

**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 Poetry	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 *SpellSeekers* scheme - to ensure the correct coverage of National Curriculum words. 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 but available again upon request to your son's English teacher.

### Year 3

Working one year ahead of national expectations, 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.

Pupils are expected to read throughout term-times and holidays, ideally reading aloud to an adult three times a week, both at home and school. A reading log within homework diaries provides a record of progress and an opportunity to share their reading with teachers and parents.

## **Year 4**

Working one year ahead of national expectations, 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.

Pupils are expected to read throughout term-time and holidays, ideally reading aloud to an adult three times a week. A reading response section of the homework diary provides a record of boys' progress.

## **Year 5**

Working one year ahead of national expectations, 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.

Pupils are expected to read throughout term-time and holidays, ideally reading aloud to an adult three times a week. A reading response section of the homework diary 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 assessments take place in the Autumn and Summer Terms and include reading and writing tasks.

## 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>	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.

'Mathletics' is an incredibly useful online Maths tool which might sometimes be used in lessons for teaching purposes. Every pupil will have an account and some tasks set for completion at home each week.

**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

### Long Term Plan

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

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.

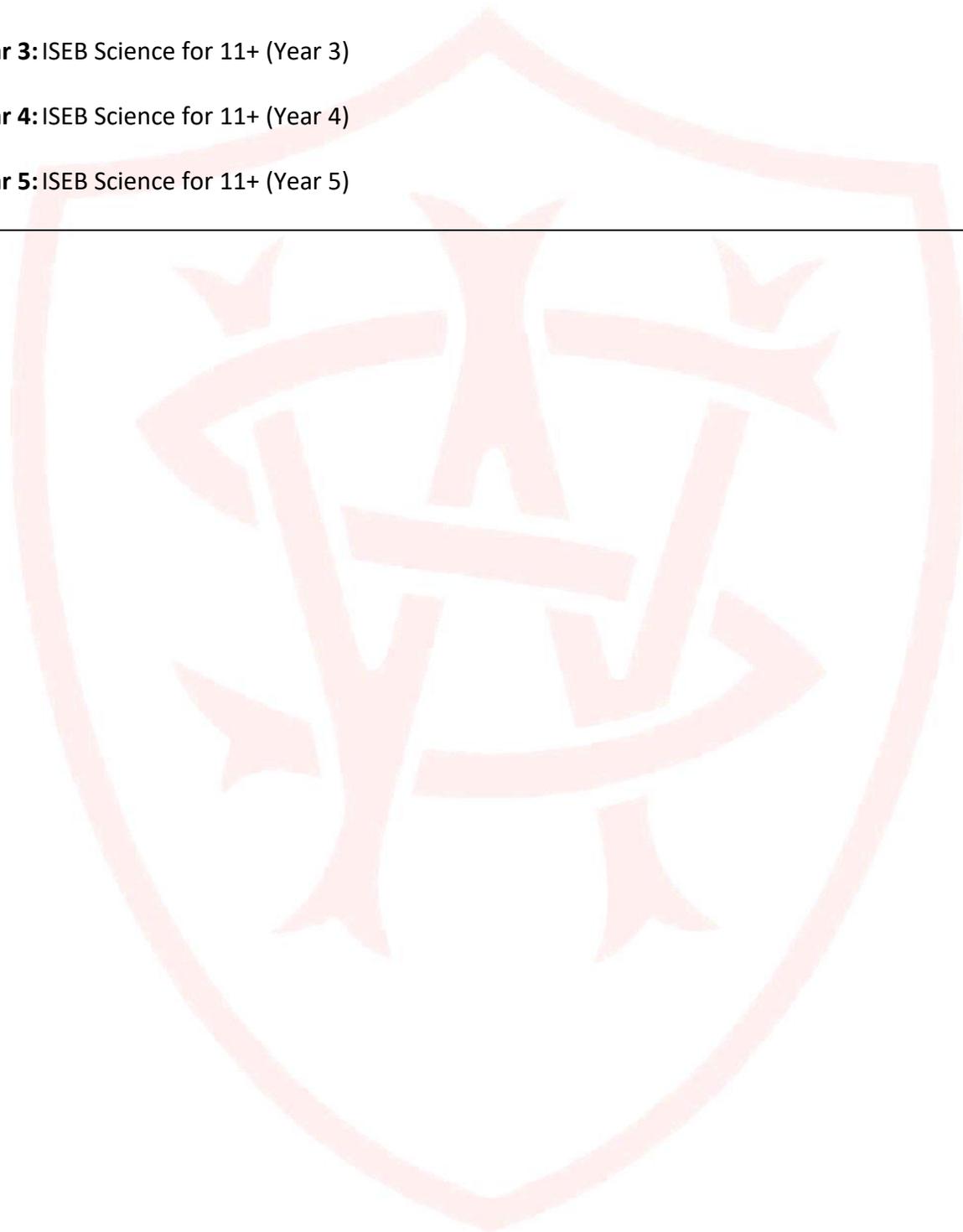
Effective use of ICT enhances boys' learning and encourages boys to access information independently. There will be a focus this year on making cross-curricular links with other departments to reinforce learning topics and to provide stimulating context.

