



**WETHERBY  
PREPARATORY SCHOOL**

**Lower School  
Curriculum**

## English

### Long Term Plan

Year	Autumn	Spring	Summer
3	Novel	Novel and Poetry	Novel and Non-fiction
4	Novel	Novel and Non-fiction	Novel and Poetry
5	Novel and Non-fiction	Novel and Poetry	Short Stories and Drama Extracts

English skills are taught, developed and consolidated through reading, writing and speaking and listening tasks in response to a range of challenging texts. Spelling rules and grammar rules are taught each week and are reinforced through regular testing and the use of the Pearson Key Spelling textbooks and spelling workbooks. The following is an overview of anticipated progression throughout Years 3, 4 and 5. Boys are expected to read widely at home. Reading lists are distributed at the end of the autumn and summer terms and are available on the school website.

Each year group explores a variety of genres and texts with a strong emphasis on in-depth classroom discussion, critical analysis and considered evaluation. As children are natural inquirers, we aim to foster in the boys an ability to approach texts with an enquiring mind; to be able to analyse the purpose, layout and language of texts of all genres.

The boys are encouraged to use their knowledge, skills and understanding in speaking, reading and writing across a range of different situations. Achieving these objectives will ensure boys acquire the skills necessary to perform to the best of their ability in the 11+ ISEB pre-test exams in year 6. Formal preparation for these exams starts at the beginning of Year 5.

A cross-curricular approach to literacy within the school is promoted within the Lower School. Working on the Primary National Strategy objectives as well as the ISEB syllabus for the 11+ exams, the focus is on perfecting basic spelling, grammar and punctuation rules, whilst developing reading and comprehension abilities. Comprehension exercises will be drawn from class-based texts and a wide range of genres, and will start to challenge boys with reading between the lines of a text as well as offering their considered opinion on the characters or plot. Boys are taught to answer

in full sentences, explaining their responses to texts. They are encouraged to use different methods of planning their writing and will be required to write a full, narrative composition within a set time period towards the end of Year 3.

Some of the class texts Year 3 will study in more detail include: *Danny the Champion of the World*, by Roald Dahl, and *Kensuke's Kingdom* by Michael Morpugo. Pupils are expected to read throughout both the term and holidays and to read aloud to an adult three times a week, both at home and school. A reading response book provides a record of progress and an opportunity to share their reading with teachers and parents.

In Year 4, narrative writing will be taught in stages with an emphasis on planning and increasing description.

Some of the class texts Year 4 will study in more detail include: *Holes*, by Louis Sachar, and *Hatchet* by Gary Paulsen. Pupils are expected to read throughout both the term and holidays and to read aloud to an adult three times a week. A reading response book will provide a record of the child's progress and an opportunity to share their reading with teachers and parents.

In Year 5, pupils will consolidate the skills from the previous year. In preparation for 11+ exams the following year, pupils will be taught to increase the depth of their answers and to supply examples. We will provide plenty of opportunity to acquaint boys with the type of exam questions with which they will face in Year 6. Creative writing will feature a wider range of vocabulary and pupils will employ a variety of descriptive techniques.

Some of the class texts Year 5 will study in more detail include *Skellig*, by David Almond, and *War Horse*, by Michael Morpugo. Pupils are expected to read throughout both the term and holidays and to read aloud to an adult three times a week. A reading response book will provide a record of the child's progress and an opportunity to share their reading with teachers and parents.

## **Assessment**

Pupils are assessed both formally and informally with feedback and targets being set in response to written and spoken tasks. Formal examinations take place in the autumn and summer terms and will include reading and writing tasks.

