SPRATTON HALL

Year 4 Parents' Information Booklet

Prep Y3 – Y6

Prep is introduced in Year 3 and expands in Y4, 5 and 6 to give pupils the experience of working at home to follow up on what has been done and school, and to create greater independence. This is part of our job of preparing the pupils for when they move to Secondary School.

Prep has many purposes:

- To reinforce classroom learning
- To help pupils develop independent learning skills, including research skills
- To allow pupils to practice and apply the skills they have learnt at school
- To develop planning and organisational skills
- To measure pupil understanding of ideas and concepts taught in class.

Prep time

In Years 3 - 6 each subjects' prep should be around 20 minutes, although will extend more as they get older. 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.

Prep timetable

English and Maths are set for all pupils in Y3-6, with Science added in Y4, French added in Y5, and History and Geography in Y6. There are also Spellings to learn in Y3 and Y4. Times table Rockstars is also part of maths prep most weeks in Y3-6.

Teachers 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 Diaries

Pupils in Y3 - Y5 have homework planners, while in Y6 they now have small pocket planners to record prep instructions on. This is particularly good practice for the Y3 - 5 pupils but as they get older we would hope they would be able to move away from this. However, the majority of prep instructions are now given on Google Classroom from Y4 upwards, as back up.

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.

Form	Mon	Tues	Wed	Thur	Fri
6J	Geography	English	Science	History	French
		Maths			
6L	Geography	English		French	Science
		Maths			History
6S	French	English		History	Science
		Maths			Geography
6W	Geography	English	History		Science
		Maths			French
5C	Spellings	Maths		Science	English
		French			
5L	Spellings	Maths	French	Science	English
5W	Spellings	Maths		Science	English
				French	
4C	English		Spellings	Maths	Science
4R	English	Science	Spellings	Maths	
4W	English	Science	Spellings	Maths	
3A		Maths		Spellings	English
3D		Maths		Spellings	English
3K		Maths		Spellings	English

IT Platforms at Spratton Hall - A Guide for 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 Mr Fernandes via 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 **Green99** at the login screen. There is an app version too that can be saved to your smartphone or tablet.

SchoolPost

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, Miss Savage. 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 for some Maths prep

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 for some Maths prep

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.

ATOM

Who uses it? 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 have a weekly lesson in this to help them understand how to answer these questions better. Y6 - Y8 will use it for practice if needed before they sit such tests as part of an entry exam to their chosen senior school. Parents must create a link to their child's account once the pupil has logged in, to enable it to be used out of school.

EdShed

Who uses it? Year 3 to Year 6 for some English prep

What is it used for? To allow pupils to practice and improve their spellings, and to develop their vocabulary through regular practice, as part of prep, and in lessons.

Google for Education

Guardian's Guide to Classroom

Google Classroom is a free tool within Google Workspace for Education, a set of products including Gmail, Calendar, Docs, Drive, Slides and more.

With Classroom, educators can distribute and collect assignments, give personalized feedback and grades, and see students' work in one place. Schools use Classroom to make teaching more productive and meaningful by streamlining assignments, boosting collaboration, and fostering communication.

Keeping parents and guardians informed

Parents and guardians can opt in to get an email summary of their child's work in Classroom, which includes information about upcoming assignments, missing work, class activities and projects. If you aren't getting these emails today but would like to, please talk to your school to learn more about email summaries for parents and guardians.

How teachers use Google Classroom

Assign classwork

Educators can create assignments and add in all the necessary documents for students to work on. Students receive an email notification when there is a new assignment and are able to turn the assignment in on Classroom. Classroom sends a notification out to students once the homework is graded, so students can review grades and feedback.

Share all relevant classroom materials

Within Classroom, educators can share learning resources, reading materials, videos, links, and handouts. This allows students to refer to them at any time, or collaborate with their classmates on learning.

Integrate with other apps and content

Students have access to thousands of educational apps that spark creativity and create endless opportunities for learning.

Make announcements

Educators can send announcements to the whole class, which students receive via email. They also see these announcements when they log in to Classroom, through a web browser or Classroom's mobile app, available on iOS and Android.

Collaborate one-on-one or with the entire class

Students can message educators directly with questions and/or comments on assignments and announcements. Students can also collaborate with each other for team assignments by working on shared projects in Docs, Sheets, and Slides at the same time.

Google for Education

How is your child's data kept safe?

