



CURRICULUM NOTES – 2016 / 2017 YEARS 5 & 6

Introduction

Welcome to Upper Juniors (Years 5 & 6). We hope that you have enjoyed a relaxed Summer and are now looking forward to an exciting and productive year ahead. These are very important years as we progress towards Seniors with the pupils receiving specialist teaching in many subject areas. The expectations are higher, not just in terms of academic progress, but also in taking responsibility for oneself and behaving in a more mature manner with increasing self-confidence.

The children will be supported in their academic work by a study tutor who is responsible for ten children, monitoring their progress and acting as appropriate with any academic issues which arise over the course of a term in all subjects.

If you have any individual issues which you would like to raise, then with due notice it is possible to make a formal or less formal appointment with the relevant member of staff. If the issue is of a pastoral nature, you should see your child's form tutor. In the case of an academic issue, the subject teacher and/or the study tutor should be contacted.

Autumn Term – *there will be one Parents' Briefing, two evenings of Parents' Interviews, you will receive two sets of Half Termly Assessments, one set of exam results and an End of Term Report Letter.*

Spring Term – *there will be Parents' Interviews and you will receive two sets of Half Termly Assessments.*

Summer Term – *you will receive two sets of Half Termly Assessments, one set of exam results and a full End of Term Report on all subjects.*

We have had a good start to the term and hope that our new charges will take on board the added responsibility of setting a good example to the younger children.

Michael Wheeler

Prep

The pupils in Year 5 are expected to complete a written prep four evenings a week; the fifth night is to be used for reading, spellings, times tables or to catch up with any unfinished work. Prep should take no longer than half an hour and it is important that your child should not labour excessively. Prep is generally used to extend or reinforce the work covered in class and is rarely set as an entirely new or unknown topic. When prep is set, the children record it in their diaries, making a note of what they have to do and when the work is due to be handed in. Each child is responsible for handing their homework in to the appropriate teacher upon completion. If your child has experienced any particular difficulty with their homework, please communicate this to us through the homework diary. Alongside prep, it remains important for your child to read as much as possible.

The pupils in Year 6 have a very full and busy school day, so the setting of prep will be kept to a reasonable level. Preps will usually be about 30 minutes in duration and children will have at least two evenings in which to complete them. Some preps may be used to complete tasks begun during lessons whereas others may require the children to research and discuss issues and topics with their families.

Timetable

Your child has received a copy of their class timetable which can now be found in their homework diary. Instrumental and extra support lessons often take place during designated lesson times, therefore it is the child's responsibility to make up missed work from the appropriate teacher or one of his/her peers. We expect the children to take note of the timetable and ensure that they are suitably equipped for all lessons.

Equipment

We would like each child to bring to school the following items, which should be named.

- One pencil case containing: HB pencils, an eraser, a sharpener and a set of colouring pencils (felt-tips are optional)
- A fountain pen or rollerball pen (no biros)
- A glue stick
- A standard length ruler (30 cm)
- A named calculator
- A protractor

We request that children only bring in one pencil case so that their desk is kept as clear as possible for working on.

SEND (Special Educational Needs and Disability)

SENCO – Mrs P Leech

Mrs Leech is the school SENCO (Special Educational Needs Coordinator) who coordinates our approach to and delivery of the curriculum for pupils with special educational needs. This may involve working with pupils and parents when setting personal targets, drawing up individual Education Health and Care plans (EHCs) and/or communicating the specific needs of individuals to staff and parents – this enables us to cater more effectively for these pupils and enriches their educational experience. Mrs Leech attends school on Mondays, Tuesdays, Thursdays and Fridays and may be contacted on: p.leech@hallgrove.co.uk

English

Year 5

English is taught in four mixed sets.

