



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 are taught each week and are reinforced through regular testing and the use of the *Key Spelling and Grammar* scheme. 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.

Year 3

Working on the Primary National Strategy objectives for Year 4, the focus is on perfecting basic spelling, grammar and punctuation rules, whilst developing reading and comprehension abilities. Comprehension exercises are drawn from class-based texts and a wide range of genres, and 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 are required to write a full, narrative composition within a set time period towards the end of Year 3.

Class texts Year 3 boys study in more detail includes *Charlotte's Web*, by E.B. White and *The Lion, The Witch and The Wardrobe*, by C.S. Lewis. Pupils are expected to read throughout each term and during holidays, ideally reading aloud to an adult three times a week, both at home and school. A reading log provides a record of progress and an opportunity to share their reading with teachers and parents.

Year 4

Working on the Primary National Strategy objectives for Year 5, the focus is on perfecting basic spelling, grammar and punctuation rules, whilst developing reading and comprehension abilities. Comprehension exercises draw on texts from a variety of genres and pupils practise inferring from the text, beginning to answer more evaluative questions. Narrative writing skills are taught in stages, with an emphasis on planning and increasing description.

Class texts Year 4 boys study in more detail includes *Holes*, by Louis Sachar and *Hatchet*, by Gary Paulsen. Pupils are expected to read throughout each term and during holidays, ideally reading aloud to an adult three times a week, both at home and school. A reading response book provides a record of boys' progress.

Year 5

Working on the Primary National Strategy objectives for Year 6, pupils consolidate skills from the previous year. In preparation for 11+ exams the following year, boys are taught to increase the depth of their answers and to support their responses with quotations. We provide plenty of opportunity to acquaint boys with the type of exam questions to be expected in Year 6. Creative writing features a wider range of vocabulary and pupils employ a variety of descriptive techniques.

Class texts Year 5 study in more detail includes *Skellig*, by David Almond, and *War Horse*, by Michael Morpurgo. Pupils are expected to read throughout each term and during holidays, ideally reading aloud to an adult three times a week, both at home and school. A reading response book provides a record of boys' progress.

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 include reading and writing tasks.

Maths

Long Term Plan

Year	Autumn	Spring	Summer
3	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
4	Number Work Mental Strategies The Four Operations Time Metric Units	Angles Estimation Fractions Area and Perimeter 3D Shapes	Fractions/Decimals and Percentages Symmetry Statistics
5	Properties of Number Measurement Shape and Space Data Handling	Number Sequences Fractions, Decimals and Percentages Problem Solving	Shapes and Symmetry Constructing Triangles Statistics Problem Solving and Mental Maths Strategies

Boys are set for Maths at the beginning of Year 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.

'MyMaths' is an incredibly useful online Maths tool which might sometimes be used in lessons for teaching purposes. Here, activities can be set at different levels for children and the website can even be used for revision.

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 Books 5 and 6

Year 5: 'Maths for Common Entrance - Book 1'

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 ISEB 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. There will be a focus this year on making cross-curricular links with other departments to reinforce learning topics and to provide stimulating context.

Teachers:

Year 3: Miss Sharp

Year 4: Miss Sharp & Mr Metherell

Year 5: Miss Sharp

Trips/Workshops

Year 3: Hyde Park Outdoor Education Centre

Year 4: Hyde Park Outdoor Education Centre

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

Science Textbooks:

Year 3: ISEB Science for 11+ (Year 3)

Year 4: ISEB Science for 11+ (Year 4)

Year 5: ISEB Science for 11+ (Year 5)

Science Long Term Plan

	AUTUMN	SPRING	SUMMER
Year 3	Humans & Other Animals (<i>Parts of the Body, Nutrition, Movement</i>) Rocks & Soils	Light (<i>Everyday Effects of Light, Seeing</i>) Forces & Magnets (<i>Types of Force</i>)	Living Processes Green Plants (<i>Growth & Nutrition, Reproduction</i>)
Year 4	States of Matter Sound & Hearing	Forces & Magnets (<i>Types of Force</i>) (2017/18 only) Electricity (<i>Simple Circuits</i>)	Living Things & Their Environment (<i>Feeding Relationships</i>) Humans & Other Animals (<i>Nutrition</i>)
Year 5	Earth & Space (<i>Periodic Changes</i>) Forces	Properties & Changes of Material (<i>Properties of Materials, Physical Change, Separating Materials, Chemical Change</i>)	Living Things & Their Habitat & Adaptation Humans & Other Animals (<i>Human Life Cycle</i>)

French

Year 3 will have two half hours of French per week. An emphasis is placed 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 May. Boys will start to write and say their own small sentences in French in the Summer Term.

LONG TERM PLAN 2017-2018

Year	Autumn	Spring	Summer
3	Introduction and greetings Classroom commands Asking for something Story telling: Christmas Christmas song	Numbers 1-20 Animals Cooking Colours Parts of the body	Common expressions Colours with nouns Story telling Games Songs
4	Classroom instructions Means of transport Family, home and days of the week Numbers 1 to 20 Introduce alphabet Gender Article 'a'	Alphabet Basic topical vocabulary words Gender masculine and feminine Numbers 20 to 39 Articles: 'a' and 'the' Subject Pronouns Introduce verb 'to be'	Numbers up to 59 Colours, animals, food Adjectival agreement Verb - 'to be'

Year	Autumn	Spring	Summer
5	Greetings, classroom items, family Possessive adjective 'my and your', Introduction of present tense of verb - 'to have' and 'er' ending verbs Pupil presentation French cultural topic	Animals, personal description, my room, home routine, tell time, places in town Pronouns Verb - to live, Asking a question Pupil presentation French cultural topic	Asking for directions Expressing opinions Ordering a snack Prepositions ' Tu/vous' differentiation, End of year exam Pupil presentation French cultural topic

Religious Studies

Long Term Plan

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

The aim of Religious Education in the Lower 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, Judaism, Christianity, Islam and Sikhism.

