



Lower School Curriculum Booklet

(Years 3, 4 & 5)

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INTRODUCTION

This booklet is a guide to the academic work covered by pupils in the Lower School.

As an independent school, St Edmund's is not governed by the Statutory Orders of the Education Reform Act. This enables us to provide an academic programme that, in its breadth and balance, far exceeds the requirements of the National Curriculum. Nevertheless, we do, of course, fulfil the main aims of the Act, which requires that the curriculum be "balanced and broadly based, to promote the spiritual, moral, cultural, mental and physical development of pupils and of society, and to prepare pupils for the opportunities, responsibilities and experiences of adult life."

The Lower School programme of work broadly follows the National Curriculum at Key Stage 2 but it also reaches beyond to include French and Latin (from Year 5).

ART

Art is taught by Form Teachers in the classroom. The content of Art or Design related topics is usually themed closely with other subjects; most typically History, Geography and Science.

Specific Art/Design themes covered include:

Form 3

- Pattern and printing, portraits, sculpture

Form 4

- Exploration of Art through a range of different media and links with Topic work
- Artists – Pablo Picasso, Hundertwasser

Form 5

- Art in the style of Andy Goldsworthy, Lowry, Turner, O'Keefe and Warhol
- African Art (linked to Topic work)

CURRICULUM SUPPORT (ADDITIONAL EDUCATIONAL NEEDS)

Who needs this extra help?

A small number of pupils in Years 3, 4 and 5 will need extra support for some or all of their time in Junior School.

These children may be identified through in-school assessments, assessments made by specialists out of school, parental or staff concerns or from information from a previous school. This support is provided in school by Mrs Barnes, a specialist teacher of Additional Educational Needs.

When and how is this extra help given?

In the Lower School a child may be supported either in the classroom, or withdrawn from class individually or in a small group. Children will not normally be taken out of other lessons such as art, music or sports to receive extra help, as we believe they need full access to a broad and balanced curriculum.

Some children do not need direct 1:1 support but may need a little extra understanding and support in class from their teachers. This includes children who have been identified as gifted or talented. The teachers will use differentiation to meet the needs of these children, and Mrs Barnes (the Curriculum Support teacher) oversees this.

Children's needs may fluctuate, and they will receive close monitoring and support for as long as they need it.

What extra support is available?

- **Spelling** Classes are divided into ability groups for 2 to 3 sessions a week.
- **Reading** In class and an extra group session is timetabled weekly for those who need it.
- **Numeracy** Classes are divided into ability groups in Forms 4 and 5. Support is available in class or by individual or group withdrawal, as appropriate.
- **Social skills** Children who need extra support for friendship skills meet one break time a week.
- **Co-ordination** Including gross motor co-ordination such as ball skills and balance and fine- motor such as handwriting.
- **Touch typing** Sessions are offered to pupils who have difficulty with written recording.
- **Welfare** Every care possible will be taken of your child in school. Sometimes there may be other emotional issues which affect pupils making concentration on school work more challenging.

Regular meetings are held between the Curriculum Support staff in Lower School, Upper School and Senior School to ensure continuity and transfer of information and ideas, particularly as children move between the different sections of the school.

Visiting specialists

In consultation with parents, the school may recommend an assessment by external specialists such as an Occupational or Speech Therapist or Educational Psychologist for further advice. Their recommendations will form part of the teaching plan for these pupils.

Welfare

The Every Child Matters document states that every child, whatever their background or circumstances, should have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. The AEN department is an integral part of the pastoral support team, which meets regularly and has the welfare of each child as its top priority.

We greatly value our collaboration with parents and ask them to keep in regular contact with class teachers and AEN staff, to support children both at home and in school.

For further information, the school AEN policy document is available from Mrs Barnes.

ENGLISH

FORM 3

Literacy

The teaching of Literacy in Form 3 is based on the objectives of the 2003 version of the Literacy Strategy. Reading takes place as both an individual and a group activity and is at varying levels to suit each child. Differentiated comprehension also takes place via reading groups. Reading and comprehension are also, of course, cross-curricular activities. Handwriting practice, building on the Pre-prep work, takes place weekly and a good cursive style of writing is positively encouraged. Literacy work takes place at word, sentence and text level.

