



## Northbourne Park School

Prep School

Main Themes

Autumn 2022

### ENGLISH

3M	<p><b>Reading:</b> Wide range of fiction, poetry, plays, non-fiction and reference/text books, oral retelling of stories</p> <p><b>Writing:</b> Spell words that are often misspelled, simple sentences, punctuation, conjunctions, adverbs and prepositions, nouns and pronouns</p> <p><b>Spoken Language:</b> Justifying own ideas, describe, narrate and explain for different purposes, express feelings, speculate, hypothesis and explore ideas, take part in discussions, performances, improvisations etc.</p> <p><b>Poetry:</b> consider rhythm and rhyme</p> <p><b>Narrative:</b> Traditional Stories, stories by same author, stories from other cultures, conventions of playscripts. Characters' behaviour, relationships and descriptions.</p> <p><b>Non-Fiction:</b> Discuss and research authors, biography, bibliography, fact file, structure texts using headings and bullet points.</p>
4C	<p><b>Reading:</b> Narrative, Poetry, Fiction, Non-Fiction- Informal Factual</p> <p><b>Writing:</b> Own composition, Spelling, Grammar &amp; Punctuation, Handwriting, others' writing. Performing and exploring Aesop's Fables and the use of powerful language. Instructions. Inference within comprehension. Information text and themes and conventions, inferences and predictions, summarising, the contribution to meaning of language, structure and presentation.</p> <p><b>Spoken Language:</b> Justifying own ideas, describe, narrate and explain for different purposes, express feelings, speculate, hypothesis and explore ideas, take part in discussions, performances, improvisations etc.</p> <ul style="list-style-type: none"> <li>• <b>Poetry: Free Verse and Kenning</b> (Guy Fawkes, Fireworks and Remembrance Day)</li> </ul> <p><b>Narrative:</b> Traditional Stories (Aesop's Fables) Stories that raise issues, stories by same author, stories from other cultures, conventions of playscripts. Characters' behaviour, relationships and descriptions.</p> <p><b>Non-Fiction:</b> Information Texts, Instructions and their features. Inference within comprehension, dialogue writing, Persuasive writing.</p>

5R	<p><b>Reading:</b> Narrative, Poetry, Non-Fiction, Drama</p> <p><b>Writing:</b> Grammar &amp; Punctuation, Spelling, Handwriting, Own compositions, organisational and presentational devices, effectiveness of own and others' writing, audience and purpose.</p> <p><b>Spoken Language:</b> articulate &amp; justify own ideas, explore ideas, take part in discussions, performances, improvisations etc.</p> <ul style="list-style-type: none"> <li>• <b>Narrative:</b> Modern fiction (Wreck of the Zanzibar) Characters' points of view, changing points of view, drawing inferences. Direct and reported speech, summarising, predicting. Stories by well-known authors.</li> <li>• <b>Poetry:</b> performance poetry, classic poetry</li> <li>• <b>Non-Fiction:</b> diary, persuasive techniques, advertising</li> <li>• <b>Drama :</b> creating and exploring character</li> </ul>
6L	<p><b>Reading:</b> Narrative, Poetry, non-fiction, Drama</p> <p><b>Writing:</b> Own composition, Spelling, Grammar &amp; Punctuation, Handwriting, evaluate and emulate others' writing. Planning, vocabulary enhancement, organisational and presentational devices, assessing effectiveness, literary techniques, dictionary skills and employing synonyms, introduction to techniques (simile etc), open questions, inference and deduction skills</p> <p><b>Spoken Language:</b> Listening and responding appropriately, roles in a group, questioning, justifying ideas.</p> <ul style="list-style-type: none"> <li>• <b>Narrative:</b> Modern fiction (Kensuke's Kingdom), stories by well-known authors, adapting narrative structure. Use of dialogue. Extending narrative; planning effectively the plot, characters and structure. Use of paragraphs to vary pace and emphasis, use of cohesive devices, Elements of an author's style.</li> <li>• <b>Non-Fiction:</b> writing and using scripts.</li> <li>• <b>Drama:</b> present TV news report, interview characters</li> </ul>
7HM	<p><b>Beginning CE course.</b></p> <p><b>Reading, Writing, Spelling, Grammar and Punctuation, Vocabulary enhancement, author study, broad range of independent reading.</b></p> <p><b>Fiction, Non-fiction, Poetry, Playscripts: comprehension, analysis, essay writing, creative writing.</b></p> <ul style="list-style-type: none"> <li>• Style of narrative, language and characterisation from different periods.</li> <li>• Adopting passive/active voice</li> <li>• Devices for building tension</li> <li>• Emotive language</li> <li>• Speeches. Writing for a purpose. Explore speeches written for variety of purposes; write speech employing techniques</li> <li>• Variations in formal, informal language.</li> <li>• Figurative language: identification, use and analysis.</li> <li>• Develop ideas for writing.</li> <li>• Poetry analysis.</li> <li>• Literary criticism, essay planning and writing.</li> <li>• Travel writing</li> </ul>

