

SPRATTON HALL

**Year 7 Parents'
Information
Booklet**

Prep in Y7 & Y8

Prep is a key part of the learning process in Y7 and Y8, and by the time they reach the senior end of the school, they should be well versed in systems for completing, organising and handing in prep as expected by various teachers.

Rationale

Its main purpose is to reinforce what has been done in class, with the pupils asked to complete work **INDEPENDENTLY** so we know what they can do without support. This is an important message for you as parents, to make sure the pupils are doing it on their own, and if they ask for help from you, that they are given guidance BUT it is NOT DONE FOR THEM. While they might sometimes struggle, or not be able to complete work, then we as teachers would rather see this so know we need to intervene, rather than masking misunderstanding. It can also be used to rote learn key facts, to revise or prepare for a test, to research some information related to a topic, or to complete a project.

Prep length

In Years 7 and 8 each prep should take **around 30 minutes**. The time will obviously vary slightly depending on how fast the pupil works and the type of task that is set.

However, prep is set assuming **full and uninterrupted concentration** for that period of time. Trips to the loo, day dreaming or repeated pencil sharpening will mean the prep takes much longer to complete! As a parent you may need to monitor how long prep is taking. If you feel that your child has concentrated fully and is still working after 45 minutes, stop them and put a note in the diary. If the prep only takes a few minutes it is helpful if this is also recorded. Remember some preps involve watching videos online, or reading and learning information, as well as actually writing things, which is all part of the time allowance.

Year 8 pupils preparing for academic scholarships will have a heavier schedule in the few weeks before their particular exam as they will need to practice papers alongside other work.

Prep timetable

There are 10 weekly preps for Y7 and 8 pupils (**Maths, English, Biology, Chemistry, Physics, French, Latin, History, Geography, RPE**). Teachers try to avoid asking for prep to be completed for the following day, although sometimes this is unavoidable. This means that your child needs to record which day the prep is due and not allow the number of preps to build up. It also means that prep can be planned around days where a child has substantial commitments after school.

Self-Organisation

Organisation is the key to successfully completed prep and helps to relieve some of the tension and stress that can be caused at home over prep. **Independent learning** is a key component of prep at Spratton and it is important that this is reinforced both at home and at school. However, some pupils need quite a lot of guidance and help to become independent.

Pupil Calendars

Pupils now have small pocket planners to keep in their blazers and record prep instructions on if they need to. However, the majority of prep instructions are now given on Google Classroom.

Google Classroom

We use an online learning platform called Google Classroom to pass on prep instructions. This can be accessed via the Google Drive on their Chromebooks. The pupils are fully aware of this and should be checking it daily. As parents you can also set it up to receive daily or weekly updates of what work has been set on Google Classroom.

Additional Tips

Quiet space - Have a designated prep area at home. Make sure that there is a large flat work area, plenty of light and few distractions. It can be difficult for a child to concentrate if there is a lot of noise and activity in other parts of the house.

Routine - Try to have one! Work out when prep can be done at home, fitting around regular activities you know about. Prioritise it over TV, Gaming, etc and make this clear to the pupils.

Guided Support - Help your child to work independently. Encourage them to look up information rather than answering questions yourself. Constant 'phoning or e-mailing of friends for help is unnecessary and wastes time. Most prep is set for the individual child to complete. It makes it difficult for the teacher to assess how much has been understood if the prep has been completed by committee! Also, check they are actually working on prep in their room, and not distracting themselves. A 20 minute prep will take 40 mins if they are texting their friends every 2 minutes!

Monitor - Take an interest in the work your child is doing and report any concerns in the diary. Children need to know that their parents and adults close to them think homework is important. If a child finds it very difficult to settle it may be that you need to do some quiet work or reading in the room with them to reinforce the idea of the importance of study.

ATOM prep

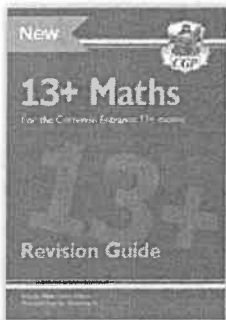
This is a weekly prep for Y7 pupils to help them prepare in Verbal and Non-verbal reasoning, Maths and English Comprehension, using online multiple choice questions, which are typical of the sort of online pre-testing that many of the Senior schools we feed to now use. Mr Bradnam will be setting 1 per week, on the different areas, of 20 questions in length, and it is not expected to take more than 30 mins to complete, but MUST be done.

Y8 will only be given ATOM's as part of any practice and preparation for any Pre-tests that they might have as part of entry to senior schools during the course of Y8.

Form	Mon	Tues	Wed	Thur	Fri
8B	Science	Geography	Science	Science	English
	French/ Latin	History	(Art)	Maths	RPE
				French/ Latin	
8P	Science	Latin	Science	Science	English
	French		RPE	Maths	History
				(Art)	Geography
8Q	Science	Geography	Science	Science	English
	RPE		French	Maths	History
				Latin	(Art)
7F	Geography	History	Science	Science	Science
		Latin	ATOM	French	RPE
				Maths	English
7N	Geography	History	Science	Science	Science
	French		ATOM	Maths	Latin
	RPE				English
7S	History	Latin	Science	Science	Science
		Geography	ATOM	French	RPE
				Maths	English

Some useful revision resources for Y7/8

<https://www.cgpbooks.co.uk/11-plus-13-plus-books/13>



[Q Quick View](#)

