

Curriculum Summaries by Year

Junior Department - Years 3, 4 and 5

English

Throughout the Junior Department, pupils' abilities are developed within an integrated cross-curricular programme designed to sustain lively interest and to build firm foundations in speaking and listening, reading and writing. The schemes of work for each year are firmly based on the National Curriculum Key Stage 2 programme of study and the National Literacy Strategy.

Speaking and Listening (AT1):

Pupils are given opportunities to talk for a range of purposes - exploring, developing and explaining ideas; planning, predicting and investigating; sharing ideas, insights and opinions; reading aloud and telling and enacting stories and poems; reporting and describing events and observations, and giving presentations to audiences. The course aims to give pupils the skills to express themselves confidently and clearly, to organise what they want to say, to identify gist and key points made in discussion, to make relevant contributions and reasoned evaluative comments, to listen carefully and respectfully to others, dealing politely with opposing points of view, seeking clarification if necessary, and qualifying or justifying what they think in the light of different comments and opinions.

Reading (AT2):

Pupils are encouraged to develop as enthusiastic, independent and reflective readers. A graded reading scheme ensures that pupils are given appropriate reading material. They are introduced to a wide range of literature through independent and shared reading, and given opportunities to read extensively for their own interest and pleasure and for information, including access to ICT-based reference materials. The course aims to give pupils the skills which will enable them to consider in detail the quality and depth of what they read; to respond imaginatively to plot, character and use of vocabulary; to make inferences and deductions; to evaluate texts, referring to relevant passages and episodes to support their opinions; to use appropriate reading strategies such as skimming, scanning and close reading; to distinguish between fact and opinion; to make succinct notes; to consider an argument critically; to use dictionaries and thesauruses; to note the meaning and use of newly encountered words, and to re-present information in different forms. The range of literature to which pupils are exposed embraces fiction by significant children's authors, including some classic fiction, quality classic and modern poetry, myths, legends and traditional stories, and texts drawn from a variety of cultures and traditions.

Writing (AT3):

Pupils are taught to develop, organise and communicate their ideas in writing for a variety of purposes and audiences. They are given opportunities to plan, draft, revise and proof read written work on paper and on screen and to discuss and evaluate the style, format, tone and other aspects of their own and others' writing. They are encouraged to write in response to a wide range of stimuli, including stories, plays, poems, and their own personal interests and experiences, and to write in various forms, whether imaginative (e.g. stories, poems, scripts) or non-fiction (e.g. reports, notes, letters). Emphasis is placed on developing the pupils' ability to organise and structure writing, using punctuation marks correctly, including speech marks and apostrophes, linking sentences coherently, using paragraphs to demarcate topics, and paying attention to features of layout and presentation. Close attention is given to the development of correct spelling, including the use of dictionaries where appropriate and the application of knowledge about the organisation of dictionaries (headings, abbreviations and other conventions). Opportunities are given to develop an understanding of the

grammar of complex sentences, including clauses and phrases. Pupils are expected to develop legible, joined up handwriting.

Mathematics

Pupils are set according to ability. Higher sets will develop their mathematical skills to a greater level in each topic area.

Pupils in all years in the Junior Department follow the National Curriculum programme of study using Abacus Mathematics, The Abacus scheme, as the core text with a wide range of supporting supplementary materials.

In **Years 3 and 4**, topics include place value, basic arithmetic operations, whole number problems, fractions, use of metric measures, tables and learning of number bonds, number patterns, estimation, area, angles, decimals linked to money, shapes and symmetry, data handling, and time. Topics are developed in activities, which include practical work to give concrete experience of the key concepts. There are daily sessions of mental arithmetic including tables and the development of appropriate strategies to facilitate arithmetic calculation. The pupils also have the opportunity to reinforce their understanding through the various computer programs such as Cami Maths and Primary Games.

In **Year 5**, topics include place value, basic arithmetic operations, fractions and decimals, percentages, learning of multiplication tables and other mental arithmetic, time, metric units of measure, money and associated decimal skills, 2D and 3D shape recognition, area, perimeter, capacity, scale drawing, angles, degrees, and the use of simple graphs. There are daily sessions of mental arithmetic including tables and the development of appropriate strategies to facilitate arithmetic calculation. The pupils also have the opportunity to reinforce their understanding through the various computer programs such as Cami Maths and Primary Games.

