



The Ripley Court Curriculum

revision 2011/12

Introduction

This document contains an overview of the work your child will be covering this year. It may also be of interest to you to have a glance at what your child will be covering in the years to come – but do bear in mind that syllabi do change, and so the detail is valid for this year only.

The school aims its curriculum at the Common Entrance at 13+, with steps along the way at the pre-testing time (January in Years 6 and 7). The advantage of aiming at 13+ (which nearly all children will be sitting) is that we are able to staff the school with degree-level experts, adding hugely to the strength and depth of the curriculum.

This is only intended to give you a flavour – it is not the detailed Scheme of Work or full syllabus from which the teachers work – documents of several hundred pages. Heads of Department or class teachers are always willing to expand on these outlines should you wish.

Andrew Gough

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Maths

Nursery and Transition

The practical maths tasks help children to develop an interest in, and enjoyment of numbers and mathematical concepts.

Children learn to recognise numbers, count up to 10, compare (more or less), develop mathematical concepts of size, length, width, capacity; talk about, recognise, copy and continue repeating patterns, name and explore the properties of three-dimensional shapes and use everyday language to describe position.

Reception

Number – counting in 2's, 10's, 5's, weight and capacity (volume).

Estimation, graph-work, sets and odd and even numbers, doubles and halves.

Problem-solving, reasoning and numeracy; numbers as ordinals

Calculate shape space (area) and making measurements.

Year 1

Number – Counting, properties of numbers and sequences; place value; estimating; mental strategies; addition and subtraction; problem solving, tens and units, sets, multiplication, sharing/division and fractions.

Shape, Space and Measure – Length, mass and capacity; 2D and 3D shapes; symmetry, patterns & sequences; direction and movement, money, time.

Handling Data – Sorting and classifying data pictograms, block graphs.

Year 2

Number – Counting, properties of numbers and sequences; place value; estimating and rounding; fractions; multiplying and dividing and partitioning; problem solving and money.

Shape, Space and Measure – Length, mass and capacity; time; 2D and 3D shapes; symmetry

Handling Data – Tables, pictograms and block graph.

Year 3

Number - Knowledge of symbols - $<$, $>$ and $=$; approximation to nearest 10, 100; equivalence of fractions; 4 rules – addition, subtraction, division and multiplication; money; fractions.

Shape, Space and Measure - Length, mass and capacity; Symmetry and properties of polygons; time; position, movement and angle.

Data Handling – Frequency tables; bar charts; Carroll diagrams.

Year 4

Number – 4 rules; money; dimension; fractions, decimal, percentages; number properties, prime, square and cubic numbers; time; ordering positive and negative integers; problem solving; long division, place value, column addition and subtraction, long multiplication.

Shape, Space and Measure – Length, mass, perimeter, capacity; area and its formula; 3D and 2D shapes; position, movement and angle.

Data Handling – extracting information; tally charts, bar charts, pie charts, venn diagrams, and pictograms.

Year 5

Number properties; addition, subtraction and multiplication; prime numbers, exact division, Fractions, division with remainders, area and perimeter, properties of 2D shapes, symmetry, decimals, fractions, decimals, percentages, Cartesian coordinates, angles, geometric drawing, estimation and approximation, negative numbers, algebraic expressions, simplification and equations.

Year 6

Negative numbers, probability, Fractions = percentages = decimals and parts thereof, powers, rounding and estimation, calculating angles, reflection, rotation, translation; area and perimeter, dealing with data, fractions, geometric properties, like terms, prime factors, solving equations, sets and venn diagrams.

Year 7

Number properties, rounding and use of calculator, bearings, division, circles & pi, brackets and factorisation, equations, ratio and proportion, statistics, percentages, area and volume, Pythagoras, probability, transformations, geometric constructions, algebraic relations.

Year 8 (Level 1 and 2)

Polygons, graphing relationships, prisms and nets, speed, distance, time, arithmetic skills, algebraic skills, expressions and formulae, circles and pi, probability and statistics, geometric skills. Please note – most candidates are prepared for levels 2 and 3.

Year 8 (Level 3)

Polygons, simultaneous equations, graphing relationships, Trial and improvement, forming equations, arithmetical skills, circles, Pi and Pythagoras, prisms and nets, algebraic skills, sequences, speed and rates, advanced angle chasing, probability and statistics, bearings, scale drawings, geometric skills.

