



CURRICULUM DIRECTORY

Year 5

2018-2019



**Lancing College Preparatory School at Worthing
Broadwater Road, Worthing, West Sussex, BN14 8HU**

Tel: 01903 201123

Email: worthing@lancing.org.uk

Website: lancingcollege.co.uk

Introduction

We believe that a good education stems from a successful partnership between home and school. The purpose of this Directory is to outline for you, the parent, what we at Lancing Prep at Worthing will teach your child during this next academic year. On the following pages you will find the aims of each curriculum subject and details of the knowledge and skills which will be taught.

The Directory describes what we expect a child at our school to know and what he/she should be able to do with this knowledge in each subject in the school year. It also outlines the important aims and values which underpin our curriculum. We hope you find it of interest and that the content helps us to work together to support and encourage your child to make progress and achieve their potential at Lancing College Prep at Worthing.

Stephanie Salter
Deputy Head

Curriculum

Lancing Prep at Worthing provides full-time, supervised education and a programme of activities appropriate for the needs of all its pupils of compulsory school age. This provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education

Our school's curriculum includes all the planned activities that we organise in order to promote learning and personal growth and development, and also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' - what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others, while at the same time developing their knowledge and skills, in order to achieve their true potential.

Subject matter is appropriate for the ages and aptitudes of pupils, including any with additional learning needs and Education Health Care Plans, and we seek the highest standards of attainment for all our children.

We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners who ask appropriate questions in order to deepen understanding. Above all we believe in making learning enjoyable and rewarding.

Aims

The aims of our main school curriculum are:

- to enable all children to learn, make progress and develop their skills to the best of their ability, including those who are on the registers for Able, Gifted and Talented, SEND and EAL.
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning
- to teach children the appropriate skills of speaking, listening, literacy, numeracy and computing
- to enable children to be creative and to develop their own intellectually curious thinking skills
- to teach children about the developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage
- to help children to have respect and pride in the fundamental British values of democracy, the rule of law and individual liberty
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society, to show mutual respect and tolerance of those with different faiths and beliefs
- to enable children to be positive citizens
- to teach National Curriculum Subjects
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to help children understand how to have a healthy lifestyle
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others

Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives, thereby preparing them for the opportunities, responsibilities and experiences of adult life in the 21st Century. We aim for our children to become flexible and resilient learners who enjoy challenge and recognise that sometimes they learn most when making mistakes.

These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We want to enable each person to be successful, and we provide equal opportunities for all our pupils, paying particular regard to the protected characteristics of gender, race, religion or belief, sex and sexual orientation as set out in the Equality Act of 2010.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Organisation and Planning

The school is divided into three departments; Nursery, Pre-prep (Reception, Years 1 and 2) and Prep (Years 3 to 8).

In Nursery (children below compulsory school age) and Reception our aim is for children to learn through play and discovery and the curriculum is designed to meet the criteria outlined in the EYFS framework. Learning is planned by our Nursery teacher and Reception teacher and stems from the children's own interests and lines of enquiry. Specific learning objectives are designed around the EYFS seven areas of learning, namely the three prime areas (Communication and Language, Physical Development, Personal, Social and Emotional Development) and four specific areas (Literacy, Maths, Understanding of the World and Expressive Arts and Design). All areas are delivered through a balance of adult led and child initiated activities. Our programme is designed to be broad and challenging to allow each child to develop their talents fully and is appropriate to their educational needs.

The teaching of reading is a priority in our school and our standards are very high. Children are introduced to phonics in Nursery and this programme continues into Reception where the children quickly learn to blend sounds to read words. Great emphasis is placed upon the enjoyment and understanding of the written word.

In Years 1 to 6 the school's curriculum broadly follows the requirements set out in the new National Curriculum. Within this we have the flexibility to provide an enriched educational experience which is wider and deeper than that prescribed. All year groups have discrete lessons in literacy and numeracy but science and humanities subjects are sometimes integrated into topics in younger years.

In October of Year 6 all current pupils are invited to sit ISEB Pretests as part of the Lancing Advance Programme. This is followed by an 'Experience' assessment day at the college in January.

In January of Year 6, all current pupils and prospective pupils from other schools are invited to sit for 11+ academic scholarships. These take the form of cognitive analytical tests in verbal reasoning, quantitative (mathematical) reasoning and non-verbal reasoning as well as a piece of independent writing.

In Years 7 and 8 the curriculum has been designed to support preparation for the ISEB Common Entrance and Common Academic Scholarship examinations, which prepares them for entry to most public schools and lays excellent foundations for success at GCSE.

Curriculum Areas

Our curriculum provides pupils with a wide range of educational experiences in the following areas:

Literacy skills are predominantly delivered through the English curriculum but are also developed throughout all curricular and extra-curricular subjects. Drama is taught as part of the English Curriculum and is an important vehicle to aid the development of speaking and listening skills. Children are also encouraged to speak in public in a range of contexts throughout their time at our school.

Numeracy skills are mainly delivered through the mathematics curriculum and this enables pupils to use and apply mathematics, understand shape, measures and data handling, develop a capacity for logical thinking and express themselves independently using number.

Languages are taught through French (from Year 2) and Latin (from Year 4). From September 2018 pupils in Year 7 will also learn Spanish and German at Lancing College whilst continuing with French at our school. There is a language readiness programme for children in Reception and Year 1 which seeks to develop interest, enthusiasm and listening skills. Children are introduced to French, German and Spanish. We seek to provide opportunities for children to learn other languages in after school clubs.

Science is delivered through the science curriculum. This enables pupils to increase their knowledge and understanding of Biology, Chemistry and Physics and develop enquiry skills, form hypotheses, conduct experiments and record their findings. The younger children use their classroom for their science lessons while the older children use the science laboratory.

Technological skills are developed in computing, where pupils use a broad range of packages to programme, communicate ideas, organise data and research through the internet. Pupils are encouraged to use skills learnt in computing in humanities projects completed in Years 5 to 8. In DT pupils are able to produce high quality products, evaluating their processes and methods.

Human and Social Education is taught throughout the curriculum and in particular through PSHE (Personal, Social, Health and Economic Education). This takes place in discrete lessons as well as through academic subjects, a programme of assemblies and speakers. PSHE education is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives. It reflects the school's aims, namely to be kind, to love learning and to go out into the world and do good through circle time and through topics such as our whole school Anti Bullying week in November each year; 'Thinking about ways to look after each other' in year 3; 'Successful revision strategies' in year 7; 'Understanding democracy' in year 6. The PSHE programme is enriched by completing a

Cultural Passport; each year group has a different passport containing new experiences and challenges such as: listen and move to a piece of classical music in Reception; raise a small amount of money for charity in Year 3; or teach yourself how to order a meal in a new language in Year 7. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. We have a series of assemblies where speakers are invited to talk about the jobs they do and their journeys to this point. Speakers – both male and female - have included a vet, a paediatrician, the chairman of a local football club, a fire officer, someone who works in finance in the city, a local radio newsreader and someone who works for a local community project. Pupils are always given opportunities to ask their own questions. For our pupils in year 7 and 8 this provides them with up-to-date careers advice, presented in an impartial manner, enables them to start to make informed choices about a broad range of career options, encouraging them to fulfil their potential.

The **Physical Education** curriculum and the Games programme enables all pupils to participate in a wide range of sporting and physical pursuits. In science pupils are taught about the need for a balanced diet and healthy eating. This is further reinforced by the staff team who monitor lunch times and occasionally through assemblies.

Aesthetic and creative education is delivered through Art and Design where a broad range of media and approaches are explored. The creative education of our pupils is also delivered through the music curriculum and our drama provision. We have a Junior Choir and a Senior Choir, so that all children from Years 3-8 sing, and a large school orchestra. In addition, all our children in Years 3 to 6 learn to play the recorder which provides an excellent foundation for learning another musical instrument. Visiting peripatetic music teachers provide instrumental lessons in brass, woodwind, violin, piano and guitar and there are various formal and informal concerts throughout the year. A visiting peripatetic drama teacher is a member of our community and she prepares children for LAMDA examinations and festivals as well as supporting the staff with our school drama and musical productions.

Planning across the school is completed to an agreed format and contains details of the work to be covered. Detailed short term planning is carried out by the class teacher / subject teacher; this includes differentiation to meet the needs of those needing extension or support.

All pupils in Prep have a single 'Learn to Learn' lesson on their weekly timetable. During this time the children explore the type of learner they are and the ways in which they learn best; they will experiment with different strategies for making the learning stick when it comes to tests and exams; there will also be opportunities to develop teamwork skills and for independent study, projects and presentations. We are very excited about this addition to the timetable and confident that the lesson will help all the children in their journeys to become powerful, independent, motivated learners.

The Curriculum and Inclusion

All pupils at Lancing Prep at Worthing learn and make progress. The curriculum in our school is designed and differentiated so as to provide access and opportunity for all pupils who

attend the school, whatever their needs. A variety of teaching and learning methods is used to suit the different needs and learning styles of individuals. We offer pupils in our older years Learning English instead of Latin if it is felt the extra focus on addressing areas of difficulty in English which impact on the whole curriculum would suit their needs rather than studying an additional examined subject.

Roles and Responsibilities

The curriculum is monitored by the Deputy Head, although responsibilities are delegated as follows:

Heads of Subject

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor all planning documents in that subject area
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

Regular curriculum meetings take place, which focus on specific curriculum issues. Further details about our curriculum can be found in the Curriculum Directory for the relevant year group.

The Governors monitor the success of the curriculum and the Education Committee meets each term.

Stephanie Salter
June 2018

Additional Needs

Equal Opportunities

We aim for all our children to feel secure, included and valued. Each child is unique and will be treated as an individual regardless of gender, race, culture, disability, family background, home language, religion and special needs.

EAL: Pupils for whom English is an Additional Language

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach, including ethos, curriculum, education against racism and promoting language awareness.

Special Educational Needs and Disabilities (SEND)

At Lancing College Prep School in Worthing, the children are taught in small classes; this means that in almost all lessons work can be differentiated to meet the needs of all the pupils. For those who have specific difficulties, additional support can be provided to help them access the curriculum. There is an additional charge for this service from Year 4. Mrs Pelling is the Head of Learning Support and she oversees any extra support needed.

Additional support is usually one-to-one with pupils withdrawn from class. The level of support is regularly reviewed and modified to suit the needs of the pupil. We aim to keep you fully informed of your child's needs and progress. Communicating effectively and regularly helps to create the best possible learning experience for your son or daughter.

In Year 2 we use Lucid Rapid, a widely used computerised assessment, to identify if a pupil has the sort of difficulties indicative of dyslexia. This is not a diagnostic test but rather generates a report, which indicates the probability of dyslexia as 'very high', 'high', 'moderate' or 'low'. It is crucial that we identify any specific learning difficulties as early as possible in order to best support your child, and these probability indicators will be hugely beneficial. Parents are subsequently invited, if needed, to meet with Mrs Pelling to discuss any follow-up arrangements.