8G	<p>Continuing CE course</p> <p><b>Reading, Writing, Spelling, Grammar and Punctuation, Vocabulary enhancement, author study, broad range of independent reading.</b></p> <p><b>Fiction, Non-fiction, WW1 Poetry, Playscripts: comprehension, analysis, essay writing, creative writing.</b></p> <ul style="list-style-type: none"> <li>• Review Year 7 work, consolidation of CE spellings and skills for correct use of grammar, approach to exams. Parts of speech, confidence in use and standard English use.</li> <li>• Different types of comprehension question &amp; how to respond.</li> <li>• Planning skills and writing in response to given themes in timed situations Style of narrative, language and characterisation from different periods.</li> <li>• Writing for a purpose: to argue/explain/persuade/inform</li> <li>• Broaden personal reading repertoire; include classics, modern fiction and variety of genres and authors..</li> <li>• Biography, Autobiography, Travel writing, Diary.</li> <li>• Variations in formality of language.</li> <li>• Developing ideas for own writing</li> <li>• Describing impressions of a character using evidence</li> <li>• Poetry analysis ; broad range of poetry including classics and from other cultures. Unlocking unseen poems, writing own. Terminology, techniques.</li> <li>• Timed essay writing &amp; preparation for external exams. Comparing and evaluating texts, drawing inferences, expressing preferences and presenting arguments</li> </ul>
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## MATHEMATICS

3M	<ul style="list-style-type: none"> <li>• Mental addition and subtraction</li> <li>• Number and place value</li> <li>• Mental multiplication and division</li> <li>• Measurement</li> <li>• Geometry: properties of shapes</li> <li>• Fractions, ratio and proportion</li> </ul>
4C	<ul style="list-style-type: none"> <li>• Mental addition and subtraction</li> <li>• Number and place-value</li> <li>• Mental multiplication and division</li> <li>• Fractions, ratio and proportion</li> <li>• Measurement</li> <li>• Decimals, percentages and their equivalence to fractions</li> <li>• Written addition and subtraction</li> <li>• Statistics</li> </ul> <p>Written multiplication and division</p>
5R	<ul style="list-style-type: none"> <li>• Number and place-value</li> <li>• Written addition and subtraction</li> <li>• Mental addition and subtraction</li> <li>• Decimals, percentages and their equivalence to fractions</li> <li>• Mental multiplication and division</li> <li>• Measurement</li> <li>• Mental multiplication and division</li> <li>• Fractions</li> <li>• Written multiplication and division</li> <li>• Geometry: properties of shapes</li> <li>• Perimeter/Area of regular and irregular shapes.</li> <li>• Decimals, percentages and their equivalence to fractions</li> </ul> <p>Written multiplication and division</p>
6L	<ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Decimals, percentages and their equivalence to fractions</li> <li>• Problem solving, reasoning and algebra</li> <li>• Measurement</li> <li>• Written multiplication (including long multiplication) and division (including long division)</li> <li>• Fractions – equivalent fractions and percentage equivalences</li> <li>• Written methods of addition and subtraction</li> <li>• Area and Perimeter – compound shapes and triangles</li> <li>• Transformations – reflecting, translation and rotation</li> <li>• Volume</li> </ul>
7HM	<p><b>Beginning CE course.</b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Straight line graphs</li> </ul>

	<ul style="list-style-type: none"> <li>• Factors/Multiples/Prime factors</li> <li>• BIDMAS</li> <li>• Negative Numbers</li> <li>• Properties of triangles, quadrilaterals including lines of symmetry and rotational symmetry</li> <li>• Transformations – including: reflections, translation, rotation and enlargement.</li> <li>• Algebra – simplifying, solving, substitution.</li> <li>• Circles – calculating area, circumference and perimeter.</li> <li>• Calculating missing angles</li> <li>• Assessment</li> </ul>
8G	<p>Continuing CE course</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Percentages – calculating percentages of amounts and percentage increase and decrease</li> <li>• Ratio</li> <li>• Bearings</li> <li>• Algebra – including: simplifying, multiplying out brackets, collecting like terms, factorising, substitution, solving, simultaneous equations, inequalities.</li> <li>• Circles – area and circumference, including compound shapes</li> <li>• Word Problems</li> <li>• Calculating the volume of a prism, calculating surface of a shape</li> <li>• Factors/Multiples/Prime factors</li> <li>• Assessment</li> </ul>

