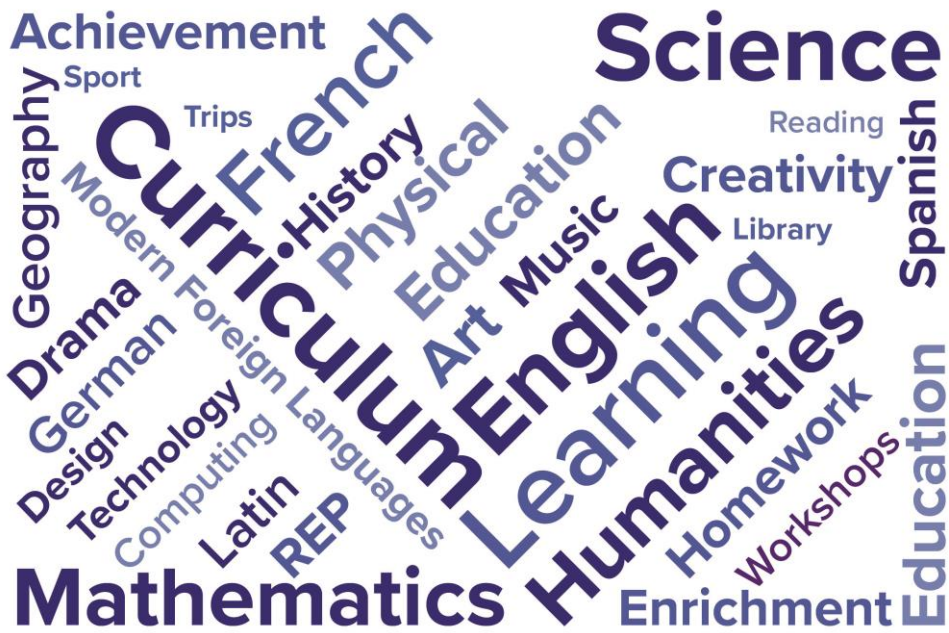




Lancing Prep Worthing

A Lancing College Preparatory School



Curriculum Overview

2021–2022

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Introduction

We believe that a good education stems from a successful partnership between home and school.

The purpose of this Guide is to outline the important aims and values which underpin our curriculum along with a broad overview of the aims and teaching approach of individual curriculum subjects at Lancing Prep Worthing.

This Guide should be read in conjunction with the individual year group Curriculum Directories. These will give you details of what we will teach your child in each subject over this next academic year, along with the skills and knowledge she or he will acquire and what we expect that she or he to be able to do with them.

We hope you find these booklets of interest and that the content helps us to work together to support and encourage your child to make progress, love learning and achieve their potential at Lancing College Prep at Worthing.

Francesca Milling
Deputy Head

Curriculum

Lancing Prep at Worthing provides full-time, supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996). This provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Our curriculum includes planned activities to promote learning, personal growth and development, which are enriched by a wide variety of extra-curricular activities. It is underpinned by a '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, aptitudes and needs of all pupils, including any with an Education Health Care Plan. 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. We have designed a Learning Power Wall and, for younger children, Powerful Learning Characters in order to focus on the resourceful, resilient, relating and reflective learning dispositions we wish our pupils to develop.

Above all we believe in making learning enjoyable and rewarding.

AIMS

Our curriculum encompasses our school aims:

Love learning ● Be kind ● Go out into the world and do good

It 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 powerful learners who enjoy challenge and recognise that sometimes they learn most when making mistakes.

Our curriculum is designed

- to promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid basis for lifelong learning
- to teach National Curriculum Subjects
- to teach the skills of speaking, listening, literacy, and numeracy
- to enable all pupils 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 encourage pupils to develop editing and proofreading skills to respond to teacher and peer feedback so as to improve the quality of their work
- to provide opportunities for pupils to be creative and to develop their own intellectually curious thinking skills
- to promote self-respect and high self-esteem
- to promote inclusion, cooperation and understanding among all members of our community

- to encourage respect for other people, paying particular regard to the protected characteristics of gender, race, religion or belief, sex and sexual orientation as set out in the 2010 Act (a)
- to encourage an awareness of one's own spiritual development
- to distinguish right from wrong
- to teach pupils about the developing world, including how their environment and society have changed over time
- to help pupils understand Britain's cultural heritage
- to promote respect and pride in the fundamental British values of democracy, the rule of law and individual liberty
- to promote mutual respect and tolerance of those with different faiths and beliefs
- to help pupils understand how to lead a healthy lifestyle
- to encourage caring for the environment, not only for ourselves, but also for future generations
- to prepare pupils for the opportunities, responsibilities and experiences of life in British society

PSHEE (Personal, Social, Health and Economic Education)

PSHEE covers a whole range of topics which have direct relevance to the skills of everyday living and to key life choices concerning values, ways of living and relationships. The programme uses expertise from within the school, a range of external speakers, the neighbourhood youth office, PC Bartram and PSHE Association approved resources. Any other resources used are assessed to ensure that they are appropriate for the age and maturity of our children and sensitive to their needs.

