



Northbourne Park School

Prep School
Main Themes
Summer 2021

ART

3W	<ul style="list-style-type: none">• Paint a picture inspired by Gustave Klimt• Learn how to use 1 Point perspective• Matisse - learn about the Artist and create a cut out• Junk modelling
4C	<ul style="list-style-type: none">• Impressionism - learn about the Art movement and do a transcription• Design and make a Super hero• Make a comic strip• Learn about pastels• Looking at lettering
5R	<ul style="list-style-type: none">• Look at the work of Georgia O Keeffe and create a painting of their own using shading.• Observational drawing in the school grounds.• Illustration - the whole class makes a small book illustrating a story.
6M	<ul style="list-style-type: none">• Islamic Art - printing a sequence of tiles using rotational symmetry.• Perspective - learning how to use 2-point perspective.• Self-portrait - History of Art learning about ostentatious wealth and creating an image of themselves inspired by this.
7H	<ul style="list-style-type: none">• Poster design.• Observational drawing.• Silkscreen printing

8G	<ul style="list-style-type: none"> • History of Art • Paint a transcription on to a real canvass. • Observational drawing. • Pattern making.
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ENGLISH

3W	<p>Reading: Play for children: The Aristocats</p> <p>Non-fiction, Narrative, Fairytales, Anglo-Saxons 'Beowulf'</p> <p>Writing: Prepare a presentation using text, images and oral delivery. Write an alternative version of a traditional fairytale from the villains point of view. Persuasive writing.</p> <p>Spelling/Grammar/Punctuation: Adverbs and fronted adverbials- with a focus on varying sentence openers. Dictionary skills. Understand words ending in '-sure' and '-ture'. Revise and practise techniques for learning to spell harder words. Study a range of words with 'y' in them and learn their spellings. Study a range of 'ch' words. Revise the meaning and use of pronouns, conjunctions and perfect form. Learn a range of words ending in '-sion' and 'ou'. Revisit work on homophones, considering how to use them for rhymes. Learn about compound adjectives.</p> <p>Spoken Language: Debate the moral of a story. Oral storytelling. Present events and characters through dialogue to engage the interest of an audience through the Junior play</p>
4C	<p>Reading: Play for children: The Aristocats</p> <p>Books read- 'Princess and The Pea' 'The Pea and the Princess', 'Mr Stink', 'Henry's Freedom Box', 'The Ickabog' by Jk Rowling Fairytales, non-fiction (including information texts, instructions, biography and timetables), and Play-scripts read for a range of purposes; read a wide range of texts; identify themes and conventions, retelling some orally; identify & summarise main ideas; retrieve & record information in non-fiction.</p> <p>Writing: building up vocabulary and a range of sentence structures; use paragraphs; create settings, characters & plot; use simple organisational devices;</p>

	<p>dictated sentences; dictionary skills; use and punctuate fronted adverbials and direct speech; own composition; others' writing; writing instructions.</p> <p>Spelling/Grammar/Punctuation: Grammar terminology; spellings with prefixes & suffixes; spellings with exceptions; handwriting; punctuation, sentence construction; compound words, further homophones, synonyms and antonyms, silent letters. Spoken Language: explore different viewpoints; communicate effectively using the correct register; take part in discussions, presentations, role-play & improvisations; speculate, hypothesise and explore ideas; articulate and justify own ideas.</p> <p>Spoken Language: Choose and prepare poems (Odes and Insults) for performance using appropriate expression. Explore different viewpoints; communicate effectively using the correct register; take part in discussions, presentations, role-play & improvisations; speculate, hypothesise and explore ideas; articulate and justify own ideas.</p> <p>Present events and characters through dialogue to engage the interest of an audience through the Junior play.</p>
5R	<p>Reading: non-fiction; poetry; playscripts</p> <p>Distinguish between fact and opinion; make notes on main points in non-fiction; compare two reports;</p> <p>Writing - composition: identify audience and purpose; identify key points in a documentary and make notes; plan & write: non-chronological report, persuasive text; use a story as opening model for own; integrate dialogue into a story; express opinion supported by evidence Handwriting; evaluate others' writing. Further develop vocabulary; up-levelling language;</p> <p>Writing – transcription: formal/informal language, hyphenated words; write complex sentences, clauses, spelling conventions, grammatical terminology, homophones; silent letters; punctuating direct speech; bullet points; handwriting.</p> <p>Spoken Language: communicate effectively using appropriate register; keep listeners interested; explore and explain ideas; describe, narrate and explain for different purposes.</p>
6M	<p>Reading: narrative, non-fiction; Poetry by heart; playscripts</p> <p>Book study (Street Child) draw inference and make predictions; summarise; identify themes (Home) & conventions, make comparisons; read for a range of purposes;</p>