## SCIENCE

3M	<p>Life Processes Life processes common to all living things. Living &amp; non-living things</p> <p>Plants Identify &amp; describe parts of flowering plant. Functions &amp; roles of parts Requirements for life Transporting water Reproduction - Pollination and seed dispersal</p> <p>Humans &amp; other animals: Parts of the body; major organs Nutrition; Food and balanced diet Requirements for a balanced diets and consequences e.g.scurvy. Skeletons &amp; muscles Movement with/without skeleton</p>
4C	<p><b>Living things &amp; their habitats</b> Classification of plants &amp; animals: Group living organisms &amp; identify and name a variety of living things. Habitats Feeding relationships: Food chains within a habitat Producers &amp; consumers</p> <p><b>Humans and other Animals</b> The functions and care of teeth. Identifying different types of teeth. Investigating the difference between the teeth of carnivores and omnivores. Learning the simple functions of the basic parts of the digestive system.</p>
5R	<p><b>Properties &amp; changes of materials</b> Group materials as metals/non-metal, magnetic/non-magnetic Compare properties of materials using investigation techniques. Uses of materials.</p> <p>Changes of materials: Physical Change: Reversible changes Mixing – dissolving Investigate the rate of dissolving.</p> <p>Separating mixtures: Different mixtures. Methods of separation – filtration &amp; evaporation Drawing scientific diagrams Conservation of mass</p> <p>Chemical Changes: Non-reversible changes Examples of chemical reactions</p>

	<p>Lighting a Bunsen Burner          Burning - Combustion. Fossil fuels          Investigating burning candles.          Making new materials – natural/man-made.</p>
6L	<p><b>Biology:</b>          Living things &amp; their habitats          Making &amp; using keys          Identification of plants &amp; animals – classification.</p> <p>Evolution &amp; inheritance          Mary Anning &amp; ideas leading to evolution.          Variation amongst offspring.          Adaptation leading to evolution.</p> <p><b>Physics</b>          Light          Behaviour of light:          Reflection at plane surfaces          Luminous sources and light travelling in straight lines          Formation &amp; explanation of shadows          Seeing: reflection of light into eyes.</p>
7HM	<p><b>Biology</b>          Cells &amp; organisation:          Cells are the fundamental unit of living organisms          Hierarchical organisation of multicellular organisms          Similarities and differences between plant and animal cells          Basic structure of animal and plant cells          How to use a microscope and the parts of a microscope. Preparation of microscope slides. Calculate the magnification of a light microscope.</p> <p>Nutrition and digestion;          The content and importance of a healthy human diet: carbohydrates, lipids, proteins, vitamins, minerals, dietary fibre and water          The consequences of imbalances in the diet</p> <p><b>Chemistry:</b>          The particulate nature of matter          The properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including pressure and diffusion.          Brownian Motion          Changes with temperature in motion and spacing of particles with reference to the water cycle</p> <p>Atoms elements and compounds          The simple (Dalton) atomic model; including the terms atom, molecule and element          The organisation of elements in the periodic table          Chemical symbols and formulae for elements and compounds          How elements vary in their properties and how to use these properties to classify elements as metals and non-metals</p> <p><b>Physics;</b>          Energy Changes and Transfers          Energy as a quantity that can be quantified and calculated          Ways in which energy can be transferred and stored</p>

