

# English

## Year 5

When the girls move up into Year 5, they will be organised into 5 groups across the year group to suit their needs and ability.

This year there will be 8 periods of English each week and a single Drama lesson each week.

### Reading

At the beginning of the Autumn Term, each girl will take the Suffolk Reading test and the single word spelling test to see exactly where her strengths and weaknesses are. They may be given a test in writing and comprehension to see what skills need to be revisited after a long Summer break.

Each class will read and study a novel in depth each term. The novels are carefully chosen to introduce the girls to a wide variety of writing, as suggested in the National Curriculum. There will be opportunities to read aloud and discuss the book once a week in an English class and sometimes with their class teachers in the form times. Also, the girls will be expected to cover some set reading at home, preferably being heard by an adult - there is one set reading homework each week. As in the Middle School, we ask parents to sign and date the Reading Record, adding any comments they wish. Any child with a specific reading difficulty is given extra help from the Learning Support teacher.

### Comprehension

Most weeks, the girls will do a comprehension exercise, aiming to work independently after initial guidance and discussion. They will be encouraged to recognise what type of answer is required by different types of questions, paying special attention to those that need inferential interpretation and supportive evidence.

### Writing

The girls will be introduced to or revisit a wide variety of writing genres, both fiction and non-fiction, and some writing will reflect the work they are doing in other subjects and their class novel. They will be encouraged to plan and use writing frames where applicable, and to be self critical of their work, looking at such detail as the vocabulary, the sentence structure, the length of sentences, paragraphs, punctuation, as well as seeing if the content and style satisfy the purpose. Story writing and poetry form the basis of their creative writing and will be visited regularly.

## **Grammar and Punctuation**

Much grammar revision is done as the need arises and individual errors will be corrected and discussed.

They will work with the Punctuation Show, a computer program designed to test each girl, and then to teach her in those areas that she is finding difficult. It is done in an enjoyable, game-filled way.

## **Spellings**

The girls' spelling syllabus is based on The Manor spelling lists and each girl will receive 20 words each week to learn. Each week they will be tested on their spelling list, using different methods.

They are encouraged to vary their vocabulary, using a thesaurus, to avoid repetition and to suit the style of writing.

## **ESB**

In the Spring Term, the girls are prepared for Grade 3, and as this involves a talk, a poetry recital and a reading from a favourite book. Parental help is greatly appreciated.

## **Drama**

All girls in Year 5 and Year 6 have weekly Drama lessons, alternating between Mr Heyworth and Mrs Belcher.

During the year, the girls enjoy 3 days of pure performance, focusing on drama and dance. They start with a blank sheet and through discussion and advice, they put together an original performance for the parents.

Other drama opportunities arise in lessons such as English and PSHE to help the girls understand an idea, and in drama lessons themselves.

## **Speaking and Listening**

Many lessons involve much discussion where the girls need to listen to their peers and to express their opinions in clear, concise language. They are encouraged to speak in front of their peers as much as possible.

English homework is set once a week. Reading and spellings are set in addition to this.

The Common Entrance Syllabus can be downloaded from:

[http://www.iseb.co.uk/PDF/Syllabus\\_CE\\_English.pdf](http://www.iseb.co.uk/PDF/Syllabus_CE_English.pdf). We cover the 11+ syllabus.

## **YEAR 6**

In Year 6, girls receive 8 English lessons each week and one Drama and one Library lesson per week. During the Autumn term, the girls spend much of their time revising skills, especially those that appear to be weak, and perfecting their exam techniques ready for the Common Entrance Exams in January. They will also have regular practice of Common Entrance papers to familiarise them with the format of exams and to help pace themselves sensibly.

### **Reading**

The girls will follow the same type of syllabus as in Year 5, but their choice of class novels will be more demanding. In the Spring Term, which is their Shakespeare term, they will study a book which is set round a Shakespeare theme.

### **Comprehension**

Regular timed practice of past samples of Common Entrance paper 1 will be the basis for their comprehension work, and will be followed by a lesson in which they look at ways to improve their answers. Other school entrance papers will be used where it is appropriate.

In the Summer Term the girls will practise doing the SATS reading paper, which demands rather different skills from the CE papers. The comprehension is based on a booklet of several articles written in a variety of styles, and the girls are expected to answer as fast as possible and in different ways.