Google is committed to building products that help protect student and teacher privacy and provide best-in-class security for our schools. If your child is using Classroom and Google Workspace for Education, Google does not own any of the student data, students are not subject to ads, and we support compliance standards such as FERPA[1] and COPPA[2].

You can learn more about Google for Education's commitment to privacy and security at Google for Education Privacy and Security Center, our Google Workspace for Education Privacy Notice, and a primer on some differences between Google Workspace for Education core services and additional services.

Read our Guardian's Guide to Privacy & Security.

Questions to ask your child about Google Classroom

- Do you use Classroom, and how are you using it?
- Tell me about a cool project you are working on in school using Classroom.
- Have you worked on any group projects lately? What interesting tools are you using to collaborate with your group?
- Start talking about internet safety and digital citizenship with our Be Internet Awesome curriculum.

For more on Google Classroom, see our Teacher Center trainings and Help Center, watch a tutorial, or visit our website.

[1] Family Educational Rights and Privacy Act

[2] Children's Online Privacy Protection Act of 1998

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NATIONAL ONLINE SAFETY WEBSITE

As part of our commitment to improving the safety of all our pupils online, we are pleased to be able to announce that all parents can sign up to a very useful online website run by the National Online Safety group, which offers many free video resources to help improve parental awareness of the various issues facing our children. The online world is posing an ever-increasing risk to children, and it is important that schools, parents and teachers work together to take an active role in teaching children about online dangers. Learning how to act safely when using the internet is an incredibly important part of safeguarding our children.

The resources include courses, online video resources and weekly guides covering a huge range of topics, including:

- Online Relationships
- Fake Profiles & Social Bots
- Online Bullying
- Online Grooming
- Child Sexual Exploitation
- Sexual Harassment & Violence
- Sexting
- Live Streaming
- Online Identity
- Screen Addiction
- Online Challenges
- Overspending
- Social Media Platforms
- Online Gambling
- Radicalisation, Terrorism & Extremism
- Age Inappropriate Content
- Copyright & Ownership
- Hacking
- Fake News
- Online Fraud
- Online Reputation
- Personal Data
- Pornography
- Targeted Adverts & Pop-Ups
- The Dark Web
- Games & Trends

To create your account, please follow https://nationalonlinesafety.com/enrol/spratton-hall-school and complete your details. When you're set up, you'll be able to set 'Parent/Carer' as your user type.

You can access National Online Safety online via any device- including via their brand-new smartphone app. To download the app, please go to:
https://apps.apple.com/gb/app/national-online-safety/id1530342372
https://play.google.com/store/apps/details?id=uk.co.nationaleducationgroup.nos
Alternatively, search for 'National Online Safety' in the App Store/Google Play Store.

Answers to frequently asked questions and customer service can be accessed at https://helpdesk.thenationalcollege.co.uk/helpcentre .

Any particular issues or queries with logging in, please contact Mr McKenna on bjm@sprattonhall.com

SPRATTON HALL

Y4 & 5 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 Spratton Preparatory Certificate 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 Spratton Preparatory Certificate 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 Spratton Preparatory Certificate 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 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.

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. 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 to 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.

Lifelong Learning
While each of the subjects taught at Spratton is important to expose pupils to the variety of skills and disciplines in which they may have a particular interest or level of aptitude, the actual ability to understand oneself as a learner is often an area overlooked. We encourage this throughout the whole school with the 'TUFF' approach to learning which is referred to by all members of staff and is in the pupil planners.

In Years 4, 5 and 6 one lesson per week is allocated to LLL to give pupils the opportunity to develop a better understanding of themselves as learners. These lessons which will help them develop a greater knowledge of how to be an effective learner, through knowing what type of learner they are, what skills are required to make best use of their learning style, how we learn, and techniques to aid revision and memory. It will provide a forum for sharing ideas and good practice and instilling core skills in pupils which they can use in all subjects to make the most of their learning opportunities. It will also look at how they can use the variety of media available to them effectively, and most importantly aim for the ultimate goal of being an independent learner.

Year 4 will follow 'The Thoughtful Learner' course, which challenges them to review their own learning strategies and styles and develop improved ones using 10 core learner skills which can be applied to all classroom situations. In the Summer Term the focus moves to learning more about Verbal and Non-verbal reasoning type questions, in readiness for the practice using ATOM online, during Y5-7.

