

# ST PAUL'S CATHEDRAL SCHOOL

A Guide to Year 4

2024 – 2025

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(4MW Form Teachers)

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(4KP Form Teacher)

## **Introduction**

St Paul's Cathedral School is a Christian, co-educational community where the values of love, justice, tolerance, respect, honesty, service and trust are encouraged and practised to promote positive relationships throughout the school community and where the safety and welfare of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community and encourages a close working relationship with parents and guardians.

## **Welcome to Year 4**

Year 4 is an exciting year as it is a chance for children to develop their independence after building their foundations in the Pre-Prep and in Year 3. **Kate Moir, Amy Waterhouse** and **Kate Peters** are the Year 4 form teachers. Together they will oversee the pupils' academic progress, carefully consider their pastoral needs and will teach English, Maths, Science and the Humanities. The latter two are taught through the International Primary Curriculum (IPC). As in Year 3, the pupils will also have PE, Dance, Games, ICT, Drama, Art, French and Music taught by specialist teachers.

The children will be form based for English, Maths and IPC. This will enable form teachers to carefully monitor the progress of each child and plan for appropriate challenge and support in each area of learning.

**Deborah Khan** will also provide valuable teaching assistance throughout the week, small group support and 1:1 support for pupils.

## **SPCS: Welcome from the Head**

A warm welcome to this new academic year. This guide provides an outline of the year ahead for your child and we hope you will find the information useful. No guide can cover everything, so do please get in touch if you have any questions.

We rely on close communication with you and encourage you to share any joys, successes, worries or concerns so that we have the best possible picture of your child's needs and progress.

Your child's form teacher acts as your first contact for communication but do remember they are not in front of a screen during the day but working with your child: call the School Office if you have any urgent messages, questions or concerns.

Throughout the busy year ahead, you can expect to see developments in every aspect of learning and character development: here's to a great year!

***Judith Fremont-Barnes***

***Head***

## **Our Philosophy**

We grow lifelong learners: young people who have the curiosity to ask the questions that need asking, the drive to make a difference, the tenacity to solve problems. We develop initiative and teach teamwork. Joy in learning also really matters to us: our teachers make learning irresistible. We teach our pupils to: understand and respect themselves, understand and respect others, understand and respect the world in which they live (locally, nationally, globally).

We feel strongly that all achievement must be rooted in wellbeing. Teaching healthy habits and attitudes to learning, ambition, success and failure is central.

Children are not just brains in a jar! We care about, notice and nurture the whole child. Character, creativity, academic performance, manners, musicianship: we focus on the little things that make a big difference and instil habits to underpin success.

Nothing matters more to us than the wellbeing of our pupils. We work in partnership with parents to support the wellbeing of every individual. Our amazing team of teachers and support staff are dedicated to bringing out the best in every child. We're proud to have been described as 'pastorally superb' by the Good Schools Guide.

This is a community where everybody belongs. Kindness is our cornerstone. We value and encourage ambition, enthusiasm, compassion, resilience and active participation. SPCS pupils know how to step forward, take a risk, try hard, roll up their sleeves and get the job done.

## **Aims and Principles**

### **PREP PASTORAL CARE**

At SPCS, pastoral care is at the very heart of all we do. The Good Schools Guide describes SPCS as 'pastorally superb'. Your child will be known, noticed and nurtured right through the Prep years.

Pastoral care is always our priority: we understand that all achievement needs to be rooted in wellbeing. During the Prep years, children learn to be increasingly independent: while this is exciting for them, it can also bring anxieties. We work hard to understand each child's needs and equip them with the tools they need to overcome any challenges.

Secure relationships are at the heart of your child's wellbeing. Our approach places great emphasis on the skills needed for self-management, developing and nurturing friendships and working together in teams. Learning how to communicate with others, clearly and effectively, is a key focus in the Prep School. Relationships Education is actively taught through Personal Social Health Education lessons.

We support our pupils in developing respect for themselves, others and the world around them. We make our expectations of behaviour clear and reinforce them through awarding house points and through celebration at assemblies, for example, with our weekly Respect Award.

