HAMPTON
PRE-PREP & PREP SCHOOL

# Curriculum, Teaching and Learning Policy

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| Date updated | September 2026 | Date ratified | September 2026 |
| Date of next review | September 2027 | Reason for review | Annual Review |

## 1. Introduction

There is no single recipe for improving teaching and learning in any school, ours included. However, this policy outlines some of the essential elements that we believe are key to ensuring standards of teaching and learning here are very high. This policy is for all pupils at Hampton Pre-Prep & Prep School (the School); it includes the Early Years Foundation Stage (EYFS) (Kindergarten and Reception), Pre-Prep and Prep Departments. We ensure our teaching is not discriminating against any pupils pursuant to Part 6 of the *Equality Act 2010.*

Teaching and learning is the core purpose of what we do. High quality learning, teaching and subsequently achievement is what we want for every pupil within the School. We believe that the more that we have a shared understanding of what constitutes effective teaching and learning, the greater our success will be and, more importantly, the success of our pupils.

Continued and sustained improvement is dependent upon scrutinising and developing the high quality of teaching and learning that takes place here, both inside and outside the classroom across the two principal domains representing the academic and pastoral sides of our School's life. We maintain the universally strong expectation that all pupils are provided with high quality learning experiences, which lead to consistently high levels of both achievement and attainment.

***We expect every teacher to be an excellent teacher – no child deserves less.***

Our School's curriculum is designed to fulfil the overall aims of the School, in particular to develop in our pupils:

- to achieve their full academic potential
- a participative and positive approach to learning
- a helpful and committed attitude to their School and the community
- respect for self and others
- involvement in co-curricular activities
- skills for life at their next school and beyond

It is expected that all lessons across our School will reference, as individual teachers see fit, the following key elements to ensure high quality teaching and learning is always taking place. New teachers to our School will receive support to ensure they fully understand these elements and to enable them to embed them in their everyday practice:

- Formative assessment practices sit at the very heart of every lesson
- All learners are actively engaged in learning and are encouraged to work in a range of ways
- Children generally do not learn from people they do not like, therefore relationships, classroom climate and strong levels of sincere emotional support matter
- Progress is enhanced because we expect there to be plenty of 'talk for learning'

Our curriculum is carefully planned in order to best fulfil our aims for its successful execution. In addition to the academic curriculum, all pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the School, the local community and indeed the global community.

Our Curriculum Map **(Appendix 1)** serves as an overview of our curriculum. More detailed planning, as well as subject specific policy information, can be found within the following documents:

Curriculum Documentation

- One for each of the subject areas that constitute our curriculum from EYFS to Year 6
- Explains the topics to be taught in each term, and to which children
- Includes a Curriculum Map (**Appendix 1**) which provides an overview

Medium Term Plans

- Clear guidance is given on the objectives and teaching strategies that will be used when teaching each topic during a specific term.

Short Term Plans

- Produced by teachers on a weekly or daily basis
- No common format is expected or required
- The focus is on 'fitness for immediate purpose'

## 2. Spiritual, Moral, Social and Cultural Education

We endeavour to promote the spiritual and moral development of pupils in particular through our Life Skills programme (PSHE), Relationships Education and the Religious Education (RE) curriculum. Personal, social, health and economic (PSHE) education is the planned provision to promote the pupils' personal, social and emotional development, as well as their health and wellbeing. At the School through the Life Skills and Relationships Education programme, we aim to equip the children with the knowledge and skills they need in order to lead confident, healthy and independent lives. We aim to help them understand how they are developing personally and socially, and tackle many of the moral, social, and cultural issued that are a part of growing up. We aim to give the children an understanding of the rights and responsibilities that are a part of being a good citizen and introduce them to some of the principles of prudent financial planning and understanding, therefore, developing a secure sense of identity in order to function well in the world.

It is also considered important to encourage the children to express themselves creatively through Music, Drama and Art. The Physical Education programme provides the pupils with opportunities for development of skills in all aspects as well as encouraging team spirits through full participation in House events. Ideas discussed at School Council meetings often present opportunities for the whole school to deepen and broaden its Spiritual, Moral, Social and Cultural Education.

As a school, we value and celebrate the diverse heritages of everybody at the School, but alongside this, we value and celebrate being a part of the United Kingdom. In accordance with Part 2, paragraph 5 (a) and (b) of the *Guidance on Promoting British Values in Schools (2015)* **Fundamental British Values** are actively promoted in much of what we do, during school assemblies, RE, Relationships Education and Life Skills (PSHE) sessions. These values are also integral to the Hampton School Trust's vision and values.

As well as actively promoting British values, the opposite also applies: we would challenge pupils, staff or parents expressing opinions contrary to Fundamental British Values, including 'extremist' views.

## 3. Early Years Foundation Stage (EYFS)

The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes (described below).
- the early learning goals summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year; and
- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers).

The seven areas of learning and development must shape educational programmes in EYFS settings. All areas of learning development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- Communication and Language;
- Physical Development; and
- Personal, Social and Emotional Development.

Practitioners support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

Our curriculum planning, therefore, focuses on the above. EYFS practitioners consider the individual needs, interests, and stage of development of each child, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

We recognise that children develop in different ways and at different rates, and that all seven areas of learning and development are equally important and inter-connected.

The School fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Indeed, *'Play' is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play, which is guided by adults'* (Statutory Framework for the Early Years Foundation Stage). Teaching builds on the children's experiences. We do all that we can to build positive partnerships with parents in order to forge firm foundations for future learning. Throughout the year, regular observations and assessments are completed and kept in Learning Journals, and the EYFS Profiles are completed in the summer term. Formative and summative assessments form an important part of the future curriculum planning for each child.

