



## Senior School Curriculum Overview – Spring Term 2024

	Year 5	Year 6	Year 8
English	<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"><li>Prose based on Fantasy 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>Imaginative character creation</li><li>Summarising events</li><li>Descriptive story 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>Expanded noun phrases</li><li>Using paragraphs</li><li>Punctuation relevant to story writing</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 'Nevermoor' by Jessica Townsend.</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>Assessments</b></p>	<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"><li>Spooky Fiction</li><li>Poetry</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>Different sentence types for effect</li><li>Using literary devices for effect</li><li>Higher level punctuation for story writing</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 excerpts from spooky literature and 'Clockwork' by Phillip Pullman.</li><li>Explore new vocabulary in context.</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>Gothic Fiction</li><li>Gothic Poetry</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>Plan, draft, proof-read and evaluate</li><li>Creating suspense in writing skills</li><li>Descriptive story 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>Advancing sentence structure and paragraph form.</li><li>Higher level punctuation for story writing.</li><li>Literary and poetic 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 and analyse a range of Gothic poems and short stories.</li><li>Explore new vocabulary in context</li></ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"><li>Active listening</li><li>Class Discussion</li><li>Peer reflection and review</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 30 minutes.</li></ul>

	<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 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 per year (including summer exams).</li><li>Spelling assessments are weekly.</li></ul>
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Mathematics	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"><li>Long multiplication</li><li>Short division</li><li>Dealing with remainders</li></ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"><li>Multiplying fractions by integers</li><li>Multiplying mixed numbers</li><li>Finding a fraction of a quantity</li></ul> <p><b>Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"><li>Equivalent fractions, percentages and decimals</li><li>Order and compare decimals</li><li>Round decimal numbers</li></ul> <p><b>Shape</b></p> <ul style="list-style-type: none"><li>Perimeter of rectilinear shapes and polygons</li><li>Area of rectangles and compound shapes</li></ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"><li>Read, interpret and draw line graphs</li><li>Read and interpret tables and timetables</li></ul>	<p>Understand and use ratio to solve problems</p> <p>Calculate using scale factors</p> <p>Solve problems using proportion</p> <p>Similar shapes</p> <p>Form expressions and equations</p> <p>Use algebraic substitution and formulae</p> <p>Solve equations</p> <p>Add and subtract decimal numbers</p> <p>Multiply and divide decimals by integers</p> <p>Round decimals</p> <p>Multiply and divide by powers of 10</p> <p>Equivalent fractions, decimals and percentages</p> <p>Find percentages of quantities</p> <p>Area and perimeter of triangles, rectangles, parallelograms</p> <p>Volume of cuboids</p> <p>Line graphs, dual bar graphs and pie charts</p> <p>Mean average</p>	<p>Circumference and area of circles</p> <p>Perimeter and area of compound shapes including circles.</p> <p>Percentage of amounts</p> <p>Changing a quantity by a percentage</p> <p>Reverse percentages</p> <p>Convert between fractions, decimals and percentages</p> <p>Calculating with fractions and percentages</p> <p>Solve problems using ratio</p> <p>Order of operations</p> <p>Names and properties of polygons</p> <p>Point, line and angle notation</p> <p>Recap angles in polygons</p> <p>Translation, reflection, rotation and enlargement on a coordinate grid</p> <p>Linear and area scale factor</p> <p>Line and rotational symmetry</p>