Confidence is developed through growing competence. Regular opportunities to perform (at assemblies and concerts and events such as Sports Day) build self-belief.

### **OUR PASTORAL TEAM**

Prep class teachers oversee your child's pastoral care under the oversight of Caroline Heylen, our Deputy Head and Designated Safeguarding Lead. Our pastoral team also includes a team of Deputy Designated Safeguarding Leads, the School Chaplain, a Counsellor, a Mental Health Lead and ELSAs (Emotional Literacy

Support Assistants). Boarders are additionally supported by access to an Independent Listener, separate from the management of the school, whom they can contact at any time.

The Chaplain is available to all children for an informal chat on a drop-in basis on Wednesday afternoons. Children may also benefit from working with an ELSA or our Counsellor; this is managed through the Learning Support team.

## **PARTNERSHIP WITH PARENTS**

We work in partnership with you to understand how your child learns best. We depend on great communication with you to ensure all aspects of your child's wellbeing are considered and that learning in every area is optimised.

Parenting through the Prep years certainly can have its challenges, as children learn to manage aspects of their lives independently. We aim to provide parents with a forum for discussion and advice, both through access to the Wellbeing Hub and our own seminars and workshops on issues such as balancing the risks and opportunities of online life,

Our partnership with parents is forged through our curriculum evenings, parent meetings, learning showcases and concerts. Our weekly Circular newsletter keeps you up to date with activities and achievements across the Prep School. In addition to regular parent meetings and reports, you will always find an open door for discussion and for sharing joys and concerns.

## **THE PATHWAY TO SENIOR SCHOOL**

St Paul's Cathedral School has an excellent track record of working in partnership with parents to find just the right next school and ensuring that our pupils are well prepared to gain and take up their places at their chosen destination.

While there is no such thing as 'the perfect school', it is possible and important to find a really good 'fit' for your child's senior education.

Finding the right school starts with parent consultations with our future schools team, headed by Alison Wright, Deputy Head Academic, usually towards the end of Year 4 or beginning of Year 5, which look at the emerging personality and the cognitive profile of your child, your priorities and their own views, and help you narrow down to a shortlist from the many excellent schools you may wish to consider, with a focus on choices being both ambitious and achievable. This conversation is usefully repeated early in Year 6, when more cognitive data is available to inform decisions, and you have had the chance to attend open days at your chosen shortlist.

Preparation for a senior school should be rigorous but enjoyable and should form part of a holistic education. We want our children to experience appropriate challenge rather than unhealthy pressure and to ensure that their achievements are rooted in wellbeing. Home-school partnership is essential. Parents play a vital role in ensuring that the admissions processes are positive for children. SPCS staff are on hand to help you every step of the way.

## **HOW DO WE PREPARE PUPILS FOR EXAMS?**

We prepare pupils for the entrance requirements of their senior schools, including the examinations they will be taking at either 11+ or 13+ (including pre-testing or scholarship where appropriate). Our SENCO supports with admission processes for pupils identified with additional learning needs.

Familiarisation with the format of exams, and work on exam technique are essential so that pupils can achieve to the best of their ability under exam conditions. We provide plenty of such practice at school from Year 5 onwards.

## **TUTORING**

SPCS provides a broad and balanced curriculum and there is very rarely a need for external support. Exceptions might be where a child misses significant school as a result of illness or joins in later years with no foundation in a subject such as Latin or French. Occasionally, additional familiarisation with exam practice is useful to build confidence, though this should not be seen as a standard requirement beyond what is provided in school. The Deputy Head Academic, Alison Wright, will be happy to advise on any specific preparation that might be helpful: please let us know if you are intending to provide additional tutoring for your child so that we can work together to ensure this is a supportive process. While additional focus can be supportive and boost a child's confidence, the wrong focus or approach can be counterproductive and even damaging to self-esteem and performance. We do ask parents to be alert to the risk of over-preparation, and the associated pressure that it can inadvertently bring for children.

