



## Senior School Curriculum Overview – Autumn Term 2023

	Year 5	Year 6	Year 8
<b>English</b>	<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>Fiction</li> <li>Non-fiction</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Plan, draft, proof-read and evaluate</li> <li>Descriptive writing</li> <li>Recounts</li> </ul> <p><i>*Handwriting exercises completed in form time</i></p> <p><b>Spelling, Punctuation and Grammar (SPAG)</b></p> <ul style="list-style-type: none"> <li>Weekly spelling lists</li> <li>Parts of Speech</li> <li>Sentence structure</li> <li>Punctuating speech</li> <li>Fronted Adverbials</li> </ul> <p><b>Literature and vocabulary</b></p> <ul style="list-style-type: none"> <li>We aim to read at least two to three books, as a class, per academic year.</li> <li>Children have to opportunity to read aloud, and will explore more challenging and thought-provoking texts.</li> <li>Explore new vocabulary using word banks.</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Active listening</li> <li>Class discussion</li> <li>Presentation</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Children will be set English homework twice a week on top of the weekly expectation to revise spelling lists.</li> <li>The homework should take no longer than 20 minutes.</li> </ul>	<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>Fiction</li> <li>Non-fiction</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Plan, draft, proof-read and evaluate</li> <li>Writing to create suspense</li> <li>Descriptive writing</li> </ul> <p><i>*Handwriting exercises completed in form time</i></p> <p><b>Spelling, Punctuation and Grammar (SPAG)</b></p> <ul style="list-style-type: none"> <li>Weekly spelling lists</li> <li>Revision of Year 5 SPAG</li> <li>Parenthesis</li> <li>Higher level punctuation</li> </ul> <p><b>Literature and vocabulary</b></p> <ul style="list-style-type: none"> <li>We aim to read at least two to three books, as a class, per academic year.</li> <li>Children have to opportunity to read aloud, and will explore more challenging and thought-provoking texts.</li> <li>Explore new vocabulary using word banks.</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Active listening</li> <li>Class discussion</li> <li>Presentation</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Children will be set English homework twice a week on top of the weekly expectation to revise spelling lists.</li> <li>The homework should take no longer than 25 minutes.</li> </ul>	<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>Fiction and Non-fiction prose</li> <li>Poetry</li> <li>Language analyse and answer techniques.</li> <li>Listening comprehension</li> <li>13+ CE Level 2 Practice Papers</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Plan, draft, proof-read and evaluate</li> <li>Persuasive and discursive writing</li> <li>Letter writing</li> </ul> <p><b>Spelling, Punctuation and Grammar (SPAG)</b></p> <ul style="list-style-type: none"> <li>Weekly spelling lists based on the SWST (Single Word Spelling Test) and Common Entrance spelling strategy.</li> <li>Consolidation and extension of Year 7 punctuation and grammar.</li> <li>Literary, poetic and persuasive devices.</li> </ul> <p><b>Literature and vocabulary</b></p> <ul style="list-style-type: none"> <li>We aim to read at least two to three books, as a class, per academic year.</li> <li>Children have to opportunity to read aloud, and will explore more challenging and thought-provoking texts.</li> <li>Explore new vocabulary using word banks.</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Active listening</li> <li>Presentation</li> <li>Dramatising</li> </ul> <p><b>Homework</b></p>

