



Strand	Subject	Aims and Purpose / Intent	Content Summary
English	English	<ul style="list-style-type: none"> <li>• <b>To understand</b> how to adapt writing for different purposes and audiences.</li> <li>• <b>To experience</b> reading and learning about texts from a wide range of genres.</li> <li>• <b>To develop</b> pupils' spelling, grammar and punctuation.</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• stories with a familiar setting using a description of a beach from 'The Iron Man'.</li> <li>• a report about animals, giving details about their habitat, diet and appearance.</li> <li>• a report about Ancient Egypt.</li> <li>• Performance Poetry - learning a poem and writing our own.</li> <li>• mystery stories, and instructional texts.</li> <li>• adventure stories.</li> <li>• studying and writing play scripts based on an extract from Roald Dahl's 'The Twits' as well as writing information text based on this.</li> </ul> <p><b>Handwriting practice:</b></p> <ul style="list-style-type: none"> <li>• focusing on letter formation and joining.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• reading as a whole class as well as Guided Reading and comprehension exercises relating to the writing topics.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• reviewing suffixes (Year 2 revision) including <i>-ed</i>, <i>-ing</i>, <i>-ful</i> and <i>-less</i>; the 'i' sound spelt 'y' and the 'u' sound spelt 'ou'.</li> <li>• studying 'ai' sounds spelt 'ei', 'eigh' or 'ey' as well as the prefixes 'un-' and 'dis-'.</li> <li>• revising prefixes, as well as learning new prefixes such as <i>super-</i>, <i>anti-</i>, <i>sub-</i> and <i>auto-</i>.</li> </ul>

			<ul style="list-style-type: none"> <li>the suffixes '-ly' and '-ally'.</li> <li>reviewing the suffixes '-ly' and '-ally', the prefixes <i>in-</i>, <i>il-</i>, <i>im-</i>, <i>ir-</i> and <i>inter-</i>.</li> </ul>
<p>Technology, Enterprise &amp; Sport</p>	<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li><b>To understand</b> how information technology impacts on every facet of life in Britain.</li> <li><b>To experience</b> using various software packages to achieve focused outcomes using information technology.</li> <li><b>To develop</b> an appreciation of the potential and disadvantages of information technology and the skills to use it confidently and appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Graphics Packages</li> <li>iPad: typographys</li> <li>Word Processing Format/Edit</li> <li>iPad: Pic Collage</li> <li>Internet Searches</li> <li>Network tour</li> <li>iPad: Explain everything</li> <li>Robotics: At At, Robosapien, Probots,</li> <li>iPad: Beebot</li> <li>Word Processing: editing</li> <li>Email</li> <li>iPad: E-books Book Creator</li> <li>Programming</li> <li>Scratch</li> <li>Photography</li> <li>Audacity, iMovie, VC, PP</li> </ul>
	<p><b>DT</b></p>	<ul style="list-style-type: none"> <li><b>To understand</b> how to design, construct, evaluate and market an idea.</li> <li><b>To experience</b> working with a range of a materials and working on a project from inception to completion including the research and marketing of the product as well as compiling the views of others.</li> <li><b>To develop</b> and understanding of, construction, sheet materials and understanding cooking and nutrition.</li> </ul>	<ul style="list-style-type: none"> <li><b>Cooking and nutrition:</b> pupils will design or adapt a recipe for a cold smoothie or hot soup based on their favorite character's characteristics in a book they have been reading e.g. Mr Twit or BFG. Pupils will then make the dish that they designed and evaluate their work.</li> <li><b>Construction:</b> pupils will design a photo frame to be sold at the Buckingham Palace gift shop. They will design their frame thinking about how the frame will stand upright, how to keep the photograph in place and protect it, what materials they will use and how it will be directed. Pupils create an 'action plan' for how they are going to construct their frame before making it</li> </ul>