	<p>That energy can exist in many different forms: chemical, electrical, gravitational, kinetic, light, sound, elastic and thermal,</p> <p>Energy resources</p> <p>Fuels and energy resources, including oil, gas, coal, biomass, food, wind, waves, batteries; the distinction between renewable and non-renewable resources</p> <p>The sun is the ultimate source of most of Earth's energy resources and to relate this to the formation of fossil fuels</p> <p>A variety of processes used to create electricity</p>
8G	<p><b>Physics;</b></p> <p>Space</p> <p>The relative positions of the Earth, Sun and planets in the solar system</p> <p>How the movement of the Earth explains night and day, seasons and eclipses of the Sun and Moon</p> <p>The scale of astronomical distances (light years)</p> <p>Gravity – the weight of an object on Earth is the result of the gravitational attraction between its mass and the Earth</p> <p>The use of artificial satellites and probes to observe the Earth and explore the solar system,</p> <p><b>Chemistry:</b></p> <p>Conservation of mass in chemical reactions</p> <p>Combustion</p> <p>The production of carbon dioxide by human activity and the impact on climate</p> <p>Thermal decomposition reactions</p> <p>Oxidation and displacement reactions</p> <p>The order of metals and carbon in the reactivity series</p> <p>The use of carbon in obtaining metals from metal oxides</p> <p>Corrosion of metals</p> <p>Rusting &amp; corrosion</p> <p>Prevention of corrosion</p> <p>Effect of acidity on the environment.</p> <p><b>Physics</b></p> <p>Light and Light sources:</p> <p>Properties of light</p> <p>Seeing things</p> <p>Mirrors and reflection</p> <p>Refraction</p> <p>Lenses and refraction</p> <p>Light and colour</p> <p>Prisms</p>



## ART

3M	Introduce Art room – sketchbook Symmetry/tracing- colour Abstract – colour Paul Klee – painting project Bonfire Night Christmas card design and decorations
4C	Still life Ellipses Drawing, the face, the body Stickman Christmas card design and decorations
5R	Still life The Big Picture Negative and Positive World Art Christmas card design and decorations
6L	Still life Scientific drawing Pastel introduction Mexican day of the dead Christmas card design and decorations
7HM	Still life Bridget Riley Illuminated letters Christmas card design and decorations
8G	Still life Perspective Illustration Christmas card design and decorations

## DESIGN TECHNOLOGY

3M	<ul style="list-style-type: none"><li>• Make a Bug Hotel</li><li>• Basic Mechanisms</li><li>• Slide/Hinge/Pivot</li></ul>
4C	<ul style="list-style-type: none"><li>• Make a structure using triangulation</li><li>• 3D Card Design</li></ul>
5R	<ul style="list-style-type: none"><li>• Graphic design Stencils Christmas Printing Project</li></ul>
6L	<ul style="list-style-type: none"><li>• Make a Whole class build</li><li>• Christmas 3D structures</li></ul>
7HM	<ul style="list-style-type: none"><li>• Design and make a clock 3D Christmas box project</li></ul>

## FRENCH

3M	<ul style="list-style-type: none"> <li>• How to use different greetings</li> <li>• How to say how we are</li> <li>• Numbers</li> <li>• How to tell and ask our age</li> <li>• Body parts</li> <li>• Masculine and feminine</li> <li>• What is my favourite colour?</li> <li>• Describe a monster using adjectival agreements</li> <li>• My family</li> <li>• How to use and apply phonics in French</li> </ul> <p>Christmas in France.</p>
4C	<ul style="list-style-type: none"> <li>• How to use the alphabet to spell out in French</li> <li>• How to ask and say when our birthday is</li> <li>• How to use a bilingual dictionary</li> <li>• How to describe my family in details, using 'mon, ma, mes'</li> <li>• How to talk about my pets and say how I look after them</li> <li>• Continuous work on phonics programme</li> </ul>
5R	<ul style="list-style-type: none"> <li>• How to talk about going back to school</li> <li>• How to talk about school subjects and give our opinion about them</li> <li>• How to tell the time+ my school day</li> <li>• What I eat at the school canteen</li> <li>• How to describe my daily routines using reflexive verbs.</li> <li>• Big numbers- 60 and above</li> <li>• -er verbs</li> <li>• Christmas</li> </ul>
6L	<ul style="list-style-type: none"> <li>• The verb 'aller' followed by the preposition 'à'</li> <li>• How to talk in details about our hobbies: what, when, and how we find them</li> <li>• What I do online and at the weekend</li> <li>• How to use 'jouer+à'. 'jouer+de' with musical instruments and sports</li> <li>• How to talk about jobs using masculine and feminine agreements and how to give detailed opinions about them.</li> <li>• All regular verbs</li> <li>• Irregular verbs: être, faire and aller</li> </ul>
7HM	<ul style="list-style-type: none"> <li>• Introduction to CE</li> <li>• The verb 'aller' and the near future</li> <li>• Making invitations and house chores</li> <li>• Modal verbs</li> <li>• Clothes and going shopping</li> <li>• Adjectival agreement+comparative</li> <li>• Food, food, food...</li> <li>• Using 'il faut'</li> </ul>