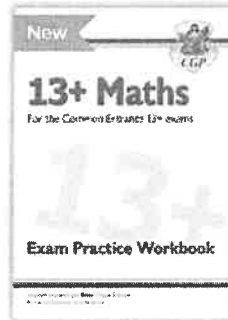
New 13+ Maths Revision Guide for the Common Entrance Exams (exams from Nov 2022)

MIRT4

For the new spec starting in 2022
In stock

★★★★★ (3)

£12.99



[Q Quick View](#)

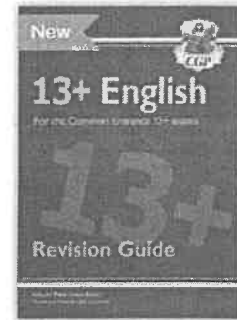
New 13+ Maths Exam Practice Workbook for the Common Entrance Exams (exams from Nov 2022)

MIQT4

For the new spec starting in 2022
In stock

★★★★★ (4)

£12.99



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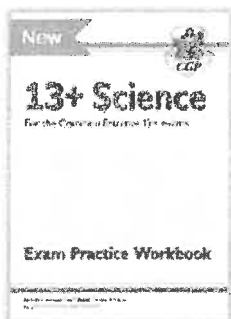
New 13+ English Revision Guide for the Common Entrance Exams (exams from Nov 2022)

EIRT3

For the new spec starting in 2022
In stock

★★★★★ (3)

£12.99



[Q Quick View](#)

New 13+ Science Exam Practice Workbook for the Common Entrance Exams (exams from Nov 2022)

SIQT2

For the new spec starting in 2022
In stock

★★★★★ (2)

£12.99



[Q Quick View](#)

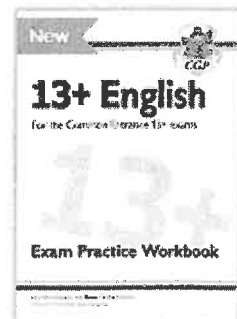
New 13+ Science Revision Guide for the Common Entrance Exams (exams from Nov 2022)

SIRT4

For the new spec starting in 2022
In stock

★★★★★ (3)

£12.99



[Q Quick View](#)

New 13+ English Exam Practice Workbook for the Common Entrance Exams (exams from Nov 2022)

EIQT1

For the new spec starting in 2022
In stock

★★★★★ (5)

£12.99

Chromebook Guidelines for Y5-8

Children will be given their Chromebooks at the start of term and further explanation will be given in subsequent Computing lessons. They will be given their log-in details and a brief introduction to the Chromebook. When pupils leave the school, the Chromebooks will remain the property of Spratton Hall School. We expect them to be returned in a usable condition.

Mornings

- Pupils must bring their Chromebooks to school every day, **fully charged**. **Mr Fernandes will be keeping a record of pupils who repeatedly need their Chromebooks charging** at the start of the day.
- Chargers should be kept at home, not brought into school, unless faulty or they are requested by school.
- Pupils must bring their Chromebooks to school in a **padded sleeve**.
- Pupils must bring 'in-the-ear' **earphones** to school and **keep in their blazer pocket** for use when needed. **We do NOT lend earphones**, for hygiene reasons.
- Chromebooks should be unpacked at 8:30am, ready for checking in Registration time.
- Tutors will check that the Chromebooks are charged, during morning registration. If Chromebooks are uncharged or they have a problem which the pupil has not been to try and get fixed, then this will be noted. **Repeatedly not having the Chromebook charged will lead to a Minus being given.**
- If there is an urgent problem (such as any overnight damage or major fault), the Digital Support Office will be open from 8.20am to provide support and give advice to pupils and/or parents.
- Pupils can also be given permission to go to the Digital Support Office with urgent problems during Registration / Tutorial.
- Pupils can visit the Digital Support Office at break times and at 4pm if they have any other questions or concerns. **They must take responsibility for getting problems dealt with** at these times and not in lessons.

Lessons

- Chromebooks should be taken to every lesson. Class teachers will advise pupils about how to manage Chromebooks in different curriculum areas (especially Art, Drama, Music ...)
- During PE & Games, Chromebooks must be stored safely in form room lockers. **Chromebooks must not be taken to the Changing Rooms, left outside, or left on desks in classrooms.**
- During away matches, Chromebooks must be stored safely in form room lockers. If pupils are to be collected directly from the away match, Chromebooks must be placed safely in school bags.
- **Chromebooks must never be left outside** during lessons where they are not being used, or during any break or lunch time, in case it rains while they are unattended. They should be stored in form rooms or lockers, or taken to the classroom where the next lesson will be taking place.
- Chromebooks are not to be used outside of lessons unless pupils are under the supervision of a teacher.
- Pupils are expected to abide by the **ICT Code of Conduct**, which is in the Pupil diaries, whenever they use their Chromebook. If they do not, they will receive appropriate sanctions.

Damage

- Pupils **must report all damage** to devices, whether accidental or deliberate.
- **Pupils should not customise their Chromebooks with stickers** or any kind of artwork. Their padded cases can be customised.
- **Parents will be charged for repairs if the damage is caused through misuse, or lack of care with the Chromebook.**

Evenings

- Pupils must take their Chromebooks home every evening for charging.
- Chromebooks can be connected to home networks.
- As a minimum, pupils should use their Chromebooks to check for details of their prep on Google Classroom.



IT Platforms at Spratton Hall - A Guide for New Parents

As with most workplaces now, the use of IT at Spratton Hall is deeply embedded in our day to day routines. This document explains what these systems are and when you may encounter them as a parent, to remove some of the concern when you start at Spratton as to what can be a confusing array of login information, and how it all links together.

If you have any problems with any of this technology working (or not), then contact support@sprattonhall.com, where issues can be resolved by our IT support team.