### **Writing**

Regular timed practice of past samples of Common Entrance paper 2 will be the basis of their writing work as well as revising the different writing genres, both fiction and non-fiction. The class novels and poetry will often be used as inspiration for their writing. Other types of school entrance papers will be practised where necessary.

In the Summer term, the girls will practise doing the SATS long and short writing papers, which expect a thorough knowledge of the different fiction and non-fiction genres.

### **Spelling**

The girls follow the same format as in Year 5.

## **Grammar and Punctuation**

As the need arises, aspects of grammar and punctuation are revisited and revised. The main focus is upon the use of clauses, encouraging the girls to vary the length and structures of their sentences for different purposes.

## **Topic Work**

In the Spring Term, the girls are introduced to Shakespeare through their class novels and workshops at the Globe Theatre and other establishments. They choose different aspects of the Bard, his work and his England for individual research, which they collate and write up in their own words for a personal topic book. This involves much IT work and research in the library, as well as practice in writing in the style of different genres and even crossword puzzles or word searches. These topic books can be accompanied by their art work, such as models, pictures etc.

## **Drama**

As in Year 5, the girls have a regular drama lesson each week, taken in alternate weeks by the Headmaster and Mrs Belcher and they also take part in a play in the Summer Term. The play is often a musical and each girl is given a speaking part and sometimes several parts.

## **Speaking and Listening**

The girls take part in the same sort of speaking and listening experiences as in Year 5, and they also have debating lessons, where they learn to chair, propose, oppose and second a motion.

The girls have one homework each week, plus their reading and spelling.

# Mathematics

## YEAR 5

In Year 5 there are 8 lessons a week and an ICT lesson with a mathematical bias. The girls are organised into 5 groups across the year group according to their needs and ability.

At all times we are trying to stretch their awareness and experience of Mathematics, challenging their understanding and ensuring their mathematical development is progressing at the fastest rate and deepest level possible for each girl's ability.

We aim to finish the whole of the Year 5 and Year 6 National Curriculum syllabus in Year 5, enabling us to concentrate on school entrance examinations in Year 6.

The whole of the Common Entrance Syllabus can be downloaded from [http://www.iseb.co.uk/PDF/Syllabus\\_CE\\_Mathematics\\_Revised.pdf](http://www.iseb.co.uk/PDF/Syllabus_CE_Mathematics_Revised.pdf) and we cover the left-hand column up to Level 5 and some items from Level 6:

- The Four Rules
- Number Concepts, including Decimals, Fractions, Percentage, Ratio and Proportion
- Co-ordinates, all four quadrants
- Approximations and Rounding
- Brackets and simple Algebra
- Prime, Square and Cube Numbers, Factors, Multiples
- Number Sequences and the nth term

Homework is once a week and we expect all the girls to work on their Mental Arithmetic books in their own time as well as in lessons. We expect them to know their tables up to 12, including “working backwards” - “which tables is the number 36 in?” “can you find them all?”.

## YEAR 6

The Autumn Term concentrates on consolidation of all the work covered in Year 5, both in terms of understanding and method, and on how to tackle Mathematics examinations. By the time school entrance examinations come along, all the girls will have completed a significant number of past papers, starting by working on a paper as a group and working up to full examination-type conditions.

After school entrance examinations we can concentrate on the practical use of Mathematics in the real world and on preparing the girls for their new school. Below is a list of topics we may cover during the Spring term:

- Spreadsheets
- Smarties Investigation - Data Handling
- Algebra
- Straight-line graphs
- Properties of Circles

In the Summer Term we prepare the girls for their Key Stage 2 SATS, followed by more extensive investigation of Mathematics in the 'real-world'.

We hope that each girl will leave The Manor with

- A positive, excited and confident attitude towards Mathematics that will endure
- A keenness to investigate the wonders of Mathematics.

# Art, Design Technology and Textiles

## Years 5 & 6

Over the two years the girls follow a course that covers a wide range of artistic/design skills. Much of their work is displayed throughout the school for others to enjoy. All their two-dimensional work (when not on display) is kept in individual folders which they take home at the end of each academic year.

Two double lessons a week are taught as a whole class - a double for Art and a double for Design Technology.

## Art

### Year 5

*Drawing* - Still life, sketching outside using their sketchbooks using mixed media. Observational drawings. Mark making in sketchbooks. Activities may include photo pictures ie portraits, fruit and vegetables, extended using pencils or watercolours. Widening the range of media and extending shading and tonal techniques.

