



# KS2 - Years 3 to 6 Curriculum Guide August 2022

[www.oryxschool.qa](http://www.oryxschool.qa)

Respect | Integrity | Excellence | Compassion | Responsibility

مدرسة أوريكس العالمية



# Welcome to Oryx International School

Welcome to Oryx International School, at Oryx we believe the first step in your child's education is the most important one. We pride ourselves on providing a unique, learning-enriched environment accompanied by high-quality and experienced teaching staff.

We believe that every child is unique and special and it is our job to provide them with the appropriate attention, care, support and encouragement required to bring

out his or her own talents and strengths. We lay down the foundation for children's success to move from one key stage to another to achieve both academically and personally throughout life.

Oryx International School is owned by Qatar Airways and managed by Orbital Education and is exclusively for the children of employees of Qatar Airways.



## Orbital Education



Orbital Education, which is based in the UK, owns and operates a growing group of international schools across the globe that cater for students between the ages of 3 and 18 years.

They specialise in delivering the English National Curriculum, enhanced to meet the needs of an internationally diverse student population.

# What we do

## Our mission

Our mission at Oryx is to deliver an engaging, value rich, broad and balanced 'British International Education Programme' to the children of the employees of Qatar Airways by highly qualified and experienced UK teachers.

## Our vision

Our vision is to ensure that students leave Oryx International School enabled, confident and ready to face the challenges that their next stage of life will bring. They will have developed effective behaviours that will enable them to thrive and succeed as global citizens of the 21<sup>st</sup> century.

## Our aim

We aim to provide a happy, secure and caring environment in which the students feel safe and nurtured. This, combined with educationally stimulating surroundings and activities, encourages our students to develop their inquisitive nature and learn at their own pace.

## Behaviours for learning and attitudes for life

Values | Community | Support | Engagement | Achievement

The lists of 'behaviours and attitudes' are to help students gain a better understanding of what is expected and are by no means exhaustive.

### Behaviours for learning

- Be knowledgeable
- Ask questions
- Take responsibility
- Work as part of a team
- Set goals
- Have a go and don't give up
- Listen
- Think
- Communicate

### Attitudes for life

- Help others whenever you can
- Care about the environment
- Be positive and optimistic about life.
- Be nice to people and animals
- Respect everyone
- Be tolerant
- Support others
- Be open minded
- Keep mentally and physically healthy and fit

## Our school values

Respect | Integrity | Excellence | Compassion | Responsibility



# Code of Conduct

All members of our school community are valued and should value others.

## Be respectful

- in speech and conduct
- by showing respect for others
- by being attentive
- by speaking when it is your turn to do so
- by respecting school equipment and that of your classmates
- by speaking in the language of the class

## Be prepared

- by wearing the school uniform correctly
- by being on time
- by being organised
- by having all the correct equipment
- by being ready to work

## Be hard-working

- by following instructions
- by starting work quickly
- by being focused on the learning activity
- by completing homework

## Be responsible

- by taking pride in your work
- by caring for your surroundings
- by moving around the school calmly
- by observing all safety practices
- by using all equipment carefully

## Certain forms of behaviour will not be tolerated under any circumstances:

- Bullying and malicious teasing
- Cyberbullying (in or out of school time)
- Physical or verbal abuse
- Persistent lying to a member of staff
- Stealing
- Vandalism
- Cheating in an exam
- Insolence towards any member of staff

## PLEASE NOTE

Mobile phones are not allowed to be used during the school day, whilst on site, on a school trip or at an official school event. Secondary students can only use their mobile phones with the teacher's permission for collection at the end of the school day.

Chewing gum, all nuts and sunflower seeds and carbonated soft drinks are not allowed in school.

We have a very clear set of procedures for dealing with any breach of conduct at school and whilst we endeavour to support and reinforce positive behaviour, students will be accountable for their own actions and should expect consequences for any unacceptable behaviour as per our Rewards and Sanctions Policy.

## Parents and visitors

Parents and visitors are expected to treat all staff, including facilities staff, and students with respect. Anyone using loud, abusive or aggressive language, intimidation, physical threats or ignoring the instructions of staff will be asked to leave the premises and reported to Qatar Airways HR department and the authorities if necessary.

Please Note: Due to COVID restrictions parents must have a prior appointment to come into school.

## Reporting incidents

Students have a responsibility to report incidents of bullying, stealing and vandalism to a member of staff because these things are very damaging to the community to which you belong; covering up for others will do much more harm than good. Please speak to your children about this.

# Academic year calendar 2022 - 23

<b>Academic Year begins</b>	<b>Tuesday, 16 August 2022</b>
Mid-term break	Tuesday, 11 to Thursday, 13 October 2022
<b>Last day of term 1</b>	<b>Thursday, 17 November 2022</b>
FIFA World Cup shutdown	Sunday, 20 November 2022
Qatar National Day	Sunday, 18 December 2022
<b>Term 2 begins</b>	<b>Monday, 2 January 2023</b>
Qatar National Sports Day	Tuesday, 14 February 2023
Mid-term break	Sunday, 12 to Thursday, 16 March 2023
Ramadan*	Wednesday, 22 March to Friday, 21 April
<b>Last day of term 2</b>	<b>Thursday, 20 April 2023</b>
Eid National Holidays*	Sunday, 23 to Thursday, 27 April 2023
<b>Term 3 begins</b>	<b>Sunday, 30 April 2023</b>
<b>Last day of term 3</b>	<b>Monday, 26 June 2023</b>

\* To be confirmed

\*\* Students sitting International GCSE or A Level exams may be required to stay longer depending on the exam timetable from Edexcel/Pearson Examination Board. These exams are set by the Exams boards in the UK and cannot be changed. We should receive these dates in September

# School timings

07:00	School gates / doors open
07:15	School gates / doors close
07:15 - 07:30	School starts - Registration taken
07:30	Lessons commence
13:55	School gates / doors open
14:00	End of school day
14:15	School gates / doors close for 14:00 pick up
14:10	ASAs begin (if MOE and MoPH approval for the 2022/23 academic school year)
15:00	ASAs end - Children must be collected on time
15:30	External ASAs begin - TBC

Note:

- Students will be marked as 'late' if they arrive after 07:15
- Students who arrive after the gates close must report to Reception, which is accessible via Gate 2. Reception will ensure that the class register is updated and they are marked as present.
- Any children not collected on time must be collected from the main security gate.

## Key Personnel

### Academic staff

Year group	Teacher	Class name
Year 3 Teacher and Year Leader	Mr Hopkins	Turkey
Year 3 Teacher	Mr Boulam	France
Year 3Teacher	Mrs Mughal	Greece
Year 3Teacher	Mr. McCann	Italy
Year 3 Teacher	Miss Buckley	Ireland
Year 3 Teacher	Miss Fisher	Spain
Year 4 Teacher and Year Leader	Mrs. Wood	UK
Year 4 Teacher	Mr O'Connor	Bulgaria
Year 4 Teacher	Mr Laidlaw	Austria
Year 4 Teacher	Miss Mc Gurk	Sweden
Year 4 Teacher	Mrs Parton	Georgia
Year 4 Teacher	Miss Armstrong	Portugal
Year 5 Teacher and Year Leader	Miss Mc Carry	Chile
Year 5 Teacher	Mr Walsh	Argentina
Year 5 Teacher	Miss Mc Aleese	Colombia
Year 5 Teacher	Mrs Terholli	Peru
Year 5 Teacher	Mr Mc Steen	Peru?
Year 5 Teacher	Mr Hughes	Guatemala
Year 6 Teacher and Year Leader	Mr Cassidy	Canada
Year 6 Teacher	Mr Corrie	Mexico
Year 6 Teacher	Miss Jones	West Indies
Year 6 Teacher	Mr Booth	USA
Year 6 Teacher	Miss Rafferty	
Year 6 Teacher	Miss Curry	Costa Rica

### Key Senior Leadership Team

Executive Principal	Mr Laidlaw	exec.pa@oryxschool.qa	+974 4016 0063
Vice-Principal Primary	Mrs Smith	andrea.smith@oryxschool.qa	+974 4036 0063
Assistant Principal	Mr Mernagh	liam.mernagh@oryxschool.qa	+974 4036 0063
Assistant Principal	Miss Kelly	grace.kelly@oryxschool.qa	+974 4036 0063
Phase Leader EYFS and Year 1	Miss McConville	catherine.mcconville@oryxschool.q	+974 4036 0063
Phase Leader Year 2 to 4	Mrs Dobinson	ashleigh.dobinson@oryxschool.q	+974 4036 0063
School Nurse	Mrs Julie Gano	nurse@oryxschool.q	+974 4036 0800
Reception		reception@oryxschool.q	+974 4036 0063
Admissions Manager	Mrs Devika Chadda	admissions@oryxschool.q	+9774 4036 0085

## Learning Topics

Lower Key Stage 2 - Years 3 & 4		
Year 3		
Autumn Term	Spring Term	Summer Term
How is food made?	How can I save the world?	What inventions saved the world?
Are plants important on our planet?	What is sound and light?	
Year 4		
Autumn Term	Spring Term	Summer Term
Where shall we go on our adventure?	What did Ancient civilisations do for us?	How do we travel?
Can we change?	What are habitats?	
	Would we be lost without electricity?	

Upper Key Stage 2 - Years 5 & 6		
Year 5		
Autumn Term	Spring Term	Summer Term
Can you hear me?	How does the weather impact on our world?	How does the past influence the future?
What's out there?	Why are some animals extinct?	
How can we survive in extreme locations?		
Year 6		
Autumn Term	Spring Term	Summer Term
Does oil rule the world?	What did Ancient civilisations do for us?	Am I unique?
Can we change?	What communities do I belong to?	How can I take care of myself?



Curriculum Lower KS 2 -  
Years 3 & 4

Topic, Skills & Learning  
Outcomes - Year 3

Curriculum Areas - Year 3

These include: Science, History, Geography, Computing, Design Technology, Art & Design, Music, Physical Development, and Modern Foreign Languages.

Science

Working Scientifically

- Use straightforward scientific evidence to answer questions, or to support findings.
- Suggest answers or solutions to questions/ problems given to them.
- Answer questions such as: “How could we keep it hotter for longer?”
- Present simple data in a variety of ways, using that data to identify findings.
- Select from a list, at least one variable that needs to be kept the same in an investigation to make it a fair test.
- Identify straightforward patterns in observations or in data presented in tables, pie and bar charts.
- Select correct equipment from a given list, or content from information provided, to investigate a question.

Animals Including Humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some animals have skeletons and muscles for support, protection and movement.

Forces and magnets

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Lights

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the sizes of shadows change.

Plants

- Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.
- Investigate the ways in which water is transported within plants.
- Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Rocks (Material)

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.



## Curriculum areas - Year 3

### History

Students should be given the opportunity to apply historical skills in the context of their Home Countries:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman empire and its impact on parts of the world
- Britain's settlement by Anglo-Saxons and Scots Significant and/or similar events in their home country
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and/or similar events in their home country
- An aspect of local history
- A study of an aspect or theme in history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; or The Shang Dynasty of Ancient China
- A study of Greek life and achievements and their influence on the western world
- A society that provides contrasts with their home country

**Chronological Awareness**

Have some awareness of the different periods of the past and an identify some of the differences and similarities between the periods.

**Knowledge and Understanding of Significant Aspects of History**

Have knowledge and understanding of some of the main events, people and changes from the past

**Understand Historical Concepts**

- Give reasons for and results of the main events and changes.
- Describe and explain simple concepts such as cause and effect.

**Organise, Evaluate and Communicate Information**

Identify some of the different ways in which the past is represented

### Geography

**Location Knowledge**

- Know about the local area.
- Describe simply where places are beyond the local area e.g. rivers, mountains, capitals, landmarks.

**Place Knowledge**

- Describe what gives the local area character and simply describe what other places are like beyond this area.
- Know the position and significance of the Equator, the Tropics of Cancer and Capricorn.

**Human and Physical Geography**

- Observe and describe physical and human features of the local area and other places.
- Begin to compare these features to another place beyond the local area.
- Begin to understand how people effect the environment.
- Describe and Understand key aspects of volcanoes and earthquakes.