	<p>Writing - composition: identify audience and purpose; capture accents in written language; write dialogue to convey informality/formality; Handwriting; evaluate others' writing. Further develop vocabulary; write in a different historical period; select appropriate register for writing; précis skills; consider how authors develop characters, setting and atmosphere; figurative language; infer meaning in own writing; up-levelling language; write short playscript; non-fiction writing: research and write a report; write a newspaper article;</p> <p>Writing – transcription: formal/informal language, hyphenated words; write complex sentences, clauses, spelling conventions, grammatical terminology, sentence construction; bullet points; edit and improve handwriting.</p> <p>Spoken Language: explore different viewpoints; communicate effectively using appropriate register; keep listeners interested; speculate, hypothesise & explore ideas; describe, narrate and explain for different purposes. Take part in role-play, hot-seating, improvisations, discussions, conscience alley etc.</p>
7H	<p>Reading, Writing, Spelling, Grammar and Punctuation, Vocabulary enhancement, book study, broad range of independent reading.</p> <p>Fiction, Non-fiction, Poetry, Playscripts: comprehension, analysis, essay writing, creative writing.</p> <ul style="list-style-type: none"> • Explore bias; explore figurative language; recognise a range of poetic forms; setting, plot and characterisation in fiction; ideas for own writing; writing in different styles for different purposes; styles and presentation of character in modern fiction. Writing to argue, writing to persuade, writing to explain • Read and analyse a range of poetry; themes and conventions; style and tone; narrative voice; rhyme scheme and rhythm • Extend reading repertoire; classic texts, classic poetry (Blake) • Effect and impact of grammatical features of texts read; use standard English; know correct grammatical terminology; explore formal and informal registers; passive and active voice; different points of view.
8G	<ul style="list-style-type: none"> • Revision of year 7 and 8 work, consolidation of spelling and grammar skills, approach to exams, useful study skills and revision tools. • Timed writing for a purpose (to explain, persuade, argue, advise, inform) • Timed comprehension CE papers. Writing PEE answers. • Timed creative writing • Using model answers • Poetry analysis practice- classic English poetry – revise WW1 poets & Heaney

	<ul style="list-style-type: none"> • Planning skills and writing in response to given themes in timed situations. • Extend reading repertoire for writing question about books. • Continue to compare and evaluate texts, drawing inferences, expressing preferences and presenting arguments. • From page to stage – looking at adaptations.
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FRENCH

3W	<ul style="list-style-type: none"> • ordering drinks and snacks at the restaurant • talking about the weather • shops in town and directions • summer and holidays!
4C	<ul style="list-style-type: none"> • Food-What I like eating • Verbs of like and dislike • I hurt!! Help me doctor. • My hobbies and free time- Sports and games+opinions
5R	<ul style="list-style-type: none"> • STUDIO 1 MODULE 4: Ma zone • How to talk about my town and shops • How to ask for and give directions • How to say what you can do in your town and give an opinion about it • Phonics recap
6M	<ul style="list-style-type: none"> • Studio 2 Module 2 • In Paris: what can I do there? • Using 'on peut' + infinitive • Asking questions at the tourist office • -ir and -re verbs revision • Introduction to the perfect tense with -er verbs • Saying what you visited and what it was like
7H	<p>CE Oral presentations: My Free time and My school</p> <p>At the doctor's: body parts, illnesses, medicines, advice.</p> <ul style="list-style-type: none"> • Grammar: avoir mal à, imperatives, il faut & infinitive revision, depuis & time, s'entendre bien/mal avec quelqu'un, passé composé – etre verbs, past tense verbs in the negative