### **English Textbooks:**

**Year 3:**        *Junior English Book 2*  
**Year 4:**        *Junior English Book 3*  
**Year 5:**        *So you really want to learn English prep book 1*

**Please note: A wide range of different resources are used in lessons and text books are not stuck to rigidly.**

## Maths

### Long Term Plan

Year	Autumn	Spring	Summer
<b>3</b>	Mental Strategies including multiplication facts to 12 Revision of the 'Four Rules' and formal methods Word problems Fractions and links to decimals Rounding Shape, space and measures	As with autumn term plus: Simple decimals Units of measurements 2D shapes Time Capacity More word problems involving real life material	Area Money Tessellation Angles Venn diagrams Weight Data Handling
<b>4</b>	Number Work Mental Strategies The Four Operations Time Metric Units	Angles Estimation Fractions Area and Perimeter 3D Shapes	Fractions/Decimals and Percentages Symmetry Statistics
<b>5</b>	Number Work Measurement Shape and Space Data Handling	Number Sequences Fractions and Decimals Problem Solving	Number Properties Symmetry Statistics

Boys are set for Maths at the beginning of Year 3 and 4 with a fluid process of movements throughout the year when and if boys require a greater challenge or additional support. We expect boys to have learnt all times tables up to 12 by the end of Year 4, though depending on their set, many boys will be fluent with these by the end of Year 3.

Boys are tested regularly in Maths throughout the year with end of topic tests and mental arithmetic tests. In preparation for 11+ pre-test exams, there is increasingly a greater focus on mental arithmetic methods in lessons and we begin to prepare boys for 11+ exams from the beginning of Year 5. We are constantly looking to improve the way we teach Maths and for the first time this year, will be introducing Singaporean techniques to help with the teaching of more complex problems.

Your son might be asked to complete their homework on 'MyMaths', an incredibly useful online Maths tool which might sometimes be used in lessons for teaching purposes. Here, activities and homework can be set at different levels for children and the website can even be used for revision. Your son will be given his own log-in details.

**Maths Textbooks:**

- Year 3:** 'So you really want to learn Junior Maths – Book Two' and Maths On Target Year 4
- Year 4:** 'So you really want to learn Junior Maths – Book Three' and Maths On Target Book 5
- Year 5:** 'So you really want to learn Maths – Prep Book 1' and Maths On Target Book 6

Please note that these books are not stuck to rigidly. A range of different texts at different levels are used by teachers, always chosen to be appropriate and sometimes challenging to the given set.

## Science

The scheme of work follows the new National Curriculum guidelines and exceeds the requirements for the delivery of the Science curriculum in order to achieve success, both at the end of each Key Stage and at Common Entrance. As a subject, Science incorporates thinking skills in lessons and schemes of work. The following strategies are employed to develop pupils' understanding and scientific knowledge: speaking, creative and critical thinking, reflective learning and independent enquiry.

Assessment opportunities provide a 'baseline' record, not only to help with differentiated planning and delivery, but also to aid pupils when target-setting and self-assessment. Throughout the lower school, there is a focus on investigative techniques and procedures.

Effective use of ICT enhances boys' learning and encourages boys to access information independently. The Science department also incorporates cross-curricular links with other departments into their lesson plans to reinforce learning topics and to provide stimulating context.

### **Teachers:**

**Year 3:** Miss Hannah Pheonix

**Year 4 & 5:** Mr Metherell

### **Trips/Workshops**

**Science Week:** A week of activities and workshops for the entire school.

**Year 5:** 20 pupils will be selected to visit the 'Chemistry Spectacular Show' at Wellington College.

### **Science Textbooks:**

**Year 3:** Galore Park Science Year 3

**Year 4 & 5:** Galore Park Science Year 4, Year 5 and Year 6

## Science Long Term Plan

Year	Autumn	Spring	Summer
3	<p style="text-align: center;"><i>Magnetic Forces</i></p> <p style="text-align: center;"><i>Rocks</i></p>	<p style="text-align: center;"><i>A Healthy Diet</i></p> <p style="text-align: center;"><i>How we see/ Light</i></p>	<p style="text-align: center;"><i>Plants</i></p> <p style="text-align: center;"><i>Skeleton and Movement</i></p>
4	<p style="text-align: center;"><i>Habitats</i></p> <p style="text-align: center;"><i>Digestion</i></p> <p style="text-align: center;"><i>Electricity</i></p>	<p style="text-align: center;"><i>States of Matter</i></p> <p style="text-align: center;"><i>Sound</i></p> <p style="text-align: center;"><i>Forces</i></p>	<p style="text-align: center;"><i>Life Cycles</i></p> <p style="text-align: center;"><i>Systems of the Body</i></p>
5	<p style="text-align: center;"><i>Earth and Space</i></p> <p style="text-align: center;"><i>Light</i></p> <p style="text-align: center;"><i>Circuits</i></p>	<p style="text-align: center;"><i>Materials and their Properties</i></p> <p style="text-align: center;"><i>Separating mixtures</i></p> <p style="text-align: center;"><i>Chemical Changes</i></p>	<p style="text-align: center;"><i>Evolution and Inheritance</i></p> <p style="text-align: center;"><i>Classification and Keys</i></p> <p style="text-align: center;"><i>Human Life Cycle</i></p>

## French

Year 3 will have two half hours of French per week. The emphasis is put on spoken French and no homework will be given to the boys.