Year 5 start the year by learning how to improve their understanding of Verbal and Non-verbal reasoning type questions, through examples and questions posed using the ATOM online platform, to help them be ready for online testing for senior schools that form part of the entry process to most schools nowadays. To finish the year, in the Summer Term, we look at 'Democracy', trying to gain an understanding of how it works in general across the world, as well as with specific reference to the democratic systems in Great Britain.

SPRATTON HALL

Year 4 – Curriculum Summary

Subject	Autumn Term	Spring Term	Summer Term
Maths	Number and Algebra Place Value; Four rules; fractions; negative numbers; doubling and halving; rounding. Shape, Space and Measures 2D shapes; 3D shapes; length; symmetry; area; capacity; time; perimeter; angles; time; coordinates; weight. Handling data Tables and pictograms; bar charts; Venn and Carroll diagrams. General work Tables; mental arithmetic; mathematical vocabulary; problem solving.		
English	Reinforcement of basic skills of reading, writing, speaking and listening, spelling Stories that raise issues; study of a class novel; writing to persuade; reading poetry.	Reinforcement of basic skills of reading, writing, speaking and listening, spelling Reading plays; note taking; information texts; newspapers and magazines; narrative writing.	Reinforcement of basic skills of reading, writing, speaking and listening, spelling Explanation texts; exam skills; writing poetry; possible second class novel if time allows.
Science	Moving and growing Skeleton & bones; other animals' bones; strength, length & thickness of bones; muscles; joints; muscle structure & strength. Electricity Circuits; diagrams; conductors & insulators; electrical safety.	Keeping warm What we mean by temperature; Thermometers; graphs; thermal insulators & conductors; layers; conserving heat. Solids and Liquids Differences between solids & liquids; changes of state;	Forces Friction; air resistance and streamlining.
French	Classroom language, revise introducing oneself, physical descriptions, describing self and others, body part words, clothes, colours, adjective agreements, French alphabet, cultural knowledge, Christmas in France	Sports and hobbies, when these might be done, different time frames, weather, musical instruments, school subjects, opinions, cultural knowledge, Easter in France	Daily routine, revision of numbers, telling the time, countries and nationalities, places in town, simple directions, cultural knowledge, ordering drinks and snacks
History	Celts and Romans Iron Age Celts, Roman Empire, Roman Invasion of Britain, visit to Verulamium, Boudicca, Hadrian's Wall, What the Romans did for us.	Anglo-Saxons and Vikings Romans Leave Britain, Arrival of Anglo-Saxons, Sutton Hoo, Saxon Village, Vikings, Viking Longships, Viking Society, Viking Runes	Anglo-Saxons Alfred the Great, After Alfred the Great, England before 1066
Geography	**Rainforests** Distribution; structure & main characteristics; plant & animal adaptations; pros and cons of deforestation; role of palm oil in deforestation, conservation & sustainable development; Study Visit to the Living Rainforest at London Zoo.	**India** Major physical & human characteristics; weather & climate graphs; urban life; rural life – comparing life in Britain, Japan & India; Indian workshop – food, dress, customs & spices.	**Spratton Environment** In-depth study of the Geography of Spratton village and Spratton Hall and Study Visit to the village. Toponymy of the local area. Followed by Global Location introductory work
RS	**Christianity** – the Christian calendar, key celebrations and stories. Harvest, Advent, Christmas, Lent, Easter, Ascension and Pentecost.	**Hinduism** – beliefs & practices; Gods & Goddesses; representations & reincarnation; types of worship; festivals; Hindu life;	**Sikhism** – an introduction to the beliefs, history and practice of Sikhism. Gurdwara visit **Christianity**-key features of a church and visit to local church