## **INTERVIEWS**

Senior schools are not just looking for scores. Interviews play a vital part in many admissions processes and children need to be well prepared to talk about their interests, in and beyond the classroom, in an interesting way. The goal is not just to get a child into a school but to ensure that the child can make the most of the experience once they get there, and beyond, as a curious, questioning, interested and interesting lifelong learner.

We provide specific interview practice for children from Year 6 upwards, but it is important to understand that all your child's school experience is in a sense interview preparation: whether it is the experience of leadership in a sport, a subject presentation or a contribution to a year group assembly, there is a constant focus on your child's ability to perform and to do so with confidence and enjoyment.

How best can you support? In addition to the varied and stimulating projects your child will be exposed to at school, parents can support children to be ready for the interview process - and more to the point, to be an interesting, interested young person - by trips to the museum or gallery, a family volunteering project, board games, walks together and above all by regular conversation at the family meal table. No tutor can substitute for this vital everyday interaction. The good news is that the rich experience of stimulating family life is the best support you can possibly provide - and is likely to be great fun into the bargain.

## The School Day

The school day begins at 8.40am with form registration. At the end of the school day, Year 4 pupils should be collected from the Cathedral Gardens entrance at 3.40pm. If they are staying on for Prep or Clubs they must be collected from the main entrance at 5pm.

You will find your child's timetable at the end of this document. Organisational skills are an important part of your child's development in Year 4, therefore please do encourage them to get things out and ready for school the next day.

Resource required	Day
Reading book, Prep book, Prep diary	Everyday
Named water bottle	Everyday
Wear PE kit* to school	Tuesday
Wear Games kit* to school	Wednesday
Musical instrument	Check timetable on parent portal

\*one kit can be used for both games and PE.

## Parents' Consultation / Reports

Over the course of the year, Year 4 parents will receive feedback in a range of ways:

**Autumn 1** Curriculum Meeting (Monday 16<sup>th</sup> September)

**Autumn 2** Parents' Evening (Wednesday 20<sup>th</sup> November & Thursday 21<sup>st</sup> November – in person)

**Spring 1** IPC Showcase

**Spring 2** Letter from Form Teacher

**Summer 1** Book Look

**Summer 2** Written Report

In addition to scheduled communication, there may be times when parents, or staff, may feel a face-to-face discussion would be beneficial to discuss academic or pastoral issues. It is suggested that parents, in the first instance, email the staff concerned and then arrange a meeting at a mutually agreeable time.

## **Prep (Homework)**

Prep will be set daily and will generally follow the timetable below.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Set prep</b> 20 minutes	Maths	English	Maths	English	Rest and relaxation!
<b>Daily Reading</b> 20 minutes					

The set prep tasks should be seen as an opportunity for pupils to become independent learners and thinkers. We understand that support and guidance will sometimes be required, but hope throughout the year these skills will develop.

All prep will be set in the Prep Book, with the exception of Mathematics on Wednesdays. Prep should be handed in the morning after it is set, so that it can be marked.

### **Reading Prep**

All pupils are expected to read for 20 minutes every night. Many children will still benefit from reading aloud to an adult. If you would like some guidance as to what level of support you should be providing, please speak to your child's form teacher. A suggested Year 3 and 4 reading list is available on the parent portal and form teachers and our school librarian are always happy to advise.

### **We ask parents to support us with prep by:**

- Making it clear that they value prep and support the school in explaining how it can help their child's learning.
- Praising and encouraging their children to take pride in their prep and by taking an interest in their work.
- If prep is done at home, by providing a peaceful place, free from distractions, where their children can concentrate on their work.
- Ensuring that their child spends an appropriate amount of time on prep.
- Informing the teachers via e-mail if your child has struggled with their prep or needed an unusual amount of help. The resident staff will liaise with us if there is any problem with a chorister's prep.