8G	<ul style="list-style-type: none"> • Constant revision for the CE Exam. The listening and oral exams being in May, the class will be concentrating on presentations, role-plays and listening practice. • Final topics: booking a hotel/ my pocket money/ at the tourist office • The weeks leading to the writing and reading CE will be spent on revising grammar and working on past papers.
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GAMES

3W	<p>Boys/Girls – Incrediball and Kwik Cricket (+ Swimming)</p> <p>Grip, stance, backswing – presentation at the crease. Fielding skill sets (catching, throwing, power base etc) Batting and bowling drills – introduce and reinforce basic technique. Net safety and practise. Match awareness, basic rules, umpire signals and terminology. Running between the wickets. Game situation and centre wicket training. Bobble feeds and batting with tennis balls. Target bowling. Run out practise when fielding. Batting techniques in pairs. Working on field positioning. Correct stance while waiting for the ball. Always moving in when bowler bowls. Mini games with emphasis on fun. Each mini game has emphasis on one aspect of the game eg. Focus on batting, focus on fielding.</p>
4C	<p>Boys/Girls – Incrediball and Kwik Cricket (+ Swimming)</p> <p>Grip, stance, backswing – presentation at the crease. Fielding skill sets (catching, throwing, power base etc) Batting and bowling drills – introduce and reinforce basic technique. Net safety and practise. Match awareness, basic rules, umpire signals and terminology. Running between the wickets. Game situation and centre wicket training. Bobble feeds and batting with tennis balls. Target bowling. Run out practise when fielding. Batting techniques in pairs. Working on field positioning. Correct stance while waiting for the ball. Always</p>

	<p>moving in when bowler bowls.</p> <p>Mini games with emphasis on fun. Each mini game has emphasis on one aspect of the game eg. Focus on batting, focus on fielding.</p>
5R	<p>Boys Hard Ball Cricket - 20/20 format (+ Swimming) Girls – Kwik Cricket</p> <p>Grip, stance, backswing – presentation at the crease. Fielding skill sets (catching, throwing, power base etc) Batting and bowling drills – introduce and reinforce basic technique. Net safety and practise. Match awareness, basic rules, umpire signals and terminology. Running between the wickets. Game situation and centre wicket training. Bobble feeds and batting with tennis balls. Target bowling. Run out practise when fielding. Working on field positioning. Correct stance while waiting for the ball. Always moving in when bowler bowls.</p> <p>Specific to Kwik Cricket</p> <p>Mini games with emphasis on fun. Each mini game has emphasis on one aspect of the game eg. Focus on batting, focus on fielding. Batting techniques in pairs.</p>
6M	<p>Boys Hard Ball Cricket - 20/20 format (+ Swimming) Girls – Kwik Cricket</p> <p>Grip, stance, backswing – presentation at the crease. Fielding skill sets (catching, throwing, power base etc) Batting and bowling drills – introduce and reinforce basic technique. Net safety and practise. Match awareness, basic rules, umpire signals and terminology. Running between the wickets. Game situation and centre wicket training. Bobble feeds and batting with tennis balls. Target bowling. Run out practise when fielding. Working on field positioning. Correct stance while waiting for the ball. Always moving in when bowler bowls.</p> <p>Specific to Kwik Cricket</p> <p>Mini games with emphasis on fun. Each mini game has emphasis on one aspect of the game eg. Focus on batting, focus on fielding.</p>