Parent Sites

Engage Parent portal (<https://home.sprattonhall.com>)

Who uses it? All parents of Reception to Year 8 pupils.

What is it used for? Engage is the Management Information System we use for nearly all of our administration and data storage. It is used for booking parent evening times (Reception to Year 3 only), accessing online reports on effort and attainment (Year 1 to Year 8), accessing additional information like timetables or updating your contact details.

A letter will be provided when you start at Spratton asking you to set up your username and password for this. It is accessible all year round. At various points in the year parents will be sent reminders to view the assessment information that is posted on there at half terms and end of terms.

An App is available (search: Engage school) – the **School App ID is 666221**, and login details are then the same as for the website version.

Tapestry (<https://tapestryjournal.com>)

Who uses it? Reception parents only.

What is it used for? To record a pictorial record of pupil progress in Reception, with associated teacher comments.

An activation login will be sent to the primary email contact for school, at the beginning of September, to allow parents to access the online journal and view their child's posts.

School website (www.sprattonhall.com)

Who uses it? Anyone and everyone!

What is it used for? While a large part of the website is about advertising what we do to interested parties, there is a section for Parent Information, where documentation such as certain school policies, advice about the curriculum and exams, and other useful general information, is available. There is also an 'amendments' section in School News, where we post any changes to the school calendar and school events.

Google Classroom (<https://classroom.google.com/>)

Who uses it? Year 3 to Year 8 pupils, and parents of these pupils.

What is it used for? It is our main education platform for sharing instructions for prep, sharing work and/or useful videos etc, and ensuring work at home is completed. Pupils use their school Google login to access accounts, on whichever devices they use at home.

Parents can also be set up by our IT support, to receive their children's daily or weekly notifications if they wish, to allow you to keep track of homework. To receive daily notifications, you will need a Gmail account, which you may wish to create and will need to be passed onto Mr Fernandes (IT support – vfn@sprattonhall.com). Other email accounts only give weekly updates.

'SOCS' Sports Website (<https://sports.sprattonhall.com/>)

Who uses it? Parents of pupils in Year 3 to Year 8

What is it used for? To post information about school sport fixtures, including team sheets containing times, venues and dates, and any other instructions.

Results are also posted after matches have taken place.

Parents can access the information using the code **Hall99** at the login screen. There is an app version too that can be saved to your smartphone or tablet.

ClarionCall

Who uses it? All parents

What is it used for? We use it for communicating messages and letters to parents via email or SMS text.

You will be sent messages regarding a wide range of school matters using this system, from a text informing you that a trip is running late on return, to letters from the Headmaster. The system is automatically set up when you join school, as long as your contact details are correct and up to date.

For some messages, where permission is required for a school trip, you may be asked to complete a short online permission reply.

Pupil Only Sites

Tootoot (<https://sprattonhall.tootoot.co.uk/login>)

Who uses it? Year 3 to Year 8

What is it used for? A way for pupils to speak confidentially to the Head of Pastoral Care, Mrs Benn.

Tootoot enables pupils to reach out for support through messaging via any platform rather than having to have a face to face conversation. It can be completely anonymous, if the pupil so chooses. Login details are provided in Computing lessons, where the pupils are shown how to access the website if they need to.

TT Rockstars (<https://play.ttrockstars.com/auth/school/student>)

Who uses it? Year 3 to Year 8

What is it used for? Maths sets use it to provide regular practice of times table facts, to increase overall recall speed and accuracy.

A free app version is available to download on most home devices, or it can be played via the web version. Login details are provided by the maths teacher to the pupils at the beginning of the term, which are written in their planners.

MyMaths (<https://login.mymaths.co.uk/login>)

Who uses it? Year 3 to Year 8

What is it used for? Maths sets use it for setting work, either in class or for homework. It can also be used for revision and practice. Login details are provided by the maths teacher to the pupils at the beginning of the term, which are written in their planners.

ATOM

Who uses them? Year 5 to Year 8

What is it used for? To help pupils prepare for pre-test entry exams to senior school, in areas of Verbal reasoning (VR), Non-verbal reasoning (NVR), Maths, and English comprehension. Y5-7 have a weekly prep, Y8 use them if needed before they sit such tests.