Michaelmas Term

- a) Range of texts used:
 - Information books on topics studied
 - Poems based on observation and the senses
 - Shape poems
 - Stories with familiar settings and plays
 - Myths, fables and legends
 - Thesauruses and dictionaries
- b) Word level
 - Use of Sound/Write scheme
 - Individual spelling logs
 - Use of topic work banks and dictionaries
 - Use of dictionaries
 - Study and use of synonyms
 - Alliteration
 - Onomatopoeia
- c) Sentence level
 - Grammar and punctuation: capital letters, full stops, speech marks, exclamation and question marks, commas
 - Function of verbs
 - Speech bubbles, use of type/font size e.g. captions and headings
- d) Text level
 - Compare range of story settings
 - Study dialogue in stories and plays
 - Differentiate between prose, poetry (rhyming and non-rhyming) and plays
 - Study, develop and use settings and story openings
 - Invent calligrams and a range of shape poems
 - Begin to use paragraphs
 - Understand distinction between fact and fiction and notice different style and structure
 - Locate information e.g. contents, index etc
 - Write story plan for own myth, fable, traditional tale

Lent Term

- a) Range of texts used:
 - Non-chronological reports based on Egyptian topic
 - Stories

- Oral and performance poetry from different cultures
 - Instructions, dictionaries and thesauruses
- b) Word level:
- Use of Sound/Write scheme
 - Individual spelling logs
 - Use of topic work banks and dictionaries
 - Use of dictionary
 - Use of terms singular and plural
 - Compound words
 - Use of apostrophe
 - Suffixes
- c) Sentence level:
- Use and function of adjectives within sentences
 - Pluralisation within the sentence structure
 - Verbs in 1st, 2nd and 3rd person and grammatical agreement in speech and writing
- d) Text level:
- Styles and traditional story language
 - Identification of story themes
 - Choice and preparation of poems for performance
 - Story planning by key incidents
 - Portrayal of characters
 - Writing verses for performance based on models
 - Different purposes of instructional texts and their organisation
 - Beginning to take notes

Summer Term

- a) Range of texts used:
- Stories by the same author
 - Humorous poetry and poetry that plays with language
 - Adventure and mystery stories
 - Letters for a range of purposes
 - Alphabetic texts, dictionaries, encyclopaedias etc
- b) Word level
- Use of Sound/Write scheme
 - Individual spelling logs
 - Use of topic work banks and dictionaries
 - Use of dictionaries
 - Further use of apostrophe
 - Synonyms for writing dialogue
 - Homonyms
- c) Sentence level:
- Pronouns
 - Use of speech marks in dialogue
 - Conjunctions
 - Time sequence words and phrases

- d) Text level:
- Re-tell main story points and compare different stories
 - Distinguish between 1st and 3rd person accounts
 - Compare types of humour e.g. in poetry
 - Compare works by same author and preferences
 - Plot sequence of episodes in known story
 - Write 1st person account
 - Write book reviews
 - Write poetry that uses sound to create effects
 - Explore range of letters
 - Sum up main points of a text

FORM 4

This subject is taught on a daily basis. The following aspects of English are covered:-