*Painting* - Abstract colour painting using primary and secondary colours, paintings using 'feelings and expression', free painting, landscapes and seascapes - looking at other artists' work in connection with their projects to appreciate different approaches and styles.

*Collage* - Looking at other artists and their work eg. Matisse, Picasso, Braque.

*Culture Day* - Art work to represent the chosen country.

*Printmaking* - Looking at texture, pattern, mirror images, using a variety of mixed media and the print press.

*Ceramics/Sculpture* - constructing and modelling. Exploring how to create forms in different ways.

## Design Technology

### Year 5

*Collage* - Using a wide range of materials and collected objects to create textured pictures.

*Culture Day* - Designs based on a chosen country, including textiles, clay or collage.

*Textiles* - Printing on textiles, cushions or shoulders bags, introduction to the electric sewing machines. Design and make a soft toy.

*Clay* - Modelling with clay - own choice for subject or Greek masks.

*Mechanisms* - Hydraulic/pneumatic models, roundabouts using a 'cog' system.

*Woodwork* - design and make a vehicle eg. sand yacht, picture frame, marble maze.  
Selected pieces of work are displayed at the SATIPS Prep Schools Art/Design Exhibition.

## Art

### Year 6

*Drawing* - Observational drawing using a variety of mixed media. Sketching outside using sketchbooks. Mark making in sketchbooks. Widening the range of media and extending shading and tonal techniques.

*Painting* - Looking at other artists' work in connection with their projects to appreciate different approaches and styles. Exploring printing techniques and painting media.

*Collage* - Using various materials to create a picture.

*Culture Day* - Art work to represent the chosen country.

*Printmaking* - Using 'quickprint', monoprinting, collographs, etching using the print press.

*Ceramics/Sculpture* - Exploring techniques to construct pots and sculpture in clay.

A4 Sketch books are provided for each girl in Year 5 and 6. This is particularly useful at the end of a project for extension work, or for taking around the school for drawing lessons.

## Design Technology

### Year 6

*Collage/Textiles* - Using a wide range of materials and collected objects to create textured pictures.

*Culture Day* - Designs based on chosen country.

*Clay* - Modelling with clay - own choice for subject.

*Mechanisms* - Woodwork: Cam models, clocks, revolving toy, adventure playground.

*3 Dimensional work* - Mobile phone holders, CD holders, wood structures, wire sculptures, card structures.

*Abstract card faces* - Based on work by Picasso

*Textiles* - Tie-dyed T shirts.

The aim is to provide the girls with a range of activities in which they extend their knowledge of using different tools and equipment, and to further develop their capability to solve various practical problems. Appropriate activities are chosen to aid their skills and understanding. The girls are guided but encouraged to think for themselves in order to become confident decision makers.

Art/Design: Visits to Art Galleries  
Visiting Artists  
SATIPS - Art Exhibition  
In-house exhibitions

# Geography

Geography is taught in whole classes and girls have one double lesson or two single lessons a week. Homework is usually given fortnightly, alternating with History.

Currently, the following topics are covered:

## Year 5

### Autumn Term - Water and its effects on the landscape

- Field Study of the River Pang
- Study of river landscapes and processes using the River Severn as an example
- Waterfalls, plunge pools and meanders
- Find out about settlements along rivers and man's uses of rivers
- Water treatment and its uses
- Causes and prevention of water pollution
- Interpret and draw maps and plans at different scales

### Spring Term - Sustaining World Environments

- Find out about the important features of different environments: wetlands, cool and tropical seas, deserts and grasslands, using examples from the UK, Europe and other parts of the World
- Identify threats to different world environments and man's efforts to solve environmental problems
- Learn to express opinions and present reasoned arguments for and against an issue using current affairs as a starting point
- Use the internet to search for information on specific topics and locations

### Summer Term - Coastlines: Isle of Wight

- Use maps of different scales and interactive maps in ICT to locate and plan routes to the Isle of Wight
- Learn how the island's geology is affecting its rate of erosion and change
- Learn about coastal features and their formation, using examples from the Isle of Wight
- Perform fieldwork study on coastlines during trip to Isle of Wight
- Learn to use 4 and 6 figure grid references and to interpret contours on OS maps
- Learn to use a compass (8 points)
- Identify the advantages and problems of living on an island and the effects of tourism

- Debate current issues relevant to the Isle of Wight using online local newspaper
- Use the internet for research