Science

In all years in the Junior Department, work is based on topics designed to cover aspects closely linked to the National Curriculum Key Stage 2 programme of study. As well as the Programme of Study below, an ongoing strand of (Sc.1) is planned to ensure that scientific enquiry skills are taught alongside knowledge-based learning.

Year 3:

- (1) Plants (Sc.2.3):** This is studied during the autumn and summer terms. The pupils are taught about health and safety. They look at plants, flowers, seed dispersal, and undertake some basic environmental studies.

Teeth (Sc.2.2) The children also learn about healthy eating habits, teeth and food.

- (2) Sound (Sc.4.3):** Pupils learn about the parts of the ear and how we hear sounds. They are taught about everyday effects of vibrations and sounds, and this is extended to look at pitch and loudness of sounds at a basic level. The children also learn about looking after their ears and when we need to protect our ears from loud noises.
- (3) Minibeasts (Sc. 2.5):** The children are taught about the main groups of vertebrates and invertebrates and then undertake studies of invertebrates in the local environment, comparing their observations in different habitats. All topics include experimental and investigative methods and the children are introduced to data logging using ICT equipment.

Year 4:

- (1) **Ourselves (Sc.2.2):** Pupils revise and extend their knowledge and understanding of the key features of living things. They learn about joints and muscles and the effect of exercise on the human body, in particular on pulse rates. Many aspects of scientific enquiry are covered through a number of practical investigations. The children are taught about the different food groups and learn about the importance of healthy eating. They also learn about the basic human life cycle and compare this with other creatures.
- (2) **Light and the Solar System (Sc.4.3/4.4):** pupils are taught about light sources, shadows and reflections, with a number of investigative sessions. In the second half of term, the children learn about the Sun and the Moon and how day and night are caused, as well as gaining a basic understanding of why we have seasons and why the Sun appears to change position during the day. They will learn about the Solar System and be taught some of the key differences between the planets.
- (3) **Materials and their Properties (Sc.3.1):** Pupils are taught to compare everyday materials and objects on the basis of their material properties, including hardness, strength, flexibility, magnetic behaviour and conductivity, and to relate these properties to the everyday uses of the materials. They will also attempt to describe and group rocks and soils on the basis of their characteristics, including appearance, texture and permeability. A visit to the local geological study centre will allow the children first-hand experience of the various tests available to identify different rock types.

Year 5:

- (1) **Electricity (Sc.4.1)** During one half of the autumn term pupils study electricity. They learn about how electricity is generated, the renewable and non-renewable sources, its uses in the home and industry, about battery power and electric lights. They also learn about and use series and parallel circuits, circuit components including switches, investigate electrical conductors and insulators and make electro-magnets.

Magnetism (Sc.4.2): Through the magnets half term the pupils learn about the connections between electricity and magnetism, about the forces of attraction and repulsion and magnetic fields and investigate which materials are magnetic and the strongest part of a magnet.

- (2) **Forces (Sc.4.2)** In the first half of the Spring Term the pupils learn about and investigate simple forces including friction, gravity, air and water resistance, upthrust and air pressure.

States of Matter and Reversible and Irreversible Changes (Sc.3.2/3) The pupils revise the water cycle and learn about the different states of matter. They then look at reversible and irreversible changes including the processes of evaporation and condensation, how to separate mixtures and filtering, irreversible chemical reactions, the effects of heating and cooling materials and burning.

- (3) **Ecology (Sc 2.3/4/5):** In the summer term the pupils learn about ecology and the environment. There is a great emphasis placed on investigations and observations of the different environments around the school. They are taught about micro-organisms and decomposition, the life cycle of flowering plants and simple photosynthesis, habitats and ecosystems, animal adaptations, food chains and webs, using and producing keys, classification and natural cycles. An emphasis is placed on experimental and investigative methods in all topics in Science and pupils are given opportunities and encouraged to use ICT to assist their learning.

French

From **Year 3 to Year 5** pupils learn French from a variety of resources, starting with Skoldo book 1. This is a workbook that the pupils write in, thus giving them an exciting record of their work. The emphasis is largely on the development of aural and oral skills through everyday topics, keeping the writing of French to a minimum in order to ensure that the course is essentially a communicative one in which exposure to spoken French is emphasised and pupils gain increasing confidence in using the language. Teaching methodology includes the use of flashcards, mime and songs. In Year 5, basic grammatical points are introduced using Equipe 1 or Comète 1 as a course book.

