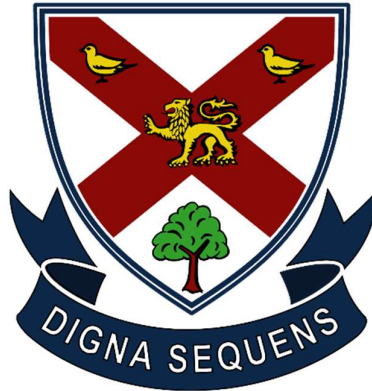


Widford Lodge

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 continuing to focus 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 2026

Topic overview for Years 1 to 6

This is now the third 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	
British Values and SMSC in Geography	• Appreciating that children around the world may live differently whilst sharing similar needs (Cultural) • Developing respect for people, places and environments beyond their immediate locality (Mutual Respect & Tolerance) • Showing curiosity and fascination about the wider world (Spiritual)		• Understanding that communities can be organised in different ways to meet people's needs (Social) • Developing a sense of belonging within a community (Social) • Appreciating different lifestyles and environments (Cultural)		• Comparing lifestyles in Australia and the UK to develop cultural awareness (Cultural) • Recognising similarities and differences between communities (Mutual Respect & Tolerance) • Appreciating how environments influence how people live (Spiritual)	
History	Toys, Christmas, Homes in the Past		Great Fire of London		Castles (including Kings and Queens of the Past)	
British Values and SMSC in History	This topic highlights continuity, change and empathy by comparing pupils' lives with those of children in the past. SMSC Focus (Social & Cultural): Family life, heritage games, and contrasting childhood experiences. British Values Focus (Individual Liberty): Appreciating modern choices and freedoms.		This topic provides powerful lessons on community resilience, governance and civic responsibility. SMSC Focus (Social & Moral): Community cooperation in a crisis; emergency services. British Values Focus (The Rule of Law): Creating building regulations to keep people safe.		This topic introduces early concepts of power, defence and the structure of ancient British society. SMSC Focus (Spiritual & Social): Awe of historical architecture; team roles within a community. British Values Focus (Democracy): Contrasting absolute royal power with modern equality.	

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	
British Values and SMSC in Geography	- Respecting different ways of life in contrasting environments (Mutual Respect & Tolerance) - Appreciating how people adapt to challenging conditions (Social) - Developing awe and wonder about extreme environments (Spiritual)		- Developing pride and responsibility for the local community (Social) - Understanding how people contribute positively to the places they live (Social) - Considering how environments can be improved for the benefit of others (Moral)		- Appreciating places that hold significance for different cultures and communities (Cultural) - Developing awareness of diversity across the world (Mutual Respect & Tolerance) - Showing curiosity about different countries and continents (Spiritual)	
History	Arctic Explorers		History of Widford Lodge (Including the History of Hylands)		Florence Nightingale and Mary Seacole (plus other women pioneers)	
British Values and SMSC in History	This topic introduces bravery, resilience, diversity and global discovery. SMSC Focus (Spiritual & Cultural): Awe of nature; learning from Indigenous Arctic cultures. British Values Focus (Mutual Respect): Acknowledging diverse explorers and cross-cultural teamwork.		This local history study anchors pupils in their immediate community, showing how education and childhood have changed over time. SMSC Focus (Social & Identity): Belonging to a local community; comparing past vs. present discipline. British Values Focus (Democracy & Laws): School Councils vs. historic rules; understanding why rules exist.		Contrasting these two individuals provides rich opportunities to discuss discrimination, fairness and public service. SMSC Focus (Moral & Spiritual): Compassion; identifying and challenging racial discrimination. British Values Focus (Tolerance & Respect): Defeating prejudice; celebrating diverse contributions to British history.	

YEAR 3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 3	From Stone Age to Iron Age		Ancient Egypt		Ancient Greece and their influence on the world	
History	Stone Age to Iron Age		Ancient Egypt		Ancient Greece	
British Values and SMSC in History	This topic explores the fundamental shift from nomadic survival to settled, structured communities in Britain. SMSC Focus (Spiritual & Social): Prehistoric rituals (Stonehenge); teamwork required to survive in early civilisations. British Values Focus (The Rule of Law): The birth of tribal rules and agreements to protect farming communities.		This topic introduces a complex, highly organised and deeply religious early civilisation. SMSC Focus (Spiritual & Social): Beliefs about the afterlife; evaluating a strict social hierarchy. British Values Focus (Democracy & Liberty): Contrasting absolute pharaonic power with modern human rights.		As the birthplace of democracy and Western philosophy, this topic offers a direct and powerful bridge to modern British Values. SMSC Focus (Cultural & Moral): Greek mythology; early philosophical debates on fairness and justice. British Values Focus (Democracy & Law): Studying Athenian democracy and legal frameworks (and critiquing their limitations).	
Geography	Europe		Kenya/Africa		Ocean	
British Values and SMSC in Geography	• Appreciating cultural diversity across European countries (Cultural) • Recognising that identity and traditions vary between nations (Mutual Respect & Tolerance) • Understanding how nations cooperate despite differences (Democracy)		• Challenging stereotypes through evidence-based study (Mutual Respect & Tolerance) • Comparing lifestyles to develop appreciation of cultural diversity (Cultural) • Recognising different experiences and opportunities around the world (Social)		• Understanding personal responsibility for protecting marine environments (Moral) • Considering the consequences of pollution on people and wildlife (Moral) • Developing a sense of wonder about the world's oceans (Spiritual)	

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 (The Shang Dynasty)		Romans		Anglo-Saxons and Vikings	
British Values and SMSC in History	This topic introduces an ancient, non-European civilisation, offering opportunities to look at early technological advancements and distinct belief systems. SMSC Focus (Spiritual & Cultural): Oracle bones, ancestor worship; appreciating non-European ancient art. British Values Focus (Mutual Respect & Liberty): Valuing diverse global histories; contrasting slavery with modern freedom.		The Roman invasion and occupation of Britain introduce pupils to a multicultural empire, infrastructure and early codified law. SMSC Focus (Moral & Social): Examining the impact of invasion (Boudicca); benefits of Roman infrastructure. British Values Focus (The Rule of Law): Understanding codified Roman law and how it shaped modern legal systems.		Focus on migration, the formation of early English kingdoms and the roots of the English language. Consider invasion, conflict, settlement, trade and governance. SMSC Focus (Spiritual, Cultural, Moral & Social): Paganism to Christianity conversion; roots of the English language; stereotypes (raiders vs. traders); coexisting under Danelaw. British Values Focus (The Rule of Law and Democracy): Studying early justice, democratic and legislative systems.	
Geography	The Environment and Sustainability		Natural Disasters		Village Settlers	
British Values and SMSC in Geography	- Reflecting on responsibilities towards future generations (Moral) - Considering the impact of personal choices on the environment (Moral) - Understanding how laws and policies can protect the planet (Rule of Law)		- Developing empathy for communities affected by natural disasters (Social) - Appreciating human resilience during times of crisis (Spiritual) - Understanding the importance of international support and cooperation (Social)		- Understanding how communities develop to meet people's needs (Social) - Appreciating how places change over time (Cultural) - Considering how decisions about land use affect others (Moral)	

