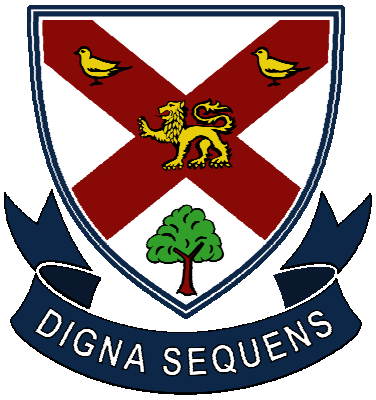
Widford Lodge

Preparatory School



Form 5
Curriculum Information
Booklet

INTRODUCTION

This booklet contains the curriculum information for your child for this academic year. Each subject is referred to and we hope that this gives you an insight into what your child is likely to experience this year, both in and outside the classroom. Please note however, that there has to be a degree of flexibility within this curriculum, depending on the individual needs of the children.

If you have any queries about anything that is or is not contained in this booklet, please see either myself or the relevant teacher.

Simon Trowell
September 2011

Widford Lodge Preparatory School
From 5 Curriculum

English (Literacy) in Form 5

Autumn Term – Fiction Stories and poems by significant children's writers Playscripts. Concrete poetry	Autumn Term –Non-Fiction Recounts of events, activities, visits; observational records, news reports. Instructional texts: rules, recipes, directions, instructions, showing how things are done.
Spring Term – Fiction Traditional stories, myths, legends, fables from a range of cultures. Longer classic poetry, including narrative poetry	Spring Term – Non-Fiction Non-Chronological reports (i.e. to describe and classify). Explanations (processes, systems, operations etc (the water cycle, how to find a %)
Summer Term – Fiction Novels stories and poems from a variety of cultures and traditions. Choral and performance poetry.	Summer Term – Non-Fiction Persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade. Dictionaries, thesauruses, including I.T. sources.

Mathematics in Form 5

In Year 5 children learn to:

Use and apply mathematics

- Solve one and two-step problems involving whole numbers and decimals and all four operations, choosing and using appropriate methods, including calculator use.
- Represent a problem by identifying and recording the calculations needed to solve it; find possible solutions and confirm them in the context of the problem.
- Plan and pursue an enquiry; present evidence by collecting, organising and interpreting information; suggest extensions to the enquiry.
- Explore patterns, properties and relationships and propose a general statement involving numbers or shapes; identify examples for which the statement is true or false.
- Explain reasoning using diagrams, graphs and text.

Count, compare and order numbers, and describe relationships between them

- Count from any given number in whole number steps and decimal number steps, extending beyond zero when counting backwards; relate the numbers to their position on a number line
- Explain what each digit represents in whole numbers and numbers with up to two decimal places, and partition these numbers e.g. 305. 64 is 3 hundred + 5 units + 6 tenths + 4 hundredths
- Round whole numbers and decimals to a given degree of accuracy.
- Use sequences to scale numbers up or down; solve problems involving proportions of quantities and measurements, e.g. decrease quantities in a recipe designed to feed six people
- Put directed numbers in order of size eg +14, +3, +1, -2, -16, -45. Find the difference between a positive and a negative integer, or two negative integers, in context.
- Express a smaller whole number as a fraction of a larger one; find equivalent fractions, simplify fractions, change improper to mixed fractions, relate fractions to their decimal representations e.g. 3 ⅜ = 3. 375
- Understand percentage as the number of parts in every 100, express percentages as decimals and fractions and vice versa.

Secure knowledge of number facts that can be recalled quickly and used and applied appropriately

- Use knowledge of place value and addition and subtraction of two-digit numbers to derive sums and differences, doubles and halves of decimals, e.g. 6.5 ± 2.7, halve 5.6, double 0.34
- Use knowledge of place value and multiplication facts to 12 × 12 to derive related multiplication and division facts involving decimal numbers, e.g. 0.8 × 7, 4.8 ÷ 6
- Recall quickly multiplication facts up to 10 × 10 and use them to multiply pairs of multiples of 10 and 100 e.g. 400 x 60, derive quickly division facts from corresponding multiplication facts, derive quickly squares of numbers to 12 x 12 e.g. $5^2 = 5 \times 5 = 25$.
- learn to use tests of divisibility eg A number is divisible by 3 if the sum of all its digits is divisible by 3.
- Identify pairs of factors of whole numbers and recognise that a number such as 18 is a multiple of 2, 3 and 6, recognise that prime numbers only have 2 factors and identify prime numbers less than 100.
- Use knowledge of number facts, place value and rounding to estimate and to check calculations