SPRATTON HALL

Year 7 – Curriculum Summary

Subject	Autumn Term	Spring Term	Summer Term
Maths	<p><u>Number and Algebra</u> – Four rules of number; use of a calculator; rounding; negative numbers; BIDMAS; collecting like terms; simplifying algebraic expressions; use of brackets and factorising; solving equations; substitution; fractions; percentages; indices; special numbers; LCM and HCF; graphs of equations; sequences; ratio and proportion.</p> <p><u>Shape, Space and Measures</u> - Metric and imperial measures; conversion graphs; perimeter; area; volume; surface area; circles; angles; transformations; speed; symmetry; 3D drawing; nets.</p> <p><u>Handling Data</u> - Graphs/charts; probability; averages; scatter graphs.</p> <p><u>Level 3 Topics</u> – Pythagoras' Theorem; simultaneous equations; inequalities; parabolas; standard form; quadratic sequences, average speed of more than one journey.</p>		
English	<p>Reinforcement of basic skills of reading, writing, speaking and listening. Working towards the ISEB Reading Certificate.</p> <p>Study of a set text, writing in a variety of different styles – inform, explain, describe, discuss, argue, persuade.</p> <p>Study of literary prose; poetry reading skills. Black History Month poetry study.</p>	<p>Reinforcement of basic skills of reading, writing, speaking and listening; exam skills. Working towards the ISEB Reading Certificate.</p> <p>Study of a range of poetry, literary prose and drama texts. Creative writing skills. Study of fantasy / sci-fi genre.</p>	<p>Reinforcement of basic skills of reading, writing, speaking and listening. Working towards the ISEB Reading Certificate.</p> <p>Exam skills and preparation; study of a set text.</p>
Science	<p><u>Physics</u> – Forces; force diagrams, weight, mass, gravity, friction, elasticity Density in regular and irregular solids, particles, floating and sinking, density of liquids and gases</p> <p><u>Chemistry</u> – Elements/ Compounds/ Mixtures - atoms and molecules; properties, structures, differences; separation techniques. Solubility; changes of state; materials and conductivity, heating compounds; chemical and physical changes.</p> <p><u>Biology</u> – Cells: Animal and Plant cells, microscopes, cells organisation, diffusion. Lungs: Lungs structure and gas, exchange, lung disease, the dangers of smoking and vaping.</p>	<p><u>Physics</u> – Energy types and sources, energy transfer, renewable and non-renewable, fossil fuels, conservation, carbon footprints Pressure and its effects Speed measurement and calculation,</p> <p><u>Chemistry</u> – Rusting; burning; copper sulfate chemistry; decomposition of copper carbonate, reduction.</p> <p><u>Biology</u> – Human reproduction: puberty, menstruation, intercourse, pregnancy and birth. Health: Aerobic and anaerobic respiration, bacteria and viruses, disease prevention and treatment.</p>	<p><u>Physics</u> – <u>Space</u>: Day/night, seasons, the moon, satellites, planets and the solar system, deep space, humans in space <u>Chemistry</u> – Acids, alkalis and neutralisation; pH; household acids and alkalis.</p> <p><u>Biology</u> – Classification: grouping plants and animals. Conservation and sustainability: deforestation, global warming, endangered species.</p>
French	<p>En ville – TRICOLORE TOTAL 2 Shops, food, buying, numbers, money and prices. Present tense</p>	<p>On fait des projets - Describing European countries and regions. Discussing travel and</p>	<p>En famille - Introducing people, staying with a family, presents and</p>

	<p>with ER, IR and RE verbs; say there isn't any of/ there isn't any more of</p> <p>Les transports - Means of transport, travel, and at the station. The use of the future tense with Aller + infinitive; use of prepositions with town; verbs: partir and venir; use of pouvoir + infinitive.</p> <p>Introduction of perfect tense verbs for Paris project (digital diary in French on their Paris trip visits, language and cultural experiences. Study visit to Paris (16th-20th October)</p>	<p>activities. "A la gare": describing places at the train station: asking and giving information to buy a ticket. Paris study-visit project.</p> <p>Au college - Description of school life, travelling to school and daily routines. Reflexive verbs (affirmative, negative forms and in questions);</p> <p>Oral exam practice with two pre-selected CE topics (life and work at school; House , home and daily routine)</p>	<p>souvenirs. Describe yourself and others; ask and answer questions when staying with a French family; talk about helping at home; talk about the past and the present.</p> <p>Perfect tense with regular verbs (avoir). Extensive use of languagesonline for the use of the perfect tense. Exam practice on adapted CE papers for Year 7 end of year exams.</p>
History	<p><u>1690 – 1914</u></p> <p>Glorious Revolution, The Battle of the Boyne, Changing Britain, Agricultural Revolution, The Cloth Industry, Factory Life, Industrial Revolution</p>	<p>Industrial Revolution, Transport Revolution, Great British Inventors, the British Empire.</p>	<p>Long Term Causes of the First World War, Short Term Causes of the First World War, Propaganda and Conscription, Trench life, The Somme</p>
Geography	<p><u>Environmental Issues</u> – Is it possible to protect fragile environments?</p> <p>Conflicting environmental demands; planning and management; sustainable development case study.</p> <p>Economic Activities Classification and examples;</p>	<p><u>Global Economic Activity</u></p> <p>Global distribution and location of primary, secondary, tertiary and quaternary industries; globalisation; issues of LICs v HICs</p> <p>Completion of an Economic Case Study on Sweatshops, Fair Trade or TNCs.</p>	<p><u>Tectonic Processes</u></p> <p>Nature, cause, possible prevention and effects of volcanoes and earthquakes.</p> <p>Case studies on the most recent tectonic events.</p>
Latin	<p><u>Grammar:</u></p> <p>Nouns: nominative & accusative, singular & plural, 1st Declension.</p> <p>Verbs: present tense, 1st and 2nd conjugations</p> <p>Adverbs, adjectives and conjunctions.</p> <p><u>Vocabulary:</u></p> <p>Vocabs 1-6 of the Spratton Latin Course</p> <p><u>Manipulation of the language:</u></p> <p>Translation of short sentences into English and Latin.</p> <p><u>Classical Civilisation:</u></p> <p>Homecoming of Odysseus; Jason and Argonauts</p>	<p><u>Grammar:</u></p> <p>Nouns: vocative and genitive cases</p> <p>Verbs: present tense, 3rd and 4th conjugations</p> <p>Questions</p> <p><u>Vocabulary:</u></p> <p>Vocabs 7-10 of the Spratton Latin Course</p> <p><u>Manipulation of the language:</u></p> <p>Translation of longer sentences.</p> <p><u>Classical Civilisation:</u></p> <p>Theseus & the Minotaur; Perseus & Medusa</p>	<p><u>Grammar:</u></p> <p>Nouns: dative and ablative cases</p> <p>Prepositions.</p> <p><u>Vocabulary:</u></p> <p>Revision of Vocabs 1-10;</p> <p><u>Manipulation of the language:</u></p> <p>Translation of longer sentences, using new elements and word orders.</p> <p><u>Revision of all topics & Exam</u></p> <p><u>Classical Civilisation:</u></p> <p>Hercules and his 12 Labours</p>
RPE	<p><u>Old Testament studies linked to contemporary issues</u></p> <p>The Creation Stories: stewardship and the coexistence of science and religion, animal welfare</p> <p>The Fall: consequences, sin and obedience, the nature of evil, temptation</p>	<p><u>Old Testament studies linked to contemporary issues</u></p> <p>Cain and Abel: dealing with anger and jealousy, crime and punishment</p> <p>The Near Sacrifice of Isaac: obedience, faith and sacrifice</p>	<p><u>Old Testament Studies linked to contemporary issues</u></p> <p>Exodus and the Passover: slavery, human rights, justice, does God rescue people today?</p> <p>Moses and the Ten Commandments: law and punishment and human rights</p>
Music	<p>Mini Concert</p> <p><u>Harmony and the Blues</u></p>	<p><u>Musical Clichés</u></p> <p>Recognise, analyse and use a range of musical clichés used in</p>	<p>Singing project for the Year 7 Drama Evening.</p>