Year 4 will have a total of two hours of French lessons per week. The majority of the work is oral and is supported by the textbook: "Bonjour la France" published by La Jolie Ronde. Homework is given in an exercise book and the vocabulary needs to be learnt by heart during the week. The boys are given a CD to be kept at home which supports the development of their vocabulary and enhances their pronunciation.

Year 5 boys will receive two hours of French lessons per week. The text book used is 'Expo 1' by Heinemann. Boys are also given a work book. Homework is given weekly and differentiated for all abilities. An end of the year exam is given in June. Boys will start to write and say their own small sentences in French in the summer term. Learning vocabulary can be practised on a website from home.

Year	Autumn	Spring	Summer
3	Introduction and greetings Classroom commands Asking for something Story telling: Christmas Christmas song Numbers 1-12	Parts of the body Animals Cooking Colours songs 3 little pigs story	How to set a table Food To like and not like Cendrillon Numbers to 20 Songs
4	<u>Bonjour la France</u> Classroom instructions Means of transport, family, home and days of the week, numbers 1 to 20, introduce alphabet gender	<u>Bonjour la France</u> Alphabet, basic topical vocabulary words, Gender masculine and feminine, numbers 20 to 39 Article: 'a' and 'the' Subject Pronouns	<u>Bonjour la France</u> Numbers up to 59, verb 'to be' more animals, food, continue learning adjectival agreement

Year	Autumn	Spring	Summer
5	<p style="text-align: center;"><u>Expo 1</u></p> <p><u>Vocabulary:</u> Greetings, classroom items, talking about age, dates, colours</p> <p><u>Grammar:</u> Gender, possessive adjective 'my and your', introduction of present tense of verb 'to have' and adjectival agreement</p>	<p style="text-align: center;"><u>Expo 1</u></p> <p><u>Vocabulary :</u> Family, animals, personal description, my room, home routine, numbers to 60, tell time, places in town, asking a question</p> <p><u>Grammar:</u> More pronouns, 'er' ending verbs, Prepositions, the plural form</p>	<p style="text-align: center;"><u>Expo 1</u></p> <p><u>Vocabulary:</u> Time, places in town, asking directions, and places</p> <p><u>Grammar:</u> Introduce the verb 'to go', reinforce negative form</p>

## Religious Studies

### Long Term Plan

Year	Autumn	Spring	Summer
3	Parables of Jesus	Bible heroes	Prophets
4	Hinduism	Buddhism	Sikhism
5	Judaism	Christianity	Islam

The aim of Religious Education in the Junior School is to engender and foster an understanding of the world's major religions. During their lessons the boys will encounter a variety of religious topics as they explore six of the world's major religions; Hinduism, Buddhism, Sikhism, Judaism, Christianity and Islam. By examining them in a chronological order it will be possible for the boys to understand and appreciate the links between Eastern religions and the Abrahamic faiths; thereby deepening their awareness of cultural practices and beliefs.

Throughout their time in the Junior School, the boys will learn to appreciate and respect people from different cultures who are of a different faith. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs by encouraging them to develop a respect for both the practice and also the non-practice of religion.

Lessons will be taught using a variety of methods: including writing, discussions, role-plays and other practical activities. By the end of their time in the Junior School the boys will have a firm foundation on which to build as they enter Year Six and begin to tackle the more demanding Common Entrance Religious Studies curriculum.