PSHEE takes place in discrete lessons and is taught weekly by the class teacher in the pre-prep and by the Head of PSHEE in the prep school. The teaching uses high quality, evidence based and age-appropriate teaching to support our children for the opportunities, responsibilities and experiences of adult life. In all year groups the key areas of self-awareness, citizenship, and health and inter-personal skills are covered and age appropriate. Teaching about mental wellbeing is central to these subjects and all these topics are linked closely with the LPW Learning Power Wall characteristics.

Whilst pupils are presented with a variety of opinions for their consideration, these sessions are framed by the context of the preparatory school as a Christian foundation striving to provide a safe and supportive environment in which each pupil feels valued as an individual. As far as possible, matters of information are intertwined with moral issues. The Head of PSHEE, tutors and all staff are encouraged to follow up PSHEE matters with the pupils in their care.

This Scheme of Work follows the Social and Emotional Aspects of Learning (SEAL) model of a whole school spiral curriculum with each year group looking at the same theme each half-term. It is laid out in a two-year programme to allow for a wider and deeper coverage of PSHE education and Citizenship and is divided into twelve half-termly topics. The range of topics ensure a comprehensive coverage of most PSHE education and Citizenship issues which would include community and participation, safety (including e-safety), health education (inc. RSE and Drugs

Education), difference and diversity, personal relationships, the environment, financial capability, globalisation, social injustice, growth and change.

The weekly PSHEE lesson is supplemented with themed assemblies, extra time allocated if and when considered needed and talks and workshops led internally and externally throughout the academic year.

Learn to Learn

All pupils in Years 3 to 7 have a single 'Learn to Learn' lesson on their weekly timetable. The world is changing and the future is uncertain; that is the only thing which is certain.

Therefore, equipping our pupils with the tools to succeed in their lives must be about more than enabling them to leave school with a collection of certificates or assortment of numbers indicating their success. In order to really thrive and to be able to flourish in the tomorrow, pupils must learn how to be methodical, self-aware, imaginative, resourceful and much more besides.

With dedicated curriculum time set aside, LPW promotes and values just this. In 'Learn to Learn' pupils and teachers are invited to be tenacious in exploring and respecting their individual strengths and highlighting areas for development. In sessions, mistakes are expected, respected, inspected and then corrected –with the journey and learning experiences being as, if not more, important than the end product. In a positive and supportive environment, pupils are provided with varied opportunities to exercise the traits needed to become successful, life-long learners. Pupils and their cumulative growth in resilience, reflection, their ability to relate and their resourcefulness is at the heart of everything we do, so that they leave smiling, prepared and confident in facing the adventure beyond our gates.

Organisation and Planning

The school is divided into three departments; Nursery/Pre-School, 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. The programme of activities is appropriate to pupils' educational needs in relation to 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 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. Science and Humanities subjects are sometimes integrated into topics in younger years but are discrete subjects in Prep. French is taught from Year 2 and Prep classes enjoy the addition of Learn to Learn, Drama and Classics from Year 5.

In October of Year 6 all current pupils are invited to sit Pre-tests as part of the Lancing Advance Programme. This is followed by an 'Experience' assessment day at the college in January. The Year 6 'Learn to Learn' programme helps pupils prepare for these. Success here leads to the offer of a place in Year 9 at the College.

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.

Year 8 pupils use a system of assessment to gain entry to Lancing College. After the initial pre-assessment through the Advance Programme in Year 6, all pupils will sit core CE subjects (English, Mathematics and Science) in the June of Year 8 and additional papers/coursework in the other academic subjects which will be used for setting purposes. For those children who do not take the Advance Programme in Year 6, these assessments will form their entry examinations. Children entered for academic scholarships to Lancing College will take unseen papers in the February of Year 8.

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. We use a scheme which builds a concrete understanding of concepts which pupils can draw upon to solve problems. Discussion and verbal explanation of reasoning is encouraged from an early age. This approach 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 Classics (from Year 5). Pupils in Year 7 and 8 also learn Spanish or German and study Classics 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.

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 History and Geography. Pupils are taught how human action now and in the past has influenced events and conditions. A programme of visits and visitors help them to experience life in different periods of history. Field trips to the local area show them different environments.

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 to 6 sing, with an optional Chamber Choir for pupils in Years 7 and 8. There is a large school orchestra. Visiting peripatetic music teachers provide instrumental lessons in brass, woodwind, violin, piano, guitar, drums and voice. Our musicians have the opportunity to perform at 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.

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. 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. A variety of teaching and learning methods is used to suit the different needs and learning styles of individuals.

Roles and Responsibilities

The curriculum is monitored by the Deputy Head, although responsibilities are delegated to Heads of Subject who:

- 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
- hold curriculum meetings, which focus on specific subject issues and development

Further information about the curriculum can be found in the Curriculum Directory for each of the year groups.

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

Francesca Milling
Deputy Head

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 or 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 Prep 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 SENCO 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 Milling, 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. We use expectations for the year as detailed in the individual year group curriculum directories alongside demonstration of the learning characteristics in our Powerful Learning Characters and in our Learning Power Wall as the basis for assessment criteria:

ATTAINMENT

- A*** **Mastery level**
You are securely meeting the expectations for the year when working independently and follow your own lines of enquiry.
- A** **Secure**
You are meeting the expectations for the year when working independently.
- B** **Developing**
You are working towards meeting the expectations for the year when working independently though require support to meet these expectations.
- C** **Emerging**
You are securely meeting expectations for previous year groups but are not yet meeting the expectations for the current year.