	<ul style="list-style-type: none"> <li>• Development of oral topic 1: self, family &amp; friends</li> </ul>
8G	<ul style="list-style-type: none"> <li>• Ongoing practice of CE past paper questions</li> <li>• Where I live: My area, my town, my house</li> <li>• Chores: expressions of necessity</li> <li>• Living in town, living in the countryside</li> <li>• Making comparisons</li> <li>• Futur proche: weekend plans</li> <li>• Daily routine: reflexive verbs present tense</li> <li>• Past tense revision</li> <li>•</li> </ul>

### GAMES

3M	<p>Girls: Hockey and Football Netball training starts in December.</p> <p>Boys: Football and Hockey Basic rugby training scheduled for December (Depending on Covid protocols)</p> <p>U9 Hockey Club throughout the term.</p>
4C	<p>Girls: Hockey and Football Netball training starts in December.</p> <p>Boys: Football and Hockey Basic rugby training scheduled for December (Depending on Covid protocols)</p> <p>U9 Hockey Club throughout the term.</p>

5R	<p>Girls: Hockey and Football Netball training starts in December.</p> <p>Boys: Football and hockey Basic rugby training scheduled for December (Depending on Covid protocols)</p> <p>U11 Hockey Club throughout the term.</p>
6L	<p>Girls: Hockey and Football Netball training starts in December.</p> <p>Boys: Football and Hockey Basic rugby training scheduled for December (Depending on Covid protocols)</p> <p>U11 Hockey Club throughout the term.</p>
7HM/ 6e	<p>Girls: Hockey and Football Netball training starts in December.</p> <p>Boys: Football and Hockey Basic rugby training scheduled for December (Depending on Covid protocols)</p> <p>Cross-country trials and training to start mid-November. U13 Hockey Club throughout the term.</p>
8G/5e	<p>Girls: Hockey and Football Netball training starts in December.</p> <p>Boys: Football and Hockey Basic rugby training scheduled for December (Depending on Covid protocols)</p> <p>Cross-country trials and training to start mid-November. U13 Hockey Club throughout the term.</p>

### GEOGRAPHY

3M	<ul style="list-style-type: none"> <li>• Where do we live?</li> <li>• Location vocabulary</li> <li>• Counties, Countries and Continents</li> <li>• Using an atlas</li> <li>• Map skills</li> <li>• Living In A Cold Climate</li> </ul>
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4C	<ul style="list-style-type: none"> <li>• Egypt and its surroundings</li> <li>• The River Nile and its purpose</li> <li>• Counties, Regions and Countries</li> <li>• Around The World</li> <li>• Using an Atlas</li> <li>• Map Skills</li> </ul>
5R	<p><u>Water – a vital resource</u>  The Water Cycle  Water supply – how do we get clean water?  Access to water around the world. The work of WaterAid.</p> <p><u>Rivers of the UK and World</u>  Location of rivers  Formation of meanders and waterfalls  How do we use rivers?  Protecting our rivers</p>
6L	<p><u>Map skills</u>  Ordnance Survey symbols, grid references, compass direction, contour lines, measuring distance/ scale</p> <p><u>Weathering and erosion</u>  Physical, Biological and Chemical erosion  Examples of weathering around the school</p>
7HM	<ul style="list-style-type: none"> <li>• <u>Weather and climate</u>  Weather forecasts and how is the weather measured  Types of rainfall  Factors affecting UK weather  Microclimate</li> </ul> <p>Climate change and extreme weather events  Tropical cyclones (Superstorm Sandy)</p> <p><u>Rivers and Flooding</u>  Case studies: Pakistan 2010, Boscastle 2004</p>
8G	<ul style="list-style-type: none"> <li>• Individual fieldwork enquiry – ( CE Project)  Independent write up of coursework project</li> <li>• <u>Economic activity – Industry and Transport</u>  Types of industry  Case studies: Nike, Toyota, Farming in India and UK, HS2  Sustainable economic development</li> </ul>