**Geographical Skills and Fieldwork**

- Understand the 8 compass points and use them to explain/identify points on a map.
- Carry out simple tasks, use own observations and resources given to ask and answer questions about places and environments.
- Begin to use Geographical words e.g. region, local, community, agriculture, tourism, settlement, population, water cycle, precipitation, condensation.

## Curriculum areas - Year 3

### Computing

**Computer Science**

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.

**Information Technology**

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

**Digital Literacy**

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

### Design & Technology

**Design**

- Show that their design meets a range of requirements.
- Put together a plan which shows the order and also what equipment and tools are needed.
- Describe their design using an accurately labelled sketch and words.

**Make**

- Use equipment and tools accurately.
- Think about how good their product is going to end up being.

**Evaluate**

- Identify what they would change to make their design better.
- Practise evaluation skills by evaluating existing products.

**Technical Knowledge**

Stiff and flexible sheet materials:

- Use the most appropriate materials and work accurately to make cuts and holes and to join materials.

Textiles:

- Identify what a user would want when choosing textiles.
- Think about how to make a product strong and how to join things in different ways.
- Devise a template.

**Cooking and Nutrition**

- Select the right ingredients for a product.
- Use equipment safely.
- Describe how the combined ingredients come together.
- Set out to grow plants such as cress and herbs from seed with the intention of using them for a food product.



## Curriculum areas - Year 3

### Art & Design

<b>Drawing</b> <ul style="list-style-type: none"><li>Control a pencil with increasing confidence.</li><li>Draw whole sketches.</li><li>Experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc. (looking closely at the type of line to fit the form).</li><li>Create texture through rubbings and creating surface patterns with pencils (focus on different textures).</li><li>Confidently work from observation.</li></ul>
<b>Painting</b> <ul style="list-style-type: none"><li>Use paint and equipment correctly.</li><li>Predict colour mixing results with increasing accuracy – colour wheel.</li><li>Use colour washes to build up thicker layers and paint detail.</li><li>Use a brush to produce marks appropriate for work, e.g. teaching how to use dots and dashes.</li></ul>
<b>Collage</b> <ul style="list-style-type: none"><li>Use ripping as a technique for collage.</li></ul>
<b>3D</b> <ul style="list-style-type: none"><li>Use the equipment and media with increasing confidence.</li><li>Shape, form, model and construct from observation.</li><li>Work safely.</li></ul>
<b>Printing</b> <ul style="list-style-type: none"><li>Use the equipment and media with increasing confidence.</li><li>Create repeating patterns.</li><li>Pint two colour overlays.</li></ul>
<b>Exploring</b> <ul style="list-style-type: none"><li>Create sketch books to record their observations and use them to review and revisit ideas.</li><li>Explore their own ideas.</li><li>Use visual and other information for their work.</li></ul>
<b>Evaluating</b> <ul style="list-style-type: none"><li>Comment on differences and similarities in their own work and the work of others.</li><li>Adapt and improve their own work.</li></ul>

## Curriculum areas - Year 3

### Music

<b>Performing</b> <p>Vocal: Sing rounds and partner songs, maintaining own part.</p> <p>Instrumental: Use correct technique for a range of percussion instruments, keyboards, plus own instruments if applicable; Copy and match simple patterns in 2, 3, and 4 metre; Keep to a steady beat; Maintain an independent part within a group.</p>
<b>Improvising and Composing</b> <ul style="list-style-type: none"><li>Choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points.</li><li>Within a group, create and play layered music with an awareness of how they fit together.</li><li>Represent sounds with symbols - Staff notation: begin to recognise and use different rhythms and that positioning represents pitch.</li></ul>
<b>Listening and Understanding</b> <ul style="list-style-type: none"><li>Develop an awareness of the music's context and purpose.</li><li>Identify some of the structural and expressive aspects of music heard (e.g. starts quiet and gets gradually louder).</li><li>Identify instruments heard and how they are played.</li></ul>
<b>Dimensions</b> <ul style="list-style-type: none"><li>Pitch: Identify steps, leaps and repeated notes in melodies.</li><li>Duration: Begin to understand 2, 3 and 4 metre and how rhythms fit into a steady beat.</li><li>Dynamics: Understand getting louder and quieter in finer graduations.</li><li>Tempo: Understand getting faster and slower in finer graduations.</li><li>Timbre: Identify a range of percussion and non-percussion instruments by name and the way they are played.</li><li>Texture: Recognise different combinations of layers in music.</li><li>Structure: Develop understanding of repetition (e.g. ostinato) and contrast (e.g. verse/chorus) structures.</li></ul>

### Modern Foreign Languages

In 2022-23 our pupils will receive French/Spanish and Arabic lessons ( if appropriate) Pupils who are just beginning to learn English, will not take part in French and Spanish lessons until their command of English is good enough for them to access class based tasks independently. During the French and Spanish lessons, pupils will receive additional English lessons.
<b>Listening and comprehension</b> <ul style="list-style-type: none"><li>Link sounds to meanings.</li><li>Recognise question forms and negatives.</li><li>Identify specific sounds, phonemes and words.</li></ul>
<b>Speaking</b> <ul style="list-style-type: none"><li>Communicate with others using simple words and phrases.</li><li>Use the correct pronunciation in spoken work.</li><li>Recognise question forms and negatives.</li></ul>
<b>Reading and comprehension</b> <ul style="list-style-type: none"><li>Make links between some phoneme, rhymes and spellings and read aloud familiar words.</li><li>Notice the spelling of familiar words.</li><li>Recognise how sounds are represented in written form.</li><li>Identify specific sounds, phonemes and words.</li></ul>
<b>Writing</b> <ul style="list-style-type: none"><li>Write some familiar simple words accurately using a model (copy).</li><li>Write some familiar simple words from memory</li></ul>

## Curriculum areas - Year 3

### Physical Education

Games

- Beginning to influence opposed conditioned games using tactical thought and talking to peers
- Control and catch a ball with movement and increasing stability.
- Move confidently with a ball keeping it under control e.g. using the inside of the hockey stick to keep the ball under control of the person more consistently.
- Talk about reasons for warming up.

Dance

- Translate ideas from a variety of stimuli into movement.
- Compare, develop & adapt movement & motifs to create longer dance pieces.
- Use dance vocabulary to compare & improve my work in relation to others.
- Understand working safely.

Gymnastics

- Copy, remember, explore & repeat simple actions, and link & vary ideas with control & co-ordination.
- Apply compositional ideas to sequences alone & with others.
- Describe own & others work noting similarities & differences.
- Understand working safely.
- Recognise changes in my body and can give reasons why PE is good for health.

Athletics

- Run at a speed appropriate to the distance I am running.
- Take a running jump.
- Demonstrate a range of throwing actions using a variety of objects.
- Recognise a change in heart rate, temperature and breathing rate.

Swimming

- Jump in from poolside and submerge to a minimum depth of 1.0 metre.
- Sink, push away from wall and maintain a streamlined position.
- Push and glide on the front with arms extended and log roll onto the back.
- Push and glide on the back with arms extended and log roll onto the front.
- Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.
- Fully submerge to pick up an object.
- Answer correctly three questions on the Water Safety Code.
- Push and glide and travel 10 metres on the back.
- Push and glide and travel 10 metres on the front.
- Perform a tuck float and hold for three seconds.

## Topic, Skills & Learning Outcomes - Year 4

### Curriculum Areas - Year 4

These include: Science, History, Geography, Computing, Design Technology, Art & Design, Modern Foreign Languages, Music, and Physical Development.

### Science

Working Scientifically

- Recognise scientific evidence that is for or against an argument, or supports a scientific idea or not e.g. evidence for how sound travels through different materials.
- Use results to draw simple conclusions, make predictions for new values, suggest, improvements and raise further questions.
- Identifying differences, similarities or changes related to simple scientific ideas and processes.
- Draw tables & bar charts to present simple data.

Animals Including Humans

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Electricity

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.

Living things and their habitats

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

Sound

- Identify how sounds are made, associating some of them with something vibrating for example, in different musical instruments.
- Identify patterns in the sounds that are made by different objects e.g. elastic bands of different thickness.
- Identify patterns between the volume of a sound and the strength of the vibrations that produced it, recognising that sound gets fainter over distance.

States of matter (material)

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.



## Curriculum areas - Year 4

### History

Students should be given the opportunity to apply historical skills in the context of their Home Countries:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman empire and its impact on parts of the world.
- Should be taught about Britain’s settlement by Anglo-Saxons and Scots Significant and/or similar events in their home country.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and/or similar events in their home country.
- An aspect of local history.
- An aspect or theme in history that extends pupils' chronological knowledge beyond 1066

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:

- Ancient Sumer; The Indus Valley; Ancient Egypt; or The Shang Dynasty of Ancient China.
- A study of Greek life and achievements and their influence on the western world.
- A society that provides contrasts with their home country.

#### Chronological Awareness

- Describe and compare different periods from the past.
- Have some awareness of how people’s lives can shape a nation.

#### Knowledge and Understanding of Significant Aspects of History

- Explain some of the main events and give reasons for, and results of, the changes.
- Make connections between local, regional, national and international history.

#### Understand Historical Concepts

- Understand more complex, abstract concepts

#### Organise, Evaluate and Communicate Information

- Understand that aspects of the past have been represented and interpreted in different ways

## Curriculum areas - Year 4

### Geography

#### Location Knowledge

- Know about the local area and begin to appreciate the importance of wider geographical location in understanding places.
- Begin to describe and compare features of different locations and offer explanations for the locations of some of those features.
- Understand the difference between the northern and southern hemisphere.
- Begin to understand 4 figure grid references on maps.

#### Place Knowledge

- Be aware that different places may have both similar and different characteristics.

#### Human and Physical Geography

- Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments.
- Recognise how people try to improve and keep environments.
- Understand the term ‘climate zone’ and touch upon global warming.
- Describe and understand key aspects of biomes and vegetation belts, rivers, mountains.

#### Geographical Skills and Fieldwork

- Use skills and evidence to answer a range of geographical questions.
- Begin to investigate answers and use the correct vocabulary to share findings.

### Computing

#### Computer Science

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.

#### Information Technology

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

#### Digital Literacy

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## Curriculum areas - Year 4

### Design & Technology

<b>Design</b> <ul style="list-style-type: none"><li>Come up with at least one idea about how to create their product.</li><li>Take account of the ideas of others when designing.</li><li>Produce a plan and explain it to others.</li><li>Suggest some improvements and say what was good and not so good about their original design.</li></ul>
<b>Make</b> <ul style="list-style-type: none"><li>Show a good level of expertise when using a range of tools and equipment.</li><li>Explain how their product will appeal to the audience.</li><li>Use a range of tools and equipment expertly.</li></ul>
<b>Evaluate</b> <ul style="list-style-type: none"><li>Begin to explain how to improve original design.</li><li>Evaluate a product, thinking of both appearance and the way it works.</li><li>Practise evaluation skills by evaluating existing products against set criteria.</li></ul>
<b>Technical Knowledge</b> <ul style="list-style-type: none"><li>Stiff and flexible sheet materials: Measure materials carefully and attempt to make a product strong.</li><li>Mouldable materials: Work at my product even though the original idea might not have worked.</li></ul>
<b>Cooking and Nutrition</b> <ul style="list-style-type: none"><li>Know what to do to be hygienic and safe.</li><li>Think how to present a product in an interesting way.</li></ul>