Michaelmas Term	Lent Term	Summer term
<p><u>Spelling tests</u> (ability based)</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Nouns, singular and plural • Similes • Pronouns • Synonyms • Adjectives • Antonyms <p><u>Comprehension</u> (ability based groups) Differentiated according to ability and linked to topic.</p> <p><u>Writers' workshop:</u></p> <ul style="list-style-type: none"> • Sentence level activities leading to related text level tasks • The function of verbs • Verbs • Speech Marks • Complete sentences • Commas • Use of paragraphs • Non - chronological report writing • The function of adjectives • Use of capital letters • 1st, 2nd, 3rd person • Identifying pronouns • Use of conjunctions 	<p><u>Spelling & comprehension as before.</u></p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Verbs • Verb tenses • Adverbs • Apostrophes - contractions • Apostrophe - ownership • Capital letters • Speech marks • Use of question marks / exclamation marks • Dialogue <p><u>Writers' Workshop:</u></p> <ul style="list-style-type: none"> • To read own writing for coherence • Verb tenses • Powerful verbs • Function of adverbs • Commas • Use of paragraphs • Use of adjectives • Use of apostrophe to show possession • Letter writing • Reports • Factfiles • Mind maps 	<p><u>Spelling & comprehension as before.</u></p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Homophones • Conjunctions • Prepositions • Prefixes • Suffixes <p><u>Writers' Workshop</u></p> <ul style="list-style-type: none"> • Editing / proofreading • Writing for different audiences • Direct / reported speech • Verb tenses • Paragraphs • Punctuation • Differences between spoken / written language • Nouns • Prepositions • Fact files • Mind maps • Poetry • Play scripts <p><u>Speaking and listening</u></p> <ul style="list-style-type: none"> • book & topic orals

<ul style="list-style-type: none"> • Factfiles • Mind map 		
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FORM 5

Throughout the year the children learn grammar, comprehension, reading & library skills, spelling strategies and creative writing, including a range of poetry. Much of the Literacy work covered is linked with the term's Topic.

Handwriting is monitored by form teachers and additional support is given as required.

Michaelmas Term

- Range - myths & legends, Victorian authors, concrete poetry, play scripts and recounts of events, news reports and instructional texts, including rules & recipes.
- Grammar - verb tenses, direct and reported speech, revision of nouns, adjectives, verbs and adverbs, synonyms, homophones.
- Spelling - as linked to classroom work. Grouped spelling.
- Creative writing & poetry - character studies, reading and constructing play scripts linked with History. Plan & write own story, Victorian theme.
- Speaking and Listening; reading stories to class. Video conference with National Archives, cross linked with History.

Lent Term

- Range - science fiction, non-chronological reports, narrative poetry, traditional stories/plays & how stories change over time. Read & compare stories by Michael Morpurgo.
- Grammar - noun & verb agreement, collective and abstract nouns, pronouns, commas to separate clauses.
- Spelling - as Term 1.
- Creative writing and poetry - to raps, poetry linked to African legends
Speaking and Listening Skills; oral presentation on topic of pupil's choice/ Powerpoint on African theme.

Summer term

- Range - persuasive texts, giving arguments for and against, fact versus opinion, letters of complaint and to inform, historical texts relating to WW2 both fiction and factual accounts.
- Grammar - prefixes & suffixes, root words, paragraphing, prepositions.
- Spelling - as Term 1
- Creative writing & poetry.
- Speaking and Listening Skills; interviewing Evacuees from WW2, questioning techniques.

FRENCH

The French Department teaches French to all children in Year 3 and above. There are two lessons a week in Lower School classes.

FORM 3

We use a text book called *Skoldo 1*, in which the following topics are introduced: colours, clothing, numbers, the alphabet, animals, family, toys, simple food and drink, fruit and the beach.

During the course of the year, plenty of games are played and songs are sung to re-enforce the learning of the language.

FORM 4

We continue to use *Skoldo 1*, starting off from where we left off the previous year. Pupils starting at St. Edmund's at this stage are easily integrated into the system at a level appropriate for them. As well as consolidating the Year 3 learning, pupils learn about dinosaurs, transport, more clothing, classroom objects, and the countryside. From *Skoldo 2* they learn about rooms in the house and the contents thereof, adjectives, and the main shops around a town.

As in Form 3, plenty of games are played and songs sung to reinforce learning.

Outing to Le Touquet and a French market.

FORM 5

At this stage the study of French becomes more serious with reading and writing from memory being introduced. We start a new textbook, called *Encore Tricolore 1*, and we aim to complete the following topics:

- General greetings and farewells.
- Introductions including name, age and domicile.
- Classroom instructions.
- **Classroom objects including** *un, une, le, la, l', les*.
- Where you live including *à* + towns, *en* + fem. Countries.
- Families.
- Where things are, using *mon, ma, mes, ton, ta, tes*.
- Days of the week and the verb *être*.
- Numbers up to 70.
- Animals, colours and sizes.
- Likes and dislikes.
- Asking questions in three different ways.
- Using the French alphabet.