ATTITUDE TO LEARNING

1 **Excellent**

You consistently display the highest levels of enthusiasm and a love for learning: listening, focusing and engaging -no matter the activity.

You regularly seek opportunities to extend and to delve deeper: building upon ideas and engaging in research -evidenced in both class and homework.

You are a role model of behaviour and application: being kind; supporting and encouraging peers; arriving prepared for lessons and handing in homework on time.

You always capitalise: showing a growth mindset; volunteering answers; acting upon the ways forward provided and showing initiative to progress.

2 **Good**

You regularly display high levels of enthusiasm and a love for learning: listening, focusing and engaging – in the majority of activities.

You usually seek opportunities to extend and to delve deeper: building upon ideas and engaging in

research -evidenced in either class or homework.

You model good behaviour and application: being kind; supporting and encouraging peers; usually arriving prepared for lessons and handing in homework on time.

You often capitalise: showing a growth mindset; volunteering answers; acting upon the ways forward provided and showing initiative to progress.

3 **Satisfactory**

You display varying levels of enthusiasm and a love for learning: listening, focusing and engaging in tasks –though this is dependent on the activity and support.

With prompting, sometimes, you will seek opportunities to extend and to delve deeper: building upon ideas and engaging in research, though this is spare in class or homework.

Your behaviour and application can vary from lesson to lesson: in terms of being kind, supporting and encouraging peers; arriving prepared for lessons and handing in homework on time.

Your mindset is mixed, and, dependent on the task you can give up easily, fail to volunteer answers or act upon the ways forward provided.

4 **Poor**

You rarely display high levels of enthusiasm or a love for learning: not listening, focusing, or engaging – in the majority of activities.

You seldom seek opportunities to extend and to delve deeper: rarely building on ideas or engaging in research in either class or homework.

You do not model the expected levels of behaviour or application: failing to be kind; having a negative impact on the learning of others; arriving unprepared for lessons and failing to hand in homework on time.

You hardly ever capitalise and show a fixed mindset: needing consistent prompts to volunteer answers, to act upon the ways forward provided and showing little care or initiative to progress.

LOVE LEARNING:

| | |
|----------|--|
| Platinum | You are demonstrating an ' Outstanding ' display of the Powerful Learning characteristics |
| Gold | You are demonstrating an ' Excellent ' display of the Powerful Learning characteristics |
| Silver | You are demonstrating a ' Good ' display of the Powerful Learning characteristics |
| Bronze | You are demonstrating an ' Emerging ' display of the Powerful Learning characteristics. |

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.

'Next step' targets are set in Numeracy and Literacy for all pupils and in other subjects as appropriate for older pupils.

LPW LEARNING POWERS

The Learning Power dispositions, based upon the works of Professor Guy Claxton, aim to support children with their development of life-long skills and habits, beyond the school gates. They are broken into 4 categories, each with a character, to help with relation, placement, and application.

Relating (Red Fox)

- **Empathetic**- Can appreciate other, their thoughts and feelings and adjusts behaviour accordingly
- **Collaborative**- Can work well in a group, listening, encouraging, participating and taking turns
- **Independent**- Is able to work well alone, managing time and effort
- **Open minded**- Knows the value of learning and isn't afraid to change their mind

Resourceful (Ranger)

- **Imaginative**- Comes up with creative ideas and solutions to problems
- **Crafting**- Creates the tools needed for success
- **Linking**- Sees similarities in past learning and applies to new in order to move forwards
- **Capitalising**- Seizes every opportunity which arises. Never says no to a challenge

Reflective (Robot)

- **Self-aware**- Understands strengths, weaknesses, personality, and emotion, realising the effects on others
- **Methodical**- Pays careful attention to detail, taking things one step at a time in a precise manner
- **Transferring**- Transfers a skill set from a previous task and applies to new challenges
- **Self-evaluate**- Recognises what is known, and what needs to be known to best find ways forward

Resilient (Ruler)

- **Focused**- Pays close attention to things. Nothing distracts or stands in the way of getting the job done
- **Inquisitive** -Always eager to delve deeper. Constantly asks questions and investigates
- **Persistent**- Keeps going and never lets their head drop. Try, try again is the motto and practice

- **Adventurous-** Loves new challenges. Tries the unexpected and isn't afraid to make mistakes

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, Years 1, 2, 3 and 4 do not have any formal examinations.

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.

Children in Years 1 to 7 take standardised Progress tests in Maths and English skills (grammar, punctuation and spelling). 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. The results are published on the pupils' end of year reports.

Children in Years 5 and 6 sit exams in core subjects and some non-core subjects 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 in all academic subjects twice a year in November and May. These are based on the relevant curriculum and in the core subjects of English, Maths and Science may be ISEB CE type questions.

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

YEAR 8 EXAMINATIONS

In Year 8 pupils sit exams three times a year, mock exams in November and January/February/March and entrance exams in English, Maths and Science in February or May/June. Year 8 pupils sit ISEB Common Entrance papers in the core subjects (Maths, English and Science) in June or Academic Scholarship papers in February/March. The pupils are continuously assessed in Classics, Modern Foreign Languages and the Humanities, although part of this continuous assessment will involve end of unit tests/examinations.