### 4KP Timetable

	8:40	9:20	9:30	9:40	9:50	10:00	10:10	10:20	10:30	10:40	10:50	11:00	11:10	11:20	11:30	11:40	11:50	12:00 - 12:50	12:50	13:00	13:10	13:20	13:30	13:40	13:50	14:00	14:10	14:20	14:30	14:40 - 14:50	15:00	15:10	15:20	15:30																					
Monday	REGISTRATION										Maths					BREAK					Art					English					PSHE					TPR																			
Tuesday	REGISTRATION										English					BREAK					Music		Mental Maths			Maths					Library			PE					Dance																
Wednesday	REGISTRATION										Games															Spelling		LUNCH					English					Maths			Science					BREAK					Form Time				
Thursday	REGISTRATION										English					BREAK					Maths					IPC										French					Drama														
Friday	REGISTRATION										Maths					BREAK					English					ICT					IPC										GOLDEN TIME														

### 4MW Timetable

	8:40	9:20	9:30	9:40	9:50	10:00	10:10	10:20	10:30	10:40 - 10:50	11:00	11:10	11:20	11:30	11:40	11:50	12:00 - 12:50	12:50	13:00	13:10	13:20	13:30	13:40	13:50	14:00	14:10	14:20	14:30	14:40 - 14:50	15:00	15:10	15:20	15:30																			
Monday	REGISTRATION										Maths					BREAK					English										Art					TPR					ICT											
Tuesday	REGISTRATION										English					BREAK					Maths					Library			Dance			PSHE					P.E.															
Wednesday	REGISTRATION										Games															Spelling		LUNCH					IPC (Science)					French					BREAK					Tutor				
Thursday	REGISTRATION										English			Drama		BREAK					Music			Mental Maths		Maths					IPC										IPC											
Friday	REGISTRATION										Maths					BREAK					English					IPC										GOLDEN TIME																



## Year 4 - Curriculum Overview

Please note that the information given is only a general guide to the material covered in the year. The pace and order of delivery of the curriculum is constantly monitored by the teaching staff in every subject and will be adjusted to match the requirements of the pupils.

Subject	Autumn Term	Spring Term	Summer Term
<p><b>English</b></p>	<p>Writing Composition and Grammar will be taught through the study of high-quality texts. We will use a range of engaging picture books and novels – often linked with our IPC unit – to capture the imagination of the children and provide context and purpose for writing.</p> <p>Over the course of the year, we will study the features of many genres and styles of text:</p> <p style="text-align: center;">           Descriptions of settings and characters            Diary entries and monologues            Extracts of narrative including dialogue            Newspaper Reports            Comparative writing            Persuasive advertisements            Formal and informal letters            Instructional texts            Non-chronological reports            Playscripts            Poetry         </p> <p style="text-align: center;">           Reading comprehension skills will be taught in weekly sessions.            We will use a range of engaging texts to apply our developing skills of retrieval and inference.         </p>		
<p><b>Maths</b> <i>(all three strands will be covered throughout the year)</i></p>	<p><b>Number</b> Place value of numbers Comparing and ordering numbers Mental methods for addition and subtraction Written methods for the four operations Multiplication and division facts Fractions of numbers Adding and subtracting fractions Decimals Rounding Estimating and checking Negative numbers</p>	<p><b>Space, Shape &amp; Measure</b> Estimating, comparing, rounding units of measure Converting between units of measure Reading scales Angles 2D shapes Perimeter and area Symmetry Reflection Translating shapes Finding and plotting coordinates Telling the time: 12- and 24-hour clock Money</p>	<p><b>Problem Solving &amp; Data Handling</b> Solve problems and reason mathematically Data: tables, bar charts, time graphs and pictograms</p>

**International  
Primary  
Curriculum  
(IPC)**

*History,  
Geography,  
Science*

**Vanishing Rainforests**

In Vanishing Rainforests, we will be learning about how diverse, wonderful and unique our rainforests are as well as what we need to do to ensure their survival. Did you know that rainforests once covered 14% of our world's surface? Now sadly they cover between 3-4% of the world. Why are they vanishing? During the unit, you will need to be geographers, scientists including being botanists who explore the plant world to find out the answers to critical real-life problems. If we don't act soon it could be too late!

