



HARRODIAN

9s (YEAR 5)
CURRICULUM HANDBOOK
2017 - 2018

INTRODUCTION

The purpose of this handbook is to provide parents with concise information about the subjects taken by the 9s (Year 5 pupils) at The Harroddian School.

Pupils will be studying the following subjects:

- Art and Design
- Computing
- Drama
- English
- French
- Humanities (combining Geography, History and Religious Studies)
- Latin
- Mathematics
- Music
- Science
- Sports

Pupils in the 9s will also have one timetabled form period each week taken by their form teacher. This lesson will be used for class administration and Physical, Health and Social Education (PSHE) and Citizenship.

Each department is responsible for implementing marking, assessment and recording within their department, which conforms to the school policy. At the beginning of the academic year all subject teachers will explain to pupils how their work will be marked and assessed.

Homework in the 9s should take approximately 45 minutes per night. It will consist of one subject specific homework to take 25 minutes supported by daily reading, spelling and timetables practice to take 20 minutes. A homework timetable will be issued to each pupil at the beginning of the Autumn Term.

Pupils will be assessed using a range of methods. It may be an end of module test, a topic progress check, or a spelling test, however these assessments will be ongoing throughout the year. Full written reports will be sent home once a year and parents will also be invited to attend two Parents' Evenings where pupil progress can be discussed with subject teachers. There will also be the opportunity to meet Form Teachers, the Head of Year and Head of Lower Prep, if required.

Should you require further information, please do not hesitate to contact the relevant Head of Department or me for assistance.

Mrs H.M. Locke
Deputy Head/Director of Studies

ART AND DESIGN

Topics to be covered during this year:

Term One: Shape and Silhouette in Art

- Exploring the work of relevant artists
- Use of traditional media developing artwork from either primary or secondary source images of man-made or natural forms
- Development of outline and shape drawing

Term Two: Zentangle – Monograms and Alphabets in Art

- Pen and ink drawing, designing patterns with horizontal, vertical, diagonal and curved lines, working with grids
- Use of ready-made colours in a variety of media
- Explore the work of a range of artists and designers
- Final piece patterns either black and white or with colour

Term Three: Street Art - Tags

- Exploring drawing in line and tone shape and possible use of viewfinders to select areas
- Exploring warm and cool colours and tone in drawings

By the end of the year pupils should:

- Be able to use a range of drawing and painting materials
- Identify different sources for project themes
- Be able to explore materials in a controlled and experimental manner
- Paint in a more controlled and purposeful manner

Assessment

Continual throughout the year according to the curriculum guidelines and criteria

COMPUTING

Topics to be covered this year:

Term One

- E-safety and Internet search skills: “Welcome to the Web” challenge
- Spreadsheet: use of formulae to create a budget
- Word Processing: use of more advanced formatting features to write a short article combining text and graphics on a page
- Some touch-typing practice

Term Two

- Computational skills: controlling devices: use a simulated environment to practise sequencing instructions. For example, to program a machine to build a bridge
- Graphical modelling: create a “Wanted” poster; design improvements to the school using overhead, scale mapping

Term Three

- Computational skills: 2Code (Gorilla level) including using conditional statements; making a Pacman game in Scratch
- Databases: an introduction to databases, including searching a criminal database to find culprits from given clues

By the end of the year pupils should be able to:

- understand how to search effectively using advanced tools of a search engine
- use a spreadsheet to create a budget model
- use a range of word processing features to enhance the presentation of their work
- type with increased speed and accuracy
- enter and amend instructions to program devices
- write programmes that directly control input and output devices using control software
- code programmes using conditional statements
- understand the difference between a paint package and an object based design package
- search a database using one or more criteria
- notice and amend incorrect data in a database

Homework

There is no formal homework for Computing. However the appropriate use of ICT is encouraged when completing homework in other subjects for example completing a project or downloading information online.

Assessment and Marking

There is no formal assessment in terms of written or practical examinations. The assessment for each pupil is based on the quality of their finished work, attitude in lessons and ability to work independently.

Resources

Where appropriate, pupils will work independently on a computer and the school provides all software.

