

# EATON SQUARE SCHOOL CURRICULUM

Eaton Square School aims to provide an academic programme which will stimulate and encourage each pupil to reach their full potential in all areas of the curriculum.

This document is based on the National Curriculum and the course work for Common Entrance examinations at the age of 11 and 13. Subject Coordinators, Class Teachers and Subject Specialists work together from this core curriculum to build an exciting teaching programme which differentiates to accommodate the learning style and ability of each child.

The information will enable you to map your child's progress through each Key Stage during their education at Eaton Square and support your child in each area of the curriculum. It also gives an overview of how we assess and evaluate pupil performance.

The Foundation Stage includes pupils in Nursery, Transition and Reception.

Key Stage One represents pupils in Year One and Two.

Key Stage Two spans pupils from Year Three, Four, Five and Six.

Key Stage Three includes pupils in Year Seven and Eight.

Computers are a tool, which, when mastered can enhance learning. Computers and interactive whiteboards are used throughout the curriculum to ensure all pupils can competently use, and support their learning and research with the latest Information Technology.

This document gives a basic outline and does not detail the many enrichment programmes available to all pupils.

Eaton Square School strives to develop a life long love of learning, continually inspiring and encouraging all pupils to reach their full potential.

*“Learn as though you would never be able to master it;  
Hold it as though you would be in fear of losing it.”*

Confucius (551-479BC)

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## ENGLISH

The English Curriculum develops competent and enthusiastic readers, writers, speakers and communicators. We place particular emphasis upon extending children's reading abilities, analytical skills, and oral and written vocabulary.

### **Speaking and Listening**

All children are encouraged to participate actively in discussions and to regularly contribute to 'news' sessions in the early years, where children recount events and experiences. Throughout their time at school, children use good speech, appropriate vocabulary and correct grammatical forms. Public speaking skills are developed through participation in drama and role play, retelling stories, school assembly presentations, poetry recitation, speech delivery, plays and school productions.

### **Reading**

Our English curriculum uses the Jolly Phonics scheme from Nursery and throughout the early years.

In addition to Jolly Phonics, the children participate in a literature based reading programme utilising our three School libraries. The children are also taken on regular trips to the local library.

Children are motivated to read in an environment which displays print and where print is used for a purpose. Reading should be an enjoyable activity. It is important that teachers and parents work together to give all children support, encouragement and patience to develop at their

own rate. As well as daily reading sessions, children should read each night at home and in the early years, this should take the form of reading and discussing the stories in a fun and relaxed atmosphere. Allow your child to point to each word if it helps them. Discuss the pictures and the story and predict what will happen. In the older years, students should read aloud as well as silently and listen to reading, i.e. books on tape. Discussion of reading text is still a useful aide in the older years as it is in the younger years.

Each child has a reading record book. After listening to your child read, please sign and make a comment about their reading. During Key Stage Two and Three children will continue to keep a reading record. Parents should listen to their children read on a weekly basis, and make a note in their reading logs. As children mature further in their reading they will be reading silently each night and writing their own comments in the reading record.

In Key Stage One the children are involved in Guided reading sessions. Guided reading is a strategy that helps students become good readers. The teacher provides support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure, and so forth).

In Key Stage Two and Three, your child must read widely, including fiction and non-fiction. They practise gathering information from a range of

sources and implement skills of skimming, scanning and summarising. Weekly comprehension practice will occur involving reasoning, opinions and predictions. The children will be given a chance to discuss how or why a writer is using language in a particular way. They will also begin to analyse for deeper meaning in the text so as to be able to think both analytically and eventually critically about their reading materials.

During Key Stage Three, pupils are encouraged to develop a critical awareness of reading materials through oral and written activities, selecting sentences, phrases and relevant information to support their views. Children will be encouraged to identify different layers of meaning in a text and comment on their significance.

In Year Seven pupils begin the Common Entrance syllabus. They continue to study the key elements of English: both composition and comprehension, in addition to Speaking and Listening tasks. The class books which are chosen will relate to the I.S.E.B. theme, 'Relationships'. Year Eight pupils continue with the syllabus. They have full mock examinations in English before the Common Entrance examinations in June.

### **Writing**

Through reading, children become aware that writing is a purposeful and meaningful method of communication. Each week in Transition and Reception, children have frequent opportunities to develop their writing skills, from the beginning

scribbles to more complex sentences, are praised constructively.

All children are encouraged to say sounds when trying to write a word. They then develop sentence structure and begin to use simple punctuation. Children write in a variety of fictional and non-fictional genres throughout their time at Eaton Square School.

In the senior school, the students begin to write analytically. The children develop both their writing structurally as well as stylistically in both their creative and analytical writing. During the Common Entrance training, practice writing prompts are given to help the students understand how to both answer the questions effectively as well as creatively.

### **Spelling**

During Transition and Reception children should be positively encouraged when trying to spell words. It is important, at this early stage, to just 'have a go'. It is an approach where the individual learns the sounds represented by letters and then letter combinations. The child then attempts to blend these sounds to pronounce small words. As the child develops, the blending becomes more complex.

From the end of Reception the children have different spelling words every week. Encourage your child to look at the patterns in the words to make learning easier. Confidence is very important. Be positive towards their efforts.

Informal testing takes place throughout Reception and more formal weekly spelling tests start from

Year One. Pupils continue to extend on the phonics and spelling work from previous years with an emphasis on sound blends and high frequency words. Pupils in Key Stage Two and Three also use Dictionaries and Thesaurus' regularly.

### **Handwriting**

The children concentrate on learning the correct starting point of each of the lower case letters from Transition and Reception. Writing with flicks is encouraged, as this makes it easier when the children learn to join their letters. Joins are taught in groups with similar patterns.

The formation of letters will be constantly revised and regular handwriting lessons given. Children are expected to present their work neatly and tidily.

### **Homework**

Homework is used to support English through:

- Regular reading at home with a parent. Children are encouraged to take home a new reading book each day to read in the early years, and each week in the older years.
- Reception word tins following simple word blend order as 'abc' sound codes are taught.
- Learning sounds and blends in the Foundation Stage and Key Stage One.
- Key Stage One, Two and Three children are often given writing and comprehension tasks.
- In Key Stage Three, longer assignments are given.
- Cross-Curricular research projects.

### **Assessment**

Assessment is used to guide the progress of individual pupils in English. It involves

determining what each child has learnt and the next stage in their learning.

Tasks include:

- Observing children's speaking and listening abilities in different groupings and contexts.
- Children are tested on their sound knowledge and ability to read and spell high frequency words.
- From Year One to Year Eight, samples of the children's independent writing in various genres will be collected each term and marked according to set criteria.
- Handwriting is continually monitored.
- Each child has a reading diary in which dated and signed entries are made of reading practice and books read. A record is kept of books read both at home and at school.
- From Year One, reading progress is measured using a standardised Reading Test.
- Pupils in Year Two and Year Six complete the National Curriculum End of Key Stage One and End of Key Stage Two Assessments (formerly known as S.A.T.S.).



## DRAMA

*“Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do... Sail away from the safe harbour. Catch the trade winds in your sails. Explore. Dream. Discover.”*

Mark Twain

At Eaton Square School, all of our pupils are given an entitlement to a range of high-quality arts experiences, whatever their background and ability.

The main aims of Drama at Eaton Square are:

- To engage with a variety of performance art forms;
- To explore values, attitudes, feelings and meanings through drama, music and dance;
- To develop the ability to create, appreciate and make critical judgements about the performing arts;
- To work independently and in teams, to share arts experiences and present artworks to others;
- To increase active and independent involvement in opportunities to engage in the performing arts;
- To provide opportunities to develop self-esteem, confidence and maturity through participation in the arts;
- To give all pupils the opportunity to take part in at least two yearly performance activities.

Pupils have the following opportunities for learning and performing:

### **Autumn Term**

Reception, Year 1 and Year 2 perform a Christmas Nativity play in St Michael's Church.

Years 3-8 perform a service of Carols and Lessons in St Michael's Church.

### **Spring Term**

Transition, Reception and Year 1 perform their musical drama production at St. Michael's Church.

Years 2-8 have a musical performance evening at St Michael's Church.

Years 2 & 3 have an arts week, during which they explore a range of performance art skills.