	To learn the features of blues music including its history, major and minor chords, walking bass line, improvisation, riffs and the blues scale.	different musical genres. Listen and evaluate music, compose and perform musical ideas.	Music Project
FDT	Food – World Food Pupils will make various dishes from around the world, some from a recipe card and a few they have designed. The term culminates with putting together their own curry recipe.	Woodwork Following a more comprehensive design process, pupils will develop previously learnt skills producing a desk tidy. Furthermore, pupils will learn isometric drawing.	CAD/CAM Develop Computer Aided Design skills and use the 3D printer to produce wheels for their dragster, along with completing STEM challenges.
Art	Overall theme Natural World Graphic Illustration - Christmas cards Drawing seed pods Christmas willow lights Sculpture Sketchbook; research, plan, make and evaluate.	Overall theme Natural World Sculpture Painting Sketchbook; research, artist study, plan painting, paint and evaluate.	Overall theme Natural World Painting Sketchbook; research; artist study, plan painting, paint and evalua
Computing	Producing a music video through WeVideo and developing a greater understanding of how to edit, collate and compose finished movies. Progressing their touch typing in order to increase their speed. Develop greater Online Safety Awareness.	Through the CodePad application pupils will plan and build websites using HyperText MarkUp Language (HTML). Develop greater Online Safety Awareness.	Introduction to Python programming language through the use of BBC Microbits. Introduction to the online code academy website. Develop greater Online Safety Awareness.
PE	First and second rotation of: Sports Analysis: Compare a skill against an elite athlete and breakdown the skill in order to improve, and teach peers. Net Game: Badminton Invasion Game: Basketball Fitness Focus: Stamina	Third rotation of: Sports Analysis: Compare a skill against an elite athlete and breakdown the skill in order to improve, and teach peers. Net Game: Badminton Invasion Game: Basketball Fitness Focus: Agility	Athletics: Continue to coach the running, jumping and throwing events, introducing discus. Fitness Focus: Speed
Girls Games	Girls – Hockey Continued development of individual skills including advanced techniques on the backhand. 3D skills and elimination skills. Advanced match tactics. Regular matches.	Girls – Netball Continued development of passing, shooting and receiving techniques. Advanced tactics for circle play and set plays. Regular matches.	Girls/Boys mixed cricket Competitive, small games with regards to bowling, batting and fielding Match scenarios Focusing on all-round cricketing development Use of video analysis and bowling machines Tennis Athletics
Boys Games	Boys Rugby Defensive line understanding and positioning Positional awareness on attack and defence Continuity in developing pupils skill sets Communication and practise match situations. Use of video analysis Touch Rugby Club available to aid skill and awareness progress	Boys Hockey Intro to boys hockey matches Focus on key stick skills Positional understanding during games Awareness and small sided match situations Video analysis '7' & '11' a side matches Cross-country	Competitive, small games with regards to bowling, batting and fielding Match scenarios Focusing on all-round cricketing development Use of video analysis and bowling machines Tennis Athletics

	Grid Square attack games. U12 Rules Cross-country		
PSHCE	<p><u>Being in My World</u> How do I fit into the world I live in? Identity- what makes a person? Is fitting in more important than being unique? Influences/ peer pressure Maintaining positive relationships with people who are different from me online identity and relationships <u>Celebrating Difference</u> Challenging prejudice and discrimination Assertiveness role of a bystander stereotypes bullying relationship skills</p> <p>Internet Safety Workshop</p>	<p><u>Dreams and Goals</u> Identifying personal dreams and goals Skills for the 21st century workplace steps to achievement and managing set-backs basic first aid responsible choices and keeping safe coercion and exploitation <u>Healthy Me</u> Recognising and describing emotions strategies for positivity, managing stress link between mental health and activity substances and their effects nutrition, vaccinations and sleep</p>	<p><u>Relationships</u> What can make a relationship healthy or unhealthy? Identifying my relationships Values and qualities in healthy relationships managing my responses to keep my relationships healthy and safe discernment assertiveness, sexting, rights and responsibilities. <u>Changing Me</u> Puberty and body development Brain changes in adolescence emotional changes in adolescence.</p> <p>Recovery Position and CPR</p>
Drama	<p>'Let's Get Physical' Exploring the genre of physical theatre. Developing use of controlled movement, use of the stage space and understanding of how to portray feelings, characters and status through movement. Learning the art of Masked Theatre. A beginner's course on how to use and perform in full masks, and how the genre of 'mask' works in performance.</p>	<p>Unit of work based around the fictional town of Glosthorpe, where a huge development of the town centre is taking place. Pupils take on the role of Property Developers trying to win the contract for the development. They then 'take on' a character from within the town arguing for or against the development at a town meeting, learning about developing a character, using voice and movement to greater effect and working spontaneously in role.</p>	<p>Working towards Y7 whole year performance of 'Midsummer Northants Madness', an adaptation of 'A Midsummer Night's Dream'. Using performance techniques and conventions with confidence, as well as developing use of voice/ movement/ characterisation in performance.</p>



