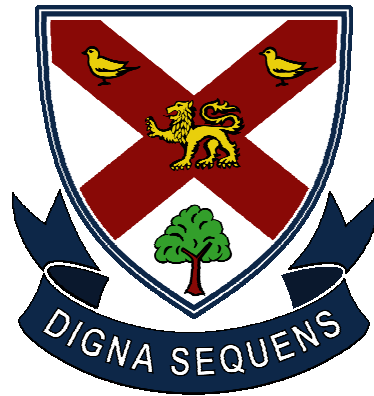


Widford Lodge

Preparatory School



Form 6 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 6 Curriculum

English (Literacy) in Form 6

Fiction and Poetry

Classic fiction – extracts from ‘Pride and Prejudice’, ‘Jane Eyre’, ‘Wuthering Heights’ (Charles Dickens – A Christmas Carol) poetry and drama by long established authors . Adaptations of classics on film and television. Novel to be studied: ‘Goodnight Mister Tom’ by Michelle Magorian. Shakespeare – Macbeth. Extracts from novels that cover the genre: mystery, humour, Science Fiction, fantasy. Significant children’s authors and poets.

Poetry: kennings, cinquains, riddles, tanka, free verse and nonsense verse.

Non-Fiction

Autobiography and biography, diaries (Anne Frank), journals, letters, anecdotes, records of observations, journalistic writing, non-chronological reports. Debates and discussion texts. Formal notices and public information documents. Reference texts – dictionaries and thesaurus.

Spelling / Vocabulary

‘Nelson Spelling Lists’ and words taken from literacy topics or novels. Regular dictation exercises based on some of the more challenging words from spelling lists and high frequency words.

Spelling strategies, spelling conventions and rules.

Polysyllabic words.

Origins of proper names.

New words that have been added to the English language.

Grammar

Revise the eight parts of speech. Active and passive verbs. Complex and compound sentences. Contracting sentences. Detailed language investigations.

Handwriting

Joined handwriting – ensure consistency in size and proportion of letters and spacing between letters and words.

11+ papers. SATS Key Stage 2

Mathematics in Form 6

In Year 6 children learn to:

Use and apply mathematics

- Solve multi-step problems, and problems involving fractions, decimals and percentages, choosing and using appropriate and efficient methods at each stage, including calculator use.
- Represent a problem by identifying and recording the calculations needed to solve it, using symbols for unknown quantities where appropriate; set solutions in the original context and check their accuracy.
- Suggest, plan and develop lines of enquiry; collect, organise and represent information, interpret results and review methods; identify and answer related questions.
- Recognise and use sequences, patterns and relationships involving numbers and shapes; suggest hypotheses and test them systematically.
- Explain reasoning and conclusions, using symbols where appropriate.

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

- Compare and order integers (whole numbers), decimals and fractions in different contexts.
- Use fractions, percentages and the vocabulary of ratio and proportion to describe the relationships between two quantities and solve problems, e.g. identify the quantities needed to make a fruit drink by mixing water and juice in a given ratio; use ratio notation and reduce a ratio to its simplest form.

- Relate fractions to their decimal and percentage representations e.g. $\frac{5}{8} = 0.625 = 62\frac{1}{2}\%$
- Express one quantity as a percentage of another, e.g. express £400 as a percentage of £1000.
- Recognise approximate proportions and use percentages to identify and compare proportions, e.g. when interpreting pie charts.

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

- Consolidate the rapid recall of number facts, including multiplication facts and the associated division facts.
- Use knowledge of multiplication facts to derive quickly squares of multiples of 10 e.g. $(140)^2$ and recognise the square roots of perfect squares to 12×12 .
- Recognise and use multiples, factors, divisors and common factors; find the prime factors of whole numbers
- Use estimates and approximations and apply tests of divisibility to check results.

Calculate efficiently and accurately

- Consolidate and extend mental methods of calculation to include decimals, fractions and percentages.
- Use the correct order of operations (B.O.D.M.A.S) ,including brackets.
- Use standard written methods to add, subtract, multiply and divide integers and decimal numbers; calculate the answer to $HTU \div U$ and $U.t \div U$ to one or two decimal places.
- Use a standard written method to multiply fractions together.
- Calculate percentage increases or decreases and fractions of quantities and measurements.
- Use a calculator to solve problems involving multi-step calculations; use the square root and 'power' keys.
- Add, subtract, multiply and divide directed numbers using standard methods.