	Batting techniques in pairs.
7H/ 6e	<p>Boys/Girls Hard Ball Cricket - 20/20 format (+ Swimming) Girls – IncrediCricket</p> <p>Grip, stance, backswing – presentation at the crease. Fielding skill sets (catching, throwing, power base etc) Batting and bowling drills – introduce and reinforce basic technique. Net safety and practise. Match awareness, basic rules, umpire signals and terminology. Running between the wickets. Game situation and centre wicket training. Bobble feeds and batting with tennis balls. Target bowling. Run out practise when fielding. Working on field positioning. Correct stance while waiting for the ball. Always moving in when bowler bowls.</p> <p>Specific to IncrediCricket</p> <p>Mini games with emphasis on fun. Each mini game has emphasis on one aspect of the game eg. Focus on batting, focus on fielding. Batting techniques in pairs.</p>
8G/ 5e	<p>Boys/Girls Hard Ball Cricket - 20/20 format (+ Swimming) Girls – IncrediCricket</p> <p>Grip, stance, backswing – presentation at the crease. Fielding skill sets (catching, throwing, power base etc) Batting and bowling drills – introduce and reinforce basic technique. Net safety and practise. Match awareness, basic rules, umpire signals and terminology. Running between the wickets. Game situation and centre wicket training. Bobble feeds and batting with tennis balls. Target bowling. Run out practise when fielding. Working on field positioning. Correct stance while waiting for the ball. Always moving in when bowler bowls.</p> <p>Specific to IncrediCricket</p> <p>Mini games with emphasis on fun. Each mini game has emphasis on one aspect of the game eg. Focus on batting, focus on fielding. Batting techniques in pairs.</p>

GEOGRAPHY

3W	Atlas and Map Skills <ul style="list-style-type: none">• Atlas work• Map reading skills (linked to orienteering)• Comparing climates• Recap of deserts and rainforests
4C	<ul style="list-style-type: none">• Organic Farming• Recap- The 4 Rs- reduce, repair. re-use, recycle, Landfill, Composting• Discovering China and its Demographics
5R	Investigating coasts. <ul style="list-style-type: none">• Coastal features• Erosion and deposition• Human use• Pollution and sustainable development• Field Trip to Kingsgate Bay.
6M	Settlements <ul style="list-style-type: none">• Factors influencing the location of settlements (site and situation)• Settlement hierarchy and services• Why do settlements change? <p>*Field Trip to Kingsgate Bay* postponed from Year 5</p>
7H	Population and Settlement <ul style="list-style-type: none">• World population growth and distribution patterns• Migration• Site, shape, situation, growth of settlements• Settlement hierarchies

8G	<p>Revision for Common Entrance Exam.</p> <ul style="list-style-type: none"> • Map work. • Global Location. • Population and Settlement. • Plate Tectonics • Rivers and Coasts • Case Studies
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HISTORY

3W	<p>The Anglo-Saxons</p> <p>Who were the Anglo Saxons and what influence do they have on us today? Where did they settle? Compare settlements between Roman and Anglo-Saxon.</p>
4C	<p>Ancient Greece</p> <p>Greek Warships- Triremes A day in the life of an Ancient Greek An Agora- Market place Discover Greek words we use today and why. Greek letters. Greek food</p>
5R	<p>Life in Britain during World War II</p> <p>When was the Second World War? Where did it take place? What were the main theatres of war? What was the Blitz? What were some of the effects of bombing on towns, cities, schools? What was it like to be an evacuee? What was rationing and why was it introduced? Dig for Victory; How did the Government try to persuade people to support the war effort? Anne Frank's story.</p>
6M	<p>A non-European society that provides contrast with British history. To learn about the Ancient Maya civilisation around Ad900 and about the everyday life of the modern day Maya.</p>
7H	<p>Medieval History</p> <p>Was King John really that bad? Why did he sign the Magna Carta in 1215? The Peasants Revolt of 1381. Medieval women and their role in society. Why was there a war that lasted for 100 years? Judge the provenance of each source in order to assess its usefulness. Appreciate the magnitude of the English victory at Agincourt. How and why did Henry win the battle of Agincourt, 1415? Who was Joan of Arc? Understand Joan of Arc's role in France's victory of the 100 Years war. Understand why Edward V was never crowned King; decide what</p>

	<p>happened to Edward and his brother; support one's own theory of their demise.</p> <p>Revise CE pre-selected evidence questions:</p> <ol style="list-style-type: none"> 1. The First Crusade 2. Thomas Beckett
8G	<p>CE Revision:</p> <p>Revise and practice the ISEB pre-selected source- based question topics:</p> <ol style="list-style-type: none"> 1. The Norman Conquest 2. Mary I <p>Queen Elizabeth & the Spanish Armada, 1588; the consequences of the Tudor dynasty's rule; Charles I and the events leading up to the English Civil Wars (1629-42). Extensive practice at writing both styles of essays.</p> <p>Revision and practice of answering individually selected essay questions taken from the Medieval Realms Britain 1066-1485 section of work to The Making of the UK 1485-1750.</p>