David Barratt

English

Nursery

(Called – Communication, Language and Literacy)

Pre-reading skills of sequencing, questioning and predicting are taught and developed. Phonic letter sounds are taught using ‘Jolly Phonics’ and cursive handwriting is introduced using a variety of practical activities. Emergent writing skills are encouraged and the children develop communication and language skills through a variety of role play experiences.

Reception

(Called – Communication, Language and Literacy)

Letters and common letter blends are taught, continuing with the ‘Jolly Phonics’ and ‘synthetic phonics’ programmes, and cursive handwriting formation is developed. News, Show and Tell and creative writing activities are undertaken weekly as an introduction to independent writing. Communication and language skills are encouraged through practical activities in all areas of the curriculum. Children read daily to the teacher and at home.

Year 1

Ongoing phonics teaching, introducing various phonic rules, consonant digraphs and blends. Handwriting continues to be taught on a daily basis. Creative writing, poetry, comprehensions and dictations encourage children’s writing skills. Speaking and listening develops through role play, circle time and whole class discussion. Children read daily to the teacher and at home, and undertake weekly spelling tests.

Year 2

Further spelling and handwriting reinforcement, including punctuation and grammar work. Creative writing skills and comprehension activities. Oral skills are developed through class discussion, speaking parts in the Christmas play and class assemblies. Children read to the teacher and at home daily, and are also encouraged to read widely.

Middle and Senior School

Within Middle and Senior School, a passion for the language is actively encouraged, through the learning of creative and mechanical skills within meaningful and relevant contexts. Exposure to a wide range of fiction and non-fiction texts is consolidated year upon year, as is the ability to express individual ideas, through a range of genres. Confident communication skills are reinforced through Speaking and Listening activities and drama lessons. Regular library visits support learning in all areas of the curriculum.

Year 3

Year 3 children embark on a structured phonic based spelling programme, tailored to their pace of progress. Neat presentation is valued and so is actively encouraged, through the repetition of handwriting skills. Building an awareness of appropriate punctuation and essential grammar skills is ongoing. Reading comprehension focuses on teaching children a range of strategies, which enable them to access both explicit and inferential meaning. English Speaking Board assessments, during the summer term, develop communication skills. In order to maximise their progress, children should be reading to an adult at home every day.

Year 4

The Year 4 curriculum involves ongoing spelling reinforcement, handwriting development and grammar. The Christmas Play develops the skills related to performance and further accustoms children to performing in front of an audience. Comprehension skills are developed and creative writing and poetry assignments are generated from class topics and text book exercises. Children are taught the layouts and content appropriate to letter writing. Many children should still be reading to an adult at home every day. Others will enjoy more extensive independent reading, with opportunities to read aloud for expression and intonation.

Year 5

Year 5 are involved in further spelling, punctuation, grammar and handwriting reinforcement. In addition, reading and writing skills are often taught within the context of class novels. Deeper levels of understanding are pursued through the medium of whole class demonstrations and discussions. Success in the ESB assessments during the spring term boosts self esteem and the fluency of oral communication skills. Towards the end of the year, the focus shifts onto examination strategies and extended writing tasks. Some children will still need to read aloud regularly, while others will enjoy reading on their own.

Year 6

Within Year 6, extension activities explore the creative elements conducive to quality written responses, for a range of audiences. Elaboration through an extended vocabulary and a confident use of figurative language is promoted. Graphic organisers and several styles of planning are introduced, encouraging children to reflect upon and extend initial ideas. Reading activities are designed to increase the sophistication of each individual's level of comprehension. Examination skills and strategies are consolidated, in an attempt to prepare children for a range of eventualities. The ability to express innovative ideas through the written word, with clarity, is of principal importance when consolidating handwriting, spelling, grammar and punctuation related skills.

Year 7

Close analysis of class novel and non-fiction texts is key in this year. Literary criticism is a key focus in this year. Reading and writing skills, which will lead to success within the Common Entrance Examination, are actively pursued. Sensitive readers and reflective writers are encouraged to pay close attention to detail and to access deeper levels of meaning. Elaboration is central to the quality of written responses. Independence is promoted through research and reference skills and an increasing awareness of the sources through which information can be accessed. Presentations afford individuals the opportunity to gain confidence, by sharing newly obtained knowledge and experience amongst their peers.