Please see the Early Years Foundation Stage Policy for full details (this forms part of the curriculum documentation and is available from the Head of Pre-Prep).

The School fulfils its obligations for Special Educational Needs & Disabilities (**SEND)** as per the *SEND Code of Practice, January 2015,* in providing for children with identified special needs. If a child has identified special needs, the School does all that it can to meet these individual needs with reasonable adjustments under the *Equality Act 2010* and *Special Needs and Disability Act 2001.*

## 4. Real-World Learning




At Hampton Pre-Pre & Prep, our curriculum is knowledge-rich, taught with rigour and always intended to be relevant to the developing lives of every child here. Lessons are highly engaging, exciting and the pace is swift. We also believe that preparing pupils for life beyond the classroom is just as important as what they learn within it, in academic terms. We understand therefore that the range of dispositions our pupils develop whilst they are in our care are not only essential for absorbing what happens in lessons at our school, they also help to form the foundations for lifelong learning and success.

- Following a process of careful consideration, plenty of collaborative and professional discussion, alongside the guidance from one or two experts in this field, we have created a set of skills that we hope will help prepare all our pupils for learning and for life.
- This real-world skills framework sits alongside our curriculum and is designed to operate in concert with it.
- These diverse but interconnected skills include critical thinking, collaboration, resilience and reflection amongst a small number of others.
- We hope the deliberate and intentional teaching of these skills - and how to use them - will deepen subject understanding and support the development of every pupil at our school into independent, self-aware, real-world learners.

## 5. Work scrutiny

Work scrutiny takes place on a regular basis and is coordinated by the Deputy Head Academic**;** feedback is provided to ensure standards throughout the School are consistently high. The first work scrutiny, early in the Autumn term, focuses on implementation of whole-school policies. Subsequent work scrutiny allows flexibility in terms of what is focused on depending on themes that emerge throughout the academic year, and The Higher Document (the School's Development Plan). Heads of Department (HoDs) are actively involved in this process, alongside the Senior Leadership Team (SLT) and pupils, aware of the importance of Pupil Voice. Work scrutiny is also an important aspect of our biannual cycle of Professional Development Review. Please refer to the **Work Scrutiny Policy** for further information.

## 6. Heads of Department

Heads of Department (HoDs) provide a strategic lead and direction for each subject, offering support and advice to colleagues in issues related to the subject. Alongside the Deputy Head (Academic) they monitor pupil progress in that subject area and intervene as necessary to ensure the best progress is being made at all times. They provide efficient resource management for the subject and lead on creating challenging Schemes of Work for their subject.

Heads of Department meet regularly with the Deputy Head Academic, both on an informal and formal basis. Formal meetings, in the first half of the Autumn Term and first half of the Spring Term, focus on reviewing curriculum documentation and evaluating Medium Term planning, and department aims for the forthcoming year and future initiatives and developments respectively.

## 7. Setting

In the Prep, boys are set for Mathematics and English from Year 5. Form/subject teachers, Heads of Department and the Deputy Head Academic collaboratively set, considering a range of information covering both subjective and objective measures. It is important for our School not to set pupils based on any one criterion. Teaching sets are not fixed but fluid; teaching staff, the relevant Head of Department and the Deputy Head Academic discuss movement of pupils between sets. Final decisions are made by the Deputy Head Academic.

**Appendix 1 - Curriculum Map**

## Curriculum Map

- *At our School, knowledge matters just as much as the skills we are seeking to develop in our pupils.*
- *This Curriculum Map is a summary overview of our Schemes of Work. The material in it is regularly scrutinised to ensure it remains fit for purpose.*
- *There is a strong emphasis on **richness** of content**, relevance** of material and great **rigour** in the teaching and learning of this material.*

We recognise that Schemes of Work should be tensile as well as robust. We consider ours as living documents, which are sufficiently challenging and demanding in their scope and vision for all our pupils, regardless of their ability. They are also agile enough, as are we, to adapt to all pupils' developing needs as we see them emerging over time.

**Jason Ford**
**Deputy Head (Academic)**
**Last updated: September 2026**

| **Kindergarten** | | | |
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| In Kindergarten, we work under the umbrella of the Early Years Foundation Stage. The seven areas of learning are divided into Prime and Specific areas, but all carry equal weight. The children's interests are at the heart of our planning, as well as our observations and assessments. Please refer the EYFS Policy for greater detail. | | | |
| | **Term 1** | **Term 2** | **Term 3** |
| | Getting to Know you, Autumn, The Little Red Hen, The Enormous Turnip, Autumn and Winter Festivals, Road Safety, The Gingerbread Man,<br>The Jolly Christmas Postman | Winter, Nursery Rhymes, Our Solar System, Shapes and Patterns Traditional Fairytales, Spring Festivals | Growing, Jack and the Beanstalk, Healthy Eating and Healthy Teeth, Supertato and Superheroes, The Rainbow Fish, Eco Warriors, Minibeasts and Lifecycles Transport |
| **Reception** | | | |
| **Area of Learning** | **Term 1** | **Term 2** | **Term 3** |
| **C&L (Prime Area)**<br>**Literacy (Specific Area)**<br><br>**Comprehension** | **Listening, Attention and Understanding**- Listen attentively and responding to what they hear with relevant questions, comments and actions, clarify understanding and hold conversation when engaged in back-and-forth exchanges with teacher and peers<br>**Speaking**- class circle time, class discussions, small group interactions, following instructions, show and tell, talking partners | **Listening, Attention and Understanding**- Listen attentively and responding to what they hear with relevant questions, comments and actions, clarify understanding and hold conversation when engaged in back-and-forth exchanges with teacher and peers<br>**Speaking**- class circle time, class discussions, small group interactions, following instructions, show and tell, talking partners | **Listening, Attention and Understanding**- Listen attentively and responding to what they hear with relevant questions, comments and actions, clarify understanding and hold conversation when engaged in back-and-forth exchanges with teacher and peers<br>**Speaking**- class circle time, class discussions, small group interactions, following instructions, show and tell, talking partners |