## History

### Long Term Plan

Year	Autumn	Spring	Summer
3	Ancient Egypt	Ancient Greece	Study of London
4	Roman Britain	Anglo-Saxons Vikings	Aztecs
5	The Victorians	World War One and the Inter-War Years	World War Two and Britain Since 1945

The aim of the History Department is to inspire and encourage a passion for History at a young age as well as developing a chronological understanding of key historical events. In Years 3-5, boys will encounter a variety of historical topics ranging from ancient civilizations to World War II. During their lessons, boys will have access to a range of historical sources that will allow them to develop their thinking skills and understanding of key historical events. They will also have numerous opportunities to visit museums, galleries and workshops to help them visualise and experience first-hand, historical topics. It is important to teach the boys a set of historical skills which in the future will make them keen and able historians.

### Year 3 History

In the autumn term, the boys focus on Ancient Egypt and consider how the River Nile was important to sustaining Egyptian life. They examine and explore the role played by Egyptian gods in society as well as understanding the process of mummification and its religious significance. In the spring term, the boys focus on Ancient Greece where they will compare and contrast this civilization to the Ancient Egyptians. They consider how religion and the gods differed as well as how society lived during the height of the Classical period. With this in mind, Year 3 boys will have a chance to visit the British Museum to discover artefacts relating to the historical period. Finally, in the summer term, the boys will look at how London has developed over the centuries and the role of important historical events such as the Great Fire of London in shaping our capital city.

## **Year 4 History**

In the autumn term, the boys explore the roots of Ancient Rome and consider how the Roman Empire expanded, focusing on the invasion of Britain. They will examine Roman life in Britain and will have the opportunity to visit the Verulamium Museum in St Albans, handling Roman artefacts and witnessing first-hand the impact of the Romans on Britain. In the spring term, the boys look at how the Roman Empire collapsed and how the Anglo-Saxons and later, the Vikings settled in Britain. This helps the boys to gain a chronological understanding of how Britain has been shaped by settlers. Finally, in the summer term, the boys will consider a different civilization, the Aztecs and their legacy in Mexico. They will understand the importance of religion and examine Aztec culture as well as considering how this civilization eventually collapsed.

## **Year 5 History**

In Year 5, the learning is more specific to our island; in particular, the changes that have taken place over the last thousand years and the effect Britain has had on the wider world. In the autumn term, the boys learn about the Victorians and the advancements in medicine and transport. They also consider how education has changed and will get a chance to experience this at Southwark Cathedral, taking part in a Victorian classroom workshop. In the spring term, the boys will focus on World War One and the Inter-War Years which considers how war broke out in 1914 and the impact of this war on Europe. The boys will have the opportunity to visit the Imperial War Museum and discover what life was like in the trenches for thousands of soldiers. Finally, in the summer term, boys will focus on World War Two and Britain since 1945, considering how this war affected the home front as well as abroad.

## **History Resources:**

There is no set textbook for History in the Junior School, but we do recommend the following books to browse and read for pleasure.

**Years 3 and 4:** 'So you really want to learn Junior History' – Book One, Book Two and Book Three

**Year 5:** The First World War (Usborne History of Britain) and The Second World War (Usborne History of Britain)

The BBC Primary History website is an excellent history website which shows some interesting short video clips on some of the topics the boys cover in the Junior School:  
<http://www.bbc.co.uk/schools/primaryhistory/>.

## Geography

### Long Term Plan

Year	Autumn	Spring	Summer
3	Rivers	Weather	India
4	What is Geography?	Settlements	Map Skills
5	The United Kingdom	Tsunamis	Weather and Climate

The aim of the Geography Department in the Junior School is to provide each boy with an enjoyable geographical experience, to nurture a positive attitude towards the subject and to encourage a sense of curiosity and awe about the world around us.

In Years 3, 4 and 5 the boys learn basic geographical concepts and skills that will be further reinforced as they move further through the school.

Throughout the five years, global location knowledge is constantly reinforced in the lessons as well as an appreciation of the changing environment in which we live.