**Making Waves**

Sound and light are all around us – from the sound of thunder and the flash of lightning in a storm, to a mobile phone ringing and flashing when someone calls us. We are surrounded by lights and sounds. But what is sound? How are sounds made? How do we see and hear? And why do we see lightning before we hear the thunder? We will need to be scientists, musicians and designers to find out all about light and sound waves.

**Temples, Tombs and Treasures**

We will be learning about who the first Ancient civilisations were, where they settled in the world and why they chose that particular place. We will look at how these civilisations grew rapidly and lasted for thousands of years. We will explore what their family life was like, how they communicated their life, their religion, traditions and beliefs, who ruled these civilisations, their tombs- how they were built, why they were built and the process of making a mummy! We will investigate the treasures and paintings left behind in these tombs and how this can tell us about life in the past. We will look at their stories and retell these stories with music and compare life in the past to life today. We will need to be historians, artists, geographers and musicians.

**Material World**

We will be learning about the hundreds of different materials that are used to make everyday objects. We will need to be scientists to test the properties of different materials. Some materials absorb water; some are magnetic, and some allow electricity to pass through them. But with so many different materials to choose from, how do we decide which to use?

**Chocolate**

In this unit, we will be learning about something that most of us are familiar with - chocolate! We will be learning all about the impact that chocolate has had on many people's lives for hundreds of years. We will need to be geographers as we find out where and how chocolate is grown and processed, historians as we find out how chocolate made its way across the world, and scientists and designers as we create our own chocolate bars! Does chocolate have a positive or negative impact on the lives of many people today?

**They Made a Difference**

Some people have made such a big difference in the world that their impact on our lives can still be felt today. In this unit we will be learning about people from various walks of life that their ideas or achievements have singled them out from others. Some of them are more famous and recognised than others, but do you think you need to be famous to have an impact on and change the world? What could we do to make a difference? Let's find out!

<p><b>Art</b></p>	<p><b>Vanishing Rainforests</b></p> <p>Pupils create a rain forest background exploring a range of painting techniques. They will learn how to draw plants and trees and how to arrange these elements to form a pleasing composition. They will go on to design their own rain forest bird which will be in relief and involve mixed media</p>	<p><b>Temples, Tombs and Treasure</b></p> <p>Pupils will make a clay canopic jar. They will begin the project with some observational drawing and will learn how to include some basic use of tone. When making the jar, they will extend their use of tools and learn how to construct their jar using a clay slab. They will be taught some modelling skills so that they can sculpt the animal lid.</p>	<p><b>Chocolate</b></p> <p>Pupils will learn how to draw fonts from a collection of chocolate wrappers and create their own brand of chocolate. They will create a final design in cut paper collage this will help extend their composition, and observational skills as well as their consideration of colour.</p>
<p><b>Computing</b></p>	<p><b>Interactive Quiz:</b> The pupils will design an interactive online quiz centered around the rainforest theme. They will look into various types of questions. They will also plan, develop, and evaluate their quiz according to specific success criteria.</p> <p><b>E-Safety:</b> The pupils will explore various kinds of personal information. They will recognise that certain types of personal information need to remain confidential. They will also learn that pictures can be shared online countless times. Furthermore, they will learn the importance of using the internet in a safe and responsible way.</p>	<p><b>Scratch Programming:</b> The pupils will program a Scratch game themed around Temples, Tombs and Treasure. Their computer program will include keyboard inputs, conditions and variables. The pupils will learn how to debug errors in their program and use a range of coding blocks to develop an exciting multiplayer game.</p> <p><b>Net Searching:</b> The pupils will embark on a comprehensive study of effective net searching techniques, delving into the vast world of online information retrieval. They will explore various strategies to refine their search queries, utilising advanced search operators and filters to locate accurate and relevant information efficiently.</p>	<p><b>Publishing Software:</b> Based on the IPC theme 'Chocolate', the pupils will design a visually appealing poster that highlights the numerous advantages of fair-trade products. In addition to the poster, the pupils will have the opportunity to enhance their digital skills by using advanced design software to create their own custom chocolate wrapper.</p>
<p><b>French</b></p>	<p><u>Je me présente</u></p> <p>Count to 20. Say name and age. Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.</p>	<p><u>Les vêtements</u></p> <p>Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Use the verb porter in</p>	<p><u>La météo</u></p> <p>Repeat and recognise the vocabulary for weather in French. Ask and say what the weather is like today. Create a French weather</p>