There is a trip to Audruicq near Calais towards the end of the year, when the children meet their counterparts at our linked French primary school and undertake some playtime activities with them. The children also buy their own lunch from the market in Audruicq. The French children subsequently make a return visit to St Edmund's.

GEOGRAPHY

FORM 3

Two main topics are covered in Form 3 and the learning objectives are based on the National Curriculum KS2 Geography and QCA documentation. The areas covered are:

1) Weather around the World

The book "The Fantastic Flying Journey" by Gerald Durrell is used as a catalyst for this area of work. The children learn about polar, temperate and tropical areas of the world and how rainfall and height affect the environment. They also begin to understand the difference between weather and climate. They use world maps and atlases and are able to explore different weather conditions in varying holiday destinations.

2) Investigating our Local Area

The children explore the basic components, physical and human, within a small rural community and learn simple mapping techniques. Various large-scale maps and plans are introduced and the children make their own model village. They learn about grid co-ordinates and direction (eight compass points) and are able to understand how to relate aerial views, using large aerial photos, to maps. Much use is made of their own classroom and school environment as a basis for learning new geographical concepts.

Cross-curricular links are numerous and include those to Literacy, Numeracy, ICT, Art and Technology. Differentiation is dictated by the children's own levels of development and a wide range of understanding is usually noted.

FORM 4

This subject is taught weekly. The following topics are studied:

Michaelmas Term

Village Settlers:

- Choosing settlement sites - evidence from maps
- Linking settlements
- Names from the past
- Features of present day settlements
- Annotating maps
- Making Celtic settlements-linked to D&T

Lent Term

Improving the environment:

- Noise pollution
- Waste and rubbish
- Recycling
- Consequences to the environment
- Improving and managing the environment
- Rivers
- Features of a river
- World rivers
- British rivers

There is a field trip to follow the River Stour

Summer Term

Village in a less economically developed country – Chembakolli:

- Location
- Physical features of the area
- People
- Climate
- Homes
- Schooling
- Work
- Comparison with Canterbury.

The children enjoy an Indian cultural day, including dressing up and eating Indian food.

FORM 5

All the Geography work is taught through Topic, ie there are strong cross-curricular links

Michaelmas Term

Victorians:

- The growth of the British Empire (mapping skills)
- The coming of the railways (mapwork)
- Settlement in 19th Century Britain compared with today
- Canterbury in Victorian times (field trip to town to spot Victoriana)

Lent Term

The Earth, Our Place in Space

- Links with science unit. Looks at the atmosphere and gases.
- Make up of the planet.
- Continents; cold areas (Talk from Antarctic Survey Team)

Distant Locality – Africa:

- Africa; countries, climatic zones, talk from Mr Bacon re Kilimanjaro
- Kenya; a study. Climate, tourism, farming, landscape etc.

Summer Term

Second World War:

- Europe in 1939; compared with modern maps (change)
- Reference to Second World War History topic; local mapping
- V1 and V2 rocket landings
- Main areas for bombing in Britain; evacuation; English counties etc.

HISTORY

FORM 3

The main topic studied in Form 3 is Egyptian Civilisation.

The main objective is that children begin to gain some insight into civilisations that are different in both culture and time from their own.

The topic is introduced via modern events that have connections with the past and are developed after the children have begun to understand something of the location, climate and terrain of Egypt. Time lines, various media e.g. books, posters, tapes, videos and computers along with a visit to the British Museum are all used as teaching tools. The children are encouraged to express their learning orally, in drama, in written work and pictorially on paper. Art lessons along with Technology, Literacy, Numeracy and Geography all play a part in these topics.

FORM 4

Michaelmas Term

The Romans:

- Life in Britain before the invasion
- The Romans in Britain

There is a field trip to the Butser Ancient Farm to study Iron Age and Roman settlements and ways of life

There is a Roman cultural day, which includes dressing up and enjoying a Roman feast.