	<p><b>PE &amp; Games</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the skills and techniques needed in a variety of sports including netball, hockey, football, rugby, gymnastics and swimming.</li> <li>• <b>To experience</b> working individually, in pairs and as part of a team.</li> <li>• <b>To develop</b> resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win.</li> </ul>	<p>themselves.</p> <ul style="list-style-type: none"> <li>• Individual basic skills to improve coordination, agility and speed: throwing, catching, running and skipping with a rope.</li> <li>• Indoor athletics: pupils will practise the different events and developing their agility, speed and explosive abilities.</li> <li>• Gymnastics: creativity in stretching, curling and arching, focusing on flexibility, balance and strength and study symmetry and asymmetry as well as partner work and sequences.</li> <li>• Athletics: a variety of events which include sprinting, jumping and throwing activities and pupils will compete competitively and aim to improve their techniques. There will be opportunities for competitive athletic meetings including sports day.</li> <li>• Cross country.</li> <li>• Dance.</li> <li>• Tennis.</li> <li>• Swimming.</li> <li>• Games: all pupils will participate in invasion games. The girls will learn hockey, netball and rounders' while the boys focus on tag rugby, football and kwik cricket.</li> </ul>
<p>Science</p>	<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about the scientific processes and to ensure pupils have a better understanding of both the world around them now as well as the scientists who have impacted upon our way of living today.</li> <li>• <b>To experience</b> practical science and have the opportunity to answer their own scientific questions.</li> <li>• <b>To develop</b> pupils' investigative and scientific skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Earth rocks:</b> pupils learn about the properties and uses of rocks, the rock family, soils and finally fossils.</li> <li>• <b>Food and our bodies:</b> this topic looks at where animals get food from and why it is important, as well as skeletons and muscles.</li> <li>• <b>Mirror Mirror:</b> pupils learn about the wonders of light, including reflections and shadows.</li> <li>• <b>How does your garden grow?:</b> pupils learn about the different parts of plants, what plants need to live, water</li> </ul>

			<p>transportation in plants and pollination.</p> <ul style="list-style-type: none"> <li>• <b>Opposites attract:</b> this topic looks at magnets and their uses.</li> <li>• <b>We are astronauts:</b> pupils become astronauts. First they look at the Moon, how humans have visited it and then plan their own mission by designing a Moon lander, making spacesuits and eating space food!</li> </ul>
Expressive Arts	Art	<ul style="list-style-type: none"> <li>• <b>To experience</b> and learn more about a range of Artists, which will then enable the pupils to develop their own ideas and techniques.</li> <li>• <b>To develop</b> the skills required to work with a range of media.</li> </ul>	<ul style="list-style-type: none"> <li>• Salvador Dali – Surrealism</li> <li>• Salvador Dali – portraits</li> </ul>
	Music	<ul style="list-style-type: none"> <li>• <b>To understand</b> how music is composed, developed and interpreted.</li> <li>• <b>To experience</b> a wide range of musical genres from different cultures, traditions, times and experiences.</li> <li>• <b>To develop</b> creativity and expression through musical performance, composition and interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• How music makes you feel and can you feel the heartbeat</li> <li>• Percussion and the science of sound</li> <li>• Can you hear the paint pallet?</li> <li>• Graphic score and Kandinsky</li> <li>• Rhythm has your two hips moving</li> <li>• Sampling and storyboard composition</li> <li>• Summer performance</li> </ul>
Maths	Maths	<ul style="list-style-type: none"> <li>• <b>To understand</b> how important mathematics is within the world around us.</li> <li>• <b>To experience</b> a concrete, pictorial and abstract approach to Mathematics.</li> <li>• <b>To develop</b> a deeper understanding of the topics covered so children are more equipped and have a better understanding when tackling more complex problems.</li> </ul>	<ul style="list-style-type: none"> <li>• number sense and exploring calculation strategies</li> <li>• place value</li> <li>• graphs, pictograms</li> <li>• addition and subtraction</li> <li>• length and perimeter</li> <li>• multiplication and division</li> <li>• deriving multiplication and division facts</li> <li>• time</li> <li>• fractions</li> <li>• angles and shape</li> <li>• measures</li> </ul>