### **Summer Term**

Years 4-8 perform a full scale musical production at a Theatre in London's West End. .

Throughout the school year the children have regular opportunities for drama, performance and public speaking during assemblies, concerts and small scale productions within their year groups. Drama is encouraged within the classroom during speaking and listening activities, as well as role play within specific subjects.



## MATHEMATICS

Numeracy is a proficiency that involves confidence and competence with numbers and measures. It requires an understanding of the number system, a range of computer skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring and it is presented in graphs, diagrams, charts and tables.

At Eaton Square School we present the children with a range of mathematical experiences. Activities are accessible for all pupils, but give scope for further challenges and extension, fostering a sense of success in pupils of all levels of ability.

All teachers are involved in the planning of Mathematics. The Mathematics Coordinator prepares the schemes of work for each Year group, ensuring continuity throughout the school. These schemes are closely related to the new Primary Framework for Mathematics and the Common Entrance Curriculum.

All pupils have a dedicated Mathematics lesson every day. A typical lesson is structured as follows:

**Oral work and calculation** (about 5 minutes) This involves whole class work to rehearse, sharpen and develop mental and oral skills.

**The main teaching activity** (about 25 to 30 minutes) This includes both teaching input and pupil activities and a balance between whole class, grouped, paired and individual work.

**A plenary** (about 5 to 10 minutes) This involves work with the whole class to sort out misconceptions, identify progress, to summarise key facts and ideas and what to remember, to make links to other work and to discuss next steps.

Homework is set on a regular basis for all classes. The time allocated is related to the age of the children and ranges from 10 to 45 minutes per session. The purpose of homework is to practise skills taught during the week, such as learning multiplication tables, practising mechanical sums and solving problems.

Assessments form a part of every lesson to check children's understanding and give teachers information, helping them to adjust daily lesson plans. Children's progress is reviewed and recorded.

- In Transition, Reception and Year One, children are given a termly oral assessment.

The Transition and Reception Mental Oral Assessment forms part of the Reception Profile.

- In Years One to Eight pupils sit a half termly test to assess their understanding of the concepts covered.
- Children in Reception to Eight complete standardised tests as a benchmark to measure progress.
- Children taking entrance examinations are exposed to a variety of Mathematics papers in order for them to become familiar with what is expected and to maintain the high standard these examinations require.



## SCIENCE

The aim of Science is for children to explore and interact with their physical environment using first hand experiences. Children will be encouraged to observe, classify, raise questions, plan, measure, and interpret data. They are encouraged to observe, predict and investigate.

Children naturally explore the world around them from a very early age. Topics are developed that relate to their interests and every day experiences so that curiosity is stimulated and pupils are motivated to understand and interpret the world around them.

Science is an important medium for developing and promoting other areas of the curriculum. Science stimulates language development by providing opportunities for oral and written responses. It is a motivator for practising and developing reading skills and encourages the purposeful use of mathematical skills and concepts. It promotes creativity and inventiveness and allows children to develop their independent thinking skills.

The Science Curriculum is taught by class teachers in the early years and by specialist teachers from Year Two upwards. One topic per term is taught in the early years and two topics per term from Year Two upwards.

Children are encouraged to turn suggested concepts and their own ideas into a form that can be investigated. With teacher support, pupils will learn to plan these investigations in the Science

Laboratory and then to describe their observations and record them using simple tables.

Key Stage Two pupils are encouraged to select suitable equipment to use for experiments with only limited teacher guidance. They are encouraged to recognise the need for fair tests and to decide what evidence should be collected. Pupils will learn to make a series of observations and measurements and learn to plot clear tables and graphs. From the patterns obtained, pupils are then encouraged to draw accurate conclusions.

In Year Seven and Eight, pupils follow the 13+ Common Entrance Syllabus. The boys are given the opportunity to learn about a wide range of scientific subjects, taught separately as Biology, Chemistry and Physics. They have five lessons per week during which they will make full use of the laboratory facilities and take part in many practical activities. The children work towards the I.S.E.B. 13+ Common Entrance Examination taken in the Summer Term of Year Eight. Revision and examination techniques are taught.

Homework is set as appropriate to the age group and in accordance with the Homework Policy. The emphasis for all homework is on variety, which includes follow up work from classroom based activities, written work, questions, research and project work. Homework is set to reflect the teaching objectives and should be tackled with the minimum of adult intervention.

In the Foundation Stage and Key Stage One assessment takes the form of teacher observation and informal testing. For children in Year Two upwards, there will be a topic test at the end of each half term and an examination at the end of the year.

In Key Stage Two and Key Stage Three the aim is to encourage a culture of pupil responsibility for self-assessment and monitoring of their own learning. Self-assessments are completed at the beginning and end of each topic whereby pupils can record prior knowledge and skills and those acquired during the topic. Evidence for this learning comes from written work, group work, oral contribution and the End of Topic Tests.

Pupils in Key Stage Two and Three will also regularly undertake practical investigations designed to improve their investigative skills. These may take the form of complete investigations or practical work designed to reinforce particular strands of Scientific Enquiry.

In the Summer term, Year Three go to Hindleap Warren Outdoor Activity Centre, where they take part in a structured programme of scientific fieldwork. In addition to scientific visits and workshops, we would like parents to encourage their children to use scientific reference books, visit museums and libraries, and to watch Science programmes at home.

## SCIENCE CURRICULUM SUMMARY

Form	Term	Topic Outline
<b>Foundation Stage</b>		
<b>Transition</b>	<b>Spring</b>	All about me Toys
	<b>Summer</b>	Journeys and Holidays
<b>Reception</b>	<b>Autumn</b>	The Four Elements
	<b>Spring</b>	Materials
	<b>Summer</b>	Growing
<b>Key Stage One</b>		
<b>Year One</b>	<b>Autumn</b>	Ourselves Light and Dark
	<b>Spring</b>	Pushes and Pulls Sound and Hearing
	<b>Summer</b>	Plants and Animals Variation
<b>Year Two</b>	<b>Autumn</b>	Health and Growth Grouping and Changing Materials
	<b>Spring</b>	Forces and Friction Using Electricity
	<b>Summer</b>	Key Stage 1 Revision Rocks and Soil
<b>Key Stage Two</b>		
<b>Year Three</b>	<b>Autumn</b>	Teeth and Diet Magnets and Springs
	<b>Spring</b>	Characteristics of Materials Light and Shadows
	<b>Summer</b>	Plant Growth Skeletons and Muscles
<b>Year Four</b>	<b>Autumn</b>	Force of Friction Keeping Warm

	<b>Spring</b>	Solids liquids and Separations Circuits and Conductors
	<b>Summer</b>	Habitats and Food Chains Life Cycles, Interdependence and Adaptation
<b>Year Five</b>	<b>Autumn</b>	<u>CE Syllabus:-</u> The States of Matter Sound
	<b>Spring</b>	Earth and Beyond Micro organisms and Health
	<b>Summer</b>	Changing and Separating Materials Forces
<b>Year Six</b>	<b>Autumn</b>	Light Circuits
	<b>Spring</b>	Reproduction and Sex Education Biology - Food and Nutrition
	<b>Summer</b>	KS2 Revision Biology – Cells to Systems
<b>Key Stage Three</b>		
<b>Year Seven</b>	<b>Autumn</b>	Chemistry – Properties of Materials Physics – Forces and Motion
	<b>Spring</b>	-----Sauveterre ----- Physics – Springs, Levers and Pressure
	<b>Summer</b>	Chemistry – Water, Solutions, Acids and Alkalis Biology – Life Processes and Control
<b>Year Eight</b>	<b>Autumn</b>	Physics – Energy, Light and Sound Chemistry – Earth Resources, Metals and Reactivity
	<b>Spring</b>	Physics – Electricity and Magnetism All 13+ CE Syllabus Revision
	<b>Summer</b>	All 13+ CE Syllabus Revision Further Chemistry, Biotechnology and Ecology



## INFORMATION AND COMMUNICATION TECHNOLOGY

Computers are used as tools to handle information and communicate. It is vital that all students gain confidence and competence in using ICT to prepare them for present and later life. The use of ICT can also enhance and extend a child's learning across all curriculum areas. When students use ICT they are obtaining a set of skills that are required for the routines of life and work and for pleasure and creativity in the future.