ICT

3W	<p>Coding.</p> <p>Continuation of Touch-Typing Skill Sets and tests.</p> <p>School Email system and management – Office 365</p> <p>File management.</p> <p>Introduction to Microsoft Excel.</p> <p>Project work.</p> <p>Updated E-safety and Teams refresher/update.</p>
4C	<p>Microsoft Excel Project work.</p> <p>Coding.</p> <p>Email systems and management – Office 365 and The Cloud.</p> <p>File management.</p> <p>Touch Typing skill sets and tests.</p> <p>Project work.</p> <p>Updated E-safety and Teams refresher/update.</p>
5R	<p>Enhanced Excel project work</p> <p>Coding.</p> <p>Email and file management – Office 365 and The Cloud.</p> <p>Touch typing skill sets and tests.</p> <p>PowerPoint with media.</p> <p>Project work.</p> <p>Updated E-safety and Teams refresher/update.</p> <p>Mobile Technology</p>

6M	<p>Excel project work – graphs, formulae charts and tables.</p> <p>Coding – python.</p> <p>Email and file management – Office 365 and The Cloud.</p> <p>Touch typing skill sets and tests.</p> <p>PowerPoint with media and hyperlink.</p> <p>Updated E-safety and Teams refresher/update.</p> <p>Mobile Technology</p> <p>ICT in the future.</p>
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MATHEMATICS

3W	<ul style="list-style-type: none"> • Adding and Subtracting Multiples of 10 • Recognise and write fractions • Count in tenths • Adding fractions • Order fractions with a common denominator • Multiplying by 2,3,4,5 • Mental and Written Addition Strategies • Time
4C	<ul style="list-style-type: none"> • 4/5 digit numbers • Negative numbers • Understanding decimals • Counting on in tenths and hundredths • Rounding decimals • 11/12 times-tables • Mental and written multiplication • Multiplying and dividing • Calculating area and perimeter • Properties of 2D and 3D shapes • Equivalent fractions and decimals • +/- 2-, 3-, 4- digit numbers • Roman Numerals • Using factors to multiple Scaling

5R	<ul style="list-style-type: none"> • Adding and subtracting money • Calculations using mental methods • Multiplying fractions • Long multiplication • 3-place decimal numbers • Times tables consolidation • Mean, Mode and Median • Identifying 3D shapes and their properties • Polygons and their properties. • Further Geometry • Column addition and subtraction of 5-digit numbers • Finding factors • Adding and Subtracting Fractions • Multiplying 3 and 4 digit numbers
6M	<ul style="list-style-type: none"> • Place value (including BIDMAS and Significant Figures) • Four operations of Fractions (including word problems) • Probability • Transformations (including reflection, translation, rotation and enlargement) • Sequences (including nth term) • Constructing shapes (including compass skills, triangles, quadrilaterals, and perpendiculars).
7H	<p>Algebra revision (including solving, substitution, simplifying, inequalities, simultaneous equations)</p> <p>Probability</p> <p>Circles revision (including area, circumference)</p> <p>CE questions</p> <p>Mental Maths Focus</p> <p>Revision of Year 7 topics</p>
8G	<ul style="list-style-type: none"> • Revision of year 7 and 8 work, consolidation of topics, skills, approach to exams, useful study skills and revision tools. • Timed Papers • Using model answers • Mental Maths Papers • Individual revision plans