Design and Technology

Year 3: The aims of the course are to raise pupil awareness of materials in the ‘made’ world, to place emphasis on safety in the workshop and technology room environment and to use a cross-curricular approach wherever possible to enhance pupil learning. The programme of study includes Minibeasts (Science), Aztec Masks and Ships of Discovery (History), Windmills (Geography). Additional short projects are undertaken to either help develop measuring and marking skills or help introduce more tool skills, eg wooden dice, spinning tops, simple vehicles, mechanically made badges, small whiteboard.

Year 4: The aims of the course are to develop capability in designing, planning and problem-solving skills; to develop individual skills and team-working in the workshop environment; to increase pupil use of technical vocabulary; to improve accuracy in making and finishing; also to introduce some power tools and a wider range of hand tools and material processes. The programme of study includes Homes and Rooms (designing and modelling a room), Houses (modelling a house, with consideration of other cultures/times eg Celtic Round House/ Greek Buildings), String Puppets, introduction to Computer control (programmable electric models linked by wires to PC and use of remote programmable robotic vehicles).

Year 5: The aims of the course are

1. To take mechanisms and Control further by:

- a) designing and making toys which include practical electric circuits. This means introducing soldering techniques to produce eg a torch, a steady hand game and a geared motor driven vehicle.
- b) Understanding the use of mechanisms such as linkages, cams and axles to control movement, also elastic to store energy (a rubber band powered low friction wheeled vehicle is produced).

2. Food Technology: - to introduce the pupils on the basic of use of the kitchen as a workshop and subsequent development of associated skills; accurate measurement of materials, appropriate selection of utensils, awareness of the hygiene and safety standards that encompass all food production; awareness of dietary goals in relation to healthy eating and basic nutritional needs for all members of society; designing and evaluating work in a methodical manner in the production, understanding and appreciation of food products.

Assessment in all years is based on general observation, evaluation of written work in design books and short progress tests on technical vocabulary and aspects of safety relevant to the programme of study.

Information and Communication Technology

Throughout the year the pupils will be taught how to do the following:

- to access an internet site using a favourites list
- to print a page from the internet
- to use a search engine to find information
- to search the internet using 'and'
- to use hyperlinks to trail an idea
- to type in a URL to locate a web page
- to save and use pictures and text and import into a document for a presentation
- to use complex searches to locate information

Year 3

Pupils in Year 3 Study the following topics. The skills learned will form the backbone of those required further up the school and aim to allow further access to the wider curriculum.

Autumn Term – 1st half term – Email

Using Microsoft Outlook pupils will be taught how to do the following:

- Compose and send email
- Read, annotate and reply to e-mail
- Send an e-mail using an address book
- Add attachments
- Create folders to organize their mail
- Gather, exchange and develop information using e-mail

Autumn Term – 2nd half term – Combining text and graphics

Using 2Publish+ pupils will be taught how to do the following:

- to alter font type, size and colour for emphasis and effect
- to amend text and save changes
- to combine graphics and text
- to use the shift key to type characters, such as question marks
- to combine graphics and text to communicate information

Spring Term – 1st half term – Finding Information

Using a variety of internet based search engines, databases and encyclopedias pupils will be taught how to do the following:

- to search using menus, the index and key words
- to use hot links or hyperlinks to navigate
- to use appropriate search techniques to find information
- to use straightforward lines of enquiry

Spring Term – 2nd half term – Introduction to Databases

Using 2Investigate pupils will be taught how to do the following:

- to add a record to a file in a computer database
- to answer simple questions by ordering records by a key field and then taking the top or bottom record

- to use a database to produce bar charts
- to use a database to sort and classify information and to present their findings

Summer Term – 1st half term – Exploring simulations/Modelling effects on screen

Using Crystal Rainforest pupils will be taught how to do the following:

- to enter data into a computer simulation
- to explore the effect of changing the variables in simulations and use them to make and test predictions

Summer Term – 2nd half term – Cross curricular project

The children will have the opportunity to utilize the skills gained throughout the year in cross curricular tasks.

Year 4

Pupils in Year 4 Study the following topics. They will revise and build on skills learned in Year 3 helping to form the backbone of those required further up the school and aim to allow further access to the wider curriculum.

