers Use their knowledge of the order of operations to carry out calculations involving the four operations	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions >1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1 4 × 1 2 = 1 8] Divide proper fractions by whole numbers [for example, 1 3 ÷ 2 = 1 6] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3 8] Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places Multiply one-digit numbers with up to two decimal places by whole numbers 6LS6 use written division methods in cases where the answer has up to two decimal places Solve problems which require answers to be rounded to specified degrees of accuracy

YEAR 6					
Ratio and proportion	Algebra	Measurement	Geometry: Properties of shapes	Geometry: Position and direction	Statistics
Year 6 children at the expected level of development will:					
Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping	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 Enumerate possibilities of combinations	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places Convert between miles and kilometres Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles Calculate, estimate and compare volume of cubes and cuboids using standard units,	Draw 2-D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes	Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average

Children will also have three Mastering Number sessions a week. This national programme aims to secure firm foundations in the development of good number sense for all children from Year 1 to Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.

For further information about calculation strategies we use, please visit the school website where you will find our Calculation Policy which gives more explanation on the methods and concepts children will be using across the curriculum.

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:
We use the Spelling Frame spelling scheme, revising the weekly sounds and tricky words.

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
- '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, fairy stories 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.

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

- Author Study:
  - The Everywhere Bear 'Julia Donaldson'
  - The Day the Crayons Quit 'Drew Daywalt'
  - The Koala who Could and The Squirrels that Squabbled 'Rachel Bright'
  - Last Stop on Market Street 'Matt de la Pena'
- Traditional stories/Fairy Tales
- Narrative: Stories from familiar settings.
- Narrative: Stories with predictive and repetitive patterns.
- Narrative: Stories from a range of Cultures.
- Narrative: Stories from fantasy worlds.
- Poetry: Rhymes with patterned language/predictable structures.
- Poetry: On a Theme

Non-Fiction:

- Information Texts
- Signs, labels, captions
- Instructions
- Dictionary skills
- Simple Reports
- Non-Fiction: Great Fire of London
- Recounts.

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 common exception words. 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. Children continue to develop their spelling detective skills.

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
- 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 pack with a variety of genres, which can be changed weekly. Reading aloud will be an opportunity to use expression, acknowledging the punctuation. Aspects such as the storyline or 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.

Form 2 English texts for writing
At some stage during the year the children will study the following authors and genres:

- The Storm Whale by Benji Davis
- Zahra (film unit)
- The Rainbow Bear by Michael Morpurgo
- Ernest Shackleton (Non-fiction book)
- The Great Explorer (short adventure story in the artic)
- George's Marvellous Medicine (Novel:Classic)
- The Proudest Blue by Ibtihaj Muhammad (Diversity)

- Florence Nightingale, Little People, Big Dreams
- Great Women of the World
  Malala, Greta Thunberg, Emeline Pankhurst, Marie Curie, Simone Biles, Rosa Parks
- Traction Man (Comic Strip)
- The Tunnel by Anthony Browne

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'. The children will learn to choose the writing implement that is best suited for a task.

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.

SPHaG

Spelling, Punctuation, Handwriting and Grammar starters will be used in the Prep school to provide revision of previous learning and weekly dictations will be taught within these sessions to challenge and consolidate learning.

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
- 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]
- 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.

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 children will move on from our in-house reading scheme towards becoming 'Free Readers' with the guidance of their teachers. Children will progress to independent reading, using our library and their own books from home; allowing them to improve their fluency, comprehension and word recognition over the course of their time at the school.

We have recommended reading lists for Forms 2-6 published on our website.

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 use a variety of texts including novels and stand-alone texts 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.

Prep English Texts for Writing

Form 3

- Stone Age, Bone Age, Mick Manning (Poem/Picture Book)
- Stone Age Boy
- The Catch' (Film Text)
- The Ancient Egyptian Sleepover, Stephen Davies
- Greek Myths and Legends
- Flotsam, David Weisner (Picture Book)

Form 4

- The Bear in the Stars, The Flood (Picture Book)
- The Flood, Alvaro (Picture Book)
- The Lion, Witch and Wardrobe (Novel)
- Escape to Pompeii (Short Story)
- Anglo- Saxon Folk Tale and/or How to train your dragon, Cressida Cowell
- The Water Tower, Gary Crew (Picture Book)

Form 5

- My friend Walter, Michael Morpurgo
- Little Boat (Film Text)
- The Highwayman (Poem)
- Frankenstein (Short Novel)
- Little Freak (Film Text)
- Kensuke Kingdom, Michael Morpurgo
- Romeo and Juliet, Shakespeare (Illustrated version)

Form 6

- Freedom, Catherine Johnson
- The 'Undefeated', Kwame Alexander (Poem/Picture Book)
- The Lighthouse (Film Text)
- Goodnight Mister Tom, Michelle Magorian
- The Piano (Film Text)
- The Boy at the back of the Classroom, Onjali Rauf

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

They will study the following topics:

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.