Occasionally, we may ask you to obtain an Educational Psychologist's report for your child. This helps us to understand your child's specific needs and implement the most effective strategy to aid his or her learning.

Able, Gifted and Talented

As an unashamedly academic school we are committed to providing an environment which challenges and encourages all pupils to maximise their potential, including pupils who we identify as being more able.

A more able pupil is one whose ability in any subject is significantly and consistently above the expectation for their age.

More able pupils are provided with extension and enrichment opportunities within lessons, school activities and through participation in competitions and events with which our school is

involved.

These opportunities are not necessarily exclusively offered to those pupils on our A, G and T list as we recognise the part interest and enthusiasm can play in achievement; a child who is intrinsically interested in science or who has a passion for history may well enjoy these challenging activities too.

Mrs Salter, Deputy Head, is the Able, Gifted and Talented Co-ordinator.

Assessment, Examinations and Reporting to Parents

Throughout the year pupils' written work, practical performance, oral communication and written tests are continually assessed by teachers. Records of these assessments are maintained by the teachers.

Until July 2015 we used the attainment level descriptors from the old National Curriculum to measure pupils' attainment and track progress. We now use expectations for the year as detailed in our Curriculum Directory as the basis for assessment criteria:

Achievement:

A* Mastery level

Securely meets the expectations for the year when working independently and follows own lines of enquiry. Works at a greater depth than most of his or her peers

A Secure

Meets the expectations for the year when working independently

B Developing

Working towards meeting the expectations for the year when working independently and needs support to meet these expectations.

C Emerging

Securely meets expectations for previous year groups but does not yet meet the expectations for the current year.

The following effort grades are also used:

Effort:

1 Outstanding effort

2 Good effort

3 More effort could have been made regarding accuracy, amount of work produced and personal organisation to complete work

These assessment grades are used to grade pupils' work in exercise books in the Prep School. They are also used on reports and mid term grade sheets, which are sent home to parents during the academic year.

The criteria contained in each subject's Curriculum Map in this directory will also be used to set 'next step' targets for pupils. These targets are set in numeracy and literacy for all pupils and in other subjects as appropriate for older pupils.

Exams and Formal Assessments

Children entering Reception complete electronic baseline tests individually with the class teacher during the initial weeks of the autumn term. These tests focus on the very basics of learning such as counting, picture, number and letter recognition and provide an initial platform from which, alongside other assessments, progress can be measured in future years.

Children in Reception, Year 1 and Year 2 do not have any formal examinations.

Children in Years 3 and 4 sit tests in English and mathematics in November and May. These tests are based on our Year 3 and Year 4 curriculum and assess the children's knowledge and understanding of concepts taught throughout the year. The results are published on the pupils' Christmas exam reports and end of year reports.

Children in Years 5 and 6 sit exams twice a year in November and May. These tests are based on the relevant curriculum and assess the children's knowledge and understanding of concepts taught. The results are published on the pupils' Christmas exam reports and end of year reports.

In Year 7 pupils sit exams twice a year in November and May. These are based on the relevant curriculum and but are often ISEB CE type questions.

Children in Years 1 to 7 take standardised tests in maths and English skills (grammar, punctuation and spelling) and reading in May. These tests produce standard age scores, which enable us to track progress year on year and to compare the achievements of our pupils with pupils nationally.

Children in Year 1 take the Salford Sentence Reading test, which yields both a reading age and reading comprehension age as well as standard age scores. This test is repeated in the spring term of every year until the child is off the scale. It enables us to track reading ages and highlights any discrepancies between reading accuracy and reading comprehension, which informs future teaching.

In Year 8 pupils sit exams three times a year, mock exams in November and March and entrance exams in May/June. These are Independent Schools Examinations Board (ISEB) Common Entrance or Common Academic Scholarship papers.

The Independent Schools Examinations Board devises and regularly monitors the syllabuses for the Common Entrance (CE) examinations at 13+, and the Common Academic Scholarship (CAS) Examinations at 13+.

CE and CAS are used for assessing boys and girls who transfer to senior schools at the age of 13+ when the children reach the end of Year 8. The papers are set by examiners appointed by the Board and the examinations take place in the summer term of Year 8. The answers are marked by the senior school for which a pupil is entered.

At Lancing College Prep at Worthing great care is taken to ensure that pupils are entered for papers which will enable them to reveal their full potential. For some the rigour and challenge

of a scholarship or higher level paper will diminish their chances of success and we politely request that you trust our professional judgment on this issue.

Examination dates 2018

Common Entrance and Common Academic Scholarship papers must be taken on the dates fixed by the Board.

Common Entrance:

14-19 May - French listening and speaking, mental maths

5 - 8 June – all written papers

(Closing date for entry 1st March)

Common Academic Scholarship:

7-9 May – all written papers

The school also uses the results of standardised tests in reading, maths, verbal, non-verbal and spatial reasoning to help identify strengths, weaknesses and preferred learning styles of all pupils in the Prep department.

Reporting to parents

Throughout the year there are regular opportunities for you to meet in person with your child's teachers and to receive information and reports about any assessments taken and your child's progress in relation to the knowledge and skills detailed in each subject's Curriculum Map within this Directory.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Parents Evening			Parents Evening		
Reception	Parents Evening			Parents Evening		Full Report
Years 1 and 2	Parents Evening			Parents Evening. Results of Salford Sentence Reading Test.		Full Report
Years 3 to 7	Mid-Term Grade Sheet issued. Parents Evening.	Exam Report issued	Exam Concerns Parents Evening (on request) Mid-Term Grade Sheet issued	Parents Evening. Results of Salford Sentence Reading Test		Full Report

				(where taken) Results of CATs standardised tests. (where taken)		
Year 8	Mid-Term Grade Sheet issued. Results of CATs standardised tests.	Parents Evening post mock exams. Exam Report issued	Mid-Term Grade Sheet issued	Parents Evening post mock exams		Full Report

Parents are, of course, welcome to make an appointment with their child's teacher in any subject at any time should the need arise.

Timetable for Yr 5

5L	Monday	Tuesday	Wednesday	Thursday	Friday
Registration 08:30 - 08:40	Registration - Year 5 Mrs Lloyd Art/DT Room	Registration - Year 5 Mrs Lloyd Art/DT Room	Registration - Year 5 Mrs Lloyd Art/DT Room	Registration - Year 5 Mrs Lloyd Art/DT Room	Registration - Year 5 Mrs Lloyd Art/DT Room
Period 1 08:40 - 09:15	Celebration Assembly Mrs Beeby Main School Hall	Housepoints 5L Mrs Lloyd Art/DT Room	Maths Y5 Miss Standing F23	<u>Eucharist</u> Mrs Lloyd Main School Hall	Speaker Assembly/DEAR/Friday Ass Mrs Milling Main School Hall
Period 2 09:15 - 09:50	<u>Art/DT Y5</u> Mrs Lloyd Art/DT Room	English Y5 Mrs Pelling G43	Maths Y5 Miss Standing F23	Music Y5 Mrs Goodson Music Room	Maths Y5 Miss Standing F23
Period 3 09:50 - 10:25	<u>Art/DT Y5</u> Mrs Lloyd Art/DT Room	Maths Y5 Miss Standing F23	English Y5 Mrs Pelling F08	Music Y5 Mrs Goodson Music Room	Maths Y5 Miss Standing F23
Break 10:25 - 10:45					
Period 4 10:45 - 11:20	Maths Y5 Miss Standing F23	Maths Y5 Miss Standing F23	Drama Y5 Mr Grimshaw Main School Hall	English Y5 Mrs Pelling G43	Geography Y5 Mr Lucas G23
Period 5 11:20 - 11:55	Geography Y5 Mr Lucas G23	History Y5 Mr Grimshaw F31	Learn to Learn Y5 Mr Grimshaw F31	Latin Y5 Mrs Hardisty G43	French Y5 Mrs Salter F10
Period 6 11:55 - 12:30	French Y5 Mrs Salter F10	History Y5 Mr Grimshaw F31	<u>Art/DT Y5</u> Mrs Lloyd Art/DT Room	English Y5 Mrs Pelling F10	Religion Ethics Philosophy Y5 Mr Grimshaw F31
Period 7 12:30 - 13:05	Maths Y5 Miss Standing F23	English Y5 Mrs Pelling F10	<u>Art/DT Y5</u> Mrs Lloyd Art/DT Room	English Y5 Mrs Pelling F10	Religion Ethics Philosophy Y5 Mr Grimshaw F31
Break 13:05 - 14:00					
Period 8 14:00 - 14:35	Computing Y5 Mrs Lloyd IT Room	Choir - Year 5 and 6 Mrs Goodson Main School Hall	<u>PE - Group Years 5-8 Boys</u> Mr Richards Gym	Physical Education Y5 Miss Standing Gym	PSHE Y5 Mrs Milling F10
Period 9 14:35 - 15:10	<u>PE - Group Years 5 and 6 Boys</u> Mr Payne Gym	Science Y5 Mr Lucas G23	<u>PE - Group Years 5-8 Boys</u> Mr Richards Gym	Science Y5 Mr Lucas G23	<u>English Y5</u> Mrs Coggin F10
Period 10 15:10 - 15:45	<u>PE - Group Years 5 and 6 Boys</u> Mr Payne Gym	Science Y5 Mr Lucas G23	<u>PE - Group Years 5-8 Boys</u> Mr Richards Gym	Science Y5 Mr Lucas G23	English Y5 Mrs Pelling F10
Form Time 15:45 - 16:00	Form Time - Year 5 Mrs Lloyd Art/DT Room	Form Time - Year 5 Mrs Lloyd Art/DT Room	Form Time - Year 5 Mrs Lloyd Art/DT Room	Form Time - Year 5 Mrs Lloyd Art/DT Room	Form Time - Year 5 Mrs Lloyd Art/DT Room

Homework

Homework plays an important part in children's academic and personal development. All pupils are expected to complete homework tasks of one form or another, designed to support and extend their work in class. Prep pupils are expected to spend up to 30 minutes on each piece of homework. In the case of learning homework we would always advocate spending 3 x 10 minutes over a several days revisiting and revisiting the knowledge or skills to be learnt.

In setting homework we aim to

- consolidate learning and understanding of work at school
- complete pre-learning tasks prior to a lesson
- promote an interest in learning more
- develop independence
- promote effective research skills
- promote resourcefulness
- promote organisation skills
- provide a positive, informative link between home and school
- practise effectively committing knowledge and skills to memory in preparation for tests and exams

We aim to work with you so that your child can successfully complete his/her homework. If you have any concerns about homework please contact the teacher concerned via e-mail.