## HISTORY

3M	<p>How do we discover prehistory?</p> <p>What is archaeology?</p> <p>Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter?</p> <p>How much did life change when man learned how to farm?</p> <p>What can we learn about life in the Stone Age from a study of Skara Brae?</p> <p>Why did they build Stonehenge?</p> <p>What was life like in the Iron Age and how do we know?</p> <p>The first people in Britain. Life in the Glacial Periods. Life in the Mesolithic. Neolithic village life. Life in the Bronze Age. The Celtic Age of Iron.</p>
4C	<p>Ancient Egypt- Temples Tombs and Treasures</p> <p>What do we already know about ancient Egypt?</p> <p>How did the Egyptian landscape impact on people's lives?</p> <p>What can artefacts teach us about the past?</p> <p>What can be learnt about ancient Egypt from the study of only one artefact?</p> <p>How is it that we can understand ancient Egyptian symbols?</p> <p>What was their day to day life like?</p> <p>Why were pharaohs and rich Egyptians not all buried in tombs inside pyramids?</p> <p>Who was TutankhamUn? Why were Pharaohs buried wearing death masks?</p> <p>Who are the main Egyptian gods and goddesses?</p> <p>What was the legacy of the Egyptians?</p>
5R	<p>Who was Queen Victoria?</p> <p>To compare modern and Victorian schooling &amp; to discover what it was like at school in Victorian times</p> <p>What was it like to be a child living in the Victorian times?</p> <p>Investigate the differences, characteristics and technology developed for railway travel during the Victorian period.</p> <p>Who were known as the 'Great Unwashed' and why was London known as the 'Great Stink'? Joseph Bazelgette's sewers.</p> <p>To find out about health, disease and medicine in Victorian Britain.</p> <p>Why were hospitals dangerous places? Joseph Lister, Florence Nightingale, Mary Seacole.</p> <p>To find out about the Industrial Revolution and how it affected Britain.</p> <p>To find out about important inventions of the Victorian era.</p> <p>How important do you think individuals like Dr Barnado and Lord Shaftesbury are to society?</p> <p>What can we find out about early and late Victorian architecture?</p> <p>Prepare a powerpoint presentation demonstrating the three main styles of Vic architecture – neo-classical, Gothic and a typical working person's house</p>
6L	<p>Identify the 4 types of evidence that historians use.</p> <p><b>History Mysteries</b> – Otzi The Iceman; Tollund Man;</p> <p>Was Horatio Nelson really so significant?</p> <p>Was King Richard III an evil murderer?</p> <p>Black History Month – October</p>

	<p>Who were the Windrush Generation?</p> <p>How did Britain build an Empire?</p> <p>How did the British take control of India?</p> <p>How was England involved in the slave trade?</p> <p>When was the slave trade abolished?</p>
7HM	<p>Begin new CE syllabus with <b>Medieval Realms</b> – contenders for the throne of England, the battle of Hastings, 1066; understand the Bayeux Tapestry; How did King William I control England? – the harrying of the North; castle building and defences; the Feudal system; life in a medieval village/town; crime and punishment; the role of women in the middle Ages; the Domesday Book; the relevance of the Medieval Church;</p>
8G	<p>Start of the Protestant Reformation; deductions from a Tudor portrait; Henry VIII's 'Great Matter', the English Reformation; the dissolution of the monasteries; the Pilgrimage of Grace; Edward VI's changes to religion in England;</p> <p>C.E. essay question practice.</p>

### MUSIC

3M	<ul style="list-style-type: none"> <li>• Beats and rhythms</li> <li>• Stomp: creating music creatively using non-conventional instruments</li> <li>• Percussion instruments and body percussion</li> <li>• Music theory – note values and rhythmic notation</li> <li>• Composing Music</li> <li>• Singing</li> <li>• Polyrhythms to create polyphonic textures</li> </ul>
4C	<ul style="list-style-type: none"> <li>• African music</li> <li>• History and key features</li> <li>• African drums and percussion instruments</li> <li>• Listening to and appraising various African music excerpts</li> <li>• Performing African songs and drumming music</li> <li>• Composing using polyrhythmic and call and response textures</li> </ul>



5R	<ul style="list-style-type: none"> <li>• Music and the Media</li> <li>• TV Theme Tunes, adverts</li> <li>• How music is used to convey a specific message, emotion and intention</li> <li>• Music theory – music notation, basic chords, tonality &amp; scales</li> <li>• Ostinatos/riffs, drones and pedal notes</li> <li>• Composing music</li> </ul>
6L	<ul style="list-style-type: none"> <li>• Blues Music – Key features &amp; history</li> <li>• Learning about influential Blues artists and bands</li> <li>• Playing, singing, composing music in the Blues genre</li> <li>• Continued focus on instruments</li> <li>• Performance direction</li> <li>• What is “swing”?</li> <li>• Music theory - notation, rhythms, chords, melodies and harmonies</li> </ul>
7HM	<ul style="list-style-type: none"> <li>• Introduction to ukulele playing</li> <li>• Links to building chords</li> <li>• Popular Music of the 21<sup>st</sup> Century</li> <li>• Recapping tones, semitones, rhythms and note values</li> <li>• Listening to and appraising music, instrument recognition</li> <li>• Performing</li> </ul>
8G	<ul style="list-style-type: none"> <li>• Experimental music – minimalism, free improvisation, musique concrete</li> <li>• Listening to, performing, composing experimental music</li> <li>• Analysing their recorded/ and/computer generated experimental performances/compositions</li> <li>• Continued aural and theoretical music training</li> <li>• Christmas Music</li> </ul>