ICT allows children to:

- Draft and redraft their work with less effort than with pencil and paper;
- Combine words and images to produce a professional looking piece of work;
- Test out ideas and present them in different ways to various audiences;
- Investigate and make changes in computer models and see what happens as a result;
- Store and handle large amounts of information in different ways;
- Do things quickly and easily that would have been time consuming and tedious if done by hand;
- Experience, through simulations, things that would be difficult or dangerous for them to attempt in real life; and,
- Communicate with others over a distance via email or the Internet.

The ICT Curriculum is organised by teaching new skills, which progressively build upon each other, each week. The predominant mode of working in ICT is whole class teaching in the Computer room, and pair and individual work is used where appropriate in the classroom.

In Transition and Reception, the children all receive one ICT lesson per week, with their class teacher. At this age, the children are becoming more familiar with the layout of the keyboard and are becoming more independent when performing simple tasks such as using the mouse and typing simple words.

From Year One upwards, the children all receive one ICT lesson per week, with the specialist ICT teacher. The children are encouraged to become independent users. They develop skills in mouse control, databases and Year Two participate in a touch-typing program. All of the children are encouraged to practise their touch-typing at home on a regular basis. This is an important skill which can then be used across all curriculum areas.

In Year Three and Four, the children are all strongly encouraged to touch-type and are expected to have reached fluency by Year Four. Children are encouraged to try and solve problems themselves before asking for assistance. By Year Five and Six, children can also gain practice by typing some of their homework assignments and use the interactive whiteboards regularly.

In Year Seven and Eight the pupils continue to receive one specialist ICT lesson per week and as they reach Common Entrance level, ICT is also integrated throughout curriculum areas. The children are expected to be touch-typing fluently and will be expected to use various computer programs to produce their homework and other projects. The Internet will become an important

research tool and the children are expected to use this, with supervision. There is no 13+ Common Entrance Examination set for this subject.

The students are encouraged to use their home computers where appropriate, to assist with their homework in all other curriculum areas and for research on the Internet. No formal ICT homework is set in Key Stages 1 and 2, however, in Key Stage 3 there may be some homework at various times.

Assessment is done primarily through observation and is an ongoing process. Student's work in ICT is assessed during each unit of work in line with the Scheme of Work.

The three computer suites are used by all classes during a variety of subject lessons. Interactive whiteboards are in all classrooms from Transition upwards.

## ICT CURRICULUM SUMMARY

Form	Term	Topic Outline
<b>Foundation Stage</b>		
<b>Transition</b>	<b>Spring</b>	An Introduction to Modelling
	<b>Summer</b>	Using a Word Bank
<b>Reception</b>	<b>Autumn</b>	Try it! Beginning Mouse Control Introduction to a Paint Package.
	<b>Spring</b>	Finding Things Out Communicating Ideas
	<b>Summer</b>	The Information Around Us Making Things Happen
<b>Key Stage One</b>		
<b>Year One</b>	<b>Autumn</b>	Try it! Intermediate Mouse Control Communicating Ideas
	<b>Spring</b>	Finding Information
	<b>Summer</b>	Representing Information Graphically: Pictograms Understanding Instructions and Making Things Happen
<b>Year Two</b>	<b>Autumn</b>	Writing Stories: communicating information using text
	<b>Spring</b>	Creating Pictures
	<b>Summer</b>	Touch Typing Routes: Controlling a Floor Turtle
<b>Key Stage Two</b>		
<b>Year Three</b>	<b>Autumn</b>	Combining Text and Graphics
	<b>Spring</b>	Introduction to Databases
	<b>Summer</b>	Email

<b>Year Four</b>	<b>Autumn</b>	Writing for Different Audiences
	<b>Spring</b>	Developing Images Using Repeating Patterns
	<b>Summer</b>	Modelling Effects on Screen
<b>Year Five</b>	<b>Autumn</b>	Graphic Modelling
	<b>Spring</b>	Introduction to Spreadsheets
	<b>Summer</b>	Analysing Data and Asking Questions: using complex searches
<b>Year Six</b>	<b>Autumn</b>	Multimedia Presentation
	<b>Spring</b>	Spreadsheet Modelling
	<b>Summer</b>	Using the Internet to Search Large Databases and to Interpret Information
<b>Key Stage Three</b>		
<b>Year Seven</b>	<b>Autumn</b>	Using ICT / Information and Presentation
	<b>Spring</b>	Processing Text and Images
	<b>Summer</b>	Rules and Investigation
<b>Year Eight</b>	<b>Autumn</b>	Publishing on the web
	<b>Spring</b>	Information: reliability, validity and bias
	<b>Summer</b>	Data: Use and Misuse



## FRENCH

*'If we spoke a different language, we would perceive a somewhat different world.'*

Ludwig Wittgenstein

At Eaton Square School, children benefit from being introduced to French at an early age. They begin in Transition or Reception at age four and children continue to study the language until the Common Entrance examinations in Year Eight.

The aims of teaching French at Eaton Square School are as follows:

- To teach children to recognise and understand French in the spoken and the written form of the language.
- To teach children to communicate in French using the spoken and the written form of the language.
- To give children a thorough linguistic training that will aid them in learning other foreign languages
- To increase the children's cultural awareness through learning about the history, geography, arts and popular culture of France and other Francophone countries.
- To stimulate the natural intellectual curiosity of children and to encourage them to become independent learners.
- To foster positive attitudes towards the learning of foreign languages
- To foster positive attitudes towards foreign cultures: and, to support the multi-cultural atmosphere of the school by encouraging the children to make linguistic links between other languages and French

From Transition to Year Two, the children are introduced to French primarily through exposure to the spoken language. This consists of learning vocabulary and language patterns through active individual participation in songs (often using actions), finger rhymes, story-telling, drawing, colouring and acting. Lessons use a multi-sensory and stimulating approach

that appeals to the different learning styles of individual children.

In Key Stage Two, the children start developing their reading skills and they start learning French grammar and cultural facts. From Year Four, the children begin studying written French more closely and being to learn spellings and simple grammatical constructions. This continues in Years Five and Six, when the children begin to lay the foundations for Common Entrance, increasing the richness of their vocabulary and focussing on forming verbs in a variety of tenses. In Year Seven and Eight the pupils begin the Common Entrance Syllabus. The four examinable skills of reading, writing, listening and speaking are used every week. The children are encouraged to take an interest in Francophone culture at all times and this provides the necessary context and motivation for their studies.

Pupils from Years Three to Eight are given one set of homework per week. This might consist of simple word and pictures activities for the younger children, and grammar drills or the preparation of a presentation for the older children.

Assessment is an ongoing process during lessons, as teachers assess pupils' knowledge, understanding and skills from their oral answers to questions as well as their written work. Formal oral or written assessments are set twice a term for children in Years Three to Eight.

The children are given the opportunity to practise the language during various trips to France from Year Four to Year Seven. In Years Four and Five, the children participate in a ski trip to La Clusaz, France where

pupils practise speaking the language in context and also have daily French lessons. Pupils in Year Six go on a day trip to Paris. In Year Seven, the children are able to fully immerse themselves in the language when they spend half a term studying at a château in South-West France.