Homework is based on work studied at school and is set in line with the school curriculum. From Year 5, pupils may be asked to use homework time to complete projects in humanities subjects; where this is the case, teachers will initially direct pupils to completing a certain task each week and always ensure pupils have sufficient homework 'slots' to complete the project. Where necessary, teachers will differentiate homework tasks in line with pupils' abilities.

Homework time is also an ideal opportunity for pupils to 'delve deeper', independently following their own lines of enquiry and interest and thereby acquiring lifelong positive learning habits. Teachers will occasionally set 'delving deeper' homework, which will provide pupils with the opportunity to enjoy doing just this. In order to facilitate this, teachers will provide a list of suggested resources linked to the current topic(s) which could be used for this purpose:

Fiction and non-fiction books

Local places to visit/ events to attend

Apps

Websites

DVDs / TV programmes available

Pupils may choose to briefly share anything interesting they enjoyed discovering in a manner of their choosing - for example a leaflet/photos from somewhere visited, a book recommendation or some interesting facts gleaned from their research.

In the period immediately prior to exams teachers will set revision activities for children to complete during homework time. They will also issue a Revision Sheet, which details the

knowledge and skills to be tested.

All Prep children have a Homework Diary and subject teachers will ensure details of homework tasks and homework deadlines are recorded in these. Class teachers check these diaries once a week.

All pupils from years 1 to 4 have a Reading Diary in which adults at home and school record hearing the child read.

Homework Room runs between 4.15 and 5.15 pm every day and offers Prep pupils the opportunity to complete homework at school under the supervision of a member of staff.

How you can help us at home

Please support the school in valuing the role homework plays in your child's academic and personal development. To that end we ask that you:

- Support your child regarding organisation of resources needed to complete homework and hand in by set deadlines
- Provide a suitable environment and time for the successful completion of homework
- Monitor presentation in keeping with our Presentation Guidelines
- Support your child if they are stuck, without 'taking over'
- Sign Reading Diaries every time you hear your child read
- Sign each piece of homework indicating the time taken to complete it
- Sign homework diaries each week

Homework in Year 5 2018/2019

Homework will be set as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
	English	Maths	Science	Spellings
French learning or pre-learning will be set on a Monday and tested the following Monday Occasionally French Delving Deeper homework will be set.				
Up to 30 minutes of Humanities homework – either History or Geography or REP - will be set each week. This may be an individual piece of work or an extended piece set over the course of several week. Homework may also be Delving Deeper activities.				

Homework during the following weeks 2018/2019 will be set aside for revision activities for exams:

(Revision for English, Maths, Science and French Speaking exams) w/b 8 th October, 15 th October, 5 th November, 12 th November
(Revision for French 'Badge' Speaking tests) w/b 25 th February, 4 th March, 11 th March, 18 th March)
(Revision for English, Maths, Science, French and Humanities exams) w/b 4 th March, 11 th March, 18 th March, 25 th March, 25 th April

Homework will be detailed in Homework Diaries. Please contact the relevant subject teacher if you would like homework to be e-mailed home too.

Educational Visits and Visitors 2018 to 2019

Throughout the school year educational trips are organised to exhibitions or places of particular relevance to the children's learning. Every two years there is a residential trip for children in Prep, for example, a PGL adventure holiday for the youngest pupils or a trip to France for the eldest children. Our older children (Years 6, 7 and 8) are invited to take part in an optional ski trip during the Easter holidays with children from Lancing Prep at Hove. Every opportunity is taken to enjoy live theatre where it supports and enriches the curriculum. For each trip, you will be fully informed via our Broadsheet or by email.

Occasionally a teacher may decide to take a class off the school premises to visit, for example, a local church or garden, to go ice skating at Worthing's seasonal rink or to explore the wonderful opportunities offered by Lancing College Farm. As these activities are often spontaneous, parents are not asked for permission in the way that they would be for a formal visit, and we assume that you are happy with this arrangement, unless you tell us otherwise. Once a year, usually in the summer term, we plan a whole school 'Third Generation Day' – a day we hope the children will remember fondly in their memories long enough to tell their grandchildren.

All educational visits are meticulously planned and risk assessments are undertaken to ensure the children's health and safety.

Below are the visits and visitors planned for 2018 to 2019 (this list is subject to changes and additions; please look for updates on the school calendar and weekly Broadsheet):

Year Group	Autumn	Spring	Summer
Reception	Walk to the postbox Food to Fork	Broadwater library	Wetlands, Arundel
Year 1	Littlehampton beach Littlehampton Museum workshop Worthing Museum	Worthing Museum 'Fossil Hunting' workshop in school Paradise Park, Newhaven	Short walks around Broadwater Weald and Downland Museum
Year 2	Arundel Castle		Marwell Zoo
Year 3	Portals to the Past – Stone Age workshop		Preston Manor
Year 4	Portals to the Past – Ancient Greeks workshop	Fishbourne Roman Palace Mathematics Challenge at Christ's Hospital	Pulborough Brooks
Year 5	Mathematics Challenge at Christ's Hospital	Jaws n' Claws visit	Anne of Cleves House, Lewes
Year 6	Glyndebourne Visit to see 'Cendrillon'	Magistrates in the Community	Seven Sisters Country Park

		Workshop	Newhaven Fort Lancing College Science Competition Eastbourne Tennis
Year 7	Battle Abbey Lancing College Geography Quiz Glyndebourne Visit to see 'Cendrillon'	Lancing College French Speaking Competition	Dorking (Geography project) Eastbourne Tennis
Year 8	Chichester Cathedral	Lancing College – 'Science Exam Techniques' workshop	End of year activity days/residential trip. Bignor Roman Villa Eastbourne Tennis

English

Aims

The Lancing College Prep at Worthing Curriculum for English aims to ensure that all pupils:

1. Are provided with opportunities to take part in a broad range of speaking and listening activities, so that oral work becomes the basis for written work;
2. Develop reading skills which allow for the study of multi-cultural factual writing and literature suitable for the age ranges;
3. Are able to use various kinds of written language effectively for creative expression and practical communication by extending their grammatical and syntactical skills;
4. Are provided with a secure base for the continuing study of language and literature, through the development of independent study and learning skills, including the use of libraries, reference books and IT;
5. Are provided with ample opportunities to work with a wide variety of poetry, prose, plays and factual material;
6. Find enjoyment and stimulation in every aspect of English which will encourage a positive attitude and enthusiasm throughout their lives.

Teaching Approach

In Key Stage 1 English is taught by the class teacher. In addition to the five hour slots of study, English is taught extensively in topic work. All teachers are English teachers! The lower part of Key Stage 2 English is taught by the class teacher and follows the new national curriculum guidelines. In the upper part of Key Stage 2 English is taught by a specialist in the dedicated English room as a discrete subject. In both Key Stages 1 and 2, the new national curriculum is followed along with the extra requirements of the ISEB 11+ syllabus. English in years 7 and 8 is necessarily linked to the requirements of the current Common Entrance and Common Academic Scholarship syllabuses. It is taught by a subject specialist. The department makes good use of IT resources which include the IT suite and the class sets of iPads. These are used in the planning, drafting and editing process in English but also support the process of empowering the pupils to become independent learners.

English Timetable Allocation

Year Group	Timetable Allocation	Homework Allocation
Year 1	11 x 30 minutes per week	
Year 2	11 x 30 minutes per week	
Year 3	10 x 35 minutes per week	Learning spellings, reading, occasional written
Year 4	9 x 35 minutes per week	Learning spellings, reading, occasional written
Year 5	8 x 35 minutes per week	1 per week
Year 6	7 x 35 minutes per week	1 per week
Year 7	6 x 35 minutes per week	2 per week
Year 8	7 x 35 minutes per week	2 per week

English

Knowledge	Skills
<p>Year 5 Autumn Term</p> <p>Fiction, non-fiction and poetry texts, will be used to provide a cross-curricular link with a History focus of The Tudors. Children will write diary entries and newspaper articles, and will develop inference skills through their analysis of historical texts and Tudor paintings.</p> <p>Class Reader Texts: Terry Deary's <i>Tudor Tales: The Prince, the Cook and the Cunning King</i>, <i>The Queen's Token</i> by Pamela Oldfield and <i>The Prince and the Pauper</i> retold from the Mark Twain original, will be used to explore: characters, plot, autobiographies, grammar, persuasive writing and authorial choice.</p>	<p>Reading: comprehension</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Read and discuss an increasingly wide range of fiction and non-fiction, poetry, plays, and reference books, studying texts that are structured in different ways and reading for a range of purposes.</p> <p>Compare characters, consider different accounts of the same event and discuss viewpoints.</p> <p>Continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Understand and use the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</p>
<p>Year 5 Spring Term</p> <p>Creative writing, punctuation and grammar skills will be taught through a cross-curricular link with a Geography focus of the Rainforests.</p> <p>Story planning and higher level sentence structures are taught to progress writing skills. A variety of stimuli are used including myths and legends, traditional tales, poetry, still images and short films.</p>	<p>Writing: spelling and handwriting</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Apply correct spelling of words from the year 3 & 4 statutory word list and learn spellings from year 5 & 6 statutory word list.</p>

<p>Poetry is learnt by heart and performed at a recital at the end of term.</p>	<p>Pupils will be taught to write legibly, fluently and with increasing speed.</p>
<p>Year 5 Summer Term</p>	<p>Writing: grammar, punctuation and vocabulary</p>
<p>Recount and sequenced writing are reviewed following a trip to Anne of Cleves House and a historical investigation of our school building.</p> <p>Class Reader Texts: A children’s classic novel, such as <i>The Railway Children</i> by Edith Nesbit, will be used to will be used to examine authorial choice with regard to: setting, atmosphere and character description.</p>	<p>Pupils will be taught the use of: relative clauses, modal verbs, cohesive devices and adverbials phrases. Word types such as: noun, verb, adverb, adjective and preposition will be reviewed. In addition to basic punctuation, brackets, dashes and commas to indicate parenthesis will be taught.</p> <p>Writing: Genres and Styles</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write; • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; • noting and developing initial ideas, drawing on reading and research where necessary; • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; • précising longer passages; • using a wide range of devices to build cohesion within and across paragraphs; • using further organisational and presentational devices to structure text and to guide the reader. <p>Assess the effectiveness of their own and</p>

	<p>others' writing and suggest improvements and propose changes with guidance.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
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Mathematics

Aims

The Lancing College Prep at Worthing curriculum for Mathematics aims to ensure that all pupils:

- Have a positive attitude towards mathematics and an enthusiasm for mathematical work in school.
- Use mathematics to analyse and communicate information.
- Develop mathematical understanding through practical tasks, enquiries and experiment as well as more formal mathematical tasks.
- Have a broad and balanced range of mathematical activities.
- Have an awareness of the relevance of mathematics to the whole curriculum.
- Are provided with a secure foundation to ensure a progressive development of mathematical concepts, knowledge, skills and attitudes in the future.
- Become fluent in the fundamentals of mathematics, with increasing complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalizations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication and by breaking them into a series of simpler tasks

Teaching Approach

Learning takes place in a variety of methods and approaches, all designed to make the pupils interested and enthusiastic about mathematical tasks.