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| **Word Reading**<br><br>**Writing** | Recognise / write name<br>Rhyme and alliteration<br>Introduction to the reading scheme<br>Introduce 45 High Frequency (HF) words<br>Phonics – blending and segmenting<br>Handwriting<br>Writing captions for pictures<br>Group E books | Responding to stories, poems and rhymes<br>Recognise and write name and surname<br>Consonant Vowel Consonant (CVC) words<br>Simple sentences and descriptive writing<br>Rhyme and alliteration<br>45 HF words<br>Phonics – blending and segmenting<br>Handwriting<br>Book week<br>Group E-books | Report and observational writing<br>Comprehension skills<br>Phonics – blending and segmenting<br>45 HF words<br>Group E books<br>Lower- and upper-case letters<br>Handwriting<br>Alphabetical order<br>Using stories as a basis for creative and factual writing<br>Using non-fiction texts to find information |
| **MATHEMATICS (Specific Area)**<br><br>**Number**<br><br>**Numerical Pattern** | Match, Sort and Compare<br>2D and 3D shape recognition<br>Talk about measure and patterns<br>Pattern making<br>Prepositions<br>It's me 1,2,3<br>Find, subitise and represent, 1 more and 1 less, composition 1,2,3,4,5<br>Counting, reading, ordering and writing 1-10 | Counting, reading, ordering and writing 1-20<br>Adding 1 and 2 to a given number<br>Addition totals to 5 and 10<br>Days of the week<br>Months of the year<br>Days of the week<br>Months of the year<br>Money - recognising coins,<br>Exploring 2D and 3D shape<br>repeating patterns and symmetrical patterns<br>Concept of length and mass<br>O'clock times | To 20 and beyond<br>Counting to 100<br>Addition and subtraction<br>Counting in twos, fives and tens<br>Manipulate, compose and decompose<br>Sharing and grouping<br>Doubling, halving and sharing<br>Visualise, build and map<br>Making connections<br>Reading o'clock and half past<br>Comparing 2 quantities / amounts – mass and capacity<br>Symmetrical patterns<br>Money - simple addition with money |

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| **U the W**<br>**(Specific Area)**<br><br>**Past and Present**<br><br>**People, Culture and Communities**<br><br>**The Natural World** | Welcome to Reception<br>Making Our Mark<br>Magnificent Me<br>My Body / Hygiene Week<br>A Healthy Plate<br>Harvest<br>Autumn Festivals of Light<br>Remembrance Day<br>Wild animals of the World<br>Christmas trees<br>Christmas | Winter<br>New Year Promises<br>Penguins<br>Lunar New Year<br>The Five Senses<br>Fossil hunters & Mary Anning<br>Road Safety<br>Library & Elmer the Elephant<br>Weather & Gardening<br>Iconic Buildings & Towers<br>Signs of Spring<br>Easter | Mindfulness & Sky<br>Mindfulness & Water – Frogs<br>Mindfulness & Water – Seas and oceans<br>Mindfulness & Earth – Bears<br>Mindfulness and Earth – Super worm<br>The Farm<br>Colour<br>Signs of Summer & The Sun |
| **PSED**<br>**(Prime Area)**<br><br>**Self-Regulation**<br><br>**Managing Self**<br><br>**Building Relationships** | Establishing class routines<br>Building relationships<br>Working as part of a group or class<br>Stories from different religions<br>Managing own basic hygiene and personal needs<br><br>JIGSAW PSHE<br>Relationships, Well Being and Health education units<br>1.Being in my world<br>2.Celebrating difference | Building confidence and raising self-esteem<br>Developing independence<br>Understanding what is right and wrong<br>Thinking of others<br>Care for the environment<br>Mothering Sunday<br>Managing own basic hygiene and personal needs<br>JIGSAW PSHE<br>Relationships, Well Being and Health education units<br>3.Dreams and goals<br>4.Healthy me | Gaining independence in preparation for Y1<br>Celebrating individual achievements<br>Caring for living things and the environment<br>Water safety<br>Road Safety<br>Managing own basic hygiene and personal needs<br>JIGSAW PSHE<br>Relationships, Well Being and Health education units<br>5.Relationships<br>6.Changing me |