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	
British Values and SMSC in History	This topic is rich with themes of power, religious upheaval, propaganda and state control. SMSC Focus (Spiritual & Moral): The Reformation and changing state religions; analysing royal tyranny vs. propaganda. British Values Focus (Mutual Respect & Tolerance): Learning from Tudor religious persecution to appreciate modern freedom of belief.		Studying this civilisation provides a contrast to European history, offering deep philosophical and ethical discussions. SMSC Focus (Cultural & Social): Celebrating Mesoamerican engineering and education; debating the ethics of the Spanish Conquest. British Values Focus (Individual Liberty & Respect): Exploring human rights; respecting advanced civilisations outside of Europe.		Focusing on a public health crisis allows pupils to explore how fear impacts human behaviour and how society responds to mass tragedy. SMSC Focus (Social & Moral): How pandemics break down or reshape social classes; scapegoating and ethics during a crisis. British Values Focus (The Rule of Law & Liberty): Evaluating emergency quarantine laws and balancing public safety against personal freedom.	
Geography	Explorers/Mapping		North and South America		Water and aid	
British Values and SMSC in Geography	- Appreciating how exploration increased understanding of the wider world (Cultural) - Considering how contact between different societies shaped communities (Cultural) - Developing curiosity about places beyond their own experience (Spiritual)		- Appreciating cultural diversity across the Americas (Cultural) - Respecting different traditions, lifestyles and beliefs (Mutual Respect & Tolerance) - Understanding how geography influences opportunities and ways of life (Social)		- Considering whether access to clean water is a basic right for all people (Individual Liberty) - Understanding inequalities in resource distribution (Moral) - Appreciating the role of international cooperation and aid (Social)	

YEAR 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 6	French Revolution		Victorians and then World War 2 (including Refugees)			
History	French Revolution		Victorians		World War 2	
British Values and SMSC in History	This topic introduces pupils to radical political change, the birth of modern human rights and the dangers of extremism. SMSC Focus (Moral & Social): Terror vs. Equality; how severe social inequality breaks a society apart. British Values Focus (Democracy & Law): Comparing absolute power and mob rule to structured, fair democracy.		The Victorian era allows pupils to examine industrial progress alongside severe domestic poverty. SMSC Focus (Spiritual & Moral): Awe of industrial progress vs. the dark ethics of child labour and workhouses. British Values Focus (The Rule of Law): Understanding how social reformers used legislation (Factory Acts) to protect citizens.		This topic offers a profound and emotive platform to study totalitarianism, resistance, civil duty and human rights. SMSC Focus (Spiritual & Moral): Emotional reflection on the Holocaust and Blitz; evaluating extreme moral courage vs. compliance. British Values Focus (Tolerance & Liberty): Defending democratic freedoms; recognising the absolute necessity of religious and cultural tolerance.	
Geography	Weather and Climate		Refugees		Mountains and Asia	
British Values and SMSC in Geography	- Understanding shared responsibility for environmental challenges (Moral) - Considering how climate change affects communities differently around the world (Social) - Reflecting on humanity's impact on the planet (Spiritual)		- Developing empathy for people forced to leave their homes (Social) - Respecting people from different cultures and backgrounds (Mutual Respect & Tolerance) - Understanding the importance of human rights and freedoms (Individual Liberty)		- Appreciating the diversity of cultures, religions and traditions across Asia (Cultural) - Understanding how people adapt to challenging environments (Social) - Developing awe and wonder about significant physical landscapes (Spiritual)	

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

Behaviour

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

In classroom

- 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 and STEM. 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.

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 optional 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. Wellbeing lessons 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.
- Teaching pupils how to stay safe online, make responsible choices and seek help from a trusted adult if anything worries or upsets them.

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 lessons, the Jigsaw scheme ensures that learning from previous years is revisited and extended, with new concepts, knowledge and skills introduced progressively and, in an age-appropriate way. Our Relationships and Health Education curriculum is consistent with the National Curriculum (2014) and the revised statutory DfE guidance on Relationships Education, Relationships and Sex Education and Health Education (2026). Any additional sex education is also planned progressively and appropriately for each age group. Children learn about equality, respect, different types of families and healthy, loving relationships, including families with same-sex parents, in a sensitive and age-appropriate manner.

SMSC and British Values in Jigsaw PSHEE

Jigsaw PSHEE makes a significant contribution to pupils' spiritual, moral, social and cultural development and to the promotion of fundamental British values. Every Jigsaw lesson provides opportunities for SMSC development through mindfulness, emotional literacy, discussion, reflection and collaborative learning. The Jigsaw Learning Charter helps pupils create a safe and respectful learning environment, while the five British Values are explored across the six Puzzles and individual Pieces. Learning is progressive and age-appropriate, helping pupils to understand themselves, build positive relationships, celebrate difference and participate responsibly in their school and wider community.

Area	Key Development	Examples in Jigsaw PSHEE
Democracy	Having a voice, listening to others and contributing to shared decisions.	Creating and agreeing the Jigsaw Learning Charter; class, group and paired discussions; sharing opinions; considering different viewpoints; taking turns; voting and contributing to decisions that affect the class and wider community.
Rule of Law	Understanding why rules and laws are needed and recognising rights, responsibilities and consequences.	Following the Jigsaw Learning Charter; exploring class and school rules; understanding rights and responsibilities; considering how behaviour affects others; recognising consequences; learning about fairness, equality and how rules help people feel safe.
Individual Liberty	Developing self-knowledge, confidence and the ability to make informed choices.	Expressing feelings and opinions; setting personal goals; making choices about health, friendships and behaviour; developing self-esteem; recognising personal strengths; understanding consent, boundaries and the right to feel safe.
Mutual Respect	Valuing others and developing respectful, caring and healthy relationships.	Listening without interrupting; respecting different opinions; using kind and inclusive language; giving supportive feedback; recognising how actions affect others; developing empathy; resolving disagreements and building positive relationships.
Tolerance of Different Faiths and Beliefs	Understanding, respecting and celebrating difference within society.	The Celebrating Difference Puzzle; learning about different families, cultures, faiths, beliefs and ways of life; challenging stereotypes and prejudice; recognising bullying and discrimination; valuing each person's identity and individuality.
Spiritual	Reflecting on identity, feelings, beliefs, values, experiences and personal aspirations.	Calm Me and mindfulness activities; reflecting on thoughts and emotions; developing self-awareness; exploring hopes and dreams; recognising personal strengths; considering what is important to ourselves and others; appreciating individuality.
Moral	Recognising right and wrong and understanding responsibility, fairness and the consequences of choices.	Exploring moral dilemmas; considering the impact of behaviour; understanding rights and responsibilities; recognising bullying and discrimination; making healthy and responsible choices; showing honesty, empathy and care for others.
Social	Building communication, cooperation, confidence and the skills needed for positive relationships.	Connect Us activities; partner and group work; turn-taking; teamwork; managing conflict; developing friendship skills; recognising healthy and unhealthy relationships; asking for help; contributing positively to the class and community.