SPRATTON HALL

Guide to the curriculum

Below is a summary of the aims of each of the main departments within the Preparatory Department. The Year Group Curriculum Summary gives more information about syllabus content and structure for each subject.

Mathematics

As one of the core curriculum subjects, the importance of children knowing the basics such as number bonds and place value is vitally important to the child's development and confidence. In pre-prep, we have a hands on approach to learning Maths and use NumBots to facilitate confidence with the four operations and understanding of the number system. As the pupils get older, we introduce times tables through the use of TTRockstars which form part of the weekly Maths prep. The children will learn to calculate mentally, use recognised formal written methods as well as solve age appropriate problems. During Year 4 and Year 5, the pupils will sit half-termly tests in the four operations. In Year 6, this half-termly test then focusses on Algebraic questions and BIDMAS.

The syllabus is largely based on the National Curriculum with topics covering Number, Algebra, Shape and Space, Measures, Graphs and Handling Data taught from pre-prep through to Year 8, although some topics are taught ahead of the National Curriculum to allow for bridging the gap to Common Entrance exams.

We set pupils from Year 3, placing pupils in groups based on ability, pace and confidence. The sets are constantly reviewed and monitored and pupils are placed with their best interests at the fore. At Spratton, we enter individuals and teams into UK Maths Trust competitions which allow some of the stronger Mathematicians to test themselves against other local schools.

English

The English syllabus is structured around the disciplines outlined in the National Curriculum; speaking and listening, reading and writing. Throughout the School, pupils are encouraged to explore verbal and written language through a variety of media.

The English department has the following aims:

- To stimulate and encourage a clarity of expression in all areas of written and oral work and to develop creative writing in all its genres.
- To foster and develop interest in prose, poetry and drama.
- To introduce and encourage a wide variety of regular reading through a structured reading programme, as well as encouraging a love of reading.
- To improve mechanical skills in writing. Throughout the school pupils are encouraged to assume responsibility for their own improvement in technical accuracy, with appropriate guidance.
- To prepare pupils for the Common Entrance exams and Senior School Scholarships at 13+.
- To introduce pupils to Shakespeare both in a practical sense through improvisation, and an academic sense by developing an understanding of themes, characters and plots.

Science

The Science Department strongly believes this is one of the most important subjects children encounter at school, as it answers so many of the questions they have about everyday life. We strive to answer these questions through a practical, hands-on approach wherever possible. We have experienced members of staff, and three modern specially designated laboratories. All the children in the Prep School, have their Science lessons in the laboratories. This enables the children to get a real 'feel' for Science from an early age, and be confident in their working space, so they can work independently as they meet more challenging science in the senior years.

General Science is taught to all children from Year 3 to Year 6. There is a strong emphasis on practical investigation and discovery, which helps enthuse and engage children with science at an early stage. We try and relate their studies to the real world wherever possible to make it relevant to the children and give the study of science some purpose. Science is split for the pupils in Years 7 and 8 into the 3 distinct Sciences – Biology,

Physics and Chemistry. We teach the Common Entrance Syllabus in preparation for the examinations at the end of Year 8. The two year course in each area is very intensive, pushing the children on in terms of their practical skills and their knowledge and understanding of each subject. Our results are consistently good each year, and children leave Spratton feeling they are confident and competent scientists.

French

French is introduced to all pupils in the school from Year 1 onwards with lessons being conducted in French whenever possible. Pupils are encouraged to respond with confidence and enjoyment to the four main language skills of listening, speaking, reading and writing.

Computing is fully integrated into the French curriculum and software has been used to enhance the learning process. Pupils are encouraged to use our subscribed language websites as well as the Internet to aid their learning. The 'Tricolore Total' series of text books and their PDF versions (available on pupils' tablets) are used to support the curriculum from Year 5.

French is taught in form groups in Years 1-6. Then, pupils will be placed in ability sets in Years 7 and 8. Pupils' ability in this subject will be reviewed throughout the year to allow changes in set groups to suit their progress. Pupils who take scholarship exams will follow a designated programme of study to prepare them adequately for the senior school of their choice. Years 6-8 will also learn French vocabulary on studied topics with the aid of online "Vocab Express". This vocabulary program guides the pupils through their learning and assess their progress.

Pupils go on residential study visits to France in Year 6 and 7 to further develop their language skills and get a taste of French life and culture. The pupils have a total French experience, by visiting France and spending time learning the customs and speaking French to residents in Picardie and Boulogne. There are visits to various places including Paris, Amiens, a chocolate factory and a goat farm.

History

The History syllabus is designed to engender enthusiasm for the subject in a fun and interesting way above anything else. Intrinsic to this are the acquisition of knowledge; the development of logical enquiry; improvement in recall; extension of reasoning; and analysis.