Calculate efficiently and accurately

- Choose a mental method when it is the most efficient strategy
  e.g. to subtract 1995 from 6007, to multiply 18 by 25 Calculate mentally with whole numbers and decimals, e.g. U.t ± U.t, TU × U, U.t × U, HTU ÷ U, U.t ÷ U etc.
- Use the standard written methods for addition and subtraction of whole numbers and decimals.
- Use understanding of place value to multiply and divide whole numbers and decimals by 10, 100, 1000 etc.
- Use the standard written methods for multiplication and division calculations of HTU × U, (H)TU × TU and (Th)HTU ÷ U
- Find fractions using division, e.g. 1⁄100 of 5 kg, and percentages of numbers and quantities, e.g. 10%, 5% and 15% of £80
- '+' and '-' fractions with the same and then different denominators
- Use a calculator to solve problems, including those involving decimals or fractions, e.g. to find 3⁄4 of 150 g; interpret the display correctly in the context of measurement

Position and transform shapes, recognise and use their properties to visualise and construct

- Identify, visualise and describe properties of rectangles, triangles, regular polygons and 3-D solids; use knowledge of properties to draw 2-D shapes and identify and draw nets of 3-D shapes
- Read and plot co-ordinates in the first quadrant and recognise parallel and perpendicular lines in grids and shapes; use a ruler to draw perpendicular and parallel lines
- Complete patterns with up to two lines of symmetry and draw the position of a shape after a reflection or translation, to recognise shapes with rotational symmetry.
- Estimate, draw and measure acute and obtuse angles using a protractor; calculate angles in a straight line and the missing angle in a triangle.

Measure accurately using appropriate units, interpret and compare scales

- Read, use and record standard metric units to estimate and measure length, mass and capacity; convert larger to smaller units using decimals, e.g. change 2.6 kg to 2600 g and vice versa.
- Estimate measurements of length, mass and capacity to a required degree of accuracy, e.g. the nearest centimetre; interpret a reading that lies between two unnumbered divisions on a scale
- Draw and measure lines to the nearest millimetre; measure and calculate the perimeter of regular and irregular polygons; use the formula for the area of a rectangle to calculate its area
- Read timetables and time using 12 and 24-hour clock notation; use a calendar to calculate time intervals

Process, present and interpret data to pose and answer questions

- Describe the occurrence of familiar events using the language of chance or likelihood e.g. unlikely, certain, impossible etc.
- Determine the data needed to answer a set of related questions; select and organise relevant data using frequency tables; construct pictograms and bar graphs, and line graphs that represent the frequencies of events and changes over time; use ICT to present and highlight features that lead to further questions

- Find and interpret the mode, mean, median and range of a set of data.
- Introduce the concept of making economic and financial decisions and understanding the value of money.

Science in Form 5

Changing Sounds

Through this unit children will learn that sounds are produced by vibrations and that these vibrations travel from the source through a variety of materials. Musical instruments are used to illustrate the range of ways of producing sounds and how pitch and loudness can be altered. *Experimental and investigative work focuses on: turning ideas into a form that can be investigated, making predictions and deciding whether the evidence is sufficient to support the prediction.*

Changing State

Through this unit children consolidate their ideas about changes of state which can be reversed. They will use their understanding to explain a range of familiar phenomena. *Experimental and investigative work focuses on: making observations and measurements and identifying and presenting these patterns in results, suggesting explanations for observations and conclusions in terms of scientific knowledge and understanding.*

Micro-organisms

Through this unit children will learn that there are many very small organisms called micro-organisms which feed, grow and reproduce and which may be harmful or beneficial. *Experimental and investigative work focuses on: making observations and suggesting explanations for conclusions and using scientific knowledge and understanding.*