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| **EA&D**<br>**(Specific Area)**<br><br>**Creating with Materials**<br><br>**Being Imaginative and Expressive** | Printing and painting<br>Music – Having Fun with Music<br>Preparation for Christmas<br>Christmas Concert | Songs and rhymes<br>Range of media and techniques e.g. collage<br>Craft work<br>Card making / basket making<br>Music – Developing the Singing Voice / Spring Rhythms | Looking at and interpreting the work of well-known artists<br>Using a variety of skills and techniques in different media<br>Music – Developing the Singing Voice / Summertime Fun<br>Summer Concert |
| **PD**<br>**(Prime Area)** | **Fine Motor;** Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.<br>**Gross Motor;** Spatial awareness, balancing, ball skills and team games<br>Health & Self Care – the importance of physical exercise and a healthy diet. | **Fine Motor;** Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.<br>**Gross Motor;** Using equipment, outdoor games<br>Health & Self Care – the importance of physical exercise and a healthy diet. | **Fine Motor;** Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.<br>**Gross Motor;** Bat and ball skills<br>Athletics – running, jumping, skipping, aiming and catching<br>Health & Self Care – the importance of physical exercise and a healthy diet. |
| **OUTDOOR ADVENTURE** | Launching opportunities for den and tent making, large cardboard construction, pegging materials & boxes, digging and planting in the playground, funnels & guttering, observations of organic matter, park walks, Journey Sticks. | Continuing with opportunities for den and tent making, large cardboard construction, pegging materials & boxes, digging and planting in the playground, funnels & guttering, observations of organic matter, park walks, Journey Sticks. | Making tents and cardboard construction. Making shade from the sun, bear caves. 'Sunography' (sun prints), funnels and guttering, water, people sea life. Bug Hunt - magnifying glass, binoculars, camera. Observation of the signs of Summer. Measuring plant growth |

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| **PE** | **Gross Motor;** Developing fundamental skills: Move energetically, running, jumping, dancing, hopping, skipping and climbing. Throwing, catching, negotiate space and obstacles safely, as well as developing balance, agility and co-ordination, and beginning to apply these in a range of activities. Demonstrate strength, balance and co-ordination when playing.<br>**Sports Day** | | |

**Year 1**

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **English** | ***Ongoing*** - Phonics (*see SPAG map*), Common Exception Words, Grammar (*see SPAG map*), Handwriting and Verbal Reasoning | | | | | |
| | Labels, captions and lists. Progressing to short linked sentences. Secure capital letters, full stops and commas in lists. Introduction of conjunctions. Weekly spellings Daily Phonics | Short narratives and simple sequenced instructions. Using conjunctions. Adverbial openers and sentence combining. Weekly spellings Daily Phonics | Instructional and information texts with clear steps. Secure commas in lists, introduction of prepositions, sentence combining and common suffixes. Weekly spellings Daily Phonics | Story writing following an opening, problem and resolution structure. Adverbial openers, simple dialogue and sentence expansion routines established. Weekly spellings Daily Phonics | Extended narratives with character description. Consistent tense, varied sentence length, adverbial openers and embedded editing and proofreading routines. Weekly spellings Daily Phonics | Independent writing from visual and text stimuli. Comparatives, superlatives and embedded prepositions taught. Timed and independent writing established, with full application of grammar and spelling. Weekly spellings Daily Phonics |
| **Maths** | Place value within 20 extending to 50. Addition and subtraction within 10 extending to 20. Number bonds to 10 progressing to 20. Introduction to shape, comparison and simple word problems. Weekly problem-solving and daily fluency practice established. Multiplication tables. Non-verbal reasoning. | | Place value review and extending to 100. Addition and subtraction within 20 extending to 100. Length, height, mass and volume introduction. Time, hour and half hour. Fractions of shapes and objects (½ and ¼). Two-step problem-solving. Division as sharing. Weekly problem-solving and daily fluency practice established. Multiplication tables review. | | Place value to 100. Addition and subtraction of two-digit numbers with informal column exposure. Time to the quarter hour. Money and real-life problems. Fractions (½, ¼) of shapes and numbers. Early formal column addition. Two-step problem-solving continued. Multiplication tables, further. Weekly problem-solving and daily fluency practice established. Non-verbal reasoning. | |

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| | | | Non-verbal reasoning. | | | |
| **Science** | Seasonal Changes and Features | Animals and Humans – Understanding Species | Everyday Materials | Life Cycle of Plants | Understanding our Solar System | Travelling to Space |
| **Humanities** | Human and Physical Geography | The Great Fire of London | Continents and Countries<br>Brazil – Weather, Culture and Landmarks | Transport through the Ages | Geographical Skills – Maps and Direction | Changes in Living Memory – Life of a British Child |
| **RE** | Creation Stories | Celebrations and Festivals | Community and Caring for Others | The Easter Story | Places of Worship | |
| **Life Skills (Relationships Education)** | Being Me in My World (including the Golden Rules) | Celebrating Difference | Dreams and Goals | How to be Healthy | Relationships in Life | Changing Me |
| **PE** | Developing fundamental skills: running, jumping, throwing, catching, striking, as well as developing balance, agility and co-ordination, and beginning to apply these in a range of activities.<br>Swimming at Hurst Pool each week House Cross Country Sports Day | | | | | |
| **Computing** | Introduction to PurpleMash<br>Creative Computing<br>Programming - BeeBots | | Animations<br>Coding on PurpleMash | | Scratch Coding<br>Sphero Coding | |

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| **Music** | Magical Stories | Spooky Sound Effects<br>Dance Macabre | Musical Weather | We Compose | Carnival of the Animals |
| **ART** | Colour & Exploring Colour through Nature / Seasonal Art | | What's the weather? | | Space |
| **DT** | Design and assemble a street scene of Pudding Lane | | Designing and making a carnival mask | | Designing and making a rocket |