In all year groups, a balance of practical, spoken, written and investigative work is used. It can be class based smaller groups, pairs or individual, differentiated activities.

Mathematics makes good use of IT to enhance and add interest to the lessons.

In Key Stage 1 a more practical based approach is taken to develop independent learners.

There is individual and group based learning. The 2, 5 and 10 times tables are covered to all at this stage and the mathematics is in line with the National Curriculum document.

Key Stage 1 is taught by the class teacher.

In Years 3 and 4, the basis is the National Curriculum. In these year groups the children do more individual working and work on times tables to 12 times. They are also introduced to more formal mental mathematics techniques. The lower Key Stage 2 children are also taught by class teachers.

In Years 5 and 6, the children are working to the National Curriculum with a variety of approaches to different mathematics being used. Year 5 is taught by the class teacher and Year 6 is taught by a subject specialist. The National Curriculum is largely followed, along with the extra requirements of the ISEB (Independent Schools' Examination Board) 11+ syllabus.

In Years 7 and 8, mathematics is linked to the requirements of the Common Entrance and Scholarship examinations. The course is taught to both the CE and Scholarship groups, in line with the current 13+ syllabus. Years 7 and 8 make use of mathematical workshops and challenges organised by Lancing College

Maths Timetable Allocation

Year Group	Timetable Allocation	Homework Allocation
Year 1	11 x 30 minutes per week	
Year 2	11 x 30 minutes per week	
Year 3	10 x 35 minutes	Learning tables, occasional written
Year 4	10 x 35 minutes	Learning tables, occasional written
Year 5	8 x 35 minutes	1 per week
Year 6	8 x 35 minutes	1 per week
Year 7	6 x 35 minutes	2 per week
Year 8	7 x 35 minutes	2 per week

Year 5 Autumn Term	
Number and place value	<p>Read, write, order and compare numbers to at least 1 000 000 and know the place value of each digit.</p> <p>Count forwards and backwards in steps of powers of 10 for any given number up to 1 000 000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive whole numbers, including zero.</p>
Number- Addition and subtraction	<p>Add and subtract whole numbers with more than 4 digits using formal, column methods.</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Solve addition and subtraction multi-step problems in context, deciding on which</p>

<p>Number- Multiplication and division</p> <p>Number- Fractions, decimals and percentages</p> <p>Measurement</p> <p>Geometry- Properties of shapes</p> <p>Geometry- Position and direction</p>	<p>Multiply numbers up to 4 digits by a one or two-digit number using a formal method.</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply and divide whole numbers and decimals by 10, 100 and 1000.</p> <p>Recognise and use square numbers and cube numbers and use the correct notation.</p> <p>Solve problems involving numbers up to three decimal places.</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p> <p>Measure and calculate the perimeter of composite, straight sided shapes in cm and m.</p> <p>Calculate and compare areas of rectangles, including correct units, and estimate the area of irregular shapes.</p> <p>Identify- angles at a point (one whole turn) (total 360°), angles at a point on a straight line (half turn) (total 180°) and other multiples of 90°.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal angles and lengths.</p>
<p>Year 5 Summer Term</p>	<p>Identify, describe and draw the position of a shape following a reflection or translation and know that the shape has not changed.</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>Solve number and practical problems that involve place value to 1 000 000.</p>
<p>Number and place value</p> <p>Number- Addition and subtraction</p>	

<p>Number- Multiplication and division</p>	<p>Use rounding to check answers to calculations and look at levels of accuracy.</p> <p>Divide numbers up to 4 digits by one-digit using a formal written method of short division and interpret remainders appropriately for the context.</p> <p>Solve problems involving multiplication and division using their knowledge of factors and multiples, squares and cubes, eg. $3 \times 270 = 3 \times 3 \times 9 \times 10 = 9^2 \times 10$</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including an understanding of the equals sign.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>
<p>Number- Fractions, decimals and percentages</p>	<p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements greater than 1 as a mixed number, eg. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$.</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by objects and diagrams.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p>
<p>Measurement</p>	<p>Estimate volume (eg. using 1cm^3 blocks to build cubes and cuboids) and capacity (using water).</p> <p>Solve problems involving converting between units of time.</p> <p>Use all four operations to solve problems involving measure, using decimal notation, including scaling.</p>
<p>Geometry- Properties of shapes</p>	<p>Identify 3-D shapes from 2-D representations.</p>
<p>Statistics</p>	<p></p>

	<p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables, including timetables.</p>
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Science

Aims

The Lancing College Prep at Worthing curriculum for Science aims to:

- Provide appropriate and stimulating scientific experiences which will encourage pupils to be interested in, and make use of the world around them now and in the future.
- Make Science a subject which pupils will enjoy in its own right, rather than a school subject necessary only for lessons.
- Foster a positive attitude to scientific enquiry and an awareness of the influence of science in everyday life.
- Deliver activities that are appropriate to need and which challenge pupils to fulfill their full potential.
- Develop pupils' investigative, decision making skills and communicative and collaborative learning skills.
- Develop a safe way of working in which pupils take an increasing responsibility for managing their own investigations safely.
- Develop a caring attitude in pupils to the environment and living things.
- Develop pupils' scientific knowledge and understanding.

Teaching Approach

In order to achieve these aims children are taught Science in a variety of different ways:

In Key Stage 1 Science is taught by the class teachers, both as part of their topic work, but also sometimes as a discrete topic. This is often backed up with practical work and topic based trips that can use the scientific knowledge taught.

In the lower part of Key Stage 2 Science is taught by the class teacher and is taught as scientific topics and includes both practical work and trips.

In the upper part of Key Stage 2 Science is taught by a science specialist in the science laboratory. It is taught as discrete scientific topics, involving the use of practical work. Year 6 pupils also attend the Lancing College Science Challenge at the end of the summer term. In both Key Stages 1 and 2 the National Curriculum is largely followed, along with the extra requirements of the ISEB (Independent Schools' Examination Board) 11+ syllabus.

Science in Years 7 and 8 is necessarily linked to the requirements of the current 13+ Common Entrance and Scholarship syllabuses. It is taught by the subject specialist and includes workshops to Lancing College to use their facilities.

The department also makes good use of IT resources and IT is used to enhance the Science topics and allow the pupils to do independent research.

Science Timetable Allocation

Year Group	Timetable Allocation	Homework Allocation
Year 1	2 x 30 minutes per week	
Year 2	2 x 30 minutes per week	
Year 3	3 x 35 minutes per week	
Year 4	3 x 35 minutes per week	1 per week
Year 5	4 x 35 minutes per week	1 per week
Year 6	4 x 35 minutes per week	1 per week
Year 7	6 x 35 minutes per week	2 per week
Year 8	6 x 35 minutes per week	2 per week

<p>Year 5 All Year Working scientifically</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments.</p>
<p>Autumn Term Properties and changes of materials - Properties of materials</p>	<p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and their response to magnets, and relate these properties to everyday</p>

<p>- Physical change</p> <p>Life cycles</p>	<p>uses of the materials. Demonstrate that dissolving, mixing and changes of state are reversible changes. Recognise that some solids dissolve in water to give solutions but some do not and the factors that effect the rate of dissolving and describe how to recover a substance from a solution.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Recognise that when physical changes take place mass is conserved.</p>
<p>Year 5 Spring Term</p>	<p>Recognise that different plants and animals are found in different habitats and how animals and plants in two different habitats are suited to their environment.</p>
<p>Separating materials</p> <p>Living things and their habitats</p> <p>Earth and space</p> <p>- Periodic changes</p>	<p>Describe the Sun, Earth and Moon as approximately spherical bodies. Describe how the position of the Sun appears to change during the day and how shadows change as this happens. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. Describe the movement of the Earth relative to the Sun and that of the Moon relative to the Earth. Describe the relative positions and movements of the Earth, Sun and planets in the Solar System and relate them to gravitational forces. Recognise that objects are pulled downwards because of the gravitational attraction between them and the Earth.</p>

- To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- To be responsible, competent, confident and creative users of information and communication technology.
- To have access to all areas of computing.
- To use computing to support and develop other learning which is taking place within other subjects.
- To develop computing as a cross curricular tool.
- To ensure that all pupils have access to, and experience of, appropriate hardware and software to enable them to achieve the highest level of competence and understanding.
- To enable pupils to work together and share ideas, and to gain the social skills necessary to work as part of a team.

Teaching Approach

Pupils are taught computing as part of regular computing lessons and also within other curriculum subjects either in the computing suite or in classrooms.

Years 1 - 4 are taught by their form tutor and Years 5 - 7 are taught by the Computing Coordinator. Whole class teaching is used to introduce the area of study followed by individual or paired work. Activities are sequenced to ensure continuity and progression. Pupils are taught through a combination of direct teaching, providing children with real experience, use of teacher-prepared materials and other software materials.

Computing Timetable Allocation

Year Group	Timetable Allocation
Year 1	2x30 minutes
Year 2	2x30 minutes
Year 3	1x35 minutes
Year 4	1x35 minutes
Year 5	1x35 minutes
Year 6	1x35 minutes
Year 7	1x35 minutes

KNOWLEDGE	SKILLS
Year 5	
<u>Computer science</u> Control or simulate physical systems Use logical reasoning to detect and correct errors in programs Understand how computer networks can provide multiple services, such as the world wide web Appreciate how search results are selected	Can give some examples of what algorithms can be used for. Can explain why programs need to be tested and debugged. Can explain why computers are sometimes used to control things. Can explain why computers are sometimes used to simulate things. Can design a program on paper. Can split a problem into smaller parts. Can use a program to control a gadget. Use a program to simulate a physical

	<p>system.</p> <p>Can spot when a program goes wrong.</p> <p>Can compare two different algorithms that do the same thing in different ways.</p> <p>Can debug a program to fix a problem.</p> <p>Can explain the strengths and weaknesses of using simulation compared to the real thing.</p> <p>Can fix an error in an algorithm.</p> <p>Can write own program.</p> <p>Can write a program that controls a gadget</p> <p>Can make a simulation of a physical system.</p>
<p><u>Information Technology</u></p> <p>Combine a variety of software to accomplish given goals</p> <p>Analyse information</p> <p>Evaluate information</p> <p>Collect data</p> <p>Present data</p>	<p>Can explain why some search results appear higher than others on a search engine.</p> <p>Can use software to create work for a given purpose.</p> <p>Can ignore information that is not relevant.</p> <p>Can use a computer to collect data.</p> <p>Can describe what can go wrong when using the internet to communicate or collaborate.</p> <p>Can use a computer to analyse data to show something useful.</p> <p>Can work out which search result is the most relevant.</p> <p>Can evaluate how well a piece of work does what it is supposed to do.</p> <p>Can explain the advantages and disadvantages of using the internet to communicate.</p> <p>Can create my own piece of work.</p> <p>Can present work to others using a computer or device.</p> <p>Can create advice for others on how to search effectively online.</p>
<p><u>Digital Literacy</u></p>	<p>Can explain the difference between acceptable and unacceptable behaviour.</p> <p>Can use technology safely.</p> <p>Use technology in a responsible way.</p> <p>Use technology in a respectful way</p>