Earth and Beyond

In this unit children will learn about the shapes and relative sizes of the Earth, Sun and Moon. Using models they will learn how the three bodies move relative to each other and how these movements relate to night, day and the seasons. *Experimental and investigative work in this unit focuses on: making observations and recognising patterns in first hand and secondary data and representing data in graphs.*

Keeping Healthy

This unit will help children to learn that there are many aspects to keeping healthy. Children will learn about the heart and how heart beat is affected by exercise and relate this to what they already know about movement and exercise. *Experimental and investigative work focuses on: repeating measurements, representing data in bar charts and graphs, and interpreting these using results to draw conclusions.*

Life Cycles

Through this unit children will learn that plants and animals reproduce as part of their life cycle and that in every life cycle there are distinct processes and stages. They should begin to understand how reproduction is important to the survival of the species. *Experimental and investigative work focuses on: making observations and comparisons and drawing conclusions.*

Gases Around Us

Through this unit children will learn that gases are material and can be distinguished from solids and liquids by their properties. They will also learn about the uses of some important gases and where gases are found. *Experimental and investigative work focuses on: making and repeating observations and relating* these *observations and conclusions to scientific knowledge and understanding.*

Geography in Form 5

Natural Disasters

- To understand how Storms and Tornadoes happen.
- How have storms and tornadoes affected different areas of the globe?
- To understand how Flooding occurs and what precautions we can take to defend against them.
- How does flooding affect Bangladesh and other areas e.g. Brisbane, Australia?
- To understand how earthquakes happen and how they are recorded.
- To look at case studies of New Zealand and other hotspots in the world.
- To understand how Tsunamis happen and how they are measured.
- What effects did the Thailand and Japanese Tsunami have on these countries and the rest of the world?
- To understand how volcanoes are formed and why they erupt.
- To look at the ring of fire and also case studies e.g. Pompei
- How do fires start and what damage can they cause?
- How does Australia prepare for the Bush fires every year?
- Why does drought occur? What areas of the world does it particularly affect?

Investigating Coasts

The children should learn:

- What are the main land uses on this section of the coastline? Why? What are the main features of this section of coast? What processes are affecting it?
- What is a coast? Which coastal areas have we visited?
- How do waves shape coastal environments? How does human activity affect coastal environments?
- What is a beach? Where are sand and shingle beaches located?
- Which area of the coastline should we visit? What is it like there? How will we get there and how long will it take?
- Why do we need to manage the coastline?
- What is this section of coast like? How will the proposed development affect the environment and different people here? Who decides what happens to coastlines?

A Village in India

The children should learn:

- Where are Asia, India and Chembakolli?
- How is Chembakolli connected to other places? What do we think it will be like there?
- What is the landscape of Chembakolli like?
- What are the homes of the children in Chembakolli like?
- What is the school in Chembakolli like?
- What is the main type of work in Chembakolli?
- How do people sell and trade goods in Chembakolli?
- What are the main similarities and differences between our locality and Chembakolli?

History in Form 5

Topic – Tudors and Stuarts
Christmas Term

Children will learn:

- To locate the Tudors within the context of World History.
- How the Tudors gained the throne.
- To compare the characteristics of Henry VII and Henry VIII.

- To gather information from portraits and written sources.
- About the importance of being a Tudor king.
- About Henry's divorce from Catherine of Aragon.
- About the Reformation and Henry's break from Catholicism.
- About Henry's other wives.

Easter Term

Children will learn:

- About the characteristics of Henry's three children.
- The important events of his children's reigns.
- To understand the religious and political conflicts across Europe.
- To compare and contrast aspects of Tudor life with life today.
- To draw conclusions about Tudor times from different sources.
- To understand the attitudes of wealthier people towards the poor.
- To identify the key features of Tudor buildings.

Summer term

Children will learn:

- To understand who Mary Queen of Scots was.
- About how James I ascended to the throne.
- To understand why and how Guy Fawkes plotted against the king.
- About the reigns of Charles I and Charles II.
- The causes of the Civil War and the role of Oliver Cromwell.

Art, Design & Technology in Form 5

Drawing & Painting

- Using natural forms as a starting point for imaginative drawings.
- Using 'Positive and Negative' drawing techniques in response to the work of Frank Auerbach.
- Investigating ideas, methods and approaches in Fauvist paintings.
- Developing ideas in response to Fauvist imagery.