## FRENCH CURRICULUM SUMMARY

Form	Term	Topic Outline
<b>Foundation Stage</b>		
<b>Transition</b>	<b>Spring</b>	Greetings- Face- Family- House- Colours- Numbers
	<b>Summer</b>	Body- Family- Colours- Numbers - Pets
<b>Reception</b>	<b>Autumn</b>	My Family My House- Autumn- Actions -Christmas
	<b>Spring</b>	My Toys- Winter- Valentine's Day- My Pets- Easter
	<b>Summer</b>	The Garden- Action Verbs- Zoo Animals- Summer
<b>Key Stage One</b>		
<b>Year One</b>	<b>Autumn</b>	Colours- My Body in Action- The Senses- My Pets- My Face- My Family- Christmas
	<b>Spring</b>	Toys- Winter- Valentine's Day Day- Story: Les Trois Petits Cochons- Farm Animals- Easter
	<b>Summer</b>	Garden Animals- The Kitchen- The Countryside- Summer Clothes- Routine- Holidays In France
<b>Year Two</b>	<b>Autumn</b>	School- Action Verbs- Autumn- Family- House- Days Of The Week- Fireworks- Christmas-The Weather
	<b>Spring</b>	Toys- Winter- Baking a Cake- Pancake Day- Face And Body- Farm Animals- Easter
	<b>Summer</b>	In The Garden- Summer- Morning Routine- Clothes- Food And Drinks- Holidays In France
<b>Key Stage Two</b>		
<b>Year Three</b>	<b>Autumn</b>	Transport- People- Countries near France- House and Garden- Animals- Days - The Face-Christmas
	<b>Spring</b>	Food- Drinks- Shops And Shopping- Cutlery- Furniture- Mardi Gras- Easter
	<b>Summer</b>	Clothes- Parts Of The Body- Sports
<b>Year Four</b>	<b>Autumn</b>	Transport- House And Garden- Places- Animals- The Face- Colours - Ordinal Numbers- Christmas
	<b>Spring</b>	Food- Shopping- Furniture- Skiing -Regional Food, Pen Pals, A French Village- Easter

	<b>Summer</b>	Shops- Clothes And Accessories- Parts Of The Body- Family-Directions
<b>Year Five</b>	<b>Autumn</b>	Greetings – Personal Information– The Classroom – Classroom Language – French Cars - Breakfast - Houses And Rooms – French Homes - Christmas
	<b>Spring</b>	Routine – Telling The Time – Skiing- Penpals - School Subjects - Transport – Colours And Adjectives –Special Dates – Telephone Numbers – Shopping
	<b>Summer</b>	Physical Description – Clothes – Francophone Countries – Family – Animals –Places To Go - Châteaux - Free Time Activities – French
<b>Year Six</b>	<b>Autumn</b>	Seasons – Weather – Writing A Letter – Paris – Talking About The Past – French Comic Strips – Alphabet – Telling A Story – Christmas
	<b>Spring</b>	Restaurants- Food And Drink – Architecture – The Doctor's– Commands - Departments And Regions Of France - Character Description –Paris
	<b>Summer</b>	Finding Your Way – Towns – Transport – French Festivals – Shopping
<b>Key Stage Three</b>		
<b>Year Seven</b>	<b>Autumn</b>	French Schools – Classroom Language – Talking About Yourself – Preparation For Stay In France - Christmas
	<b>Spring</b>	SAUVETERRE Penpal Correspondence – Working World And Jobs – Le Mans – Helping At Home - Hobbies
	<b>Summer</b>	The French Countryside – Normandy –Tourist Information - Negatives - Interrogatives
<b>Year Eight</b>	<b>Autumn</b>	Passé Composé – Direct Object Pronouns – Giving A Presentation – Television In France – Pluperfect Tense – Tour De France
	<b>Spring</b>	Visiting France – Parts of Vehicles – Two Future Tenses– Fashion – Ski Resorts – Comparatives – Demonstrative Pronouns – Conditional Tense
	<b>Summer</b>	Revision of Topics – Revision of all tenses – Exam Technique – Preparation of Oral Presentations



## LATIN

*“Standard English has been formed through the centuries by its contact with Latin; and without some knowledge of Latin an Englishman will always remain, to an extent, a stranger to his own culture.”*

John Marenbom – ‘English our English’

“All pupils should be given a knowledge and awareness of the classical world,” according to the Independent Schools Curriculum Committee. Eaton Square School believes that our pupils have a right to such knowledge, and that an understanding of classical language and civilisation lies at the heart of a sound and complete education. Pupils from Year Six to Year Eight have the opportunity to learn Latin.

Latin is compulsory for all children in Year Six and one lesson is taught per week. The children work from ‘Minimus: Starting Out In Latin’ which is a very popular new course that gives a lively introduction to the Latin language and the culture of Roman Britain. Over the year the children learn basic grammar and Latin vocabulary through stories featuring a real family who lived at Vindolanda.

In Year Seven the students start receiving formal Latin lessons twice a week. The curriculum is

highly focussed, and it is taught in line with the Independent Schools Examinations Board Classics Syllabus. The students need to develop a high level of competence in translating from Latin into English and English into Latin, as well as in their manipulation of basic grammar. The content of the Year Seven curriculum is split into vocabulary, grammar and syntax.

In Year Eight the students continue to receive two formal Latin lessons each week. Since they are working towards the 13+ examination at the end of the year, all of the students are expected to maintain an independent approach to their study and to supplement their teacher-led classwork and homework with their own programme of learning and revision. Time is spent developing effective examination skills, such as time management and ways of maximising known information in order to gain as many marks as possible.

In Year Six there is a manageable amount of homework, which is given on a weekly basis. The children will be expected to complete translation tasks that are not completed in class and will also be required to memorise small amounts of vocabulary at the end of each topic.

In Year Seven and Eight the pupils are given one formal homework task, of approximately 30 minutes, each week. This usually involves practising a skill that has been introduced in class, but may sometimes require independent study.

In addition to formal homework, pupils are expected to develop and to maintain an independent programme of study and revision in order to consolidate and commit to memory the high volume of grammar and vocabulary that are required for the Common Entrance examination. Children in all year groups are formally assessed at the end of each half term.

## LATIN CURRICULUM SUMMARY

Form	Term	Topic Outline
<b>Key Stage Two</b>		
Year Six	Autumn	Verbs, all conjugations and 'to be', singular, present tense, imperfect and perfect tenses, all conjugations, 3 <sup>rd</sup> person singular and plural
	Spring	Nouns and adjectives, nominative and accusative, singular and plural and dative, superlative adjectives
	Summer	Pronouns: ego, tu Questions with cur, quis, quid
<b>Key Stage Three</b>		
Year Seven	Autumn	<b>Nouns:</b> revise all cases and select examples from Latin texts. <b>Adjectives:</b> revise all cases and identify in sources. <b>Pronouns:</b> ego, tu, nos, vos, ille, illi <b>Verbs:</b> present indicative, future, imperfect and perfect tenses. <b>Vocabulary:</b> Approximately 80 words. <b>Syntax:</b> identification of nouns, verbs, pronouns, adjectives and adverbs. Identification of tense.
	Spring	<b>Nouns:</b> use of mnemonics to identify cases in singular and plural. <b>Adjectives:</b> revise all cases and identify in texts. <b>Verbs:</b> tenses identified readily. <b>Vocabulary:</b> Approximately 80 words. <b>Syntax:</b> Use of clauses and the correct identification of subject and object.

	Summer	<b>Nouns:</b> strategies for identifying nouns in specific cases for the grammar section of the common entrance exam. <b>Adjectives:</b> linking adjectives to nouns when translating complex sentences. <b>Verbs:</b> mnemonics for quickly identifying verb tenses. <b>Vocabulary:</b> Approximately 80 words.
Year Eight	Autumn	<b>Time Management:</b> identifying the marks available for each section and apportioning time appropriately. <b>Verbs:</b> Rapid recall of tense endings for regular conjugation verbs. <b>Vocabulary:</b> Use of the stem to deduce meaning. <b>Classical Civilisation:</b> format of civilisation component and choice of preferred area of study. <b>Revision:</b> Identification of areas of strength and weakness. Effective use of revision materials.
	Spring	<b>Exam Technique:</b> Use of time, proof reading and strategies for areas of weakness/uncertainty. <b>Revision:</b> Daily revision techniques. Self-testing strategies. Opportunities for shared revision.
	Summer	<b>Exam Technique:</b> Leaving sufficient space to return to difficult questions. Ensuring the civilisation component is clear and concise. Identifying areas of strength in order to maintain exam confidence.



## HISTORY

History develops an awareness of the past and present and ways in which these change. The National Curriculum programmes of study for Key Stages One, Two and Three contain key elements that are closely related and need to be developed through the areas of study.

Our aims are:

- To introduce children to the past.
- To establish a sense of time.
- To encourage the investigation of change and continuity.
- To understand cause and effect.
- To foster an empathy with people and events of the past.
- To develop an appreciation of human achievements, aspirations and values.
- To develop the use of historical sources.
- To develop understanding of interpretations of history.
- To provide opportunities for first hand experience through fieldwork, role-play and use of artefacts.
- To communicate clearly, employing a wide range of media.
- To provide children with a framework in which to place major issues and events in the history of their own country and of the world.