DRAMA

Topics to be covered this year:

- Improvisation
- Storytelling
- Characterisation
- The Boat
- Superheroes
- The BFG

By the end of the year pupils should:

- have developed and consolidated their understanding of the terms and ideas of Drama
- have had the opportunity to work in pairs, groups and individually
- be aware of different areas of the body in a performance environment
- have been introduced to the concept of genre
- be able to develop story lines in groups
- have had the opportunity to develop a drama through theme
- be able to begin devising their own original pieces of Drama

Trips

There will be the opportunity for pupils to attend a theatre trip during the year.

Assessment and Marking

Assessment in Drama is ongoing. Evaluative feedback and comments for improvement are given constantly to both individuals and groups. A summative grade for attainment and effort is given on a full report twice a year.

ENGLISH

Topics to be covered this year:

- Comprehension and composition: narrative, poetry, plays, note-taking, recount texts, instructions, classic fiction, explanation texts, persuasive writing and argument
- Grammar and punctuation: complex sentences using commas and conjunctions, direct speech, nouns, pronouns, prepositions, use of apostrophe for omission and possession
- Phonics, spellings and vocabulary: learning to spell in pluralisation, prefixes and suffixes, common letter strings, homophones, spelling patterns of consonants, unstressed vowels in polysyllabic words

By the end of the year pupils should be able to:

- write using a variety of sentence types; simple, compound and complex using full stops, commas, question marks, exclamation marks and inverted commas
- use well-chosen phrases and vocabulary to engage the reader
- use main features of text structure to plan and organise their writing
- suggest insights into character development through description, action and dialogue
- maintain consistent person and tense
- use the apostrophe for omission and possession
- edit work - enhancing, deleting and evaluating
- read a range of fiction and non-fiction with good comprehension, identifying, discussing and inferring meanings raised in the text
- attempt to spell unfamiliar words using a range of conventions and rules
- use a fluent, joined handwriting script

Trips

The English Department aims to arrange one trip or visit for each year group; however, this depends on the availability of appropriate plays and on the demands of the school calendar.

Assessment and Marking

Pupils' work will be marked and assessed at regular intervals using common abbreviations and in accordance with departmental guidelines. Types of marking will include: right or wrong marking; directed marking and editing by pupil; quality teacher marking which will include positive comments and targets for improvement. Assessments will be formative and on going throughout the year based on a range of evidence in pupils' books.

Textbooks

A variety of textbooks and resources are used throughout the year. Dictionaries and thesauruses are available in all classrooms.

FRENCH

Topics to be covered this year:

- Leisure activities and sports
- The weather
- House and home
- Classroom instructions, classroom equipment, school subjects and activities

By the end of the year pupils should be able to:

- use orally, recognise in the written form, understand and write key vocabulary and structures related to the topics covered
- describe their home
- express likes and dislikes on topics such as leisure activities, sports and school
- talk about the weather and understand information on the topic
- take part in simple role-plays on the topics studied
- ask and answer simple questions on topics such as weekend activities
- use basic grammar structures in order to build simple sentences
- have some knowledge of French grammar, specifically the use of gender and articles, plural of nouns, adjectival agreement, possessive adjectives, prepositions, negatives, key question words, the use of the present tense with common irregular and regular verbs

Assessment and Marking

Pupils' progress will be assessed on a regular basis with small tests focussing usually on one skill. At the end of each topic, a more thorough assessment will be done and pupils will be tested on three or four skills (reading, writing, listening and speaking). Pupils may receive a grade or mark as well as feedback and targets.

HUMANITIES

History, Geography and Religious Studies are combined in the 9s.

Topics to be covered this year:

Term One: The Romans / Christmas

- The birth of Rome, life in Ancient Rome and the development of the Mediterranean empire. The geography and environment of the Mediterranean including trade, culture and settlements.
- The significance of 25th December from the ancient period to the modern day

Term Two: The Roman invasion and development of Britain

- Which countries make up Great Britain and the UK?
- A study of the impact of the Romans on Britain, and how the country has been shaped subsequently.
- Judaism, the stories and significance of Easter and Holy Week: key beliefs and practices
- Religion within the Roman Empire

Term Three: Barnes and the Thames

- The Geography and History of the local area, including a study of the River Thames

By the end of the year pupils should:

- have an understanding of the influence of the Roman Empire on the modern world, and Great Britain in particular
- develop a range of mapping skills
- be able to describe the physical and human environment of the UK
- be able to describe the effects of water on landscapes and people, including the physical features of rivers
- understand the key beliefs of Judaism

Trips

Visit to Verulamium in St Albans,

A trip to the Wimbledon Synagogue

A visit to the river Thames and or a river Thames workshop, dependent on tides during the Summer Term.