Area	Key Development	Examples in Jigsaw PSHEE
Cultural	Understanding and appreciating the diversity of Britain and the wider world.	Learning about different cultures, families, traditions, communities, faiths and beliefs; celebrating similarities and differences; challenging stereotypes; exploring belonging and global citizenship; showing respect for people from different backgrounds.

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 school website) for details of the concrete and 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.

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.

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 ($\times$), division ($\div$) 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 $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

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 ($\times$), division ($\div$) 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 $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

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 $\frac{4}{10}$; 1 $\frac{2}{10}$; 3 $\frac{4}{10}$ 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, $0.71 = \frac{71}{100}$] Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
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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, $1\frac{4}{5} \times 1\frac{2}{3} = 1\frac{8}{15}$] Divide proper fractions by whole numbers [for example, $1\frac{3}{4} \div 2 = 1\frac{6}{8}$] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] 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

SMSC in Mathematics

At Widford Lodge, Mathematics plays an important role in promoting pupils' Spiritual, Moral, Social and Cultural (SMSC) development and understanding of British Values. Through collaborative learning, reasoning and respectful discussion, pupils learn to value different viewpoints, work cooperatively and take responsibility for their learning. They develop confidence, perseverance, mutual respect and an appreciation of how mathematics connects people, cultures and communities across the world.

By the time pupils leave Widford Lodge School, they will be fluent, resilient and reflective mathematicians who are well-prepared for the next stage of their education and equipped with the mathematical understanding needed to thrive in modern Britain.

SMSC and British Values Outcomes in Mathematics by Year Group

Year Group	SMSC Outcomes	British Values Outcomes
Reception	Develop curiosity about numbers and patterns; build confidence through exploration; learn to share, cooperate and communicate mathematical ideas.	Take turns fairly; follow classroom rules and routines; make simple choices; show respect for others and their ideas.
Year 1	Explain mathematical thinking; develop perseverance when solving problems; recognise mathematics in everyday life.	Listen respectfully to others; follow agreed methods; begin to make independent choices; work cooperatively with partners.
Year 2	Compare methods and explain reasoning; learn from mistakes; develop resilience and confidence.	Understand fairness; take responsibility for learning; respect different approaches; contribute positively during group work.
Year 3	Communicate reasoning clearly; work collaboratively; demonstrate increasing independence and confidence.	Express opinions respectfully; listen to alternative viewpoints; follow agreed conventions; take responsibility for learning.
Year 4	Recognise patterns and connections; persevere with challenging tasks; appreciate the role of mathematics in the wider world.	Respect differing viewpoints; work constructively with others; demonstrate self-discipline; make informed choices about methods.
Year 5	Think critically; evaluate strategies; justify conclusions using evidence; collaborate effectively.	Engage in respectful mathematical discussion; appreciate different perspectives; demonstrate independence and responsibility; work democratically in groups.
Year 6	Become reflective and analytical mathematicians; apply reasoning to solve complex problems; understand the importance of mathematics in society.	Make informed decisions; evaluate ideas fairly; respect and challenge viewpoints appropriately; demonstrate resilience, independence and mutual respect.

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.

Phonics and SMSC:

Pupils' Spiritual, Moral, Social and Cultural (SMSC) development are embedded throughout phonics teaching by fostering a positive, inclusive, and respectful learning environment alongside the development of children's early reading and communication skills. Through daily phonics sessions, children are encouraged to share their ideas, answer questions, take turns, and work collaboratively with their peers, helping them understand that everyone's voice is valued.

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
- précisising 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 'Undeclared', 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

SMSC across the English Curriculum

The English curriculum promotes British values by providing pupils with opportunities to explore a wide range of texts, perspectives and experiences. Through reading literature and

discussing characters, themes and different viewpoints, pupils develop an understanding of democracy, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. English lessons encourage pupils to express their own opinions, listen respectfully to others and engage in thoughtful debate, helping them to understand the importance of freedom of speech and respecting diverse perspectives. By studying texts from different cultures, backgrounds and historical periods, pupils also develop empathy, critical thinking and a greater appreciation of the diverse society in which they live.

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.

British Values and SMSC in Science

British Values and Spiritual, Moral, Social and Cultural (SMSC) development are embedded throughout our science curriculum, providing pupils with opportunities to develop not only their scientific knowledge and understanding but also their values, attitudes and sense of responsibility. Through scientific enquiry, pupils are encouraged to demonstrate **democracy** by sharing ideas, working collaboratively and listening respectfully to different viewpoints; **the rule of law** by understanding the importance of following safety rules and agreed procedures when carrying out investigations; **individual liberty** by making choices about how they approach investigations and developing confidence to ask questions and express their ideas. Science also supports **moral development** through discussion of

ethical issues such as climate change, sustainability, animal welfare and the use of scientific advances.

Spiritual development is encouraged through opportunities to explore the wonder, complexity and diversity of the natural world, while **cultural development** is promoted by recognising the contributions of scientists from different cultures, communities and historical periods. In this way, science enables pupils to become curious, responsible and respectful learners who understand how scientific knowledge can be used to improve the world around them.

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	Looking after our environment Seeing Light	Electricity Evolution and Inheritance	Humans and other animals Reproduction & Relationships

Geography

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

History

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 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

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

Area	How it can appear in Art & Design
Spiritual	Children explore feelings, imagination and creativity; respond emotionally to artwork; reflect on beauty, nature or the meaning behind an artist's work.
Moral	Discuss ethical or moral issues represented in art, such as fairness, inequality or environmental issues; respect other people's work and ideas; learn to use materials responsibly.
Social	Work collaboratively, share resources, discuss and evaluate each other's artwork, listen to different opinions and give constructive feedback.
Cultural	Study artists, crafts and traditions from different cultures and periods; explore how art reflects people's beliefs and identities; appreciate similarities and differences between cultures.