**Year 2**

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **English** | **Key Texts:** "Too Much Talk" – A West African Folktale, by Angela Shelf Medearis, "The Jumblies", by Edward Lear<br>**Composition:** stories from other cultures, predictions, story openings, sequencing events, rewriting an alternative ending to a story, stanza, writing based on nonsense poetry<br>Grammar<br>Daily Phonics<br>Weekly lists | **Key Texts:** 'Lila and The Secret of Rain', 'Mama Panya's Pancakes', African Folk Tales<br>**Composition:** stories from other cultures, instructions, predictions, setting description, diary writing<br>Grammar<br>Daily Phonics<br>Weekly lists | **Key Texts:** 'The Whales' Song' by Dyan Sheldon; 'The True Story of the Three Little Pigs' by Jon Scieszka; Information and fiction books linked to inspiring individuals studied<br>**Composition:** diary writing, newspaper report, structured story writing.<br>Grammar<br>Daily Phonics<br>Weekly lists | **Key Texts:** Information and fiction books linked to inspiring individuals studied, 'Fantastic Mr Fox' and 'Charlie and the Chocolate Factory' by Roald Dahl; Man on the Moon' series by Simon Bartram.<br>**Composition:** create settings and simple plots for stories, persuasive writing, character description, fact files, non-chronological reports, instructions. | **Key Texts:** 'Rainforest Adventure', 'The Great Kapok Tree', 'The Shaman's Apprentice'<br>**Composition:** descriptions, persuasive writing<br>Grammar<br>Daily Phonics<br>Weekly lists | **Key Texts:** 'One Day on our Blue Planet: In the Rainforest', 'Amazon Adventure: Unfolding Journeys'<br>**Composition:** newspaper report, structured story writing<br>Grammar<br>Daily Phonics<br>Weekly lists |

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| | | | | Grammar<br>Daily Phonics<br>Weekly lists | | |
| **Maths** | Number - Place Value<br>Number - Addition and Subtraction | Number - Addition and Subtraction<br>Geometry - Shape | Measurement – Money<br>Number – Multiplication and Division | Measurement - Length and Height<br>Measurement – Mass, Capacity and Temperature | Number – Fractions<br>Measurement - Time | Statistics<br>Geometry – Position and Direction |
| **Science** | Forces & Movement | Everyday Materials | Electricity | Animals (including humans) | Living Things and Their Habitats | Plants & Animals in the Local Environment |
| **Humanities** | Amazing Africa | | Inspiring Individuals | | Radical Rainforests | |
| **RE** | Famous People in the Bible | Celebrations | Judaism | Sikhism | Christianity | |
| **Life Skills (Relationships Education)** | Being Me | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| **PE** | Developing fundamental skills: running, jumping, throwing, catching, striking, as well as developing balance, agility and co-ordination, and beginning to apply these in a range of activities.<br>Swimming at Hurst Pool each week House Cross Country Sports Day | | | | | |
| **Computing** | Creating Pictures<br>Making Music | Programming Robots | Coding in Purple Mash | Digital Photography | Sphero Bolt Coding | Scratch Coding |
| **Music** | Handa's Surprise | The Nutcracker | Opera | Female Composers | Music of the Rainforest | |
| **ART** | Amazing Africa / Seasonal Art | | Inspiring Individuals connected Art | | Rainforests | |
| **DT** | Designing and making a parachute | | Designing and making a puppet | | Designing and make a 3D rainforest | |

**Year 3**

| Subject | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| **English** | **Modern Fiction:** Arthur and the Golden Rope by Joe Todd-Stanton (Autumn 1)<br>Iron Man by Ted Hughes (Autumn 2)<br>**Comprehension:** Retrieving information from text<br>**Composition:** Writing own poems, concentrating on establishing a rhythm. Writing character descriptions. Writing instructions (sequencing). 'What makes a good story' – focus on structure. Features of a newspaper (recount). Setting the scene.<br>Grammar<br>Mrs Wordsmith vocabulary<br>Weekly Spelling lists | **Modern Fiction:** My Dad's a Birdman (Spring)<br>Poetry (Spring 2)<br>**Comprehension:** Retrieving information from text<br>**Composition:** More on structuring a story. Writing non-chronological report. Persuasive writing on posters. Focus on recount skills. Writing non-fiction report - Newspaper report. Using alliteration. Identifying and using different forms of poetry.<br>Grammar<br>Mrs Wordsmith vocabulary<br>Weekly Spelling lists | **Modern Fiction:** Beasts of Olympus: Beast Keeper by Lucy Coats<br>**Comprehension:** Retrieving information from text and beginning to discuss how to answer inference style questions.<br>**Composition:** Using dialogue within a story. Character traits and writing own character description. Write a set of instructions. More on structuring a story.<br>Grammar<br>Mrs Wordsmith vocabulary<br>Weekly Spelling lists |
| **Maths** | Place Value and Counting<br>Addition and Subtraction<br>Multiplication and Division<br>Metric Measurement<br>2D shapes and symmetry<br>Time | Fractions<br>Multiplication and Division<br>Money<br>Statistics<br>Roman Numerals | 3D shapes<br>Angles and direction<br>Coordinates<br>Four operations in context of word problems |