A trip to Bushy Park to develop mapping and orientation skills

Assessment and Marking

Assessment is formative and on-going, based on teacher judgment using a range of written work and pupil contribution to lessons. Pupils will receive feedback and targets about how to improve the quality of their writing.

Resources

A range of text books will be used.

LATIN

Topics to be covered this year:

Term One

- Meeting and greeting a Roman family; Roman food and dining; slaves; Roman schools
- Grammar: masculine and feminine names, nouns, adjectives, present tense verbs, (the verb 'sum - to be').
- Mythology: Perseus and Medusa, Daedalus and Icarus, Pandora's Box, Echo and Narcissus

Term Two

- Life in Roman Britain; Roman travel and shopping; the Roman army; baths
- Grammar: adverbs, commands
- Mythology: A traveller's tale; Actaeon and Diana; The story of the Trojan Horse; Odysseus and the Cyclops

Term Three

- A soldier's life; jewellery, clothes and cosmetics; death and burial; the gods
- Grammar: prepositions, conjunctions, subject and object
- Mythology: Procrustes and his terrible bed; Midas and his golden touch; Priamus and Thisbe; The Amazing Baby

By the end of the year pupils should:

- Understand how masculine and feminine adjectives are used to describe nouns in Latin
- Understand how the ending of a verb shows who is doing the action
- Have learnt about many new aspects of Roman life and culture and how they have influenced ours
- Be able to recognise Latin roots in the English language (and other European languages)
- Be familiar with some of the most famous Greek and Roman myths/stories

Trips

There will be a day trip to Verulamium in the Autumn term together with the History department.

There will be a Mythology trip to the National Gallery in the Summer term.

Assessment and Marking

Pupils will receive a teacher comment and a target for improvement for their next piece of work. These targets correspond to the list found in the front of the pupils' exercise books. On receipt of their books, pupils must write out their target in full. Teaching staff are also available at the end of lessons, break times and during the weekly departmental drop in session. Pupils will also be frequently tested on vocabulary and there will be end of module tests.

Textbook

Minimus

MATHEMATICS

Topics to be covered this year:

Number and place value, addition and subtraction, multiplication and division, fractions, decimals and percentages, measurement, properties of shapes, position and direction, statistics.

The topics are taught and revisited termly, progressing in level of attainment and kinds of strategies involved. Problem solving activities are introduced each term.

By the end of the year pupils should be able to:

Number and Place Value

- read, write, order and compare numbers to 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000
- solve number and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals)

Addition and Subtraction

- add and subtract whole numbers with more than 4 digits, including using formal written methods
- add and subtract number mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of the problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

Multiplication and Division

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two- digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders as fractions and decimals
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared and cubed
- solve problems involving multiplication and division including using knowledge of factors, multiples, squares and cubes
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Fractions, Decimals and Percentages

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given number, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving numbers up to 3 decimals places
- use all four operations to solve problems involving measure using decimal notation, including scaling
- recognise the per cent symbol and understand that per cent relates to 'number of parts per hundred' and write percentages as a fraction with denominator 100, and as a decimal

Measurement

- convert between different units of metric measure; Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of shapes in centimetres and metres
- calculate and compare the area of rectangles, and including using standard units, square centimetres and square metres and estimate the area of irregular shapes
- estimate volume and capacity
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure using decimal notation, including scaling

Properties of Shapes

- identify 3D shapes, including cubes and other cuboids, from 2D representations
- know angles are measured in degrees- estimate and compare acute, obtuse and reflex angles
- draw given angles and measure them in degrees
- identify angles at a point and one whole turn, angles at a point on a straight line and half a turn, other multiples of 90 degrees
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles

Position and Direction

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Statistics

- solve comparison, sum and different problems using the information presented in a line graph
- complete, read and interpret information tables, including timetables

Assessment and Marking

Marking is accompanied by a comment or explanation to help pupils to correct their mistakes. Teaching staff are also available to help at break times and daily at lunchtime by appointment. Formal assessments take place each term.

Textbook

Collins Busy Ants Maths Pupil Books 5A, 5B and 5C

MUSIC

Topics to be covered this year:

Pupils will be covering the following topics, through the medium of performing, composing, listening and writing. They will sing a variety of songs; they will take part in group and class projects, whilst also reinforcing the basic theory of Music.