## **Year 6**

### **Autumn Term - St Lucia**

- Find out about many aspects of the island including location, climate and landscape
- Life on the Island
- Tourism in St Lucia
- The Banana trade and employment
- Environmental problems and solutions
- Interpreting maps, plans and aerial photographs. Drawing maps and plans. Latitude and longitude
- Finding information from a variety of sources, including the web
- Drawing comparisons and making reasoned arguments

### **Spring Term - Settlements**

- Identifying the features of different settlement types
- Considering how and why places grow and change
- Interpreting map symbols
- Using six figure grid references
- Understanding contours
- Working out scale, distance and compass directions
- Using our local area of Abingdon as a case study

### **Summer Term - France Study**

- Introduction to France in preparation for visit
- Use maps to locate routes and towns to be visited in Normandy
- Prepare fact sheets using the internet
- Examine the different climates and landscape of France
- Compass skills

# History

For History the girls are taught in class groups and have one double lesson or two single lessons a week. Homework is given fortnightly, alternating with Geography.

## Year 5

### Ancient Greece

Life and times, key people and events. Sources of evidence. Children, schools, role of women. Theatre and Entertainment. Religion and the Ancient Greek Gods. The Olympic Games. Architecture, Temples, houses and homes. Fashion and clothing. Farming and trade. Myths and legends: The Labours of Herakles.

### The Stuarts

The legacy of Queen Elizabeth; James VI of Scotland crowned king of England and the problems he encountered; The Gunpowder Plot, Religion. Charles I: Parliament, Foreign Policy, Marriage, The Civil War, Oliver Cromwell. History of Carisbrooke Castle and Charles I (in preparation for our visit to the Isle of Wight). Protectorate and Restoration. Charles II: The Great Plague, The Great Fire (an exercise in cause and effect). James II. The Glorious Revolution. Life in the towns and countryside. Exploration and Empire. The Arts. Witchcraft.

### Skills: Chronology and Relevant Terminology

To ask and answer historical questions  
To identify characteristic features of the period, ideas, beliefs, religious diversity, cause and effect  
To make links between events  
To communicate, recall and select information in a variety of ways

## Year 6

### A Local History Study of Oxford

Investigating evidence of early settlements. The Norman Conquest and building of Oxford Castle. Medieval Oxford and the origins of the University. Effects of Reformation and Civil War on the city. Blenheim Palace. How the Industrial Revolution affected Oxford. Victorian University and Women's education. Lewis Carroll in Oxford. Morris factory at Cowley. Oxford in late twentieth century.

## **Preparation for Visit to France**

The Norman Invasion of 1066 - background for the visit to Bayeux.

The D-Day Landings of 1944 - a background for the visit to the D-Day Landings Museum and the Mulberry Harbours.

## **Life at Home in the Second World War**

Women and children in the Second World War - how the war affected everyday life: evacuation, the Blitz, rationing, make do and mend, women's role in war.

## **Great Britain 1948 - 2000**

Political, cultural and social changes in the late twentieth century.

## **Skills: Chronology and relevant terminology**

To identify characteristic features of the periods, for example, ideas/beliefs/cause and effect/religious and ethnic diversity.

To make links between events.

To ask and answer historical questions.

To develop an awareness of the variety of sources and appreciate their varying validity as evidence.

To communicate, recall and select information in a variety of ways leading to critical analysis.

# Music

In Years 5 and 6 we continue to enhance the National Curriculum with a balanced programme of activities providing opportunities for children to work together as a class, in groups or individually. All children have two lessons a week in which they study all the key elements of music.

Currently 87% of children from Years 3 to 6 play a musical instrument. When appropriate they are invited to join various orchestras and ensembles which can include Training Orchestra, Orchestra, Jazz Band, Clarinet Choir, Flute Choir, Violin Ensemble, Harp Ensemble, Brass Ensemble and String Ensemble. Parents are invited to various concerts throughout the year.

## Year 5

Year 5 starts by consolidating on the basic elements of music before proceeding further. Previously learnt skills such as singing, composing, aspects of duration, structure and timbre are all revised and previous knowledge consolidated. In addition we concentrate on composition using the staff, pentatonic and major and minor scales and participate in an extended workshop with a visiting practitioner.

## Year 6

The first term is spent consolidating last year's work on repetition and form in composition, composing a carol and preparing for the Carol Service. The second term is taken up entirely by an extended project on Jazz, learning to play a twelve bar blues, improvising and researching into the history and development of Jazz. The final term is used to prepare the musical elements of the Year 6 play.