- 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.

SMSC Summary for Art and Design and Technology:

British Value	How it can be embedded in primary art	Example activity
Democracy	Give pupils genuine choices about materials, themes, compositions or how a collaborative artwork should look. Encourage pupils to listen to and respond to others' ideas.	Collaborative mural: pupils vote on a theme, discuss different designs and work together to create the final piece.
Rule of Law	Establish and reinforce expectations around safe and responsible use of art materials and shared spaces. Discuss why rules are necessary rather than simply imposing them.	Printing lesson: pupils agree safety rules for using printing tools and take responsibility for following them.
Individual Liberty	Encourage creativity, self-expression and personal choice. Allow pupils to interpret a brief in different ways and explain their artistic decisions.	Self-portraits: pupils choose colours, symbols and styles that communicate something about their identity.
Mutual Respect	Teach pupils to value different artistic styles, cultures, opinions and levels of ability. Develop constructive language for discussing artwork.	Gallery critique: pupils look at classmates' work and give feedback using prompts such as <i>"I like..."</i> , <i>"I notice..."</i> and <i>"I wonder..."</i> .
Tolerance of different faiths and beliefs	Explore art from a wide range of cultures, communities and religious traditions sensitively, avoiding stereotypes and encouraging curiosity.	Pattern and symbolism: compare examples of Islamic geometric art, Hindu rangoli patterns, Christian illuminated manuscripts or other appropriate traditions.

Computing at Widford Lodge Prep School

At Widford Lodge we follow the Purple Mash Computing Scheme which provides a progressive curriculum for pupils across Key Stages 1 and 2. Learning builds on the knowledge and skills developed in previous years and covers the key areas of the National Curriculum for Computing, including computer science, information technology, digital literacy and online safety. The following overviews show the units and learning covered by each year group.

Year 1 Information Technology Computer Science Digital Literacy			
Introduction to Purple Mash 3 lessons This unit introduces Purple Mash, and the essential knowledge and skills required for the Year 1 units. Children will learn about 2Dos, saving work and navigating to key areas. - Logging in and out of Purple Mash - Opening and using 2Dos - Saving work in the Work area	Creative Computing 4 lessons Children develop their mouse, keyboard and basic computing skills using creative tools. Children will use the 2DIY tools to paint, create jigsaws and make simple drag and drop games. - Making digital art - Making and sharing jigsaws - Making a drag and drop game	Data Explorers 6 lessons Children use software tools to group and sort recognisable objects. By the end of the unit, children can collect simple data and present it in a pictogram. - Sorting and grouping items - Understanding what data is - Representing data accurately	Creating & Following Instructions 3 lessons The basis for understanding simple algorithms and algorithmic thinking. This is a foundational unit, introducing the basis of logical thinking in preparation for coding. - Following instructions - Creating Instructions - Understanding simple algorithms
Animated Stories 6 lessons Children create digital books using the 2Create a Story tool. They learn how to work with images, text and sound. Children also learn how to animate simple objects. - Creating digital art and text - Adding animation to images - Adding sound	Coding 6 lessons Children learn coding using the block coding tool, 2Code. Children will explore simple instructions and relate this to code blocks. By the end of this unit, children will be able to make a simple program. - Using blocks to code - Understanding objects, actions and events - Planning and designing a program	Technology Around Us 4 lessons Defining and understanding what technology is. Children will relate this to school, home, outside and to its use in the wider world. - Understanding what technology is - Recognising technology in the local environment and wider world	Making Beats 4 lessons Introducing digital music making. Children will use the tools 2Explore and 2Beat to make their own digital music. - Creating sounds using 2Explore - Combining instruments using 2Beat - Composing digital music
Robotics with Mai-Z MouseBot 4 lessons A Year 1 or Year 2 unit that introduces children to robotics. - Controlling the Mai-Z MouseBot through code - Coding movement, lights and sounds			

Year 2			
Information Technology		Computer Science	Digital Literacy
Introduction to Purple Mash 2 lessons An optional introduction to Purple Mash and the essential skills for beginning the year 2 scheme units. Use with classes who haven't used Purple Mash before or who need a refresher in the basics.	Creating Pictures 5 lessons Digital art creation using 2Paint A Picture. Children learn about famous art styles and how a digital art tool can be used to reproduce art in that style. - Painting in different styles - Learning about famous art styles - Creating a portfolio of digital art	Making Music 3 lessons Explore digital music creation through the use of the music tool, 2Sequence. - Understanding a digital music tool - Relating functions to musical terms - Composing music digitally	Spreadsheets 6 lessons Creating and using spreadsheets with 2Calculate, focusing on how to enter, organise, and manage data in rows and columns. - Understanding rows and columns - Inserting images with values - Using totalling tools - Creating graphs
Route Explorers 4 lessons Children code using the tool, 2Go. Children learn to build simple algorithms to move a screen turtle along routes. - Considering direction and distance - Creating commands - Building an algorithm	Questioning 4 lessons Children will explore how to ask questions to collect useful information. They will learn to organise data using tally charts, pictograms, and simple branching databases to help sort and identify objects. - Asking questions to collect data - Using 2Count to present data - Using a branching database	Coding 6 lessons Builds on the coding skills and knowledge from Year 1. Children will explore, modify and create programs that include the use of timers and button objects. - Understanding algorithms - Introducing sequencing - Coding interaction between objects - Using timers and debugging	Presenting Ideas 4 lessons Children will learn how to present ideas using the concept mapping tool, 2Connect. They will organise information using the features of a concept map and think about how to present their thoughts clearly to an audience. - Using and making mind maps - Using a mind map as a presentation tool
The Internet 4 lessons The fundamentals of the internet, including its purpose, how we access it, and how to use it safely and effectively. - Defining the World Wide Web and the internet - Recognising different hardware - Understanding websites, webpages and browsers	Robotics with Mai-Z MouseBot 4 lessons A Year 1 or Year 2 unit that introduces children to robotics. - Controlling the Mai-Z MouseBot through code - Coding movement, lights and sounds		