Year 8

Revision of the key skills underpinning fluent literacy is thoroughly undertaken. The planning and writing of well structured essays, showing evidence of clarity of thought, is practised within closely timed conditions. Comprehension skills are honed and attention to detail is focussed on, along with the ability to analyse information. Pupils are taught to appreciate the virtues within the writing of published authors, in the intention that they might replicate their style. Extended research and writing projects often culminate in the opportunity to present their ideas to the group. The looming CE and Scholarship

Examinations tend to focus motivation and concentration. A valedictory play enables individuals to confidently perform in front of a large audience.

Kate Galloway

Science

General Aims include:

- 1 To stimulate children's curiosity, interest in and enjoyment of Science.
- 2 To acquire a systematic body of scientific knowledge.
- 3 To develop children's experimental and investigative abilities.
- 4 To develop the children's ability to evaluate and communicate scientific evidence.
- 5 To enable children to use scientific ideas and models to explain phenomena and events and to understand applications of science.

Reception

Ourselves, Toys, Materials, Habitats, Water, Mini-beasts.

Year 1

Harvest, ourselves, light and dark, sound and hearing, Growing plants, Sorting and using materials, Environments and living things, Plants.

Year 2

Weather, Seasons, Electricity, Forces and Movement, Planets and Stars.

Year 3

Teeth, Healthy Eating, Materials - Keeping Warm, Magnets and Springs, Light and Shadows, How things grow.

Year 4

Safety and Apparatus.

Humans and Other Animals – Teeth, Diet and Food Groups, The Heart, Exercise, The Skeleton, Health.

Forces – Magnetism, Gravity, Friction, Pushes and Pulls.

Materials – Properties, Thermal and Electrical conductors and Insulators, Solids, Liquids and Gases, Physical and Chemical Changes, Heating and Cooling materials, Temperature, Water.

Cycle variation and Classification – Keys, Vertebrate and Invertebrates, Flowering Plants.

Earth and Beyond – Eclipses and Shadows, Day and Night, Seasons, Orbits.

Year 5

Separating Mixtures – Dissolving, Sieving, Decanting, Filtration and Evaporation.

Light and Sound – Materials and Shadows, Reflection, Vibration, Pitch, Volume, Sound Waves.

Life Processes, Respiration, Flowering Plant Structure.

Electricity – Series Circuits and Symbols, Diagrams, Current and Resistance.

Living Things – Conservation, Adaptations, Food Chains and Webs, Micro-organisms.

Green Plants – Plant Growth, Leaf Structure, Photosynthesis, Roots and Root Hairs, Flower Structure, Pollination and Fertilisation, Seed Dispersal, Germination.

Year 6

Classifying Materials – Properties, Diffusion and Particle Theory, Elements and Compounds, Mixtures and Separation.

Changing Materials – Mass Conservation, Physical and Chemical Change, Solubility and Solutions, Water, Energy and Change of State, Expansion and Contraction, Chemical Reactions, Fossil Fuels and Pollution.

Cells and Cell Functions – Plant and Animal Cell Structure, Organelle Functions, Tissues and Organs, Adaptations of Specialised Cells, Reproduction, Fertilisation.

Electricity and Magnetism – Series and Parallel Circuits, Voltage and Current, Specialised Components, Magnetic Fields and Poles, Field Patterns, Electromagnetism.

Humans as Organisms – Diet and Exercise, Digestion, Respiration, Skeleton and Muscles, Growing up, Reproduction, Fertilisation and Foetus Development, Lungs, Heart and Circulation, Health.

Light and Sound – Light Rays, Reflection and Refraction, Colour and Dispersion, Sound Properties, Frequency and Amplitude Variation.

Classification and Inheritance – Genes, Taxonomic Group Classification.

Years 7/8

Patterns of Behaviour – Reactions of metals and Reactivity Series, Displacement, Acids and Alkalis, Reaction of Metal Compounds with Air and Acid, Thermal Decomposition, Oxidation and Reduction.