During the Foundation Stage and Key Stage One the children also become accustomed to handling artefacts and analysing sources. Stories from a variety of historical periods and different cultures are a main focus. The children are asked to

compare and give reasons for differences. A range of ways of recording and communicating are adopted.

During Key Stage One and Two different periods of History are placed in a chronological framework. The children are taught about characteristic features of different societies, enabling them to describe and identify reasons for, and the results of, historical events. The children will be encouraged to ask and answer questions about the past, communicating their awareness in a variety of ways, including structured narratives and descriptions.

Pupils use their factual knowledge and understanding of the history of Britain to make links between features within and across periods. Pupils in Key Stage Two describe and begin to explain different historical interpretations of events, people and changes. They evaluate sources of information to produce structured work, making appropriate use of dates and terms. Cross-curricular links with English and Art occur.

During Year Seven and Eight, pupils commence the I.S.E.B. 13+ Common Entrance Syllabus. This course is based upon Key Stage 3 of the National Curriculum. Pupils study the period '1500 –1750: The Making of Britain' in depth across the two years, and in addition learn how to analyse and evaluate source materials from this, and other periods. Pupils examine people's actions and evaluate sources of information, which they use to

reach and support conclusions, making appropriate use of dates and terms. Revision and examination techniques are taught as part of the syllabus.

Homework is used to support history through tasks such as:

- Finding answers to questions posed in school through the use of library books and interviews with friends and family.
- Bringing artefacts from home into school for display and discussion.
- Reinforcing work begun in the classroom.
- Visiting museums of historical sites.

Teachers assess pupils' knowledge, understanding and skills from their own written work and verbal answers to questions. At the Foundation Stage children are assessed as part of the Foundation Stage Profile. Assessment tasks are set at the end of each topic in Year One to Four, in order to evaluate knowledge learnt and the development of historical skills. These tasks are based on National Curriculum outcomes and levels. In Years Five and above children are asked to write a response to issues related to the topic, for example, by writing an essay, diary entry, letter or table with points for and against. This is carried out as an informal task as part of lessons at the end of each half term and as a formal test at the end of each topic. Children are marked on their factual accuracy, comprehension and historical skills.

## HISTORY CURRICULUM SUMMARY

Form	Term	Topic Outline
<b>Foundation Stage</b>		
<b>Transition</b>	<b>Spring</b>	All About Me Toys
	<b>Summer</b>	Holidays and Journeys
<b>Reception</b>	<b>Autumn</b>	The Elements Festivals
	<b>Spring</b>	Materials Place
	<b>Summer</b>	Growing Seaside
<b>Key Stage One</b>		
<b>Year One</b>	<b>Autumn</b>	Homes
	<b>Spring</b>	Transport
	<b>Summer</b>	Famous People
<b>Year Two</b>	<b>Autumn</b>	Remembrance Day: Why do we wear poppies?
	<b>Spring</b>	Ancient Egypt: Learning from Artefacts
	<b>Summer</b>	Florence Nightingale: Who was she and what did she achieve?
<b>Key Stage Two</b>		
<b>Year Three</b>	<b>Autumn</b>	Romans in Britain: How did the Roman affect history?
	<b>Spring</b>	Barbarian Invasions: The Anglo-Saxons and Vikings
	<b>Summer</b>	Local History
<b>Year Four</b>	<b>Autumn</b>	Medieval society: Peasants and Nobles
	<b>Spring</b>	Medieval society: War and Disease
	<b>Summer</b>	The Tudors: Royalty and Expansion into the New World

<b>Year Five</b>	<b>Autumn</b>	The Stuarts: Religion and Science
	<b>Spring</b>	The Victorians: Influential people and events
	<b>Summer</b>	The Victorians: Everyday life
<b>Year Six</b>	<b>Autumn</b>	The Second World War: What were the main causes and effects of the war?
	<b>Spring</b>	Project: Studying change over the last Millennium The Romans in Europe
	<b>Summer</b>	The Romans in Europe Introduction to CE Syllabus
<b>Key Stage Three</b>		
<b>Year Seven</b>	<b>Autumn</b>	Introduction to Common Entrance Syllabus: Henry VIII and the Break with Rome Britain 1500-1750: A change in religion and trade Analysis of sources and examination techniques
	<b>Spring</b>	Britain 1500-1750: Elizabethan England Analysis of sources and examination techniques
	<b>Summer</b>	Revision of Content in Autumn and Spring Britain 1500-1750: A focus on analysing sources and the special topic
<b>Year Eight</b>	<b>Autumn</b>	Britain 1500-1750: Civil War Analysis of sources and examination techniques
	<b>Spring</b>	Revision for Common Entrance Examination Analysis of sources and examination techniques
	<b>Summer</b>	World Study before 1900: Slave Trade



## GEOGRAPHY

Geography explores the relationships between the earth and its people, through the study of places, space and environment. Pupils develop their skills through the study of places and geographical themes. Topics take into account the children's own interests and experiences.

Geography encourages us to think about the distribution of natural and man made features. It is also important that children grow up with an understanding of how to manage and protect the environment.

Our aims in teaching Geography are that all children will:

- Develop an understanding of the features and conditions that make up the physical environment.
- Appreciate how human beings have used that environment with positive and negative effects.
- Develop the geographical skills of,
  - i. Observing and comparing places and geographical features.
  - ii. Communication using appropriate geographical vocabulary.
  - iii. Measuring and recording accurately.
  - iv. Interpreting and using maps, atlases and globes.
  - v. Asking questions and proposing solutions to environmental problems.

Pupils in the Foundation Stage will be given the opportunity to find out about their own locality and places within their own country and compare these with places abroad. Simple mapping skills are

introduced during Key Stage One where the focus is on identifying the physical and human features of different locations. The children will have the opportunity to formulate and share their opinions.

During Key Stage Two, the pupils follow the Geography National Curriculum. The pupils will be taught the knowledge, skills and understanding through the study of differing localities and different themes. In their study of localities and themes, the pupils will study at a range of scales – local, regional and national. They will also study a range of places and environments in different parts of the world, including the United Kingdom and the European Union. The children will be given opportunities to find out about their own country and implement map skills, using a variety of resources including aerial photos, atlases and information books. Year Three also participate in a field trip to Hindleap Warren in the Ashdown Forest and in Year Six, the pupils participate in a week long field trip to Italy.

In Key Stage Three pupils follow the Common Entrance Syllabus. They find out about industrial change and the differences between primary, secondary and tertiary industries. The children learn how to interpret maps and evidence to investigate globalisation and environmental issues, including case studies about a global industry and an environmentally sensitive area. Ordnance Survey (OS) maps will be used to revise key map skills. They develop map skills which enable them to read maps and plans at a range of scales, using

symbols, keys and scales and to use appropriate graphical techniques to present evidence on maps and diagrams. Revision and examination techniques are taught as part of the syllabus. Pupils learn how aspects of weather and climate vary from place to place and practise using atlas maps to identify patterns and to draw and interpret climate graphs.

Homework may be used to support Geography, where children may be asked to collect pictures and souvenirs etc from home for display work and discussions. In Key Stage Two and Three, homework is based on investigations and research questions. This enables the children to broaden their understanding of concepts and topics covered in class.

In the Foundation Stage children are assessed through observation and this is recorded in the Transition and Reception Profiles. In Key Stage One, Two and Three, the pupils sit basic formal assessments after each unit has been completed.