	<ul style="list-style-type: none"><li>Children are encouraged to develop the habit of reading for pleasure. Aim to read independently for 20 minutes, five times a week.</li></ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"><li>Summative assessments for reading and writing take place three times in the year (including the summer exam).</li><li>Spelling assessments are weekly.</li></ul>	<ul style="list-style-type: none"><li>Children are encouraged to develop the habit of reading for pleasure. Aim to read independently for 25 minutes, five times a week.</li></ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"><li>Summative assessments for reading and writing take place three times in the year (including the summer exam).</li><li>Spelling assessments are weekly.</li></ul>	<ul style="list-style-type: none"><li>Children will be set English homework twice a week on top of the weekly expectation to revise spelling lists.</li><li>The homework should take no longer than 30 minutes.</li><li>Children are encouraged to develop the habit of reading for pleasure. Aim to read independently for 30 minutes, five times a week.</li></ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"><li>Summative assessments for reading and writing take place twice a year (January and May).</li><li>Spelling assessments are weekly.</li></ul>
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	Year 5	Year 6	Year 8
Mathematics	<ul style="list-style-type: none"><li>▪ <b>Place Value</b> Roman numerals Read and write numbers to 1,000,000 Powers of 10 Compare and order numbers to 1,000,000 Round numbers within 1,000,000</li><li>▪ <b>Addition and subtraction</b> Mental strategies Add and subtract whole numbers with more than 4 digits Round to check answers Inverse operations Multi-step addition and subtraction problems Compare calculations Find missing numbers</li><li>▪ <b>Multiplication and division</b> Multiples and factors Multiply and divide by powers of 10</li><li>▪ <b>Properties of numbers</b> Prime numbers Cube Numbers Square numbers</li><li>▪ <b>Fractions</b> Equivalent fractions Convert between mixed numbers and improper fractions Compare and order fractions Add and subtract fractions less than 1 Add and subtract mixed numbers</li></ul>	<ul style="list-style-type: none"><li>▪ <b>Place Value</b> Read and write numbers to 10,000,000 Powers of 10 Compare and order any integer Round any integer Negative numbers</li><li>▪ <b>Addition, subtraction, multiplication and division</b> Add and subtract integers Factors and multiples Rules of divisibility Primes to 100 Square and cube numbers Multiply by a 2-digit number Short division Division using factors Long division Word problems using multiplication and division Order of operations Mental strategies Reason from known facts</li><li>• <b>Fractions</b> Equivalent fractions and simplifying Compare and order fractions Add and subtract fractions Add and subtract mixed numbers Multi-step problems using fractions Multiply and divide fractions by integers Multiply and divide fractions by fractions Fractions of quantity</li><li>• <b>Measure</b> Converting metric measures Calculating with metric measures Miles and kilometres Imperial measures</li></ul>	<ul style="list-style-type: none"><li>• <b>Factors and Multiples</b> Revisit Divisibility rules Identify prime/square/triangular numbers List factor pairs and multiples of numbers Find the HCF and LCM of 2 digit numbers Determine Prime Factors Express Product of Prime numbers using Factor Trees Using powers and roots</li><li>• <b>Sequences</b> Recognizing sequences including square numbers, triangular numbers, Fibonacci etc. Sequences may be arithmetic or geometric Finding the nth Term of a sequence</li><li>• <b>Angles</b> Determine angles around a point, angles on a straight line, vertically opposite angles and angles in a triangle Angles in parallel lines Naming Angles using the given vertices Calculate the interior, exterior and related angles of a polygon Find the sum of the interior angles Find the number of sides of a regular polygon Multi-step angle chasing problems</li><li>• <b>Place value</b> Whole number and decimal place value Placing numbers on number lines Ordering and comparing integers and decimals Rounding to whole number and decimal places Rounding to aid estimation Value of digits</li><li>• <b>Negative numbers</b> Add, subtract, multiply and divide negative numbers Order and compare negative numbers</li><li>• <b>Algebra</b> Substitute values, including negatives and simple fractions, into algebraic expressions and given formula Collect like terms (add and subtract) Collect like terms (multiply and divide) including indices and powers of negative numbers</li></ul>