For those who apply for an academic scholarship to Lancing College, there will be papers set by the College in Maths and English, and General Science; there will also be a critical thinking task. This will take place in the February of Year 8. The pupil will also have an interview and will be asked to bring something they have worked on in school to discuss. Pupils who do not follow the Academic Scholarship route will, of course, be able to apply for other scholarships: Art, Drama, Music, Sport, and the Ken Shearwood Award (designed for the all-rounder).

Academic Scholarship exams and Common Entrance are used for assessing pupils who transfer to senior schools at the age of 13+ when the children reach the end of Year 8.

At Lancing Prep 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 2022

Common Entrance and Common Academic Scholarship papers must be taken on the dates fixed by the Board. The closing date for CE entry is 1 March 2022.

Common Entrance: 9-12 May - Mental Maths 7-10 June - all written papers

Academic Scholarship: 28 February – 2 March - all written papers

REPORTING TO PARENTS

Throughout the year there are regular opportunities for you to meet with your child's teachers and to receive information and reports about any assessments taken and your child's progress. Parents are, of course, welcome to make an appointment with their child's teacher in any subject at any time should the need arise.

| | | |
|----------------------|--------------------|---|
| NURSERY | Autumn Term | Parents' Meeting |
| | Spring Term | Parents' Meeting |
| RECEPTION | Autumn Term | Parents' Evening |
| | Spring Term | Parents' Evening |
| | Summer Term | Full Written Report |
| YEARS 1 AND 2 | Autumn Term | Parents' Evening |
| | Spring Term | Parents' Evening Results of Salford Sentence Reading Test |
| | Summer Term | Full Written Report |
| YEARS 3 TO 7 | Autumn Term | Mid-Term Grade Sheet issued Parents' Evening Exam Report issued (Years 5 to 7) Results of CATs standardised tests (Years 4 and 6) Exam Concerns Parents' Evening (on request) |
| | Spring Term | Mid-Term Grade Sheet issued Parents' Evening |
| | Summer Term | Full Written Report |

| | | |
|---------------|---------------|---|
| YEAR 8 | Autumn | Mid-Term Grade Sheet issued. Results of CATs standardised tests Parents' Evening post mock exams. Exam Report issued |
| | Spring | Parents' Evening post mock exams |
| | Summer | Full Written Report |

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 visiting 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. All homework tasks will be set on the VLE.

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 in Years 5-8 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 will be detailed in your child's Homework Diary. Please contact the relevant subject teacher if you would like homework to be emailed home too.

Educational Visits and Visitors 2021 to 2022

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 trip to France for the eldest children. Every opportunity is taken to enjoy live theatre where it supports and enriches the curriculum. For each trip, you will be fully informed by email.

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 and overleaf are the visits and visitors planned for 2021 to 2022 (this list is subject to changes and additions, particularly given the current circumstances; please look for updates on the school calendar and Weekly Newsflash):

Pre-Prep: All Year Groups

Pantomime visit from travelling company, Ice Skating, Morris Dancers (May Day), Third Generation Day

Prep: All Year Groups

Ice Skating, Third Generation Day, Choral Workshop at Lancing College, Visiting Drama production from Lancing College, Eco-summit for our Green Team, Debates with another school, Time to Dance

Individual year groups across the school have a programme of trips and visits each term. These are shown overleaf. In the EYFS, visits and visitors are child-driven events and therefore vary from year to year in response to the interests of the children currently attending the school.

| Year Group | Autumn | Spring | Summer |
|-------------------|--|--|--|
| Reception | Walk to the post box Tesco trip | Broadwater library | Wetlands, Arundel |
| Year 1 | Worthing beach Worthing Museum Visitors talking about toys | British Wildlife Centre | Highdown Gardens Weald and Downland Museum |
| Year 2 | Arundel Castle | | Marwell Zoo |
| Year 3 | Portals to the Past – Stone Age workshop | Horsham Museum Workshop Ancient Egypt | Preston Manor |
| Year 4 | Portals to the Past – Ancient Greeks workshop | Portals to the Past – Romans Fishbourne Roman Palace Mathematics Challenge at Christ's Hospital | Pulborough Brooks |
| Year 5 | Mathematics Challenge at Christ's Hospital Mary Rose | Jaws n' Claws visit | Anne of Cleves House, Lewes |
| Year 6 | Pizza Making | Bikeability | Magistrates in the Community Workshop Seven Sisters Country Park Newhaven Fort Lancing College Science Competition Eastbourne Tennis |
| Year 7 | Battle Abbey Lancing College Musical | French trip to Paris | Wakehurst Place (Science) STEM Day |
| Year 8 | Chichester Cathedral | French trip to Paris | End of year activity days STEM Day |

English

AIMS

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

- 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
- develop reading skills which allow for the study of multi-cultural factual writing and literature suitable for the age ranges
- are able to use various kinds of written language effectively for creative expression and practical communication by extending their grammatical and syntactical skills
- 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
- are provided with ample opportunities to work with a wide variety of poetry, prose, plays and factual material
- find enjoyment and stimulation in every aspect of English which will encourage a positive attitude and enthusiasm throughout their lives

TEACHING APPROACH

From the earliest opportunity, a love of learning and reading for pleasure are encouraged. All children - from Nursery to Year 8 - 'Drop Everything And Read' on a Friday afternoon. In KS1, 5 hours of dedicated English Skills teaching are supplemented with an opportunity to apply those skills through topic-based work. At this critical stage in their development, our pupils are taught to read, write, listen and respond to stories. Through analysing characters and building an understanding of empathy, English teaching also supports many elements of the PSHEE curriculum.