<p>Understand the opportunities computer networks offer for communication</p> <p>Identify a range of ways to report concerns about content</p> <p>Recognise acceptable / unacceptable behaviour</p>	<p>Can spot acceptable or unacceptable behaviour.</p> <p>Can evaluate how safe someone's behaviour is when using technology.</p> <p>Can evaluate how responsible someone's behaviour is when using technology.</p> <p>Can evaluate how respectful someone's behaviour is when using technology.</p> <p>Can create something that tells people how to stay safe.</p> <p>Can create something that tells people how to use technology responsibly.</p> <p>Can create something that tells people how to use technology respectfully.</p>
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Modern Foreign Languages (French)

Aims

The Lancing College Prep at Worthing curriculum for French aims to ensure that all pupils:

- Develop an openness to and interest and enjoyment in learning French.
- See the progress they make from term to term and year to year.
- Develop successful language learning skills, which will pave the way for learning further modern languages in the future.
- Build a sound French vocabulary base to capitalise on when listening, reading, speaking and writing
- Show good understanding of known vocabulary when listening to and reading French from a variety of sources. Develop an awareness of French language and structures, which enables them to make links and connections and to work out the meaning of new words encountered
- Speak French with increasing confidence, fluency and spontaneity, continually improving their pronunciation and intonation
- Write accurately in French, adapting and combining newly-learnt language with previously-learnt vocabulary and grammar
- Develop and use effective, proofreading skills to improve the accuracy and quality of written work
- Be creative when speaking and writing French
- Broaden their knowledge of France, French culture and traditions by delving deeper.

Teaching Approach

All pupils in Reception and Year 1 enjoy a Modern Foreign Languages 'Readiness' programme of age appropriate words in French, German and Spanish. The aim is to develop language learning skills and above all enthusiasm and interest for future foreign language learning. The short sessions are led by the class teachers and integrated into the school day.

Timetabled French lessons are taught to all pupils from Year 2. The emphasis in Years 2 to 4 is on developing speaking and listening skills but as pupils progress through these years increasing emphasis is placed on developing reading and writing skills too.

Vocabulary topics are revisited in subsequent years in order to consolidate previous learning and develop further.

Grammar is formally explained and practised from Year 5.

Pupils learn through songs, games, role-play activities, and interactive websites and by listening to and reading authentic sources.

Pupils are awarded oral badges at the end of Years 5, 6 and 7 for successful completion of a French speaking test consisting of general questions and for example, describing someone, taking part in a shopping role play, or giving a mini talk about themselves. These tests lay an excellent foundation and preparation for the French oral tests pupils must sit for entry to senior schools.

Pupils are encouraged to re read written work from Year 2 in order to check for known errors and inclusion of desirable elements; in the early years this can entail checking given words have been copied correctly and by the time pupils reach Year 8 pupils have a specific memorized list of known common errors and desirable elements to check for.

Year 6 pupils exchange penfriend letters with pupils in a primary school in Les Sables d'Olonne, Worthing's twin town. This 'real' contact provides excellent opportunities for practising writing skills, reading authentic French and also provides an insight into the life of someone their own age living in modern day France.

A biennial residential trip to Normandy is offered to pupils in Years 6 to 8. This offers opportunities for practising known French when shopping and eating as well as providing a taste of French culture and for studying and visiting the Normandy D Day Landings.

From Year 7 we have a modern foreign languages diversification programme in which all pupils begin Spanish and/or German at Lancing College whilst continuing to study French at LPW. This exciting initiative will enable pupils to transfer language learning skills to other modern foreign languages and build strong foundations in two languages prior to making GCSE options. The LPW French coursebook is continued Lancing College, giving our pupils a 'seamless' transition in French between Year 8 and Year 9.

MFL Timetable Allocation

Year Group	Timetable Allocation	Homework Allocation
Year 1 Language readiness, French, German, Spanish	10 minute sessions within the week	-
Year 2 French	1 x 35 minutes	-
Year 3 French	1 x 35 minutes	-
Year 4 French	2 x 35 minutes	-
Year 5 French	2 x 35 minutes	1 x 30 minutes learning
Year 6 French	3 x 35 minutes	1 x 30 minutes learning
Year 7 French	2 x 35 minutes	1 x 30 minutes
Year 7 Spanish and / or German	2 x 35 minutes	1 x 30 minutes
Year 8	5 x 35 minutes	2 x 30 minutes

<p>Year 5 Autumn Term</p> <p>Vocabulary: Describing yourself, talking about likes and dislikes, creating different 'survival kits', colours, alphabet</p> <p>Grammar: Verbs – 'avoir', 'être', 'er' verbs. Adjectives - agreement of colour adjectives, using 'ne...pas', possessive adjectives - words for 'my' and 'your',</p> <p>Year 5 Autumn Term French speaking exam</p>	<p>Listening and Reading: Understanding individual specific details when listening to each other, the teacher and authentic recordings of known vocabulary.</p> <p>Speaking and Writing: Following and adapting examples to ask and answer questions. Successfully answering the Green Badge Speaking test questions from memory. Beginning to write familiar sentences from memory with a good degree of accuracy.</p> <p>Language learning skills: Effective memorizing of all vocabulary. Developing correct pronunciation and intonation skills by memorizing sound patterns in words and matching sound to print. Identifying the changes to pronunciation needed by feminine adjectives. Using and adapting examples to help speak and write in sentences. Using a variety of known vocabulary to describe self and others using simple 'quantifiers' and connectives to add detail and interest where appropriate.</p>
<p>Year 5 Spring Term</p> <p>Vocabulary: School subjects, likes/dislikes phrases, opinion phrases, days of the week, numbers to 60, 12 hour time, school timetable, school dinners.</p> <p>Grammar: Verbs – 'avoir', 'être', 'er' verbs. The definite article (words for 'the'), the indefinite article (words for 'a/some'), the partitive article (words for 'some'), asking questions in speaking. Green Badge Speaking Test</p>	<p>Grammar: Able to recognize the (singular) parts of 'avoir', 'être', 'faire' and 'er' verbs Able to use the (singular) parts of 'avoir' and 'être' correctly when speaking and writing. Applying the correct agreement of adjectives when speaking and writing. Using knowledge of singular/plural, masculine/ feminine to use the correct definite / indefinite article and possessive adjective.</p>
<p>Year 5 Summer Term</p> <p>Year 5 French listening, reading and writing exam.</p> <p>Vocabulary: Hobbies, frequency and weather</p> <p>Grammar: Verbs – 'avoir', 'être', 'faire', 'er' verbs. Using verbs of preference with nouns and infinitives</p>	

Latin

Aims

The Latin department at Lancing College Prep at Worthing aims to:

- Encourage the pupils undertaking a study of the subject to achieve an understanding of the written word in Latin.
- Foster an openness and interest in learning ancient languages.

- Develop an appreciation of the grammatical structure of the Latin language and thereby an increased awareness of the structure of English.
- Encourage an interest in the ancient world of Greece and Rome and its literature.
- Develop an awareness of the role Latin has played in the intellectual history of learning in the western world and its use in spheres of learning such as Law and Medicine.
- Make the experience of learning Latin an enjoyable and relevant activity which pupils will want to continue in later years.
- Ensure that pupils see the progress that they make from year to year.

Teaching Approach

Pupils begin to learn Latin in year 5 and are taught by a Latin specialist

Latin to English:

Pupils' reading skills from the Latin language are encouraged from the very outset. Beginning with the structure of very simple Latin sentences, confidence is gradually built as more complex grammatical structures and wide vocabulary are introduced. Passages are often read together as a group and then worked through in pairs or individually to achieve a translation. In the later years pupils will sometimes attempt more challenging passages with or without teacher support.

English to Latin:

This skill is introduced gradually and initially with extensive teacher support. This support is reduced as pupils progress through the school. Nevertheless, this skill is considered an integral part of the subject's study and provides an opportunity to display an accurate understanding of the inflection of the language.

Grammar:

Explicit teaching of grammatical forms and patterns is present from the outset of the subject. Areas of understanding are often revisited to ensure the pupils' absorption of the material.

Terms are introduced in the first year and from year 6 pupils are expected to learn verb conjugations and noun declensions accurately in order to facilitate their understanding and composition of the language.

Vocabulary:

Pupils' exposure to vocabulary develops gradually, and they are expected to learn to read that encountered as the course progresses. Specific learning homeworks are set to this end from Year 6. Pupils are encouraged to recognise the extensive links between Latin and English words, and it is hoped that this will benefit their understanding of English vocabulary.

Background:

In the first year pupils investigate a considerable amount of Roman background. After this attention is focused largely on the Greek myths of the 13+ CE syllabus and it is hoped that remaining areas will be studied more closely in later years.

A little light relief!

It is recognised that our pupils live and have their being in a culture of instant entertainment and reward, and that the appeal of studying an ancient and intellectually demanding language may not be immediately apparent! Great pains, therefore, are taken to make our lessons fun whenever the opportunity arises. As pupils progress the value of the subject in its own right is more readily recognised, and the need for these activities diminishes.

Latin Timetable Allocation

Year Group	Timetable Allocation	Homework Allocation
Year 5	1 x 35 minutes	
Year 6	2x 35 minutes	1 x 30 minutes
Year 7	3 x 35 minutes	1 x 30 minutes
Year 8CE	2 x 35 minutes	1 x 30 minutes
Year 8SC	2x 35 minutes	1 x 30 minutes

Year 5 Autumn Term	<p>Establishing links between classical languages and modern English vocabulary.</p> <p>Acquiring an awareness of the underlying principles and vocabulary and developing a love of words and their interrelationships.</p> <p>Exploring social and political ideas through examination of written and visual evidence of classical culture and history</p>
<p>Ancient Britons</p> <p>Britain before and after the Romans</p> <p>Roman travel</p> <p>Actaeon and Diana</p>	
Year 5 Spring Term	
<p>Verb endings</p> <p>Latin roots</p> <p>The Trojan horse</p> <p>Roman baths</p> <p>Verbs and adverbs</p>	<p>Learning to recognise patterns of language</p> <p>Developing imaginative strategies for understanding and remembering linguistic concepts.</p> <p>Acquiring and experiencing confidence in oral participation.</p>
Year 5 Summer Term	
<p>Roman doctors and Latin parts of the body</p> <p>The Roman army in Britain</p> <p>Roman weapons</p> <p>Prepositions</p> <p>Procrustes and his bed</p> <p>Conjunctions</p>	

Geography

Aims

The Lancing College Prep at Worthing curriculum for Geography aims to:

- enable children to develop their knowledge and understanding of the world they live in through investigation of that world
- gain a perspective in which children can place local, national and international events
- provide a geography curriculum which is interesting, broad, balanced, relevant and differentiated
- fulfill the requirements of the National Curriculum, Common Entrance and Scholarships for geography
- measure the progressive development of geographical concepts, knowledge, skills and aptitudes
- enable children to work geographically in a range of appropriate contexts, using a wide variety of materials and equipment
- promote positive attitudes towards, and enthusiasm for geographical work in school

- enable children to gain understanding of the processes that have produced pattern and variety on the Earth's surface and those which can bring about change
- introduce children to a variety of maps, including large-scale local maps, and apply skills of map-reading and interpretation to globes and atlas maps to identify geographical features

Teaching Approach

Geography is taught by class teachers from Years 1 to 5, and then by the Head of Geography in Years 6, 7 and 8.