### Modern Foreign Languages

<p>In 2022-23 our pupils will receive French/Spanish and Arabic lessons ( if appropriate) Pupils who are just beginning to learn English, will not take part in French and Spanish lessons until their command of English is good enough for them to access class based tasks independently. During the French and Spanish lessons, pupils will receive additional English lessons.</p>
<b>Listening and comprehension</b> <ul style="list-style-type: none"><li>Listen to and identify words and short phrases.</li><li>Communicate by answering a wider range of questions.</li><li>Sort words according to sounds.</li><li>Recognise negative statements.</li><li>Recognise categories of words (e.g. colours) and word classes.</li></ul>
<b>Speaking</b> <ul style="list-style-type: none"><li>Use question forms.</li><li>Use phonic knowledge to support accurate pronunciation and to say simple words and phrases.</li></ul>
<b>Reading and comprehnsion</b> <ul style="list-style-type: none"><li>Read and understand familiar words and short written phrases.</li><li>Follow a short text while listening and reading, saying some of the text.</li><li>Read a wider range of words, phrases and sentences aloud.</li><li>Apply phonic knowledge to decode text.</li><li>Recognise and apply simple agreements (e.g. gender, plural, singular).</li><li>Recognise negative statements.</li><li>Recognise categories of words (e.g. colours) and word classes.</li></ul>
<b>Cooking and Nutrition</b> <ul style="list-style-type: none"><li>Know what to do to be hygienic and safe.</li><li>Think how to present a product in an interesting way.</li></ul>

## Curriculum areas - Year 4

### Art & Design

<b>Drawing</b> <ul style="list-style-type: none"><li>Draw whole sketches with detail of surrounds (i.e.) including the background.</li><li>Confidently work from imagination.</li><li>Express different feelings through drawing.</li><li>Use appropriate language.</li></ul>
<b>Painting</b> <ul style="list-style-type: none"><li>Use paint and equipment correctly and with increasing confidence.</li><li>Use the colour wheel to mix different shades of the same colour.</li><li>Understand how to use tints and tones – to lighten and darken with the use of black and white.</li><li>Competently work with different consistencies of paint.</li><li>Use language appropriate to skill.</li></ul>
<b>Collage</b> <ul style="list-style-type: none"><li>Use the technique of overlaying – building up layers on the surface/colour mixes.</li></ul>
<b>3D</b> <ul style="list-style-type: none"><li>Shape, form, model and construct from imagination.</li><li>Use surface patterns/ textures.</li></ul>
<b>Printing</b> <ul style="list-style-type: none"><li>Relief and impressed printing processes.</li></ul>
<b>Exploring</b> <ul style="list-style-type: none"><li>Communicate their own ideas and meanings through a range of materials and processes for a range of purposes.</li><li>Identify the different forms art takes: books, pictures, wallpaper, fabrics, etc.</li></ul>
<b>Evaluating</b> <ul style="list-style-type: none"><li>Look at and talk about the work of other artists.</li></ul>

### Music

<b>Performing</b> <ul style="list-style-type: none"><li>Vocal: Sing rounds and partner songs, maintaining own part.</li><li>Instrumental: Maintain rhythmic and melodic ostinati in 2, 3, and 4 metre and maintain an independent part within a group, using controlled playing techniques.</li></ul>
<b>Improvising and Composing</b> <ul style="list-style-type: none"><li>Improvise and compose within known structures featuring musical changes.</li><li>Improvise and compose with an awareness of context and purpose.</li><li>Staff notation: recognise and use simple rhythms and a limited number of pitches.</li></ul>
<b>Listening and Understanding</b> <ul style="list-style-type: none"><li>Listen to music with layered parts, noticing how the layers fit together.</li><li>Beginning to develop an awareness of the music’s context, purpose and the composer’s intent.</li><li>Identify some of the structural and expressive aspects of music heard (e.g. rhythmic ostinato on the drum).</li><li>Give opinions, using appropriate musical vocabulary to justify these.</li></ul>
<b>Dimensions</b> <ul style="list-style-type: none"><li>Pitch: Identify melodic shape and different scale patterns (pentatonic, major and minor).</li><li>Duration: Understand 2, 3 and 4 metre and how rhythms fit into a steady beat.</li><li>Dynamics: Identify getting louder and quieter.</li><li>Tempo: Understand getting faster and slower in finer graduations.</li><li>Timbre: Begin to identify a wide range of non- percussion instruments by name and the way they are played.</li><li>Texture: Identify solo, unison, drone, layers and simple harmony (e.g. drone; melodic ostinati).</li><li>Structure: Begin to develop understanding of conventional musical structures (e.g. rondo, theme and variations, drone/ostinato).</li></ul>

Curriculum areas - Year 4

Physical Education

<p><b>Games</b></p> <ul style="list-style-type: none"><li>Control and catch a ball &amp; accurately pass whilst moving and demonstrating firm stability.</li><li>Take part in conditioned game with understanding of tactics &amp; rules.</li><li>Move with a ball in opposed situations e.g. using side step movements within Tag Rugby to evade being tackled.</li><li>Understand / use principles of warm up &amp; why exercise is good for health e.g. that warming up movements reduces the chance of muscles being pulled.</li></ul>
<p><b>Dance</b></p> <ul style="list-style-type: none"><li>Vary dynamics &amp; develop actions with a partner or as part of a group.</li><li>Continually demonstrate rhythm &amp; spatial awareness.</li><li>Modify my performance &amp; that of others as a result of observation &amp; basic understanding of the structure of the body.</li><li>Demonstrate precision, control &amp; fluency.</li></ul>
<p><b>Gymnastics</b></p> <ul style="list-style-type: none"><li>Link ideas, skills &amp; techniques with control, precision &amp; fluency when performing basic skills.</li><li>Understand composition by performing more complex sequences.</li><li>Describe how to refine, improve &amp; modify performances.</li><li>Demonstrate specific aspects of warm-up &amp; describe effects of exercise on the body.</li></ul>
<p><b>Athletics</b></p> <ul style="list-style-type: none"><li>Improve and sustain running technique at different speeds Demonstrate accuracy &amp; technique in a range of throwing &amp; jumping actions.</li><li>Maintain a good running technique when sprinting over obstacles.</li><li>Describe the changes in my body when running, jumping &amp; throwing.</li></ul>
<p><b>Swimming</b></p> <ul style="list-style-type: none"><li>Jump in from poolside and submerge bending knees on landing.</li><li>Sink, push away from wall on side and maintain a streamlined position.</li><li>Push and glide on the front with arms extended and log roll onto the back.</li><li>Push and glide on the back with arms extended and log roll onto the front.</li><li>Travel on the front, tuck and rotate around the horizontal axis and return on the back.</li><li>Fully submerge to pick up an object and return it with any recognised position.</li><li>Answer correctly 3 questions on the water safety code.</li><li>Travel at least 10 metres on the front or back choosing a recognised swimming technique such as the front crawl or backstroke.</li></ul>

The National Curriculum  
for English - Year 3 & 4

English - Year 3 & 4

<p>In lower Key Stage 2, your child will build on their work from the infants to become more independent in both their reading and their writing. Most children will be confident at decoding most words – or will have extra support to help them to do so and so now they will be able to use their reading to support their learning about other subjects. They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.</p>
<p><b>Speaking and Listening</b></p> <p>The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Years 3 and 4, some focuses may include:.</p> <ul style="list-style-type: none"><li>Use discussion and conversation to explore and speculate about new ideas.</li><li>Begin to recognise the need to use Standard English in some contexts.</li><li>Participation in performances, plays and debates.</li><li>Explain thinking and feeling in well-structured statements and responses.</li></ul>
<p><b>Reading Skills</b></p> <ul style="list-style-type: none"><li>Extend skills of decoding to tackle more complex words, including with unusual spelling patterns.</li><li>Read a wide range of fiction, non-fiction and literary books.</li><li>Recognise some different forms of poetry.</li><li>Use dictionaries to find the meanings of words.</li><li>Become familiar with a range of traditional and fairy tales, including telling some orally.</li><li>Identify words which have been chosen to interest the reader.</li><li>Ask questions about what they have read.</li><li>Draw simple inferences about events in a story, such as how a character might be feeling.</li><li>Make predictions about what might happen next in a story.</li><li>Summarise ideas from several paragraphs of writing.</li><li>Find and record information from non-fiction texts.</li><li>Take part in discussions about reading and books.</li><li>Use possessive apostrophes correctly in regular and irregular plurals, such as children's and boys.'</li><li>Use examples of writing to help them to structure their own similar texts.</li><li>Plan out sentences orally to select adventurous vocabulary.</li><li>Use paragraphs to organise ideas.</li><li>Use description and detail to develop characters and settings in story-writing.</li><li>Write interesting narratives in stories.</li><li>In non-fiction writing, use features such as sub-headings and bullet points.</li><li>Review their own work to make improvements, including editing for spelling errors.</li><li>Read others' writing and suggest possible improvements.</li><li>Read aloud work that they've written to be clearly understood.</li><li>Extend sentences using a wider range of conjunctions, including subordinating conjunctions.</li><li>Use the present perfect verb tense.</li><li>Use nouns and pronouns with care to avoid repetition.</li><li>Use conjunctions, adverbs and prepositions to add detail about time or cause.</li><li>Use fronted adverbials.</li><li>Use direct speech, with correct punctuation.</li></ul>

Young children have a tendency to repeat nouns or pronouns, leading to several sentences containing 'He' or 'They'. They can use alternatives to make writing more interesting. For example, alternatives for describing an individual character might include: he, the burglar, Mr Smith, John, the criminal, the villain, etc.

To add information to a sentence about its location, children might use conjunctions ("Although it was still early..."), adverbs ("Early that morning...") or prepositions ("At about six-thirty that morning..."). Often these techniques allow children to write more complex sentences..

Parent Tip

Reading aloud at home continues to be vitally important at this age. You may even get your child to read their own writing aloud, attempting to add expression appropriate to the sentence.



# The National Curriculum for Maths - Year 3 & 4

## Maths - Year 3

During the years of lower Key Stage 2 (Year 3 and Year 4), the focus of mathematics is on the mastery of the four operations (addition, subtraction, multiplication and division) so that children can carry out calculations mentally, and using written methods. In Year 3 your child is likely to be introduced to the standard written column methods of addition and subtraction.
<b>Number and place value</b> <ul style="list-style-type: none"><li>Count in multiples of 4, 8, 50 and 100</li><li>Recognise the place value of digits in three-digit numbers (using 100, 10s and 1s)</li><li>Read and write numbers up to 1,000 using digits and words</li><li>Compare and order numbers up to 1,000.</li></ul>
<b>Calculations</b> <ul style="list-style-type: none"><li>Add and subtract numbers mentally, including adding either 1s, 10s or units to a 3-digit number</li><li>Use the standard column method for addition and subtraction for up to three digits</li><li>Estimate the answers to calculations, and use inverse calculations to check the answers</li><li>Learn the 3x, 4x and 8x tables and the related division facts, for example knowing that <math>56 \div 8 = 7</math></li><li>Begin to solve multiplication and division problems with two-digit numbers</li></ul>
<b>Fractions</b> <b>Equivalent fractions are fractions which have the same value, such as <math>\frac{1}{2}</math> and <math>\frac{3}{6}</math> or <math>\frac{1}{4}</math> and <math>\frac{2}{8}</math></b> <ul style="list-style-type: none"><li>Understand and use tenths, including counting in tenths</li><li>Recognise and show equivalent fractions with small denominators</li><li>Add and subtract simple fractions worth less than one, for example <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math></li><li>Put a sequence of simple fractions into size order</li></ul>
<b>Measurements</b> <ul style="list-style-type: none"><li>Solve simple problems involving adding and subtracting measurements such as length and weight</li><li>Measure the perimeter of simple shapes</li><li>Add and subtract amounts of money, including giving change</li><li>Tell the time to the nearest minute using an analogue clock</li><li>Use vocabulary about time, including a.m. and p.m., hours, minutes and seconds</li><li>Know the number of seconds in a minute and the number of days in a year or leap year</li></ul>
<b>Shape and Position</b> <ul style="list-style-type: none"><li>Draw familiar 2-D shapes and make familiar 3-D shape models</li><li>Recognise right angles, and know that these are a quarter turn, with four making a whole turn</li><li>Identify whether an angle is greater than, less than or equal to a right angle</li><li>Identify horizontal, vertical, perpendicular and parallel lines</li></ul>
<b>Parallel lines are those which run alongside each other and never meet. Perpendicular lines cross over each other meeting exactly at right angles.</b>
<b>Graphs and Data</b> <ul style="list-style-type: none"><li>Present and understand data in bar charts, tables and pictograms</li><li>Answer questions</li></ul>