			<p>Multiplying out brackets</p> <p>Factorising by numerical factor</p> <p>Solve linear equations and use to solve problems</p> <p>These may have: a single denominator, fractional and negative solutions, brackets, variable on both sides</p> <p>Use of known and given formulae</p> <p>Forming expressions</p> <ul style="list-style-type: none"><li>• <b>Coordinates and straight line graphs</b></li></ul> <p>Revise coordinates in all four quadrants</p> <p>Straight line graphs in the form <math>y = a</math>, <math>y = -a</math>, <math>x = a</math>, <math>x = -a</math>, <math>y = x</math>, <math>y = -x</math>, <math>y = mx + c</math></p>
Science	<ul style="list-style-type: none"><li>▪ Safety in the Laboratory</li><li>▪ Life Processes</li><li>▪ Nervous System</li><li>▪ Major Organs</li><li>▪ Breathing System</li><li>▪ Circulatory system</li><li>▪ Digestive system</li><li>▪ Skeletal system</li><li>▪ Keeping Healthy</li><li>▪ Our Solar System</li><li>▪ Space Exploration</li></ul>	<ul style="list-style-type: none"><li>▪ Safety in the Laboratory</li><li>▪ Different Chemical Reactions</li><li>▪ Periodic Table</li><li>▪ Introduction to Bunsen Burners</li><li>▪ Types of Variables</li><li>▪ Renewables and Non renewable Energy Sources</li><li>▪ Electrical Circuits and their Components</li><li>▪ Insulators and Conductors</li><li>▪ Voltage, Current and Resistance</li><li>▪ How Light Travels</li><li>▪ Light Sources, Reflection and Refraction</li><li>▪ Types of Lenses and the Human Eye</li><li>▪ Shadows</li></ul>	<ul style="list-style-type: none"><li>▪ Safety in the Laboratory</li><li>▪ Habitats</li><li>▪ Food Chains</li><li>▪ Carbon Cycle</li><li>▪ Leaf Structure</li><li>▪ Photosynthesis</li><li>▪ Plant Minerals</li><li>▪ Periodic Table</li><li>▪ Metals and Non-metals</li><li>▪ Atomic Structure</li><li>▪ Compounds</li><li>▪ Chemical Formulae</li><li>▪ Energy transfer</li><li>▪ Sound</li><li>▪ The Ear</li></ul>
History	<ul style="list-style-type: none"><li>▪ Tudor Kings and Queens</li><li>▪ The life of Henry VIII and his six wives</li><li>▪ African Tudors (for Black History Month)</li><li>▪ Tudor rich and poor</li><li>▪ Tudor food</li><li>▪ Tudor Christmas</li></ul>	<ul style="list-style-type: none"><li>▪ Queen Victoria and her reign</li><li>▪ Victorian city life</li><li>▪ Victorian Transport</li><li>▪ The British Empire</li><li>▪ The Transatlantic Slave Trade (for Black History Month)</li><li>▪ Victorian factory conditions and improvements</li><li>▪ Victorian Schooling</li><li>▪ Victorian Medicine</li><li>▪ Jack the Ripper Investigation</li><li>▪ Victorian Christmas</li></ul>	<ul style="list-style-type: none"><li>▪ The Uses of History</li><li>▪ The Reformation and Martin Luther</li><li>▪ Henry VIII and the creation of the church of England</li><li>▪ Edward VI's protestant reforms</li><li>▪ Mary I and Elizabeth I debate</li><li>▪ Gunpowder Plot investigation</li><li>▪ Early Modern Witchcraft</li></ul>

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Geography	<ul style="list-style-type: none"><li>Local area study including Whelpley Hill fieldwork</li></ul>	<ul style="list-style-type: none"><li>Precious places - National Parks and AONBs (Area of Outstanding Natural Beauty)</li><li>Focus on The Chilterns</li><li>Fieldwork at Amersham</li></ul>	<ul style="list-style-type: none"><li>River Chess fieldwork and coursework</li><li>Case study: Flooding in Bangladesh</li></ul>
