



Years 3-8 Curriculum Booklet 2022-2023

Introduction

At St John's, we know that children do best when school and parents work together and so our aim in producing this booklet is to outline for you the academic arrangements for the year ahead. It includes information about prep, revision and exams, as well as an overview for each subject.

The curriculum booklet presents what would happen in a normal school year. The booklet is not exclusive or exhaustive in its content, but is designed to give you a brief overview of our curriculum aims and how we set about achieving them. That said, two of the most important things you can do at home are encourage daily reading (ideally listening to them regularly) and ensure their times tables are secure.

Your first port of call for any academic issues should be the form tutor or subject teacher followed by the Head of Department and then me as Director of Studies.

We look forward to hearing from you.

Mrs Rachael Shakeshaft
Director of Studies

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Form Tutors

We want your child to feel confident and happy at school and your child's form tutor is key to this. Pupils in all years have a form tutor they see every day. As well as checking that they are keeping on top of their academic studies and giving relevant feedback from other subject staff, the form tutor's role is to encourage and support the pupils in their learning.

The form tutor is the main point of contact for parents regarding the academic progress of their child. If there is anything that may be worrying your child or preventing your child from performing at his/her best, do let their form tutor know. Email is the quickest way to communicate with tutors or a note in their planners. We aim for staff to respond within 24 hours, though please be aware this can sometimes be difficult if they are teaching back to back, on a course or a school trip. **Please also sign the pupil planner weekly to check on your child's progress and monitor prep.**

Pupils are organised into forms within year groups as follows:

Form	Tutor
3 Ash	Mrs Lee lees@deanclosestjohns.org.uk
4 Sycamore	Mrs Barr barr@deanclosestjohns.org.uk
5 Hawthorn	Ms Wilson wilsont@deanclosestjohns.org.uk on Wednesdays cracknelle@deanclosestjohns.org.uk
6 Walnut	Mrs Waters watersl@deanclosestjohns.org.uk with Mr Ahmad ahmada@deanclosestjohns.org.uk
6 Rowan	Miss M Duncan duncanm@deanclosestjohns.org.uk
7 & 8 Oak	Miss George georges@deanclosestjohns.org.uk

Contact Details

Please contact any of the staff via email or phone and we will endeavour to respond within 24 hours. It may be more appropriate to arrange a meeting to discuss more complex issues, although we recognise that for some parents this can be difficult.

Academic matters are led by the Director of Studies and heads of department.

Pastoral matters are led by the Deputy Head and Pastoral Lead.

Head	Nick Thrower	throwern@deanclosestjohns.org.uk
Head's PA	Lorraine Colthart	colthartl@deanclosestjohns.org.uk
School Office	Hayley Williams	office@deanclosestjohns.org.uk 01291 622045
Deputy Head	Phil Richardson	richarsonp@deanclosestjohns.org.uk
Director of Studies	Rachael Shakeshaft	shakeshafr@deanclosestjohns.org.uk
Head of Boarding	Emily Richardson	richardsone@deanclosestjohns.org.uk
Designated Safeguarding Lead and Pastoral Lead	Lisa Duncan	duncanl@deanclosestjohns.org.uk
Head of Pre Prep	June Ruddy	ruddyj@deanclosestjohns.org.uk
Head of English	Liz Waters	watersl@deanclosestjohns.org.uk
Head of Maths	Adam Ahmad	ahmada@deanclosestjohns.org.uk
Head of Science	Steph George	georges@deanclosestjohns.org.uk
Head of Languages	Aur�lie Crathorn	crathorna@deanclosestjohns.org.uk
Head of PSHE	Lisa Duncan	duncanl@deanclosestjohns.org.uk
Head of Humanities	Ria Barr	barrrr@deanclosestjohns.org.uk
Head of Art and Design	Theia Wilson	wilsont@deanclosestjohns.org.uk
Head of Drama	Rachael Shakeshaft	shakeshafr@deanclosestjohns.org.uk
Head of Boys' Games & Physical Education	Elliot Cracknell	cracknelle@deanclosestjohns.org.uk
Head of Girls' Games	Lisa Duncan	duncanl@deanclosestjohns.org.uk
Learning Support Coordinator	Kate Evans-Downie	evansdowniek@deanclosestjohns.org.uk
Healthcare Coordinator	Abi Martin	martina@deanclosestjohns.org.uk
Instrumental Music Lesson Coordinator	Emma Laidlaw-Height	laidlawheight@deanclosestjohns.org.uk

Expectations and Equipment

Pupils must be on time and should ensure that they come with the right books and equipment.

All pupils must have:

- ☐ pencils
- ☐ eraser
- ☐ sharpener
- ☐ glue
- ☐ 30cm ruler (not foldable)
- ☐ scissors
- ☐ highlighters
- ☐ colouring pencils

Please check and restock if needed.

Pupils in Years 5-8 all need to bring **their own Chromebook** to school which should be purchased through the portal which is open in May each year. **It is the pupil's responsibility to ensure that it is charged every night** and we are grateful for parents' support with this. Chargers cannot easily be used in most classrooms.

They should also have a blue pen –**NOT a biro**, but a good quality hand writing pen or cartridge pen. They will also require an A4 document folder divided into sections to keep homework and worksheets neat.

While we have scientific calculators, it is useful for pupils in Years 6, 7 and 8 to have their own. At St John's (and most senior schools that children will go on to) we use the Casio fx-83GX or Casio fx-85GTX scientific calculator.

Pupils in years 7 & 8 should have a compass as well as 180 and 360 degree protractors.

All pupils must bring the student planner they are given with them to every lesson along with their reading book.



No: Tippex, electronic dictionaries, carrying pens/pencils in pockets.

Our Curriculum

Teaching and learning lies at the heart of St John's. We aim to provide the finest all-round education for your child, within a supportive community and caring, family atmosphere. The curriculum consists of all the activities that we organise to promote learning, personal growth and development.

The main aim of our curriculum is to offer a broad, balanced and stimulating education to every child, that extends our most able pupils while offering support for pupils who find academic work more challenging. Year 3 and 4 teaching uses topic-based learning and all years follow the broad outline of the National Curriculum but, as an independent school, the schemes of work are developed and extended as we feel best meets the needs of our pupils. We also prepare pupils for entrance tests and pre-tests for their next school. These most commonly happen in Year 6 and include maths, English, verbal and non-verbal reasoning.

Pre Senior Bacculaureate

"As trends such as globalisation and advances in artificial intelligence change the demands of the labour market and the skills needed for workers to succeed, people need to rely even more on their uniquely (so far) human capacity for creativity, responsibility and the ability to "learn to learn" throughout their life." OECD

As a PSB (Pre Senior Bacculaureate) School, we believe in developing skills that will set children up for life at senior school and beyond into the ever-changing world of work. These skills will help our children continue to be lifelong learners and enable them to apply their skills to different challenges.

The PSB framework promotes the acquisition of subject knowledge, subject skills and the following core skills too:

- teaching and learning
- reviewing and improving
- communication
- independence
- collaboration
- leadership



We use these skills throughout the school, but with increasing emphasis on pupils' acquiring and understanding them as they progress through the prep school. This culminates in a two year course in Years 7 & 8 when pupils are assessed both during the course and via exams. At the end of their time in St John's, pupils will receive a PSB certificate of their results and your child's next school gets a transfer document which allows us to share, not only pupils' academic achievements, but also a child's achievements in sport, the arts and extra curricular activities.

We strive to instil a culture of achievement that sets no limits in order that pupils pursue excellence, achieve success and acquire high self-esteem and confidence. Beginning with the St John's Way, we encourage self-respect, respect for others, good manners, openness and honesty.