# The National Curriculum for Maths - Year 3 & 4

## Maths - Year 4

By the end of Year 4, children will be expected to know all of their times tables up to 12 x 12 by heart. This means not only recalling them in order but also being able to answer any times table question at random, and also knowing the related division facts. For example, in knowing that $6 \times 8 = 48$ , children can also know the related facts that $8 \times 6 = 48$ and that $48 \div 6 = 8$ and $48 \div 8 = 6$ . This expertise will be particularly useful when solving larger problems and working with fractions.
<b>Number and place value</b> <ul style="list-style-type: none"><li>Count in multiples of 4, 8, 50 and 100</li><li>Recognise the place value of digits in three-digit numbers (using 100, 10s and 1s)</li><li>Read and write numbers up to 1,000 using digits and words</li><li>Compare and order numbers up to 1,000.</li></ul>
<b>Calculations</b> <ul style="list-style-type: none"><li>Count in multiples of 6, 7, 9, 25 and 1,000</li><li>Count backwards, including using negative numbers</li><li>Recognise the place value in numbers of four digits (1000s, 100s, 10s and 1s)</li><li>Put larger numbers in order, including those greater than 1,000</li><li>Round any number to the nearest 10, 100 or 1,000</li><li>Read Roman numbers up to 100</li></ul>
<b>Roman Numerals' Basics:</b> I = 1; V = 5; X = 10; L = 50; C = 100 Letters can be combined to make larger numbers. If a smaller value appears in front of a larger one then it is subtracted, e.g. IV (5 – 1) means 4. If the larger value appears first then they are added, e.g. VI (5 + 1) means 6.
<b>Fractions</b> <ul style="list-style-type: none"><li>Use hundredths, including counting in hundredths</li><li>Add and subtract fractions with the same denominator, e.g. <math>\frac{5}{7} + \frac{4}{7}</math></li><li>Find the decimal value of any number of tenths or hundredths, for example <math>\frac{7}{100}</math> is 0.07</li><li>Recognise the decimal equivalents of <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math></li><li>Divide one- or two-digit numbers by 10 or 100 to give decimal answers</li><li>Round decimals to the nearest whole number</li><li>Compare the size of numbers with up to two decimal places</li></ul>
<b>Measurements</b> <ul style="list-style-type: none"><li>Convert between different measures, such as kilometres to metres or hours to minutes</li><li>Calculate the perimeter of shapes made of squares and rectangles</li><li>Find the area of rectangular shapes by counting squares</li><li>Read, write and convert times between analogue and digital clocks, including 24-hour clocks</li><li>Solve problems that involve converting amounts of time, including minutes, hours, days, weeks and month</li></ul>
<b>Shape and Position</b> <ul style="list-style-type: none"><li>Classify groups of shapes according to the properties, such as sides and angles</li><li>Identify acute and obtuse angles</li><li>Complete a simple symmetrical figure by drawing the reflected shape</li><li>Use coordinates to describe the position of something on a standard grid</li><li>Begin to describe movements on a grid by using left/right and up/down measures</li></ul>
<b>Graphs and Data</b> <ul style="list-style-type: none"><li>Construct and understand simple graphs using discrete and continuous data</li></ul>

Discrete data is data which is made up of separate values, such as eye colour or shoe size. Continuous data is that which appears on a range, such as height or temperature

Curriculum Upper KS 2 -  
Years 5 & 6

Topic, Skills & Learning  
Outcomes - Year 5

Curriculum Areas - Year 5

These include: Science, History, Geography, Computing, Design Technology, Art & Design, Music, Physical Development, and Modern Foreign Languages.

Science

Working Scientifically

- Recognise that scientific ideas change and develop over time sometimes refuting or supporting previous understanding e.g. evidence for or against global warming.
- Give examples of where science cannot answer all our questions. e.g. Is there life on other planets?
- Identify the main variables that may affect investigative results and select which ones to change or keep the same e.g. how forces affect elastic materials.
- Suggest different possible conclusions from the same range of evidence (pri or sec) Come up with alternative conclusions..."What could this show? What else could it show?"
- Identify the evidence used in making a conclusion.

Earth and space

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system & understand that the Earth, Sun & Moon are approximately spherical.
- Describe the movement of the Moon relative to the Earth.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

Living things and their habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (NOT HUMANS)

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Properties and changes of materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.





## Curriculum areas - Year 5

### History

<p><b>Students should be given the opportunity to apply historical skills in the context of their Home Countries:</b></p> <p>The opportunity to apply historical skills in the context of their Home Countries:</p> <ul style="list-style-type: none"><li>• Changes in Britain from the Stone Age to the Iron Age.</li><li>• The Roman empire and its impact on parts of the world.</li><li>• Britain's settlement by Anglo-Saxons and Scots Significant and/or similar events in their home country.</li><li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and/or similar events in their home country.</li><li>• An aspect of local history.</li><li>• An aspect or theme in history that extends pupils' chronological knowledge beyond 1066.</li><li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; or The Shang Dynasty of Ancient China.</li><li>• A study of Greek life and achievements and their influence on the western world.</li><li>• A society that provides contrasts with their home country.</li></ul>
<p><b>Chronological Awareness</b></p> <p>Describe significant features from time periods and know how a country has influenced and been influenced by the wider world.</p>
<p><b>Knowledge and Understanding of Significant Aspects of History</b></p> <p>Understand why some civilisations have been successful and why others have not</p>
<p><b>Understand Historical Concepts</b></p> <p>Understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past.</p>
<p><b>Organise, Evaluate and Communicate Information</b></p> <p>Evaluate sources and identify those that are useful to the task.</p> <p>Beginning to make use of dates and terms to structure their work.</p>

### Geography

<p><b>Location Knowledge</b></p> <ul style="list-style-type: none"><li>• Know more about the features of a variety of places around the world from local to global using a range of resources including ICT and google maps.</li><li>• Use 4 figure grid references to read maps.</li><li>• Understand different countries have different time zones; prime/Greenwich Meridian.</li></ul>
<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"><li>• Understand more about the links between different places and that some places depend on each other.</li></ul>
<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"><li>• Describe and begin to explain geographical patterns and a range of physical and human processes and recognise that these interact to affect the lives and activities of people living there.</li><li>• Describe and understand the key aspects of the water cycle.</li><li>• Understand how people can both improve and damage the environment.</li></ul>
<p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"><li>• Draw on knowledge and understanding to suggest suitable geographical enquiry questions.</li><li>• Suggest an appropriate sequence of events and use geographical skills to conduct an enquiry.</li><li>• Communicate findings using the appropriate vocabulary.</li></ul>

## Curriculum areas - Year 5

### Computing

<p><b>Computer Science</b></p> <ul style="list-style-type: none"><li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li><li>• Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li><li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li><li>• Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</li></ul>
<p><b>Information Technology</b></p> <ul style="list-style-type: none"><li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li><li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li></ul>
<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"><li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li></ul>

### Design & Technology

<p><b>Design</b></p> <ul style="list-style-type: none"><li>• Come up with a range of ideas after collecting information.</li><li>• Produce a detailed step-by-step plan.</li><li>• Use cross sectional planning to show design.</li><li>• Produce prototypes of ideas.</li></ul>
<p><b>Make</b></p> <ul style="list-style-type: none"><li>• Explain why their finished product is going to be of good quality and how the product will appeal to the audience.</li><li>• Use a range of tools and equipment expertly.</li><li>• Think about the aesthetic qualities.</li><li>• Think about the functionality of the design.</li></ul>
<p><b>Evaluate</b></p> <ul style="list-style-type: none"><li>• Check designs are the best they can be.</li><li>• Evaluate appearance and function against the original criteria.</li><li>• Begin to test and evaluate final product identifying if a product is fit for purpose.</li></ul>
<p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"><li>• Electrical &amp; mechanical components: Incorporate a switch on a product; Incorporate hydraulics and pneumatics; Identify ways a circuit could improve product.</li><li>• Mouldable materials: Consider the use of the product when selecting materials.</li><li>• Stiff and flexible sheet materials: Measure accurately to ensure everything is precise and the product is strong and fit for purpose.</li></ul>
<p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"><li>• Describe what to do to be both hygienic and safe and present a product well</li></ul>



Curriculum areas - Year 5

Art & Design

<p><b>Drawing</b></p> <ul style="list-style-type: none"><li>• Use a range of pencils (including different grade of pencil).</li><li>• Begin to create depth in a composition through the use of very simple perspective.</li><li>• Draw the layout of the face and figure.</li><li>• Experiment with shading techniques (light/dark – pencil).</li><li>• Use language appropriate to skill and techniques.</li></ul>
<p><b>Painting</b></p> <ul style="list-style-type: none"><li>• Begin to use tints in their work.</li><li>• Confidently apply paint to large flat areas of colour and use appropriate brushwork to the method of painting.</li><li>• Use colours and know their relationship – e.g. hot and cold colours.</li><li>• Confidently work from direct observation.</li><li>• Use language appropriate to skill and technique.</li></ul>
<p><b>Collage</b></p> <ul style="list-style-type: none"><li>• Use the techniques of folding, repeating and overlapping with a variety of different collage mediums.</li></ul>
<p><b>3D</b></p> <ul style="list-style-type: none"><li>• Shape, form, model and join with confidence.</li><li>• Work directly from observation with confidence.</li><li>• Use appropriate Language.</li><li>• Use appropriate to skill and technique.</li></ul>
<p><b>Printing</b></p> <ul style="list-style-type: none"><li>• Modify and adapt print as work progresses.</li><li>• Make a two colour print and begins to experiment with additional colours.</li></ul>
<p><b>Exploring</b></p> <ul style="list-style-type: none"><li>• Create sketch books to record their observations and use them to review and revisit ideas.</li></ul>
<p><b>Evaluating</b></p> <ul style="list-style-type: none"><li>• Comment on ideas methods and approaches in their own work and the work of others.</li><li>• Relate ideas, methods and approaches to context in which a work was created.</li><li>• Adapt and improve their own work to realise their own intentions.</li></ul>

Curriculum areas - Year 5

Music

<p><b>Performing</b></p> <p>Vocal: Sing simple part songs with control and an awareness of phrasing.</p> <p>Instrumental: Play simple parts with accuracy and accurately maintain an independent part within a group, using controlled playing techniques.</p>
<p><b>Improvising and Composing</b></p> <ul style="list-style-type: none"><li>• Improvise and compose including the use of simple chord structures.</li><li>• Improvise, compose and refine with an awareness of context and purpose.</li><li>• Represent sounds with detailed symbols - Staff notation: recognise and use simple rhythms, rests and a limited number of pitches.</li></ul>
<p><b>Listening and Understanding</b></p> <ul style="list-style-type: none"><li>• Listen to music with a variety of textures, noticing different types of harmony.</li><li>• Compare and contrast different music, with an awareness of the music's context, purpose and the composer's intent.</li><li>• Identify some of the structural and expressive aspects of music heard (e.g. major or minor chords used).</li><li>• Identify different ensemble combinations, instruments heard and their role within the ensemble (e.g. ostinato; melody).</li></ul>
<p><b>Dimensions</b></p> <ul style="list-style-type: none"><li>• Pitch: Identify a range of different scale patterns (pentatonic, major and minor, chromatic).</li><li>• Duration: Understand more complex rhythms and metres, e.g. counting in 6 or 8.</li><li>• Dynamics: Understand how a range of dynamics can be manipulated for expressive effect.</li><li>• Tempo: Understand how a wide range of tempi can be manipulated for expressive effect.</li><li>• Timbre: Identify families of instruments and different ensemble combinations.</li><li>• Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment).</li><li>• Structure: Understand a wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, leitmotifs).</li></ul>