Cross-curricular English and Humanities teaching, in lower KS2, allows students to continue applying key literacy skills and make connections across a variety of subjects. Teaching is often centred around the study of both modern and classic children's novels and is led by a desire to instil the highest expectations of the new national curriculum and ISEB 11+ syllabuses.

English in Years 7 and 8 is necessarily linked to the requirements of the current Common Entrance and Common Academic Scholarship examinations. Lessons are taught by a subject specialist and technology is fully utilised by students in the planning, drafting and editing process. Students read a wide variety of novels, plays and poetry which challenge their perceptions and encourage them to be imaginative and open-minded. Teaching is often consolidated through visits to see live theatrical productions or online streams; drama is also used in the classroom to encourage the development of collaborative skills. In preparation for formal examinations, all students receive tuition in vital examination techniques. However, their love of writing and reading for pleasure remains a priority.

Year Group specific information is given in the individual Year Group Curriculum Directories.

ENGLISH TIMETABLE & HOMEWORK 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 plus spellings |
| Year 6 | 8 x 35 minutes per week | 1 per week plus spellings |
| Year 7 | 7 x 35 minutes per week | 2 per week |
| Year 8 | 7 x 35 minutes per week | 2 per week |

Mathematics

AIMS

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

- have a positive and enthusiastic attitude towards mathematics and an awareness of the relevance of mathematics all around us
- are provided with secure foundations and develop 'number sense' through practical experiences and investigations as well as more formal mathematical tasks
- can use mathematics to analyse and communicate
- develop the ability to reason mathematically, solve problems by working systematically, generalise and hypothesise and justify their conclusions using mathematical language

TEACHING APPROACH

Throughout Key Stage 1 and 2 (Years 1 to 6) we have developed a Mathematics curriculum using elements from a selection of schemes. We will be using the White Rose maths units as our guide to ensure we are covering all the areas of maths required in the UK National Curriculum. We have also taken positive aspects of the Inspire Maths scheme such as specific mathematical vocabulary and models, and reasoning and problem-solving activities from *NRich* to create an engaging and broad maths curriculum.

The White Rose scheme aims to shape assured, happy and resilient mathematicians who relish the challenge of maths. They become independent, reflective thinkers, whose skills not only liberate them in maths but also support them across the curriculum. This ethos ties in with our Lancing Prep Worthing Learning Powers, which we actively discuss and develop within Maths lessons.

The school's calculation policy for addition, subtraction, multiplication and division, supported by White Rose, guides teachers, parents and pupils through the progression in expected calculations from Years 1-6.

Throughout, 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 Lancing College Mathematics Scholarship examinations.

All year groups are entered for local and national mathematics competitions and enjoy the problem-solving nature of these.

Year group specific information is given in the individual Year Group Curriculum Directories.

MATHEMATICS TIMETABLE AND HOMEWORK 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 | 7 x 35 minutes | 2 per week |
| Year 8 | 7 x 35 minutes | 2 per week |

Science

AIMS

The Lancing Prep Worthing curriculum for Science aims to:

- develop an understanding of natural phenomena though enhancing pupils' scientific knowledge and understanding
- stimulate children's curiosity in finding out how the world works
- encourage scientific questioning, so that pupils can appreciate the way in which Science will affect their future on a personal, national and global level
- provide enriching scientific experiences which will encourage pupils to be interested in the world around them
- nurture a positive attitude to scientific enquiry and an awareness of the importance of science and technology in everyday life
- deliver activities that cater to individual needs and which challenge pupils to push themselves beyond their comfort zone
- develop pupils' decision-making skills and collaborative learning skills
- develop a methodical and effective way of working in which pupils take an increasing responsibility for managing their own investigations safely
- build an awareness of the need to care for our environment and living organisms

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 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 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 during 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 trips, such as the Year 7 trip to Wakehurst Place, which allows pupils to gain experience of fieldwork and data processing outside of the laboratory environment. In the Summer Term, Year 7 and 8 pupils take part in a STEM Day, which encourages higher level thought and pushes each child to 'think outside of the box'.

The department also makes good use of IT resources, using iPads to enhance learning and to allow the pupils to carry out independent research. This is particularly valuable post-examinations

when the children conduct extended investigations into enzyme activity and diffusion, both of which require background research in order to plan and evaluate an experimental method.

Year Group specific information is given in the individual Year Group Curriculum Directories.

SCIENCE TIMETABLE AND HOMEWORK 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 | Occasionally |
| Year 4 | 3 x 35 minutes per week | Occasionally |
| 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 |

Personal Social, Health & Economic Education (PSHEE)

AIMS

The Lancing Prep Worthing curriculum for PSHEE aims to ensure that all pupils:

- are provided with the skills to live a healthy, balanced life (physically, emotionally and socially) within relationships, work-life and when making lifestyle choices
- value diversity and equality in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010
- acquire an understanding of healthy relationships including different types and in different setting, including online
- learn the skills to make informed economic choices and to explore different work roles and career pathways
- understand their rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

TEACHING APPROACH

PSHEE is a timetabled subject taught throughout all key stages. Many elements of the programme are supported through a whole school approach using activities such as whole school assemblies, visiting speakers and drop down days.