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

- Describe, identify and visualise parallel and perpendicular edges or faces and use these properties to classify 2-D shapes and 3-D solids.
- Make and draw shapes with increasing accuracy and apply knowledge of their properties.
- Visualise and draw on grids of different types where a shape will be after reflection, after translations or after a rotation about its centre or one of its vertices.
- Use coordinates in the first, and then in all four quadrants, to draw and locate shapes.
- Use a protractor to estimate, measure and draw angles, on their own and in shapes; calculate angles in a triangle or quadrilateral, around a point and on a straight line.

Measure accurately using appropriate units, interpret and compare scales

- Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts; identify further questions to ask
- Describe and interpret results and solutions to problems using the 3 averages and the range.

Towards the end of Form 6, children are introduced to money and finance, exploring key vocabulary and discussing their growing financial independence. They also undertake projects in teams, requiring them to present their spending proposals and the reasons behind them.

Year 6 progression to Year 7

Children learn to:

Use and apply mathematics

- Solve numerical problems, present, interpret and compare solutions in the context of the problem
- Interpret and use simple formulae from mathematics and other subjects; represent numbers in a problem with symbols, construct and solve simple linear equations and set the solution back in the context of the problem
- Develop and evaluate lines of enquiry; identify, collect, organise and analyse relevant information; decide how best to represent conclusions and what further questions to ask
- Generate sequences and describe the general term in simple cases; use letters and symbols to represent unknown numbers or variables; find counter-examples to disprove a conjecture

- Use step-by-step deductions to solve problems involving properties of shapes; explain and justify reasoning and conclusions
- Count, compare and order numbers, and describe relationships between them
- Compare and order integers and decimals in different contexts
- Order a set of fractions by converting them to decimals
- Understand the relationship between ratio and proportion, solve problems involving proportions; and divide a quantity into two parts in a given ratio

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

- Including multiplication facts to 10×10 and the associated division facts
- Recognise highest common factors and lowest common multiples in simple cases
- Make and justify estimates and approximations of calculations

Calculate efficiently and accurately

- Use standard written methods to add and subtract whole numbers and decimals, and to multiply and divide three-digit by two-digit whole numbers; extend to multiplying and dividing decimals with one or two places by single-digit whole numbers (whole-number answers)
- Use bracket keys and the memory of a calculator to carry out calculations with more than one step; use the square root key

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

- Extend knowledge of properties of triangles and quadrilaterals and use these to solve problems, explaining reasoning with diagrams
- Use correctly the vocabulary, notation and labelling conventions for lines, angles and shapes
- Find coordinates of points determined by geometric information
- Know the sum of angles at a point, on a straight line and in a triangle, and recognise vertically opposite angles
- Construct a triangle given two sides and the included angle

Measure accurately using appropriate units, interpret and compare scales

- Convert between related metric units using decimals to three places, e.g. convert 1375 mm to 1.375 m, or vice versa
- Read and interpret scales on a range of measuring instruments; compare readings on different scales, e.g. when using different instruments
- Calculate the area of right-angled triangles given the lengths of the two perpendicular sides,
- Process, present and interpret data to pose and answer questions
- Understand and use the probability scale from 0 to 1; find and justify probabilities based on equally likely outcomes in simple contexts
- Analyse data from surveys and practical experiments by selecting, processing, presenting and interpreting data; plan how to collect and organise small sets of data; construct, on paper and using ICT, graphs and diagrams to represent data; compare proportions in two pie charts with different totals; identify ways of extending the survey or experiment
- Write a short report of a statistical enquiry and illustrate with appropriate diagrams, graphs and charts, using ICT as appropriate; justify the choice of what is presented.

Science in Form 6

Interdependence and Adaptation

In this unit children will extend their knowledge of the way in which plants and animals in different habitats depend upon each other and are suited to their environment. They will relate feeding relationships to knowledge of plant nutrition. *Experimental and investigative work focuses on: making careful observations and measurements, using results to draw conclusions and suggesting explanations for these and using scientific knowledge and understanding.*

Reversible and Irreversible Reactions

This unit brings together and consolidates work that the children have done before on reversible changes eg melting, freezing, evaporating, dissolving, condensing, and introduces burning as a change that cannot be reversed and, like other irreversible changes, produces new materials.

Experimental and investigative work focuses on: making careful observations, suggesting explanations for observations and using scientific knowledge and understanding.