**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)



## French

### Long Term Plan

Year	Autumn	Spring	Summer
<b>3</b>	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
<b>4</b>	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'
<b>5</b>	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

Year 3 will have two 30 minute lessons of French per week. An emphasis is placed on spoken French and no homework will be given to the boys.

Year 4 will have an hour and a half 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 link to access at home to listen to the words and songs. It will support the

development of their vocabulary and enhances their pronunciation. Boys will have an end of the year exam in a multiple choice format with a listening section based on knowledge of numbers and the alphabet.

Year 5 boys will receive an hour and a half 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.



# Religious Studies

## Long Term Plan

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

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 five of the world's major religions: Hinduism, Buddhism, Judaism, Christianity, 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.

The core skills which are developed throughout RS in the school are:

- Knowledge – of religious belief and practices;
- Understanding – being able to explain key beliefs of a religious group;
- Evaluation – giving a balanced argument.

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	TS*: Rivers LK#: General World	TS: Weather LK: General World	TS: India LK: General World
4	TS: What is Geography? LK: Europe	TS: Settlements LK: Europe and the UK	TS: Map Skills LK: Europe
5	TS: The United Kingdom LK: The United Kingdom	TS: Tsunamis LK: General World	TS: Weather and Climate LK: General World

*\*Thematic Studies*  
*#Location Knowledge*

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 six years of study at Wetherby Preparatory School 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 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>	Musicianship Skills and Singing  Instrumental Studies – Beginners Violin  Nativity Play	Whole class instrumental and musicianship training – using the bow  Continuing notation skills	Whole class instrumental and musicianship training – developing finger patterns across the strings  Continuing notation skills
<b>4</b>	Instrumental Studies - Violin  Nativity Play	Whole class instrumental and musicianship training – using the bow  Continuing notation skills	Whole class instrumental and musicianship training – developing finger patterns across the strings  Continuing notation skills
<b>5</b>	Continuation of Notation Skills  Elements of Music	Pentatonic & World Music	Blues & Jazz

All class music lessons are practical in nature, providing an enjoyable and stimulating musical experiences. As a department, we seek to improve pupil's general musicianship as they advance through the school. General Musicianship incorporates lots of different skills – listening, responding, repeating, improvising, moving, vocalising – and building up a pupil's ability to co-ordinate, pitch and hold a melody as well as keep a steady pulse and play different rhythms. All of these are fundamental to building a rounded musician as well as a balanced human being. Many of the songs and genres studied relate to topics that are being covered in other subjects, enabling further learning and a cross-curricular approach.

We would encourage all boys at Wetherby to join the choirs and take up learning an instrument. We currently offer all orchestral instruments as well as drum kit, guitar and piano. There is a wide range of performance opportunities and we like all boys to be able to perform throughout the year, be it in class, assembly, informal or formal concert.

Year 3 and 4 focus on learning the violin as a class, focusing on technique, ensemble, notation and musicianship.

In year 5, the skills learnt in year 3 & 4 are built upon whilst furthering the boy's knowledge of the history of music and responding to this through composition and listening exercises.