We aim to provide our students with a wide and varied programme of study covering English and British History during their time at Spratton Hall. In Year 3 the History syllabus covers the Second World War and Pirates. In Years 4 – 7, the pupils travel through English and British History from 100BC to 1918. Pupils in Year 8 study Historical Theory that will include topics such as Greatness, Empire, How we treat others, Leadership and Religion. A range of approaches is encouraged from class discussions and debates, group challenges, role play and examination of sources, to the reading, understanding and questioning of historical issues. The department makes full use of DVD and on-line material, information technology and artefacts. There are also study visits to local museums and sites of related historical importance, such as Holdenby House in Year 3, Verulamium in Year 4, Tamworth Castle and Northampton in Year 5, Bosworth in Year 6, Cromford Mills in Year 7 and Bletchley Park in Year 8.

Geography

The Geography department of Spratton Hall aims to stimulate pupils' interest in their own surroundings and in the workings of the wider world. Through a balanced curriculum we investigate features of both the physical and human world and how they intertwine and we also endeavour to instil an appreciation of the environment and how it can be sustainably managed. Geography is unique in that it allows pupils to investigate a wide range of people, places and environments at different scales around the world.

In Year 3, Geography is taught as part of the Humanities syllabus which is topic based. Fundamentals such as where we are in the world and how different places have different characteristics are covered. In Years 4 and 5 the focus is on a number of topics investigating environments near and far, such as the structure of Spratton village, investigating rainforests and considering protection of the environment through fieldwork and individual research. In Years 6, 7 and 8 the content is more formalised, while still maintaining a sense of fun. Pupils are engaged using a variety of interactive stimuli such as fieldwork, chromebooks, group work and individual

research. Topics include Tectonic Processes, Environmental Issues, Economic Activities, Sustainability and Geomorphological Processes.

Study outside the classroom is a key facet of Geography. All Year groups complete fieldwork outside the classroom and Years 5 and 6 attend residential fieldtrips to the Peak District and to the National Forest. Visiting speakers are also invited to give talks on their specialist subjects. By the time pupils leave Spratton Hall they should have an understanding of how their world works and an appreciation of a variety of environments and how they can each be sustained. Geography is approached as a journey of discovery to find out how we influence and protect our environment in a fast changing world.

Religious Studies (RS Y3-6) / Religion, Philosophy and Ethics (RPE Y7/8)

At the heart of RS teaching is a desire to allow pupils to experience and reflect on a range of religions and religious beliefs and practices, and to understand that they are responses to fundamental questions of human existence- the "why" questions in life. The RS department aims to introduce the pupils to a variety of experiences, biblical, moral and spiritual, and to develop in them a deep awareness of contemporary issues and their responsibilities to each other. Visitors come into school from local religious communities and we also have study visits to other religious establishments. Pupils learn to understand and respect our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

In Years 4, 5 and 6, pupils explore the faith and practice of six of the major world religions. In Years 7 and 8, pupils study key stories from the Old and New Testament, which act as a starting point for the exploration of key philosophical standpoints and moral choices, and key contemporary issues, such as social justice, the coexistence of science and religion, prejudice and discrimination, and conflict and reconciliation.

Latin

Latin remains an important part of the academic curriculum at Spratton Hall, with all pupils in Years 6, 7 and 8 studying the subject. 'Latin' includes not only the study of the language of Latin but also looking at the wider Classical world. The Common Entrance syllabus is followed, with the majority of Spratton pupils taking the Level 1 paper; a few of the more able pupils attempt Level 2 or even Scholarship each year too. Our aim is for every pupil to leave Spratton fully confident, willing and able to continue with a Classical subject at Senior School.

Quite apart from examinations, broad educational benefit is derived from the study of Latin. It provides a framework in which the grammar of any language, including English, is better understood. It improves knowledge of English vocabulary and facilitates the study of other European languages. Highlighting and understanding the links between Latin and modern languages is a fundamental part of our teaching.

In Classical Civilisation, we explore the Greek Myths – heroes such as Hercules, Odysseus, Jason and Theseus. Whilst being the forerunner for various works of modern literature and ideal vehicles for studying the human condition, they are also simply great stories!

One great benefit of the study of Latin at Spratton Hall is that it provides a chance for every pupil, regardless of ability, to have a positive experience and sense of achievement in an allegedly difficult subject. Personal experience confirms that many children, even those with various 'language problems', enjoy Latin and can do very well; those with high ability are stretched. There is no doubt that Latin is one of the best "brain-training" subjects of all, and as such, can impart skills and habits that will enhance the children's lives and learning for years to come.

Computing

Computing is taught in its own purpose built room in the Bickley Building. The 22 machines are loaded with a large variety of software, from movie editing programs and animation platforms, to professional 3D design and programming tools.

The Computing Curriculum has been radically changed in recent years to reflect ongoing changes in education and the industry as a whole. From an early age pupils are taught how to safely use email, create documents and manage folders. Pupils are introduced to a lot of the theory behind computing; while algorithms, data sorting and debugging programs are taught as part of 'programming' lessons, along with how to use HTML and Python

Programming Language. Through movie making units, they are encouraged to explore music making and animation tools to tell stories and adventures. The children create podcasts, edit videos, create websites and are taught useful information retrieval skills to use with Google. They are also encouraged to learn to touch-type via the Touch Typing platform, the pupils complete a short typing assessment at the end of each term.

By the time the pupils are in Years 5-8 they will have their own Chromebooks, provided by the school. This allows all the skills learnt in previous years to be utilised across the curriculum in all subjects, as well as to continue to develop, practice and improve their skills through using specific programs introduced by different subjects.