3D

- Sculptural forms in response to the work of Alberto Giacometti.
- Using tissue paper and PVA to produce translucent 3D forms.
- Creating clay slab forms.

Collagé

- Exploring collagé techniques to combine visual and tactile materials
- Overworking with stains.
- Responding to the work of Dale Devereux-Barker and investigating the use of symbols in his work.

Printmaking

- Reduction block printing using pressprint.
- Combining different printmaking processes to develop their work in response to the work of printmakers.

Musical Instruments

- Learning about the construction of a range of musical instruments, including those from different times and cultures, and how different sounds can be created and altered to make different notes.
- Learning to use this knowledge and understanding to design and make a working musical instrument using a combination of materials.
- Considering the appearance of the finished product as an additional aspect and the use of techniques to illustrate visual elements could provide a strong link with art.

Moving Toys

- Learning about controlling movement with a cam mechanism as part of a simple toy.
- Developing designing skills by using information sources to generate ideas and formulate an understanding of how cam mechanisms can be used to produce movement.
- Extending making skills by developing techniques in cutting, shaping and joining to combine components and by selecting tools and equipment to measure and cut accurately.
- Gaining an understanding of the working characteristics of the materials and components and how they can be combined to create more useful properties.
- Considering both functional and decorative attributes in a finished product.

How fast will your buggy be?

- Developing ideas through sketching and working with technical components, wooden strip, paper, card and found materials
- Developing designs by thinking about the purpose of the toy and the needs of possible users;
- Marking, measuring, cutting and joining materials with increasing accuracy;
- Using a variety of tools with precision and care;
- Using simple mechanisms to provide a transmission system;
- Using simple electrical circuits to operate motors, lights and buzzers.

Information and Communication Technology in Form 5

Graphical modelling

- Moving, rotating and resizing graphics to make a collagé.
- Manipulating shapes to give and layered effect.
- Using geometric tools to create objects-designing and bedroom.
- Using a graphical model to design and layout.
- Using a graphics package design and layout an outside space (garden).

Introduction to spreadsheets

- Understanding the terminology of spreadsheets, entering text, formatting and resizing cells, rows and columns.
- Entering labels and numbers for calculating totals.
- Adding, subtracting, multiplying and dividing the two cells to explore number patterns.
- Using the formula ' SUM' to calculate different costs for a school trip.
- Changing data to answer 'what if...?' questions and then to check predictions.

Controlling devices

- Controlling devices through direct instructions
- Controlling simple devices, such as small motors, light bulbs, buzzers, by giving direct instructions
- Controlling more than one output device

- Using simple procedures to control more than one output device
- Using simple control language to activate multiple devices concurrently
- Controlling output devices, by building a sequence of events, to solve a problem
- Creating a sequence of instructions which can control a number of output devices

Games and Physical Education in Forms 5 and 6

Games

In Forms 5 and 6 boys continue to play Rugby, Football and Cricket with girls playing Netball, Hockey and Rounders. Skill development continues to be important but there is increasing emphasis on match play and tactical awareness. We aim to get as many children as possible involved in competitive matches against other schools in addition to the inter-house programme.

Orienteering and Adventurous Activities

Children learn basic orienteering skills around the school site, and tackle a variety of problem-solving activities. They tackle a variety of team building challenges that really test their physical, mental and co-operative skills.

Dance

Children learn and perform increasingly complex sequences of movements to a variety of styles of music. They help to choreograph group and whole class dances.

Gym

Gymnastic activities provide an excellent opportunity to improve strength and flexibility. Progression is very much determined by the ability of the child. We particularly focus on taking weight on hands, counterbalances, vaulting and group sequences.

Athletics

Children not only participate in sprints, long distance running, relays, high jump, long jump and throwing activities but are also expected to judge and measure performances. Much credit is given to any child who beats their 'personal best' and the children really do encourage each other.

Swimming

We continue to develop stroke technique and style. Children are expected to swim greater distances, increasing stamina in the water. They are introduced to basic survival and rescue techniques.

Tennis

Children continue to work on forehand, backhand and volleying skills. They also practise serving. They play doubles and singles games, keeping score themselves. They are also introduced to other net games such as volleyball, table tennis and badminton.