The programme is of a spiral nature which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people designed to prepare the children physically, emotionally, socially, mentally and intellectually for the future.

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. High quality Relationship and Sex Education (RSE) helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. Parents will be informed in advance of the RSE teaching.

The teaching takes on a positive approach using a wide variety of teaching and learning styles with the emphasis on interactive learning and focuses on what the children and can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.

Learning activities are organised to encourage the children to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one subject to another, and from school to their lives in the wider community. Opportunities are provided for the children to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

The lessons are a safe and supportive learning environment where the children can develop the

confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

Year Group specific information is given in the individual Year Group Curriculum Directories.

Learn to Learn

AIMS

To empower our pupils to face the challenges posed by life in the 21st century by

- cultivating a core set of skills and attitudes, and, above all, the ability to learn
- developing strategies to question, make links and to reflect, in order to improve problem-solving skills
- growing in confidence, creativity and empathy, so they are truly inspired to 'Love Learning, Be Kind and Go out into the World and Do Good'
- attaining a high level of mental and emotional development to contend better with the pressures and uncertainties of life ahead

TEACHING APPROACH

Learn to Learn is taught from Year 3 and is based upon the principles of Guy Claxton. The children have created four characters which embody these skills. For Key Stage 3 children we have Learning Power Walls containing word bricks, which also embody these skills. (It is a happy coincidence that these walls share the same initial letters as our school and you will notice references to LPW@LPW).

Learn to Learn aims systematically to cultivate habits and attitudes that enable our young people to become better learners; to face difficulty and uncertainty, in their lives and their studies, calmly, confidently and creatively.

The lessons are unique, challenging, almost always fun, and are presented in a wide variety of contexts. Children assume the role of problem solvers and tackle challenges ranging from such poles as 'murder mysteries' to 'running a project aimed at making a positive change in the community'. They then decide which skills will be needed in order to achieve success and move forward in their endeavours.

Consistently, they are asked to be reflective and identify, with assistance, the next steps which they need to take to grow the learning characteristics and become curious, independent learners. Children are taught to look after themselves, physically and mentally, to revise, to question and are better prepared for an uncertain future. The focus is not solely upon exam results but upon lifelong learning. Learn to Learn is preparing our children to thrive in the 21st century, to be tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive.

Modern Foreign Languages

French

AIMS

The Lancing Prep 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. A lot of French stories are read to build up a French literary culture and create an emotional bond which is essential to learn intuitively a lot of vocabulary, conjugations and linguistic structures.

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, picture books and role-play activities. On-line specialised language websites and French resources (TV programmes, movies, documentaries, fiction and non-fiction books, audio books, magazines) are used from Year 5 and so pupils learn by listening to and reading authentic sources.

Delving deeper research and projects on French speaking countries, people and culture are highly encouraged to widen the pupils' horizon and understanding of other cultures. Regular immersion is important to progress in languages. This is why a list of books, magazines, films and websites are given to the pupils at the beginning of the year to be explored at home, independently, in between

each lesson taught at school. To emphasise the cultural aspect of learning a foreign language, pupils take part in a variety of activities for the European Day of Languages and for French speaking month, in March.

Pupils develop in depth their speaking skills lesson after lesson. Before the year 7, the pupils are not formally assessed by annual oral tests in French to make sure that the pleasure to speak and read in a foreign language is well rooted and their self-confidence is strong. Pupils are awarded oral badges at the end of Years 7 and 8 for successful completion of a French speaking test consisting of, for example, describing people, talking about their free time activities or talking about a previous holiday. Pupils also have to draw upon known language to answer unprepared questions. These tests lay an excellent foundation and preparation for GCSE's as well as holidays in French speaking countries.

Pupils are encouraged to proofread written work in order to check for known errors and inclusion of desirable elements and to edit and redraft accordingly.

A biennial residential trip to France is offered to pupils in Years 7 and 8. This offers opportunities for practising known French when shopping and eating as well as providing a taste of French culture and history.

Pupils are encouraged to take part in a variety of language competitions throughout the year, including the Anthea Bell prize for young translators, French pop video competition and the Grand Quiz de la Francophonie.

The LPW French curriculum is based on the expectations of Lancing College, giving our pupils a 'seamless' transition in French between Year 8 and Year 9.

German and Spanish

We have introduced a modern foreign languages diversification programme in which all Year 7 and Year 8 pupils learn Spanish 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.

Year Group specific information is given in the individual Year Group Curriculum Directories.

MFL TIMETABLE AND HOMEWORK 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 | 2 x 35 minutes | 1 x 30 minutes learning |
| Year 7 French | 2 x 35 minutes | 1 x 30 minutes |

| | | |
|--------------------------|----------------|----------------|
| Year 7 Spanish or German | 1 x 50 minutes | 1 x 30 minutes |
| Year 8 French | 3 x 35 minutes | 1 x 30 minutes |
| Year 8 Spanish or German | 1 x 50 minutes | 1 x 30 minutes |

Classics

AIMS

The Classics department at Lancing Prep Worthing aims to:

- encourage the pupils to undertake 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

In our fast-moving current lifestyle, the value of learning the language and cultural background of two ancient cultures may not be immediately apparent to all. Here at Lancing Prep Worthing our aim is to introduce our students to the considerable benefits of such study.