Religious Education/ TPR	<ul style="list-style-type: none"><li>Commitment</li><li>Holy Books and prayer across the six World Religions</li><li>Buddhism</li><li>Hinduism</li><li>Spirituality through art and music</li></ul>	<ul style="list-style-type: none"><li>Leadership</li><li>Heroes</li><li>Important figures in different religions</li></ul>	<ul style="list-style-type: none"><li>The Nature of God</li><li>The Trinity</li><li>Stewardship</li><li>Plato</li><li>David Hume</li><li>John Stuart Mill</li><li>Martin Luther King</li><li>Different forms of worship</li><li>Church and Chapel Rites of Passage</li><li>The place of Christian prayer</li><li>Pilgrimage</li><li>Ceremonies</li></ul>
French	<ul style="list-style-type: none"><li>Greetings</li><li>Personal descriptions</li><li>Personality</li><li>Negatives</li><li>Opinions</li><li>Family</li><li>Avoir and Etre</li><li>Connectives/ Intensifiers</li><li>Definite article</li><li>Christmas</li></ul>	<ul style="list-style-type: none"><li>Greetings</li><li>Introductions</li><li>Buying things</li><li>Using phonics to pronounce words</li><li>Forming questions</li><li>Personal descriptions</li><li>Personality</li><li>Negatives</li><li>Opinions</li></ul>	<ul style="list-style-type: none"><li>Greetings</li><li>French alphabet</li><li>Holiday and destination</li><li>Book a hotel room</li><li>Present tense of regular verbs</li><li>Present tense of some irregular verbs</li><li>Immediate future</li><li>Past tense or regular verbs</li><li>Past tense of some irregular verbs</li><li>Connectives/intensifiers/prepositions</li></ul>

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Spanish	<ul style="list-style-type: none"><li>Greetings</li><li>Numbers 1- 31 and age</li><li>Pencil case items</li><li>Verb Tener in the present tense</li><li>Formation of plural</li><li>Connectives / Intensifiers</li><li>Indefinite articles</li><li>Christmas</li></ul>	<ul style="list-style-type: none"><li>Greetings</li><li>Spanish alphabet</li><li>Food and drinks</li><li>Likes and dislike</li><li>Verb Ser in the present tense</li><li>Adjectival agreement</li><li>Definite and Indefinite articles</li><li>Connectives / intensifiers</li><li>Present tense of regular verbs</li><li>Christmas</li></ul>	<ul style="list-style-type: none"><li>Greetings</li><li>Spanish alphabet</li><li>Holiday and destination</li><li>Book a hotel room</li><li>Present tense of regular verbs</li><li>Present tense of some irregular verbs</li><li>Immediate future</li><li>Past tense or regular verbs</li><li>Past tense of some irregular verbs</li><li>Connectives/intensifiers/prepositions</li></ul>
Art	<ul style="list-style-type: none"><li>Self portrait</li><li>Kandinsky</li><li>Pop art</li><li>Printing</li></ul>	<ul style="list-style-type: none"><li>Self portrait</li><li>Tints and shades painting</li><li>Cityscapes</li><li>Christmas Craft</li></ul>	<ul style="list-style-type: none"><li>Self Portrait</li><li>Graphic Design</li><li>Watercolours</li><li>Sewing Christmas decorations</li></ul>
Music	<ul style="list-style-type: none"><li>The Tudors - An introduction to Tudor Music (to tie in with History topic - Cross-Curricular link)</li><li>Journey Into Space - Looking at music inspired by Space (Cross-curricular links to 'Space' unit in Science lessons)</li><li>Performance - Vocal preparations for Senior Carol Service and Young Voices concert.</li></ul>	<ul style="list-style-type: none"><li>The Victorians - Looking at Victorian Music to tie in with History module (Cross-curricular)</li><li>Performance - Develop jazz performance technique, as well as vocal preparations for Senior School Carol Service.</li></ul>	<ul style="list-style-type: none"><li>Hooks and Riffs - Exploring repeated musical patterns.</li><li>Offbeat - Using Reggae to look at syncopation. Performance –</li><li>Preparations for Senior School Carol Service.</li></ul>