How We See Things

In this unit children will learn that mirrors and shiny surfaces alter the direction in which light travels and that when they see objects, light enters the eye. Children will contrast reflection and shadow formation. *Experimental and investigative work focuses on: planning and carrying out a fair test, making observations and measurements, recognising when to repeat measurements, presenting results in line graphs and identifying patterns in data.*

Changing Circuits

This unit is designed to revise concepts to which children have been introduced in Year 2 and Year 4. The unit will consolidate children's knowledge of materials which are electrical conductors, extends understanding of ways in which the brightness of bulbs or speed of motors in a circuit can be changed and will develop children's understanding of the value of using conventional symbols for communication. *This unit provides opportunities for children to carry out investigations relating to electrical circuits.*

Forces in Action

In this unit children will apply their knowledge of a variety of forces, including magnetic attraction, gravitational attraction and friction. Children will learn about the changes in motion, which occur when forces act on an object. They will consolidate their understanding that forces have direction and can be measured. *Experimental and investigative work focuses on: making and repeating measurements, considering patterns in results, representing data in line graphs and using results to draw conclusions.*

More About Dissolving

This unit will consolidate and extend children's understanding of what happens when a variety of solids dissolve. *Experimental and investigative work focuses on: making and testing predictions, planning a fair test, repeating observations and measurements and evaluating these, representing data in line graphs and interpreting what these show.*

Sex Education

Parents will receive more detailed information about this topic prior to these lessons.

Geography in Form 6

Rivers

- The Water Cycle
- What happens to precipitation when it reaches the ground?
- Major rivers of the World and UK
- Course of a river from source to mouth
- Processes of erosion, transportation and deposition
- Formation of river features such as meander, ox-bow lake, waterfall, delta
- Field Trip to Epping Forest to carry out stream survey
- Ways in which man uses rivers

Mountains

- Introduction to plate tectonics
- Ways in which mountains are formed
- Major mountain ranges of the World
- Interpretation of contour lines
- Climatic changes that occur with increasing altitude
- How plants, animals and people adapt to conditions at high altitudes
- Safety awareness for expeditions to mountainous areas
- Ways in which man uses the mountains

Europe

- Mapping of major countries and their capitals
- Mapping of main physical features and climatic zones
- Research into a European country of their choice
- The E.U.
 - its development and function
 - member countries
 - pros and cons of belonging
- Study of contrasting European locations including Southern Spain, Alpine France, Arctic Sweden, the River Rhine and the lowlands of The Netherlands.

History in Form 6

World War 2 ‘Children in World War 2’

- The impact that World War 2 had on society, particularly children.
- Causes of the war.
- Evacuation and what it meant to the children.
- Find out about: The Battle of Britain, Blitz, D-Day.
- Consider propaganda posters that gave out mixed messages.
- Rationing –what did it mean for ordinary people?

The Victorians: ‘Children in Victorian Time’

- When was the Victorian era?
- Who were the Victorians?
- What was Queen Victoria like and how long did she reign?
- Other famous Victorians.
- What the Victorians did for us?
- The Industrial Revolution.
- Comparing the lives of children, both rich and poor.
- Trip to Colne Valley Railway.

Art, Design & Technology in Form 6

Drawing & Painting

- Making detailed, analytical observational drawings of fruit and vegetables
- Enlarging own drawings and using selected media to develop work.
- Using an OHP to enlarge selected photographic portraits.
- Investigating the visual element of tone.
- Responding to portraits from different times and styles.
- To explore line, shape, colour and texture in response to the work of Patrick Heron.
- To develop own work in response to the work of the Cubists

3D

- Responding to the reclining figure work of Henry Moore.
- Researching the work of craftspeople and designers working in different times and cultures for making a series of Celtic clay pendants and ethnic masks from brown, gummed tape.

Collagé

- Creating a collagéd response to the work of Gustav Klimt.
- Responding to the Cubist Figurative work of Pablo Picasso.

Print-making

- Developing unique state prints with Press Print reduction blocks and coloured tissue, using natural form as a starting point.

Bridges/Animal Shelters

- Learning about structures that can fail when loaded
- Using techniques for reinforcing and strengthening.
- Exploring the strength of tubes as a construction material and textiles as a suitable cover for a framework.
- Designing and constructing a framework-type bridge or animal shelter for an identified purpose.

Hovercraft

- Considering how material properties influence material selection and it's working properties.
- Learning how to shape and joint polystyrene, card and wood, and also assemble an electric circuit incorporating a motor, battery and switch.
- Evaluating the finished product by comparing it to a commercial hovercraft
- Modifying the model in light of observations, leading to an improved design.

How could a carrier make the job easier?

- Developing a carrier that has been designed to make carrying easier and more comfortable. Learning about the problems of carrying.
- Investigating the structure and performance of paper carrier bags.
- Considering the appearance and sustainability of carrier bags used for shopping.
- Exploring other carriers.