Form 2

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

They will study the following topics:

Living Things and their Habitats

- Explore and compare the differences between things that are living, dead and have never been alive.
- Identify and name a variety of plants and animals in a microhabitat.
- Design a suitable microhabitat where plants and animals can survive.
- Find out what animals need to survive in their habitat.
- Understand food chains.
- Understand the journey food makes from the farm to the supermarket.

Habitats around the world

- Learn about habitats.
- Appreciate that environments are constantly changing.
- Explore the rainforest and its problems.
- Describe life in the ocean.
- Discover the Arctic and Antarctic habitats.
- Create a model of a habitat.

Uses of Everyday Materials

- Identify different materials and their uses.
- Understand how to select the right materials to build a bridge.
- Explore and test the stretchiness of materials.
- Understand that materials can change their shape by twisting, bending, squashing or stretching.
- Find out about Charles Macintosh and explore how materials are suitable for different purposes.
- Discover which materials change shape when making a road with John McAdam.

Plants

- Know the difference between seeds and bulbs.
- Design an experiment to find out what plants need to grow.
- Describe what plants need to grow and stay healthy.
- Describe the life cycle of a plant.
- Observe and record the growth of plants over time.
- Understand that plants adapt to suit their environment.

Animals, including humans - Health & survival

- Describe the needs of animals for survival.
- Describe the needs of humans for survival.
- Explore the importance of eating the right food.
- Describe what a healthy, balanced diet looks like.
- Investigate the impact of exercise on our bodies.
- Investigate the importance of hygiene.

Animals, including humans - Life cycles

- Order the stages of the human life cycle.
- Describe the stages of a human life cycle.
- Identify the offspring and parent of an animal.
- Explore the life cycle of a chicken.
- Describe the life cycle of a butterfly.
- Explore the life cycle of a frog.

Science in the Prep School

In the Prep School children will have 90 minutes of Science a week. They have a brief test at the beginning and 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	Rocks, Fossils and Soils Forces and Magnets	Light How Plants Grow	Health and Movement Scientific Enquiry
Year 4	Living Things and Conservation Eating & Digestion	Changing Sound Circuits & Conductors.	States of Matter Living Things and Their Habitats
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 in School

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 in the school

The topics for this subject have been outlined already in this booklet**.** As well as studying these key questions, the children will be also be working towards a better sense of chronology, to know when these events occurred and the dates of important events. Children will also have opportunities to develop their enquiry and interpretation skills. They will learn that we only understand the past by

looking at and studying different types of evidence. The children will be given opportunities to study and interpret different types of evidence for themselves; and to think about the reliability of them and whether they contain any anachronisms or bias.

Art, Design & Technology in the school

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 at Widford Lodge Prep School

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.

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.

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	Invasion Games & Physical Literacy	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 spo rt 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 activit y situations. We focus on balance, coordination and agility and include these in sporting games Children will begin to learn about and play invasion games where they will learn both attacking and defending skills. They will experience a number of different sports and will work together, create space, pass accurately, move tactically and apply strategies	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.	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.	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.	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 time to go down to the field.

	to beat the opposition.					

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. They need Widford Lodge swimwear, available from Grays International.
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	**Invasion Games**	**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. Drinks bottle.	White shorts and white polo tops No baselayers needed. Drinks bottle.	White shorts and white polo tops No baselayers needed. Drinks bottle.	White shorts and white polo tops. Tracksuits to be worn in colder weather conditions as we are outside. Drinks bottle.	White shorts, white polo tops and a blue sunhat. Drinks bottle.	White shorts, white polo tops and a blue sunhat. Drinks bottle.

Term	**Autumn 1st**	**Autumn 2nd**	**Spring 1st**	**Spring 2nd**	**Summer 1st**	**Summer 2nd**
Sport	**Invasion Games**	**Gymnastics**	**Dance**	**Racket sports**	**Athletics**	**Athletics**
Details	Children will participate and learn about a number of different invasion games. They will learn to attack and defend as a team, create space, pass accurately and apply strategies to outwit the opposition. Invasion games help develop key physical skills such as, balance, coordination and endurance.	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

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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 does it mean to belong?	*How does a celebration bring a community together?*	*How do stories from different religions show how to care for other people?*	*Why and how do Christians celebrate Lent and Easter?*	*How did the universe come to be?*	
	Christian, Jewish, Muslim	**Hindu, Christian**	**Christian, Buddhist, Hindu, Sikh**	**Christian**	**Christian, Hindu, Jewish**	

	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?* *Continue into Spring if needed*		*How do Jewish people celebrate Passover?*	*Why do people have different views about the idea of God?*	
	Christian, Jewish, Hindu	**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**	

MFL in Pre-Prep

All pupils learn French once a week for 30 minutes. The children practise French in a fun way using props, flashcards, songs, rhymes, stories and games. The majority of our learning activities are based on speaking and listening skills. Children begin to recognise words and short phrases in French (eg. To say what fruit they like). 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.