In Pre Prep the termly topic lends itself to a geographical topic, such as Australia. This ensures that children are interested in the world around them from an early age.

As children move through the prep department they complete projects, initially in class with teacher support and in later years independently for homework; in this way they develop their skills of research using books and the internet and are increasingly able to follow their own lines of enquiry.

Whenever possible the children use the local environment as a resource for fieldwork studies. Where this is not possible all teachers use a wide range of teaching materials in order to bring the world into the classroom. Years 1 to 5 use the local area to relate first hand what they have learnt in the classroom to their own environment; Year 6 visit the Seven Sisters Country Park to study river and coastal formation and Year 7 visit the town of Dorking for their Common Entrance fieldwork projects on settlement patterns. Senior pupils also enter the annual geography competition at Lancing College.

The scheme of work is based on the National Curriculum from Years 1 to 6, and then follows the syllabi for Common Entrance and Common Academic Scholarship in Years 7 and 8. The topics on these two syllabi are the same but latter requires more detailed and sophisticated responses to geographical information, questions and issues.

Geography Timetable Allocation

Year Group	Timetable Allocation	Homework Allocation
Year 1	1 hour per week	-
Year 2	1 hour per week	-
Year 3	2 x 35 minutes	Occasionally
Year 4	2 x 35 minutes	Occasionally
Year 5	2 x 35 minutes	1 x 30 alternating with History and REP
Year 6	2 x 35 minutes	2 x 30 alternating with History and REP
Year 7	3 x 35 minutes	1 x 30 minutes
Year 8	3 x 35 minutes	1 x 30 minutes

Year 5 Autumn Term	Mapping skills
<ul style="list-style-type: none"> • Basic mapping skills • Locational skills using maps and atlas 	Use compass points to follow directions, various types of maps, name locations in Europe, mountains, rivers, oceans and

<ul style="list-style-type: none"> • Climates in Europe and around the world 	<p>continents, hemispheres, tropics and world/European climate, eastings and northings, longitude and latitude, four and six figured grid references, identify land use in the UK, name and locate national parks.</p> <p>Location Skills</p> <p>On a World map, locate the tropics, equator, hemispheres, lines of longitude and latitude.</p> <p>Rainforests</p> <p>Locate rainforests in the world; research the different layers of a rainforest, forest tribes, benefits and problems of the rainforest, destruction of the rainforest, and how we can save them, solutions to environmental damage. Incorporate their research into a project</p> <p>Land use and settlements</p> <p>Compare features of farms, villages, towns and cities, identify services and their necessity/contribution to community, use their knowledge of settlement, services, information found on maps to study and compare London and Broadwater</p>
Year 5 Spring Term	
<ul style="list-style-type: none"> • Tropical forests of the world – the rainforest 	
Year 5 Summer Term	
<ul style="list-style-type: none"> • Settlements and services • Land uses and patterns • Local field trip to Broadwater 	

History

Aims

The Lancing College Prep at Worthing curriculum for History aims to ensure that all pupils:

- are enabled to understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- are given a positive introduction to the nature and skills of history as a subject; to develop a real interest in the past; to promote positive attitudes to History , and to present History as a valuable subject in its own rights.
- acquire a sense of their own identity within our social, political, cultural and economic world; to understand how events and issues in the history of their world and society have influenced and shaped the world we live in today.
- gain a level of historical understanding appropriate to their age, which includes an appreciation of the processes of change and continuity in human affairs.
- value the transmission of our society's cultural heritage, and are prepared for living and working in the contemporary world.
- develop attitudes and values such as tolerance of other races and opinions, as part of their personal and social education.
- experience a History curriculum which is broad, balanced, relevant and differentiated; and which encourages children to develop an interest in 'history for life'.

Teaching Approach

In order to achieve these aims and objectives, children are taught History as part of topic studies at Key Stage 1 and 2. At Key Stage 2 they are mainly based on the core and supplementary study units for National Curriculum History. However, throughout all key stages, History is identified and valued as a subject in its own right at all times.

Whenever possible and appropriate, programmes of study are enhanced by looking at the history of the local area and appreciating how this relates to British and World history. (e.g. Year 5 - Worthing study, visit to Ann of Cleves House).

Year 7 and 8 History is necessarily linked to the requirements of the 13+ Common Entrance and Scholarship examinations. The 'Medieval Britain' course is taught to both Scholarship and C.E. groups, following the specific syllabus laid down by the Independent Schools' Examination Board.

Within the Scheme of Work for History, learning activities are organised to ensure continuity and progression.

Learning takes place in a variety of methods and approaches, all designed to stimulate interest and develop children's historical skills. For example, direct whole class teaching will often be supplemented by group work and individual based source /artefact studies. Often, educational visits form part of coursework in History (e.g. Year 6 visit to Newhaven Fort, Year 7 to Battle Abbey)

The Department makes good use of IT resources, including DVDs and internet research. IT is regularly used to enhance and add interest to History topics.

In upper years the pupils engage in an extended piece of research on an aspect of Britain since 1930, which they then present to their peers.

History Timetable Allocation

Year Group	Timetable Allocation	Homework Allocation
Year 1	Integrated within topic	
Year 2	Integrated within topic	-
Year 3	2 x 35 minutes	Occasionally
Year 4	2 x 35 minutes	Occasionally
Year 5	2x 35 minutes	1 x 30 minutes alternating with Geography and REP
Year 6	2 x 35 minutes	2 x 30 minutes alternating with Geography and REP
Year 7	3 x 35 minutes	1 x 30 minutes
Year 8	3 x 35 minutes	1 x 30 minutes

Year 5 Autumn Term	
The Tudors The Wars of the Roses The Tudor dynasty Tudor country life Village to town developments Tudor rich and poor Leisure activities	Placing events people and changes into correct periods of time. Finding out about events, people and changes using an appropriate range of sources of information. Asking and answering questions and selecting and recording information

Town life Henry VIII's Christmas party	relevant to focus of enquiry. Recalling, selecting and organising information.
Year 5 Spring Term	Describing and making links between events, situations and changes within and across different periods and societies studied.
Christopher Columbus Tudor life at Sea Cortes Spanish and Aztec food Spanish conquests Aztec farming and food Aztec taxes and picture writing Aztec beliefs Tenochtitlan Aztec games	Identifying and describing reasons for, and results of, historical events, situations and changes in the periods studied Finding out about events, people and changes using an appropriate range of sources of information. Describing characteristic features of periods and societies studied.
Year 5 Summer Term	Describing social, cultural and ethnic diversity of societies studied.
Cortes conquers the Aztecs Visit to Anne of Cleves House Worthing in the past History of Broadwater Manor House Worthing mottoes An independent Worthing project	Finding out about events, people and changes using an appropriate range of sources of information.

Religious Studies

Aims

R.S. has an especially distinctive role in education and this is recognised at Lancing College Prep at Worthing. As the school's foundation is Christian, our emphasis is naturally on this faith in our teaching, but respect for, and interest in, other world faiths is shown as they occur in the curriculum. Running parallel to our studies in Christianity every year group looks at a world faith, in addition to considering wider ethical and philosophical questions.

The Lancing College Prep at Worthing curriculum for Religion, Ethics and Philosophy aims to:

- Encourage an enthusiasm for enquiry and curiosity to learn about religious belief, experience and practices as they have affected a faith's adherents, both historically and in the present.
- Encourage a respect for the views, cultures and ways of life of others; to foster open-mindedness and a critical ability in judgement.
- Encourage a considered moral approach to the issues considered and to develop one's own beliefs and values.
- Prompt reflection on questions of universal philosophical and religious concern; who am I? Why am I here? Etc.
- Promote a sense of awe and wonder in contemplation of man, the planet and the universe in all its intricacy and splendour.
 - Investigate and consider the spiritual dimension of human nature and to stimulate recognition of the pupils' own spirituality.

- Understand and appreciate the particular role of Judaism and Christianity in our historical tradition and to develop an awareness of the teaching and practices of Islam and Hinduism.

We aim to develop the pupils' skills in the following areas:

The understanding of religious language and the diversity of forms used in religious literature.

The ability to think, talk and write about religious ideas.

The ability to recognise the relevance of Biblical material to the discussion of contemporary issues.

To empathise with and show respect for others from differing cultural and spiritual traditions.

To analyse and reflect on their own beliefs, opinions and feelings.

To develop their own individual spirituality.

Teaching Approach

Classroom Organisation and Teaching Style:

Throughout REP at Lancing Prep at Worthing a variety of classroom organisation and teaching is sought as a means of stimulation and variation of pace. Particular topics may be approached working as a class, individuals or part of a group, as detailed below.

In upper years the pupils engage in an extended piece of coursework on a religion of their choice to reflect their growing skills in research.