Modern Foreign Languages

<p><b>Listening and comprehension</b></p> <ul style="list-style-type: none"><li>• Pick out some of the main points from short spoken passages.</li><li>• Join in a short conversation.</li><li>• Understand simple opinion.</li><li>• Recognise typical conventions of word order and compare with English.</li><li>• Understand and use negative statements.</li></ul>
<p><b>Speaking</b></p> <ul style="list-style-type: none"><li>• Communicate by asking a wider range of questions.</li><li>• Express simple opinions.</li><li>• Make a short presentation using a model.</li><li>• Develop accuracy in pronunciation and intonation.</li><li>• Manipulate language by changing a single element in a sentence.</li><li>• Use repair strategies to keep a conversation going.</li><li>• Understand and use negative statements.</li><li>• Apply knowledge of language rules and conventions when building short sentences.</li></ul>
<p><b>Reading and comprehension</b></p> <ul style="list-style-type: none"><li>• Read and understand some of the main points from a short text.</li><li>• Recognise typical conventions of word order and compare with English.</li><li>• Understand and use negative statements.</li></ul>
<p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Understand how a simple sentence is written.</li><li>• Write words, phrases and a few sentences using a model.</li><li>• Remembering simple structures and applying in new contexts.</li><li>• Joining simple sentences using et/mais, y/pero.</li><li>• Manipulate language by changing a single element in a sentence.</li><li>• Understand and use negative statements.</li><li>• Apply knowledge of language rules and conventions when building short sentences.</li><li>• Use 1st, 2nd and 3rd person singular forms of familiar verbs.</li></ul>

Curriculum areas - Year 5

Physical Education

<b>Games</b> <ul style="list-style-type: none"><li>Control movement confidently with a ball in opposed situations whilst moving.</li><li>Combine accurate passing skills / techniques in game e.g. using the inside and outside of the hockey stick to move the ball in different directions (towards a team mate or away from an opposing member).</li><li>Advise and help others in their techniques in a game e.g. making suggestions in how to improve their skillset.</li><li>Understand &amp; explain short term effects of exercise, warming, cooling.</li><li>Understand &amp; can explain long term effects of exercise e.g. stating that you will become fitter because your heart and lungs are becoming more efficient.</li></ul>
<b>Dance</b> <ul style="list-style-type: none"><li>Perform &amp; create motifs in a variety of dance styles with accuracy &amp; consistency.</li><li>Select &amp; use a wide range of compositional skills to demonstrate ideas.</li><li>Suggest ways to improve quality of performance showing sound knowledge &amp; understanding.</li><li>Lead my own warm up &amp; demonstrates all round safe practice.</li></ul>
<b>Gymnastics</b> <ul style="list-style-type: none"><li>Perform &amp; create movement sequences with some complex skills &amp; displaying accuracy &amp; consistency.</li><li>Select &amp; use a wide range of compositional skills in complex sequences alone &amp; in groups. I can innovate.</li><li>Analyse skills &amp; can suggest ways to improve quality of performance showing sound knowledge &amp; understanding.</li><li>Lead own warm up &amp; demonstrates all round safe practice.</li></ul>
<b>Athletics</b> <ul style="list-style-type: none"><li>Adapt my running speed to the distances required.</li><li>Improve and sustain running technique at different speeds.</li><li>Demonstrate accuracy &amp; alter my jumping and throwing technique in a range of competitive situations.</li><li>Alter and then maintain a good running technique when sprinting over obstacles.</li><li>Describe the changes in my body when running, jumping &amp; throwing.</li></ul>
<b>Swimming</b> <ul style="list-style-type: none"><li>Perform a tuck (mushroom) float for around 5 seconds.</li><li>Perform a sequence of changing shapes (minimum of 3) whilst floating at the surface.</li><li>Push and glide from the wall to the pool floor.</li><li>Perform a front crawl leg kick action for a distance of 10 metres and return on back performing back crawl leg action (one item of equipment optional).</li><li>Perform a butterfly leg kick action on the front or the back.</li><li>Perform a breaststroke leg kick action on the front and return on the back with a breaststroke leg action.</li><li>Perform head first sculling for a distance of 5 metres.</li><li>I can swim a recognised stroke (breaststroke, front crawl or backstroke) for a distance of 10 metres.</li></ul>

Topic, Skills & Learning Outcomes - Year 6

Curriculum Areas - Year 6

These include: Science, History, Geography, Computing, Design Technology, Art & Design, Modern Foreign Languages, Music, and Physical Development.

Science

<b>Working Scientifically</b> <ul style="list-style-type: none"><li>Interpret data from tables, bar &amp; line graphs etc...to draw conclusions consistent with the evidence e.g. Use graphs &amp; charts to describe the effects of diet on health.</li><li>Evaluate practical investigation methods and suggest improvements. E.g. Describe some strengths and weaknesses of the plan/method. Make a comment on reliability.</li><li>Use clear sentences and correct scientific words and symbols to describe ideas and observations e.g. Describe heat transfer using correct wording.</li><li>Make sets of observations or measurements and say what the range and intervals are e.g. record a set of results and state the highest, lowest measurement.</li></ul>
<b>Animals Including Humans</b> <ul style="list-style-type: none"><li>Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.</li><li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li><li>Describe the ways in which nutrients and water are transported within animals, including humans.</li></ul>
<b>Electricity</b> <ul style="list-style-type: none"><li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li><li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li><li>Use recognised symbols when representing a simple circuit in a diagram.</li></ul>
<b>Evolution</b> <ul style="list-style-type: none"><li>Understand that living things have changed over time and that fossils provide</li><li>information about living things that inhabited the Earth millions of years ago.</li><li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (NOT HUMANS).</li><li>Identify how animals and plants are adapted to suit their environment I different ways and that adaptation may lead to evolution.</li></ul>
<b>Light</b> <ul style="list-style-type: none"><li>Recognise that light appears to travel in straight lines.</li><li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li><li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li><li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li></ul>
<b>Living things and their habitats</b> <ul style="list-style-type: none"><li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li><li>Give reasons for classifying plants and animals based on specific characteristics.</li></ul>

## Curriculum areas - Year 6

### History

Students should be given the opportunity to apply historical skills in the context of their Home Countries:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman empire and its impact on parts of the world.
- Britain's settlement by Anglo-Saxons and Scots Significant and/or similar events in their home country.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and/or similar events in their home country.
- An aspect of local history.
- An aspect or theme in history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; or The Shang Dynasty of Ancient China.
- A study of Greek life and achievements and their influence on the western world.
- A society that provides contrasts with their home country.

#### Chronological Awareness

- Make appropriate use of dates and specialist terms.

#### Knowledge and Understanding of Significant Aspects of History

- Depth of factual knowledge and understanding of the wider world.
- Identify features and make links between past societies and periods.

#### Understand Historical Concepts

- Use historical concepts to create their own structured accounts, including written narratives and analyses.

#### Organise, Evaluate and Communicate Information

- Understand the methods of historical enquiry, including how evidence is used and discern how and why contrasting arguments and interpretations of the past have been constructed.

## Curriculum areas - Year 6

### Geography

#### Location Knowledge

- Use 6 figure grid references.
- Understand the significance of latitude and longitude.
- Know more about the features of a variety of places around the world from local to global and in different parts of the world.
- Name and locate key topographical features including; hills, mountains, coasts and rivers. And understand how some of these aspects have changed over time.

#### Place Knowledge

- Understand about the links and relationships between different places and what makes places dependent on each other.

#### Human and Physical Geography

- Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places.
- Describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places.

#### Geographical Skills and Fieldwork

- Explain own views.
- Suggest own geographical enquiry.
- Select and use appropriate skills to conduct enquiry.
- Collate data and record it using data handling software to produce graphs and charts of results.
- Present findings both graphically and in writing to reach a conclusion and evaluate the information.

### Computing

#### Computer Science

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.

#### Information Technology

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

#### Digital Literacy

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



## Curriculum areas - Year 6

### Design & Technology

<b>Design</b> <ul style="list-style-type: none"><li>• Use a range of information to inform designs including market research.</li><li>• Explain their plan to someone else.</li><li>• Consider culture and society in their designs.</li><li>• Use computer aided designs to show ideas.</li><li>• Make prototypes.</li></ul>
<b>Make</b> <ul style="list-style-type: none"><li>• Use tools and materials precisely.</li><li>• Identify and change the way they are working if needed.</li><li>• Identify the aesthetic qualities of their work.</li><li>• Identify the function.</li></ul>
<b>Evaluate</b> <ul style="list-style-type: none"><li>• Test and evaluate final product.</li><li>• Identify if a product is fit for purpose.</li><li>• Evaluate improvements.</li><li>• Evaluate if different resources would have improved the product.</li><li>• Evaluate existing products against criteria.</li></ul>
<b>Technical Knowledge</b> <ul style="list-style-type: none"><li>• Textiles: Identify what a user would want when choosing textiles; Make a product attractive and strong; Use a range of joining techniques; Identify how a product could be sold.</li><li>• Electrical and mechanical components: Use different kinds of circuit in a product.</li></ul>
<b>Cooking and Nutrition</b> <ul style="list-style-type: none"><li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking technique.</li></ul>

### Modern Foreign Languages

<b>Listening and comprehension</b> <ul style="list-style-type: none"><li>• Listen to and understand the main points.</li><li>• and some detail from a short spoken passage.</li><li>• Notice and manipulate agreements.</li></ul>
<b>Speaking</b> <ul style="list-style-type: none"><li>• Join in a short conversation.</li><li>• Give a clear presentation in a clear audible voice.</li><li>• Recognise the importance and significance of intonation.</li><li>• Notice and manipulate agreements.</li><li>• Use knowledge of words, text and structure to make meaning, using simple language.</li></ul>
<b>Reading and comprehnsion</b> <ul style="list-style-type: none"><li>• Read aloud with confidence, enjoyment and expression, in chorus or individually.</li><li>• Read and understand the main points and some detail from a short written passage.</li><li>• Identify different text types and read short, authentic texts for enjoyment or information.</li><li>• Match sound to sentences and paragraphs.</li><li>• Notice and manipulate agreements.</li><li>• Apply knowledge of word order and sentence construction to support understanding of written text.</li></ul>
<b>Writing</b> <ul style="list-style-type: none"><li>• Write several sentences from memory.</li><li>• Develop a short text using a model.</li><li>• Know how to use a bilingual dictionary to check their spelling and the gender.</li><li>• Notice and manipulate agreements.</li><li>• Use knowledge of words, text and structure to make meaning, using simple language.</li><li>• Apply knowledge of words and text conventions to build meaningful sentences and short texts.</li><li>• Use 1st, 2nd and 3rd person singular forms of familiar verbs.</li></ul>

## Curriculum areas - Year 6

### Art & Design

<b>Drawing</b> <ul style="list-style-type: none"><li>• Use a range of: drawing media (pencil (including different grades of pencil), ink, biro, pastel, charcoal etc.).</li><li>• Use perspective in their drawings.</li><li>• Draw the layout of the figure in motion.</li><li>• Select different techniques for different purposes: shading, smudging etc.</li><li>• Confidently use language appropriate to skill and techniques.</li></ul>
<b>Painting</b> <ul style="list-style-type: none"><li>• Use complimentary colours.</li><li>• Replicate patterns, colours and textures in their work.</li><li>• Confidently work from imagination.</li><li>• Begin to use different kinds of paints (Chromar, acrylics, watercolour etc.).</li><li>• Confidently use language appropriate to skill and technique.</li></ul>
<b>Collage</b> <ul style="list-style-type: none"><li>• Arrange and re-arrange colours, shapes, and texture, for effect before completion of the final composition.</li></ul>
<b>3D</b> <ul style="list-style-type: none"><li>• Able to produce more intricate patterns and textures.</li><li>• Work directly from imagination with confidence.</li><li>• Confidently use appropriate language.</li><li>• Able to take into account the properties of media being used and use appropriate media for a specific purpose.</li></ul>
<b>Printing</b> <ul style="list-style-type: none"><li>• Combine prints taken from different objects to produce an end piece.</li><li>• Produce pictorial and patterned prints.</li><li>• Use printing techniques such as relief works (batik) and tie-dye.</li></ul>
<b>Exploring</b> <ul style="list-style-type: none"><li>• Create sketch books to record their observations and use them to review and revisit ideas</li></ul>
<b>Evaluating</b> <ul style="list-style-type: none"><li>• Look at and talk about the work of other artists, architects and designers in history.</li><li>• Adapt and refine their work to reflect and their view of its purpose and meaning.</li></ul>

Curriculum areas - Year 6

Music

Performing

- Vocal: Confidently sing a part in songs with control, expression and an awareness of phrasing.
- Instrumental: Play simple parts with accuracy and awareness of pitch, metre and balance;
- Accurately maintain an independent part within a group, using controlled playing techniques in a variety of metres.