All Year 5 and 6 participate in a formal Service of Lessons and Carols and our annual Manor Concert.

In addition there are many opportunities throughout the year to perform as an individual or as part of an ensemble during our Upper School assemblies, Breakfast Concerts or our Instrumental Class Concerts.

Music at The Manor is not merely the preserve of excellence. We aim to encourage all pupils to acquire the skills to form a genuine love of music in the future.

# Science

In Science we build on a child's natural curiosity, through investigation, discussion and discovery, to develop a greater awareness, understanding and care of the world around. The curriculum follows the QCA's guidelines with enhancements to suit the school's location, trips and a slight amplification to allow for the 11+ Common Entrance. Science is taught by a specialist teacher in Year 5 and Year 6. The pupils have 4 lessons each week plus prep. Topic tests will be used to monitor progress throughout the year and they will have an end of year exam. The very practical nature of the subject encourages the pupils to think carefully and to ask questions during their work; to communicate their ideas and information in a variety of ways (including ICT), using scientific terms and symbols and to demonstrate their scientific knowledge and understanding.

Science is divided into four attainment targets:

- SC1 - Experimental and Investigative Science
- SC2 - Life Processes and Living Things
- SC3 - Materials and their Properties
- SC4 - Physical Processes

## Year 5

### Unit 1. Keeping healthy

This unit helps children to learn that there are many aspects to keeping healthy. Children learn about the heart and how heart beat is affected by exercise and relate this to what they already know about movement and exercise.

### Unit 2a. Interdependence and adaptation

In this unit children extend their knowledge of the way in which plants and animals in different habitats depend upon each other and are suited to their environment. They relate feeding relationships to knowledge of plant nutrition.

This topic is linked to the Year 5 trip to the River Pang.

### Unit 2b. Life cycles

Through this unit children learn that plants and animals reproduce as part of their life cycle and that in every life cycle there are distinct processes and stages. They should begin to understand how reproduction is important to the survival of the species. This topic will lead onto a short introduction to puberty and menstruation.

### Unit 3. More about dissolving

This unit consolidates and extends children's understanding of what happens when a variety of solids dissolve. Topic linked to reversible and irreversible changes.

#### Unit 4. Changing state

Through this unit children consolidate their ideas about changes of state which can be reversed. They use their understanding to explain a range of familiar phenomena. Topic linked to reversible and irreversible changes.

#### Unit 5. Earth, Sun and Moon

In this unit children learn about the shapes and relative sizes of the Earth, Sun and Moon. Using models they learn how the three bodies move relative to each other and how these movements relate to night and day.

#### Unit 6. Forces and Sound

Children learn about the changes in motion which occur when forces act on an object. They consolidate their understanding that forces have direction and can be measured. The children learn that sounds are produced by vibrations and that these vibrations travel from the source through a variety of materials. Musical instruments are used to illustrate the range of ways of producing sounds and how pitch (frequency) and loudness (amplitude) can be altered.

#### Unit 7. How we see things

In this unit children learn that mirrors and shiny surfaces alter the direction in which light travels and that when they see objects, light enters the eye. Children contrast reflection and shadow formation.

### Year 6

In Year 6 the children will consolidate their learning as they revise for Common Entrance. Topics covered will include:

Unit 1 Ourselves

Unit 2 Animals and plants

Unit 3 The environment

Unit 4 Materials

Unit 5 Electricity

Unit 6 Forces and motion

Unit 7 Light and sound

Unit 8 Earth and beyond

Post exam projects include:

- Planet Earth
- Microbes
- Forensics

Most of Year 6 will sit the Common Entrance Exam in January

# French

French continues to be taught by Mme Hyde and Mme Spikes with each class split into two groups, in the two dedicated French classrooms in the Upper School building. The subject is still taught twice a week and there is also one French homework per week.

## Year 5

Much use is still made of the interactive whiteboard in French lessons, with colourful and engaging activities, together with animated songs and attractive Powerpoint presentations of new vocabulary. The children are sometimes recorded onto computer in both singing and speaking activities, enabling them to hear themselves and compare their speech with native French. Some lessons are also spent in the ICT Suite, giving children the chance to consolidate vocabulary individually at their own pace.