REP Timetable Allocation

Year Group	Timetable Allocation	Homework Allocation
Year 1	Integrated within topic	
Year 2	Integrated within topic	-
Year 3	2 x 35 minutes	Occasionally
Year 4	2 x 35 minutes	Occasionally
Year 5	2x 35 minutes	1 x 30 minutes alternating with History and Geography
Year 6	2 x 35 minutes	2 x 30 minutes alternating with History and Geography
Year 7	2 x 35 minutes	1 x 30 minutes
Year 8	2x 35 minutes	1 x 30 minutes

Year 5 Autumn Term	Describing the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. Using specialist vocabulary in communicating their knowledge and understanding. Considering the meaning of a range of
World Faith: Judaism and Christianity Links between the Jewish faith and Christianity The Jewish and Christian understandings of the term 'Messiah'. The birth of Christ, especially Botticelli's 'The Mystic Nativity'	

<p>The nature and location of Israel, including Church of the Nativity- Jesus' Jewish upbringing, the synagogue and its main features.</p> <p>Shabbat</p> <p>Bar Mitzvah</p> <p>Baptism of Christ and contemporary Christian practices of adult and child baptism</p>	<p>forms of religious expression, understanding why they are important in religion.</p> <p>Using and interpreting information about religions from a variety of sources.</p> <p>Discussing their own and others' views of religious truth and belief, expressing their own ideas.</p> <p>Describing the variety of practices and ways of life in religions and</p>
<p>Year 5 Spring Term</p>	<p>understanding how these stem from, and are closely connected with, beliefs and teachings.</p>
<p>Philosophical Enquiry: How should we treat ourselves and how should we treat our friends?</p> <p>Friendship and Sharing (William and Arthur: Task)</p> <p>Telling the Truth (Kirsty: Task)</p> <p>Can pain be good? (Andy's Accident)</p> <p><u>Christianity:</u></p> <p>Jesus: Disciples and Miracles</p> <p>Entry to Jerusalem</p> <p>Events of Holy Week</p> <p>Crucifixion</p> <p>Resurrection</p>	<p>Identifying and beginning to describe the similarities and differences within and between religions.</p> <p>Reflecting on what it means to belong to a faith community, communicating their own and others' responses.</p> <p>Identifying and beginning to describe the similarities and differences within and between religions.</p>
<p>Year 5 Summer Term</p>	
<p>WORLD FAITH : <u>Sikhism</u></p> <p>Origins of Sikhism</p> <p>Holy Book: Guru Granth Sahib</p> <p>What does it mean to be Sikh?</p> <p>Place of Worship: Gurdwara</p> <p>Festivals</p>	

Music

Aims

Aims

The Lancing College Prep at Worthing curriculum for music aims to ensure that all pupils:

- develop social skills and awareness whilst making music together
- develop a positive attitude and enthusiasm for musical activities in school
- develop language through folk and art songs
- express ideas and feelings through sound

- develop a positive self-image and self-confidence through solo and group opportunities for performing
- develop a sensitive response to sound and music
- develop acute listening skills to differentiate pitch/duration/timbre
- develop appreciation of live and recorded music from different genres and eras
- have opportunities to perform in a variety of venues and for different occasions
- develop individual musicianship skills with progression
- develop improvisational skills
- learn to understand and read from different music symbols such as pictures, graphics, sol-fa, stick notation and staff notation
- perform music on a range of classroom instruments, recorders and keyboards
- Benefit from opportunities for children to learn an orchestral instrument and perform in a variety of ensembles

Teaching Approach

Music is taught throughout the school by a music specialist.

Singing provides the foundation for all musical activities.

From Nursery, Reception and Pre-Prep children are taught musicianship skills through a curriculum which focuses on all of the Elements of Music.

Pulse/Rhythm/Pitch/Tempo are taught unconsciously, presented and reinforced throughout the Pre-Prep through singing games, rhymes and chants.

Musicianship skills are taught through well known songs by performing rhythmic patterns of the words to a given pulse. This leads to learning to read from solfa and stick notation. Pupils from Year 6 – 8 receive class instrumental lessons on the keyboard as a part of their topic work.

All students learn to read rhythm names to identify duration and read the note names to identify the pitch. This enables them to decode the notation individually. Visits to local concerts and shows are invaluable for promoting music excellence. Children are also encouraged to attend senior school music days such as orchestral, wind ensembles and choral days.

Children preparing for scholarships are supported and most are successful in being awarded bursaries or scholarships.

The school offers pupils from Reception to year 8 the opportunity to take lessons from a range of music visiting teachers including piano, brass, wind, violin, voice, drum and guitar.

All students enjoy singing in Choir with the Pre-prep singing, Junior choir or Senior choir and learn unison, canons and parts songs with increasing complexity as they progress through the Prep department.

Music Timetable Allocation

Year Group	Timetable Allocation	
Nursery	2 x30 minutes	
Reception	1x30 minutes	1 x Pre Prep singing
Year 1	1 x30 minutes	
Year 2	1 x30 minutes	
Year 3	2 x35 minutes	

Year 4	2 x 35 minutes	1 x Choir
Year 5	2 x 35 minutes	
Year 6	2 x 35 minutes	1 x Choir
Year 7	2 x 35 minutes	
Year 8	2 x 35 minutes	

<p>Year 5 Autumn Term</p> <p>Graphic Scores Through this unit students will learn how to use different symbols to read and write music and how to explore the different sounds they can create on individual instruments both as soloists and within a group. Students will compose and perform their own piece of music using a graphic score.</p> <p>Children will learn songs and play instrumental pieces for seasonal festivals such as Harvest and Christmas.</p>	<p>Autumn term In this unit the pupils learn the following:</p> <ul style="list-style-type: none"> • The main characteristics of 20th classical music • Who the major composers were who used graphic scores • The benefits and pitfalls of using graphic notation • How to read and analyse Graphic Scores • How to create a graphic score for well-known piece • How to create an individual score for set piece • How to perform in large groups
<p>Year 5 Spring Term</p> <p>African Body Percussion Through this unit students will investigate how their behaviours can affect the creation and performance of dance and music. To do this they will look at virtues which make up a successful team. In performing ABP the students will the experience of creating different layers of rhythm through dance. The children will learn songs and play instrumental pieces for Spring and Easter.</p>	<p>Spring Term In this unit the pupils learn the following:</p> <ul style="list-style-type: none"> • Five different <i>African Body Percussion</i> rhythm patterns • To look at how different <i>African Body Percussion</i> steps can be stitched together in order to contribute towards a performance • To bring virtues into dance and music and to demonstrate how they can dramatically affect the working environment • To learn how to work effectively within a group situation, implementing virtues and communication skills
<p>Year 5 Summer Term</p> <p>Voices in Layers</p>	<p>Summer Term In this unit the pupils learn the following:</p>

<p>Through this unit students will learn how to look after their voices, how to sing in harmony and how to perform as a soloist and within a group. They will also learn how to create a multi-layered performance of songs before investigating how to compose their own songs.</p> <p>To extend this work students will create a group performance which uses different musical textures and harmonies before creating their own compositions.</p> <p>The children will prepare and rehearse songs for the end of term celebration/ concert and Speech Day.</p>	<ul style="list-style-type: none"> • How to warm up their voices • How to analyse and define song structures • How to identify different musical textures • How to sing in harmony with another group of students • How to create three or more layers of music through song
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Art

Aims

The Lancing College Prep at Worthing curriculum for *ART* aims to ensure that all pupils:

- Encourage all children to enjoy and take pleasure in the creative process.
- Develop the perceptual skills, essential to making effective personal responses to both the imagined and man-made world.
- Develop confident and enthusiastic attitudes towards Art by encouraging a sense of achievement.
- Develop the ability to communicate ideas, feelings and opinions about pupil's own work and that of other artists.
- Develop an appropriate vocabulary to assist understanding and the ability to communicate ideas, feelings and opinions about their work and that of other artists.
- To develop creative thought.
- Provide a balanced and continuous programme of Art, Design and craft for all pupils throughout the school.
- Provide progression, which builds upon previous experience and extends capability further through the exploration of a widening range of media and techniques.
- Share the experience of Art in school through display in the classrooms and communal areas.
- Develop children's ability to value the contribution made by other artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects of many kinds and from many cultures.

Teaching Approach

Art in years 1 and 2 is taught by their form tutor and an integrated approach is used, this makes it difficult to allocate time precisely on a weekly or even termly basis. However, sufficient time is allocated to ensure appropriate levels of confidence and competence are developed. Children are given the opportunity for exploration, experimentation and

instruction in handling tools and materials.

Art and design in year 3 and 4 is approximately 90 minutes of specialist teacher time with other time spent in class on ongoing topic related activities. From year 5 – 8, 70 minutes of specialist art teacher time is allocated. Years 3 – 8 are taught in the specialist art and design room.

When planning and developing activities for a programme of Art, four major components are considered.

Subject matter

Media

Key elements of Art

Experience to be given

Activities are sequenced to ensure continuity and progression. They are taught through a combination of direct teaching, providing children with real experience, use of teacher-prepared materials and other artists' work. These activities are enhanced by visits to museums and art galleries, visiting artists and the art clubs which are available twice weekly for Prep pupils from Year 4 and above.

In classes children are taught in a variety of ways:

- Individually
- In groups – groups may be organized by ability (mixed or similar) age, friendship, or other criteria. Group work is organized so as to provide cooperation and effective learning and understanding
- As a class – where introductions and discussions are appropriate.

Art Timetable Allocation

Year Group	Timetable Allocation
Year 1	2 x 35 minutes
Year 2	3 x 35 minutes
Year 3	3 x 35 minutes shared with DT
Year 4	3 x 35 minutes shared with DT
Year 5	2 x 35 minutes
Year 6	2 x 35 minutes
Year 7	2 x 35 minutes
Year 8	2 x 35 minutes

KNOWLEDGE	SKILLS
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Drawing and Observational Studies

Analysis of shape, lines, patterns and form.

Using drawings as a means of planning.

Awareness of dark and light (tone).

Awareness of texture.

Imaginative and expressive subjects.

Continued observation of both man-made and natural subjects.

Isolate interesting points.

Aim to see the effect of different media.

Media

Pencil, charcoal, chalk, pastel, felt tips, biro, crayons, fine felt tip pens.

Painting

Imaginative.

Know how to mix tertiary colours.

Know about tints and shades and how to mix them.

Mix paint to a good consistency.

Be confident in using a variety of brush sizes.

Know what size brush does what job.

Study artists work suitable to studies.

Media

Poster paint, powder paint.

Printing

Be able to print and ink.

Relief painting / press print / printing.

Being able to effectively plan a print.

Media

Water based printing inks.

Clay / 3D Construction

Understand the qualities and potential of constructional and malleable material.

Be able to roll clay to right thickness.

Coiling.

Be able to plan and build a simple model.

Media

Card / card.

Create sketch books to record their observations and use them to review and revisit ideas.

Look carefully when drawing from objects.

Use your pencil lightly when drawing.

Use a range of pencils to add shade.

Practise using pencil and adding light and tone.

Look more closely when drawing from objects.

Control your use of different media.

Experiment with media.

Use media with greater care.

Use media with greater sensitivity.

Choose the right size brush.

Paint along the shape.

Practise painting with the tip of the paintbrush.

Mix paint carefully.

Add black or white with care.

Start with the lightest colour when mixing paint.

Mix paint to a creamy consistency.

Practise your brush technique.

Blend your paint strokes.

Roll ink to an even consistency.

Apply ink evenly to a block.

Use the printing press.

Apply glue evenly.

Choose the best glue for the material.

Choose appropriate cutting tools.

Join materials carefully.

Use slip to join clay.

Complete work to a high finish.

Learn about great artists, architects and designers in history.