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| | Roman Numerals | | |
| **Science** | Animals (including. humans)<br>Light | Forces<br>Rocks | Plants<br>Magnets |
| **Computing** | Introduction to SharePoint<br>Purple Mash Coding<br>Vector Graphics | Sphero Bolt Coding<br>3D Design | Micro Bits and Microsoft Arcade Programming<br>Lego Education Coding |
| **Drama** | -Dragon Stories<br>-Superheroes | -Where the Wild Things Are<br>-Mime | - Storytelling through fables |
| **Engineering** | - Introduction to DT and using tools.<br>- Light: Periscopes, Kaleidoscopes and Torches | - Simple machines<br>- Light: Periscopes, Kaleidoscopes | - Seed dispersal: Helicopters,<br>-Parachutes and Catapults |
| **Music** | Sound Families<br>The Orchestra | Songs of the Sea<br>Graphic Scores | Peter and the Wolf |
| **RE** | Creation stories from a variety of ancient cultures and religions | Stories of natural phenomenon in tradition, including flood myths and other stories arising from earthquakes, volcanoes etc. | Morality stories with a message |
| **History** | The Stone Age - a study of the lives and achievements of<br>Stone Age people | Early civilisations<br>Early Egypt, focusing on farming and the birth of literacy and the politics and culture of ancient Greece. | The Classical World<br>How did the Roman Empire emerge from the legacy of ancient Greece, and what was its impact on the people of Europe. |
| **Geography** | Understanding our world - Identifying the places and features on a globe<br><br>Exploration of Europe<br>Discovering the differences that exist | Exploration of India - A study of the geography, climate and key landmarks.<br>- How have these features determined the nature of human settlement and the kinds of industry that exist? | Exploration of Europe - A study of how the geological features affected the way that Europe was settled<br>- How did climate affect the different forms of industry? |

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| | between geographical features and culture in a variety of European countries. | - How does this compare with life in the UK? | - How did these factors influence the culture of different regions of Europe? |
| **Art** | Line and shape | Colour and value | Form, texture and space |
| **Life Skills (Relationships Education)** | Community Values<br>Zones of Regulation<br>Working together<br>Financial Literacy | Health and Wellbeing<br>Health in the Media<br>Choices and Habits | Staying Safe at home, in the sun and around water<br>Online Safety<br>Money Safety<br>Consent |
| **PE** | Fundamentals of fitness and athletic development, skill acquisition and movement.<br>Throwing and catching skills. | Gymnastics<br>Hockey | Athletics<br>Rounders |
| **Sport** | Football | Rugby (Tag) | Cricket |
| **Dance** | Developing co-ordination and teamwork through dance | Developing co-ordination and teamwork through dance | Developing co-ordination and teamwork through dance |
| **French** | France and the French speaking world<br>Greetings and introducing yourself<br>Asking and saying how you are feeling<br>Numbers 1-10 and age<br>Days and months<br>Christmas lesson | Wizard school:<br>- Magical greetings<br>- Colours<br>- Magical creatures<br>- Spells and actions<br>- Wizard school rooms<br>Spring at the farm:<br>- Farm animals and baby | Around the world:<br>- Countries<br>- Transport<br>- Landmarks from countries<br>- Saying how to get to places<br>- Passports<br>Summer holidays:<br>- Holiday destinations |

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| | | animals<br>- Numbers 1-20<br>- Flowers and nature<br>- Easter lesson | - Beach vocabulary<br>- Summer activities<br>- Ice cream flavours<br>- Summer plans |
| **Philosophy** | Introduction to Philosophy - The Socratic Method<br>Logic - Formal logic | Ethics - Animal ethics<br><br>Aesthetics - What is art? | Epistemology - Belief<br><br>Metaphysics - Objects and their properties |

**Year 4**

| Subject | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| **English** | **Modern Fiction:** The Lion the Witch and the Wardrobe by C.S Lewis.<br>**Composition:** Understanding how authors create vivid characters by describing actions and speech. Descriptive writing/character description/setting description. Using descriptive techniques to write a poem. Writing a balanced argument.<br>**Comprehension:** Answering in full sentences, beginning inference<br>Grammar<br>Mrs Wordsmith vocabulary<br>Weekly Spelling lists | **Modern Fiction/Poetry:** Cloudbusting by Malorie Blackman<br>**Composition:** understand how language contributes to the meaning of a poem. Exploration of character. Newspaper article. Figurative language. Diary entry. Write own poem.<br>**Comprehension:** Answering in full sentences, further practise of inference<br>Grammar<br>Mrs Wordsmith vocabulary<br>Weekly Spelling lists | **Modern Fiction: Kensuke's** Kingdom by Michael Morpurgo<br>**Composition:** Creating realistic characters. Vivid imagery. Descriptive and sensory writing. Reflecting on yourself and then building characterisation from this. Letter writing.<br>**Comprehension:** Remembering to answer in full sentences, using conjunctions if desirable. Continuing to encourage and develop the use of inference to work out answers.<br>Grammar<br>Mrs Wordsmith vocabulary<br>Weekly Spelling lists |
| **Maths** | Place value and rounding<br>Addition and subtraction<br>Multiplication and division<br>Perimeter<br>Fractions<br>Money<br>Time | Addition and subtraction<br>Multiplication and division<br>Area<br>Decimals<br>2D shapes<br>Statistics<br>Angles and direction | Transformations<br>Metric measurement<br>3D shapes<br>Order of operations<br>Averages |

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| | | Percentages | |
| **Science** | Classification of Living Things<br>Electricity | States of matter (solid, liquid and gas)<br>Digestion and Teeth | Sound<br>Bubbles-working scientifically |
| **Computing** | Logo Coding<br>Music Making<br>Sphero Bolt Coding | Video Game Design<br>Lego Education Coding | Purple Mash Coding<br>MicroBit and Microsoft Arcade Programming |
| **Drama** | Photo Prompts (drama from photographs)<br>The Lion the Witch and the Wardrobe | Exploring News Headlines (drama based on real events)<br>Aboriginal Dreamtime (story telling from traditional tales) | The Flower (Environment themed drama) |
| **Engineering** | Electricity: Model elastic band car | States of matter: Air powered steam boat | Sound and vibration: Build a musical instruments |
| **Music** | Stomp<br>Winter Soundscapes | Scheherazade<br>Music Notation | Global Pentatonics |
| **RE** | Parables from a variety of different cultural traditions | Parables (continued)/Religious festivals and traditions | Festivals continued with emphasis on individual project/research work.<br>Important religious figures |
| **History** | Invasion Britain<br>How did the invasions of the first millennium CE affect the development of Britain? Including:<br>Romans, Anglo-Saxons, Vikings and Normans | Tudor Britain - the effect of the Reformation on English culture and its relationship with Europe<br>What was life like for ordinary people? | Exploration<br>Key European explorers<br>Exploration during Tudor times and the beginnings of British overseas colonies |
| **Geography** | Maps - How are they created? How do we use them? | Rivers<br>Physical features<br>Human interaction | The Water Cycle - How does it work?<br>How do we influence the water cycle and attempt to manage it? |
| **Art** | Line, shape and form | Colour and value | Form, texture and space |