In addition the Expo 1 course is begun. This starts with rapid revision of beginners' French, thereby facilitating suitable entry for new children who have not done French before. It soon moves on to introduce new topics and continues to practise all four skills of listening, speaking, reading and writing. Subjects covered in Year 5 include: greetings, giving personal information, the French alphabet, numbers, days of the week, months, colours, classroom objects, animals and the family. The grammar of gender, forming the plural and agreement of adjectives is also introduced.

During the year there is an informal French speaking festival for which pupils read, practise and perform set poems, with the emphasis being on accurate, authentic pronunciation and intonation.

## Year 6

There is greater grammar content this year, with the introduction of the -er verb paradigm, forming questions and an introduction to the negative. However, teaching of French in Year 6 continues along the same lines and using the same engaging methods as in Year 5. Teaching in the classroom is consolidated by written or learning exercises for homework.

A highlight of the year is the trip to Normandy, which takes place in the Summer Term. This is a chance for the girls to enjoy a residential visit with their friends, prior to leaving to go to their new schools. It gives them experience of staying away from home for a longer period, as well as combining historical and cultural interest with practice of the language.

# Religious Education

In Years 5 and 6 we continue to encourage our pupils to have a reflective approach to living, a knowledge and understanding of religious beliefs and practices and to develop their personal skills in forming reasoned opinions, based on evidence and argument.

The objectives of our RE teaching are taken from the Oxfordshire Agreed Syllabus and the Government's scheme of work for Religious Education, as set out in "Accessing Religious Education" published by Folens.

To this end our Year 5 and 6 pupils are taught to:

- Describe the main characteristics of religious practices and to give an outline description of the main beliefs.
- Be able to give examples of codes of conduct and lifestyle which result from holding a religious belief.
- Reflect on the answers different people give to religious questions and relate these to their own views.

This is done by a comprehensive study of:

1. The Main features underlying themes of customs and festivals
2. The main features of places of worship
3. Forms of religious expression, prayer
4. Sacred texts
5. Faith and the Arts
6. Codes of conduct/lifestyle/appearance associated with religion

Religious Education is an exciting and relevant activity for our Year 5 and 6 pupils. It is a particular area of the curriculum where values and school ethos come alive in the classroom. The aim is to help pupils to develop respect and sensitivity for all people and to understand more of the importance of religion in today's world.

# PSHE

Weekly PSHE lessons are central to daily life in Year 5 and Year 6. As well as following the plans for each term, these sessions give the opportunity for the girls to discuss topical events and any issues that arise at home or at school. It is in these sessions that the girls and their form teacher get to know and understand each other really well. Some of the topics covered each year are:

## Year 5

- New beginnings and responsibilities
- Myself and others (Good to be me)
- Going for goals
- Getting on and falling out
- Changes and relationships

The trip to The Isle of Wight in the Summer term is a wonderful opportunity for personal and social challenge and growth for the girls.

## Year 6

- Thinking about being the eldest in the school
- Setting an example and taking responsibility
- Building self-confidence and interview technique
- Personal safety
- Stealing and respecting property
- Racial/Religious prejudice - challenging stereotypes
- Inequalities and human rights
- Protecting the countryside
- Drugs education
- Raising money for Charity - the Year 6 Fête
- Personal hygiene and puberty
- Change and moving on
- IMPS

The culmination of challenges offered by life in Year 6 is the week's excursion to France in the Summer term. Living as a group away from home, sometimes for the first time, requires all the social skills and personal strength which the children have hopefully developed during their time at The Manor.

## Physical Education

The girls in years 5 and 6 will have a Games afternoon and two single lessons as well as a swimming lesson each week.

In the Year 5 and 6 Games programme the girls follow an Option Programme where they choose the sports that they would like to participate in. The options available are: netball, hockey, football, tag rugby, lacrosse, volleyball, badminton, tennis, ultimate Frisbee, dance, gymnastics, rounders, table tennis, athletics, cricket and basketball. There is also a compulsory health related fitness component. These activities change every half term allowing the girls to begin to specialise in their chosen fields. The work undertaken is of a more advanced level preparing the girls for their secondary education.

During the Physical Education lessons in the Autumn Term the girls specialise in disco dance (Year 5), Bollywood dance (Year 6), sports acrobatics, lacrosse and hockey. In the Spring Term fitness for sport, core strength and flexibility rock-it-ball and badminton. Sports on offer in the Summer Term are track and field athletics and rounders.