We aim to know all pupils and their parents so well throughout the school that we can accommodate all their learning needs. Form tutors, the Learning Support Coordinator, EAL Coordinator and Director of Studies are all consulted as appropriate. Pupils in all years may be taught together where larger class sizes are deemed appropriate or necessary to the subject being taught, for example: Drama, Physical Education or Games.

Timetabled teaching class groupings

The Heads of Department and the Timetabler allocate these in discussion with the Director of Studies. Timetabling is overseen by the Director of Studies.

Our timetable contains 39 periods per week; lessons are 45 minutes long. Other lessons are timetabled within the school day such as optional 1:1 paid lessons in instrumental music, speech and drama and learning support. Significant changes to timetables can only be authorised by the Director of Studies in discussion with the Head.

The number of lessons studied per subject per week in each year group is outlined below:

Subject	Years 3 & 4	Year 5	Year 6	Years 7 & 8
English	6	6	5	5
Maths	6	6	5	5
Humanities	5	-	-	-
History	-	1	2	2
Geography	-	1	2	2
Religious Studies (RS)	-	1	1	1
Games	6	6	6	6
Science	3	4	4	4
French	2	2	2	2
Latin or Key Skills	-	1	1	1
Computing	1	1	1	1
Art and Design	2	2	2	2
Music	1	1	1	1
Drama	1	1	1	1
Physical Education (PE)	1	1	1	1
Personal, Social & Health Education (PSHE)	1	1	1	1
Learning to Learn	1	1	1	1
Flourishing Friday	3	3	3	3

Teaching and Learning that is right for every child.

Every child's learning journey is unique to them. We believe in every child learning at the level that is right for them. Learning Support is an integral part of our provision at St John's and describes the way we meet the needs of pupils who experience barriers to their learning including physical, emotional or social barriers. The School is committed to providing an inclusive curriculum and appropriate high quality education to all of our pupils, from EYFS to Year 8, whatever their needs and abilities. The school adopts a 'whole school approach' which means that the staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Additional Provision



The curriculum at St John's is designed to provide access and opportunity for all children who attend the school, regardless of physical or learning difficulties, race, ethnicity, gender, religion or sexuality. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so, only after the parents of the child

have been consulted. This includes children with higher learning potential (often referred to as gifted and talented) as well as those with specific learning difficulties.

Learning Support

If a child has a special educational need, we try, where possible, to meet those individual needs. If a child displays signs of having a learning difficulty, his/her teacher alerts the Learning Support Coordinator who can investigate in consultation with families.

The department offers a range of support in the areas of literacy and numeracy. This ranges from advising class teachers on strategies, providing in class support or specialist tuition in one to one lessons withdrawal lessons. The department offers specialist support for pupils with dyslexia and provides a structured course to develop spelling, literacy, comprehension, numerical and study skills. Various multisensory techniques are used. Mrs Evans-Downie, our Learning Support Coordinator, can be contacted with any queries.

High Learning Potential (HLP)

The phrase "gifted and talented" is often used to identify a particularly high ability in a certain range of areas. 'Gifted' relates to academic subjects, and 'talented' to the arts, sport and practical subjects. At St John's, we use the term high learning potential to encompass not only pupils who are already excelling academically but those who have the ability to work at a higher level too. Pupils are identified through cognitive ability tests (CATs) with a standardised age score of 120+ putting pupils in the top 10% nationally and those over 127 in the top 3%. Nominations to the high learning potential register may also be made by teachers on the basis of

class work or test results.

All teachers seek to nurture gifts and talents, and encourage children to have high aspirations in their subjects. There are a variety of opportunities for particularly able children, or those with a keen interest in a subject, to be identified, and nurtured. Those taking scholarships in Year 8 are given a more complex and demanding curriculum in both the academic sphere and in music, art and design, drama and sport. In addition to the provision within lessons for children of different abilities, there are various clubs and activities in school which can help develop special interests. Where appropriate, programmes are put in place to support individuals with a particular high level of ability. There is also a range of external trips and competitions which allow children to broaden their horizons.



The school is a member of Potential Plus, the charity for gifted children. Through them we are able to offer parents information to support their child, a digital magazine for pupils and news of activities and events around the country aimed at gifted and talented pupils.

English as an Additional Language (EAL)

Language support is provided for pupils whose first language is not English. Each pupil is assessed on admission, and a personal programme of study is developed, based on ability and need. Additional lessons, individual or in small groups, can be provided if required. These cover vocabulary, grammar and pronunciation in the context of the core linguistic skills of listening, speaking, reading and writing. Support is also given to students across the curriculum. A charge for EAL lessons and related course books is added to the student's bill each term. These additions are discussed with parents before sessions commence. The duration of EAL support is flexible and progress is continually monitored.

Pupils are encouraged to integrate fully into school life as much as possible. Mr Allen is Head of EAL and should be contacted if you have any questions.

Enrichment: LAMDA & Instrumental Music

In all years and with parental support, pupils are able to take regular individual or small group instrumental lessons, taught by peripatetic music staff; they can also have speech and drama lessons delivered by a specialist teacher. Where relevant, examinations are taken in these areas, such as Associated Board of the Royal School of Music (ABRSM) examinations or LAMDA (London Academy of Music and Dramatic Art) qualifications. Many pupils avail themselves of these enriching opportunities at some stage of their school career. To arrange music lessons for your child, contact our Head of Peri Music, Mrs Laidlaw-Height, and to arrange speaking and drama lessons, contact our Head of Drama, Mrs Shakeshaft.

Pupils are encouraged to enter academic competitions and have access to other opportunities, be they scholarship classes or high learning potential clubs, to enhance pupils' experience. The school's varied activities programme provides further choices to enrich the pupils' all-round education. A list of the term's lunchtime and after school activities is sent home at the start of each term. A full range of matches and tournaments against other local schools is organised throughout the weekend. A rich variety of extra-curricular activities is organised at the weekend for boarders (and flexi boarders). Specific information on activities and matches available are published in the Termly School Calendar which is made available on the website and via email.

Homework (Prep)

Each item of prep should take no more than 30 minutes to complete for pupils up to Year 6 and no more than 45 minutes for pupils in Years 7 & 8. Pupils are allowed at least two nights to complete a task. **If your child has not finished the task after 30 mins or 45 mins, they do not need to continue working but please add a note to your child's work or planner to let the teacher know.** For Years 5 to 8, we use a two week prep timetable to try and help pupils balance their workload with activities and family time and get used to the prep requirements of senior school.

Each pupil from Year 3 to Year 6 is issued with a planner. This is for them to record their prep and organise their week. **We will also be utilising Google Classroom for homework setting and have a homework classroom for each year group. Your child can access this at home and show you what homework they have. Years 7 & 8 will only use Google Classroom for prep and should check it nightly.** As part of our daily provision for after school care, there is an after school slot for completing prep from 5pm until 5.45pm which is open to day pupils as well as boarders who are not taking part in an activity.

Prep Timetable

	Week	Monday	Tuesday	Wednesday	Thursday	Friday
Year 3 30 mins		Reading	Reading and Spellings	English	Verbal or Non-Verbal Reasoning	Reading and Maths
Year 4 30 mins		Reading	Reading and Spellings	English	Verbal or Non-Verbal Reasoning	Reading and Maths
Year 5 30 mins	1	English	Reading and Spellings	Times Tables	Science	French
Year 5 30 mins	2	Maths	Reading and Spellings	Times Tables	Verbal or Non-Verbal Reasoning	Latin/ Key Skills
Year 6 30 mins	1	Latin/Key Skills	Reading and Spellings	Times Tables	Maths	Science
Year 6 30 mins	2	Verbal or Non-Verbal Reasoning	Reading and Spellings	Times Tables	French	English
Year 7 45 mins	1	Science	French		History	English
Year 7 45 mins	2	Latin	Maths		Geography	PSB Passports Learning to Learn
Year 8 45 mins	1	Science	Maths		History	English
Year 8 45 mins	2	French	Key Skills		Geography	PSB Passports Learning to Learn

Verbal and non-verbal reasoning are included even though they are not taught as a separate subject. These are important skills that can support and complement English and Maths respectively and are increasingly being used as part of the entry tests to senior schools. They will also support your child's problem-solving skills. In Year 8 there will be a PSB diary slot instead when pupils can reflect on the skills they have shown during the week and ones they need to develop.