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| **Life Skills (Relationships Education)** | Community Values<br>Rules and Responsibilities<br>Democracy and Parliament<br>British Values | Stereotypes<br>Gender stereotyping<br>Stereotyping in the media<br>Careers<br>How to Manage Anxiety | Mental Health<br>Digital Wellbeing<br>Digital Citizenship<br>Body image and the media<br>Consent |
| **PE** | Fundamentals of fitness and athletic development, skill acquisition and movement.<br>Throwing and catching skills. | Gymnastics<br>Hockey | Athletics<br>Rounders |
| **Sport** | Football | Rugby | Cricket |
| **French** | Greetings & farewells<br>Alphabet and key sounds<br>Numbers up to 31<br>Age<br>Days and months<br>Birthday and date<br>Classroom objects and equipment<br>Gender of nouns<br>Colours<br>Christmas in France | Brothers and sisters<br>Pets<br>Song 'Le robot dans le château'<br>Sports<br>Hobbies<br>Easter in France | Hobbies<br>Food (fruit and vegetables)<br>At the market<br>Breakfast food and French breakfast with parents.<br>Other food<br>Clothes<br>Book and song project ('Promenons-nous dans les bois') |
| **Philosophy** | Metaphilosophy- World Philosophy<br>Logic - Informal logic | Ethics - Personal ethics<br><br>Aesthetics - Is art an expression of feelings? | Epistemology - Justification<br><br>Metaphysics - Mind and matter |

**Year 5**

| Subject | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| **English** | **Modern Fiction:** The Wolf Wilder by Katherine Rundell<br>**Composition:** Setting description, character analysis, writing in role, persuasive writing, narrative backstory<br>**Comprehension:** Using texts to extend comprehension responses. Using quotes to support evidence.<br>Grammar<br>Vocabulary and spelling | **Modern Fiction:** Clockwork by Phillip Pullman<br>Dragonology: The Complete Book of Dragons by Dugald Steer<br>**Composition:** dilemmas, descriptive writing, investigating complex sentence structure, short story<br>**Comprehension:** Using texts to extend comprehension. Using quotes to deepen explanation.<br>Grammar<br>Vocabulary and spelling | **Poetry:** Shackleton's Journey<br>**Composition:** Use of senses, tension and suspense to build atmosphere. Writing from inanimate objects' persepectives in prose and poetry.<br>**Comprehension:** Using texts to extend comprehension. Using quotes to support examination of authorial intent.<br>Grammar<br>Vocabulary and spelling |
| **Maths** | Properties of Number<br>Four Operations<br>Area and Perimeter<br>Percentages<br>Decimals<br>Fractions<br>Angles<br>Properties of Shape – 2D<br>Measurement<br>Non-Verbal Reasoning | Data Handling<br>Order of Operations<br>Ratio and Proportion<br>Time<br>Transformations<br>Probability<br>Averages<br>Properties of Shape – 3D<br>Non-Verbal Reasoning | Algebra<br>Sequences<br>Distance, Speed and Time<br>Non-Verbal Reasoning |
| **Science** | Properties and changes of materials | Earth and Space | Working scientifically-Forensic Science |

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| | Forces | Living things and their habitats-life cycles in plants and animals | and famous scientists<br>Animals including Humans-Growth and Development-Puberty |
| **Computing** | Purple Mash Coding<br>Video Game Design | Lego Education Coding<br>Sphero Bolt Coding | MicroBit and Microsoft Arcade Programming<br>3D Design on TinkerCad |
| **Drama** | Shakespeare (performance project)<br>Storytelling Around the World | Writing and performing monologues<br>Clockwork (drama from story themes) | Radio Plays |
| **Engineering** | Properties and forces: Types of Bridges, Truss bridge challenge | Astronomy: Make an orrery and model solar system | Forces: Pulley investigation and pulley cranes. |
| **Music** | Space Music<br>Film Music | Madina tun Nabi<br>Elements of Music | Samba |
| **RE** | Judaism | Christianity | Islam |
| **History** | Victorian Society - How did the advances in industry, technology and science shape this time? | Work and education in Victorian Britain - The effect on both adults and children | The move for social reform in Victorian society. |
| **Geography** | Planet Earth, - a study of the geophysical forces that shape our planet | A closer case study of the impact | Manmade or natural disasters?<br>How has human activity affected the way that we manage the environment? |
| **Art** | Line and Shape | Colour and Value | Form, Texture and Space |
| **Life Skills (Relationships Education)** | Community Values<br>UNCRC<br>Refugees<br>Cultural Differences<br>Festivals around the World<br>Financial literacy | Racism<br>Allyship<br>Fake news and Conspiracy Theories<br>Preparation for Mindfulness (Pause B from Hampton | Leadership<br>Noticing Leadership in Others<br>Habits of effective people<br>Writing and presenting to audiences |
| **PE** | Fundamentals of fitness and athletic | Gymnastics | Athletics |