A junior atlas would be a fantastic resource to have at home. There are also a number of interactive online resources to improve global location knowledge:

- [www.worldatlas.com](http://www.worldatlas.com)
- <http://lizardpoint.com/geography/>
- <http://www.sporcle.com/games/category/geography>

## Music

### Long Term Plan

Year	Autumn	Spring	Summer
<b>3</b>	Exploring Singing  Notation Values  Nativity Play	Part Singing 1  How to Read Music 1 (Pitches and Rests)	Part Singing 2  How to Read Music 2 (Graphic Scores)
<b>4</b>	Go for Bronze – Book 1 (Rhythm names: <i>ta</i> , <i>tete</i> , stick notation, pitches: <i>so</i> , <i>mi</i> , <i>la</i> )  Nativity Play	Go for Bronze – Book 1 (Rests, <i>ta-a</i> rhythms, bar lines and time signatures, new pitches: <i>do</i> , <i>re</i> )	Go for Bronze – Book 1 ( <i>Pentatonic</i> scale, ledger lines, new pitches: <i>low la</i> , <i>low so</i> )
<b>5</b>	Exploring Part Singing  Performance skills and song structures  How to Read Music  Christmas Carols  (Go for Bronze – Book 2)	More Part Singing  How to Read Music (Go for Bronze – Book 2)	New repertoire  How to Read Music (Go for Bronze – Book 2)

Choral education is at the heart of Music at Wetherby Preparatory School. Our approach aims to inspire boys to take part in many of the vocal outlets we offer in the school community. Our goal is to build self-confidence and self-esteem in the boys, to develop focused attention, a strong work ethic, leadership qualities and poise.

Boys in Years 3-5 will be encouraged to participate in class and year group performances, listen to a wide variety of music and begin discovering new repertoire. This is done through a structured method of integrating notation reading and music theory (based on the Kodaly Method). Singing and making music together are the primary means of teaching boys about melody, rhythm, tempo and dynamics

## Art

Junior School Art provides boys with a wonderful opportunity to immerse themselves in a wide array of media. From clay to mono printing, boys enjoy learning the very fundamental skills of this subject. Their work is showcased in the annual Junior School Art Exhibition, which takes place towards the end of the Summer Term. As well as this, their work is sent off to prestigious London Day School competitions and exhibitions.

Year	Autumn	Spring	Summer
<b>3</b>	<p>Painting – colour wheel, colour mixing, including consistency of paint. Line drawing, wax-resist and ink, pattern, composition, clay, mark making. Christmas card.</p> <p><i>Artist links: Wassily Kandinsky</i></p>	<p>Drawing, illustration, watercolour painting, making and using stencils, observational drawing</p> <p><i>Artist links: Peter Randall-Page, Alison Lester</i></p>	<p>Stencils, Painting, Observational drawing</p> <p>DT – Textiles and resistant materials</p> <p><i>Artist links: Ben Nicholson</i></p>
<b>4</b>	<p>Line drawing, oil pastel techniques, collagraphy, mono printing. Christmas card</p> <p><i>Artist links: Gillian Ayres, Claude Monet</i></p>	<p>Observational drawing, line drawing. Painting – colour wheel, colour mixing. Tessellations, repeat patterns, collage, painting</p> <p><i>Artist Links: Henri Rousseau, Andy Council</i></p>	<p>Tessellation, repeat pattern, painting, drawing</p> <p><i>Artist Links: M.C. Escher</i></p>
<b>5</b>	<p>Drawings based on rivers – line, rhythm and tone. Painting – colour wheel, colour blending, texture. Blending with coloured pencils. 3D modelling with clay. Christmas card</p>	<p>Mehndi patterns, line drawing, continuation drawing, pattern, stencils, composition, scaling up a drawing, blending with coloured pencils</p> <p><i>Artist links: David Hockney</i></p>	<p>Clay work, painting, drawing. Shading and tone. Pastel work from still life.</p> <p><i>Artist Links: Aboriginal Art</i></p>

## Computing and Digital Literacy (ICT)

### Long Term Plan

Year	Autumn	Spring	Summer
3	E Safety Touch typing  Communicating using text and graphics	Collecting and presenting information (Multimedia 1)  Coding (1)	Simulations  Writing for an audience
4	E Safety Touch typing  Files / Folders/ Saving  Communicating using text and graphics 2	Graphics 1  Coding (2)	Collecting and presenting information (2)  Surveys and Graphs  Finding Information on the Internet/WWW
5	E Safety Touch typing    Graphics (2)	Data Handling    Spreadsheets 1	Coding (3) Python   Presenting Information

Boys are encouraged to use technology as a tool to learn in all aspects of the curriculum. Students attend one hour of ICT from Years 3 to 5, in which they are equipped with the skills to use a computer effectively to learn. We have twenty, wired desktop PCs, which are used for lessons and a bank of Apple laptops and iPads which are available for students to access as required. Every classroom is equipped with an interactive whiteboard and laptop with the facility to print to any number of networked printers. Other facilities include scanners, digital cameras, video cameras and 3D printers. We emphasise learning in a curriculum context rather than learning discrete ICT skills, enabling students to find, explore, analyse, exchange and present information.