Improvising and Composing

- Improvise and compose including the use of scales, complex rhythm patterns and simple chord structures.
- Within a group, create and play with an awareness of balance.
- Represent sounds with detailed symbols - Staff notation: recognise and use simple rhythms, rests and an increased number of pitches.

Listening and Understanding

- Listen to music with a range of different metres.
- Beginning to identify some of the structural and expressive aspects of music heard.
- Beginning to develop an awareness of cross-dimensional links between different areas of music.

Dimensions

- Pitch: Identify a range of different scale patterns (pentatonic, major and minor, chromatic).
- Duration: Beginning to understand rhythms and metres, e.g. counting in 6, 8, 5 or 7.
- Dynamics: Understand how a range of dynamics can be manipulated for expressive effect.
- Tempo: Understand how a wide range of tempi can be manipulated for expressive effect.
- Timbre: Identify families of instruments and different ensemble combinations (e.g. jazz band, orchestra, choir, blues group).
- Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment), and how they can be used for effect.
- Structure: Beginning to use a wider range of musical structures.

Curriculum areas - Year 6

Physical Education

Games

- Control movement confidently with a ball in opposed situations whilst moving.
- Combine accurate passing skills / techniques in game e.g. using the inside and outside of the hockey stick to move the ball in different directions (towards a team mate or away from an opposing member).
- Advise and help others in their techniques in a game e.g. making suggestions in how to improve their skillset.
- Understand & explain short term effects of exercise, warming, cooling.
- Understand & can explain long term effects of exercise e.g. stating that you will become fitter because your heart and lungs are becoming more efficient.

Dance

- Perform &create a variety of dance styles with consistency and confidence.
- Select & use a wide range of compositional skills to demonstrate ideas.
- Suggest ways to improve quality of performance showing sound knowledge & understanding.
- Lead a group to produce a Dance influenced by a number of styles.
- Lead my own warm up & demonstrates all round safe practice.

Gymnastics

- Perform & create movement sequences with some complex skills & displaying accuracy & consistency.
- Select & use a wide range of compositional skills in both simple and complex sequences alone & in groups.
- Show the ability to refine my individual and group performance.
- Analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding.
- Lead my own warm up & demonstrate all round safe practice.

Athletics

- Demonstrate good control, strength, speed & stamina in a variety of athletic events.
- Understand how to apply athletic skills & tactics to the competitive situation.
- Explain how to improve technique in a variety of events.
- Understand & can explain the short & long term effects of exercise, and I understand the need for specific warm up & cool down.

Swimming

- Give two examples of how to prepare for exercise and understand why it is important.
- Sink, push off on side from the wall, glide, kick and rotate into backstroke.
- Sink, push off on side from the wall, glide, kick and rotate into front crawl.
- Swim 10 metres wearing clothes.
- Push and glide and swim front crawl to include at least six rhythmical breaths.
- Push and glide and swim breaststroke to include at least six rhythmical breaths.
- Push and glide and swim butterfly to include at least three rhythmical breaths.
- Push and glide and swim backstroke to include at least six regular breaths.
- Push and glide and swim 25 metres, choice of stroke is optional.
- Perform a ‘shout and signal’ rescue.
- Perform a surface dive.

# The National Curriculum for English - Year 5 & 6

## English - Year 5 & 6

In upper Key Stage 2, your child will increasingly meet a wider range of texts and types of writing, and will be encouraged to use their skills in a broader range of contexts.

### Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children’s spoken language skills develop. In Years 5 and 6, some focuses may include:

- Speak clearly in a range of contexts, using Standard English where appropriate.
- Monitor the reactions of listeners and react accordingly.
- Consider different viewpoints, listening to others and responding with relevant views.
- Use appropriate language, tone and vocabulary for different purposes new ideas.

### Reading Skills

- Read a wide range of fiction, non-fiction, poetry, plays and reference books.
- Learn a range of poetry by heart.
- Perform plays and poems using tone, volume and intonation to convey meaning.
- Use knowledge of spelling patterns and related words to read aloud and understand new words.
- Make comparisons between different books, or parts of the same book.
- Read a range of modern fiction, classic fiction and books from other cultures and traditions.
- Identify and discuss themes and conventions across a wide range of writing.
- Discuss understanding of texts, including exploring the meaning of words in context.
- Ask questions to improve understanding of texts.
- Summarise ideas drawn from more than one paragraph, identifying key details.
- Predict future events from details either written in a text or by ‘reading between the lines.’
- Identify how language, structure and presentation contribute to meaning.
- Discuss how authors use language, including figurative language, to affect the reader.
- Make book recommendations, giving reasons for choices.
- Participate in discussions about books, building on and challenging ideas.
- Explain and discuss understanding of reading.
- Participate in formal presentations and debates about reading.
- Provide reasoned justifications for views.

### Writing Skills

- Write with increasing speed, maintaining legibility and style
- Spell some words with silent letters, such as knight and solemn
- Recognise and use spellings for homophones and other often-confused words from the Y5/6 list
- Use a dictionary to check spelling and meaning
- Identify the audience and purpose before writing, and adapt accordingly
- Select appropriate grammar and vocabulary to change or enhance meaning
- Develop setting, atmosphere and character, including through dialogue
- Write a summary of longer passages of writing
- Use a range of cohesive devices
- Use advanced organisational and presentational devices, such as bullet points
- Use the correct tense consistently throughout a piece of writing
- Ensure correct subject and verb agreement
- Perform compositions using appropriate intonation, volume and movement
- Use a thesaurus
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses
- Recognise vocabulary and structures that are appropriate for formal use
- Use passive verbs to affect the presentation of information
- Use the perfect form of verbs to mark relationships of time and cause
- Recognise the difference in informal and formal language
- Use grammatical connections and adverbials for cohesion
- Use ellipses, commas, brackets and dashes in writing
- Use hyphens to avoid ambiguity
- Use semi-colons, colons and dashes between independent clauses
- Use a colon to introduce a list
- Punctuate bullet points consistently

# The National Curriculum for English - Year 5 & 6

## English - Year 5 & 6

### Grammar Help

For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

- Noun phrase: a group of words which takes the place of a single noun. Example: The big brown dog with the fluffy ears.
- Modal verb: a verb that indicates possibility. These are often used alongside other verbs. Example: will, may, should, can.
- Relative clause: a clause which adds extra information or detail. Example: The boy who was holding the golden ticket won the prize.
- Passive verb: a form of verb that implies an action being done to, rather than by, the subject. Example: The boy was bitten by the dog.
- Perfect form: a form of verb that implies that an action is completed. Example: The boy has walked home.

Figurative language includes metaphorical phrases such as ‘raining cats and dogs’ or ‘an iron fist’, as well as using language to convey meaning, for example by describing the Sun as ‘gazing down’ upon a scene.

### Themes & Conventions

As children’s experience of a range of texts broadens, they may begin to notice conventions, such as the use of first person for diary writing, or themes such as heroism or quests.

### Parent Tip

As children get older, they will increasingly take responsibility for their own work and homework tasks. That’s not to say that parents can’t help though. Encourage your child to work independently on their homework, but also take the opportunity to discuss it with them and to have them explain their understanding to you.





# The National Curriculum for Maths - Year 5 & 6

## Maths - Year 5

During the years of upper Key Stage 2 (Year 5 and Year 6), children use their knowledge of number bonds and multiplication tables to tackle more complex problems, including larger multiplication and division, and meeting new material. In Year 5, this includes more work on calculations with fractions and decimals, and using considerably larger numbers than previously.
<b>Number and place value</b> <ul style="list-style-type: none"><li>Recognise and use the place value of digits in numbers up to 1 million (1,000,000)</li><li>Use negative numbers, including in contexts such as temperature</li><li>Round any number to the nearest 10, 100, 1,000, 10,000 or 100,000</li><li>Read Roman numerals, including years.</li></ul>
<b>Calculations</b> <ul style="list-style-type: none"><li>Carry out addition and subtraction with numbers larger than four digits</li><li>Use rounding to estimate calculations and check answers are of a reasonable size</li><li>Find factors of multiples of numbers, including finding common factors of two numbers</li><li>Know the prime numbers up to 19 by heart, and find primes up to 100</li><li>Use the standard methods of long multiplication and short division</li><li>Multiply and divide numbers mentally by 10, 100 or 1,000</li><li>Recognise and use square numbers and cube numbers</li><li>Factors are numbers which multiply to make a product, for example 2 and 9 are factors of 18.</li><li>Common factors are numbers which are factors of two other numbers, for example 3 is a factor of both 6 and 18.</li></ul>
<b>Fractions and Decimals</b> <ul style="list-style-type: none"><li>Put fractions with the same denominator into size order, for example recognising that <math>\frac{3}{5}</math> is larger than <math>\frac{2}{5}</math></li><li>Find equivalents of common fractions</li><li>Convert between improper fractions and mixed numbers, for example recognising that <math>\frac{5}{4}</math> is equivalent to <math>1\frac{1}{4}</math></li><li>Add and subtract simple fractions with related denominators, for example <math>\frac{2}{3} + \frac{1}{6} = \frac{5}{6}</math></li><li>Convert decimals to fractions, for example converting 0.71 to <math>\frac{71}{100}</math></li><li>Round decimals to the nearest tenth</li><li>Put decimals with up to three decimal places into size order</li><li>Begin to use the % symbol to relate to the ‘number of parts per hundred’</li></ul>
In a fraction, the numerator is the number on top; the denominator is the number on the bottom.
<b>Measurements</b> <ul style="list-style-type: none"><li>Convert between metric units, such as centimetres to metres or grams to kilograms</li><li>Use common approximate equivalences for imperial measures, such as 2.5cm ≈ 1 inch</li><li>Calculate the area of rectangles using square centimetres or square metres</li><li>Calculate the area of shapes made up of rectangles</li><li>Estimate volume (in cm<sup>3</sup>) and capacity (in ml)</li></ul>
<b>Shape and Position</b> <ul style="list-style-type: none"><li>Estimate and compare angles, and measure them to the nearest degree</li><li>Know that angles on a straight line add up to 180°, and angles around a point add up to 360°</li><li>Use reflection and translation to change the position of a shape</li></ul>
<b>Graphs and Data</b> <ul style="list-style-type: none"><li>Read and understand information presented in tables, including timetables</li><li>Solve problems by finding information from a line graph</li></ul>

### Parent Tip

Much of the knowledge in Year 5 relies on number facts being easily recalled. For example, to find common factors or to make simple conversions, knowledge of multiplication tables is essential. Any practise at home to keep these skills sharp will certainly be appreciated by your child’s class teacher!