Year 3			
Information Technology		Computer Science	Digital Literacy
Introduction to Purple Mash 2 lessons An optional introduction to Purple Mash and the essential skills for beginning the year 3 scheme units. Use with classes who haven't used Purple Mash before or who need a refresher in the basics.	Touch Typing 4 lessons Introduce children to touch typing. Children learn correct posture, finger positioning and typing techniques to develop speed and accuracy, while understanding how these skills support safe and effective computer use. - Recognising keyboard locations - Understanding correct finger positioning - Improving accuracy and speed	Email 6 lessons Children explore electronic communication using 2Email. Children learn how to respond to, compose and add attachments to emails as well as consider the safety aspects of email communication. - Composing and replying to emails - Opening and sending attachments - Using email safely	Route Planners 5 lessons Children will plan algorithms and write code that includes angles of turn to create routes for screen turtles, testing them using 2Go. - Writing commands using rotation - Creating algorithms and writing code - Planning routes - Repetition in 2Go
Spreadsheets 6 lessons Using 2Calculate in Advanced Mode, helping children move beyond basic data entry to explore how spreadsheets can calculate and solve problems. - Advanced mode of 2Calculate - Understanding cell addresses - Using the formula wizard	Coding 6 lessons Children will explore timers, the repeat command and the importance of nesting code. They will build up to using design documentation to code a program. - Using flowcharts in 2Chart - Using timers - Introducing repetition - Testing and debugging	Presentations 5 lessons Use of industry standard software to create presentations. Children will explore features of the presentation software then create and present their own slideshow presentations. - Adding media - Customizing with animations and timings - Designing an effective presentation	Branching Databases 4 lessons Explore and create branching databases in 2Question. They learn how binary questioning is used to sort data records and about the importance of testing and debugging databases that they create. - Asking binary questions - Completing branching databases - Creating and testing branching databases
micro:bit 4 lessons Introducing the micro:bit for coding external devices. Children will explore how to make basic outputs occur from the micro:bit when inputs are detected. The software includes an emulator for use in schools without micro:bits. - Using the LED display - Sequencing and timing - Understanding inputs and outputs - Adding sounds and gestures	Robotics with Mai-Z MouseBot 4 lessons A Year 3 or Year 4 unit that introduces children to robotics. - Controlling the Mai-Z MouseBot through code - Coding movement, lights and sounds		

Year 4			
Information Technology		Computer Science	Digital Literacy
Introduction to Purple Mash 2 lessons An optional introduction to Purple Mash and the essential skills for beginning the year 4 scheme units. Use with classes who haven't used Purple Mash before or who need a refresher in the basics.	Animation 6 lessons Digital animation and the common techniques used by animators. Children will use traditional animation methods and compare these methods with using animation software (2Animate). - Knowing the types of animation - Understanding onion skinning - Exploring animation features - Using storyboarding	Unpacking Hardware and Software 4 lessons Further understanding of technology and computer systems in relation to their hardware and software. - Defining types of technology - Knowing how systems work together - Identifying hardware - Understanding software	Sound Stories 4 lessons This unit introduces children to 2Cast, an audio recording tool in Purple Mash. Children will explore the features of effective audio books and work as a team to script, record and edit their own. - Recording audio content - Creating sound effects - Post-production editing
Logo 4 lessons This unit introduces children to Logo programming, focusing on developing their understanding of basic commands and programming concepts. Children will learn to create shapes and letters using instructions. - Using Logo commands - Writing commands in a sequence - Refining code using repetition and procedures	Effective Searching 4 lessons This unit teaches children to use search technologies effectively by selecting clear keywords, refining searches for accuracy, and evaluating online content to judge whether it is reliable and trustworthy. - Using a search engine - Search rankings - Reliable searching - Search algorithms	Coding 6 lessons This unit builds on learning from previous coding units. Children will learn to use selection, co-ordinates, looping and variables. They will use these coding skills to create their own game. - Introducing selection - Exploring design properties - Introducing loops - Coding number variables	Composing Beats 4 lessons This unit teaches children to explore the different elements of music, experiment with beats, and compose engaging music using the Purple Mash tool, Busy Beats. - Exploring pulse, rhythm and tempo - Understanding pitch and texture - Composing a melody
Introduction to AI 4 lessons This unit introduces pupils to Artificial Intelligence, exploring what it is, what it can do, and how it is used in today's digital world. - Exploring how AI works - Investigating the positive and negative impacts of AI - Considering AI in the future	micro:bit 4 lessons This unit introduces children to coding a micro:bit to make simulations of real-world tools such as dice and step counters. Includes an emulator for schools without micro:bits. - Exploring sensor inputs and the accelerometer - Using variables, inputs and outputs - Coding with selection and loops	Robotics with Mai-Z MouseBot 4 lessons A Year 3 or Year 4 unit that introduces children to robotics. - Controlling the Mai-Z MouseBot through code - Coding movement, lights and sounds	

Year 5			
		Information Technology	Computer Science
		Digital Literacy	
Introduction to Purple Mash 2 lessons An optional introduction to Purple Mash and the essential skills for beginning the year 5 scheme units. Use with classes who haven't used Purple Mash before or who need a refresher in the basics.	Quizzing 5 lessons The process of designing and creating interactive quizzes using Purple Mash's 2Quiz tool. - Evaluating the features of a good quiz - Choosing appropriate question types - Making use of feedback and titles - Testing and editing quizzes	Databases 4 lessons Using table-based databases. Children will create their own databases as well as query existing databases to find information that they are being asked for. - Understanding records and fields - Creating a collaborative database - Searching databases - Analysing data	Game Creator 5 lessons Children will design and make their own 3D maze adventure games using the 2DIY3D tool, assessing the effectiveness of their own and others' creations. - Exploring the features of a good game - Designing and making sprites and the game world - Evaluating the playability of games
Spreadsheets 6 lessons Through measurement conversions, graphing, weather analysis, budgeting, and planning a holiday, children learn how spreadsheets support real-world decision-making. - Using formulae - Exploring measurement conversions - Predicting results and identifying patterns	Coding 6 lessons Children will learn about the importance of simplifying code, as well as how tags, functions and different variable types can be used within a program. - Coding efficiently by refining code - Simulating a physical system - Exploring decomposition and abstraction - Using functions and variables	Word Processing 6 lessons This unit introduces children to word processing by using industry standard software. Children will explore how to edit, format and create their own documents. - Creating documents - Using images - Entering and editing text - Using tables and templates	Concept Maps 4 lessons In this unit, children explore how concept maps can be used to organise, develop and present ideas using 2Connect. They will learn to create their own structured concept maps based on non-fiction topics and present their work clearly to an audience. - Creating concept maps - Presenting from a concept map - Making collaborative concept maps
Coding External Devices 4 lessons Coding programs which enable the Purple Chip external device to be used as a game controller as well as exploring ways that the interaction of a host device and an external device can be used in real world scenarios. - Using device movement - Exploring text functions - Coding interaction with the environment	micro:bit 4 lessons Explores the use of the temperature sensor and pins on the micro:bit as well as sensors and inputs covered previously. Includes an emulator for schools without micro:bits. - Exploring sensor inputs and the accelerometer - Using selection, variables, inputs and outputs - Coding for the micro:bit pins	Robotics with Mai-Z MouseBot 4 lessons A Year 5 or Year 6 unit that introduces children to robotics. - Controlling the Mai-Z MouseBot through code - Coding movement, lights and sounds - Radio control	