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Science	<ul style="list-style-type: none"><li>▪ <b>Solids, liquids and gases and reversible changes</b></li><li>▪ Examples and properties of solids, liquids and gases</li><li>▪ Reversible changes of states</li><li>▪ Dissolving Investigations</li><li>▪ Separation techniques including filtering, evaporation and chromatography</li></ul>	<ul style="list-style-type: none"><li>• <b>Electrical circuits</b> Electrical safety Series and parallel circuits Circuit symbols Design your own switch Renewable electricity</li><li>• <b>Plant and animal life cycles including human reproduction</b>  Life cycle of a plant - germination, photosynthesis and growth and reproduction  Life cycle of humans - male and female reproductive systems, sex cells, fertilisation, fertilisation, growth of mammalian babies, birth and puberty.</li></ul>	<ul style="list-style-type: none"><li>• <b>Food and digestion</b> Measuring energy in Food Food tests Digestive system and role of enzymes</li><li>▪ <b>Compounds &amp; metal reactions</b> Formation of compounds Reactions of metals with water, oxygen and acids Group 1 Metal reactions</li><li>▪ <b>Earth and atmosphere</b> Structure of the Earth and its atmosphere The Rock Cycle Climate change and Global warming</li><li>▪ <b>Further electricity and magnets</b> Static electricity Magnets, magnetic fields Electromagnets</li></ul>
P.S.H.E. (Personal, Social, Health Education)	<p><b>TEAM: Positive effects of a team</b> This unit focuses on the positive qualities of a team, learning how to disagree respectfully and communicate effectively.</p> <p><b>Be Yourself: Be proud</b></p> <p>We aim to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality.</p>	<p><b>VIPs : Kindness and respect</b> This will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships.</p> <p><b>Think Positive: Positive and negative emotions</b></p> <p>We will discuss both positive and negative emotions.The lessons addresses links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life.</p>	<p>Young people and the Law</p> <p>Dangerous situations</p> <p>Relationships including marriage, boyfriends and girlfriends</p> <p>You and your body including puberty and consent</p>
History	<p><b>Tudor Explorers</b></p> <ul style="list-style-type: none"><li>▪ The Spanish Armada</li><li>▪ Famous Tudor explorers</li><li>▪ Risks and rewards of exploring</li><li>▪ Life on Tudor ships</li><li>▪ The Mary Rose</li></ul>	<p><b>The First World War</b></p> <ul style="list-style-type: none"><li>▪ The assassination of Franz Ferdinand</li><li>▪ The Schlieffen Plan</li><li>▪ Recruitment posters</li><li>▪ Trench warfare</li><li>▪ The Battle of the Somme</li><li>▪ The end of the war</li><li>▪ The Treaty of Versailles</li><li>▪ War memorials</li></ul>	<p><b>The Civil War</b></p> <ul style="list-style-type: none"><li>▪ Exam skills</li><li>▪ The mistakes of Charles I</li><li>▪ The main causes of the Civil War</li><li>▪ The 19 Propositions</li><li>▪ Civil War battles</li><li>▪ The execution of Charles I</li></ul>

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Geography	<p>Raging rivers</p> <ul style="list-style-type: none"> <li>▪ The water cycle</li> <li>▪ Falling rain investigation</li> <li>▪ Drainage basins and building a playground river</li> <li>▪ A river’s journey from source to mouth. Case study: River Severn</li> <li>▪ Secret river projects</li> <li>▪ Flooding</li> <li>▪ Preparation for river fieldwork in summer term</li> </ul>	<p>Living on the edge – volcanoes and earthquakes</p> <ul style="list-style-type: none"> <li>▪ Where on Earth is Naples?</li> <li>▪ Volcanoes. Case study Vesuvius</li> <li>▪ Investigating the distribution of earthquakes and volcanoes.</li> <li>▪ Earthquakes</li> <li>▪ Research project</li> </ul>	<p>Earthquakes and volcanoes</p> <ul style="list-style-type: none"> <li>• Structure of the Earth</li> <li>• Explaining the pattern of earthquakes and volcanoes</li> <li>• Convection currents</li> <li>• Plate boundaries</li> <li>• Types of volcanoes</li> <li>• Effects of volcanoes</li> <li>• Effects of earthquakes</li> <li>• Earthquake and volcano project</li> </ul>
Religious Education	<ul style="list-style-type: none"> <li>• Pilgrimages</li> </ul> <p>in Buddhism / Hinduism / Christianity / Islam /</p> <ul style="list-style-type: none"> <li>• Sacred Journeys</li> <li>• What special journey would you like to undertake?</li> <li>• Easter</li> </ul>	<p>Ethics- Religion Crime and Punishment</p> <ul style="list-style-type: none"> <li>• Adam and Eve- Original sin</li> <li>• Good and Evil- reasons for committing crimes</li> <li>• Aims of punishment</li> <li>• How should we treat prisoners</li> <li>• Capital punishment</li> <li>• Betrayal and forgiveness linked to Easter story</li> </ul>	<ul style="list-style-type: none"> <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>▪ Sports and hobbies using jouer and faire</li> <li>▪ ER verb conjugations</li> <li>▪ Conjugation of faire</li> <li>▪ Music and musical instruments</li> <li>▪ Pen pal letter</li> </ul>	<ul style="list-style-type: none"> <li>▪ Where you live</li> <li>▪ Describing places in town</li> <li>▪ Forming questions using où</li> <li>▪ ER verb conjugations</li> <li>▪ Shops</li> <li>▪ Directions and positions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Town</li> <li>▪ House</li> <li>▪ Chores</li> <li>▪ Daily routine</li> <li>▪ Time</li> <li>▪ Use of all three tenses</li> <li>▪ Present tense reflexive verbs</li> </ul>