			<ul style="list-style-type: none"> <li>• securing multiplication and division</li> <li>• exploring calculation strategies and place value</li> </ul>
Languages	Spanish	<ul style="list-style-type: none"> <li>• <b>To understand</b> that the acquisition of a foreign language promotes important language learning skills and enables pupils to gain an invaluable insight into other countries and their cultures. From an early age, pupils develop the confidence to use languages other than their own and learn to embrace and accept cultural differences.</li> <li>• <b>To experience</b> an international dimension within the curriculum. Practical communication with the country studied enables pupils to practise language skills through visits to Spain and penpal links.</li> <li>• <b>To develop</b> linguistic competence at an early stage. Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for young learners, particularly in the early stage of their development.</li> </ul>	<p>Language learning includes the four skill areas: listening, speaking, reading and writing. Lessons are interactive and provide an age appropriate balance of spoken and written language. The focus is on practical communication and enjoyment.</p> <p>The topics studied are:</p> <ul style="list-style-type: none"> <li>• Me Presento</li> <li>• En Clase</li> <li>• Los Animales</li> <li>• Una Historia</li> </ul>
Humanities	Geography	<ul style="list-style-type: none"> <li>• <b>To understand</b> the World around us</li> <li>• <b>To experience</b> other cultures</li> <li>• <b>To develop</b> geographical skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>'Where on Earth are we?'</b>: pupils learn to understand the world better as a sphere and locate global locations.</li> <li>• <b>'Is climate cool?'</b>: pupils will learn to read weather and climate maps as well as explore the concept of biomes.</li> <li>• <b>'Do you like to be beside the seaside?'</b>: extending coastal and locational knowledge by learning all about the coast of the British Isles and considering some of the advantages and disadvantages of living there.</li> </ul>
	History	<ul style="list-style-type: none"> <li>• <b>To understand</b> that History is the search for evidence and the process of enquiry.</li> <li>• <b>To experience</b> primary and secondary sources and be able to evaluate them.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stone Age</b>: pupils learn about what life was like in the Stone Age and how life changed when man learned to farm. They study what life was like at Skara Brae using available evidence and find out what a study of this island can tell us about Stone Age man.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>To develop</b> the ability to imagine what life might have been like in the past and fill in the gaps left by the evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Iron Age:</b> pupils study how life changed when man learned to farm and then changes occurring in the Iron Age. Pupils are given opportunities to evaluate artefacts.</li> <li>• <b>Liverpool:</b> as part of the topic of local history, the focus is on the city of Liverpool and its history, looking in particular at Liverpool's role as a port and its involvement in the slave trade.</li> </ul>
	<b>RS</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about a variety of religions, this may include Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism.</li> <li>• <b>To experience</b> and enhance children's critical thinking and reflection.</li> <li>• <b>To develop</b> their spirituality and equip children for a world of diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Birth ceremonies:</b> pupils will learn the meaning behind symbols and actions in birth ceremonies. They will learn of the importance of committing the baby to the community of God.</li> <li>• <b>Right and wrong:</b> pupils will think about factors that can make choosing right over wrong difficult, and describe strategies that believers have for dealing with them.</li> <li>• <b>Christianity:</b> pupils will learn about the significant events and teachings at appropriate points in the life of Jesus.</li> <li>• <b>Creation:</b> pupils will learn about different answers to the question of how the world came to be, including non-religious ideas.</li> <li>• <b>Caring for the environment:</b> pupils will learn why believers from different religions might treat the planet in different ways.</li> </ul>