Year 6			
		Information Technology	Computer Science
		Digital Literacy	
Introduction to Purple Mash 2 lessons An optional introduction to Purple Mash and the essential skills for beginning the year 5 scheme units. Use with classes who haven't used Purple Mash before or who need a refresher in the basics.	Blogging 4 lessons Children explore blogs and their features, including how they can be used to engage an audience effectively. - Planning the theme, content and structure - Writing, editing and publishing a blog post - Understanding blog moderation - Reviewing and commenting on blog posts	Networks 4 lessons This unit allows children to learn more about what networks are, what they do and how they connect devices. Children also consider the safety aspects of networks. - Identifying examples of networks - Recognising types of networks - Understanding internet services - Discussing positive and negative use of networks	Graphing 4 lessons This unit explores the benefits of creating common graph types, digitally. Children will create a range of familiar graph types using the 2Graph and 2Calculate tools. - Creating a range of graph types - Incorporating multiple datasets - Using graphs to solve a problem - Exporting and importing files
Data Detectives 4 lessons Exploration of 'big data' using Data Detectives; an interactive set of databases challenges. Children will interpret information being requested and query databases to find the information. - Filtering and sorting data - Grouping data - Linking tables	Coding 6 lessons Coding cloning and hotspots within programs. Children will use more complex flowcharts to help them test and debug existing simulations and programs. Using functions. - Understanding flowcharts and control simulations - Coding for user input	3D Modelling 4 lessons 3D Modelling design using the CAD software, 2Design and Make. It guides children to create, refine and evaluate models with creativity and purpose. - Working with viewpoints of 3D objects - Adding and editing points on a model - Designing for a purpose	Spreadsheets 6 lessons Industry standard spreadsheets software. Children will explore how to create spreadsheets and use their functionality to support real-world decision-making and problem-solving. - Performing calculations - Entering and using formulae - Presenting data - Solving real life problems
Introduction to Python 4 lessons Introducing text-based Python coding using the Python in Pieces platform. Python in Pieces translates between block-code and Python. - Comparing block and text code views - Coding for text output - Working with different data types - Coding repetition in Python	Binary 4 lessons The concept of binary, helping them understand that all digital systems store and process information using patterns of 1s and 0s. - Examining how binary represents data in digital systems. - Converting from decimal to binary - Exploring binary in relation to game states	micro:bit 4 lessons Use of micro:bits to collect data on environmental conditions. Children will create programs that use the micro:bit's pin input to create outputs. - Using the micro:bit as a data logger - Measuring, recording and analysing environmental data - Collecting data and exporting to graphical software	Robotics with Mai-Z MouseBot 4 lessons A Year 5 or Year 6 unit that introduces children to robotics. - Controlling the Mai-Z MouseBot through code - Coding movement, lights and sounds - Radio control

SMSC Summary for Computing

Computing provides many opportunities to support pupils’ spiritual, moral, social and cultural development and to promote fundamental British values. Through the Purple Mash Computing Scheme, pupils learn to use technology safely, respectfully and responsibly. They are encouraged to make independent choices, work collaboratively, respect different viewpoints and understand how their actions online can affect themselves and others. Pupils also explore how digital technology is used by individuals, communities and cultures around the world.

Area	Key Development	Examples in Computing
Democracy	Sharing ideas, considering different viewpoints and contributing to group decisions.	Discussing and voting on digital ideas; planning group projects; considering different solutions to a problem; peer evaluation; agreeing roles when working collaboratively.
Rule of Law	Understanding the importance of rules and why they are needed to keep people safe.	Following acceptable-use agreements; understanding online safety rules; protecting passwords and personal information; recognising age restrictions; respecting copyright and ownership; reporting inappropriate content or behaviour.
Individual Liberty	Making informed choices and expressing ideas creatively and safely.	Choosing appropriate software and digital tools; designing programs, animations and presentations; creating original digital content; making safe choices online; developing individual solutions to computing challenges.
Mutual Respect	Respecting other people, their work, ideas, privacy and contributions.	Working collaboratively; giving constructive feedback; communicating respectfully online; asking permission before sharing information or images; respecting other pupils' digital work.
Tolerance and Cultural Awareness	Recognising and appreciating different cultures, communities, faiths and viewpoints.	Exploring how technology is used around the world; accessing digital content representing different cultures and communities; creating inclusive digital content; recognising that people may have different experiences and opinions.
Spiritual	Developing curiosity, creativity, imagination and a sense of wonder about technology and the digital world.	Designing games, animations and digital art; exploring how technology works; solving problems in different ways; reflecting on the opportunities created by new and emerging technologies.
Moral	Understanding right and wrong and recognising the consequences of decisions and behaviour in the digital world.	Learning about online safety, privacy and digital footprints; recognising cyberbullying and inappropriate behaviour; considering the reliability of online information; understanding copyright, ownership and responsible use of artificial intelligence.
Social	Developing communication, teamwork, cooperation and confidence.	Pair programming; collaborative coding and problem-solving; sharing devices and resources; taking on different roles within group projects; presenting and evaluating digital work.
Cultural	Understanding how technology influences life in Britain and across the wider world.	Exploring the development and impact of technology; learning about significant people in computing; considering how digital technology is used across different countries, cultures and communities; creating content for different audiences.

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 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
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 sports 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 activity 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 to beat the opposition.	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.

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.

<u>Term</u>	<u>Autumn 1st</u>	<u>Autumn 2nd</u>	<u>Spring 1st</u>	<u>Spring 2nd</u>	<u>Summer 1st</u>	<u>Summer 2nd</u>
Sport	Invasion Games	Gymnastics	Dance	Orienteering and Adventurous Activities	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 learn basic orienteering skills around the school site, and tackle a variety of problem-solving activities. They take part in team building challenges that really test their physical, mental and co-operative skills.	Children learn basic orienteering skills around the school site, and tackle a variety of problem-solving activities. They take part in team building challenges that really test their physical, mental and co-operative skills.	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.