Autumn Term – 1st half term – Combining text and graphics

Using 2Publish+ pupils will be taught how to do the following:

- to alter font size and use effects to indicate relative importance
- to use cut and paste to reorder a piece of text
- to delete, insert and replace text to improve clarity and create mood
- to use spell check to amend text using find and replace

Autumn Term – 2nd half term – Developing images using repeated patterns

Using Dazzle Plus pupils will be taught how to do the following:

- to alter the size of the brush tool
- to use 'save as' to keep drafts
- to use stamps and/or the copy tool
- to select areas, copy and re-size them
- to use a range of visual effects, such as reflection or symmetry
- to select suitable information and media and prepare it for processing using ICT

Spring Term – 1st half term – Branching databases

Using Inspiration pupils will be taught how to do the following:

- to search a branching database
- to create a branching database

Spring Term – 2nd half term – Collecting and presenting Information

Using Microsoft 2Investigate pupils will be taught how to do the following:

- to design simple questionnaires to record numbers, text and choices
- to create pie charts and line graphs

- to interpret and analyse information in graphs

Summer Term – 1st half term – Modeling effects on screen

Using 2Control NXT pupils will be taught how to do the following:

- to transfer floor turtle instructions to the screen and understand common language
- to type commands in immediate mode
- to write a list of commands to produce a pre-drawn shape
- to use pendown and penup to move the turtle
- to use the repeat command
- to use and change a pre-written procedure
- to write a procedure that uses other procedures to produce a result

Summer Term – 2nd half term – Cross curricular project

The children will have the opportunity to utilize the skills gained throughout the year in cross curricular tasks.

Year 5

Pupils in Year 5 Study the following topics. They will revise and build on skills learned in Years 3 and 4 helping to pave the way for life further up the school and aim to allow further access to the wider curriculum.

Autumn Term – 1st half term – Introduction to spreadsheets

Using Textease spreadsheet pupils will be taught how to do the following:

- to enter labels and numbers into a spreadsheet
- to enter formulae into a spreadsheet
- to use 'SUM' to calculate the total of a set of numbers in a range of cells
- to change data in a spreadsheet to answer 'what if...?' questions and check predictions

Autumn Term – 2nd half term – Monitoring environmental conditions and changes

Using 2Control NXT pupils will be taught how to do the following:

- to attach a sensor to a device connected to a computer and take readings
- to use the program to set up features to set variables such as selected sensor and time span of recording
- to identify opportunities and design simple investigations for which the collection of data through a computer device is both feasible and advantageous

Spring Term – 1st half term – Controlling devices

Using Mindstorms NXT pupils will be taught how to do the following:

- To control simple devices by direct instruction
- to control more than one output device
- to control output devices, by building a sequence of events to solve a problem
- to create a sequence of instructions which can control a number of output devices

Spring Term – 2nd half term – Digitizing Myself

Using Revelation Natural Art pupils will be taught how to do the following:

- Use a digital camera
- Importing images from a camera to a hard drive
- Opening an image in a graphics program
- Creating layers
- Resizing an image
- Copying and pasting an image

Altering an image using a variety of techniques

Summer Term – 1st half term – Multimedia Presentation

Using Revelation Natural Art pupils will be taught how to do the following:

- to design multimedia pages
- to sample sounds
- to create buttons to link pages to use a multimedia authoring program to organize, refine and present information in different forms for a specific audience.

Summer Term – 2nd half term – Cross curricular project

The children will have the opportunity to utilize the skills gained throughout the year in cross curricular tasks.

History

The course in the Junior Department aims to develop the following skills: to place dates, events or objects in chronological order; to understand the concept of time-scale; to identify and describe changes over a period of time; to identify similarities or differences between past and present; to develop empathy with peoples of the past; to use primary and secondary sources; to understand the difference between fact and opinion; to begin to develop the ability to interpret facts; to develop an awareness of cause and effect; to develop IT skills through History-based programs.

In all years in the Junior Department pupils follow a course reflecting the NC KS2 programme of study. Pupils have access to a wide range of reference books, class sets, individual books and worksheets appropriate for different levels of ability, history-based IT resources and other supplementary resources for the enhancement of learning, such as DVD's, CD's and replica artifacts.

Year 3:

In the Autumn Term, pupils study the theme **Explorers - Christopher Columbus and Life on board a ship 500 years ago**. They learn about what people knew about their world 500 years ago and the need for exploration. They study the voyages of Christopher Columbus and examine life on board ship 500 years ago and the problems that sailors of that period would have had to face.

In the Spring Term, the theme is **The Aztecs**. Topics covered include who the Aztecs were and where they came from and life in the Aztec times; the great city of Tenochtitlan: the rise to power of the Emperor Montezuma; religious beliefs and human sacrifice and the conquest of the Aztec Empire by Cortes.