Our aims in Year 5 are:

- To encourage and develop an interest in the English language in its many forms
- To foster the enjoyment of reading
- To develop the use of articulate and considered oral discussion and debate
- To expand the ability to write with clarity, expression and individuality, and enjoy the processes of creating and perfecting
- To extend pupils' understanding of grammar and punctuation

Throughout the year, pupils will study a range of texts and writing genres. These will include:

Fiction:

- novels, stories and poems by significant children's writers
- play scripts
- concrete poetry
- traditional stories, myths, legends, fables from a range of cultures
- longer classic poetry including narrative poetry
- novels, stories and poetry from a variety of cultures and traditions
- choral and performance poetry

Non-fiction:

- recounts, instructional texts
- non-chronological reports
- explanations
- persuasive writing

- use of dictionaries and thesauruses including ICT sources

Gilly Harris, Karen Heffer, Charlie Gold, Philip White

Year 6

In Year 6 all pupils will need to focus their minds on two principal objectives: they will need to become *colourful* writers and *critical* readers. In today's society, discernment and eloquence are valuable commodities and it is important that the children feel confident in expressing themselves in the written and spoken word.

Throughout the year, the pupils will be encouraged to sharpen their speaking and listening skills in a range of contexts and tasks including debates, role plays, presentations, recitals and discussions.

All pupils will study a number of set texts in class and will also be given excerpts from a wide range of genres including short stories, poetry, journals, diaries, reports and speeches. Their reading skills will be continually monitored in comprehension exercises and discussions.

The children will be asked to complete many creative writing assignments as they develop their use and appreciation of figurative language. To gain high marks in examinations and, more importantly, to grow into effective writers, the pupils will learn to make use of colourful, engaging description and characterisation in compositions.

A brief summary of the main topics, which will form the focus of our grammar and writing studies follows:

Autumn Term

Sentence Level Work: revision of nouns, verbs, adjectives, parts of speech, direct and reported speech

Text Level Work: writing to explain and writing to describe

Spring Term

Sentence Level Work: figurative language, e.g. similes and metaphors, use of apostrophes for possession and omission

Text Level Work: writing a synopsis, poetry (blank verse using personification), chronological and instructional texts, characterisation, devising effective story plots

Summer Term

Sentence Level Work: commas, discursive texts (balanced arguments), persuasive texts (debate speeches)

Text Level Work: inference and deduction, play scripts, using time in stories

Reading comprehension will be practised throughout the year.

Louise Skinner

Mathematics

Year 5

Year 5 Maths will be taught by Mrs Eliot, Mrs Cowell, Mrs Webber, Mrs Moore and Mr Tullett.

Topics include:

- Place value, ordering and rounding
- Properties of numbers and number sequences
- Using a calculator
- Understanding addition, subtraction, multiplication and division
- Rapid recall of \times and $+$ facts
- Pencil and paper procedures (\times and $+$)
- Mental calculation strategies
- Roman Numerals
- Fractions, decimals and percentages, ratio and proportion
- Area and perimeter (measurement)
- Length, capacity and mass (measurement and problems)

- Time (measurement and problems)
- Coordinates
- Organising and interpreting data
- Space and shape 2D, 3D, angles, symmetry, rotation, reflection and translation
- Reasoning and generalising about numbers and shape
- Probability

Pauline Cowell

Year 6

Year 6 Maths will be taught by Mrs Cowell, Mrs Hudson, Mrs Moore, Mrs Webber and Mrs Tutt.

In Year 6 we follow the Galore Park Maths text books, which are suited to the requirements of Common Entrance. The aim of this ISEB-endorsed book is to give pupils a good grounding in Maths which will equip them for the 11+ CE and other school entrance exams, before embarking on the rigours of the ISEB 13+ Common Entrance. Together with additional resources, this scheme provides ample coverage of the Year 6 syllabus, with plenty of material to extend and/or support pupils as the opportunity or need arises.

The broad topics covered this year are as follows:

- Place value, ordering, rounding, negative numbers
- Properties of number and number sequences
- Square, cube and prime numbers; multiples, factors
- Using a calculator
- Mental calculation strategies
- Problem solving
- Roman numerals
- Coordinates
- Angles
- Fraction, decimals, percentages, ratio and proportion
- Rapid recall of multiplication and division facts
- Time
- Handling data
- Shape and space (2D and 3D)
- Surface area and volume
- Algebra
- Area and perimeter
- Probability
- Foreign exchange
- Measures
- Symmetry
- Reflection, rotation and translation
- Position and direction
- Properties of a circle / finding area and circumference

During Year 6, the pupils are continually assessed and tested. In accordance with National Curriculum Attainment Target (AT1), Using and Applying Mathematics, the pupils are encouraged to:

- Apply their knowledge of mathematics in real life concepts
- Make decisions and solve problems
- Ask and respond to questions in mathematical language
- Develop their thinking skills
- Develop their practical skills

Maths homework will be set each week and will relate to the current topic. If parents would like to help at home, regular tables practice and simple mental arithmetic tests would be of great value.