- In Years 5-8, pupils are still expected to **read daily** at home in addition to set prep.
- The Learning Support Department may set an additional prep to reinforce skills studied in a 1:1 session. This will have an extended deadline to allow the child to manage their time.
- Art and Design set one big prep project in the spring term of which pupils are given a minimum of 4 weeks to complete.
- When your child is working towards a production in Drama, they are expected to learn lines and/song lyrics **every week**

Assessment and Pupil Progress

Teachers assess the pupils throughout the year, as our day-to-day assessment of a pupil's understanding will impact our planning and therefore there is informal monitoring of pupils' progress during lessons and when marking class work and preps. However, we also have key times when we assess more formally and parents will be informed of the progress being made through written assessments and reports, parent meetings and where needed by email or a phone call.

Marking

The aim of the marking system is to inform pupil progress. The following should be written clearly underneath pupils' work along with appropriate positive commentary and targets:

Emerging	Work shows the pupils is beginning to understand the learning objective with some help.
Developing	The pupil partly achieved the learning objective but has more to do.
Secure	The learning objective has been achieved.
Mastering	The learning objective has been fully met and the pupil has gone the extra mile or used the knowledge in a new way.

All targets are indicated by a T inside a circle; children should read and sign these targets to demonstrate their acknowledgement of the feedback given. Marks and percentages may be recorded in exercise books, alongside commentary, when an assessment or test has occurred. Teachers are expected to mark books regularly, in order to provide children with valuable feedback to improve their levels of attainment. If you have concerns in this area please contact the Director of Studies.

Parents' Meetings

Formal meetings with parents are held twice a year and take place in the Singleton Hall. The aim of these is to give face to face feedback on the progress of your child. We are aware that for some parents, particularly those who live abroad, it can be difficult to make these meetings. If you would like to find out how your child is doing via email, then please let the form tutor know before the meeting that you cannot attend; they will then take feedback from each member of staff and send you an email with this information. As an alternative, it is always possible to arrange an individual meeting with the Head or Deputy Head at a time when parents are able to come to Chepstow.

Parents should be aware that these discussions are a short summary of progress and that any major concerns cannot be discussed at length during these meetings. Please do request another (individual) meeting with teaching or pastoral staff should it be required.

Throughout the year, if parents have any concerns about the academic progress of their child, they should speak to their child's form tutor or their subject teacher. We want to know of your concerns and address them as a priority.

Reports

Depending on which year group they are in, pupils will receive a target report either at the half term or end of both the Michaelmas and Trinity terms. This will contain what pupils have studied, a positive and a target per subject for a pupil to work on next; there is also a report by the Form Tutor which will focus on pastoral matters and learning skills. In the Trinity term, all years receive full written reports from the Form Tutor, subject teachers and Head. The table below provides a schedule for reporting and parent meetings:

Year	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
8	Parents' Meeting	Target Report	Parents' Meeting	Target Report	Full Report	
7	Parents' Meeting	Target Report	Parents' Meeting	Target Report		Full Report
6	Parents' Meeting	Target Report	Parents' Meeting	Target Report		Full Report
5	Target Report	Parents' Meeting	Target Report	Parents' Meeting		Full Report
4	Target Report	Parents' Meeting	Target Report	Parents' Meeting		Full Report
3	Parents' Meeting	Target Report	Parents' Meeting	Target Report		Full Report

Assessments

At the start of the new academic year, all pupils in Years 3-8 sit the CAT4 cognitive abilities tests, alongside maths and reading tests to ascertain their academic potential, reading ages and provide a baseline for progress throughout the year. Data is examined by the Director of Studies, heads of department and learning support department to map current performance versus potential. Reading and maths tests then take place termly to monitor progress.

Year 8 Scholarship candidates sit mock examinations in November. Pupils in Years 7 & 8 are assessed twice a year in all subjects as part of the PSB (Pre Senior Baccalaureate). In academic subjects that will be as an exam at the end of Years 7 & 8 and also in January of their final year. In non-academic subjects they will be assessed on a large piece of work eg an extended art project or the school production. The PSB seeks to celebrate the whole child, not just academic ability. Pupils are assessed in subject knowledge, core skills and subject skills.

Pupils in Years 3 to 8 will also take the GL Assessments' progress tests in Maths, English and Science during Trinity term to measure academic achievement in those subjects. These tests are marked electronically using GL Assessments' Complete Digital Solution and provide teachers detailed feedback on pupils' attainment in these core subjects.

In June all pupils will sit further formal and informal assessments to track progress.

Lent Term

In the first week, Years 7 & 8 will have exams.

Trinity Term:

Year 8 Examinations

Year 7 exams, Year 6 exams

Assessment week (Years 3-5)

Dean Close St John's and Dean Close Scholarships and Awards

St John's offers scholarships, exhibitions and bursaries to talented young people. The areas of talent which are recognised at age 11 for Year 7 entry are: academic, art, DT, drama, music and sport.

Awards of up to 20% of full fees can be made. The number of awards given in each category depends upon the calibre of the applicants.

As St John's is part of The Dean Close Foundation, a scholar may have the opportunity to carry their scholarship forward onto Dean Close Senior School, until the end of Year 13. Awards continue to the end of Year 8 and are subject to academic endeavour, good behaviour and a full commitment to the life of the school. They are rarely revoked or reduced, however, they are reviewed annually.

All applications for 11+ scholarship must be submitted before **Friday 23rd September 2022**

Assessments will take place during the week commencing Monday 19th November 2022 apart from the art scholarship which will happen in the first week of the Lent term.

Decisions about awards and scholarships will be made by the end of term and letters sent out.

Subject Overview 2022-3

On the pages that follow, we have laid out our long-term planning for each subject, for each year group over the three terms of the year. This will highlight the learning that pupils are doing in and out of the classroom.

Please consider:

We are committed to delivering a skills-based curriculum that gives every child the foundation needed for study at a higher level. In this sense, the intrinsic abilities that are developed whilst studying are more important than raw knowledge of the topics covered in many cases. We are thrilled when a parent supports their child in learning about a particular subject, but please could you refrain from teaching all the information in preparation. A level of “surprise” can be very effective in the classroom. If you would like advice on how you can support your child’s learning, please contact the head of department directly.

There may be times when these topics have to be changed around a little. Please do not see these as set in stone; good teaching requires flexibility as we work with changing circumstances and pupil interest and ability.