MUSIC

3W	<ul style="list-style-type: none">• Junior production song practice, The Aristocats Kids• Instruments and layout of the Orchestra• Reading the treble clef• Notational values and rhythms – The Summer Song Writing project• Composing and performing music
4C	<ul style="list-style-type: none">• Junior production song practice, The Aristocats Kids• Ostinato rhythms and melodies• Playing musical instruments together• Musical elements - melody, rhythm, timbre, texture, dynamics, tempo• Rhythmic notation - rhythm grids, graphic scores, dotted rhythms
5R	<ul style="list-style-type: none">• Form in different genres of music including classical, popular and world music – binary, ternary, rondo, canon• Performing classical music in different forms• Listening and analysing music in different forms• Composing our own music with a focus on melody and structure• Building major scales – looking at sharp and flat key signatures• Playing/ singing together
6M	<ul style="list-style-type: none">• Major and minor chords (recap key signatures)• Recap notation values and rhythms• A look at chord sequences (highlighting I, IV, V)• Perform together chord sequences from popular, Latin and classical music and some composed by us.• Continued aural and theoretical music training• Listening to and performing Samba percussion music as an ensemble
7H	<ul style="list-style-type: none">• Senior production song practice and recording - Oliver! Jr.• Music and the moving image• Analyse how music is used in film and adverts• Using music technology putting sound to film• Continued aural and theoretical music training• Performing and composing film music• Practice musical pieces for upcoming concerts
8G	<ul style="list-style-type: none">• Senior production song practice and recording - Oliver! Jr.• Exploring and performing other genres of pop music including rock, reggae and EDM• Knowledge and understanding of music technology• Continued aural and theoretical music training• Listening to, performing, composing music• Practice musical pieces for upcoming concerts

PE

3W	Athletics coaching sets. Trials – in preparation for the finals on Sports Day.
4C	Athletics coaching sets. Trials – in preparation for the finals on Sports Day.
5R	Athletics coaching sets. Trials – in preparation for the finals on Sports Day.
6M	Athletics coaching sets. Trials – in preparation for the finals on Sports Day.
7H/ 6e	Athletics coaching sets. Trials – in preparation for the finals on Sports Day.
8G/ 5e	Athletics coaching sets. Trials – in preparation for the finals on Sports Day.

DT

3W	Design and make a model car Jumping jacks
4C	Block printing Box project. Thinking outside the box
5R	Tie dye cushions Design and make a game
6M	Automata making Design and make a Frisbee
7H	Finish lights project Design and make a maquette for a tree house inspired by George's amazing spaces.

SCIENCE

3W	Rocks and Soils To describe and group rocks and soils on the basis of their characteristics, including appearance, texture and permeability; about different kinds of soils, e.g. sand, clay, loam; how particle size affects drainage; the term humus and how this enriches the soil how to compare and group together different kinds of rock on the basis of their appearance and simple physical properties; how to use a hand lens to determine whether they contain grains or crystals.
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	<p>Forces</p> <ol style="list-style-type: none"> that forces can push and pull on an object that all forces are pushes or pulls; everyday examples of forces in action about the forces of attraction and repulsion between magnets; the forces of attraction between magnets and magnetic materials; how to classify materials into magnetic and nonmagnetic groups; that magnetic materials such as iron and steel are attracted to a magnet; how to carry out experiments to discover that a magnet exerts a force on another magnet or any piece of magnetic material which is placed close to it; that a magnet has north-seeking and south-seeking poles and why they are so called; that a freely-suspended bar magnet comes to rest in a north-south direction and acts as a compass; that like poles repel and unlike poles attract each other; that magnetic effects will pass through some materials; how to compare the strength of two or more magnets that some forces need contact between two objects but magnetic forces can act at a distance that most forces require contact (e.g. opening and closing a door) compared with magnetic forces acting at a distance (e.g. moving iron filings or the movement of a compass needle) about friction, including air resistance, as a force which slows moving objects and may prevent objects from starting to move <p>Enrichment and Environmental Education</p> <p>Opportunities to use the school grounds for age appropriate investigations, guided by the children’s interests.</p>
4C	<p><u>Electricity</u></p> <ol style="list-style-type: none"> To construct circuits, incorporating a battery or power supply and a range of switches, to make electrical devices work (e.g. buzzers, motors). How to construct series circuits involving up to three cells, up to three bulbs, a motor, a buzzer and a switch; that electrical devices will only work if they are part of a complete circuit between the terminals of an electrical supply, and that each part of the circuit must be a conductor of electricity; the term in series. That some materials are better electrical conductors than others that metals and carbon (graphite) are conductors of electricity, e.g. copper for household wiring; that most other materials are insulators, e.g. plastic for plug covers. The importance of working safely with electricity; identifying common appliances which run on electricity; how to identify common dangers encountered when using electricity and how such dangers are avoided by, for example, the use of insulating materials and fuses. <p>Living things in their environment:</p> <p>Classification of plants & animals: Group living organisms & identify and name a variety of living things.</p> <p><u>Habitats:</u></p> <p>Life processes in plants & animals & adaptations to habitat</p>