Lent Term

The Anglo Saxons:

- The legacy of Roman rule
- Life in Anglo-Saxon England

Summer Term

The Vikings:

- The legacy of Anglo-Saxon settlement
- Viking invasion and settlement

FORM 5

Michaelmas Term

Victorian Britain:

- Who was Victoria? Looking at her family tree
- What was it like to be a rich/poor child in Victorian England?
- The workplace; Video conferencing with the National Archives
- The Victorian schoolroom
- The Crystal Palace and the Great Exhibition.
- The Victorian Christmas; Tradition rediscovered (links with art and craft e.g. pomanders, crackers)

The children visit a local museum or exhibition e.g Cobtree Museum of Rural Life, Quex Park

Lent Term

- Basic history pertaining to the origin of the continents
- History of the countries studied in Topic eg British links to Kenya

Summer Term

Second World War:

- What was it like to be a child in WW2?
- Key events concentrating on The Home Front.
- Independent Project work on WW2 theme.

The children visit local museums including the Manston Spitfire Museum and possibly the Imperial War Museum. They also interview real blitz evacuees about their experiences.

INFORMATION COMMUNICATION TECHNOLOGY

FORM 3

- Children develop the skills to start using ICT to support their classroom work.
- All children are introduced to the use of the Microsoft Office applications Word and Powerpoint, and these form the backbone of their learning, along with Internet Explorer.
- Pupils learn to use the internet and CD-ROMs for research and are taught how to find, select and use information effectively.

FORM 4

ICT is used as a cross-curricular tool

- The basic skills of Form 3 are developed and applied to classroom topics.
- Children start to investigate how data can be manipulated, stored and output.
- Web page design and desktop publishing using Microsoft Publisher are introduced.

FORM 5

- Children continue to develop their application skills and learn how to share information between different applications.
- Classroom topics provide the stimulus for further ICT-based research and presentation.
- Powerpoint presentations included as part of English 'Speaking and Listening' strand.
- Some ICT dedicated to Young Engineers Club; linked to model making, movement and Pro-bot programming.
- Simple database use to produce charts and graphs.

LATIN

Form 5

Latin is first taught in Form 5, with one lesson per week for all pupils. The course followed is 'Minimus' (Mini-mouse) Book 1, a cheerful and highly popular book responsible for the re-introduction of Latin in many schools. The course covers basic essentials of grammar and vocabulary as well as a number of topics on Roman civilization.

MATHEMATICS

FORM 3

This course is based on the Numeracy Strategy and we use the Collins Primary Maths scheme and various other appropriate materials. Cross-curricular links are used with Science and Artwork and to a lesser extent with History and Geography. The following topics are covered.

Solving problems:

Children are encouraged to discuss their work and both use and respond to the question “What would happen if...?” They are encouraged to try different approaches when solving problems, use and interpret mathematical symbols and diagrams, and present a particular example to show that they understand a general statement.

Ordering of number to 1000:

Place value to 100 and beyond and beginning of decimal notation; mental recall of addition facts to 20 and beyond; choice of appropriate operation when solving addition and subtraction problems; identification and use of halves, quarters and other simple fractions; understanding of the operation of multiplication and division; mental recall of 2, 5, and 10 multiplication tables; use of methods for adding and subtracting numbers with at least two digits.

AT3

Mathematical names for common 2D and 3D shapes and precise descriptions of their properties; simple reflective symmetry; recognition of right angles; use of non standard and standard metric units of length, capacity, mass and time.

AT4

Sorting and classification of objects using at least two criteria; extraction and interpretation of data presented in simple tables and lists; construction of bar charts and pictograms to communicate information; interpretation of simple information given in bar charts and pictograms.

FORM 4

After the first month or so of the year children are placed in sets according to ability with weaker children receiving support from the Curriculum Support Department.

We follow the Collins Scheme. The subject is taught daily and the topics outlined below are revisited throughout the year, each time revising and building on pupils' knowledge. There are weekly mental maths and tables tests.

Number and the Number system:

Place value; ordering; properties of numbers; number sequences; fractions; decimals; rounding.

Calculations:

Mental calculation strategies for addition; subtraction; multiplication and division; paper and pencil strategies for addition; subtraction; multiplication and division.