	<p>Tell where they live. their nationality and understand basic gender agreement rules.</p> <p><u>As-tu un animal?</u> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. · Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the conjunctions et (“and”) or mais (“but”)</p>	<p>French with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy</p> <p><u>Pâques</u> Learn vocabulary and different traditions in the French speaking world.</p>	<p>map. Describe the weather in different regions of France using a weather map with symbols.</p>
<p><b>Theology, Philosophy and Religion (TPR)</b></p>	<p>Pilgrimages: what are they? Why do people make them? Examples from different religions/ similarities. Christmas story: the importance of Bethlehem/journeys including Mary &amp; Joseph’s.</p>	<p>Religions festivals and celebrations. Project on the Easter story: discussion of key events then children retell in own words with illustrations in individual booklets.</p>	<p>Bible story project: Making a diorama (3D model) in pairs to represent a scene from their chosen story; ‘plaque’ explaining what they think the message is and why still important today.</p>
<p><b>Drama</b></p>	<p><b>Butch Cassidy and the Sundance Kid teach me everything I need to know about acting!</b></p> <p>Introduce drama basics through simple script extracts from *Butch Cassidy and the Sundance Kid</p> <ul style="list-style-type: none"> <li>- Learn how to build action and set the scene using lines and movement.</li> <li>- Explore relationships between characters and express emotions using facial expressions, body language, and voice.</li> <li>- Discuss key story elements like main characters (heroes and villains), and changes in mood and pace.</li> </ul>	<p><b>The Time Machine</b></p> <p>Create and explore a time machine through imagination, sounds, and actions.</p> <ul style="list-style-type: none"> <li>- Build a time machine using creative staging and sound effects.</li> <li>- Travel" through key points in Earth's history (and future) using movement and drama techniques.</li> <li>- Bring to life class work, recreating a historical landscape based on fact and imagined life</li> <li>- Share and incorporate knowledge of historical</li> </ul>	<p><b>Myths and Legends</b></p> <p>Explore ancient stories, either *Beowulf* or *Theseus and the Minotaur*.</p> <ul style="list-style-type: none"> <li>- Delve into the chosen myth or legend using drama techniques and games to tell the story over the term.</li> <li>- Act out key scenes, focusing on character, action, and storytelling.</li> <li>- Discuss themes and lessons from the story and relate them to the students' own experiences.</li> </ul>