## Art

### Long Term Plan

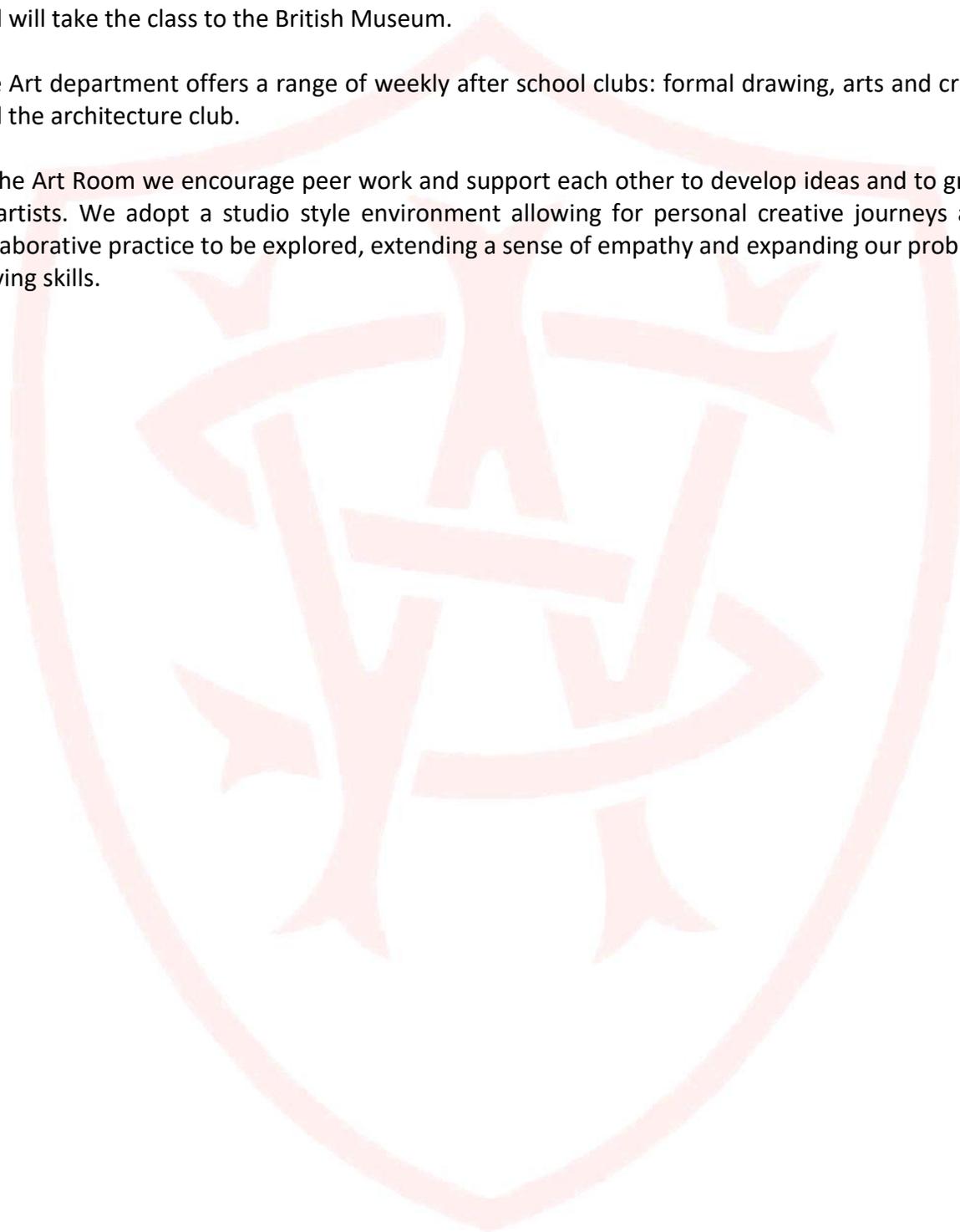
Year	Autumn	Spring	Summer
3	<p>Ancient Egypt Cross Circular History/Science/ICT</p> <p>3D design and clay work</p> <p>Trip to British Museum</p>	<p>Greek Myths Cross Circular History</p> <p>Painting with inks</p>	<p>Watercolour Illustration Artist link: Alison Lester</p> <p>Drawing and watercolour</p> <p>Lower School Art Exhibition</p>
4	<p>Christmas card design</p> <p>Line drawing, colour mixing, painting techniques, mono printing, Art History</p> <p>Artist links: Henri Rousseau, Claude Monet</p>	<p>Line drawing, shape, oil pastel techniques, collagraphy, mono printing, and collage</p> <p>3D clay work</p> <p>Artist links: Gillian Ayres</p>	<p>Drawing and collage.</p> <p>Cross Circular Maths – tessellations and pattern work</p> <p>Artist links: Andy Council and MC Escher</p>
5	<p>Christmas card design</p> <p>Aboriginal – Painting techniques Colour mixing, drawing. 3D modelling with clay.</p>	<p>Mendhi – Patterns, stencils, different cultures, colour, construction – 3D work</p>	<p>Landscape drawing, composition, scaling up a drawing, blending with coloured pencils, printing</p> <p>Artist links: David Hockney</p>

In the Art Department we develop individual creativity through our wealth of resources and expertise. We provide tuition in a wide range of media: painting, 3D design, woodwork, clay modelling, wire modelling, screen printing, pastel work, ink studies and lino reduction printing. Art work is placed into context, Old Masters are taught alongside modern artists.