In Year 5, their introductory year of Classics, the pupils meet the family featured in our Classics textbooks, the Cambridge Latin Course. Based on artefacts discovered at the site of ancient Pompeii, a narrative develops that traces the fortunes of Caecilius and his immediate family before and during the cataclysmic eruption of Mt. Vesuvius, which buried and preserved the city for excavation by future generations. Vocabulary and grammar are introduced by means of attractive illustrations and longer pieces of prose that extend as the pupils' familiarity with the language grows. At each stage an area of cultural background is introduced, which is often consolidated with creative activities such as craft, drama and baking.

Wherever possible new teaching points are introduced via appropriate games and activities to enrich our pupils' enjoyment of their experience of the ancient world and its languages.

Moving on into Year 6, we continue the experiences of Caecilius and family, vocabulary and grammar patterns develop further, building on the material met in Year 5.

In the upper part of the school our pupils are privileged to be taught by specialists from both the College and the prep schools. At this stage a more structured approach to the Latin language is adopted, while making this accessible to all students with their particular ability level. Wherever possible a spirit of fun and enjoyment of language is encouraged, while mindful of the fact that we are now in the foothills of a potential GCSE course for our pupils.

Year Group specific information is given in the individual Year Group Curriculum Directories.

TIMETABLE AND HOMEWORK ALLOCATION

| Year Group | Timetable Allocation | Homework Allocation |
|-------------------|-----------------------------|----------------------------|
| Year 5 | 1 x 35 minutes | |
| Year 6 | 2 x 35 minutes | 1 x 30 minutes |
| Year 7 | 1 x 50 minutes | 1 x 30 minutes |
| Year 8 | 1 x 50 minutes | 1 x 30 minutes |

Humanities

Geography

AIMS

The Lancing Prep 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
- fulfil 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

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 School 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 complete extended projects on global issues.

The scheme of work is based on the National Curriculum from Years 1 to 6, and then loosely 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 the latter requires more detailed and sophisticated responses to geographical information, questions and issues.

Year Group specific information is given in the individual Year Group Curriculum Directories.

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 | Occasional project work will be set |
| 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 |

History

AIMS

The Lancing Prep 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 Anne of Cleves House).

Year 7 and 8 History is loosely linked to the requirements of the 13+ Common Entrance and Scholarship examinations. 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.

Year Group specific information is given in the individual Year Group Curriculum Directories.

HISTORY TIMETABLE AND HOMEWORK 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 | Occasionally |
| 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 |

Religion, Ethics and Philosophy

REP has an especially distinctive role in education and this is recognised at Lancing Prep 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.

AIMS

The Lancing Prep 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:

- understanding of religious language and the diversity of forms used in religious literature
- ability to think, talk and write about religious ideas
- ability to recognise the relevance of Biblical material to the discussion of contemporary issues
- empathy with and showing of respect for others from differing cultural and spiritual traditions
- analysis of and reflection on their own beliefs, opinions and feelings
- development of 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.

Year Group specific information is given in the individual Year Group Curriculum Directories.

REP TIMETABLE AND HOMEWORK 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 | Occasionally |
| 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 |

MUSIC

The teaching of music develops pupils' ability to appreciate live and recorded music from a wide range of genres and eras. They develop individual musicianship skills with progression, learn improvisational skills and how to understand and read from different music symbols such as pictures, graphics, sol-fa, stick notation and staff notation. They develop a positive self-image and self-confidence through solo and group opportunities for performing in a variety of venues and for different occasions. Those preparing for music awards at Senior School are well supported.

AIMS

The Lancing Prep 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, solfa, stick notation and staff notation
- perform music on a range of classroom instruments
- 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 to 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. Pupils entering for

music scholarships at 13+ are well supported in their preparations.

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

All students up to Year 6 enjoy singing in choirs and learn unison, canons and parts songs with increasing complexity as they progress through the Prep department. An optional Chamber Choir is offered to pupils in Years 7 and 8.

Year Group specific information is given in the individual Year Group Curriculum Directories.

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 | 1 x Choir |
| Year 4 | 2 x 35 minutes | |
| 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 | |

Computing

AIMS

The Lancing Prep Worthing curriculum for Computing aims to ensure that all pupils have opportunities to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- be responsible, competent, confident and creative users of information and communication technology
- have access to all areas of computing
- use computing to support and develop other learning which is taking place within other subjects
- develop computing as a cross curricular tool
- have access to, and experience of, appropriate hardware and software to enable them to achieve the highest level of competence and understanding
- 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.

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.

Pupils in Years 7 and 8 are given college e-mail addresses. Storage of documents and e-mail etiquette is covered in Learn to Learn and on-line safety in PSHEE for these two year groups. Coding is offered in a club situation.

Year Group specific information is given in the individual Year Group Curriculum Directories.