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Spanish	<ul style="list-style-type: none"> <li>School subjects</li> <li>Present tense of regular verbs ending in -AR</li> <li>Full opinions and justification: adjectival agreement</li> <li>Connectives, intensifiers and adjectives</li> </ul>	<ul style="list-style-type: none"> <li>My family</li> <li>Physical description</li> <li>Personal description</li> <li>Present Tense of the irregular verbs to have (tener) and to be (ser)</li> <li>Comparison: more than ... / less than ...</li> </ul>	<ul style="list-style-type: none"> <li>Town</li> <li>House</li> <li>Chores</li> <li>Daily routine</li> <li>Time</li> <li>Use of all three tenses</li> <li>Present tense reflexive verbs</li> </ul>
Art	<ul style="list-style-type: none"> <li>Fantastic Beasts project</li> <li>Designing a book cover</li> <li>Typography</li> <li>Painting with watercolours</li> </ul>	<ul style="list-style-type: none"> <li>Painting - Natural world</li> <li>Watercolour painting with pen and ink</li> <li>Combining materials and skills</li> </ul>	<ul style="list-style-type: none"> <li>Collage project</li> <li>Pop Art portraits</li> <li>Typography</li> </ul>
Design Technology	<ul style="list-style-type: none"> <li>Catapults and siege weapons.</li> <li>Construction techniques and reinforcement.</li> <li>Selecting materials and tools.</li> <li>Simple mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>Three-wheeled vehicles.</li> <li>Engineering and managing forces.</li> <li>New techniques for joining and reinforcing.</li> </ul>	<ul style="list-style-type: none"> <li>Land Yachts.</li> <li>Textiles, hand sewing, sewing machines and patterns.</li> <li>Engineering and managing aerodynamics.</li> <li>Electric circuits. Soldering.</li> </ul>
Music	<ul style="list-style-type: none"> <li><u>Musical Styles in the C20</u> – An exploration into a variety of musical styles including jazz and blues.</li> <li><u>Building bricks and graphic scores</u> – Learning the tools to create a successful composition. Creating their own soundscape using SoundTrap.</li> </ul>	<ul style="list-style-type: none"> <li><u>Performance</u> - Initial vocal preparation for the Senior Production.</li> <li><u>Offbeat</u> - Using Reggae to look at syncopation. A variety of activities including learning about the history of Reggae music, learning to play some Reggae and composing their own Reggae piece.</li> <li><u>C20 composition work</u>. Learning to compose in a variety of C20 styles using SoundTrap.</li> </ul>	<ul style="list-style-type: none"> <li><u>Performance</u> - Initial vocal preparation for end of year production.</li> <li><u>Variations</u> - Looking at different ways to develop musical ideas.</li> <li><u>Feelin' The Blues</u> - Using 'The Blues' to look at harmonic structure.</li> </ul>