<p>Pattern Repeat pattern. Organised pattern.</p> <p>Study Look at works of art appropriate to the subjects being studied..</p>	
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Design Technology

Aims

The Lancing College Prep at Worthing curriculum for **DESIGN TECHNOLOGY** aims to ensure that all pupils:

- To make Design Technology a practical subject providing opportunities for all children to design and make good quality prototypes and products.
- To give pupils an opportunity to investigate, disassemble and evaluate a range of simple products, which are found in everyday life and are used to meet needs.
- To develop designing and making skills, knowledge and understanding to the best of each child's ability, using a range of tools, materials and components safely.
- To create a challenging and supportive atmosphere so that pupils reach their full potential.
- To provide a range of activities to develop children's capability and have confidence in their own ideas.
- To provide a range of activities that creates an interest and enthusiasm for designing and making for children of all abilities.
- To help children develop an understanding of the ways in which people in the past and present have used design to meet their needs.
- To help children develop an ability to evaluate their own products and those of others.
- To understand and apply the principles of nutrition and learn how to cook.
- To ensure every child has an equal opportunity to develop the relevant skills, regardless of ability, gender, race, or cultural background.

Teaching Approach

DT in years 1 and 2 is taught by their form tutor and an integrated approach is used, this makes it difficult to allocate time precisely on a weekly or even termly basis. However, sufficient time is allocated to ensure appropriate levels of confidence and competence are developed.

Children are given the opportunity through a variety of creative and practical activities, to be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

DT in year 3 and 4 is approximately 90 minutes of specialist teacher time with other time spent in class on ongoing topic related activities. From year 5 – 8, 70 minutes of specialist DT teacher time is allocated. Years 3 – 8 are taught in the specialist art and design room.

In Year 1 some activities may be instigated with verbal instructions. From Year 2, the pupils will be involved in Focused Practical Tasks, learning how to assemble various construction kits

whilst considering various challenges the teacher poses. Recording may be made in some instances by a final drawing or with a photograph but it should be remembered that this will not always be possible. In a Design and Make Assignment the pupils will be asked to draw and record their plans with measurements if necessary on a design sheet, which includes a section for tools and materials required and a section for their own evaluation. This can help the child to identify necessary changes to an original design and to analyse how they coped with the assignment, as well as providing an opportunity for positive discussion.

When the opportunity arises to work with food, pupils will be taught how to cook and apply the principles of healthy eating and nutrition.

Opportunities to discuss and share work with classmates is encouraged.

The children are encouraged to contribute to class discussions and to work as individuals, pairs or in groups depending on the task.

Design Technology Timetable Allocation

Year Group	Timetable Allocation
Year 1	Dependent on the task
Year 2	Dependent on the task
Year 3	3 x 35 minutes shared with Art
Year 4	3 x 35 minutes shared with Art
Year 5	2 x 35 minutes
Year 6	2 x 35 minutes
Year 7	2 x 35 minutes
Year 8	2 x 35 minutes

KNOWLEDGE	SKILLS
Year 5	
<p>Design</p> <ul style="list-style-type: none"> ⊙ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ⊙ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ⊙ select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and 	<p>Generate ideas and plans, considering users and purposes for which they are designing.</p> <p>Use labeled sketches to communicate the details of their designs.</p> <p>Set up a work area neatly.</p> <p>Use pencils and rulers to mark for cutting.</p> <p>Use levers and sliding mechanisms to create movement.</p> <p>Use pencils and rulers to mark out.</p> <p>Use scissors to cut straight lines, corners and curves.</p> <p>Use appropriate equipment when making</p> <p>Use PVA, sticky tape, masking tape etc. to join materials</p> <p>Use the glue gun.</p>

<p>finishing, accurately</p> <p>⊙ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>⊙ investigate and analyse a range of existing products</p> <p>⊙ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>⊙ understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge</p> <p>⊙ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>⊙ understand and use mechanical systems in their products.</p> <p>⊙ understand and use electrical systems in their products.</p> <p>Cooking and nutrition</p> <p>⊙ understand and apply the principles of a healthy and varied diet</p> <p>⊙ prepare and cook dishes using a range of techniques</p> <p>⊙ think about where ingredients come from</p>	<p>Measure, mark and cut out using cms.</p> <p>Use sand paper to smooth edges.</p> <p>Know how materials are combined to create more useful properties.</p> <p>Know about controlling movement with a cam mechanism.</p> <p>Talk about their ideas.</p> <p>Say what I like and dislike.</p> <p>Identify what might change in existing work or develop in future work.</p> <p>Identify success in work as it progresses.</p> <p>Identify what might change in existing work or develop in future work.</p> <p>Identify where evaluation of the process could lead to improvement.</p> <p>Use crocodile clips to join components.</p> <p>Use circuit diagrams in planning and evaluating work.</p> <p>Use electrical tape to join wires.</p> <p>Use pins to secure fasteners.</p> <p>Apply knowledge of electrical circuits and use switches to make e.g. an alarm box or an on / off torch.</p> <p>Find a fault in a simple circuit and correct it.</p> <p>Know the importance of hygiene when handling food – washing hands, hair tied back, wearing an apron.</p> <p>Show increasing accuracy in measuring and weighing.</p> <p>Combine ingredients into a product.</p> <p>Choose equipment appropriately.</p> <p>Follow a plan of work.</p>
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Physical Education

Aims

The Lancing College Prep at Worthing curriculum for Physical Education aims to:

- Develop social co-operation and positive attitudes to compete with a sense of fair play.
- Promote and develop safe practice in physical activities.
- Promote physical activity, physical development and a healthy lifestyle.
- Promote equal opportunities for children regardless of their ability.
- Provide opportunities for all children to reach and fulfill their potential.
- Provide enjoyment and a sense of fulfillment that will encourage a purposeful use of leisure time now and in the future.

Teaching Approach

All pupils are taught by a specialist PE teacher.

In Reception and Year 1 pupils are taught the basics of games, dance and movement which lay the foundations for later years in the various sports on offer at Lancing Prep at Worthing.

In Year 2 pupils look at some of the major games, such as tag rugby and uni-hoc, and differentiation in groups starts to take place. Dance, gymnastics and swimming are also taught throughout the year.

In Prep, pupils are grouped into juniors (Years 3, 4 and 5) and seniors (Years 6, 7 and 8) for block afternoon lessons of Games. Pupils focus on different major sports each term: football, hockey, tag rugby, cricket, netball and rounders. All pupils have opportunities to play in fixtures and tournaments against other school teams from Year 3. In Years 6, 7 and 8 these occur every Wednesday afternoon. House matches and competitions also take place throughout the school year dependent on term/sport.

Within Physical Education lessons the emphasis is still on the major sports, dependent on term, but more skills and tactics are taught and used within each sport.

Master classes in the major sports take place at Lancing College, with visits from coaches also taking place at the school.

A biennial residential trip to PGL in Guildford, Surrey is offered to pupils in Years 3 to 5. This trip offers pupils the opportunity to experience outward bound activities, such as climbing, assailing and quad biking, which we cannot provide within the grounds of the school.

Pupils who show the potential for excellence in and passion for sport are expected to work hard in lessons, be a good role model for their peers, take the lead in warm-ups and stretching before fixtures, show commitment to playing in fixtures and (in senior year groups) attending master classes which senior schools offer throughout the year and demonstrate leadership (captaincy) skills

Physical Education Timetable Allocation

Year Group	Timetable Allocation
Year 1	3 x 35 minutes
Year 2	3 x 35 minutes
Year 3	6 x 35 minutes
Year 4	6 x 35 minutes
Year 5	6 x 35 minutes
Year 6	6 x 35 minutes
Year 7	5 x 35 minutes
Year 8	5 x 35 minutes

Year 5 Autumn Term	
Within their Physical Education and games lessons the pupils cover the major games of football, netball and hockey as	Revise passing and dribbling skills, passing ball over short and long distance, tricks to beat an opponent, passing with weaker foot, various ways of controlling

<p>well as orienteering and gymnastics.</p>	<p>the ball, shooting, scoring with a header, the header as a defensive tool, crossing the ball, using the whole pitch in a game situation, where to stand at set pieces, marking at set pieces, aware of the various roles/positions of a team,, marking man to man, width in attack.</p>
<p>Year 5 Spring Term</p>	
<p>In the spring term pupils participate in field hockey, netball, dance and tag rugby.</p>	
<p>Year 5 Summer Term</p>	
<p>Cricket, rounders and athletics take place in the summer term. Year 5 pupils are also involved in sports day in the summer term.</p> <p>Pupils will also participate in fixtures and tournaments against other schools on Tuesday and Thursday afternoons in the major sports, as well as Inter house competitions within the school.</p>	<p>Specific compass and map work, challenge from outdoor activities, co-operation as a team, specific navigational skills, symbols on a map, improving own fitness, relevance of grid work; identify strengths and weaknesses to improve performance.</p> <p>Partner awareness, matching and mirroring, ideas for balancing while matching and mirroring, experimenting with a variety of roles, jumps and balances and rotations, bridges, holes and balances, counter balances and tensions, plan, perform and evaluate a fluent sequence incorporating all elements of partner work</p> <p>Looking at new tackling techniques in hockey, shooting techniques, introducing the short corner, reverse stick pass, various different ways of shooting and looking at positions and rules in a full sided game.</p> <p>Different types of tackling in rugby, positional play in attack, running from deep to receive the ball, balance and agility when running with the ball, understand when to pass when being attacked by a defender, fundamentals of positions and rules of the full sided game.</p> <p>Understand the history of musicals and dance, and in particular singing in the rain, developing skills and learning a set step pastern, develop this pattern using change of directions and relationship with partner, understanding dramatic effect of gesture, understanding the place of</p>

'question and answer', changing body shapes with spins and turns with control, performing choreographed ideas and dance to an audience.

Netball lessons develop a love of sports generally and promote teamwork. Pupils develop skills in catching and throwing balls and spatial awareness whilst running and jumping, they acquire the basic skills of footwork, defending and learn the positional play rules of the game.

Improving speed with sprinting techniques, starting positions, effective breathing techniques in racing and understanding which lane is the best to run in, recording times, how to return to normal breathing after a race, effective techniques to improve throwing distances, consistent long jump records through effective technique, use of arms and legs in high jump and rules involved in the high jump, understanding pace in races and walking in the inside lane, achieving efficiency in upsweep in baton change overs in relays, communicating with others in races, evaluating own performances.

In rounders pupils concentrate on the technique and accuracy of the underarm pass, aiming the ball between posts and learn the importance of good footwork and anticipation. Pupils are encouraged to adapt their throwing of the ball to consider the size and ability of the catcher. Bowling and batting techniques are developed to improve the consistency of throwing, catching and striking the ball and a basic knowledge of the rules in a full game are coached in games and matches against other schools. Pupils learn the importance of team work- everybody is an important link in the chain.

Importance of various fielding positions

	<p>and skills, direct hits from the outfield, seam bowling and its importance, forward and backward defense shot, when to attack the ball and when to leave it, pull and hook shot, running in-between wickets, participating in the full game of cricket.</p>
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