COMPUTING TIMETABLE ALLOCATION

| Year Group | Timetable Allocation |
|------------|----------------------|
| Year 1 | 30-60 minutes |
| Year 2 | 30-60 minutes |
| Year 3 | 1 x 35 minutes |
| Year 4 | 1 x 35 minutes |
| Year 5 | 1 x 35 minutes |
| Year 6 | 1 x 35 minutes |

Art

AIMS

The Lancing Prep Worthing curriculum for art aims to ensure that all pupils:

- 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 their 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.
- develop creative thought
- experience a balanced and continuous programme of Art, Design and craft throughout the school
- build upon previous experience and extend 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 the 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

In Years 1 and 2 the children are given opportunities for exploration, experimentation and instruction in handling tools and materials.

Years 3 to 8 are taught in the specialist Art and Design room and follow a programme of activities in which 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 where possible and extra-curricular art clubs.

Year Group specific information is given in the individual Year Group Curriculum Directories.

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 | 3 x 35 minutes shared with DT |

Design Technology

AIMS

The Lancing Prep Worthing curriculum for Design Technology aims to ensure that all pupils:

- make Design Technology a practical subject providing opportunities for all children to design and make good quality prototypes and products
- have an opportunity to investigate, disassemble and evaluate a range of simple products, which are found in everyday life and are used to meet needs
- 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
- experience a range of activities to develop their capability and confidence in their own ideas
- experience a range of activities that creates an interest and enthusiasm for designing and making for all abilities
- develop an understanding of the ways in which people in the past and present have used design to meet their needs
- develop an ability to evaluate their own products and those of others
- have an equal opportunity to develop the relevant skills, regardless of ability, gender, race, or cultural background

TEACHING APPROACH

Children in Years 1 and 2 are given the opportunity through a variety of creative and practical activities, to be taught the knowledge, understanding and skills needed to engage in the process of designing and making.

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 Years 3 to 8, there will be a Design and Make Assignment in which 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 are encouraged. Pupils are encouraged to contribute to class discussions and to work as individuals, pairs or in groups depending on the task.

Year Group specific information is given in the individual Year Group Curriculum Directories.

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 | 3 x 35 minutes shared with Art |

Drama

AIMS

The Lancing Prep Worthing curriculum for Drama strongly supports our school aim that the pupils **love learning** and it develops their learning power skills in an active and practical environment. All pupils are provided with the opportunity to develop their ability to:

- relate through practical activities which encourage them to demonstrate empathy, collaboration, independence of thought and an open mind
- become resilient through practical activities which encourage them to be focussed, inquisitive, persistent and adventurous
- be resourceful through practical activities which encourage them to be imaginative, crafting, linking and capitalising
- be reflective through practical activities which encourage them to be self-aware, methodical, transferring and self-evaluative

In addition, we hope that the children are inspired to seek other opportunities both inside and outside school, to develop their performance skills. Good examples of this are the drama clubs, termly soirees, Lamda lessons and our annual prep school musical.

TEACHING APPROACH

For our youngest children, drama comes naturally and is part of play. When children reach Key Stage 2 they are ready for the opportunity to learn about drama more formally. The lessons typically involve a warm up which encourages focus, followed by a specific activity which may relate to PSHEE topics, other areas of the curriculum, the news, issues within the school or the wider community and which therefore changes year on year, followed by a calming activity. There will be moments of high energy and moments of complete calm depending on the task set. Children are encouraged to work in pairs and small groups which ensure that they relate to each other and they reflect on their work routinely at the end of a task. There are no right or wrong answers, thus children feel free to be resourceful and this helps them to be resilient. Drama games and challenges are fun!

There are no formal drama lessons on the curriculum in Key Stage 3 but some pupils decide to join senior drama club which enables them to continue with drama and some are prepared for scholarships to Lancing College where we are very successful.

Physical Education

AIMS

The Lancing Prep 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 fulfil their potential
- Provide enjoyment and a sense of fulfilment that will encourage a purposeful use of leisure time now and in the future

TEACHING APPROACH

All pupils are taught swimming by a specialist PE teacher. Pre-Prep pupils are taught the basics of games, dance and movement which lay the foundations for later years. From Year 2 pupils start major games, such as tag rugby and uni-hoc.

Prep School pupils enjoy block afternoon Games lessons with a focus on different major sports each term: football, hockey, tag rugby, cricket and netball. Single Physical Education lessons have more emphasis on skills and tactics. Master classes in the major sports take place at Lancing College and coaches visit the school.

All Prep pupils have opportunities to play in fixtures and tournaments against other schools. In Years 5, 6, 7 and 8 these occur every Wednesday afternoon. In Years 3 and 4 these occur every Thursday afternoon. House matches also take place throughout the school year.

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

Year Group specific information is given in the individual Year Group Curriculum Directories.

PHYSICAL EDUCATION TIMETABLE ALLOCATION

| Year Group | Timetable Allocation | | Year Group | Timetable Allocation |
|------------|----------------------|--|------------|----------------------|
| Reception | 3 x 30 minutes | | | |
| Year 1 | 3 x 30 minutes | | Year 5 | 6 x 35 minutes |
| Year 2 | 3 x 30 minutes | | Year 6 | 5 x 35 minutes |
| Year 3 | 6 x 35 minutes | | Year 7 | 5 x 35 minutes |
| Year 4 | 6 x 35 minutes | | Year 8 | 5 x 35 minutes |

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