Art

The development of the whole child includes their creativity. The Art syllabus develops this creativity and imagination through a variety of fun activities; children build on their skills and improve their observation, control of materials, tools and techniques. They increase their awareness of the role and purpose of Art and Design, building the confidence to express and communicate.

Years 3, 4 and 5 pupils gain a good foundation in many art skills, observational drawing, painting, printing, ceramics and sculpture. In Years 6, 7, and 8 pupils extend their creativity through more sustained activities. They become more independent in using visual language to communicate their own ideas, feelings and meanings. They engage with the contemporary world of Art, and Art from different periods of history and cultures e.g. Renaissance and Post Renaissance, Impressionism, and the wider World.

Pupils learn to record and first hand develop observation drawing skills. They learn to discuss and question critically, organizing and presenting their work in a variety of different ways.

FDT (Food and Design Technology)

FDT is taught to all pupils from Years 3 – 7, who use the workshop facility, where all the resources are housed. Pupils regularly work both individually and as a group. In the first term the focus is on Food technology, with pupils shown demonstrations and given opportunities to plan and prepare a range of foods, considering elements of health, flavour and presentation. The key is to have a 'hands-on' experience, and provide pupils with recipes that can be followed up at home. Co-operation between pupils is encouraged as part of the creative process.

In the Spring term, the focus changes to design based projects using woodwork skills, which are developed year on year, to allow pupils skill levels to improve. The pupils are given the opportunity to plan, draw and make a project suitable for the skills they have, based around a theme. They then evaluate the success of their project.

The Summer term sees the focus change to CAD/ CAM design, developing various skills related to this, and designing and making products using our 3D printers. STEM challenges are also undertaken.

Music

The Music Department leads a very active life within Spratton Hall. Music is taught throughout the school, from Reception to Year 8.

In Years 3 to 6, pupils will participate in a range of activities. They will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Singing and composition are important elements of the curriculum. Pupils will learn to sing and use their voices, they will create and compose music on their own and with others, have the opportunity to learn a musical instrument and use Chromebooks within their lessons. Pupils will learn about musical notation. They will understand and explore how music is created, produced and communicated. This will include learning about the musical elements of pitch, duration, dynamics, tempo, timbre, texture and structure.

In Years 7 and 8, pupils will continue to experience the vast range of musical skills from Years 3 to 6. They will learn about specific styles of music and musical structures. They will also learn how to implement their own knowledge and musical skills when composing both on the keyboards and their Chromebooks.

The Music Department offers a wide range of extra-curricular activities and there are many opportunities for pupils to perform solos or to perform as part of an ensemble.

Our visiting peripatetic members of staff offer a range of instrumental lessons, together with singing lessons and music theory.

Physical Education and Games

Spratton Hall has excellent sporting facilities and a fine sporting tradition with over fifty acres of superb grounds for cricket, football and rugby, alongside the eight all-weather tennis courts, six netball courts and an AstroTurf pitch. The most recent addition is a permanent construction of a bank of eight cricket nets. All these facilities are complemented by the outstanding Underwood, the state-of-the art changing room block. Spratton's sporting facilities are further enhanced with the dome, an indoor area which includes a full size tennis court, four badminton courts, netball court and a volleyball court.

In PE, both boys and girls have the opportunity to learn about how a fit and healthy body is a legacy for life. Alongside improving general fitness, pupils have follow a progressive gymnastics and dance programmes as well as developing hand eye coordination and invasion game principles through sports such as handball, basketball and ultimate frisbee. In the summer, the emphasis is on athletics, where all pupils learn advanced techniques of sprinting, hurdling, jumping and throwing, and finish the year with some tennis.

In Games, we encourage all our boys and girls to take part in a wide range of activities. The main winter games for boys are rugby, soccer and hockey, while girls play hockey and netball. In the summer the boys and girls play cricket with softball and hardball matches. There is also an opportunity for girls to learn the basics of tennis in their games lessons during the summer. There are regular matches against other schools and tournaments, for all the main sports, alongside cross-country and athletics meets. Expert coaching is provided in all sports, both from members of staff and from specialists outside the school. There are sports tours for all in Year 8.

PSHCE (Personal, Social, Health and Citizenship Education)

PSHCE is seen to be central to the development of the whole pupil. At Spratton, we follow the Jigsaw programme throughout the school from Reception to Year 8, this ensures there is continuity throughout the pupils learning. At all times it is age and stage appropriate and in line with statutory requirements and the school's ethos and values. In PSHCE our aim to promote and develop social skills, grow emotional literacy, enable mental health, nurtures children's positive relationships with themselves and others and provides a whole-school approach. The child is always at the centre of the learning in lessons. The aim is to help build positive attitudes, self-esteem, resilience and confidence.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum helping them to contribute to the lives of their school and communities. In doing so they learn to recognise their own worth, work co-operatively with others and become increasingly responsible for their own learning.

Pupils also find out about the main political and social institutions that affect their lives as well as their responsibilities, rights and duties. They learn to respect our humanity, diversity and differences so that they can go on to develop positive and fulfilling relationships.

Drama

Drama is taught in all year groups at Spratton as a timetabled subject. The drama teaching aims to develop children's confidence and creativity while learning more about themselves and the world around them.

All pupils have opportunities to create, perform and respond to their own and each other's performances. Group discussion is encouraged which allows pupils to explore issues and ideas together and to appreciate the differing opinions of others. Pupils learn to create and sustain roles and to speak with confidence in a range of contexts, developing awareness of an audience.

Through the Drama curriculum, pupils experience many different genres including mime, dramatic play, improvisation, prose, poetry and scripts of various styles. There are visits to the theatre and workshops in school held by visiting theatre groups throughout the year.