# The National Curriculum for Maths - Year 5 & 6

## Maths - Year 6

By the end of Year 6, children are expected to be confident with the use of all four standard methods for written calculations, and to have secured their knowledge of the key number facts for the four operations. Their work will focus more on fractions, ratio, proportion and the introduction of algebra.
<b>Number and place value</b> <ul style="list-style-type: none"><li>Work with numbers to up ten million (10,000,000) including negative numbers</li><li>Round any number to any required number of digits or magnitude</li></ul>
<b>Calculations</b> <ul style="list-style-type: none"><li>Use the standard method of long multiplication for calculations of four-digit numbers by two-digit numbers</li><li>Use the standard method of long division for calculations of four-digit numbers by two-digit numbers</li><li>Identify common factors, common multiples and prime numbers</li><li>Carry out complex calculations according to the mathematical order of operations</li><li>Solve complex problems using all four operations</li></ul>
The mathematical order of operations requires that where calculations are written out in long statements, first calculations in brackets are completed, then any multiplication or division calculations, and finally any addition or subtraction. So, for example, the calculation $4 + 3 \times (6 + 1)$ has a solution of 25, not 43 or 49.
<b>Fractions and Decimals</b> <ul style="list-style-type: none"><li>Use common factors to simplify fractions, or to add fractions with different denominators</li><li>Place any group of fractions into size order</li><li>Multiply pairs of fractions together</li><li>Divide fractions by whole numbers, for example <math>\frac{1}{3} \div 2 = \frac{1}{6}</math></li><li>Use division to calculate the decimal equivalent of a fraction</li><li>Know and use common equivalences between fractions, decimals and percentages, such as <math>\frac{1}{2} = 0.5 = 50\%</math></li></ul>
<b>Ratio and Proportion</b> <ul style="list-style-type: none"><li>Find percentages of quantities, such as 15% of £360</li><li>Use ratio to explain relationships and solve problems</li><li>Use simple scale factors for drawings, shapes or diagrams</li></ul>
Ratio is represented using the colon symbol. For example, if £100 is shared in a ratio of 1:3 between two people, then the first person receives £25 (one part), with the other receiving £75 (three parts).
<b>Algebra</b> <ul style="list-style-type: none"><li>Use simple formulae</li><li>Describe sequences of numbers where the increase between values is the same each time</li><li>Solve missing number problems using algebra</li><li>Find possible solutions to problems with two variables, such as <math>a + b = 10</math></li></ul>
<b>Measurement</b> <ul style="list-style-type: none"><li>Convert between any metric units and smaller or larger units of the same measure</li><li>Convert between miles and kilometres</li><li>Use a given formula to find the area of a triangle or parallelogram</li></ul>
<b>Shape and Position</b> <ul style="list-style-type: none"><li>Draw 2-d shapes using given sizes and angles</li><li>Use knowledge of 2-d shapes to find missing angles in triangles, quadrilaterals and other regular shapes</li><li>Name and label the radius, diameter and circumference of a circle</li><li>Find missing angles in problems where lines meet at a point or on a straight line</li><li>Use a standard grid of coordinates including negative values</li></ul>
<b>Graphs and Data</b> <ul style="list-style-type: none"><li>Construct and understand pie charts and line graphs</li><li>Calculate the mean average of a set of data</li></ul>
Mean average is calculated by adding up all the values and dividing by the number of items. For example, the mean average of 3, 5, 8, 9 and 10 is 7 ( $3 + 5 + 8 + 9 + 10 = 35$ , then $35 \div 5 = 7$ )

# General Information



# Assemblies & trips, Parent portal, School policies

Assemblies form an important part of the pastoral programme.

## Assemblies

Assemblies will take place on a weekly basis from FS2 to Year 6. Primary will also hold Key Stage Assemblies on a weekly basis.

Class Teachers will be responsible for providing a programme of assemblies and each class will contribute to an assembly during the year.

## Field trips and outings

School trips are considered important to your child's learning, all visits are encouraged as they are associated with schoolwork and projects. Parents will be required to give permission for all outings and will be asked to cover the cost of arranged trips, including transport and entrance fees, we will try to keep costs to a minimum. All trips are risk assessed in advance and signed off by the Executive Principal.

Parents will be provided with a Transportation Agreement Policy via a link at the beginning of the academic year, which needs to be completed as per the email instructions.

A Trip Permission Form will be sent out for each trip, which needs to be completed and returned to the Class Teacher or Form Tutor.

## Parent Portal

Our Parent Portal will give you access to relevant school information, most importantly your child's School Report as well as the School Calendar and essential school documents and forms.

*To create an account, our technical team will send you an email with the link to the parent portal*

<https://parentsoryx.orbitaled.com/>

and your personal registration details which will include your registration number and password with a step-by-step process to follow.

Once you have set up your account please check under 'COMMUNICATION --> MY CONTACT INFORMATION' to update your contact details, this will ensure that the school has your current information.

If you have any difficulties with setting up your account, you can contact IT on +974 4036 0088 for assistance.

## School Policies

Our main school policies can be found on our website: <https://oryxschool.qa/school-life/school-policies-reports>, other policies will be made available through the Parent Portal.

Policies on our website include:

- Admissions
- Anti-bribery & Corruption
- Anti-bullying
- BYOD (Bring your own device to school)
- Child Protection and Safeguarding
- Concerns and Complaints
- Curriculum
- EAL (English as an Additional Language)
- Equal Opportunities

- Fee Schedule and Regulation Agreement
- First Aid
- Global Citizenship, Internationalism and Intra-culturalism
- Health and Safety
- Online Safety
- Parent Code of Conduct
- Peer on Peer Abuse
- Rewards and Sanctions - Primary
- Rewards and Sanctions - Secondary
- SEND
- Staff Behaviour - Code of Conduct
- Student Attendance
- Withdrawal Form



## Drop off and pick up procedures

Our designated drop off and pick-up area is on the side of the school facing Barwa City via Gate 2. School buses and secondary student drop off area is at the main entrance gates at the front of the school. All children must be collected promptly at the end of the school day/ after an ASA/ at the end of after school care. **Staff are not available to supervise children after hours.**

### Primary students:

- KSI and 2 parents must drop their children off at the security gates next to the **PRIMARY ENTRANCE** (gates 3 & 4) and they can walk to and from their classrooms on their own. Parents can collect children from the security gate at the end of the day. Parents should notify the KS2 classteacher, via Dojo, when they arrive at the security gate. Children will then be released to meet their parent at the gate.
- Your child should arrive to school with their school bag, a healthy snack and lunch, a water bottle, wearing sunscreen, their school hat and in full school uniform. If your child has swimming lessons then please send them to school with their swimming costume, hat and goggles in a swimming bag.
- If your child has PE lessons, they can come to school dressed in their PE clothes. Girls from Year 5 and above will need to wear their tracksuit trousers over their PE shorts to and from school, these may be removed only during PE lessons on the school premises.
- Please ensure that you have applied sunscreen on your child before arriving to school each day during the summer months. It is advisable to purchase a longer lasting sunscreen so that it will last the entire day. Children are also required to wear the school legionnaire hat or cap during outdoor play.
- Children who are attending after school care will be accompanied to their aftercare classroom by a member of staff. (if offered in the new academic year)
- **Walking home from school:** Students in Years 5 & 6 will require a **written permission slip** from their parents to walk home from school, this must be handed in at the Main Office Reception, the Executive Principal will then approve the request and all necessary staff notified.
- Students **going home with another student/sibling/ different parent** will require written permission from their parents, this must be handed to the child's class teacher or send a message on Dojo, before the school will release them.

### PLEASE NOTE:

- Parents should always wait in the designated area/s provided.
- The Class Teacher/Form Tutor will release your child to you at the end of each school day.
- Please do not enter any classroom/s without permission.

## School ID cards - keeping your children safe

All parents and guardians must have a Parent ID Pass for security requirements, please provide us with the following:

- School ID form, which must be returned to photo-id@oryxschool.qa,
- a passport photo of yourself,
- a passport photo of any other guardians mentioned on the form.

Once your card/s are ready, you will receive an email to collect these from the Main Office Reception.

If you do not have a school ID Card, please register at the Main Office Reception, access may be denied onto the school grounds if you do not have your school ID Card with you.

## Registration, attendance, home learning, progress



### DID YOU KNOW?

An attendance level of 90% means your child is missing **1 day of learning every two weeks...**

Each Class Teacher will take registration at the beginning of the school day starting at 07.15, please make sure that your child arrives at school on time.

**If your child is late** i.e. after 07.15, your child **MUST** report to the Main Office Reception to be signed in and to ensure that they are marked as present to maintain our Fire and Safety Register. You can leave your child at the security gate and a staff member will ensure that they are taken to Reception.

**If your child is sick or not coming in to school for the day, please follow the below steps:**

1. Email or call the Main Office Reception on reception@oryxschool.qa or +974 4036 0063,
2. Communicate with your Class Teacher via Dojo (Primary) or Form Tutor via email (Secondary),
3. Please let us know the reason they will not be in school for registration purposes, any students without a reason will be marked as an unauthorised absence.

## Attendance

If you do keep your child at home, it is important to phone +974 4036 0063 or email reception@oryxschool.qa the Main Office Reception before 07.15. Let us know that your child won't be in and the reason. We require this for registration purposes. All reasons for absence must be forwarded to the school office by the date of the child's return to school at the latest.

All absences require an explanation from a parent. Medical absences exceeding three days require a medical note from a doctor. Failure to provide a reason for absence will result in a 'Non Compliance' entry on your child's register,

**If you wish to take your child out of school during the day** e.g. doctor's appointment, please email or call the Main Office Reception, as well as communicate with your Class Teacher or Form Tutor as previously explained, the day before the appointment. This will allow the teacher to be aware that your child will be leaving school during the day and to send them to the Main Office Reception where you can collect them.

Any parent wanting to **remove their child from school for a period of time** must email the Executive Principal via Reception (reception@oryxschool.qa) for approval.

If your child is not marked on the register (without a reason provided) you will receive an automated SMS as part of our safeguarding process, please respond and provide the reason to our Main Office Reception for this to be updated.

which is subject to review and possible further action by the Executive Principal.

We understand that sometimes children get ill and are unable to attend school; however, we expect a minimum of 95% attendance. Attendance rates deemed detrimental to a student's learning may be reported to Qatar Airways and the MoE&HE. Any child below a 90% attendance within the first term, will be noted on your child's register and you will be called in to meet with the Executive Principal. If this continues in Term 2 and 3 Qatar Airways management will be informed.

## Home learning

Home learning is an important part of school life and is necessary to reinforce knowledge, skills and concepts. All children are expected to complete age appropriate home learning assignments as set by the teacher. Home learning includes specific tasks or ongoing assignments or tasks.

In Primary home learning tasks will be sent home via the Class Dojo and/or in the Home Learning book.

Please communicate directly with the teacher if you have any queries with regards to your child's home learning assignments.

## Progress / assessments, parent meetings and reports

**Please note: Meetings may take place by ZOOM if required.**

Whilst formal meetings are important, we especially value day-to-day contact with parents. The Class Teachers are always pleased to see parents on an informal basis via an appointment.

Parents receive written reports on a termly basis and are invited to discuss their child's progress at 'Parent Teacher Student meetings'.



# Communicating with the school

At Oryx International School we pride ourselves on our communication and relationships we build with parents. Our aim is to reassure you that your child is supported and cared for and we want to establish a trusting relationship with you on your child's progress, development and well-being. Parents are always welcome at school. We believe that good communication between home and school is very important.

## Primary

**Class Dojo** is a communication app for the classroom. It connects teachers, parents, and students who use it to share photos, videos and messages through the school day.

### To connect to Dojo:

- search for the Dojo App via your mobile's App Search function;
- download to your phone;
- search for Oryx International School;
- connect to the school and to your Class Teacher;
- your Class Teacher will give you 'rights' to access the App

You will receive a notification when a message has been sent to you by your child's teacher, these will include the most up-to-date messages, notifications, reminders, pictures/videos of learning and achievements, as well as when your child has been rewarded with a dojo for positive behaviour.

You have the opportunity to message the Class Teacher privately via Dojo or email about any concerns or enquiries you may have. Teachers will reply within 24 hours during the working week. Teachers will not be able to respond to comments during teaching hours.

Parents are always welcome and invited into the school. We strive to listen to your feedback and comments. Feel free to schedule an appointment to come and speak with the Class Teacher if you require a comprehensive discussion.

**Parent teacher consultations** will take place three times per year. This will give you the opportunity to meet with your child's teacher and discuss their progress and behaviour for learning. You will be given information in advance about timings for these meetings.

Your child will be given a **home schoolbook**, which will contain lots of useful information and a place for you to sign when you listen to your child read.

## Other communication methods

**Executive Principal updates** will be sent weekly - and more frequently as required - to keep parents informed of developments particularly during the current pandemic, and to remind parents of matters of importance.

**Parent Portal:** The parent portal will be used to communicate information between school and home on a regular basis. An email will be sent to all parents on how to sign up for this.