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Computing	Scratch Programming Multimedia Presentations - Presenting Online	Python Programming Yearbook Spreadsheets	Computer Systems Python Programming
Physical Education	In P.E. we will be covering: <ul style="list-style-type: none"> <li>Boys: Netball</li> <li>Girls: Lacrosse</li> </ul> In Games we will be covering: <ul style="list-style-type: none"> <li>Boys: Football</li> <li>Girls: Netball</li> </ul>	In P.E. we will be covering: <ul style="list-style-type: none"> <li>Health-related fitness</li> </ul> In Games we will be covering: <ul style="list-style-type: none"> <li>Boys: Football</li> <li>Girls: Netball</li> </ul>	In P.E. we will be covering: <ul style="list-style-type: none"> <li>Badminton</li> </ul> In Games we will be covering: <ul style="list-style-type: none"> <li>Football</li> </ul>
Drama	<u>Storytelling:</u>  Pupils will be able to identify the main characters, settings, and events in a story making links to English literature.  They will identify the skills required in the art of good storytelling.  Be given opportunities to share and practice and reflect on telling stories from both non-fiction and fictional models.	<u>The Wizard of Oz</u>  Pupils will be engaging in a range of dance choreography for scenes in ‘The Wizard of Oz’  Participate in individual lessons which deepen their skills and understanding of the characters, plot and wider elements of the production.  Lessons provide pupils with individual opportunities to work on elements of show production whether on or backstage.	<u>Script work</u>  Pupils will be working on various elements of script work such as: <ul style="list-style-type: none"> <li>Responding to a stimulus</li> <li>Devising</li> <li>Characterisation</li> <li>Working effectively and building confidence to perform in a group.</li> <li>Exploring backstage responsibilities</li> </ul>
Swimming	<b>Water Safety</b> <ul style="list-style-type: none"> <li>Basic First aid questions.</li> <li>Recognise different casualties</li> <li>Swimming 15-25m in clothes</li> <li>Understand how to deal with different emergency scenarios</li> <li>Treading water</li> <li>HELP position</li> </ul> <b>Water polo:</b> <ul style="list-style-type: none"> <li>Swimming with a ball</li> <li>Retrieving a ball</li> <li>Treading water</li> <li>Basic passing</li> <li>Basic shooting</li> <li>Modified game play</li> </ul>	<b>Water Safety</b> <ul style="list-style-type: none"> <li>First aid questions.</li> <li>Recognise different casualties and understand how to rescue them</li> <li>Swimming 2-50m in clothes</li> <li>Understand how to deal with different emergency scenarios</li> <li>Treading water for 1-2 minutes</li> <li>HELP position</li> <li>Emergency entry</li> <li>Head first surface dive to collect a casualty</li> </ul> <b>Water polo:</b> <ul style="list-style-type: none"> <li>Swimming with a ball</li> <li>Retrieving a ball</li> <li>Treading water</li> <li>Passing under pressure</li> <li>Shooting under pressure</li> <li>Tactical play</li> <li>Modified game play</li> </ul>	<b>Water Safety</b> <ul style="list-style-type: none"> <li>First aid questions.</li> <li>Recognise different casualties and understand how to rescue them</li> <li>Swimming 2-50m in clothes</li> <li>Understand how to deal with different emergency scenarios</li> <li>Treading water for 1-2 minutes</li> <li>HELP position</li> <li>Emergency entry</li> <li>Head first surface dive to collect a casualty</li> </ul> <b>Water polo:</b> <ul style="list-style-type: none"> <li>Swimming with a ball</li> <li>Retrieving a ball</li> <li>Treading water</li> <li>Passing under pressure</li> <li>Shooting under pressure</li> <li>Tactical play</li> <li>Modified game play</li> </ul>