In the Summer Term, pupils study **Local History - Glastonbury Abbey and Joseph of Arimathea**. They learn about the glory that was Glastonbury Abbey before the Reformation. To support this topic, they visit the Abbey where they trace the development of the Abbey buildings and meet a monk (an actor) who describes what his life would have been like in medieval times. Following this visit the pupils study the life of a monk living in the Abbey in 1530.

Year 4: During the year pupils study The Greeks, The Egyptians and The Celts. Each topic is studied for one term.

Ancient Greece: Topics covered include a Greek timeline and a comparison of the city-states of Athens and Sparta; wars; myths and legends; everyday life; culture and art; gods and goddesses,

writers and writing, the Greek legacy and the Ancient Olympic Games. The theme is supported by computer software and a Greek experience where pupils can try on Greek costumes, listen to the language and sample Greek food

Ancient Egypt: Pupils learn about the length of time spanned by the Egyptians; the importance of the River Nile; food and farming in the Nile Valley; the hierarchical structure of society, from pharaoh to scribe to peasant; building technology, including pyramids, boats and shadufs; religious beliefs; culture, picture writing and art; and the discovery of the tomb of Tutankhamun. Pupils are encouraged to use archaeological evidence to develop their ideas, and are given access to examples of papyrus, a hieroglyph printing set and appropriate computer software. Their work is supported by a visit to the Tutankhamun Exhibition in Dorchester.

The Celts (Ancient Britons/Iron Age People): Pupils compare the time spanned by the Celts, Egyptians and Greeks. They learn where the Celts settled in Europe and study their way of life including food and farming, homes and hill forts, technology and the use of iron, clothing, art and religious beliefs. Throughout the term pupils are encouraged to recognise our Celtic heritage and to use and interpret archaeological evidence. The topic is supported by a visit to a Celtic hill fort (weather permitting) and a number of web sites.

Year 5: In the Autumn Term, pupils study the theme **Roman Britain**. They are introduced to the early history of the British Isles and the ways in which British society was shaped by the Romans. The Roman conquest and its impact on Britain is examined in some depth and supported by a visit to the Roman legionary town of Caerleon, with its amphitheatre, barracks and Roman museum, or to the Roman baths at Bath.

In the Spring Term, pupils learn about **Anglo-Saxons**. They study the reasons behind the arrival of these so-called invaders in Britain and examine the effects they had on the British way of life in terms of religion, trade and geographical and political rule. To support this topic, pupils experience an 'Anglo-Saxon Day'.

In the Summer Term, the theme is **The Tudors and their lives and times**. Pupils are introduced to some of the major events of Tudor times. They learn about Tudor monarchs, the way of life of people at different levels of society and the beginning of Britain's expansion overseas. As in the two previous terms, the theme is supported by a visit, this time to Montacute House, an Elizabethan mansion.

Geography

In all years in the Junior Department, the course is broadly based on the skills, places and themes laid down in the NC KS2 programme of study, enriched with talks, field work where appropriate and visits within the locality.

Year 3: In the Autumn Term, pupils learn **Mapping Skills**, which form the basis of more formal map work in Years 4 and 5. The following topics are studied: how maps developed, scale and direction including compass work, location on maps using a grid. The term's work involves much practical activity and work outdoors where appropriate. In the Spring Term, pupils learn **Atlas Skills**, focusing on the variety of information to be found in an atlas and ways to retrieve it. The following topics are studied: information found in an atlas, the map of the British Isles, the World Map, including continents, countries, capital cities, mountains and rivers. In the Summer Term, pupils learn about **Vanishing Tribes: The Amazonian Rain Forest**. They study a variety of aspects of life in the rain forest, including physical features of Amazonia, climate, food and settlement. Emphasis is placed on the reasons for the disappearance of these tribes and what can be done to help them survive.

Year 4: In the Autumn Term, pupils learn about **Rivers**. The unit of study begins by looking at the Water Cycle and how this gives rise to rivers and then goes on to study the processes of erosion, transportation and deposition through a variety of practical simulations through which pupils discover factors, which affect the processes. They then take a closer look at river systems as preparation for a field investigation on a stream in the Quantocks. This familiarises pupils with fieldwork techniques, including measuring, recording and sketching. The term's work ends with a study of the River Rhine and some individual research on world rivers. In the Spring Term, pupils

study different aspects of the **Weather** and go on to learn how some features of the weather can be measured and recorded. This includes making and experimenting with their own designs of weather instruments. They also study and use real weather instruments and learn to keep their own weather record. The term ends with a look at weather forecasting. In the Summer Term, work is based on **Britain and Bangladesh** using a variety of resources. Pupils compare the geography of the UK with aspects of life in Bangladesh giving pupils an insight into what it is like to be a child in a developing country where there is a constant threat of cyclones and serious flooding.