We are hopeful that the children in Year 6 will not only be successful and well motivated, but that they will gain much enjoyment from Mathematics.

Pauline Cowell

Science

Year 5

Science involves learning about the world around you. The children will be encouraged in their natural curiosity and their sense of wonder and excitement as they study each topic. They will learn via a range of methods including discussion, practical activities and research, as well as being guided through the process of creating a more formal scientific report.

Autumn

- The Heart and Circulation
- Changing State / Gases around us
- Reversible and non-reversible changes

Spring

- Earth, Sun and Moon
- Living Things and their Environment

Summer

- Life Cycles / Plant Biology
- Introduction to Cells and Tissues

Luke McLeod, Philip White

Year 6

The areas of work are outlined below. There will be a healthy mix of written and practical work, where the children will learn skills as well as facts and concepts. There will be 5 x 40 minute lessons per week including one of Biology. We consider that the children get a substantial amount of Science input during the week and so may not receive Science homework every week. There may be occasional homework assignments for finishing work, consolidating concepts or researching for information.

Physics

- Forces: magnets, gravity, air resistance, friction, floating & upthrust
- Electricity: simple and extended circuits, parallel and series

Chemistry

- Chemical reactions: reversible and irreversible
- Properties of materials including metals
- States of matter
- Mixtures: making (e.g. dissolving) and separating (e.g. filtering)
- Heat: temperature, insulation and conduction, burning

Biology

- Micro-organisms
- Life Processes (humans): Growth, Reproduction, Health, Circulation, Movement, Nutrition
- Feeding relationships: food chains and webs
- Adaptation and evolution
- Variation and Classification, Keys
- Green Plants: Structure and function, reproduction, growth, nutrition, seeds and germination
- Habitat studies: field work on site and/or in local area

Informal topic tests are conducted throughout the year and School exams are taken in the Autumn and Summer terms. During the year, Year 6 also attend a talk on 'Growing Up' where a local midwife leads a discussion on puberty (physical and emotional changes). You will be contacted in advance to advise you of the date.

Michael Wheeler

French

Year 5

In Year 5 we aim to increase the children's confidence in all four National Curriculum Attainment targets – speaking, listening, reading and writing. French homework will occasionally be set, which will normally either be vocabulary learning or a written exercise.

Topics covered will include:

- Greetings
- Numbers (date, time, age) and colours
- Sounds of the alphabet
- Giving and asking for basic personal information
- School

Associated grammar covered will include:

- Genders of nouns
- Use of adjectives
- How verbs work
- Present tense of a few essential verbs (être, avoir, etc.)

Madame Duggan-Hill, Monsieur White

Year 6

Year 6 will start the year with revision of the topics and grammar points they studied last year, and then continue learning new structures and vocabulary. This year is important as we will begin to cover many topics, grammar rules and tenses necessary for the Common Entrance examination. The four language skills of speaking, listening, reading and writing will continue to carry equal value.

The course is topic-based and during the year the following areas are covered:

- Yourself, where you live, your family, your pets
- School life
- School subjects
- Asking and giving the time
- School routine
- Clothes
- Leisure
- Sports
- Weather and seasons
- Likes and dislikes
- House and home
- Saying where you live (suburb, city centre, seaside, etc.)
- Town
- Understanding and giving directions
- Shopping, clothes, meals, food and drink

While understanding and speaking the language remain paramount, more formal written work is introduced during the year. Importance is attached to the acquisition of a working vocabulary and parents are encouraged to help in ensuring vocabulary is learned and retained. There will be regular vocabulary tests. Children should come to class with the following stationery: a blue writing pen, a coloured pen, pencil, ruler and glue.