Solving Problems:

Word problems involving money; length; reasoning on shapes; numbers and time. Choosing the appropriate number operation.

Measure, shape and space:

Length, area and perimeter; shapes, 2D and 3D; time; angle and rotation; mass.

Handling Data:

Organising and interpreting data (tally charts, pictograms, frequency tables, bar graphs etc).

FORM 5

We follow the Collins Scheme. The subject is taught daily and pupils continue to be set by ability. The topics outlined below are revisited throughout the year, each time revising and building on their knowledge. We enter a team for the Ashford School Form 5 Mathematics Challenge.

Numbers and the Number System:

Place value; ordering numbers; rounding numbers; properties of numbers; number sequences; equivalent fractions; fractions of quantities; percentages; fractions; decimals; percentages; ratio and proportion; negative numbers.

Calculations:

Addition, subtraction, multiplication and division problems; using a calculator; multiplying and dividing by 10, 100 & 1000.

Solving Problems:

Word problems involving; measures, money, time, number and shape; one step and multi-step problems. Investigating general statements.

Measures, Shape and Space:

Units and their conversions; using units; perimeter and area; triangles and polygons; quadrilaterals; symmetry in 2-D shapes; 3-D shapes; angles; position and direction; reflection, rotation and translation.

Handling Data:

Probability, mode, median and mean, diagrams, graphs and tables, charts.

The lowest set also uses Springboard Mathematics as a booster program in the second term.

MUSIC

The Music curriculum in Key Stage 2 is based on the three main components of music: Performing, Composing, and Listening and Appraising. All classes in Forms 3, 4 and 5 are taught in the Music School, which affords pupils the use of specialist, first class facilities. Teaching is very much based on a 'hands on', practical approach and includes the use of keyboards, classroom percussion instruments, including non-Western instruments, instruments played by the pupils themselves and, of course, the voice. The music studied covers classical and popular music of Western Europe.

The Programme of Study across the three year groups comprises the following topics:

	Form 3	Form 4	Form 5
Michaelmas Term	<ul style="list-style-type: none"> • General introduction to music including 'high' & 'low', 'long' & 'short', 'fast' & 'slow'. • Set work – Handel's <i>La Rejouissance</i>. • Introduction to string instruments 	<ul style="list-style-type: none"> • Layout of the Romantic Symphony orchestra. • A study of brass instruments using hosepipes to discover principles of harmonics. • Sol fah and Curwen hand signs in signifying changes of pitch within songs. 	<ul style="list-style-type: none"> • Families of instruments and layout of orchestra. • Musical autobiography, with use of voice and instruments. • Rap - cross curricular work with English. • Set work - Peter and the Wolf
Lent Term	<ul style="list-style-type: none"> • Set work — Carnival of the Animals, to explore pitch, tempo, rhythm, dynamics. • Exploration of polyrhythm using African Djembe drums. 	<ul style="list-style-type: none"> • A study of woodwind instruments. • Listening to specific pieces of classical music with associated stories. 	<ul style="list-style-type: none"> • Medieval Music — using drones and pentatonic melodies for compositions. • Development of pitch work in both treble and bass clefs using Keyboards.
Summer Term	<ul style="list-style-type: none"> • Notation - treble clef, semibreve, minim, crotchet, lines and spaces, bars & bar lines. • Pupil composition leading to group composition in Music Technology Room. • Singing project in preparation for Junior School Prize-giving. 	<ul style="list-style-type: none"> • A study of percussion instruments. • Use of the train game to reinforce music reading and sol fah skills. • Singing project in preparation for Junior School Prize-giving. 	<ul style="list-style-type: none"> • Concept of form and structure in music — specifically Binary and Ternary Form. • Composition of melodies in both forms. • Set works - Grieg's Norwegian Dance and Coates' Dambusters' March. • Rhythm work - use of call and response drumming. • Singing project in preparation for Junior School Prize-giving.