## GEOGRAPHY CURRICULUM SUMMARY

Form	Term	Topic Outline
<b>Foundation Stage</b>		
<b>Transition</b>	<b>Spring</b>	All About Me Toys – Toys and where they are made
	<b>Summer</b>	Holidays – Barnaby Bear
<b>Reception</b>	<b>Autumn</b>	The Four Elements
	<b>Spring</b>	Place
	<b>Summer</b>	Seaside – Going to the Seaside
<b>Key Stage One</b>		
<b>Year One</b>	<b>Autumn</b>	Home and School – Around our School. Barnaby Bear.
	<b>Spring</b>	Transport – How can we make our local area safer? Barnaby Bear.
	<b>Summer</b>	Famous People – Explorers. Barnaby Bear.
<b>Year Two</b>	<b>Autumn</b>	A contrasting locality overseas – Tocuaro (Mexico)
	<b>Spring</b>	An Island Home – Island of Coll
	<b>Summer</b>	The Rainforest
<b>Key Stage Two</b>		
<b>Year Three</b>	<b>Autumn</b>	Mapping and atlas skills.
	<b>Spring</b>	Village Settlers
	<b>Summer</b>	A contrasting locality overseas – Kenya

<b>Year Four</b>	<b>Autumn</b>	Country study - India
	<b>Spring</b>	Improving the Environment
	<b>Summer</b>	Population
<b>Year Five</b>	<b>Autumn</b>	The Mountain Environment
	<b>Spring</b>	Country Study – comparing an MEDC (Japan) with an LEDC (Brazil)
	<b>Summer</b>	Rivers and coasts
<b>Year Six</b>	<b>Autumn</b>	Weather and Climate
	<b>Spring</b>	Geographical skills
	<b>Summer</b>	Country study – Italy In preparation for the Year 6 trip to Italy.
<b>Key Stage Three</b>		
<b>Year Seven</b>	<b>Autumn</b>	Geomorphological Processes
	<b>Spring</b>	Sauveterre
	<b>Summer</b>	Weather & Climate Settlement
<b>Year Eight</b>	<b>Autumn</b>	Field Studies OS Maps Settlement
	<b>Spring</b>	Globalisation and Economic Activities Environmental Issues and Sustainability
	<b>Summer</b>	Examinations



## RELIGIOUS EDUCATION

*‘Religious Education develops pupils’ knowledge and understanding of, and their ability to respond to, Christianity and the other principal religions represented in Great Britain. By exploring issues within and across faiths, pupils learn to understand and respect different religions, beliefs, values and traditions (including ethical life stances), and their influence on individuals, societies, communities and cultures.’*

### The National Curriculum

Our aim in teaching Religious Education is that all pupils:

- *Learn about Religion:* this includes the ability to identify, name, describe and give accounts, in order to build a coherent picture of each religion; explain the meaning of religious language, stories and symbolism; explain similarities and differences between, and within, religions.
- *Learn from Religion:* this includes the ability to give an informed and considered response to religious and moral issues; reflect on what might be learnt from religions in the light of one’s own beliefs and experience; identify and respond to questions of meaning within religions.

Religious Education from Transition to Year Eight is developed using the following skills:

- Investigation
- Interpretation
- Reflection
- Empathy

- Evaluation
- Analysis
- Synthesis
- Application
- Expression

During the Foundation Stage and Key Stage One, Religious Education lessons focus on teaching the children to understand the common elements of Bible stories including Christmas and Easter and on developing a caring approach to other people.

In Key Stage Two, pupils continue to develop their knowledge of Christianity and of other world religions.

During Key Stage Three pupils build upon study topics they have covered during Key Stage Two.

The topics include:

- World Religions
- Old Testament and Contemporary Issues
- New Testament and Contemporary Issues

Pupils acquire a broad familiarisation with the Bible and express their own viewpoint about contemporary issues today. Pupils from a range of religious backgrounds have the opportunity to answer questions about their own religion. Thorough revision of examination and essay writing technique is required.

Homework is introduced from Year Six and is used to support Religious Education through tasks such as:

- encouraging discussion of topics at home
- finding answers to questions posed in school through the use of library books and interviews with friends and family
- bringing artefacts from home into school for display and discussion

Teachers monitor pupils’ progress through:

- Small group discussion and written work.
- Labelling and accuracy of religious pictures
- Role plays
- Short tests at the end of each topic
- Specific assignments/project

## RELIGIOUS EDUCATION CURRICULUM SUMMARY

Form	Term	Topic Outline
<b>Foundation Stage</b>		
<b>Transition</b>	<b>Spring</b>	People Special to Me Easter
	<b>Summer</b>	Bible Stories
<b>Reception</b>	<b>Autumn</b>	Festivals Christmas
	<b>Spring</b>	Friends of Jesus Easter
	<b>Summer</b>	Noah and the Old Testament
<b>Key Stage One</b>		
<b>Year One</b>	<b>Autumn</b>	Relationships and Belonging Christmas
	<b>Spring</b>	Creation and Caretakers of the Earth Easter
	<b>Summer</b>	Visiting Places of Worship
<b>Year Two</b>	<b>Autumn</b>	Celebrations and Festivals Christmas
	<b>Spring</b>	Why did Jesus tell stories? Easter
	<b>Summer</b>	Judaism
<b>Key Stage Two</b>		
<b>Year Three</b>	<b>Autumn</b>	What do we know about Jesus? Christmas
	<b>Spring</b>	The Bible Easter

	<b>Summer</b>	Hinduism
<b>Year Four</b>	<b>Autumn</b>	Christianity around the World Christmas
	<b>Spring</b>	New Beginnings Festivals Easter
	<b>Summer</b>	Islam
<b>Year Five</b>	<b>Autumn</b>	Sikhism Christmas around the World
	<b>Spring</b>	The Gospels Easter
	<b>Summer</b>	Buddhism
<b>Year Six</b>	<b>Autumn</b>	Judaism Christmas
	<b>Spring</b>	Jesus and World Leaders Easter
	<b>Summer</b>	The Bible
<b>Key Stage Three</b>		
<b>Year Seven</b>	<b>Autumn</b>	World Religions
	<b>Spring</b>	New Testament
	<b>Summer</b>	Contemporary Issues and Contemporary Figures
<b>Year Eight</b>	<b>Autumn</b>	Old Testament
	<b>Spring</b>	World Religions
	<b>Summer</b>	Examination Preparation



## PERSONAL, SOCIAL AND HEALTH EDUCATION

P.S.H.E. and citizenship covers all aspects of personal, social and health education. P.S.H.E. gives pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

The P.S.H.E. and citizenship framework comprises of four interrelated strands. These are;

- Citizenship: Preparing to play an active role as citizens
- Lifestyle: Developing a healthy, safer, lifestyle
- Relationships: Developing good relationships and respecting the differences between people
- Personal Development: Developing confidence and responsibility and making the most of their abilities.

The National Curriculum states that P.S.H.E. and Citizenship is about giving a child the tools to recognise their own self worth, work well with others and become increasingly responsible for their own learning. They reflect on their own personal and social experiences, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out

about the main political and social institutions that affect their lives and responsibilities, their rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form effective, fulfilling relationships that are essential part of life and learning.

P.S.H.E. promotes the development of positive self-esteem and self-confidence so that children achieve their maximum potential, and become independent, while also developing a sense of responsibility about themselves and their actions and how these actions affect others.

The Personal Development and Relationship strand is extended further through the Eaton Square 'Learning through experience' residential trips programme. Pupils in Year Three go to Hindleap Warren, an outdoor education centre in East Sussex. Year Four and Five go to La Clusaz in France for a ski trip and French cultural experience; Year Six go to Italy as part of their History, Religious Education and Latin Curriculum, Year Seven go to Sauveterre in France and experience the full Common Entrance Curriculum in French and Year Eight have a

Geography field trip to Flatford Mill. Residential trips as part of the curriculum are extremely valuable experiences for all pupils.

Assessment in P.S.H.E and Citizenship is active and participatory. It helps children to recognise the progress they are making in developing their knowledge, skills and understanding. Children learn how to ask questions, make judgments about their needs and strengths, reflect on their experiences and set personal targets.