	<p>Effect of changing habitat/environment Protection of the environment Feeding relationships: Food chains within a habitat Producers & consumers</p> <p>Enrichment and Environmental Education Opportunities to use the school grounds for age appropriate investigations, guided by the children's interests.</p>
5R	<p><u>Biology</u> Humans & other animals Human life cycle. Gestation periods of other animals. Physical & emotional changes during adolescence To describe the differences in life cycles between a mammal, an amphibian, an insect and a bird. About life cycles using examples from the local and wider environment. Learn about the work of naturalists and behavioural scientists, e.g. David Attenborough and Jane Goodall. To describe the life process of reproduction in some plants and animals about sexual and asexual reproduction in plants compared with sexual reproduction in animals and understand that fertilisation is the fusing of male and female sex cells in sexual reproduction. Adaptation; about the different plants and animals found in different habitats; how animals and plants in two different habitats are suited to their environment. The features of animals and plants in one chosen habitat; these should include size, shape, colour and, where possible, methods of movement, feeding and protection; about the wide variety of responses to which animals living in different situations have developed; that some animals are nocturnal; that the activity of living things can be related to the time of day and season of the year; the terms hibernation and migration.</p> <p>Enrichment and Environmental Education Opportunities to use the school grounds for age appropriate investigations, guided by the children's interests.</p>
6M	<p><u>Biology (Catch-up from last year)</u> Human life cycle Gestation periods of other animals. Physical & emotional changes during adolescence To describe the differences in life cycles between a mammal, an amphibian, an insect and a bird. About life cycles using examples from the local and wider environment.</p>

	<p>Learn about the work of naturalists and behavioural scientists, e.g. David Attenborough and Jane Goodall</p> <p>To describe the life process of reproduction in some plants and animals about sexual and asexual reproduction in plants compared with sexual reproduction in animals and understand that fertilisation is the fusing of male and female sex cells in sexual reproduction.</p> <p>Acids and Alkalis – What are they and how can they be identified?</p> <p>Humans & other animals Circulation- the heart Circulatory system Breathing – lung structure</p> <p>Nutrition Food & respiration Growth & repair</p>
7H	<p><u>Biology</u></p> <p>Reproduction in plants; the parts flowers play in the life cycle of flowering plants, including pollination, seed formation, germination and seed dispersal; basic details of flower structure; the terms carpel, stamen and petal; that pollination is the transfer of pollen from one flower to another; methods of seed dispersal; investigations into methods of seed dispersal (e.g. dandelion, sycamore or berries); experiments to show that water, air and warmth are needed for germination. Comparing flower structure; wind and insect pollination, fertilisation; seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.</p> <p>Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems; the menstrual cycle (without details of hormones), gametes, fertilisation.</p> <p>Gestation and birth, to include the effect of maternal lifestyle on the fetus. The physical and emotional changes which take place during adolescence.</p> <p>The effects of recreational drugs (including substance misuse) on behaviour, health and life processes. About the effects of tobacco, alcohol, and marijuana on behaviour and long-term physical and mental health; the potential for addiction; the positive effects of exercise and healthy eating.</p> <p>Green plants and photosynthesis</p> <p>Preparation for exams.</p> <p>Review of Feeding relationships. Population & competition. Humans effect on the environment & conservation.</p> <p>Physics Forces review. Density</p>

	Opportunity to review the year's learning and consolidate learning in key topics.
8G	<p><u>Physics</u></p> <p><u>Electricity</u> about electric current, measured in amperes, series and parallel circuits, currents add where branches meet; that the current in a series circuit depends on the number of cells and the number and nature of other components; current as flow of charge that is not 'used up' by components; differences in resistance between conducting and insulating components. That energy is transferred from batteries and other sources to other components in electrical circuits.</p> <p><u>Magnetism</u> About magnetic fields as regions of space where magnetic materials experience forces, and that like magnetic poles repel and unlike magnetic poles attract; magnetic fields by plotting with a compass; representation by field lines, Earth's magnetism, compass and navigation.</p> <p>Electromagnets - how electromagnets are constructed and used in devices.</p> <p><u>Chemical Reactions</u> the use of carbon in obtaining metals from metal oxides the definition of acids and alkalis in terms of neutralisation; the reactions of acids with metals to produce a salt plus hydrogen; reactions of acids with alkalis to produce a salt plus water the pH scale for measuring acidity/alkalinity and indicators the chemical properties of metal and nonmetal oxides with respect to acidity the effect of acidity on the environment</p> <p><u>Revision topics</u> Life and living processes Materials and their properties Physical processes</p> <p>CE Examinations</p> <p>Investigations and enrichment work, driven by the pupils' interests.</p>