	<ul style="list-style-type: none"> <li>- Engage in fun, energetic activities that involve moving around the room while acting.</li> </ul> <p>Learning:</p> <ul style="list-style-type: none"> <li>- Understand the basics of acting and storytelling.</li> <li>- Build confidence in using voice and movement to express different characters.</li> <li>- Develop teamwork and creativity in a playful environment.</li> </ul> <p><b>Script Work with Roald Dahl Play Adaptations</b></p> <p>Continue exploring scripts building on the considerations of the first half of ter with fun, engaging extracts from Roald Dahl's play adaptations.</p> <ul style="list-style-type: none"> <li>- Bring to life Roald Dahl's imaginative characters through acting games and script work.</li> <li>- Practice dialogue, character voices, and expressive movement.</li> <li>- Collaborative acting and group work</li> </ul> <p>Learning:</p> <ul style="list-style-type: none"> <li>- Improve skills in reading and acting out scripts.</li> <li>- Boost creativity and expression by exploring familiar and fun characters.</li> <li>- Build on understanding of how to use voice and actions to make stories come alive.</li> </ul>	<p>moments that interest the students.</p> <p><b>Coming to England. The story of Floella Benjamin and the Windrush generation.</b></p> <ul style="list-style-type: none"> <li>- Know and understand the historical context behind the character story.</li> <li>- Use movement and physicality to explore story.</li> <li>- use empathy top create scenes that show awareness of character experience.</li> <li>- explore mood and atmosphere and how they are created and altered.</li> </ul>	<ul style="list-style-type: none"> <li>- Students to create their own scripts form the segments explored.</li> </ul> <p>Learning:</p> <ul style="list-style-type: none"> <li>- Discover classic myths and legends and their significance.</li> <li>- Develop skills in characterisation and storytelling through script and performance,</li> </ul> <p><b>Performance opportunity will conclude the year.</b></p>
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<p><b>Music</b></p>	<p><b>Grade I theory</b></p> <p><b>Traditional Songs from America, Britain and Europe</b></p> <p><b>Theory:</b> Notes of the treble Time signatures Ties and slurs Dotted rhythms Intervals Sharps and flats</p> <p><b>Class singing:</b> How Humans Work – the physiology of singing Unison songs from different countries Singing in other European languages</p>	<p><b>Grade I theory</b></p> <p><b>The Sound of Music</b></p> <p><b>Theory:</b> Major scales: C, G, D, F Tonic triads Key signatures</p> <p><b>Class singing:</b> 2-part harmony songs <i>The Sound of Music</i> Singing intervals</p> <p><b>Aural:</b> ABRSM aural exercises</p>	<p><b>Grade I theory</b></p> <p><b>West African Drumming</b> Music of West Africa (including djembe drumming - connects to grade I theory 'answering rhythms')</p> <p><b>Theory:</b> Answering rhythms Grade I revision and certificate</p> <p><b>Class Singing:</b> Sansa Kroma (Ghana) Yayalo (Togo) Do do ki do (Cameroon)</p> <p><b>Aural:</b> ABRSM aural exercises</p>
<p><b>PSHE</b></p>	<p><b>Unit 1: Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Listening to feelings</li> <li>• Bullying</li> <li>• Assertive skills</li> </ul> <p><b>Unit 2: Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Recognising and celebrating difference (including religions and cultural difference)</li> <li>• Understanding and challenging stereotypes</li> </ul>	<p><b>Unit 3: Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Managing risk</li> <li>• Understanding the norms of drug use (cigarette and alcohol use)</li> <li>• Influences</li> <li>• Online safety</li> </ul> <p><b>Unit 4: Rights and Respect</b></p> <ul style="list-style-type: none"> <li>• Making a difference (different ways of helping others or the environment)</li> <li>• Media influence</li> <li>• Decisions about spending money</li> </ul>	<p><b>Unit 5: Being my Best</b></p> <ul style="list-style-type: none"> <li>• Having choices and making decisions about my health</li> <li>• Taking care of my environment</li> <li>• My skills and interests</li> </ul> <p><b>Unit 6: Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Body changes during puberty</li> <li>• Managing difficult feelings</li> <li>• Relationships including marriage</li> </ul>
<p><b>PE/ Games</b></p>	<p><b>Invasion Games</b> Engaging in competitive situations and improving ability to communicate and co-operate effectively with others.</p> <p><b>Football / Netball / Tag Rugby</b></p>	<p><b>Tag Rugby</b> Develop simple tactics for attacking and defending.</p> <p><b>Hockey</b> Development of sports specific skills. Improve knowledge and understand of rules and tactics</p>	<p><b>Athletics</b> Focus on technique in different track and field events.</p> <p><b>Kwik Cricket</b> Improve timing, hand-eye co-ordination and reaction time.</p>

	Development of sports specific skills in different positions on the pitch. <b>Fitness Testing</b> Carrying out testing procedures to measure different components of fitness and comparing data to previous year.		
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## Contact Details

**4MW** (please always copy in **both** form tutors)

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TRUST

RESPECT

H O N E S T Y

L O V E

T O L E R A N C E

F A I R N E S S

EXCELLENCE

C O M M U N I T Y