## PSHE CURRICULUM SUMMARY

Form	Term	Topic Outline
<b>Foundation Stage</b>		
<b>Transition</b>	<b>Spring</b>	All about me – self confidence and esteem
	<b>Summer</b>	Holidays and journeys - self-care/ disposition and attitudes
<b>Reception</b>	<b>Autumn</b>	New Beginnings – empathy, self-awareness, motivation and social skills Getting on and falling out – Managing feelings, empathy, social skills
	<b>Spring</b>	Going for goals – Motivation, self awareness. Good to be me – Self-awareness, managing feelings, empathy.
	<b>Summer</b>	Relationships – self awareness, managing feelings, empathy. Changes – Motivation, social skills, managing feelings.
<b>Key Stage One</b>		
<b>Year One</b>	<b>Autumn</b>	New Beginnings – empathy, self-awareness, motivation and social skills Getting on and falling out – Managing feelings, empathy, social skills.
	<b>Spring</b>	Going for goals – Motivation, self awareness. Good to be me – Self-awareness, managing feelings, empathy.
	<b>Summer</b>	Relationships – self awareness, managing feelings, empathy. Changes – Motivation, social skills, managing feelings.
<b>Year Two</b>	<b>Autumn</b>	Taking part- developing skills of communication and participation

		Choices
	<b>Spring</b>	Living in a diverse world Developing a healthier, safer lifestyle.
	<b>Summer</b>	Developing our school environment.
<b>Key Stage Two</b>		
<b>Year Three</b>	<b>Autumn</b>	Taking part- developing skills of communication and participation. How do rules and laws affect me?
	<b>Spring</b>	Children’s rights, Human rights. Staying Safe
	<b>Summer</b>	Relationships
<b>Year Four</b>	<b>Autumn</b>	Choices
	<b>Spring</b>	Animals and us Children’s rights, Human rights
	<b>Summer</b>	Respect for Property ‘In the media – what’s the news?’
<b>Year Five</b>	<b>Autumn</b>	Taking part – developing skills of communication and participation. Choices
	<b>Spring</b>	Understanding emotions Hygiene Drugs
	<b>Summer</b>	How do rules and laws affect me?
<b>Year Six</b>	<b>Autumn</b>	Setting Targets
	<b>Spring</b>	Moving on
	<b>Summer</b>	Local democracy for young citizens.



## ART, DESIGN AND TECHNOLOGY (ADT)

The ADT Curriculum offers opportunities for each child to:

- Experience different approaches to ADT.
- Have experience and appreciation of other art forms from other artists, cultures, countries, period and traditions.
- Learn different skills and techniques in order to produce different types of art; and, express their own ideas, discoveries and feelings in visual form, and in doing so promote the development of fine motor skills and co-ordination.

*Knowledge and understanding* in ADT is aimed at ensuring that children learn about a wide variety of different techniques, materials and cultural traditions, which influence and enable connections with their own work. They also need to develop the ability to make their own artistic judgements and to talk about their own, and others work, developing 'visual literacy'.

*Investigating and making* in ADT is aimed at ensuring children are able to record, test and develop what has been experienced, observed and imagined. This element of the Curriculum states that they should experiment with a variety

of tools and techniques. Pupils review their work and describe what they might change or develop in the future.

Eaton Square School strives to create a colourful and exciting environment with displays throughout the school that are both educational and visually challenging. ADT is a subject in which children can develop at their own pace achieving their personal best and be proud of their work. Self expression through employment of skilled techniques and tools is encouraged and supported, as is the use of their imagination.

ADT in the Foundation Stage and Key Stage One fosters the development of fine motor skills and co-ordination. Pupils learn how to plan and carry out their ideas using the correct tools and techniques.

All children will also have the opportunity to appreciate a variety of artists' work throughout the year. A wide range of mediums are explored, including construction, painting and collage to name but a few. The ADT Curriculum is organised on a topic basis. Art is taught in connection with subject topics throughout the

curriculum and school year, thereby reinforcing understanding.

In Transition, Reception and Year One ADT is taught by the class teachers. For Years Two to Eight, ADT is taught by a specialist teacher in a purpose built room. Eaton Square School also has visiting 'artists in residence' who instruct the children during workshops.

Years Two to Eight are entered into a London wide Art Competition each year called 'Young Art' run by Cancer Research and all work for this is undertaken in the Autumn term.

Feedback is constantly given to pupils about their progress during the lessons. Pupils keep examples of their work across the Key Stages and make personal assessments of their own work after each project. From Year Two upwards, each pupil's work is kept in a portfolio in the ADT room. The ADT teacher assesses each child's work at the end of each project in addition to giving two practical drawing exams twice a year. No homework is given in ADT, but pupils may, on occasion, be asked to bring in various materials and artefacts from home.

## ADT CURRICULUM SUMMARY

Form	Term	Topic Outline
<b>Foundation Stage</b>		
<b>Transition and Reception</b>		Exploring media and materials through a variety of creative projects.
<b>Key Stage One</b>		
<b>Year One</b>	<b>Autumn</b>	Self Portraits & Look at Famous Artists
	<b>Spring</b>	Mod-Roc modelling & Musical Instruments
	<b>Summer</b>	Portraits – Collage & Charcoal & Clay busts Mobiles
<b>Year Two</b>	<b>Autumn</b>	Separate Squares Picture & Young Art
	<b>Spring</b>	Ceramic tortoises and owls
	<b>Summer</b>	Art from different cultures
<b>Key Stage Two</b>		
<b>Year Three</b>	<b>Autumn</b>	Roman mosaics & Young Art
	<b>Spring</b>	Viking collage & Look at Famous Artist

	<b>Summer</b>	Imaginary lands composition & still life
<b>Year Four</b>	<b>Autumn</b>	Look at Lowry & Young Art
	<b>Spring</b>	Symmetry & Portraits
	<b>Summer</b>	Rainbow birds – Mobiles
<b>Year Five</b>	<b>Autumn</b>	3D fish & Young Art
	<b>Spring</b>	Landscapes
	<b>Summer</b>	Design and Pattern & Watercolour flowers
<b>Year Six</b>	<b>Autumn</b>	William Morris Prints & Young Art
	<b>Spring</b>	Ceramics & Observational studies
	<b>Summer</b>	Rome trip art & sketchbook work
<b>Key Stage Three</b>		
<b>Year Seven</b>	<b>Autumn</b>	Autumn collage & Young Art
	<b>Spring</b>	Portraits – variety of media
	<b>Summer</b>	Street sign composition
<b>Year Eight</b>	<b>Autumn</b>	Ceramic autumn leaves & Young Art
	<b>Spring</b>	3D Mirrors
	<b>Summer</b>	Own compositional work



## MUSIC

*'Ah, Music. A magic beyond all we do here.'*

J.K.Rowling: Harry Potter and the Sorcerer's Stone

Music is a valued and integral part of the curriculum at Eaton Square School and there are many opportunities for the children to perform and sing throughout the year. The school productions are very important and staff and pupils work together as a team to create extremely enriching and rewarding theatrical experiences for children and audiences alike.

The school greatly encourages all children to learn an instrument and lessons are available on a wide selection of orchestral instruments. Children have a chance to perform in assemblies, instrumental concerts and the in-house Music competition during the Spring term.

Music contributes greatly, not just to the children's general education, but to their emotional and spiritual development. The ability to listen, to work in a team and value others' contributions is central to the musical approach at Eaton Square School.

In the Early Years the children use singing, movement, dance and percussion to explore and

learn how to distinguish the basic elements of music: beat, rhythm, melody and expression. They learn through the highly successful Kodaly method which uses solfege to develop aural ability and the 'inner ear'. This is continued throughout the Junior school where they transfer these skills to the western scale and begin to utilise them in improvising and composing music of their own.

The School closely follows the National Curriculum areas of performing, composing, listening and evaluating and these elements form a constant part of all the lessons. As well as the Western Classical tradition the children learn about many other musical genres and cultures from around the world, such as Indian music, Gamelan, Reggae and also jazz and popular music. This prepares the ground for later G.C.S.E. music study.

The children's progress is continually assessed (both individually and in groups) and biannual reports are sent to parents from the Music specialists and the instrumental teachers.