Forces and Motion – Mass and Weight, Average Speed, Density, Pressure, Springs, Balanced and Unbalanced Forces, Levers and Moments.

Green Plants – Photosynthesis and Starch Production, Growth and Nutrients, Roots and Root Hairs, Flower Structure and Functions, Carbon Cycle and Decomposers.

Earth and Beyond – Orbits and Movement, Solar System, Seasons, Satellites.

Energy – Renewable and Non-Renewable Sources, Fossil Fuels and Electricity Production, Transfer of Thermal Energy, Conservation, Types of Energy.

Living Things – Sustainable Development and Conservation, Habitats and Adaptation, Predator / Prey Relationships, Food Webs, Fieldwork Project.

Darren Cockerill

French

There are four skills involved in any foreign language learning: speaking, reading, listening and writing. Children at Ripley Court begin their learning of French in Reception classes. Throughout the school we place the primacy of learning on speaking and listening, so that when they progress onto reading and writing they have a good grasp of how the words should be pronounced. There is very little writing at all further down the school and even in the Senior school they will only be spending about a quarter of their time writing. Our aim is to make the learning of French successful and enjoyable.

Nursery – Year 2

40 mins a week. Songs, rhymes, finger puppets, stories. Understanding single words, instructions, and classroom vocabulary. Saying simple sentences. Little or no writing to begin with, although we use some “Jolie Ronde” material, including “La Ronde des petits” and “Les aventures de Minou et Trotine”.

Year 3

80 mins a week. Songs, games. Copying single words and phrases. Asking and replying to basic questions. Learning French alphabet. Performing little sketches. Understanding simple sentences. ‘Jolie Ronde’ book : “Salut Céline et Antoine”.

Year 4

120 mins a week plus one homework. Songs, games. Introduction of basic grammar (verbs, nouns, adjectives). Learning and writing of basic words and sentences. Understanding paragraphs. Performing longer sketches. Talking about self, family, home. ‘Jolie Ronde’ book “Bonjour la France”. After Christmas begin on Expo1, a more structured course.

Year 5

160 mins a week plus one homework. By now, classes are set. Songs, games, quizzes. Understanding of short speeches, postcards, notes and dialogues. Extension of active vocabulary and grammar so they can write short notes, postcards and talk about themselves, their families and the world around them using Expo1.

Year 6

200 mins a week plus one homework. Drama, learning songs, games, quizzes, surveys. Understanding short articles, longer conversations, and short letters. Able to write more complex sentences and describe other people's activities interests. Learning to describe their town, ask for directions and to talk about their school using Expo1 and other ancillary materials. Residential trip to France.

Year 7

200 mins a week plus two homeworks. Improvised drama, writing short poems, songs. Speaking short monologues. Understanding formal and informal writing, short stories, extracts from TV and radio. Writing letters, short articles, reviews etc. Encore Tricolore New Ed. Book 2 and other ancillary materials. Residential trip to France.

Year 8

200 mins a week plus two homeworks. Preparation for CE and Scholarship exams. Understanding longer discussions, letters, and articles. Reading short books. Able to talk about future and past events, give opinions, reasons. Can write formal and informal letters and articles on a range of topics. Encore Tricolore New Ed. Book 2/3 and other ancillary, exam materials.

Allan Hempsted and Briony Marks

Latin

Year 5

Verbs - 1st/2nd/3rd/4th Conjugations - Present Tense
Nouns - 1st and 2nd Declensions – All Cases
Sundry Adjectives/Adverbs/Prepositions/Conjunctions
Gender
Compound Verbs
Myths/Legends/Roman Life

Years 6 & 7

Verbs- Imperfect Tense
Future Tense
Perfect Tense
Principal Parts
Imperatives
Infinitives
Mixed Conjugation
Subordinate Clauses
Nouns - 3rd Declension
Sundry Myths/Legends/Roman Life

Years 7 & 8 levels 1 and 2

Future Tense
Verbs- Pluperfect Tense
Future Perfect Tense
Nouns - 4th Declension
- 5th Declension

Adjectives/Adverbs- 3rd Declension/sundry
Numerals
Various Myths/Legends/Roman Life
Year 8 (CE & Scholars) levels 2 and 3
Passive Tenses
Principle Parts, including Supine
Perfect Participle Passive
Comparative/Superlative Adjectives and Adverbs
Relative Clauses
Deponent Verbs
Intransitive Verbs
Irregular Verbs
REVISION/ C.E. PAPERS