## PE

3M	<p>Basic Skills and Co-ordination: Catching/throwing skills. Aiming at targets. Movement &amp; spatial awareness. Balance. Demonstration work. Hand/eye co-ordination. Use of rackets, sticks, bats and balls. Introduction to respiration and muscle groups.</p> <p>Gymnastics: Posture and basic gymnastic shapes &amp; balances. Linking movements. Learning and performing a simple routine.</p>
4C	<p>Basic Skills and Co-ordination: Skipping (Skip2bFit through HRE) Catching/throwing skills. Aiming at targets. Movement &amp; spatial awareness. Balance. Demonstration work. Hand/eye co-ordination. Use of rackets, sticks, bats and balls. Simple game tactics. Introduction to respiration and muscle groups.</p> <p>Gymnastics: Develop and introduce new balances. Forward and backward rolls. Floor routines with a partner. Sliding.</p>
5R	<p>Badminton: Grip, stance and footwork. Body position. Basic throwing action. High serves and low serves. Simple rallies.</p> <p>Gymnastics: Introduce tucked headstand and cartwheel. Use of apparatus. Flight off apparatus. Routines linking floor &amp; apparatus. Matching and mirroring.</p>
6L	<p>Badminton: Revision of short and high serves, net play, court movement. Introduction to doubles play including basic tactics. Drop shots and smash.</p> <p>Gymnastics: Counterbalance, support balances and Headstands. Group routines.</p>
7HM/ 6e	<p>Volleyball: Catching/throwing from 'volley' position. Movement under the ball. Volley pass to self, to partner, over net 1 vs 1 games. Volleying into space over net. Introduction of underarm serve. Introduction of 2 vs 2 and the Dig.</p> <p>Gymnastics: Assisted flight. Group routines using a variety of learnt support balances. Symmetry/asymmetry. Bigger apparatus.</p>
8G/ 5e	<p>Volleyball: Revise catching/throwing from 'volley' position. Movement under the ball, 2 vs 2 games. Volleying into space over net. Introduction of underarm serve and 'setter' position. Introduction of 3 vs 3. Start on the 'dig' and 'smash' technique.</p> <p>Gymnastics: Revision and practice of all previous work. Possible floor work routine to music. Use of trampet and crash mats. Group and pair routines.</p>



## RELIGIOUS STUDIES

3M	<b>What is Religion?</b> <ul style="list-style-type: none"> <li>• Ideas about God</li> <li>• Signs and Symbols</li> <li>• Creation Stories from Christianity and Hinduism</li> </ul>
4C	<b>Holy Books:</b> <ul style="list-style-type: none"> <li>• Identity</li> <li>• The Bible</li> <li>• The Torah</li> <li>• The Qur'an</li> </ul>
5R	<b>Heroes:</b> <ul style="list-style-type: none"> <li>• What is a hero?</li> <li>• Heroes of the Old Testament: Joshua, Deborah, Samson</li> <li>• Heroes of our time: Martin Luther King, Gandhi, Malala, Corrie Ten Boom</li> </ul>
6L	<b>A study of Christianity:</b> <ul style="list-style-type: none"> <li>• Branches of the Church</li> <li>• Life of Jesus</li> <li>• The Trinity</li> <li>• Baptism</li> <li>• Prayer</li> <li>• Places of worship</li> <li>• The Bible</li> <li>• Pilgrimage</li> </ul>
7HM	<b>Philosophy and Religion (TPR)</b> <p><u>'Are Human's morally responsible for their environment?'</u></p> <ul style="list-style-type: none"> <li>• Religious attitudes to the environment</li> <li>• Environmentalists and environmental sceptics</li> <li>• Animal rights and religion</li> </ul> <p><u>'What causes prejudice and how can it be tackled?'</u></p> <ul style="list-style-type: none"> <li>• Types of prejudice</li> <li>• Case studies: Murder of Stephen Lawrence</li> <li>• Current examples – freedom of speech and action (Amnesty International)</li> </ul>