Art & Design Overview 2022-3

Year	Michaelmas	Lent	Trinity
3 Oceania	<p>Textiles: Running stitch & Applique. Personalised Bunting.</p> <p>Ceramics: New Zealand. Koru ceramic plates. Health and safety in the ceramics studio.</p>	<p>Mechanisms: Levers & Pulleys. Puppets. Papua New Guinea. Health and safety in the workshop.</p> <p>Painting: Australia. Aboriginal Art: Animal Dot Paintings.</p>	<p>Woodwork: Boats and cars. Health and safety in the workshop.</p> <p>Drawing: Samoa. Traditional tribal drawings.</p> <p>Chepstow Festival of Arts: Community art submission</p>
4 South America	<p>Textiles: Whip stitch & Knots. Flamingo or Parrot stuffed hanging toy. Health and safety in the workshop.</p> <p>Ceramics: Peru. Chulucanas pottery. Health and safety in the ceramics studio.</p>	<p>Mechanisms: Levers & Pulleys. Puppets. Brazil. Health and safety in the workshop.</p> <p>Painting: Colombia. Fernando Botero.</p>	<p>Woodwork: Marble run. Health and safety in the workshop.</p> <p>Drawing: Paraguay. Spider lace patterns sgraffito.</p> <p>Chepstow Festival of Arts: Community art submission</p>
5 Asia	<p>Ceramics: Japan. Outsider art slab pot creature - <u>Shinichi Sawada</u>. Health and safety in the ceramics studio.</p> <p>Mechanisms: Cam Toy. Health and safety in the workshop.</p>	<p>Painting: India. Madhubani peacock. Watercolours.</p> <p>Woodwork: Money Box. Health and safety in the workshop.</p>	<p>Drawing: Russia. Russian doll sgraffito.</p> <p>Textiles: Weaving. Rag rug weaving: Asian patterns. Health and safety in the workshop</p> <p>Chepstow Festival of Arts: Community art submission</p>
6 Europe	<p>Ceramics: Greece. Coral Reef. Health and safety in the ceramics studio.</p> <p>Woodwork: Bird box. Health and safety in the workshop.</p>	<p>Painting: Netherlands. Vincent van Gogh one point perspective. Vanishing point, horizon line. 'Vincent's Bedroom In Arles', 1889</p> <p>Mechanisms: K-Nex. Disneyland Paris. Health and safety in the workshop.</p>	<p>Drawing & Printmaking: Britain. Jon Burgerman</p> <p>Textiles: Latch hook weaving. Health and safety in the workshop.</p> <p>Chepstow Festival of Arts: Community art submission</p>
7 & 8 North America	<p>Ceramics: Mexico. Dia de los muertos: sugar skulls. Health and safety in the ceramics studio.</p> <p>Metalwork & Electronics: Steady hand game. Health and safety in the workshop.</p>	<p>Painting: Costa Rica. Ox cart pattern painting.</p> <p>Woodwork: Phone amplifier Health and safety in the workshop.</p>	<p>Drawing & Printmaking: USA. Pop art - Roy Lichtenstein & Andy Warhol</p> <p>Chepstow Festival of Arts: Community art submission</p>

Computing 2022-3

	Michaelmas Term	Lent Term	Trinity Term
3	<p>Google Low down: How to log on, use google classroom, google docs, google slides etc.</p> <p>Touch Typing: Introduction to touch typing. Pupils will first learn the home keys and then will be introduced to new letters as they progress.</p>	<p>Internet Research: How to safely search the web. Research information about Mountains.</p> <p>Word Processing: Format text, add images, copy and paste. Create a Google Docs Factfile on a mountain of choice (linked to Humanities topic).</p>	<p>Introduction to Scratch: To create a simple animation using blocks.</p>
4	<p>Online Safety: How to use computers safely and responsibly.</p> <p>Google Refresher and Touch Typing: Refresher on Google and to revisit touch- typing.</p>	<p>Presentation Skills: To produce a Google slides project on Mountains. Learn to format text, add images and to add in animation.</p> <p>Programming with Turtle Logo: Write procedures using simple algorithms; change the colour of the pen and write text using the label command.</p>	<p>Coding Scratch Questions & Quizzes: Create and debug a program that includes a logical sequence to create a quiz.</p> <p>Animation: Create stop motion animation, edit and refine it and evaluate different methods of animation.</p>
5	<p>Touch Typing School: Work towards touch typing awards.</p> <p>Internet Research and Web design: Evaluate web pages; create a new web page with text and images; add hyperlinks.</p>	<p>Vector Drawings: Learn how to use different drawing tools to help create images.</p> <p>3D Modelling with SketchUp: Introduction to building 2D and 3D shapes.</p>	<p>Programming Games in Scratch: Program an algorithm as a sequence of game instructions with actions and consequences; add features such as scoring and sound.</p>
6	<p>Touch Typing School: Work towards touch typing awards.</p> <p>Spreadsheets: Learn to create spreadsheets, add formulae, alter layout and design to create their own party budget planner.</p>	<p>3D Modelling: Create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy.</p>	<p>Film-Making: To direct, produce and present a film created.</p>
7 & 8	<p>Radio Station with Audacity: Create a podcast linked to PSHE topic with adverts, jingles and interviews.</p>	<p>Micro:bits. Programme Micro:bit to communicate a feeling. Build and develop coding skills to problem solve.</p>	<p>iDea Enterprise Bronze and Silver Award/ Touch Typing Awards: iDea is an international programme which will help pupils develop and demonstrate digital enterprise.</p>

Drama Overview 2022-3

Year	Michaelmas Term	Lent Term	Trinity Term
3	Introduction to Drama and rehearsal techniques. We will focus on ensemble work and learning the songs for <i>'Twas the Night Before Christmas</i> at the end of term.	We will learn drama techniques such as role on the wall, hot seating and tableaux and use them to explore the humanities topic of the home front and World War II.	We will use drama to explore Philip Pullman's <i>The Firework Maker's Daughter</i> .
4	Rehearsals for Christmas production <i>Twas the Night Before Christmas</i> ; focus on characterisation and vocal technique. Evaluation of production.		We will use drama to explore Robert Browning's narrative poem <i>The Pied Piper of Hamelin</i> .
5	Devising drama using music, stories and history as stimulus. Learning about different types of staging, and stage positions.	Introduction mystery plays and the mediaeval guilds. We will create our own mediaeval mystery plays. Watching and reviewing a production.	Rehearse and perform a dramatic monologue from a novel or play as part of the St John's Communication Award.
6	Creating drama from a range of stimuli including music, art, and newspaper reports. We will also use drama to explore the declaration of human rights. Skills: ensemble work, physical theatre, vocal technique and singing. Rehearsals begin for production. We will watch and review a production of <i>Les Miserables</i> .	Continue rehearsals for Trinity term's production. Skills: ensemble work, physical theatre, vocal technique and singing. Self-assessment of production. Review Year 7 & 8 production.	Final rehearsals for <i>Treachery at Traitor's Quay</i> . Self assessment of skills. Improvisation.
7 8	Self-assessment of skills and Drama. Using a range of rehearsal techniques including learning about Stanislavski's techniques to rehearse the Lent term production of <i>Lord of the Flies</i> . Skills: ensemble work, physical theatre, text analysis and building a character. We will watch and review a production of <i>Les Miserables</i> .	Continue rehearsals for <i>Lord of the Flies</i> . Written review of <i>The Tempest</i> from The Globe Theatre.	An introduction to performing mask drama including techniques such as clocking and interior monologue. We will look at the work of mask theatre companies Vamos and Trestle Theatre.