## Reasoning

### Long Term Plan

Year	Autumn	Spring	Summer
4	Verbal Reasoning Non-Verbal Reasoning	Verbal Reasoning Non-Verbal Reasoning	Verbal Reasoning Non-Verbal Reasoning
5	Verbal Reasoning Non-Verbal Reasoning Exposure to exam questions	Verbal Reasoning Non-Verbal Reasoning Exposure to exam questions	Verbal Reasoning Non-Verbal Reasoning Exposure to exam questions

Lessons focus on teaching and practising different styles of both verbal and non-verbal questions. In Year 5, boys are exposed to exam style questions in preparation for 11+ pre-test exams.

#### **Teachers:**

Year 4 – Katie Taylor

Year 5 – Katie Taylor

#### **Resources:**

All Year 5 boys are set-up with a BOFA 11+ account, allowing them to practise exams on-line at home. We also recommend and use in class the Bond 11+ books.

## Games

### Long Term Plan

Year	Autumn	Spring	Summer
3 and 4	Football	Football/Rugby	Cricket
5	Football – advanced skills & tactics, rules and regulations	Rugby – advanced skills & tactics, rules and regulations	Cricket – advanced skills & tactics, rules and regulations

Games lessons take place at our new fantastic and much publicised sports facilities, the Wetherby Sports Grounds.

This year the staff member in charge of each year group is as follows:

Under 10 (Y5)	Mr Rob Dean	<a href="mailto:rob.dean@wetherbyprep.co.uk">rob.dean@wetherbyprep.co.uk</a>
Under 9 (Y4)	Mr Nick Morrison	<a href="mailto:nick.morrison@wetherbyprep.co.uk">nick.morrison@wetherbyprep.co.uk</a>
Under 8 (Y3)	Mr John McClinton	<a href="mailto:john.mcclinton@wetherbyprep.co.uk">john.mcclinton@wetherbyprep.co.uk</a>

The staff in charge of each group will coach (with additional support), choose teams for fixtures and be your first port-of-call for any enquiries regarding fixtures or coaching sessions. Please do let the relevant member of staff know if your son is unable to participate in lessons or matches.

Over the years, Wetherby Preparatory School has grown to become a formidable opponent and we have a solid record of success against many local schools, including The Hall, Thomas', Rokeby, Arnold House and many more. We achieve this success through hard work and careful team selection. Whilst we pride ourselves on our successes, we are also very aware of the importance of inclusion. Therefore we aim to provide all boys in Years 3 to 5 with the opportunity to represent the school twice during the course of the term.

All team lists accompany the Friday Wetherbuzz and include opponent information, venue details and start/finish times. The details for match venues, including maps, can also be found on the school website in the 'Parents' Area' under 'Directions to Away Fixtures'.

As always, it is imperative that all boys wear the correct kit to games and fixtures to ensure participation (plain black shorts, chequered Wetherby games top, black socks and football boots and shin pads). If your son doesn't have the correct kit on any particular day, please email the group leader to avoid any confusion. We anticipate the boys will be working extremely hard to improve their skills, so it is advisable that all boys bring a water bottle to all Games lessons. Boot bags are also a very useful item to have- they help keep the boys' equipment organised and are very easy to carry.

All boys should have a pair of studs/moulds and astro-turf/regular trainers for games and fixtures. Whilst we will generally play on grass, there might be the odd occasion when the ground is unfit for studs and then regular trainers should be worn.

Additionally to Games lessons, boys receive one swimming and one P.E. lesson each week. P.E. sessions vary week to week, from fitness training in Hyde Park to cardiovascular work and Table Tennis skills.