PE

Term	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
Sport	Invasion Games	Gymnastics	Dance	Orienteering and Adventurous Activities	Athletics	Racket Sports
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. A drinks bottle.	White shorts, white polo tops and a blue sunhat. Drinks bottle.	White shorts and white polo tops and a blue sunhat. Drinks bottle.

British Values and SMSC Summary PE & Games

Area	Key Development	Examples in PE
Democracy	Listening to others, contributing ideas and making shared decisions within a team.	Team discussions; agreeing tactics and strategies; selecting roles; listening to teammates; evaluating performances and suggesting improvements.
Rule of Law	Understanding the importance of rules, fairness and consequences in physical activity and sport.	Following rules of games; learning why rules keep participants safe; accepting officials' decisions; understanding fouls and penalties; demonstrating fair play.
Individual Liberty	Developing confidence to make independent choices, express ideas and take responsibility for personal performance.	Choosing tactics; making decisions during games; setting personal targets; evaluating performance; taking on leadership roles; selecting appropriate ways to improve.
Mutual Respect	Showing respect for teammates, opponents, officials and different levels of ability.	Shaking hands; encouraging others; working cooperatively; accepting decisions; supporting less-confident performers; showing good sportsmanship in victory and defeat.
Tolerance of Different Faiths & Beliefs	Developing understanding and acceptance of individual differences and ensuring everyone can participate.	Inclusive activities; adapting games so everyone can participate; respecting cultural or religious considerations; experiencing activities and sports from different cultures and traditions.
Spiritual	Developing self-awareness, confidence, creativity and appreciation of personal achievement and physical performance.	Expressing ideas through dance and movement; experiencing enjoyment and achievement; reflecting on personal performance; overcoming challenges; appreciating skilful performances.
Moral	Understanding fairness, honesty, responsibility and appropriate behaviour within competitive situations.	Playing fairly; following rules without supervision; acknowledging infringements; accepting officials' decisions; showing sportsmanship; understanding the difference between competitive and inappropriate behaviour.

Area	Key Development	Examples in PE
Social	Developing teamwork, communication, leadership and cooperation through physical activity.	Working in pairs and teams; communicating during games; taking leadership roles; supporting teammates; solving problems collaboratively; giving and receiving constructive feedback.
Cultural	Experiencing and appreciating sporting traditions, activities and forms of movement from different cultures and communities.	Exploring dances from different cultures; learning about sports from around the world; understanding major sporting events and traditions; recognising how sport brings together different communities.

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	
	<i>What does it mean to belong?</i>	<i>How does a celebration bring a community together?</i>	<i>How do stories from different religions show how to care for other people?</i>	<i>Why and how do Christians celebrate Lent and Easter?</i>	<i>How did the universe come to be?</i>	
	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	
	<i>Why is light an important symbol for Christians, Jews and Hindus?</i>	<i>What does the nativity story teach Christians about Jesus?</i> <i>Continue into Spring if needed</i>		<i>How do Jewish people celebrate Passover?</i>	<i>Why do people have different views about the idea of God?</i>	
	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	
	<i>How do people express commitment to a religion?</i>	<i>What is the Trinity?</i>	<i>What is philosophy? How do people make moral decisions?</i>	<i>What do Muslims believe about God?</i>	<i>What difference does being a Muslim make to daily life?</i>	
	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	
	<i>Where do religious beliefs come from?</i>	<i>What do we mean by truth? Is seeing believing?</i>	<i>Complete Autumn units/begin spring unit where needed</i>	<i>Why is there so much diversity of belief within Christianity?</i>	<i>What does sacrifice mean?</i>	
	Christian	Multi, Sikh		Christian	Multi, Humanist	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 5	Theology		Philosophy		Human & Social Science	
	<i>Is believing in God reasonable?</i>	<i>How has belief impacted on music and art through history?</i>	<i>Why should we be good?</i>	<i>What difference does the resurrection make to Christians?</i>	<i>How do Hindus make sense of the world?</i>	
	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	
	<i>How and why does religion bring peace and conflict?</i>	<i>How do Buddhists explain the suffering in the world?</i>	<i>What does it mean to be human? Is being happy the greatest purpose in life?</i>	<i>Creation or science: conflicting or complementary?</i>	<i>How do beliefs shape identity for Muslims?</i>	
	Multi	Buddhist	Christian, Humanist	Christian, Humanist	Muslim	

SMSC Summary - RE		
Area	Key Development	Examples in SAT RE
Democracy	Listening to, discussing and evaluating different viewpoints.	Structured discussion; debate; agreeing criteria; considering alternative answers.
Rule of Law	Exploring morality, responsibility, justice and community expectations.	Moral decision-making; why people should be good; responsibilities within communities.
Individual Liberty	Thinking independently and forming reasoned responses without being required to adopt a belief.	Philosophical enquiry; personal responses; evaluating arguments about God, creation, happiness and purpose.
Mutual Respect	Listening carefully and responding respectfully to different beliefs and experiences.	Comparing Christian, Jewish, Muslim, Hindu, Sikh and Buddhist perspectives; diversity within Christianity.
Tolerance of Different Faiths & Beliefs	Developing informed understanding of religious and non-religious worldviews.	Christianity, Judaism, Islam, Hinduism, Sikhism, Buddhism and Humanism; diversity within traditions.
Spiritual	Exploring meaning, purpose, identity, belief and human experience.	Questions about God, creation, suffering, death, worship, purpose and what it means to be human.
Moral	Considering reasons for moral choices and evaluating ethical arguments.	Moral dilemmas; right and wrong; justice; peace; sacrifice; responsibility; human dignity.
Social	Developing dialogue, empathy, collaboration and understanding of communities.	Group enquiry; respectful discussion; beliefs and families/communities; challenging stereotypes.
Cultural	Understanding how beliefs influence culture, art, music, festivals, identity and society.	Festivals; symbols and practices; religious contributions to society; music and art; global diversity.

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 classroom	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

British Values and SMSC Summary: MFL (French & Spanish)

Area	Key Development	Examples in MFL
Democracy	Listening to others, expressing opinions and participating in shared discussions.	Expressing preferences and personal opinions; responding to questions; taking turns in conversations; sharing information about themselves, families, homes and interests; participating in paired and group speaking activities.
Rule of Law	Understanding that languages have rules, structures and conventions which support effective communication.	Applying phonics and pronunciation rules; using correct grammar and sentence structures; understanding masculine and feminine nouns; following classroom routines; respecting speaking and listening expectations.
Individual Liberty	Developing confidence, independence and self-expression through language learning.	Expressing personal preferences; talking about themselves and their interests; taking risks when speaking a new language; developing independence in reading and writing activities; building confidence through presentations and role-play.
Mutual Respect	Showing respect for others, their ideas, efforts and contributions.	Listening respectfully to partners; working collaboratively in games and speaking activities; encouraging others; valuing different perspectives; celebrating achievement and effort in language learning.