English Overview 2022-3

Year	Michaelmas Term	Lent Term	Trinity Term
3	Simple sentence punctuation. Nouns, verbs, adjectives. Using conjunctions (FANBOYS) and verb tenses. Spelling patterns and rules. Comprehension skills. Myths and Legends. <i>Texts for Writing: 'King Arthur & the Knights of the Round Table'.</i>	Sentence punctuation plus question marks. Clauses. Spelling patterns and rules. Comprehension skills. Information texts and report writing. Shape poetry and calligrams. <i>Texts for Writing: 'Amazing Records'.</i>	Direct speech punctuation, sentences with more than one clause, noun phrases, subordinating conjunctions. Spelling patterns and rules. Comprehension skills. Stories on a theme. <i>Texts for Writing: 'Dolphin Boy' & 'The Sandman & the Turtles'.</i>
4	Sentence punctuation. Adverbs, conjunctions and prepositions. Expanded noun phrases. Spelling patterns and rules. Comprehension skills. Explore plot, setting, character & style before writing a new chapter. Instructions and explanations. <i>Texts for writing: 'How to train your dragon' & 'The Usborne Complete Book of Art Ideas'.</i>	Sentence punctuation. First and third person, adverbials and commas, pronouns. Comprehension skills. Spelling patterns and rules. Explore stories that raise issues. Read, discuss and write haikus and tankas. <i>Texts for writing: 'The Great Kapok Tree', 'The Shaman's Apprentice' & syllabic poetry.</i>	Spoken and written speech. Apostrophes for possession and contraction. Spelling patterns and rules. Read, discuss, learn and perform performance poems. Explore biographies and write an autobiography. <i>Texts for writing: 'Off by heart - poems for YOU to remember' & Genius of Leonardo'.</i>
5	Compound and complex sentences and conjunctions. Relative clauses, adverbials of time, place and number. Comprehension skills. Varying sentence openers. Spelling patterns and rules. Narrative poetry. Effective argument and persuasion. <i>Texts for writing: 'The Highwayman' & 'Argument and Debate'.</i>	Commas to avoid ambiguity, parenthesis, revision of apostrophes. Comprehension skills. Spelling patterns and rules. Write and perform playscripts. Read and write sea poems. <i>Texts for writing: 'Mr William Shakespeare's Plays' & 'Convergence of the Twain' (poetry)</i>	Direct and indirect (reported) speech, modal verbs. Comprehension skills. Spelling patterns and rules. Using inference skills to make predictions and write a sequel to the text. Letter writing and exploring fascinating historical texts. <i>Texts for writing: 'The Hole' & 'Historical and Modern Letters'.</i>
6	Consolidation of the use of conjunctions for complex and compound sentences. Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly. Spelling patterns and rules. Blogs and reports. <i>Texts for writing: 'Skellig'.</i>	Active and passive verbs, adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases. 'Slow writing'. Spelling patterns and rules. techniques. Performance poetry. <i>Texts for writing: 'Choral poems'.</i>	Use hyphens to avoid ambiguity, colons and semicolons, note taking and use bullet points correctly, formal and informal language. Spelling patterns and rules. Significant authors: Philip Pullman. <i>Texts for writing: 'The Northern Lights'.</i>
7	Consolidating and extending KS2 spelling, punctuation and grammar. An introduction to dystopian fiction using extracts from <i>The Hunger Games</i> , <i>Noughts and Crosses</i> and <i>1984</i> . Creative writing.	Essay writing and comparing texts. <i>Texts for writing: Pre 1914 poetry.</i>	Video and written news reports. <i>Texts for writing: Breadwinner</i> .
7 & 8	Comprehension skills. Writing scripts, formal letters and a review. <i>Texts for writing: A Monster Calls.</i>	Literary term: recognising, analysing and creating our own. Slow writing. <i>Texts for writing: The Tempest</i>	Analysis and comparison. <i>Texts for writing: World War I poetry</i>
8	Consolidating and extending KS2 spelling, punctuation and grammar. Expanding comprehension skills. Essay writing.		

Flourishing Friday 2022-3

Year	Michaelmas Term	Lent Term	Trinity Term
3	Outdoor Adventure Skills- Camping and bushcraft Orienteering, first aid and water safety	Life Skills- cooking, household management; budgeting; cycle proficiency, fire safety and online safety.	Community- British Sign Language; diversity awareness activities; care home visits
4	Outdoor Adventure Skills- Camping and bushcraft Orienteering, first aid and water safety	Life Skills- cooking, household management; budgeting; cycle proficiency, fire safety and online safety.	Community- British Sign Language; diversity awareness activities; care home visits
5	Community- British Sign Language; diversity awareness activities; care home visits	Outdoor Adventure Skills- Camping and bushcraft Orienteering, outdoor STEM, first aid and lifeguarding	Life Skills- cooking, household management; budgeting; cycle proficiency, fire safety and online safety.
6	Community- British Sign Language; diversity awareness activities; care home visits	Outdoor Adventure Skills- Camping and bushcraft Orienteering, outdoor STEM, first aid and lifeguarding	Life Skills- cooking, household management; budgeting; cycle proficiency, fire safety and online safety.
7&8	Leadership Skills-working together as a team, Managing conflict, peer support training, local outreach work.	Community- British Sign Language; diversity awareness activities; care home visits	Outdoor Adventure-Camping, bushcraft, first aid training

French 2022-3

Year	Michaelmas Term	Lent Term	Trinity Term
3	Instructions; greetings; numbers up to 20; months of the year; saying how old I am; colours; learning about Christmas.	Learning about the French Epiphany. numbers up to 31; days of the week and dates; saying when my birthday is; the alphabet; learning how to spell; Easter; Eurovision song.	Animals (pets/ farm/ wild and fantasy animals); saying where animals live.
4	Revision of personal information. Places in a town and shops. Directions and prepositions. Weather and seasons. How is Christmas celebrated around the world.	Parts of the body Reading "le Monstre" by Soledad Bravi. Colour agreements. Describing a monster. Easter Eurovision song.	Aches and pains. Role-plays at the doctor's. Fruit and vegetables.
5	Personal information. School items. Colour agreements.	Brothers and sisters. Family members. Describing my pet.. Describing my size/ hair/ eyes/ personality. Avoir "to have" and être "to be". Writing about myself and my family.	Saying where I live. Rooms in the house. Describing my bedroom.
6	Places in a town and shops; describing my house and my town. Aller "to go" in the present tense; saying where you are going; inviting someone out and expressing opinions. Ordering drinks.	Ordering snacks at a café. Big numbers and prices. Telling the time. Describing your daily routine. Present tense of reflexive verbs. Eurovision song.	School subjects. Giving opinions and reasons. Talking about my timetable. Writing about my school
7	Sport, music, leisure activities; opinions. Revision of regular verbs in the present tense; Faire "to do" in the present tense.	Countries; transport The near future. Describing a future holiday. Weather. Eurovision song.	PSB project on French speaking countries. Jobs; saying where members of your family work.
8	Clothes; fashion show; shopping for clothes; Jobs; saying where members of your family work. Noël Fruit and vegetables; likes and dislikes.	Food; shopping for food. French breakfast. PSB project on French speaking countries. Eurovision song.	Rooms in the house. Describing my bedroom. Creative project on "Les Choristes" (if time).

Geography Overview 2022-3

Year	Michaelmas Term	Lent Term	Trinity Term
5	Introduction to Physical Geography Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	Introduction to Human Geography Types of settlements, land use, economic activity and trade	Ordnance Survey Mapwork Use the 8 points of a compass, 4-figure grid references, symbols and a legend.
	Throughout the year: Geographical skills/Global Location: UK, Great Britain, British Isles, continents and oceans, Longitudes and Latitudes, European capitals.		
6	Local Area and the UK A study of our local area. Exploring both urban and rural areas and exploring the local environment in a variety of ways. Europe Studying different countries around Europe and making comparisons.	Earth Matters Explore the difference between weather and climate. Analyse how the Earth's climate has changed over time. Discuss how human actions contribute to an increase in temperature. Explore renewable and non-renewable energy.	Ordnance Survey Mapwork Students to develop greater knowledge and ability by utilising 6 figure grid references; distance, direction, contours. Geographical Skills: Countries and capitals around the world Countries and capitals in North America, South America and Africa.
	Throughout the Year: Geographical Skill/ Global Locations: Countries and capitals around the world, countries and capitals in North America, South America and Africa.		
7 & 8	Why are rivers important? In this topic, pupils will explore what rivers are, how water flows into them, how weathering, erosion and transportation create river landforms and identify the causes, effects and responses to floods. Weather and Climate Pupils will explore the difference between weather and climate, microclimates, the water cycle, types of rainfall and temperature variation.	Transport and Economy Pupils will explore the value of transport routes for people and their impact. Pupils will cover HS2 as a case study. Pupils will learn about different types of economic activity and how economic activity can be sustainable. They will cover Nike as a case study for globalisation. PSB Project preparation and evaluation.	Ordnance Survey Mapwork: Use grid references, compass directions and symbols to locate places. Interpret data on a map using contour lines and learn how to find the scale. Use Geographical Information Systems to view places. Geographical skills: Countries and capitals in Asia and Australasia, Cities, rivers and mountains in the UK, Europe and the World Population and countries, Flags