	The use of colour and symbolism within Christianity.		
Music	Mini Concert **Exploring Rhythmic Patterns** Rhythmic and Melodic Ostinatos. To learn and perform ostinato patterns. Singing project for the Year 4 Drama Evening.	Mini Concert **Keyboard Skills/Music Theory** To learn about written music notation. This includes the position of notes in the treble and bass clef and the time value of different notes. To know the names of the notes on the keyboard.	Mini Concert **World Music** Indian Ragas – raga scale, improvisation, drone, performance. **Music Theory** To further develop knowledge about written musical notation from the Spring term.
Art	**Overall theme Artist Style** Graphic Illustration - Christmas cards, van Gogh Style Observational Drawing Christmas willow lights Painting Art appreciation, van Gogh Sketchbook; research, plan, make and evaluate.	**Overall theme Artist Style** Ceramic coil pots looking at William Morris designs Sketchbook; research, plan, make and evaluate.	**Overall theme Artists Style** Observational Drawing Printing
FDT	Food - Exploring vegetables. Working as part of a group, taking different roles i.e. chef, washing up. Independently following recipe cards and building confidence in the kitchen.	Woodwork - Minotaur's maze Developing use of the vice and saw. Following a basic design process. Furthermore, pupils will learn to draw to scale.	CAD/CAM Further work on Computer Aided Design software and use the 3D printer to produce a personalised keyring and game token. Various STEM Challenges.
Computing	Using 'StoryBoard That' software to create an online interactive cartoon strip. Programming an animation using MIT Scratch, changing backdrops and adding relevant sounds/audio clips. Reinforcement of typing skills using Typing Club.	Creating a Google Sheet spreadsheet and understanding formulas to automate tasks. Introduce pupils to the code.org platform and allow them to explore how coding takes shape. Reinforcement of typing skills using Typing Club.	Creating an Information leaflet using the Canva software. Introduction to Google Sites and how basic web pages are built. Develop greater Online Safety awareness. Reinforcement of typing skills using Typing Club.
PE	First and second rotation of: Gymnastics: Dynamics and Levels Dance: Sequence Building Invasion Game: Rollerball Fitness Fun: Stamina	Third rotation of: Gymnastics: Dynamics and Levels Dance: Sequence Building Invasion Game: Rollerball Fitness Fun: Agility	Athletics: Consolidating previous knowledge, and introducing high jump and hurdling. Tennis in the second half of term. Fitness Fun: Speed
Girls Games	Girls – Hockey Introduction to goalkeeping. Continued progression of passing and receiving skills. First 7-a-side matches against other schools.	Girls – Netball Continued progression of footwork, passing, shooting techniques. First matches against other schools.	Girls – Cricket & Tennis Continued progression of batting techniques, fielding skills and bowling. First matches against other schools. Possible introduction to hardball for those who are confident. Basic tennis techniques.

Boys Games	Boys Rugby Continuity on skills set Off-loading techniques Intro of contact Basic Defensive Line 7-a-side new laws: No Rucks or Mauls; No line-outs or scrums First competitive matches Grid Square attack games Cross-country	Boys Football Developing different skills in game situations Continual focus on individual skill set. Competitive school matches Cross- country	Boys/Girls Mixed Cricket Progression of Batting/Bowling techniques Fielding position understanding Kwik and hard ball matches Athletics/ Tennis
PSHCE	Being in my World Being part of a class team Being a school citizen Rights, responsibility and democracy (school council) Rewards and consequences How behaviour affects groups Democracy, having a voice Participation Celebrating Difference Challenging assumptions Judging by appearance Accepting self and others understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is International School link with the Outspan School in Uganda- fundraising for Blessing Online Safety and Awareness Workshop	Dreams and Goals Hopes and dreams Overcoming disappointment Creating new/ realistic dreams Achieving goals celebrating contributions resilience and positive attitudes Healthy Me Healthier friendships Group dynamics Assertiveness Peer pressure celebrating inner strength	Relationships Jealousy Love and loss Memories of loved ones Getting on and falling out Showing appreciation to people and animals Changing Me Being unique How babies grow Understanding a baby's needs Outside body changes confidence in change accepting change environmental change
Lifelong Learning (LLL)	The Thoughtful Learner: Meta-Learning – kinaesthetic, auditory or visual learning style Perseverance - TUFF approach to being stuck Questioning – open and closed Imagining – lateral thinking outside the box Locking on Learning – how to be focused in lessons	The Thoughtful Learner: Reasoning – logic and explaining choices Recognising and producing Quality Work, Independence and Collaboration Empathy – recognising emotions in others Distilling – considering yourself as a learner. What have we learnt?	Democracy - what is it? How is it different to Dictatorship? What is the British parliamentary system and how did it come about? Who votes? Why vote? How do you vote? Has it always been like this? Right to vote. What do MP's do? What happens in the Houses of Parliament?
Drama	Building on skills from Y3 – mime, paired conversations, creating short scenarios and adding speech. Working towards Y4 production using scripts; Performance skills developing spatial/ audience awareness, use of voice and projection.	Improvised drama – Eyam Creating a medieval village – lifestyle/roles/speaking in role; whole group drama, meetings, problem solving; following the story involving conflict; presenting and discussing opposing views; linking to current events.	Scripts with small groups; exploring characters in more depth; directing and staging own scenes; making and acting on suggestions to improve work; Improvisation – mimed and spoken.