During Games lessons skills will be taught through a 'games for understanding' approach where the girls will be involved in game play in each lesson and will then break into skills practice to improve certain aspects of their play before going back into game play. Games lessons will involve the girls in 'competitive' play.

In swimming lessons the areas that are covered are water polo, synchronised swimming, competitive swimming and endurance swimming.

There are opportunities for the girls to achieve national Governing Body Award recognition through netball awards, table tennis awards, gymnastic awards and ESSA athletic awards. The girls also achieve ASA awards in swimming lessons. Merit marks will also be awarded as a symbol of recognition for hard work and excellence.

If your daughter wishes to progress further there is a wide range of clubs available before school, at lunch time, after school and Saturday mornings. These clubs will enhance and extend the work covered in curriculum lessons.

This year we will offer 'come and play' evenings where we will play matches in chosen sports to enable the girls to take part in a competitive situation. Only through these experiences do the girls start to identify strengths and weaknesses in their play.

Our fixture programme has been extended to allow far more participation by a greater number of children. This year will also see the inclusion of squads, rather than teams. This will ensure that the girls have a far greater

understanding of what is required of them to be chosen for a team and the criteria that they will have to meet. This programme will also enable a greater number of girls to achieve the new Manor colours.

## **ICT**

ICT is embedded in the curriculum in Year 5 and Year 6. The girls will continue to develop the skills they acquired in the Years 3 and 4 using word processing, desk top publishing programs and various software packages, within the majority of curriculum subjects.

## **Latin**

Latin is first taught in the Spring and Summer Terms of Year 6 with one lesson a week. We use the textbook *Minimus*, which provides a lively introduction to the Latin language and the culture of Roman Britain. Led by *Minimus the mouse*, pupils learn basic grammar and Latin vocabulary through comic-book style stories featuring a real family who lived at *Vindolanda*, in the north of England close to Hadrian's Wall. In lessons pupils are given the opportunity to act out some of the stories themselves, and go on the *Minimus* dedicated website, adding to the enjoyment of the subject. Moreover, the learning of vocabulary and grammar is supported by the use of the interactive whiteboard and the versatile authoring software *TaskMagic*.

## **Verbal Reasoning**

Verbal Reasoning is introduced in Year 5 with one lesson per week. The primary aim is to develop the pupils' powers of deductive reasoning. Using an effective step-by-step approach, pupils are gradually taught how to deal successfully and confidently with the different types of questions that they will encounter in their various entrance examinations.

Verbal Reasoning is taught for one lesson a week in the Autumn Term of Year 6. Using a variety of resources, pupils' reasoning skills continue to be developed. Lessons provide plenty of practice and strategies for tackling each question type and aim to foster lucid, logical thought in preparation for their Verbal Reasoning examinations and beyond.

## **Assessment**

National Curriculum Guidelines are followed closely over two years in the Upper School, culminating in testing in English and Maths at Key Stage 2 in May of Year 6; Science is assessed by the Science teacher in 2010.

## **Marking**

All work is marked and returned quickly and wherever possible staff aim to return it individually and with a personal comment.

Work may be given a constructive written comment with, at times, a numerical mark. We feel that the written comment in many cases is the

most effective method of communicating the progress made within a piece of work, combined with positive targets.

## Testing

In addition to informal, continual assessment, which is carried out routinely as part of our teaching throughout the Upper School,

*Year 5 have:*

Diagnostic, standardised tests in Reading, Spelling, Writing, written and mental Maths which take place during the year. The results of these will be reflected in the comments and grades given. The girls also do verbal and non-verbal tests and CATS tests to help us build an overall picture of their individual abilities. Regular testing also takes place in Science and French with the main Summer test mark being recorded on the final report of the year.

*Year 6 have:*

Practice Tests in October

Mock Examinations in November

Entrance Examinations in January

National Curriculum Testing at Key Stage 2 in May/June

## Learning Support

In Years 5 and 6, Learning Support is available for children experiencing specific learning difficulties which affect their reading, spelling and/or Maths.

Our specialist teachers aim to offer a structured programme to meet the individual needs of each child. Study skills and revision techniques are also taught. The teaching involves using a wide range of stimulating materials to build auditory, visual and language skills. The Learning Support Department is fully equipped with games, resources and computers to enable the children to work individually using their strengths.

No child joins the learning support programme, whether individually or as part of a group, without prior consultation with her parents. There is an extra charge for Learning Support.