History 2022-23

Year	Michaelmas Term	Lent Term	Trinity Term
5	Tudor history: who are the main characters, why are they important? How did people live in Tudor times, & how it did change over the period. The changes in thinking and development in the arts & religion and exploring the world.	Stuarts History: How England's impact grew. A new 'Britain'. Monarchy vs Parliament. Civil war in England. Where did the Georgians come from?	
6	Industrial Revolution: Change and consequence. What happened during the Industrial Revolution and what effect it had on people's lives. How can we find out?	First half of 20th century: Use of evidence, developing of opinion and presentation of argument based on evidence. The Titanic, World War I, Suffragettes, the rise of Hitler, WW2	
7 & 8	Second half of 20th century: Developing independence by carrying out research and analysing evidence for bias and usefulness. the Cold War, China, Russia, Man on the moon.	Project Based Learning PSB Projects and Year 7 Independent research projects	Second half of 20th century cont.: Developing independence by carrying out research and analysing evidence for bias and usefulness. the Cold War, China, Russia, Man on the moon.

Humanities 2022-3

Year	Michaelmas Term	Lent Term	Trinity Term
3	<p>The Ancient Egyptians and the geography of Egypt Pupils will study the following: who the Ancient Egyptians were; why the Ancient Egyptians settled by the River Nile and the geographical features of this river; what life was like in Ancient Egypt; mummies and mummification; Tutankhamun; hieroglyphics; Egyptian gods; Egypt today and the global location of Egypt including world and African map work</p> <p>Black History Month Pupils will research significant individuals (Rosa Parks and Martin Luther King Jr) and events in black history. We will also learn about the history of immigration in Britain and see how it's shaped the world we live in today.</p>	<p>World War II Pupils will learn about: the outbreak of WWII and the reasons for it; evacuation and evacuees; life on the home front; rationing; the role of women; key events including the Battle of Britain, the Blitz, D-Day landings, Pearl Harbour. We will study each of the countries involved and practise mapping skills using maps of the world, Europe and the Americas.</p>	<p>Magnificent Mountains In this unit of study we will focus on: mountain ranges; world famous mountains and expeditions; UK mountains; features of mountains; how mountains are formed; volcanoes and earthquakes; mountain climates; mountain travel and mountain tourism.</p> <p>Windrush Day - 22nd June 2023 Pupils will learn about HMT Empire Windrush and the immigration of many people of Caribbean heritage to Britain. We will study the origin of the Notting Hill carnival, the Bristol bus boycott and significant figures including Floella Benjamin and Sam King MBE. Pupils will also learn about the Windrush scandal of 2018. We will map and learn facts about different Caribbean countries, including the flags, climate and population.</p>
4			

Latin 2022-3

Year	Michaelmas Term	Lent Term	Trinity Term
5	Stage 1 - CLC Book 1 Greetings in Latin The legacy of the Roman Empire Caecilius and his household. Role status of Caecilius and Metella. Houses in Pompeii/ Comparisons with modern day. Word order in sentences with est and without est. Understanding noun cases: nominative and accusative singular. Translation of sentences. Cerberus	Stage 2 - CLC Book 1 Janus- the Roman God of Beginnings and Endings Food and meals/ Roman menu/ Caecilius's daily routine. Understanding noun cases: nominative and accusative singular Translation of short passages; comprehension questions.	Roman fashion Learning about Greek and Roman Gods. Designing your own God project.
6	Stage 3+4 - CLC Book 1 To find out about the town of Pompeii; the forum; layout of Pompeii and its main features. Revision of the nominative and accusative singular. Present tense of verbs with ego (I), tu (you sg.) forms; question words. Translation of short passages and dialogues; comprehension questions; role-play.	Stage 5 - CLC Book 1 Entertainment: the theatre and plays in Pompeii; making masks. The Present tense in the plural form. Nominative endings in the plural form. Translation of short passages and dialogues; comprehension questions.	The Greek alphabet; the twelve labours of Hercules; ancient myths; mosaics.
7	Stage 5- CLC Book 1 Entertainment: the theatre and plays in Pompeii; making masks. Frankie Howerd - <i>Up Pompeii</i> The Present tense in the plural form. Nominative endings in the plural form. Translation of short passages and dialogues; comprehension questions.	Stage 6 - CLC Book 1 Slaves and freedmen in Roman times; the work and treatment of slaves. Past tense: the formation of the perfect and imperfect tenses; erat and erant. Translation of longer passages; comprehension questions.	The Greek alphabet; PSB project (the twelve labours of Hercules; ancient myths; mosaics).

Learning to Learn 2022-3

Year	Michaelmas Term	Lent Term	Trinity Term
3	St John's Communication Award: poetry or monologue off by heart (1 minute) & reading aloud a prepared passage (100 - 150 words). PSB Skills - communication. independence, collaboration. How to answer different types of verbal reasoning questions.	St John's Communication Award: talk, show, explain 2 minute presentation for Science Fair. Speaking audibly, engaging the listeners. PSB skills - reviewing & improving, thinking & learning. How to answer different types of non-verbal reasoning questions.	Verbal & non-verbal reasoning practice. Logic puzzles. PSB skills- thinking & learning- leadership. Self-assessment of PSB skills and targets for next year.
4	St John's Communication Award: poetry or monologue off by heart (1 minute) & reading aloud a passage from 5 prepared pages including dialogue (2 minutes). PSB Skills - communication. independence, collaboration. How to answer different types of verbal reasoning questions.	St John's Communication Award: talk, show, explain 3 minute presentation for Science Fair. Speaking audibly, engaging the listeners. How to answer different types of non-verbal reasoning questions.	Verbal & non-verbal reasoning practice. Logic puzzles. PSB skills- thinking & learning- leadership. Self-assessment of PSB skills and targets for next year.
5	St John's Communication Award: poetry or monologue off by heart (2 minutes) & reading aloud (2 minutes) from 6 - 12 prepared pages including dialogue. PSB Skills - communication. independence, collaboration. How to answer different types of verbal reasoning questions.	St John's Communication Award: explaining how - a 3 minute presentation for Science Fair - planning, key information and using visual aids well. How to answer different types of non-verbal reasoning questions.	Verbal & non-verbal reasoning practice. Logic puzzles. PSB skills- thinking & learning- leadership. Self-assessment of PSB skills and targets for next year.
6	St John's Communication Award: poetry or monologue off by heart (2 minutes) & reading aloud from 12-15 prepared pages). PSB Skills - communication. independence, collaboration. How to answer different types of verbal reasoning questions.	St John's Communication Award: presentation for Science Fair - planning, key information and using visual aids well. How to answer different types of non-verbal reasoning questions.	Revision: timetable and techniques. PSB skills- reviewing & improving, leadership. Making flash cards, mind mapping. Self-assessment of PSB skills and targets for next year.
7 & 8	St John's Communication Award: poetry or monologue off by heart & reading aloud. Interview skills. PSB skills - communication, independence and responsibility; leadership in the senior years. Padlet for tracking PSB skills. Skills for PSPQ - research, planning, annotated bibliography, time management. Revision: timetable and techniques.	PSPQ (pre-senior project qualification) for Year 8 and extended project for Year 7. PSB skills - independence, communication, reviewing & improving. Padlet for tracking PSB skills. St John's Communication Award: listening, responding and exchanging views - group discussion.	St John's Communication Award: presentation for the science fair - using visual aids and relating to your audience. PSB skills- reviewing & improving, leadership. Revision: timetable and techniques.