- **The Bridging Unit:** In this topic pupils will be exploring the elements of music. We will discuss sound, rhythm, notation and the other elements. Pupils will also be introduced to impressionist music.
- **World Music (Gamelan):** Pupils will explore the instruments of the Gamelan orchestra, in particular the conventions and the customs of the Indonesian people. Pupils will also understand Gamelan notation and the features of cyclic melodies and layering.
- **Minimalism:** Pupils will analyse music from this 20th Century Art Form. They will understand the features of minimalism and in turn apply them to compositions.

By the end of the year pupils should:

- understand the elements of music in relation to Gamelan and Minimalist music
- be able to write down compositional ideas using simple notation
- be familiar with a selection of songs and different genres of music
- have gained confidence in performing with and in front of their peers

Assessment and Marking

Pupils will be assessed on a regular basis, through formative and self-assessment. Pupils are encouraged to take part in extra curricular activities to widen their musical understanding and we also encourage pupils to use practice rooms during their free time.

Trips

There will be opportunities for pupils to attend one of the following:

- A Gamelan workshop given by external professionals

PERSONAL, SOCIAL AND HEALTH EDUCATION

Topics to be covered this year:

These topics are revisited each year and developed appropriately for each age group.

- New beginnings
- Getting on and falling out
- Say no to bullying
- Going for goals
- Good to be me
- Relationships
- Changes
- Personal hygiene

All topics will consider the five broad social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.

Developing pupils' skills in these areas will equip them to:

- be successful learners
- make and sustain friendships
- deal and resolve conflict effectively
- solve problems
- manage strong feelings such as anger and anxiety
- persist in the face of difficulties
- work and play cooperatively
- compete fairly
- recognise and stand up for their rights and the rights of others
- understand and value the difference and commonalities between people, respecting the rights of others to have beliefs and values different from their own
- introduce pupils to skills and employment in the wider world by organising a careers morning
- understand the skills needed in future employment by attending a careers fair held at school

SCIENCE

Topics to be covered this year:

Term One

- Earth and space
- Properties and change of materials

Term Two

- Forces
- Science week

Term Three

- Life cycles of plants and animals

By the end of the year pupils should:

- describe the movement of the Earth, and other planets, relative to the Sun in the Solar System
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky
- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
- compare and group together everyday materials on the basis of their properties
- know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution
- explore separating materials through filtering, sieving and evaporating
- know reversible and irreversible changes
- describe the life process of reproduction in plants
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some animals
- describe the changes as humans develop to old age

Assessment and Marking

Classwork and homework will be marked with comments and explanations to help the pupil understand how to improve their work. Teaching staff are also available after school, to discuss pupils' work and give further help and guidance. Assessments and progress updates will take place on an on-going and regular basis throughout the year.

Textbook

CGP - Key Stage Two Science

SPORTS

Topics to be covered this year:

Term One

- Swimming and Health Related Fitness
- Football, Netball and Basketball

Term Two

- Dance and Gym
- Rugby, Hockey, Basketball and Touch Rugby

Term Three

- Swimming, Athletics, Strike and Field/Net games e.g. Cricket, Rounders, Tennis

By the end of the year pupils should:

- continue to develop their understanding of the rules necessary to perform effectively and know how to apply tactics in response to these rules
- continue to develop skilful attacking and team play developing fluency and timing and consolidate on how to work well as a team when attacking and defending and the changeover between the two
- think about how to use skills, strategies and tactics to outwit the opposition using team play using effective decision-making and communication
- enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.
- make good decisions about which techniques to use in specific situations
- adapt to different situations quickly and begin to invent their own ideas, skills and tactics
- begin to develop interpersonal skills pertinent to sport ie. communication skills, listening skills, sharing, co-operation and leadership

Extra-Curricular Activities

There are competitive intra-school and inter-school fixtures available in the main sports of the term. There are also lunchtime and morning clubs in each sport to augment the contact time of each pupil per week.

- pupils are given access to and contacts for outside clubs

Assessment and Marking

Pupils are continually assessed in four strands of learning: Acquiring and Developing Skills; Selecting and Applying Skills, Tactics and Compositional Ideas; Knowledge and Understanding of Fitness and Health; Evaluating and Improving Performance.