RELIGIOUS STUDIES

FORM 3

Michaelmas term

Festivals:

- Harvest
- Festivals from world religions
- Links with natural cycle - eg Festivals of Light in the winter months
- The role of the priest and others in the Christian Church
- Saints and especially St Edmund of Abingdon, our Patron Saint

Lent term

Another world religion:

- Beliefs
- World distribution
- Its history
- Stories and symbols of the religion

Summer term

Sacred Writings:

- Introduction to sacred texts and Holy books of all World Religions
- Similarities and differences
- The Bible as a Book. Different versions
- New Testament/Old Testament
- Dead Sea Scrolls
- Using the Bible as a reference book

FORM 4

Michaelmas term

a) Special Days/themes:

- Harvest
- Chosen chapel charity for the term/year
- Remembrance Day
- St Edmund's Day
- Advent
- Christmas story

Lent term

b) Jesus:

- Life and teachings
- Historical context as a Jew in the First Century
- Christian beliefs about Jesus – Easter
- Holy Week
- The Passion in art and music through the ages

Summer term

c) The Church and Christian worship:

- How Christians worship.

- Significance of the Last Supper
- Universality of the Lord's Prayer
- The Church and Christian Worship
- Different places of Christian worship
- Denominations
- The forms that worship can take

FORM 5

Michaelmas term

Festivals:

Looking at the many festivals that occur in the term including Harvest, Michaelmas, Yom Kippur, Ramadan (if applicable), Festival of Lights, Guy Fawkes Day, Remembrance Day, All Saints/Souls/Halloween and Christmas (latter ties in with History Topic).

Lent term

So Who Was Jesus Christ?:

An exploration of evidence from the Bible following the life of Christ from cradle to grave, and beyond. We consider

- The childhood of Christ
- The miracles
- The stories of Jesus
- Jesus as a friend
- The final days
- The Cross and Crucifixion
- Resurrection

Summer term

Old Testament Heroes:

- Noah
- Abraham
- Moses
- Jonah
- David
- Daniel
- Samuel

SCIENCE

Each year group covers a different topic each half term, following the themes of:

- **Physical processes**
- **Materials and their properties**
- **Life Processes and living things**

Investigative skills and enquiry work are an integral and ongoing part of the curriculum.

Children are taught the following topics:

Form 3	Form 4	Form 5
Magnets and springs	Moving and growing	Earth, Moon and Sun
Characteristics of Materials	Circuits and Conductors	Life cycles
Teeth and healthy eating	Solids, liquids and how they can be separated	Gases around us
Rocks and soils	Keeping Warm	Changing state
Light and Shadow	Friction	Changing sounds
How plants grow	Habitats	Keeping healthy

Field Trips and Workshops

- All Lower School children attend workshops twice a year given by 'Professor Albert' who demonstrates 'science in everyday life'.
- Form 3 and 4 children make an annual visit to the Living Land show at Detling.
- Form 4 children visit the Science Museum in London to follow up work on the Habitat topic.
- Form 4 pupils give their own practical science presentations.

SPORT

Physical Education and Games play an important part in the lives of children at St Edmund's. Sport develops their self-confidence and gives opportunities to take part in a wide range of activities.

The department feels that sport provides pupils with the opportunity to develop physical, mental, social and moral qualities. Pupils are encouraged to display positive attitudes to fair play. This is shown through their respect for officials, members of staff, parents and opponents.

From Abingdon House to Form 8 the pupils have an extensive exposure to different sports in PE. Abingdon House to Form 6 have a traditional curriculum varying from gymnastics, handball, basketball, athletics, tennis, swimming, orienteering and fitness. Forms 7 and 8 partake in a rotation of 4 different sports in their PE lessons. These are badminton, basketball, squash and an outdoor option. This option varies from lacrosse, touch rugby, circuit training, cross-country, trampolining and tennis. The PE department feels that giving the pupils exposure to a variety of different sports will encourage children to continue with physical activity throughout their lives.

At the beginning of each term children in Forms 3-8 are fitness tested, this personal fitness profile is then recorded in their prep-diaries and the older pupils record on a spreadsheet in ICT to show how much they improve across specific areas of fitness. Each pupil is tested on their cardiovascular fitness, strength, balance, flexibility, hand-eye co-ordination and reaction time. It is interesting to see the improvements of each child as they progress through the school.