Developing interactive multimedia software

- Designing and building a software presentation for an audience of younger children to teach them about the safe use of tools in the classroom.
- Learning about the range of tools used for design & technology across the school age range.
- Exploring and evaluating the features of existing educational software.
- Finding out and analysing the needs and preferences of the user group.
- Using authoring software to design a multimedia educational resource.

Information and Communication Technology in Form 6

Spreadsheet modelling

- Exploring mathematical models and testing results.

- Entering formulae into the spreadsheet to find area of a rectangle.
- Copying cells and creating graphs from sports results
- Changing data to answer 'What if...?' questions.

Multimedia presentation

- Exploring CD-ROMs/websites for the range of media.
- Designing multimedia pages.
- Making a page of sounds.
- Making links between pages.
- Organising, refining and presenting information in different forms through the publication of a presentation, which includes images, sounds and text.

Analysing data and asking questions: using complex searches

- Searching a database on monarchs using '=', '<' and '=,>'.
- Searching a database on planets using 'AND'.
- Search a database on UK cities using 'OR'.
- Finding helpful information about a city (York).
- Using ICT to test hypothesis using created database on birds.

Evaluating information, checking accuracy and questioning plausibility

- Identifying and correcting implausible and inaccurate data in prepared datafile.

Digital Photography and DTP

- Use a digital camera creatively to take a series of photographs on a given theme, upload and present them, using PowerPoint.
- Making corrective adjustments to poor photographs
- Using masks, filters and effects
- Creatively using a variety of photographic and digital effects to create a 'collagéd' poster

Internet Safety

- How to have fun
- How to stay in control
- How to report a problem

Control, Modelling and Animation

- Programming, procedures and modules using 'Scratch'
- Using 'Scratch to make a 'Pong' game, 'Pac-Man' and a simple version of 'Angry Birds'

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 6

The children will have the opportunity to examine the importance of the complex relationships and practices that are involved in being a member of today's society. By exploring personal, social, political, moral and cultural experiences, pupils can acquire knowledge, understanding, skills and values that will help them become aware of their own identity and the importance of their contribution to our future. It will, hopefully enable them to become informed, active and responsible citizens.

All About Me

- What are your ambitions for Form 6?
- How are you going to achieve these aims?
- What responsibilities do you have?

Giving Your Points Of View

- How do issues and other people's opinions affect you?
- The importance of listening to what other people have to say
- Class debate on fox-hunting

Interpreting Right & Wrong

- Dealing with issues relating to peer pressure
- How the media presents information (eg, is it right that 'body size' & 'shape' of famous people should be in the news)

Making Rules & Laws

- Why and how are rules made and enforced?
- Different rules and different situations

Rights & Responsibilities In The Community

- Look at different kinds of responsibilities, rights and duties at home, at school and in the community
- To look at crimes regularly committed in the community and suggest crime prevention strategies
- To identify possible solutions to local problems (eg, litter, graffiti & vandalism)

Dealing With Bullying

- What is bullying and why do people do it?
- To try and understand the feelings of bullies and the people being bullied
- To identify strategies for dealing with bullying through peer intervention

Celebrating Variety

- To recognise that diversity is a valuable element in society
- To appreciate that stereotyping by religion, colour, race age, gender or disability happens but is fundamentally wrong
- To understand that people have many basic similarities
- To accept that everyone is entitled to respect

Pressure Groups

- To develop awareness about ways in which individuals can act to change policy and practice
- To examine personal and social values
- To develop understanding about the purposes and actions of pressure groups

Making A Difference

- What is a democracy and what are our roles within one?
- Are groups more influential than individuals?
- Why is information and research important before deciding upon a course of action?

Changes During Puberty

- To develop the children's understanding about the changes that take place in their bodies as they approach puberty
- To develop awareness that these changes should be associated with the development of the capacity to reproduce

Personal Safety

- To develop the children's understanding of the risks in different situations and to help them avoid putting themselves at risk
- To develop their awareness about where they can get help if necessary and from whom

Coping With Pressure

- To develop the children's ability to recognise when someone is putting pressure on them to take actions that are risky
- To develop their awareness of the ways in which feelings can affect the decisions they make
- To help the children develop strategies to cope with pressure from different sources

Drugs

- To discuss the reasons why people try drugs
- To develop the children's confidence in making their own well-informed choices
- To develop their awareness that some drugs are used as medicines