Andrzej Korzeniowski

Geography

Our Geographical journey will involve us exploring the continents during the course of the next two years, while developing a better knowledge and understanding of geographical vocabulary and skills. Map reading skills will be gradually introduced and an enquiry-based approach is also taught, in which geographical questions can be raised and answered from a variety of sources. This will enhance the children's knowledge and understanding of places and processes as well as the impact they have on their environment. Our two year course provides a solid foundation in preparation for the Common Entrance curriculum.

Our main topics for the year are as follows:

- Water and Deserts
- Coastlines and Coral Reefs
- Mountains and Tropical Rainforests
- Map Reading, European and UK Locations

Paula Leech

History

Year 5

- Tudor Life and Tudor Exploration
- The Aztecs
- World War II

Stuart Tomlinson

In Year 6 we study the Middle Ages. This leads the children neatly into examining the Tudors and Stuarts in Years 7 & 8.

The main areas for exploration are:

- The Norman Conquest and the results of the Conquest upon:
 - our landscape
 - our society
 - our language (e.g. castles, cathedrals, the Feudal System)
- Town and country life in Medieval England – food, health and sanitation, crime and punishment, the Guilds
- The significance of the Church and the Crusades
- Significant people and events, e.g. Henry II and Becket, John and the Magna Carta, and the Black Death
- Key battles, e.g. Hastings, Agincourt, Bannockburn

Key Skills

- Further development of listening, reasoning, contributing and recording skills
- The learning of key dates and key spellings (e.g. 1066, 1485, feudal, medieval)
- Beginning the evaluation of evidence provided by primary and secondary sources (e.g. Bayeux Tapestry)
- Essay writing
- Chronological understanding

The History Department aims always to encourage enquiry, discussion and enjoyment.

Henry Toulson

Latin (Year 6 only)

Aims

In the words of the Independent Schools Examination Board, this course seeks

1. to promote a firm understanding of the Latin language and
2. to foster an interest in the Greek and Roman cultures that have shaped the modern world.

People often ask: why study Latin? What relevance has it today?

It certainly helps with other languages, offering a grounding in the vocabulary of medicine, botany, geology, science and law. Our politics, philosophy and law, music, literature and art, even our notions of sport, leisure and fair play are directly shaped by the Romans' legacy. But these are secondary benefits.

The analytical power and verbal agility required for Latin not only help us to understand English and to learn the romance languages, they also provide a rigorous training for understanding any sort of language, from scientific and legal jargon to computer programming.

Latin trains the mind more than any other subject: it combines the discipline of crossword-solving with the dynamism of music, the flair of sport with the mental zest of arithmetic. If you love travelling, you might love Latin; if you love computer games, you will probably enjoy Latin; if you like maths, music or cricket, Latin may be for you.

Assessment: Objectives and Practice

Again in the words of the Independent Schools Examination Board, pupils are expected to develop skills in:

1. translation from Latin to English (including translation for comprehension questions answered in English);
2. translation from English to Latin at an appropriate level;
3. manipulation of basic grammar;
4. non-linguistic studies, showing comprehension of topics from history and mythology.

Work is assessed by the teachers. In language tasks, it is always worth putting down what one does know rather than giving up; it is even more worthwhile to think about what one has been learning recently and try to put that knowledge to use. In non-linguistic tasks, factual knowledge is the foundation and extra marks are awarded for fluent and well-planned expression, appropriate and competent illustration.

Setting and Timetable

There are three sets, each taught for four lessons of forty minutes a week.

Prep

Prep is set once a week. It is best practice for pupils to do the homework on the night it is set, but it will be at least 48 hours before the work is expected. Prep most often consists of exercises from the text book reinforcing work studied in class, but sometimes includes vocabulary and grammar to be learned, with occasional writing tasks (in English) to back up work on Greek Mythology and Roman culture.

All students will have a text book. Often it is worth looking back over recent pages to solve the task in hand. If there is new vocabulary or grammar, why not learn it alongside completing the written exercise? The text book includes a vocabulary list in the back, so there is no need to buy a Latin dictionary, nor to look on translation websites. I can promise you that the pupils are better equipped to do their exercises than Google Translate, which copes poorly with Latin endings and produces nonsensical results.