Strand	Aims and Purpose / Intent	Content Summary
<b>Games &amp; Competitions</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how teamwork and competition in a variety of settings and fields develops character and skills and how competitions can lead to improvement and excellence.</li> <li>• <b>To experience</b> competing individually and as a team and winning and losing gracefully.</li> </ul>	<ul style="list-style-type: none"> <li>• Through PE lessons – competitive sports (Netball, hockey, rugby, football, tennis, rounders', cricket, athletics)</li> <li>• Through interhouse sporting competitions</li> <li>• Sports' Day</li> <li>• House Pancake race</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>To develop</b> resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win.</li> </ul>	
<p>Artistic Expression</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how creativity and the arts enrich their lives and our works.</li> <li>• <b>To experience</b> a variety of creative and artistic expression both as a participant and audience.</li> <li>• <b>To develop</b> the confidence and skills to create and engage in creative expression both individually and as a part of a group.</li> </ul>	<p><u>Art</u></p> <ul style="list-style-type: none"> <li>• Participation in the Art Competition as part of House Events (October)</li> <li>• Eyeline Art available afterschool</li> <li>• Activity session – Comic drawing, Arts &amp; crafts</li> </ul> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>• <b>Weekly Whole School Singing and worship</b></li> <li>• Opportunity to learn an instrument (cello group in Year 3)</li> <li>• Year 3 Violin Group</li> <li>• Guitar Group</li> <li>• Choir open to all Prep School</li> <li>• College Orchestra open to all who play a musical instrument</li> <li>• Performances during Founders Day, Christingles, Carol Concert, Harvest Festival, Music Festival, Speech Day, The Springtime Soiree in the Palm House</li> <li>• Participation in the school musical.</li> <li>• Informal Concerts</li> <li>• Take part in music based activities during Hispanic Day and Environment Day</li> <li>• <b>Annual International Music Tour open to members of the Choir and Orchestra</b></li> </ul> <p><u>Drama</u></p> <ul style="list-style-type: none"> <li>• Drama afterschool</li> <li>• Embedded in English lessons</li> <li>• School Play (all pupils can audition)</li> <li>• English Speaking Board (Summer term exams)</li> </ul>
<p>Spiritual Formation</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about their own spiritual tradition and that of others, to understand the spiritual roots of the College and its founders.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapel – once per week</li> <li>• Founders Day service in Cathedral</li> <li>• Assemblies with well-known hymns</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>To experience</b> Christian worship, in line with the founding aims of the College.</li> <li>• <b>To develop</b> as critical thinkers as they reflect on their place in the world, philosophical questions of human existence, and Christian answers to those questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chapel pupils will benefit from reflection time.</li> </ul>
<p>PSHE</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the critical opportunities and challenges which will keep them safe and healthy and prepare them for fulfilling lives.</li> <li>• <b>To experience</b> interactions, meetings, discussions, and events which will prepare them to identify and manage opportunities and challenges that lead to healthy, safe and fulfilling lives.</li> <li>• <b>To develop</b> skills to author their own lives as citizens and members of a community and to make good decisions about their safety, mental and physical health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Being Me in My World:</b> getting to know each other, our nightmare school, our dream school, rewards and consequences, our learning charter, owning our learning charter.</li> <li>• <b>Celebrating difference:</b> families, family conflict, witness and feelings, witness and solutions, words that harm, celebrating difference: compliments.</li> <li>• <b>Dreams and Goals:</b> dreams and goals, my dreams and ambitions, a new challenge, our new challenge, our new challenge – overcoming obstacles, celebrating my learning.</li> <li>• <b>Healthy Me:</b> being fit and healthy, what do I know about drugs?, being safe, being safe at home, my amazing body.</li> <li>• <b>Relationships:</b> family roles and responsibilities, friendship, keeping myself safe, being a global citizen, celebrating my web of relationships.</li> <li>• <b>Changing Me:</b> how babies grow, babies, family stereotypes, looking ahead.</li> </ul>
<p>Careers &amp; STEM</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the world of work and the skills needed to succeed in it and the way in which entrepreneurs generate wealth and opportunities.</li> <li>• <b>To understand</b> their own aptitudes and interests and how they can be developed and how they might be used in the world of work and the specific contribution STEM makes to our society and its economic flourishing.</li> <li>• <b>To experience</b> individual and independent careers advice and guidance and self-assessment and reflection about aptitude and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Palaeontology careers discussed</li> <li>• Network tour and talk- what is a technician</li> <li>• Careers in fashion and graphic design</li> <li>• Visit and workshops led by a Journalist</li> <li>• Skills and aptitude analysis</li> <li>• Talk from professional Author and/or Opera singer- my life</li> <li>• Science events/days/weeks</li> </ul>





	<ul style="list-style-type: none"> <li>• <b>To experience</b> interactions with a wide variety of people and institutions form the world of work and making a clear plan which relates current efforts in school to possible future outcomes.</li> <li>• <b>To develop</b> ambitions and high expectations for their future, a positive attitude to the relevance of their current studies and a range of career management, enterprise and employability skills.</li> </ul>	
<p>Charity &amp; Service</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> servant leadership and the moral imperative to serve and share.</li> <li>• <b>To experience</b> serving others in settings in and outside the school and promoting a better and more just society through service and charity.</li> <li>• <b>To experience</b> sharing what we have and what we can do with those who are in need.</li> <li>• <b>To develop</b> an attitude of gratitude and a commitment to service and charity.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to collect for local food banks at Harvest time.</li> <li>• Fund raising for charity at Christingle</li> <li>• Charity Week – all children get the opportunity to sell cakes, hold stalls, competitions to raise money for a chosen charity each year.</li> <li>• Pupils are voted onto the school council (3 per year group) and share the views of the year group based on different topics/themes.</li> </ul>
<p>Leadership Education</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> what leadership is and what it requires and how leaders develop.</li> <li>• <b>To experience</b> challenges and activities which require leadership and in which they build resilience and accept responsibility for themselves and for others.</li> <li>• <b>To develop</b> resilience and the confidence and skills to lead effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Half term course ‘First steps in leadership’ delivered by S Harper</li> <li>• Voted and leading as part of the school council</li> <li>• Positions of responsibility in class e.g. Computer monitor</li> </ul>