Projects are designed to encompass a range of concepts and themes and to integrate across the school. For example in Year 3, the Egyptian project will work alongside History, Science and IT and will take the class to the British Museum.

The Art department offers a range of weekly after school clubs: formal drawing, arts and crafts and the architecture club.

In the Art Room we encourage peer work and support each other to develop ideas and to grow as artists. We adopt a studio style environment allowing for personal creative journeys and collaborative practice to be explored, extending a sense of empathy and expanding our problem solving skills.



## Digital Literacy (ICT)

### Long Term Plan

Year	Autumn	Spring	Summer
<b>3</b>	E Safety Touch typing  Communicating using text and graphics	Collecting and presenting information (Multimedia 1)  Coding (1)	Writing for an audience
<b>4</b>	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  Kodu
<b>5</b>	E Safety Touch typing  Files / Folders/ Saving  Design and Tech 1 (Sketchup)	Data Handling  Spreadsheets 1	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 20 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. Boys in both Years 4 and 5 use the Galore Park ISEB Verbal and Non-Verbal Reasoning books.

### **Resources:**

Boys in Years 4 and 5 use the Galore Park books in class. All Year 5 boys are set-up with an Atom 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
All	Football/ Rugby – advanced skills & tactics, games understanding, rules and regulations <sup>[LR1]</sup>	Rugby – advanced skills & tactics, games understanding, rules and regulations <sup>[LR2]</sup>	Cricket – advanced skills & tactics, games understanding, rules and regulations <sup>[LR3]</sup>

Games lessons take place at our fantastic and still developing sports facilities, The Wetherby Sports Ground.

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 as soon as possible.

Over the years Wetherby Preparatory School has grown to become a formidable opponent and we have a solid record of success against all local schools and those further afield. 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.

All team lists can be found on the Games notice board as well as venue details and start/finish times. The details for match venues, including maps, can also be found on the sports section of the school website. [www.wetherbyprepsport.co.uk](http://www.wetherbyprepsport.co.uk) (password for team sheets is TeamWetherby)

As always, it is imperative that all boys wear the correct kit to games and fixtures to ensure participation: Wetherby Prep School plain black shorts, chequered WPS games top, WPS red and black socks and firm ground moulded football boots and shin pads. If your son does not have the correct kit on any particular day please email the group leader as we may well be able to source temporary kit from lost property. We anticipate the boys will be working extremely hard to improve their skills, so all the boys must bring a water bottle to Games Lessons. Ideally, they would buy a named Wetherby water bottle from here:

<https://activebottle.co.uk/collections/wetherby>

Boot bags are also a very useful item to have as they help keep the boys' equipment organised and are very easy to carry. These can be ordered from the Perry Uniform website.

Boys in Year 3, 4 and 5 have a weekly swimming lesson where they will require goggles and black 'jammer' swimming shorts.



## Drama

### Long Term Plan

Year	Autumn	Spring	Summer
<b>3</b>	Introduction to Drama Mime Performance - Nativity	Storytelling Chorus work/ Shoaling Lion King	Using a Stimulus in theatre Multi-roling The BFG
<b>4</b>	Introduction to Drama Communicating with your voice Performance - Nativity	Responding to text: Character Building and using the body for expression <i>Stig of the Dump</i>	Freeze-frames Storytelling
<b>5</b>	Responding to text: Characterisation and Physical Theatre <i>The Iron Man</i>	Script reading & roles in theatre	Improvisation Mini performances based on scenarios

In the Lower School we introduce the boys to basic dramatic form and essential theatre practices, working towards creating their own performances based on the area of study. 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 in a fun, dynamic, creative environment which will develop skills that help build confidence, humility, team work and leadership.



## **PSHEE – Personal, Social, Health and Economic Education**

Each boy in the lower school has one 30 minute 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. We subscribe to an online resource, called Picture News, which covers all of the above areas, linking them to relevant and current affairs happening in the world around us. A wide variety of different text books and online resources will also be used throughout the year to support the learning of the boys.