Year 5: The course consists of three units, which are rotated within the year group:

In the Autumn Term, pupils look at **mapping skills** and **Journeys**. During the first half of the term the following topics are studied: why we use maps, Ordnance Survey maps, looking at direction and scale and map reading. Children do lots of practical work using a compass, drawing maps to scale and looking at map symbols. The Ordnance survey maps are used throughout the first half of the term. During the second half of the term the children look at why we make journeys. They look the type of transport used for local and long distance journeys. The children study the road system in this country looking at the difference between motorways, main roads and B roads. To finish the term they look at the Eurotunnel and its history and other ways of crossing the Channel.

In the Spring Term pupils study the **major world climate zones**: polar, desert, tropical and temperate. They study not only the climate but also the way in which people have adapted to life in these very different parts of the world. Reference is made to coping with the climate and changes to the people's environment.

In the Summer Term, pupils study the unit **Somerset Levels**. Children study the most important 'wetlands' left in England, which we are fortunate enough to be surrounded by. This is a very practical topic which includes fieldwork and stimulating trips to local industries, such as dairy farms, the Willows and Wetlands Centre, peat farms, the cider factory and nature reserves. Children learn to become aware of their local environment and will be conscious of a flourishing ecosystem that needs protecting.

Religious Studies

The RS syllabus aims to create an understanding of religious concepts at a level appropriate to the age of the children being taught. A revision and assessment programme is undertaken in conjunction with the set topics. Pupils are tested regularly and progress is assessed through both written and oral questioning.

The subject is studied through seven key areas: Beliefs and Values; Worship and Symbols; Festivals and Celebrations; World religion.

Year 3: In the Autumn Term, pupils study **Festivals and Celebrations**. They are introduced to different religions in a concrete and practical way through the study of Harvest, Divali, Hanukkah and Christmas. They also study baptism and marriage celebrations and others may be included which fall on a relevant day e.g. Yom Kippur. In the Spring Term, pupils learn about **Faith in Action/Inspirational People**. They are introduced to different iconic leaders and people who have made a difference to those less fortunate than themselves. In the Summer Term, the theme is **Self Worth**. Pupils reflect on their own thoughts and feelings about social relationships as a means to enhance their own personal spiritual development.

Year 4: In Year 4 pupils embark on a study of the major world religions which will continue until the end of Year 5. In the Autumn term pupils study **Christianity**. A series of individual lessons are planned to teach the main Christian beliefs, festivals, holy writings and practices. Both implicit and explicit values are visited whilst teaching Christianity. In the Spring Term **Judaism** is taught in a similar way using a set and structured Junior scheme of work accompanied by artefacts, videos and

posters. During the Summer Term the **Islamic religion** is taught to develop empathy and knowledge of the Muslim faith.

Year 5: In Year 5 pupils continue to learn about world faiths. In the Autumn Term pupils learn about **Hinduism**. In particular they learn about the major festivals that link into the Lunar Year, e.g. Divali, the names and stories that are associated with the different Deities, their beliefs, holy writings and worship and the importance of pilgrimage. In the Spring Term similarly pupils follow individual lessons to learn about **Sikhism**. Again they study their major festivals, stories, beliefs, worship and pilgrimage. In the summer term pupils learn about **Buddhism**. They find out about this religion in a similar way but significantly are taught that Buddhists have no God and that the way to find happiness and contentment is by overcoming suffering. The significance of religious symbols is investigated and these pupils are able to compare and contrast the different religions by the end of Year 5. All of these Schemes of Work are supported by the use of artefacts, posters and videos/dvd's.

Art

Year 3: During this foundation year Art is studied as part of integrated units of work and pupils are encouraged to explore a range of arts media, skills and techniques, developing individual skills as well as those, which encourage collaboration with others. Opportunities are given to use the following materials, skills and techniques:

The activities and skills covered include –

Drawing Using line, shading and texture in observational work. Optical effects and simple perspective.

Colour Introduction of vocabulary, colour mixing and matching in observational work.

Collage Using natural/manmade materials

Printing Using clay and polystyrene

Ceramics Thumb and coil pots and simple figures and forms.