SPANISH

5R	<ul style="list-style-type: none">• Describing yourself, your family and other people• Describing where you live• Describing your town or village
6M	Viva 1 Module 3 <ul style="list-style-type: none">• Break times and extracurricular activities Viva 2 Module 4 <ul style="list-style-type: none">• Clothes• Shopping
7H	Viva 2 Module 4 <ul style="list-style-type: none">• Daily routine / Making plans• Helping around the house / pocket money• Preparation of Speaking presentations – School and Home/daily routine• Revision Present tense / Near future
8G	Exam preparation <ul style="list-style-type: none">• Role play tasks – the unknown question• Strategies for the listening exam• Writing practice – focus on quality over quantity• Vocabulary recall• Exam paper practice

TPR/ RS

3W	Worship in different religions Christian prayer The Lord's prayer and its meaning Different ways and reasons to pray Muslim prayer – prayer mat and prayer beads Buddhist worship – prayer wheel, singing bowl, prayer flags
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4C	<p>Festivals of Judaism</p> <ul style="list-style-type: none"> • Pesach, Rosh Hashanah, Yom Kippur • Traditions and Faith
5R	<p>Hinduism</p> <ul style="list-style-type: none"> • What do Hindus believe? • Aum symbol and Brahman • Hindu deities – Ganesh, Sarasvati, Durga, Lakshmi • Hindu Shrines and Puja Ceremony • Toran decorations • Rangoli art
6M	<p>Humanism</p> <ul style="list-style-type: none"> • What do Humanists believe? • How do Humanists mark important life events? <p>Recap and revision</p> <ul style="list-style-type: none"> • Christianity topics • Islam topics <p>Mini project on refugees (Refugee Week)</p>
7H	<p>TPR Course</p> <ul style="list-style-type: none"> • War and pacifism • Revision of Ethics: Environment, Prejudice, Punishment, Life after death • Christian practices and ceremonies
8G	<p>Revision for Common Entrance Exam:</p> <p>Ethics</p> <p>Life and Death Nihilism Resurrection Reincarnation War and pacifism</p> <p>Punishment Aims of punishment Prison Capital punishment</p> <p>Prejudice, discrimination and freedom Types of prejudice</p>

	<p>Freedom of speech, action and belief</p> <p>Treatment of the marginalised</p> <p>Environment</p> <p>Environmental issues</p> <p>Environmentalists vs environmental sceptics</p> <p>Ethical treatment of animals</p>
	<p>Great Thinkers</p> <p>Plato</p> <p>His life</p> <p>The Parable of the Cave</p> <p>David Hume</p> <p>His life</p> <p>The design argument and its problems</p> <p>John Stuart Mill</p> <p>His life</p> <p>Utilitarianism</p> <p>Martin Luther King</p> <p>His life</p> <p>Equality and non-violence</p>
	<p>Christianity – Practices and Ceremonies</p> <p>Worship and prayer</p> <p>Holy Communion</p> <p>Liturgical, informal and individual worship</p> <p>Places of worship</p> <p>Rites of passage</p> <p>Baptism</p> <p>Confirmation</p> <p>Marriage</p> <p>Pilgrimage</p> <p>Canterbury, Rome, The Holy Land, Lourdes, Santiago de Compostela</p> <p>Festivals & celebrations</p> <p>Holy Week</p> <p>Easter Day</p> <p>Christmas</p>
	<p>Mini project on Happiness</p> <ul style="list-style-type: none"> • Philosophy of happiness • Aristotle <p>P4C discussion on happiness helmet</p>