P.S.H.E. (Personal, Social, Health Education)	<p><b>Aiming High: Achievements and Opportunities</b></p> <ul style="list-style-type: none"><li>You Can Achieve Anything</li><li>Breaking Down Barriers</li><li>Future Focus</li><li>Equal Opportunities</li><li>The World of Work</li><li>Onwards and Upwards</li></ul> <p><b>Digital Wellbeing: Being Safe Online</b></p> <ul style="list-style-type: none"><li>My Digital Life</li><li>Digital Wellbeing</li><li>Online Relationships</li><li>Social Media</li><li>Online Bullying</li><li>Fake News</li></ul>	<p><b>Diverse Britain: Respect</b></p> <ul style="list-style-type: none"><li>Showing Respect</li><li>Communities</li><li>Respecting the Law</li><li>Local Government</li><li>National Government</li><li>Make a Difference</li></ul> <p><b>One World: Environmental Citizens</b></p> <ul style="list-style-type: none"><li>Global Citizens</li><li>Global Warming</li><li>Energy</li><li>Water</li><li>Biodiversity</li><li>In Our Hands</li></ul>	<ul style="list-style-type: none"><li>Growth Mindset</li><li>Citizenship</li><li>Revision and Study Skills</li></ul>



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Computing	<ul style="list-style-type: none"> <li>Google &amp; The Learning Platform</li> <li>Podcasting</li> </ul>	<ul style="list-style-type: none"> <li>Using the Internet for Research</li> <li>Programming in Python</li> </ul>	<ul style="list-style-type: none"> <li>Creating Charts in Excel</li> <li>Computer Systems</li> </ul>
Physical Education	<p>In PE we will be covering the following: Both: SAQ (Speed, Agility Quickness) Boys: Basketball Girls: Football</p> <p>In Games we will be covering the following: Both: Cross Country Boys: Rugby Girls: Hockey</p>	<p>In PE we will be covering the following:</p> <ul style="list-style-type: none"> <li>Both: Parkour</li> <li>Boys: Hockey</li> <li>Girls: Tag Rugby</li> <li></li> </ul> <p>In Games we will be covering the following:</p> <ul style="list-style-type: none"> <li>Both: Cross Country</li> <li>Boys: Rugby</li> <li>Girls: Hockey</li> </ul>	<p>In PE we will be covering the following: Hockey &amp; Basketball</p> <p>In Games we will be covering the following: Before Half Term: Fives &amp; Football After Half Term: Football</p>
Drama	<ul style="list-style-type: none"> <li>Using drama to explore topics, themes, issues, play texts and performance using techniques such as role play, still image, voice and movement.</li> <li>Exploring different ways in which dramatic meaning (ideas) are communicated to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring different element of a dramatic performance that relate to the story being told, the themes being developed and the ways the characters are presented.</li> <li>This work will link closely to their English literature studies.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of how drama and theatre is developed and performed. <ul style="list-style-type: none"> <li>Responding to instructions</li> <li>Working effectively as a group</li> <li>Building confidence</li> <li>Introducing new drama skills</li> </ul> </li> <li>Analyse and evaluate their own work and the work of others.</li> </ul>
Swimming	<ul style="list-style-type: none"> <li>Aquatic skills to develop their swimming technique in all 4 strokes.</li> <li>Submersion</li> <li>Floatation.</li> <li>Rotation</li> <li>Sculling</li> <li>Diving</li> <li>Starts and Turns</li> <li>Endurance swimming</li> <li>Swimming for speed</li> </ul>	<ul style="list-style-type: none"> <li>Aquatic skills to develop their swimming technique in all 4 strokes.</li> <li>Submersion</li> <li>Floatation.</li> <li>Rotation</li> <li>Sculling</li> <li>Diving</li> <li>Starts and Turns</li> <li>Endurance swimming</li> <li>Swimming for speed</li> </ul>	<ul style="list-style-type: none"> <li>Aquatic skills to develop their swimming technique in all 4 strokes.</li> <li>Submersion</li> <li>Floatation.</li> <li>Rotation</li> <li>Sculling</li> <li>Diving</li> <li>Starts and Turns</li> <li>Endurance swimming</li> <li>Swimming for speed</li> </ul>