## MUSIC EVENTS SCHEDULE

Form	Term	Music Event
<b>Foundation Stage and Key Stage One</b>		
<b>Transition Reception and Year One</b>	<b>Autumn</b>	Infant Christmas Play
	<b>Spring</b>	Assemblies, Spring Production
	<b>Summer</b>	Assemblies
<b>Key Stage One</b>		
<b>Year Two</b>	<b>Autumn</b>	Assemblies, Infant Christmas Play
	<b>Spring</b>	Assemblies, Arts Week, Music Evening
	<b>Summer</b>	Assemblies, Children's Orchestral Concert
<b>Key Stage Two</b>		
<b>Year Three</b>	<b>Autumn</b>	Assemblies, Christmas Service
	<b>Spring</b>	Arts Week, Singing Workshop, Music Evening
	<b>Summer</b>	Assemblies, Children's Orchestral Concert
<b>Year Four</b>	<b>Autumn</b>	Assemblies, Christmas Service
	<b>Spring</b>	Visit to West End Show, Music Evening
	<b>Summer</b>	Production in West End Theatre

<b>Year Five</b>	<b>Autumn</b>	Christmas Service, Concert Trip
	<b>Spring</b>	Assemblies, Visit to West End Show, Music Evening
	<b>Summer</b>	Production in West End Theatre
<b>Year Six</b>	<b>Autumn</b>	Assemblies, Christmas Service
	<b>Spring</b>	Assemblies, Concert Trip, Music Evening
	<b>Summer</b>	Production in West End Theatre
<b>Key Stage Three</b>		
<b>Year Seven &amp; Eight</b>	<b>Autumn</b>	Assemblies, Christmas Service
	<b>Spring</b>	Opera/Musical Trip, Music Evening
	<b>Summer</b>	Production in West End Theatre



## PHYSICAL EDUCATION

*“Exercise activates the brain and gives you energy for everything else, the energy to be enthusiastic about your work. So, all your school work will gain from Physical Education.”*

Darcey Bussell, The Royal Ballet.

Physical Education is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in games, gymnastics, dance, athletics, outdoor and adventure activities and swimming. The emphasis is on allowing all children to achieve enjoyment, satisfaction and success at their own level and to develop:

- Control, co-ordination and mobility
- Skill and confidence in a range of physical activities
- An awareness of the physical capabilities of the body
- Co-operative skill

P.E. at Eaton Square School ensures that all children are active and centres on children finding enjoyment in physical activity, while promoting a healthy lifestyle and good posture. Children are taught to develop a positive attitude in sport, where they learn fair play and sporting behaviour, and where they learn to cope with success and failure. The children are taught the need for safe practice in physical activities and how physical exercise affects the body. Above all, the children are encouraged to realise the importance of P.E. and to enjoy sport to such an

extent that they wish to persevere in physical activity long after they leave the school.

At Eaton Square School, every child has at least two hours of P.E. a week. Pupils use the Halls at No. 28/30 and No. 79 and outside facilities include Royal Hospital Gardens, Battersea Park, and Queen Mother Sports Centre. Each class has two P.E. lessons, one of which is in the Swimming Pool and one in the Hall, and one Games Afternoon every week throughout the year. In Year Three the residential trip to Hindleap Warren provides an opportunity for further outdoor activity. During Year Four an additional Games Afternoon is set-aside for Athletic Activities at the Millennium Arena. Year Four and Five children have the opportunity to visit La Clusaz in France for a week of skiing during the Spring Term. Year Seven are involved in many sporting activities whilst in Chateau de Sauveterre, these include rugby, football, tennis and the famous ‘Le Course’. Year Eight Students visit a PGL Centre every year where they participate in a variety of outdoor adventurous pursuits.

There is a busy after school clubs programme where children have the opportunity to join one

after School sports activity a week in the Pre-Prep and two after-school clubs in the Prep School, and the Saturday Morning Sports Club. [Netball and Football Rugby, Rounders and Cricket] There are further opportunities in sport to represent the School Teams at Football, Cricket, Netball, Rounders, Swimming, Tennis and Rugby and to join squad training after School. Children are selected based upon skill, attitude and commitment to represent Eaton Square School. Fencing is also offered to the children.

Each child will also compete as a member of an Intramural House: Belgrave, Chester, Eaton or Lowndes in a Swimming Gala and a Sports Day. There are twelve House competitions throughout the year: There is one whole day School Sports Day for all years and also a Nursery Schools Sports Day. These are held once a year in the Summer Term. Every child in the school swims in one of the two galas – Years 2-8 [Upper School Gala] and Years T/R/1 [Lower School Gala]. Our policy at Eaton Square School is that every child is given the opportunity to experience the full range of sports that are offered.

## PHYSICAL EDUCATION CURRICULUM SUMMARY

Form	Term	Topic Outline	
<b>Foundation Stage</b>			
<b>Transition</b>	<b>Spring</b>	P.E.:	Swimming Dance/Gymnastics
		GAMES:	Invasion Games
	<b>Summer</b>	P.E.:	Swimming Dance/Gymnastics
		GAMES:	Striking and Fielding Games Athletics
<b>Foundation Stage and Key Stage One</b>			
<b>Reception</b>	<b>Autumn</b>	P.E.:	Swimming Dance/Gymnastics
		GAMES:	Invasion Games
	<b>Spring</b>	P.E.:	Swimming Dance/Gymnastics
		GAMES:	Invasion Games
	<b>Summer</b>	P.E.:	Swimming Dance/Gymnastics
		GAMES:	Striking and Fielding Games Athletics
<b>Key Stage One</b>			
<b>Year One</b>	<b>Autumn</b>	P.E.:	Swimming Dance/Gymnastics
		GAMES:	Invasion Games
	<b>Spring</b>	P.E.:	Swimming Dance/Gymnastics
		GAMES:	Invasion Games
	<b>Summer</b>	P.E.:	Swimming Dance/Gymnastics
		GAMES:	Striking and Fielding Games Athletics

<b>Year Two</b>	<b>Autumn</b>	P.E.:	Swimming Dance/Gymnastics
		GAMES:	Invasion Games
	<b>Spring</b>	P.E.:	Swimming Dance/Gymnastics
		GAMES:	Invasion Games
	<b>Summer</b>	P.E.:	Swimming Dance/Gymnastics
		GAMES:	Striking and Fielding Games Divided and Shared Court Games Athletics
<b>Key Stage Two</b>			
<b>Year Three</b>	<b>Autumn</b>	P.E.:	Swimming Dance/Gymnastics
		GAMES:	Invasion Games
	<b>Spring</b>	P.E.:	Swimming Dance/Gymnastics
		GAMES:	Invasion Games Outdoor and Adventurous Activities
	<b>Summer</b>	P.E.:	Swimming Dance/Gymnastics
		GAMES:	Striking and Fielding Games Divided and Shared Court Games Athletics
<b>Year Four</b>	<b>Autumn</b>	P.E.:	Swimming Dance/Gymnastics/Fitness
		GAMES:	Invasion Games
	<b>Spring</b>	P.E.:	Swimming Dance/Gymnastics/Fitness

		GAMES:	Invasion Games/Athletics Outdoor and Adventurous Activities – Skiing
	<b>Summer</b>	P.E.:	Swimming Dance/Gymnastics/Fitness
		GAMES:	Striking and Fielding Games Athletics
<b>Year Five</b>	<b>Autumn</b>	P.E.:	Swimming Dance/Gymnastics/Fitness
		GAMES:	Invasion Games
	<b>Spring</b>	P.E.:	Swimming Dance/Gymnastics/Fitness
		GAMES:	Invasion Games/Athletics Outdoor and Adventurous Activities – Skiing
	<b>Summer</b>	P.E.:	Swimming Dance/Gymnastics/Fitness
		GAMES:	Striking and Fielding Games Athletics
<b>Year Six</b>	<b>Autumn</b>	P.E.:	Swimming Dance/Gymnastics/Fitness
		GAMES:	Invasion Games
	<b>Spring</b>	P.E.:	Swimming Dance/Gymnastics/Fitness
		GAMES:	Invasion Games/Athletics

	<b>Summer</b>	P.E.:	Swimming Dance/Gymnastics/Fitness
		GAMES:	Striking and Fielding Games Athletics
<b>Key Stage Three</b>			
<b>Year Seven</b>	<b>Autumn</b>	P.E.:	Swimming Fitness Centre
		GAMES:	Football/Netball
	<b>Spring</b>	P.E.:	Swimming Squash/rackets
		GAMES:	Football/Netball/Rugby
	<b>Summer</b>	P.E.:	Swimming Badminton
		GAMES:	Cricket/Softball/Athletics
<b>Year Eight</b>	<b>Autumn</b>	P.E.:	Swimming Fitness Centre
		GAMES:	Football/Netball
	<b>Spring</b>	P.E.:	Swimming Squash/rackets
		GAMES:	Football/Netball/Rugby
	<b>Summer</b>	P.E.:	Swimming Badminton
		GAMES:	Cricket/Softball/Athletics