**Student email:** Parents will automatically receive an email copy via iSams, every time your child receives an email from teachers

**Electronic Bulletin Boards:** These boards can be found around the main school and will display relevant school information and photos.

**Website:** You will also be kept up-to-date via our school website at <https://oryxschool.qa/news>

**Social Media:** The school updates our Social Media channels regularly to keep parents informed of activities in class, school events with lots of exciting photos.

### Please follow and like us on:

- Facebook: [@OryxSchool](#)
- Twitter: [@OryxSchool](#)
- Instagram: [oryx\\_school](#)
- YouTube: Oryx School

We will upload all the latest photos, news, videos and events.

**Newsletter:** The school will email a newsletter to you before the mid-term and end of term holidays. The newsletters will include whole school news, information on events and important reminders, as well as highlighting our whole school or individual achievements. If your child receives any successes outside of school, please let us know so that we can include it in our newsletters to celebrate your child.

# School uniform

Our school uniform is **supplied by Noble House Trading**. You can either purchase directly from the shop or via their website. Both options can be found below:

### Address

Barwa Commercial Avenue, Safwa Building - Unit no 30, Gate 10 from the back side (near TechnoQ)

**Opening times:** Saturday – Thursday, 10:00 - 19:00

**Telephone number:** +974 4039 0264

**Customer Care number:** +974 3381 3328



### To purchase the uniform online:

[www.noblehouseqatar.com](http://www.noblehouseqatar.com)

Log on, locate ORYX, create an account and you can shop.

Use the following code when making your online order: **OX1104**.

**Email:** [info@noblehouseqatar.com](mailto:info@noblehouseqatar.com)

The school uniform is compulsory; however, there are items that are optional e.g., the cardigan or jumper do not need to be purchased. However, if your child is cold while in school they can only wear the school cardigan or jumper, they may not wear any other brand of clothing.

The school uniform brochure is available on our website. This includes all the prices and guidelines.

<https://oryxschool.qa/school-life/school-essentials>

## General

- Hijab colours may include grey, black or burgundy. White socks (girls and boys) (compulsory)
- Black tights (girls) with the school uniform.
- Leggings are not permitted to be worn with the school uniform.
- Water bottle (not compulsory)
- *Please ensure that ALL belongings are clearly and permanently labelled with your child's name and class.*



# School uniform

## Primary

### Primary School: Years 1 - 6



**Girls:**

- Floral summer dress &/or collared white blouse with school logo and tartan skirt &/or trousers.
- Cotton blend burgundy cardigan with school logo.
- PLEASE NOTE: Skirts and dresses must cover girls knees.

**Boys:**

- Collared white shirt with school logo and grey shorts &/ or long trousers.
- Cotton blend burgundy jumper with school logo.



**General:**

- School legionnaires or sun hat.
- Children can wear their PE kits on swimming days - they should come to school wearing their swimming costumes under their PE kits.

**Swimming costumes:**

- Any cuturally appropriate swimwear can be worn.

### PE uniform



**PE Uniform**

- Burgundy polo shirt (compulsory) with school logo and burgundy shorts (either shorts or black tracksuit trousers or both).
- Girl's leggings for under shorts.
- Black tracksuit trousers.
- Burgundy sport fleece with school logo.

- Any trainers can be used with the PE or Sport Kit.
- PE Bag (not compulsory)

**Sport Fixture Kits** will be provided by the school for fixtures, these will need to be returned after being used washed and ironed.

# School uniform

### Swimwear



**Swimming costumes:**

- Black swimming costumes similar to the examples above can be purchased for PE and swim team requirements. School swimming costumes are NOT available to purchase for the moment, parents will be informed when they are in store.
- Boys – Jammer and/or rash vest.
- Girls – Any combination of the above can be purchased, black long legging jammers will be permitted with the rash vest.
- Burgundy swimming cap with school logo. (compulsory) and is available from the Uniform Shop.

### House Kit

Venus	Mars	Jupiter	Saturn	Mercury	All Houses

**Girls and Boys:**

- Blue (Saturn), red (Mars), yellow (Jupiter), green (Venus) or orange (Mercury) t-shirts with house names and school logo (a house will be allocated to your child when they start school).
- Black shorts.
- Year 3 and upwards, black leggings must be worn under the shorts.

### Shoes

Permitted	Not Permitted

- Black leather school shoes. (trainers or shoes with logos are not permitted) (compulsory)
- Black leggings to go under PE Shorts for PE and sport fixtures only.






# School uniform

## Jewellery

- Students may wear one set of stud earrings, nose and other piercings are forbidden except for cultural reasons and only with the express written permission of the Executive Principal.
- Students may wear a watch but no other jewellery is permitted, e.g. necklaces, rings, etc.
- Jewellery must be removed or covered with tape or a band-aid for PE and certain other activities in school.

## School bags (any one of the below can be purchased)

Book bag	Infant backpack	Classic backpack
		
• Book bag (limited stock)	• EYFS to Year 2 Infant backpack	• Year 3 - 6 Classic backpack

## Bus service

Our new bus transportation supplier is New Image Building Services. Parents will deal directly with them and not with the school Main Office. You can email them on [jennica@newimagebldg.com](mailto:jennica@newimagebldg.com) or call +974 5597 0138. For further information go to our website here: <https://oryxschool.qa/school-life/school-essentials>



# Is my child too ill for school?

Please note take not of the separate COVID-19 Symptoms and Procedures sent out to all parents to follow.

It can be tricky deciding whether to keep your child off school when they are unwell. Please follow the guidelines set below to assist with this decision.

### Chickenpox

If your child has chickenpox, please keep them off school until all the spots have crusted over. This is usually about 5 days after the spots first appeared.

### Cold sores

There's no need to keep your child off school if they have a cold sore. Encourage them not to touch the blister or kiss anyone while they have the cold sore, or to share things like cups and towels

### Conjunctivitis

You don't need to keep your child away from school if they have conjunctivitis. Do get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.

### Coughs and colds

It's fine to send your child to school with a minor cough or cold. But if they have a fever, please keep them off school until the fever goes. Encourage your child to throw away any used tissues and to wash their hands regularly.

### Ear infection

If your child has an ear infection and a fever or severe earache, please keep them off school until they're feeling better or their fever goes away.

### Fever

If your child has a fever, please keep them off school until the fever goes away.

### Hand, foot and mouth disease

If your child has hand, foot and mouth disease but seems well enough to go to school, there's no need to keep them off. Encourage your child to throw away any used tissues straight away and to wash their hands regularly.

### Head lice and nits

Treat head lice as soon as you spot them. You should check everyone in the house and treat them on the same day if they have head lice. Children can return to school once the condition has been treated.

If your child is well enough to go to school but has an infection that could be passed on, such as a cold sore or head lice, let their teacher know. All medication must be provided to the school nurse, labelled and in a box with the exact dispensing instructions.

### Impetigo

If your child has impetigo, they'll need antibiotic treatment from the GP. Keep them off school until all the sores have crusted over and healed, or for 48 hours after they start antibiotic treatment. Encourage your child to wash their hands regularly and not to share towels, cups and so on with other children at school.

### Ringworm

If your child has ringworm, see your pharmacist unless it's on their scalp, in which case you should see the GP. It's fine for your child to go to school once they have started treatment.

### Scarlet fever

If your child has scarlet fever, they'll need treatment with antibiotics from the GP. Otherwise they'll be infectious for 2 to 3 weeks. Your child can go back to school 24 hours after starting antibiotics.

### Slapped cheek syndrome (fifth disease)

You don't need to keep your child off school if they have slapped cheek syndrome because once the rash appears, they're no longer infectious. If you suspect your child has slapped cheek syndrome, take them to the GP and let their school know if they're diagnosed with it.

### Sore throat

You can still send your child to school if they have a sore throat. But if they also have a fever, they should stay at home until it goes away.

### Threadworms

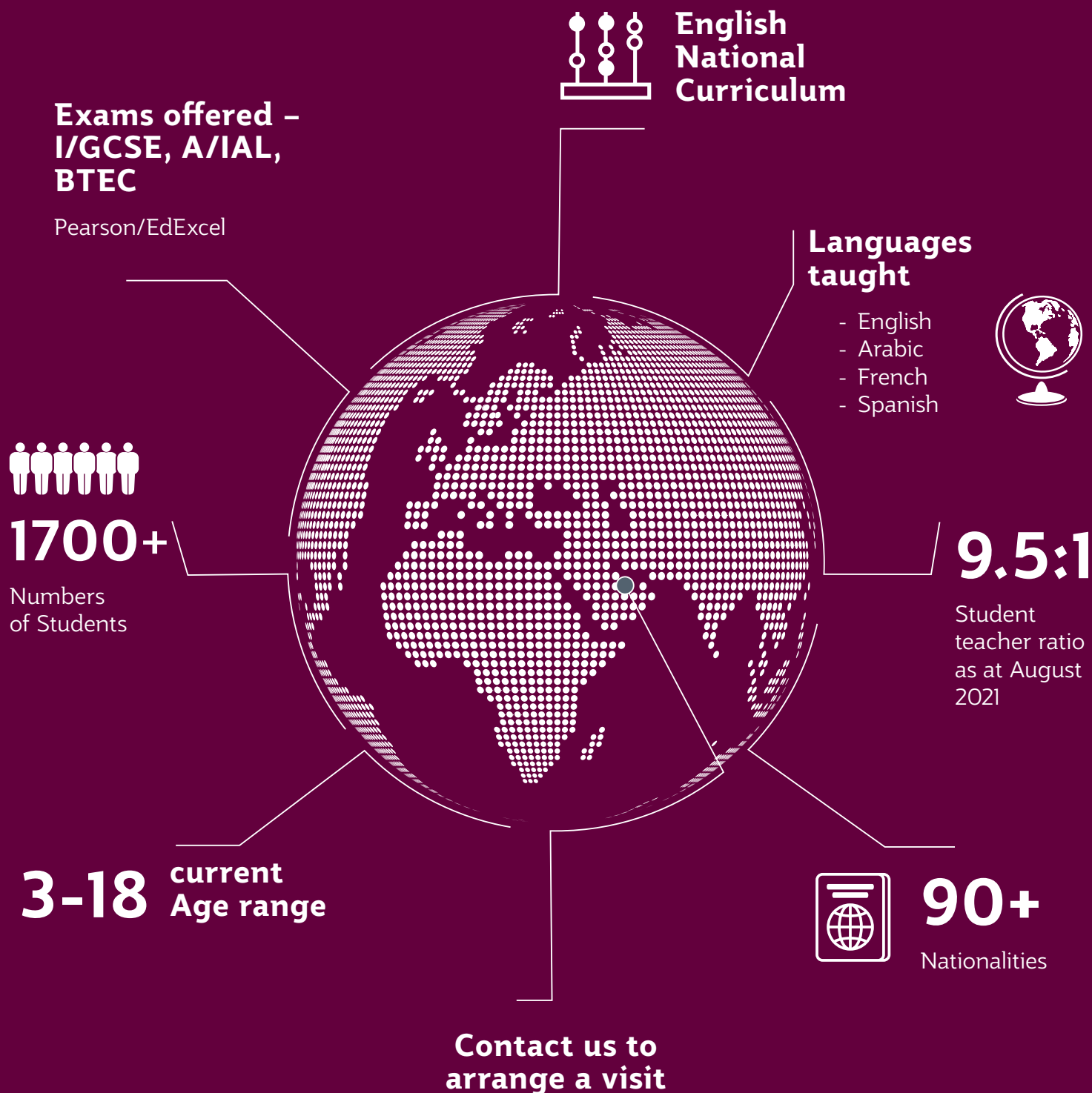
You don't need to keep your child off school if they have threadworms. Speak to your pharmacist, who can recommend a treatment.

### Vomiting and diarrhoea

Children with diarrhoea or vomiting should stay away from school for 2 days after their symptoms have gone.



# Our school at a glance



British education for  
children aged 3-18 years

[www.oryxschool.qa](http://www.oryxschool.qa)