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| | development, skill acquisition and movement.<br>Throwing and catching skills. | Hockey | Rounders |
| **Sport** | Football | Rugby | Cricket |
| **French** | Revision of Year 4 work<br>Alphabet and key sounds<br>Classroom language<br>Dictionary skills<br>French handwriting<br>Pets<br>Primary Bee competition<br>Christmas in France | Pets, farm and jungle animals<br>Using connectives<br>Book 'C'est pour qui ?'<br>School subjects and school in France<br>Easter in France | Family members<br>Physical description<br>Eurovision lesson<br>Weather<br>Writing and presenting a weather forecast<br>Numbers 1-69 |
| **Philosophy** | Metaphilosophy - Contemporary Philosophy<br>Logic - Mathematical logic | Ethics - Business ethics<br><br>Aesthetics - Does art represent life? | Epistemology - Knowledge<br><br>Metaphysics - Identity and change |

**Year 6**

| Subject | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| **English** | **Modern Fiction**: Wolf Brother by Michel Paver. Increasing emphasis on reading for subtlety, shades of meaning and nuance.<br>**11+ Preparation**: Regular testing of comprehension and verbal reasoning skills, with regular exposure to past papers<br>Grammar<br>Vocabulary and spelling | **Shakespeare**: Macbeth – play study and exploration of the life of Shakespeare.<br>Grammar<br>Vocabulary building | **Poetry from around the World**: Study a range of poetry across the ages, then create a poetry log. Develop performance poems from this for end of term event.<br>**Extended Project:** Independent project on a subject of choice. Research and presentation of results.<br>Grammar<br>Vocabulary and spelling |
| **Maths** | Preparation for the 11+ Exam:<br>The 4 Operations with decimals<br>Algebra and Number Sequences<br>Problem Solving<br>Averages (mean, median and mode)<br>Coordinates and Shapes<br>Properties of Shape<br>Handling Data<br>Securing Y6 concepts in preparation for Secondary example-Bidmas/negative numbers/equations | 11+ Exam Preparation<br>Circles<br>Pythagoras<br>Bearings<br>Constructions<br>Enlargement<br>Algebra | Java Programming<br>Architecture<br>Board Game Design<br>Group Project – Lunar Theme Park |
| **Science** | Dinosaurs and Fossils<br>Evolution and inheritance | Animals including Humans-The Circulatory System | Light and the Eye<br>Healthy Eating |

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| | | Electricity | |
| **Computing** | Lego Education Coding<br>Video Game Design<br>Sphero Bolt Coding | Coding on PurpleMash<br>3D Modelling on TinkerCad | Microbit and Microsoft Arcade Programming<br>Sonic Pi Music Making (Written Code) |
| **Drama** | Neutral Scripts<br>Wolf Brother | World War 2 Evacuees<br>Heroes and Villans | Pay it Forward movie project |
| **Engineering** | Egg drop challenge | The human body: Making a heart | Forces: Water bottle rockets |
| **Music** | Jazz<br>Medieval to Romantic Music | Ame sau vala<br>Composing for Protest | Experimental Music |
| **RE** | Buddhism | Hinduism/ Sikhism | Self-led inquiry |
| **History** | World War Two from a geopolitical perspective - How war has shaped our world, a close study of the progression and effects. | World War Two - a continued study of the development of the course of the war and its effects on Europe and the world. | World War Two - a continued study focussing on the final stages of the war and the consequences for the future of Europe and the world. |
| **Geography** | Coasts - What are the natural processes that create and form coastal features?<br>Oceans - The essential relationship between the oceans and all life on Earth. | People, Place, and Planet – Human Geography for a Better Future | Sustainable Futures – Geography for Hope and Change |
| **Art** | Shape and Value | Line and Colour | Form, Texture and Space |
| **Life Skills** | Community Values<br>Paws.b Mindfulness Course delivered by Hampton School<br>Managing expectations delivered by Hampton School Counsellors | Own research projects | Preparing to move on to Senior School delivered by Hampton School Counsellors<br>Relationships and Sex Education<br>Careers |

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| | Antibullying<br>Cyber-Bullying | | Healthy Eating |
| **PE** | Fundamentals of fitness and athletic development, skill acquisition and movement.<br>Throwing and catching skills. | Gymnastics<br>Hockey | Athletics<br>Rounders |
| **Sport** | Football | Rugby | Cricket |
| **French** | Revision of Year 5 work<br>Sports and opinions<br>Hobbies and opinions<br>Christmas in France | 'Galette des rois' (Epiphany)<br>ER verbs<br>Types of films, TV programmes and opinions. | Body parts and saying what hurts<br>Numbers to 100<br>Eurovision lesson<br>Book project 'Le loup qui voulait faire le tour du monde' |
| **Latin** | Introducing yourself<br>Family life in Roman Britain<br>Food in Roman times<br>Nouns and adjectives<br>The role of slaves in Roman times<br>Knowing how verbs are used | The education system in Roman times<br>Adverbs<br>Travel in Roman Britain.<br>Understanding the Roman Army.<br>Giving commands | Giving commands<br>Understanding the purpose of the Roman baths and the role of the doctor in Roman Britain.<br>Naming parts of the boy<br>Life in the Roman Army<br>Prepositions |
| **Philosophy** | Metaphilosophy - Women in Philosophy<br>Logic - Symbolic logic | Ethics - Political Ethics<br><br>Aesthetics - Is art a vehicle for truth? | Epistemology - Truth<br><br>Metaphysics - Existence and consciousness |

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