All learners have different styles, and we are always delighted to discuss how we can help our students. For absorbing vocabulary, some like flash cards, some post-it notes, some snap-style games, and some MP3 recordings.

Syllabus

The majority of the pupils will be leaving Hall Grove at 13+ after sitting the Common Entrance or Scholarship Examination. Language and non-linguistic topics taught in Year 6 will be drawn principally from the syllabus prescribed for Level 1 of CE.

Level 1

1. Sound knowledge of Level 1 vocabulary, including the derivation of English vocabulary from Latin.
2. Grammar & syntax: verbs – present tense of regular verbs & *sum*; nouns – 1st & 2nd declensions, meanings of cases; sentence structure – subject, object, verb; questions; numerals; prepositions.
3. Non-linguistic topics: e.g. introduction to mythology (gods, heroes, myths); Roman Life (houses, slaves, food, entertainment); Roman Britain.

William Sutton & Lucy Holmes

Religious Studies

Pupils in Year 5 begin the year studying well known Bible stories from the book of Exodus and are encouraged to think about the implications of events and messages. Throughout the year children have plenty

of opportunity to discuss opinions and ideas. During the Spring and Summer terms children are introduced to the core beliefs and ceremonies of Judaism and Buddhism.

The main areas covered are:

- The story of Abraham
- Esau and Jacob
- Joseph: change, responsibility and reconciliation
- The story of Moses
- Judaism
- Buddhism

Gilly Harris

In Year 6, pupils cover a range of topics which encompass elements of world religion, worship and key religious events in the calendar. Consideration is given to let students appreciate the multi-faceted nature of religion today, and encourage tolerance and respect in our multi-cultural society. Attention is also paid to encourage the importance of the spiritual role of the school in creating a respectful and thriving community, where students can learn and develop successfully together.

The course is designed to complement other subjects such as History and English, so that learning can build on more holistic elements of pupils' academic development.

The topic outline for this year will include:

- An overview of the major world religions
- Community and belonging
- Rites of passage
- Holy books
- Finding your way around the Bible
- Introduction to Islam
- The life of Muhammad (pbuh)
- The five Pillars of Islam
- Prejudice and religion/ religious extremism
- Christian Symbols in relation to the Easter Story
- Lives of major 20th Century Religious figures
- An introduction to Sikhism
- The lives of the Gurus
- The Khalsa and 5 Ks.
- Sikh beliefs and practices
- Minor religions

Students have two lessons per week, with a prep set fortnightly to reinforce and further learning out of class. Figures from local religious communities are approached to visit the school and provide enrichment to the curriculum, and we aim to provide a field trip to a nearby religious centre to complement the course.

Jannine Frame

Dance & Drama (Year 6)

Dance and Drama offers all pupils an exciting opportunity to be physically creative and expressive within fun and challenging lessons. Whether it be learning a new style of dance such as Jazz, Contemporary or Street, or addressing social or political issues in Drama, pupils will have the chance to explore and develop their own ideas through material designed to promote personal, social and cultural development.

Pupils will be encouraged to explore emotions and characterisation through improvisation and scripted scenes, and where possible lesson material will support English set texts and issues raised in PSHE.

All pupils will be encouraged to participate in literary events across the school – poetry competitions and evenings, book-related activities and debating competitions. Prepared work may also be presented in assemblies, shows and after-school performances.

Our major productions have received rave reviews over the years (including *Return to the Forbidden Planet*, *Macbeth*, *Scrooge*, *Grease* and *Bugsy Malone*, to name but a few!) and Hall Grove enjoys a reputation for excellence within the Performing Arts. A number of pupils have also found success in Drama and Dance, winning senior school scholarships and All-Rounder awards.

Dan Slape

Music

Music aims to enable pupils to experience and be involved in all aspects of music. A constituent part of music lessons is the practical involvement of pupils regardless of their apparent ability and whether they play an instrument or not – all can be successful composers! Aside from the 40 minutes per week of class music, there are numerous opportunities for further involvement with extra-curricular musical activities.