Throughout their time in the Lower 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 Lower 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 by 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 Lower 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 Lower 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 Lower 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://lizardpoint.com/geography/>
- <http://www.sporcle.com/games/category/geography>

Music

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 a 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.

Music Long Term Plan

Year	Autumn	Spring	Summer
3	Exploring Singing Notation Values Nativity Play	Part Singing 1 Whole class instrumental and musicianship training	Part Singing 2 Whole class instrumental and musicianship training
4	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>)
5	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)

Art

Lower School Art provides boys with a wonderful opportunity to immerse themselves in a wide array of media. From clay to mono printing the boys enjoy learning the very fundamental skills of this subject. Their work is showcased in the annual Lower School Art Exhibition which takes place towards the end of the Summer Term.

Long Term Plan

Year	Autumn	Spring	Summer
3	Christmas card design 3D Canopic jars using mixed media including clay work <i>Theme: Egyptian</i> <i>Trip: The British Museum</i>	Painting – colour wheel, colour mixing, including consistency of paint. Line drawing, wax-resist and ink, pattern, composition <i>Artist links: Wassily Kandinsky</i>	DT – Resistant materials, collage and cardboard engineering
4	Christmas card design Line drawing, colour mixing, painting techniques, mono printing, Art History <i>Artist links: Henri Rousseau, Claude Monet</i> <i>Trip: The National Gallery</i>	Line drawing, shape, oil pastel techniques, collagraphy, mono printing, and collage. <i>Artist links: Gillian Ayres, Andy Council</i>	DT – Textiles and/or resistant materials 3D clay work
5	Christmas card design Painting techniques Colour mixing, drawing. 3D modelling with clay. Christmas card <i>Theme: Aboriginal</i>	Environmental Art Drawing landscapes Sketching and recording techniques using charcoal, pencils, pens and natural materials <i>Artists Link: Andy Goldsworthy</i>	DT – resistant materials

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 Files / Folders/ Saving Design and Tech 1 (Sketchup)	Data Handling Spreadsheets 1 Presenting Information	Controlling Devices 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 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 emphasize learning in a curriculum context rather than learning discrete ICT skills, enabling students to find, explore, analyze, 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 – Miss Taylor
Year 5 – Miss 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 the Bond 11+ books in class.

Games

Long Term Plan

Year	Autumn	Spring	Summer
3 and 4	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.

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 Westminster Under, Colet Court, 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 can be found on the Games notice board, 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' or on the SOCS website.

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 does not 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 Games lessons. Boot bags are also a very useful item to have as 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. We will generally play on grass however 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 cardio-vascular work in our Fitness Suite and Table Tennis skills.

PSHEE – Personal, Social, Health and Economic Education

Long Term Plan

Year	Autumn	Spring	Summer
3	Personal Development and Citizenship	Lifestyle and Relationships	Relationships and Diversity
4	Personal Development and Citizenship	Health and Lifestyle	Relationships and Diversity
5	Personal Development and Citizenship	Health and Lifestyle	The Law and Diversity

Each boy in the lower school has one half an hour lesson of PSHEE per week. During these lessons boys will have the opportunity to discuss a wide variety of different topic areas which impacts upon them personally, socially and economically. We will also explore different ways to stay healthy and boys will learn about basic British politics. During PSHEE lessons the Core British Values (democracy, rule of law, individual liberty and mutual respect for others) will be promoted and boys will acquire deeper understanding of the world in which we live. A wide variety of different text books and online resources will be used throughout the year to support the learning of the boys.

Teachers

Year 3; Miss Phoenix

Year 4; Ms Aitken-Quack and Miss Clifford

Year 5; Miss Kirby

DRAMA

Long Term Plan

Year	Autumn	Spring	Summer
3	Introduction to Drama	Storytelling	Using a Stimulus 1
4	Introduction to Drama	Character building	History in Action
5	Introduction to Drama	Text	Fantasy Theatre

I am very excited to introduce the new subject of Drama to the school curriculum this year. In Lower School we will be introducing the boys to basic dramatic form and essential theatre practices. We will look at: developing as performers, working as a theatre company, developing characters, building stories and learning the skills required to make our very own theatre using a variety of stimuli. We will also integrate key social skills as well as topics from other subjects across the year reinforcing learning through play, practice and performance.

Drama is a wonderful way for children to express themselves creatively through a fun, interactive and educational medium. It provides an opportunity for every boy to use their imagination and their own ideas to create stories, characters and other worlds through devising and performing. They will have a chance to perform different types of theatre in front of their peers every week in a fun, dynamic, creative environment which will develop skills that help build confidence, humility, team work and leadership.

Assessment

The boys will work towards final project performances every half term which will be assessed by themselves and their teacher in order to develop their evaluation skills, audience focus and understanding of theatre.