Year 4: During this year pupils continue to develop their ability to explore a range of skills, media and techniques. They begin to develop an appreciation of the work of well known artists from different periods and cultures. Through discrete art lessons and cross-curricular projects pupils continue to learn the skills and techniques of collage, observational drawing, printmaking, 3D design, model making, clay work and pattern making. They gain an understanding of how to use colour effectively and have the opportunity to use textiles media. Opportunities are given in the following areas: **junk modelling**- e.g. design and construction of rockets for “space travel”, Easter flowers; **Painting and Collage** - e.g. colour washes to represent moods and seasons of the year, reproducing the work of an artist, looking at and warm and cool colours, aerial perspective. **Clay** - e.g. modelling Ancient Egyptian hieroglyphs and canopic jars; **Textiles** - creating self-portraits. **Drawing** –Looking at features, Egyptian art, optical work in one and two point perspective and observational work with tone. **Graphics**- Looking at calligrams and Dazzle and images for posters. **Printing**- Pointillism, mono printing.

Year 5: During this year, we continue the process of building upon pupils' skills using a range of mediums and making processes to communicate their ideas. Pupils are encouraged to refine further their skills so that media can be used with greater confidence and fluency - they extend their understanding and appreciation of art from different periods and cultures. Art is studied as an integrated aspect of the curriculum and pupils are exposed to a wide range of materials and activities, which include: **Drawing and Painting** – tonal observational drawing work perspective interior studies, proportion in portrait painting focusing on non realistic representations, expressive use of colour in the paintings of a range of well known artists and illuminated lettering linking to St. Bede in Anglo-Saxons; **3D Design (Clay)** - creating Roman oil lamps; **Printing**- making repeat patterns with string and simple blocks; **Collage and mixed media** in Tudor portrait studies, Anglo Saxon weaving and tonal collage work; **ICT** – revelation natural art portrait image manipulation.

Personal, Social and Health Education and Citizenship

Year 3: PSHE is introduced to pupils by their class teachers in a variety of ways. In Group Tutor sessions pupils discuss aspects of school life, particularly how to cope with moving to a new school and working in a new environment. PSHE is also introduced through the curriculum in RS (self-worth and self-esteem), History (empathy), Geography (the environment/social issues), Science (the healthy human body) and PE (health-related fitness). In English lessons, pupils learn the essential skills of listening and orderly discussion and apply them in considering many wide-ranging issues.

Years 4 and 5: In addition to sessions with their Group Tutor, pupils have one timetabled lesson per week with the Deputy Head. Topics covered include Relationships (Myself and Others, Feelings, Friendships); Citizenship (Rules, Communities, Conflict, Responsibilities and Rights); Health (Hygiene, Illness, Food, Lifestyle); Disability (Exercise, Leisure, Environment); Safety (Harmful Materials, Dangerous Places, Feeling Safe).

Music

Music is regarded as an essential element in the education of the whole child. The cognitive advantages bestowed by musical education are transferable to other subject areas and have been clearly demonstrated in recent research.

The curriculum for Years 3, 4 and 5 closely follows the guidelines laid down by the National Curriculum for Key Stage 2. The development of aural skills is seen as the main centre of activity throughout the key stage. Specifically, internalising, and recalling songs, internalising rhythm and pitch phrases and making comparisons between these phrases. Both instruments and voices are used as a means to develop these skills.

During the Key stage the elements of music (pitch, rhythm, dynamics, tempo, duration, timbre, texture, and beat/pulse) are introduced, explored, developed and extended.

The first term for all years is focused on establishing and consolidating good singing technique, including the importance of using the diaphragm, clear diction, posture, phrasing and accurate pitch matching. A variety of vocal music is used and all years are involved in an end of year production to demonstrate their abilities.

During the following terms Year 3 have the opportunity to take a closer look at the elements of pitch, pulse, rhythm, timbre and dynamics, using voices and instruments. They listen to a variety of recorded music and begin to develop the ability to appraise what they hear. Composition skills are introduced using given devices and structures including ostinati, ternary, and rondo form. Musical symbols are introduced. The pupils will learn about music and instruments from different nations and countries through listening. The end of the year production enables the children to use their knowledge in a performance situation.

Years 4 and 5 continue their musical journey, exploring music through listening, composing and performing. Continuity is preserved whilst the increasing demands and expectations provide progression. Previously learned skills are consolidated. Thus the following terms deal with the elements of music, including increasing use of notation, both graphic and conventional. Some history of music is introduced. Again, the end of year production enables the children to use their knowledge with understanding.