Tolerance of Different Faiths & Beliefs	Developing understanding and appreciation of different cultures, traditions and ways of life.	Learning about France, Spain and the wider French and Spanish-speaking world; exploring Christmas, Easter, Day of the Dead, Las Fallas and La Tomatina ; comparing life in the UK with other countries; recognising cultural similarities and differences.
Spiritual	Developing curiosity, imagination, self-confidence and appreciation of the wider world.	Exploring stories, songs and celebrations; engaging with imaginative topics such as The Circus, Under the Sea, Superheroes, Goldilocks and Little Red Riding Hood; developing fascination with different languages and cultures; reflecting on similarities and differences between communities.
Moral	Understanding respect, inclusion, empathy and responsible behaviour towards others.	Exploring different cultural traditions; discussing similarities and differences between communities; showing kindness and patience during collaborative activities; promoting equality and inclusion; respecting different viewpoints and experiences.
Social	Developing communication, teamwork, collaboration and interpersonal skills.	Working in pairs and groups; participating in songs, role-play and language games; presenting information to others; building confidence through speaking and listening activities; giving and responding to answers appropriately.
Cultural	Experiencing and appreciating the languages, traditions and customs of other countries and communities.	Learning about French and Spanish-speaking countries; exploring festivals, celebrations and traditions; understanding how language reflects culture and identity; studying stories, songs and daily life from different cultures; developing awareness of global citizenship.

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

Exploring and learning to describe the ways that music is characterised

Music and movement

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

Learning Christmas songs for a performance

Spring

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

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

Summer

Lessons to reinforce pulse, rhythm, pitch, and aural skills
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
Ongoing skills: building musical skills including pitch and rhythm recognition.
Learning songs for the Infant Music Festival.

Summer

Creating musical soundscapes
Exploring pitch, rhythm and notation

Music in the Prep School

Pupils in the Prep School have a one-hour lesson each week. 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 playing musical instruments. Children will be given opportunities to perform instruments that they are learning both in class and with instrument teachers, at school events and also as opportunities arise in collaborations or taking part in concerts arranged by other professionals (such as the Junior Music Festival).

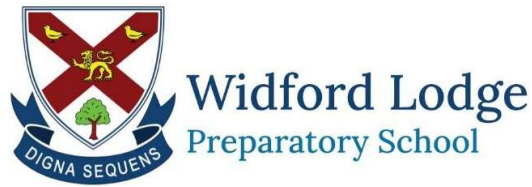
Composing and creating. Children will be taught the concepts of musical patterns and how to combine these to make their own music.

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 glockenspiel, keyboard, and recorder, across their time in Prep School. Children will also learn about a variety of musical genres, and have opportunities to study music from around the world.

SMSC Summary in Music

Area	Key Development	Examples in Music
Democracy	Making shared musical decisions and listening to others' ideas.	Voting on musical ideas; group composition; choosing instruments; evaluating performances.
Rule of Law	Following agreed rules, instructions and musical conventions.	Following a conductor; start/stop signals; steady beat; caring for instruments; ensemble expectations.
Individual Liberty	Creative self-expression and independent musical choice.	Improvisation; composing rhythms/melodies; choosing sounds, dynamics, tempo and instruments; solo performance; expressing musical preferences
Mutual Respect	Listening to and valuing other people's contributions.	Ensemble performance; turn-taking; respectful listening; constructive feedback; celebrating achievement.
Tolerance & Cultural Awareness	Encountering and appreciating different cultures, traditions, communities and faiths.	World music; songs in different languages; religious music; comparing traditions.
Spiritual	Wonder, beauty, emotion, reflection, and personal response.	Expressive listening; nature soundscapes; reflecting on mood and meaning; using music to reflect feelings; soundtracks to movies.
Moral	Responsibility, perseverance, fairness, and honest reflection.	Taking responsibility for a musical part; learning from mistakes; sensitive evaluation; copyright and ownership; practicing and showing resilience.
Social	Communication, teamwork, confidence, cooperation, and leadership.	Musical games; paired work; group soundscapes; orchestral work; conducting; ensemble leadership.
Cultural	Understanding Britain's musical heritage and the wider musical world.	Historical periods; composers and performers; music from different cultures; traditional and contemporary music.



Widford Beyond

Learning beyond the traditional curriculum

At Widford Lodge, we believe that a rich education should develop much more than academic knowledge alone.

Widford Beyond brings together opportunities that help pupils discover new interests, develop practical skills, become more independent and grow in confidence beyond the traditional classroom curriculum.

At the heart of the programme is our weekly enrichment carousel. Every Tuesday, pupils rotate through a wide range of experiences designed to broaden their knowledge and expose them to different ways of thinking, creating and problem-solving.

Across the year, these experiences can include **STEM, Philosophy, Cooking, Financial Education, Drama, Forest School, Spirituality, Aviation, Chess and Touch Typing.**

The carousel format is deliberate. Rather than specialising too early, pupils experience a broad range of activities and have opportunities to discover interests and strengths they may not otherwise encounter.

Beyond the weekly programme

Widford Beyond can also encompass wider opportunities for personal development across school life.

One example is the **HEART Award**, an independent challenge programme through which children can work towards Bronze, Silver and Gold achievements.

The award encourages pupils to develop confidence, independence and responsibility through areas including **volunteering, residential experiences, expeditions, physical activity and practical life skills.**



Tasks range from independently organising belongings and homework, to saving money, cooking, reading, overcoming personal challenges and developing resilience. At higher levels, pupils are encouraged to volunteer, become confident swimmers and cyclists, cook a family meal and take increasing responsibility for everyday life.

What are we trying to develop?

Through Widford Beyond, we want pupils to become:

Curious — willing to explore unfamiliar ideas

Independent — increasingly able to organise and manage themselves

Creative — confident to make, perform, design and solve problems

Resilient — able to cope with challenge and disappointment

Practical — equipped with useful skills for everyday life

Responsible — aware of their role within the school and wider community

Why does it matter?

Academic success remains central to what we do, but education at Widford is about preparing children for much more than the next test.

We want pupils to leave us with strong academic foundations, but also with the confidence to try something unfamiliar, the independence to take responsibility for themselves and the breadth of experience to discover where their own interests and talents may lie.

Widford Beyond gives children the opportunity to learn things that may not always fit neatly inside a traditional subject — but which can matter enormously in later life.