Year 5

The emphasis of the music lessons in Year 5 is upon practical music making and full participation. By the end of the year pupils should be able to use rhythmic notation freely and be able to start to read, play and write simple melodies.

All of the projects that Year 5 pupils are involved in are centred on one or more of the following areas of study: Performance, Composing and Listening. Building on previous experience pupils will work on developing a more complex understanding of rhythm, pitch, and general musicianship. This will incorporate and extend their vocal ability, working both in groups and individually.

Through composition, pupils will initially analyse general musical structures to allow a deeper understanding of musical effects. Composition in this chosen form means pupils can develop their creative and practical skills. Project work will provide an overall link between the three constituent aspects of musical study mentioned above. It will also provide historical and social context to support these areas and allow comparisons to be made with other areas of the curriculum.

Year 6

Lessons are intended to equip pupils with the necessary skills they require to get the most enjoyment and understanding out of music. This year we will be introducing key aspects of Music Technology – editing audio files (using *Audacity*) and music sequencing / recording (using our new suite of dedicated music computers, running *Logic Pro*), with the aim that all children will have a chance to be genuinely creative, unimpaired by any lack of performing ability. Particular attention is also paid to music notation with the intention that all Year 6 pupils should be able to read and play basic melodies and rhythms. All topics involve one or several of the following musical elements: performance, composition, listening and history.

Topics covered this year include:

- Music Technology – editing audio, an introduction to sequencing
- Notation
- Aural Awareness
- Music for silent films
- The Orchestra
- A Musical Timeline

John A. Waltho

Music Theatre (Year 5)

Combining elements of Drama, Music, Dance and teaching the children aspects of stagecraft and the technical ‘behind-the-scenes’ elements in putting together a production, we will be developing and working on a musical, to be produced later in the year. All the children will learn about voice techniques, blocking, scene setting, commanding the stage, combining song, movement and acting, along with various dance styles. Miss Stein will be leading this, to be supported by the Performing Arts team during the year.

Fiona Stein

Art

At Hall Grove Art is a way of providing each child with the opportunity to develop a genuine, informed interest in Art and to express themselves freely through colour, form, texture pattern and various media and processes. Children also explore ideas and meanings in the work of other artists, designers and crafts people and the diverse role of Art, Design and Craft in contemporary life and in different times and cultures.

Art can offer a relaxing atmosphere in a busy academic timetable, whilst also providing highly talented children with the opportunity to gain a scholarship to their chosen senior school. I strongly believe that Art is a subject that is attainable for all no matter what the level of ability; it is about learning a set of skills and then applying them in the right context. Above all Art should be enjoyable, a way of expressing who we are and how we feel and communicate with the world around us.

In Year 5, children develop observation and recording skills alongside a knowledge and understanding of colour, tone and composition.

- Explore materials
- Develop painting skills
- Represent ideas using collage, printing and weaving
- Investigate the work of various artists

In Year 6 Art is set against Ceramics, with a one hour and twenty minutes per lesson once a week. The year is divided by the two mediums and the children rotate every 5–6 weeks according to calendar allowances.

Catherine Foley

Ceramics

Year 5 is a huge skill-based year with pupils learning:

- to throw on kick wheels
- slab using the slab roller
- continuing to improve the pinch technique from Year 4.

There is also a difference of glazes being offered – opening up basic chemistry and the exposure to adult homemade glazes as well as the foolproof brush ons.

Year 6 are improving their newly learnt throwing skills from Year 5. There will be a chance to design and make mugs and jugs with handles, hand built or thrown, and design a fun and functional salt and pepper set. These are projects using skills and techniques acquired in Years 4 and 5, and refining a form and concentrating on surface design and pattern. There is a new hour and twenty minute lesson which rotates every five to six weeks with a strong emphasis on being more mature and independent in an adult space.