Personal Health and Social Education in Form 5

Personal Development

Qualities, feelings, emotions, prejudice

Citizenship

Right and wrong, responsibilities, democracy, debating environmental issues

Lifestyle

Clean choices, harmful substances, unsafe places, emergencies

Religious Education in Form 5

Autumn Term

- Thomas Edison
- Love is…
- The story of the Good Samaritan
- Harvest
- The Parable of the Lost Son
- The Parable of the Talents
- Suffering and Christian responses to suffering
- The Parable of the Lost Sheep
- Jesus eats and drinks with Zacchaeus
- Noah and the Flood
- Jonah and the Whale
- The Annunciation
- Advent
- The Star of Christmas

Spring Term

- The Epiphany
- Responses to the natural world
- The creation story in Genesis
- Comparing the Hindu and Christian story of Creation
- The scientific view of creation
- The future of Planet earth
- Elisha and the woman of Shunem
- Elisha and Naaman
- Old Testament predications of Jesus
- The Easter story

Summer Term

- Leonardo Da vinci
- The Hindu festival of Divali
- The Trimurti: Braham, Vishnu and Shiva
- Reincarnation
- The AUM and other Hindu Symbols
- Hindu Temples
- Cain and Abel
- Symbolic titles for God and Jesus

MFL in Form 5 (French; Spanish)

French: **Vocabulary and grammar topics**

Autumn Term - Unit 7: Moi et mon école (School)

- Telling the time - analogue: revision of o'clock and half past, quarter past / to, minutes past / to
- School (subjects/buildings). Question: Combien de …?
- Expressing opinions/preferences. Question: Tu aimes …?
- Present tense: être (to be)
- Nos. 80-100
- Cultural: Noël

Spring term - Unit 8: Les sports / loisirs (sports / pastimes)

- Revision of nos. 61-100
- Sports / leisure activities
- Justifying opinions / preferences
- Parts of the body
- Present tense: avoir (to have)
- Saying which part of the body hurts
- Describing people
- Cultural: Pâques

Summer Term - Unit 9: Les vêtements (Clothes)

- Clothes
- Present tense: porter (to wear) + negative
- Perfect tense: acheter (je, tu)
- Adjectives of colour/size
- Agreement and position of adjectives
- Cultural: Le 14 juillet (la Fête Nationale)

Spanish: Introductory unit (Summer Term)

- Greetings
- Asking / saying how you are feeling
- Asking / saying your name
- Colours
- Numbers 1-12
- Months of the year
- Saying your birthday date

Music in Form 5

The children will learn a number of songs that have a topical or seasonal relevance or that are in preparation for a school concert or production

Autumn Term

- Exploring rounds
- Exploring sound sources

Spring Term

- Exploring Tudor music
- Exploring lyrics and melody

Summer Term

- Performing together
- Exploring music processes

Christmas Term - First half Unit of work: Roundabout – Exploring rounds Children will learn: About rounds About the effect of different pitched notes together To sing a simple round in two or more parts and accompany it with a three note chord	Christmas Term - Second half Unit of work: Journey into Space – Exploring sound sources Children will learn: About different textures of sound That pitched sounds when combined can sound relaxed or tense How to select sounds and resources to achieve intended effects Increase their musical vocabulary in order to explain how sounds can create different intended effects.
Easter Term-First half Unit of work: Songwriter – Exploring lyrics and melody Children will learn: What is meant by the term lyrics That lyrics can have a cultural and social significance How musical structures are used in a song How melody can reflect the lyrics About writing songs	Easter Term - Second half Unit of work: Investigating Tudor music Children will learn: To recognise instruments of the Tudor period To play a Tudor melody To play a variety of authentic accompaniments To add interest to a performance by using a variety of timbre and accompaniment
Summer term - First half Unit of work: Stars, Hide your Fires – Performing together Children will learn: About the context of a song selected How to improve diction How to play instrumental accompaniments How to practice and rehearse individually and as a class	Summer Term – Second half Unit of work: Who knows? Exploring musical processes Children will learn: How sounds can be described using symbols About pulse, metre and rhythm How sounds can be used descriptively How pitched notes can be organized into a melodic phrase To use a variety of starting points to create a composition