Beating The Bugs

- To develop the children's understanding of some of the ways in which bacteria and viruses can enter their bodies and the routines that help to prevent this happening
- To develop their knowledge of some of the illnesses and infections caused by bacteria and viruses

Moving On

- The children need to be aware that it is normal to feel a mixture of pleasant expectation and serious anxiety when approaching change
- To encourage discussion about their worries about changing schools
- To explore strategies for maintaining friendships

Religious Education in Form 6

Autumn Term

- Helen Keller
- The Bible library contains many different kinds of writing
- Introduction to the Bible
- Aesop's Fables
- The story of Ruth and Naomi
- Harvest Festival.
- David and Goliath
- David, shepherd boy and musician
- The Wisdom of Solomon
- Elijah
- Daniel
- Old Testament Predictions of Jesus
- Gospel accounts of the Nativity compared

Spring Term

- The Epiphany
- Albert Einstein Esther
- The Creation of the modern state of Israel
- The Covenant
- By the Rivers of Babylon
- The story of the siege of Masada
- Prejudice and persecution and The Jewish Diaspora and the centuries of persecution
- The synagogue
- The Torah and Tallit
- The Easter story

Summer Term

- William Wilberforce
- Pentecost
- Feeding of the five thousand
- Conversion of Paul
- The Lord's Prayer
- The Church as a worldwide community of believers

- Christian baptism
- Confirmation and First Holy Communion
- Leavers Service

MFL in Form 6 (French; German)

French: Vocabulary and grammar topics

Autumn / Spring Term - Unit 10: En ville (In town)

- Places / buildings / shops in the town
- Asking the way
- Understanding and giving directions
- Revising: nos. 1-100, the alphabet, basic personal information
- Shopping role plays: money and prices (euros), quantities
- Cultural: Noël

Spring Term - Unit 11: J'habite (I live in ..)

- Describing places where people live: countries, areas, buildings
- Describing the house: rooms
- Describing the house: furniture

Summer Term - Unit 12: Le monde (The world)

- France and its geography: towns, rivers, mountains, seas / oceans
- Countries and capitals of Europe / the world
- French-speaking countries of the world
- Using points of the compass to locate places
- Understanding weather forecasts
- Asking / stating travel destinations using 'aller' (to go) and methods of transport

German: Introductory (Spring (ii) and Summer Term)

- Greetings & courtesy
- Asking / saying how you feel
- Asking / saying your name
- Easter vocabulary
- Asking / saying your age
- Asking / saying where you live
- Nos. 0-30
- Days of the week
- My family
- Asking about and describing the weather
- German alphabet
- Colours

Music in Form 6

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

- Songwriter: Exploring lyrics and melody
- Exploring rhythm and pulse

Summer Term

- Major and Minor
- Performing together

<p><u>Christmas Term - First half</u> <u>Unit of work: Roundabout – Exploring rounds</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> • About the effect of different pitched notes together • To sing a round in four parts and accompany it with a three note chord • How to find given notes on a pitched instrument 	<p><u>Christmas Term - Second half</u> <u>Unit of work: Journey into Space – Exploring sound sources</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> • About different textures in music • How pitched notes when combined can sound relaxed or tense • How to select sound sources and resources to achieve intended effects • To focus their listening and use musical vocabulary to describe it
<p><u>Easter Term-First half</u> <u>Unit of work: Songwriter – Exploring lyrics and melody</u></p> <p>Children should learn:</p> <ul style="list-style-type: none"> • About how a melody can reflect the lyrics • What is meant by ‘lyrics’ • How lyrics can have a social and cultural significance • How musical structures are used in songs • About writing songs 	<p><u>Easter Term - Second half</u> <u>Unit of Work: Cyclic Patterns -Exploring rhythm and pulse</u></p> <p>Children should learn:</p> <ul style="list-style-type: none"> • About cyclic patterns • That percussion instruments can produce a wide range of sounds • How a variety of patterns fit together • To expand rhythmic ideas
<p><u>Summer term - First half</u> <u>Unit of Work: Stars, hide your fires – Performing together</u></p> <p>Children should learn:</p> <ul style="list-style-type: none"> • About the context of songs selected • How to sing in two parts • How to play an instrumental accompaniment • How to practice and rehearse individually and as a class 	<p><u>Summer Term – Second half</u> <u>Unit of work: Who Knows – exploring musical processes</u></p> <p>Children should learn:</p> <ul style="list-style-type: none"> • How music is composed from a variety of different sources • How sounds can be used descriptively • How sounds can be described using symbols • That pitched notes can be organised into a melody • To use a variety of starting points to create a composition