In Games lessons, the school concentrates more on the traditional sports. In the Michaelmas term the boys play football and the girls play hockey. In the Lent term boys play hockey and girls play netball and in the Summer term boys play cricket and girls rounders. This teaches all the children from Forms 3-8 the rules and strategies of these sports. Teams are chosen from all year groups to play weekly fixtures against other schools. Although we try to include as many children as possible (and we have had a 100% participation rate on many occasions) we do choose the pupils that will make up the best team in order to provide the best competition against other schools. Children not selected to play in matches will continue to learn the skills of the team sport and sometimes other sports to encourage their enthusiasm.

Extra-Curricular Activities

There is a healthy tradition at St Edmund's for after-school activities; these have included

- Squash
- Dance
- Cross country
- Football
- Netball
- Cricket
- Trampolining
- Basketball
- Fencing
- Health and Fitness
- Swimming
- Mountain Biking

The PE Department also runs various coaching courses in the school holidays. In the October half term we usually run a multi-sport week. In the Easter holidays there is a cricket coaching

course. There is also a multi-activity fortnight in the first fortnight of the summer holidays, when pupils can participate in a wide range of activities from dry skiing to go-karting.

Trips and Tours

The PE department runs three very successful annual trips. In the February half term there is a ski trip, taking over 40 children a time. At Easter we take 40 boys and girls to Holland to play hockey and football fixtures against Dutch clubs. Finally, as a celebration of the end of their Junior School careers, Form 8 travel to the South of France to participate in a variety of watersports. The PE Department feels that these trips are a valuable cultural and educational experience for the children.

Although not run by the PE Department, there is also an annual adventurous training and survival week in the Hebrides in August. This trip is open to pupils in Forms 7 and 8.

TECHNOLOGY

DT Unit	Covered in which subject/topic	Item produced ... and evaluated? Most 'pure' DT projects are usually evaluated; those completed as part of a project may not be.
3A Packaging	Geography, mapmaking; paper and cardboard models, some from nets, to make model houses. Egyptians; pyramid nets	Model village Pyramids
3B Sandwich Snacks	Egyptian 'Rich man, poor man' meal comparing diets.	Light snacks and nibbles produced and evaluated.
3C Moving Monsters	*Literacy; Myths and Legends; Monsters.	Pneumatic monsters
3D Photograph frames	French/Art study of Monet	Picture frames in heavy card or light wood. Evaluated.
4A Money containers	*Not made on a regular basis but have been made as a stand-alone DT project.	Money boxes of various designs made of cardboard tubes or boxes.
4B Storybooks	Literacy/History. Celtic storybooks with pop-ups and slides.	Storybook. Evaluated.
4C Torches 4D Alarms 4E Lighting it up	Science topic; use switches, bulbs and alarms (from Science resources) to create a questions circuit board with links to Literacy questions	Large circuit board with buzzers, lights etc. Evaluated.
5A Musical instruments	Africa topic/Science/Music	Make drums and simple instruments; boxes, tubes, bands etc. Music Dept 'performance'. Evaluated.
5B Bread	Made in Year 4 as part of Celtic project.	Evaluated.
5C Moving toys	*Science 'Space'/creative writing. Pneumatic monsters. *African theme park; small moving models (battery or band driven)	Eye popping or tunnel creeping junk monsters, evaluated. Wooden toys that move (cogs and/or cams)
5D Biscuits	Part of healthy eating Science unit, OR as part of WW2 rationing project.	Biscuits (own design) produced in Food Tech room or class. Evaluation. Could include packaging and advertising.

Additional Units Year 3	Egyptians project; Mummy masks, jewelled necklaces and wigs, ships. French 'colour models'. 'Sac a tete' for teaching face parts, Room in a Shoebox for teaching prepositions etc.	
Additional Units Year 4	Viking boats in card, thread and wood. Helmets and shields in card.	

Friday activities have also included options such as soft toy making, knitting, binca work, felt decorations, mosaic mirrors, dough decorations, construction toys, junk modelling.

Young Engineers club runs once a week for Years 4-7.