Mathematics 2022-3

Year	Michaelmas Term	Lent Term	Trinity Term
3	Basic arithmetic; place value; counting; sequences; addition; subtraction; multiplication; division; scales, estimating and rounding	Position and coordinates; angles and directions; 2D shapes; symmetry; 3D shapes; mental strategies; handling data; Carroll and Venn diagrams.	Basic arithmetic; fractions; time; money; metric measurement.
4	Basic arithmetic; place value; counting; problem-solving - using worded questions; position and coordinates; angles and directions; factors	Addition, subtraction, multiplication and division; introduction to decimals; money; negative numbers; 2D shapes; symmetry and reflection; 3D shapes; fractions; multiplying and dividing by 10, 100 and 1000	Scale, estimation and rounding; perimeter and area; inequalities; time; metric measurement.
5	Basic arithmetic; place value; decimals, fractions, decimals and percentages; fractions of quantiles; angles; area and perimeter; factors; long multiplication	Percentages; line graphs; translations; rotations; ratio and proportion; functions; basic calculator skills; decimal multiplication; decimal division	3D shapes; averages; probability; introduction to algebra; inequalities.
6	Basic arithmetic; Roman numerals; mixed word problems; long multiplication and division; charts and tables; area and perimeter; fractions, decimals and percentages.	Geometry; triangles, angles and bearings; time and timetables; symmetry; probability; prime number; multiples and factors; introducing algebra	Decimals; negative numbers; BIDMAS; averages; time and timetables.
7	Basic arithmetic; using number; sequences; perimeter, area and volume; decimal numbers; statistics; algebra; fractions	Angles; coordinates and graphs; percentages; probability; symmetry; equations	interpreting data; 3D shapes; ratio
8	Basic arithmetic; working with numbers; geometry; probability; percentages; sequences; area; graphs.	Interpreting data; algebra; shape and ratio; fractions and decimals; proportion	Circles; equations and formulae; comparing data

Music Overview 2022-3

Year	Michaelmas	Lent	Trinity
3	Introduction to the Music Classroom Categorising and naming untuned percussion Christmas Show and Concert preparation	Pbuzz WCET tuition (Whole Class Ensemble Teaching)	Summer Concert preparation
4	Introduction to untuned percussion Revision of essential skills (singing, keeping a steady beat, improvisation) Christmas Show and Concert preparation	Ptrumpet WCET tuition	Summer Concert preparation
5	Introduction to untuned percussion Body percussion Revision of essential skills (singing in parts/rounds, keeping a steady beat, improvisation and composition)	Block of ukulele/recorder WCET tuition Exploring percussion from other cultures - samba drumming	Summer Concert preparation
6	Introduction to untuned percussion Drum Circle Revision of essential skills (singing in parts/rounds, keeping a steady beat, improvisation and composition)	Block of ukulele/recorder WCET tuition Exploring percussion from other cultures - samba drumming	Summer Concert preparation
7 & 8	Introduction to untuned percussion Drum circle Prepare songs for 'Imaginary' Revision of essential skills (singing in $\frac{2}{3}$ parts, improvising rhythm patterns, composition, notation)	Theatre show preparation Digital Music unit - whole class ipad tuition	Summer Concert preparation

PSHE Overview 2020-2021

Year	Michaelmas	Lent	Trinity
3	Emotional Well-being: Expressing and managing every day feelings; Seeking support for self or others Friendships and relationships: Making and maintaining healthy friendships; Similarities and differences	Staying safe: Trusted people and feeling safe; Recognising and reporting feeling unsafe (Statutory- Relationship Education 2020) Physical health: Healthy lifestyles;	Shared responsibilities: Rights and responsibilities; Economic Well- being: Attitudes and ideas about spending, saving and giving money;
4	Emotional Well-being: Feelings and emotions, seeking support, self-regulation Friendships: Managing conflict and repairing friendships; Friendship skills, Families: Different types of relationships; (Statutory- Relationship Education 2020)	Communities: What makes a community; Diversity; Freedom of expression; Staying healthy: Dental health; Hygiene, germs; Basic first aid	Economic Well- being: Budgeting; Saving; Spending decisions; Growing and changing: basic puberty, sleeping (Statutory- Relationship Education 2020)
5	Emotional Well-being: Taking care of mental health and emotional wellbeing; Respect and bullying: Mutual respect; Sharing points of view; Stereotypes;	Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Personal safety (Statutory- Relationship Education 2020) Careers: Career types; challenging career stereotypes; Enterprise project	Substances: Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws Keeping active: Benefits of a balanced lifestyle;
6	Emotional Well-being: Feelings and emotions, seeking support, self-regulation Friendships and staying safe: Opportunities to connect online; Staying safe online	Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Managing change: Developing friendship skills; Changing and ending friendships; Media literacy: How data is shared and used online;	Puberty and reproduction: (Statutory- Relationship Education 2020) Managing the changes of puberty; romantic relation- Personal Identity: What contributes to who we are;
7 & 8	Emotional well-being: Attitudes to mental health; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others Friendships and diversity: Respectful relationships; Equality, diversity and tackling prejudice; Bullying, including online. Careers: Life and career aspirations; Relationships: Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to Contraception and sexual health. (Statutory- Relationship Education 2020) First aid and keeping safe: Moving forward		

Physical Education and Games 2022-3

Year	Michaelmas Term	Lent Term	Trinity Term
	Girls' Games: hockey Boys' Games: rugby	Girls' Games: netball Boys' Games: football	Games: Cricket
3	Swimming: understanding water safety, developing water confidence, stroke technique and floating techniques.	Gymnastics: stretching, curling and arching; symmetry and asymmetry; pathways Tennis: basic principles and technique for all strokes	Athletics: English Schools' Athletics Association Fundamental movement and coordination: running, jumping and throwing techniques, transferable skills to all sports.
4	Swimming: understanding water safety, developing water confidence, stroke technique and floating techniques.	Gymnastics: stretching, curling and arching; symmetry and asymmetry; pathways Tennis: basic principles and technique for all strokes	Athletics: English Schools' Athletics Association Fundamental movement and coordination: running, jumping and throwing techniques, transferable skills to all sports.
5	Pop Lacrosse: Introduction to Pop Lacrosse. Understanding the technique of throwing and catching and participating in matches. Gymnastics: Flight and Bridges	Swimming: understanding water safety, improving water confidence, stroke technique and water survival strokes. Tennis: Understanding principles and technique for all strokes.	Athletics: English Schools' Athletics Association Tennis: developing principles and technique for all strokes.
6	Pop Lacrosse: Understanding the technique of throwing and catching and participating in matches. Gymnastics: counter tension and counterbalance. Developing routines with a partner or in groups	Swimming: understanding water safety, improving water confidence, stroke technique and water survival strokes. Tennis: Understanding principles and technique for all strokes.	Athletics: English Schools' Athletics Association Tennis: developing principles and technique for all strokes.
7 & 8	Gymnastics: Acrogymnastics Badminton: introduction to grip and body position. Developing a variety of strokes; match play.	Health Related Fitness (Part 1): Understanding the different components of fitness, how to test them and how to improve through exercise. Dance: Learn to dance to different styles of music embodying cultures and finding progression in collective and individual ability.	Athletics: running, jumping and throwing techniques, transferable skills to all sports. Developing and improving athletic skills based on a quadathlon Tennis: developing principles and technique for all strokes.