	Year 1	Year 2
Autumn 1	Costume Party	France is famous for...
Autumn 2	Teddy Bear Picnic Christmas	Shapes Christmas
Spring 1	My Dream House	Fruits
Spring 2	In my Town	Vegetables
Summer 1	Instruments	Je me présente
Summer 2	Animals	

MFL in the Prep School

From Form 3 onwards, pupils learn Spanish for one hour per week. They are introduced to key Spanish phonics to help them to identify sounds and letter strings which supports their reading and pronunciation skills. They will develop four key skills: listening, speaking, reading and writing in Spanish (the emphasis will be mainly speaking and listening at the early stage of learning new topic vocabulary). With each new topic, we move from learning single words to using short phrases and sentences. Pupils will begin to discover a little about Spanish grammar and identify differences and similarities with English and perhaps even French. Pupils are encouraged to become "language detectives" as they begin to develop their language-learning skills.

In Year 6, as well as completing their Spanish curriculum, we hope to have sufficient time to revise some French and learn a little German in preparation for pupils' transition to secondary school. The learning during this term is personalised to reflect pupils' preferences and level of ability.

	Form 3	Form 4	Form 5	Form 6
Autumn 1	Geography of Spain Phonics 1 Core Vocab: Days; Months	Phonics 2 Core Vocab: Numbers 1-20; Instructions	Phonics 3 Core Vocab: Numbers 1-31; Colours Day of the Dead	Phonics 4 Core Vocab: Numbers 1-100; Time
Autumn 2	I am learning Spanish Christmas	Introducing myself Christmas	The Date Christmas	At School Christmas
Spring 1	Pets	My Family	My home	The Weather

Spring 2	Zoo animals Easter	Goldilocks Las Fallas	Dictionary skills Tudors Easter	In the City Easter
Summer 1	Ice-Creams	In the clasroom	Clothes	Healthy Eating Spanish Speaking Countries
Summer 2	I know how to…. La tomatina	The Romans Sanfermines	At the Café	French revision Intro to German

Music at Widford Lodge Preparatory School

Music in Form 1

In Form 1, children have a 30-minute music lesson each week with a specialist music teacher.

Autumn

First Half:

· Singing and learning about our voice as an instrument

· Music and movement

Second half:

· Using a range of percussion instruments and voice to create a performance of a piece of music

. Learning Christmas songs for a performance

Spring

First Half:

· Getting to know the specific sound of instruments in the orchestra and families to which they belong through a classical piece of music.

Second Half:

· Getting to know the specific sound of other instruments and families to which they belong through varying genre of music.

Summer

First Half:

· Lessons to reinforce pulse, rhythm, pitch, and aural skills

Second Half:

· Listen, perform, and compose music from around the world.

Music in Form 2

Pupils have a 30-minute music lesson each week from a specialist music teacher.

Autumn

Introduction to rhythm, pulse and dynamics

Composing rhythms using tuned and untuned percussion

Story telling through music and movement

Performing together – learning songs for the Christmas Carol Service and other school events and assemblies.

Spring

Introduction to music notation

Learning to read and write music notation (Music Theory Grade 1)

Ongoing skills: building musical skills including pitch and rhythm recognition.

Learning songs for school assemblies and other school occasions.

Summer

Musical Theatre and World Music

Listen, perform and compose sound reflecting the music of Columbia through the film Encanto.

Exploring the music for the theatre and performing musical theatre songs, with movement and percussion.

Music in the Prep School

Pupils in the Prep School have an hour lesson. Over the course of the year, pupils will learn skills across several strands as shown below:

Listening and appraising skills: Children will be encouraged to focus on the instrumentation and interrelated elements of music and describe what they hear using an ever increasing range of technical vocabulary e.g. pitch, rhythm etc.

Performing and recognising rhythm, pulse and pitch in music.

Good singing technique/singing songs with increasing complexity: The children will learn a number of songs that may have a topical or seasonal relevance or as part of preparation for a school concert, assembly or production.

Children will also take part in Whole Class instrumental scheme: developing their skills on the ukulele, violin and recorder, across their time in Prep School.

Children will also learn a variety of musical genres and have opportunities to study Music from around the world.