Miranda Dowse

Design and Technology (Year 5 only)

The children thoroughly enjoy their introduction to the Design and Technology workshop where they work with a wide variety of resistant materials throughout the year, including paper, card, wood, sheet acrylic and fabric. New sketching techniques are taught and pupils build up a colourful portfolio of work as they explore a number of design and make projects. Projects include Balsa Wood models, Modroc ornaments, Pop-up puppets and colourful plastic key rings. Simple hand tools and machinery are introduced, with demonstrations on how to work safely and efficiently to cut, form and construct practical work.

Dan Slape

PSHE - Personal, Social and Health Education with Citizenship

The PSHE and Citizenship program promotes thoughtful and positive thinking about the individual, their role in society and health issues relevant to the age group. It helps to give children the skills, knowledge and understanding they need to lead confident, healthy and independent lives. PSHE tackles many of the **spiritual, moral, social and cultural** (SMSC) issues that are part of growing up. Citizenship involves preparing the child for life as a responsible citizen; that is, teaching 'skills for life'.

PSHE underpins all the teaching, learning and playing in the school, and works hand-in-hand with the pastoral care of the whole school. It allows children to discuss themes and role-play certain situations in the safe and caring environment of the classroom, enabling them to be more confident when facing similar situations in the future. At its heart lies group work which can facilitate open attitudes towards dialogue, discussion, and consideration of multiple perspectives. It shows a respect and interest for the whole child and not just their academic ability, physical or artistic skill. Its aim is to nurture responsible, well-informed and caring individuals.

Different themes will be explored in a specific lesson each week and in assemblies where appropriate. Aspects of PSHE will be covered in specific subjects where relevant – for example, ‘Healthy Eating’ in Science.

Topics for Year 5 include: Rights and Responsibilities, Parliament, Keeping Safe and Respect

Topics for Years 6 include Hygiene, Enterprise, Prejudice and Money Matters

PSHE is often described as the ‘**mortar**’ which binds the ‘**bricks**’ of the formal curriculum subjects.

Study Skills

During the first half of the Autumn Term we will be running study skills sessions as part of our PSHE programme. These will give pupils experience and practice in a number of areas such as Verbal and Non-verbal Reasoning, interview, revision and exam techniques. Pupils will get to see a number of different papers and will be given the opportunity to conduct some work under exam conditions.

Michael Wheeler

Physical Education

Physical Education contributes to the general education of a child through physical activity and offers opportunities for pupils to:

- become skilful and intelligent performers
- acquire and develop skill, performing with increasing physical competence and confidence, in a range of physical activities and contexts
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- set targets for themselves and compete against others, individually and as team members
- understand what it takes to persevere, succeed and acknowledge others’ success
- respond to a variety of challenges in a range of physical contexts and environments
- take the initiative, lead activity and focus on improving aspects of their own performance
- discover their own aptitudes and preferences for different activities
- make informed decisions about the importance of exercise in their lives
- develop positive attitudes to participation in physical activity
- develop their overall knowledge and understanding of the subject

The PE programme this year will work its way through the following subjects:

Autumn Term – Rugby (boys), Gymnastics and health-related fitness, netball (girls)

Spring Term – Hockey (boys), health-related fitness, gymnastics and tag rugby (girls)

Summer Term – Tennis, athletics and swimming

Games

The games programme runs independently of the PE. For the girls the sporting year will be in the following order: hockey, netball (Autumn), netball and lacrosse (Spring) and rounders (Summer) as the main sports with

tennis, athletics and swimming built into the Summer term. The boys will play football (Autumn), rugby (Autumn and Spring), hockey (Spring) and cricket (Summer) as the main sports with tennis, athletics and swimming built into the Summer term.

Throughout the year every child will get the opportunity to represent the school in all the major sports. The teams will be selected firstly from the appropriate year group but if numbers are low then players from the year below will be selected if permitted by the laws of the sport. The exception for this rule will be tournaments and cup matches where the strongest Hall Grove team available will be put out.

Please note that boys and girls are expected to be available for all weekend fixtures and we do not excuse players for birthday parties etc. Written permission for weekend absence from a school match must be obtained from the Director of Sport or the Headmaster at least a week prior. If ill on the day of a Saturday fixture please telephone the Sports Office (01276 470009) by 0900 at the very latest.

Ian Tullett