Chess

The playing of Chess undoubtedly makes an important contribution to a child's educational development and the level of intellectual activity that chess can generate in a very young child is probably unmatched by any other discipline. Specific intellectual benefits include the strengthening of concentration, logic, problem solving, anticipation, spatial awareness and organisational skills.

Social and psychological benefits include the opportunity to meet and face people of all types and ages in a contest of pure skill, the acceptance and observation of a code of etiquette and behaviour, the development of determination and the will to overcome problems, the ability to reconcile calculation with intuition and the ability to recover from temporary defeats and setbacks and start afresh.

Year 3 and 4 pupils have one timetabled lesson of Chess per week. They are taught the basic rules and helped to develop an appreciation of tactics and strategy. Etiquette is regarded as an important element of the course and pupils are firmly directed towards appropriate behaviour at the board so that decisions are made in an atmosphere of quiet reflection. Play is sometimes deliberately interrupted to oblige players to examine positional aspects of the game; pupils are invited to suggest moves in all games before the end of each session.

Drama (Year 5)

Year 5 receive timetabled weekly lessons in Drama with a specialist tutor. These lessons will introduce pupils to the subject of Drama at a basic level. (Under review see Jim Boyd for further details).

Physical Education

The aims of Physical Education at MPS are to promote physical development and confidence and the resultant self-esteem; to provide individual programmes to help all pupils realise their full potential, including outstanding athletes and pupils with special needs; to ensure pupils understand the short and long-term effects of exercise on the body systems, and to make pupils aware of the various methods of improving fitness, preparing for activities and recovering afterwards; to help pupils to value safety codes, minimise risk, avoid danger and respond appropriately, when necessary, to emergency situations; to teach pupils to know about and value the benefits of participation in physical activity and to develop in them a positive, committed, enthusiastic, hard-working approach which will help them derive maximum enjoyment and satisfaction from successful endeavour both at school and throughout life; to develop an appreciation of skilful and creative performances across the areas of activity; to develop problem-solving skills; to develop interpersonal skills and qualities such as integrity, fairness, self-discipline and a concern for quality as well as success and to ensure pupils in teams treat opponents, fellow team members and officials with respect.

Whilst MPS has earned a wide reputation for high standards in Physical Education, gained mainly through the success of our teams in County, Regional and National events and outstanding individual performances, our competitive achievements are only part of the picture. The major part of our programme is concerned with teaching pupils a broad, balanced syllabus, which is differentiated to meet the needs of individual pupils. We study all parts of the National Curriculum but go far beyond its basic requirements in terms of range of sports and activities offered, curriculum time allotted and standards expected.

Years 3 and 4: The PE curriculum embraces gymnastics, tennis, swimming, athletics, cricket (boys), rounders (girls), rugby (boys), netball (girls), hockey and football (boys).

Year 5: In addition to all the Year 4 elements, the Year 5 PE curriculum includes trampolining.

The theme of **Health-Related Fitness**, with its emphasis on developing and maintaining cardiovascular fitness and flexibility, runs through all PE programmes.

Swimming is considered to be a very important part of the PE programme and particular emphasis is placed on teaching swimming to younger pupils. In Year 3, swimming is taught for half a term every term throughout the academic year. There are also lunchtime sessions for those who need extra sessions.

Athletics: In Years 3, 4 and 5, the basic skills of running, jumping and throwing are taught, as well as activities such as throwing a cricket ball for distance and accuracy and jumping for height and distance. Pupils are encouraged to sustain energetic activity over appropriate periods of time.

In **Games**, pupils are taught to explore and understand common skills and principles, including attack and defence in invasion (rugby, football, netball, and hockey in Years 3, 4 and 5) striking and fielding (rounders and cricket in Years 3, 4 and 5) and net games (tennis in Year 5).

Gymnastics is taught using the “Core Skills” method. Core skills are developed through stages of orientation and exploration activities, learning the technique, exploring the skills, variations on the skills and sequence development. Pupils are taught to understand the factors that influence quality in gymnastic performance including extension, body tension and clarity of body shapes.

Learning Development Centre

Information regarding the LDC (Special Needs) is available from Mary Mountstephen, Director of Learning Development, or from Sally Garland-Jones, Tutor for Admissions.

English as an Additional Language (EAL)

Information regarding EAL is available from Pippa Wynn, EAL co-ordinator or from Sally Garland-Jones, Tutor for Admissions.

07 September 2010