8G	<b>Philosophy and Religion (TPR)</b> Recap: What is Philosophy?  <u>Plato and the Parable of the Cave</u> <ul style="list-style-type: none"> <li>• The life of Plato</li> <li>• Parable of the Cave</li> <li>• Views on education, knowledge and leadership</li> </ul> <u>The argument from design and Hume's objections</u> <ul style="list-style-type: none"> <li>• The life of David Hume</li> <li>• The Design Argument for the existence of God</li> <li>• Objections to the argument</li> </ul>
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### SPANISH

5R	<ul style="list-style-type: none"> <li>• What's your name? Asking, answering questions</li> <li>• What sort of person are you? Adjectives and agreements</li> <li>• Family. vocabulary and asking questions.</li> <li>• Birthdays. Numbers 1 to 31, months.</li> <li>• Pets. Vocabulary, colours, adjectival agreement.</li> <li>• What do you like? Me / Te gusta + infinitive. Use of porque + adj.</li> <li>• Hobbies. Saying what you like to do.</li> <li>• The weather. Use of hace. Saying when it is ..... , I + action.</li> <li>• Sports. Verb conjugation of hacer and jugar.</li> <li>• Free time/ Saying what I do. Asking questions.</li> <li>• Christmas Games</li> </ul>
6L	<ul style="list-style-type: none"> <li>• Family &amp; Friends</li> <li>• Describing physical appearance</li> <li>• Describing character</li> <li>• Talking about where you live (which country, town, seaside, countryside)</li> <li>• Describing your own town (adjectives plus amenity vocabulary), dialogues around invitations to go out in town: giving, accepting, declining</li> <li>• Grammar: Verbs: ser, vivir, estar, Revising present tense verb endings</li> <li>• Christmas in Spain</li> </ul>
7HM	<ul style="list-style-type: none"> <li>• School – including presentation on School life</li> <li>• Grammar - present tense verbs, near future, ser vs estar</li> <li>• Superlatives and comparatives</li> </ul>
8G	<ul style="list-style-type: none"> <li>• Presentation Preparation</li> <li>• Grammar: revise present tense, introduction to preterite (past) tense ( ser &amp; ir, plus regular –ar and –ir verb endings)</li> <li>• Discussing previous holidays practicing preterite tense: where you went, which vehicle you travelled in, which countries were visited, what activities were enjoyed, what were your opinions of the holidays and activities</li> <li>• Christmas escape room</li> </ul>

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## ICT

3M	<p>E-Safety and Cyber bullying workshops. (Hector's World)</p> <p>Introduction to the PC and hardware - user names and passwords, mouse exercises.</p> <p>Posture at the PC.</p> <p>Typing Tutorial and introduction to emailing system.</p> <p>Basic File management.</p> <p>Windows 10 functionality.</p> <p>Introduction to Microsoft Word 2016 - project work</p> <p>Coding.</p>
4C	<p>E-Safety and Cyber bullying workshops. (Hector's World)</p> <p>Revision of the PC and hardware - user names and passwords, mouse exercises.</p> <p>Posture at the PC.</p> <p>Typing Tutorials.</p> <p>File management.</p> <p>Advanced emailing tutorials.</p> <p>Windows 10 functionality.</p> <p>Microsoft Word 2016 - project work.</p> <p>Coding.</p>
5R	<p>E-Safety and Cyber bullying workshops. (Hector's World)</p> <p>The PC and hardware.</p> <p>Revise posture at the PC.</p> <p>Multimedia.</p> <p>Spreadsheets.</p> <p>Enhanced File management - setting up folders for all subjects.</p> <p>Typing tutorial and further emailing functionality.</p> <p>Windows 10 functionality.</p> <p>Microsoft Word 2016 - project work</p> <p>Coding – individual coding programmes</p>
6L	<p>E-Safety and Cyber bullying workshops. (Hector's World)</p> <p>The PC and hardware.</p> <p>Enhanced posture at the PC.</p> <p>Data logging.</p> <p>Spreadsheets.</p> <p>Enhanced File management- school network.</p> <p>Typing tutorial and further emailing functionality.</p> <p>Windows 10 functionality.</p> <p>Advanced Microsoft Word 2016 - project work.</p> <p>Coding – Python and individual coding programmes.</p>