Religious Studies 2022-3

Year	Michaelmas Term	Lent Term	Trinity Term
3 / 4	<p>What is it like for someone to follow God?</p> <p>What do Hindus believe that God is like?</p> <p>Diwali – group projects</p> <p>Christian Festival – Christmas</p>	<p>What do Christians learn from the creation story?</p> <p>What kind of world did Jesus want?</p> <p>Why do Christians call the day Jesus died ‘Good Friday’? Easter – group projects</p>	<p>Pentecost</p> <p>How and why do people mark the significant events in life?</p> <p>CHURCH VISIT – group activities</p>
	<p>What is the ‘Trinity’ and why is it important for Christians?</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>MANDIR VISIT - group activities</p>	<p>How do festivals and family life show what matters to Jewish people? - group projects</p> <p>How do festivals and worship show what matters to a Muslim? - group projects</p>	<p>How and why do people try to make the world a better place?</p> <p>Independent projects and group activities</p> <p>Link to historical figures who brought about change in the world. Talk about current geographical problems.</p>
5	<p>What does it mean for Christians to believe that God is holy and loving?</p> <p>Why do Christians believe that Jesus is the Messiah?</p>	<p>How do Christians decide how to live? ‘What would Jesus do?’ Group scenarios and decision making</p> <p>What does it mean to be a Muslim in Britain today?</p> <p>MOSQUE VISIT</p>	<p>What matters most to Humanists and Christians?</p> <p>Why do some people believe in God and some people not?</p> <p>Class debates</p>
6	<p>How does faith help each other when life gets hard?</p> <p>For Christians, what kind of king was Jesus?</p>	<p>Why do Hindus try to be good?</p> <p>What do Christians believe Jesus did to ‘save’ people?</p>	<p>Why is the Torah so important to Jewish people?</p> <p>SYNAGOGUE VISIT</p> <p>Creation and science: conflicting or complementary?</p>
7 & 8	<p>What does it mean for Christians to believe in God as a Trinity?</p> <p>Why do Christians believe that Jesus was God on Earth?</p> <p>What is so radical about Jesus?</p> <p>Does the world need prophets today?</p> <p>What do we do when life gets hard?</p> <p>What does it mean for Christians to believe in God as a Trinity?</p> <p>Why do Christians believe that Jesus was God on Earth?</p> <p>What is so radical about Jesus?</p> <p>Does the world need prophets today?</p> <p>What do we do when life gets hard?</p> <p>Solomon</p>	<p>Why are people good and bad?</p> <p>Individual projects - use historical figures to introduce. Encourage pupils to choose a historical figure to base their projects on.</p> <p>Good, bad, right, wrong- how do I decide? PSB Projects</p> <p>Project of pupil’s choice</p> <p>Judaism</p> <p>Jewish beliefs and teachings</p> <p>Jewish practices and ceremonies</p>	<p>Should Christians be greener than everyone else?</p> <p>Link to Environmental Issues in Geography.</p> <p>Should happiness be the purpose of life?</p> <p>What difference does it make to be an atheist or agnostic in Britain today?</p> <p>Using debating skills - exploring BIG questions in History, Geography and RS.</p> <p>Link to ethics, morality and philosophy.</p>

Science 2022-3

Year	Michaelmas Term	Lent Term	Trinity Term
3	<p align="center"><u>EGYPTIANS</u></p> <p><u>Teeth and Eating:</u> Teeth, exercise and healthy diet</p> <p><u>Light and Shadows:</u> Light sources, the Sun, seeing things</p>	<p align="center"><u>HOME FRONT (WW2)</u></p> <p><u>Characteristics of Materials:</u> Hardness, strength and flexibility</p> <p><u>Magnets and Springs:</u> Forces, Springs and measurement</p>	<p align="center"><u>MOUNTAINS & VOLCANOES</u></p> <p><u>Helping Plants Grow Well:</u> Growing plants, producers, ecosystems</p> <p><u>Rocks and Soils:</u> Types of rock, soil properties, rock formation</p>
4	<p align="center"><u>EGYPTIANS</u></p> <p><u>Moving and Growing:</u> Muscles, bones and organs</p> <p><u>Separating Solids and Liquids:</u> Dissolving, mixtures, sieving and filtering</p>	<p align="center"><u>HOME FRONT (WW2)</u></p> <p><u>Circuits and Conductors:</u> Electricity, circuits and materials</p> <p><u>Forces and Friction:</u> Air and water resistance, friction and gravity</p>	<p align="center"><u>MOUNTAINS & VOLCANOES</u></p> <p><u>Keeping Warm:</u> Temperature, thermal conductors and insulators, heat transfer</p> <p><u>Habitats and Food Chains:</u> Conditions and environment</p>
5	<p align="center"><u>THE BIG BANG</u></p> <p><u>Bunsen Burner</u> Lab Safety</p> <p><u>Earth, Sun & Moon:</u> The solar system, gravity</p> <p><u>Light and Seeing</u> Reflection, refraction and dispersion</p> <p><u>Changing State:</u> State of matter & changes</p>	<p align="center"><u>GOOD VIBRATIONS</u></p> <p><u>Changing Sounds:</u> Vibrations and waves</p> <p><u>Gases Around Us:</u> The air as a mixture, common gases, movement.</p>	<p align="center"><u>STAYING ALIVE</u></p> <p><u>Keeping Healthy:</u> The heart, exercise, diet and toxins</p> <p><u>Life Cycles:</u> Flowering plants and pollination.</p>
6	<p align="center"><u>CHEMISTRY IS COOKING</u></p> <p>Dissolving and solutions, separation of mixtures, chromatography. Reversible and irreversible changes, chemical reactions, burning/ combustion.</p> <p align="center"><u>ARTIFICIAL INTELLIGENCE</u></p> <p><u>Changing Circuits:</u> AND or OR circuits, parallel and series circuits</p>	<p><u>Forces & Springs</u> Mass, weight, balanced & unbalanced forces, extension of springs</p> <p align="center"><u>FIGHTING DISEASES</u></p> <p><u>Microorganisms:</u> Bacteria, viruses, fungi, disease, vaccination</p> <p><u>Scientists and Inventors</u></p>	<p align="center"><u>EVOLUTION</u></p> <p><u>Habitats & Environment</u></p> <p><u>Variation & Classification:</u> Classification, natural selection & inheritance</p> <p><u>Cells & Microscopy</u> Plant & animal cells, using microscopes</p> <p><u>Reproduction & Puberty</u> Pregnancy, birth, menstrual cycle, growing up.</p>
7	<p align="center"><u>MOLECULAR CHEMISTRY</u> Atoms, Elements and Compounds</p> <p>Acids and Bases; Chemical Reactions; Redox Reactions</p> <p align="center"><u>POWERING THE PLANET</u></p> <p>Energy; Fossil Fuels /Renewable energy ; Circuits/ Electricity</p>	<p align="center"><u>INFINITY AND BEYOND</u></p> <p>Forces and their Effects; Density; Static Electricity; Light (Refraction and Lenses)</p>	<p align="center"><u>FUEL THE BODY</u></p> <p>Nutrition and Digestion</p> <p>Cells: Single-Celled Organisms</p> <p>Fitness and Health</p> <p>Environment and Feeding</p>

8	<p><u>EXPLOSIVES</u> Chemical Notation; Redox Reactions; Group 1 and 2 Metals; Reactivity Series; Limestone; Thermal Decomposition; Pressure</p> <p><u>OSCILLATIONS</u> Pendulums and Springs; Waves; Moments</p>	<p><u>TECHNOLOGY</u> Magnetism & Electromagnets; Moments and Pressure; Circuits / Electricity Coding</p>	<p><u>ADAPTING TO LIFE</u> Respiration & Gas Exchange; Photosynthesis Green Plants as Organisms Specialised Cells Exam Preparation Independent Projects (CREST Bronze/Silver Award)</p>
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