8 Scholarship

Irregular Participles
Ablative Absolute
Prohibitions
Indirect Statements
Indirect Questions
Indirect Commands
Subjunctives
Purpose Clauses
Result Clauses
Conditional/Concessive Clauses
Gerund/Gerundive
REVISION/ SCHOLARSHIP PAPERS

Graham Milton

Information and Computer Technology

The general purpose is to ensure:

- That the children are competent users of the technology.
- That the children are discriminatory users of the technology – i.e. that they understand how it can be applied, and more importantly understand how it cannot be applied.

The current expectations for the children are as follows:

Nursery & Reception

Use of the in-classroom computers for educational games to reinforce basic literacy and numeracy concepts. Reception start using the ICT lab weekly to acquire basic skills and use early years programs. Mouse and keyboard skills are important.

Year 1

Use of the in-class computers to reinforce basic concepts.

Use of the computer suite to acquire basic control skills (mouse, keyboard), icon concepts, and development of control skills. Basic word processing using MSWord.

Year 2

Use of the system – logging on, opening documents, saving documents in home folder, navigating windows and the W2000 network. More advanced use of MSWord, with longer projects. Basic control using LOGO. Basic Internet searches, following links, and use of search engines.

Year 3

Internet searches, following links, and use of search engines. More advanced MSWord. Basic spreadsheets using MSEXcel, and production of charts. LOGO programming producing patterns and repetitions.

Year 4

Internet searches. More advanced MSWord tasks – numbering, formatting, use of fonts and styles. Inserting OLE objects into text. Production of Newspaper front pages and book covers. More advanced use of MSEXcel, including charting and formulae construction. LOGO programming, introducing step-wise refinement.

Year 5

MSWord – purpose-led production of advertising flyer, including insertion of OLE objects, sometimes gained from the internet. CLAIT exercises promoting precision and high-powered use of MSWord. Basic Database handling on MSAccess. Spreadsheet use with CLAIT.

Year 6

CLAIT exercises on MSEXcel. Charting using MSEXcel. Database handling. Theory and architecture of computers. PowerPoint presentations.

Year 7

Use of and construction of a database on MSAccess, understanding data types, collecting information to store and retrieve. Website design and production. Basic web-page design. Computer Hardware project.

Year 8

Design project using Flexicad. Project on the History of Computing. Programming in QBasic. Production of the School's digital photographic annual.

Notes:

1. Important topics need to be revisited annually.
2. At all stages the theory and architecture of computers is referred to, so that the children gain a sound understanding of how it works, and “what is going on in there.” This also aids troubleshooting ability.
3. Other teachers are at all times encouraged to use the computer suite where apposite. The ICT syllabus is sometimes changed or moved ad hoc to give children skills required by other departments.

Andrew Gough

History

With the introduction of GCSE, teachers of history in schools were asked to place much more emphasis on skills than breadth of knowledge - best achieved by increasingly evidence-based teaching. Whilst this encourages reference and organisational skills, analytical and evaluative skills, as well as empathy and historical imagination - it does tend to limit itself to a very narrow syllabus, given the time devoted to the teaching of history within the curriculum. Traditionalists will argue that pupils are not acquiring enough historical knowledge.

The syllabus attempts to encompass most of the core study units laid down by the National Curriculum for Key Stages 1, 2, and 3. However, I have designed the syllabus in such a manner that pupils can study history in a chronological way and therefore the syllabus is not a mirror image of the core study units to be found in Key Stages 1, 2, and 3.

In Year 8 children will either be sitting their Common Entrance Examinations at 13+ or attempting a Scholarship to their future senior schools. Therefore, in their final year at Ripley

Court, Common Entrance candidates are prepared for their examinations using a limited but in-depth study of one particular period of history, whilst the Scholarship candidates study a more varied selection of topics related to their specific examinations.

Reception

Me, myself and my family. Family generations, birthdays, toys past and present, homes past and present.

Year 1

Ways of life in the past (e.g. Victorians sport, school, home life).

Year 2

Great fire of London, Remembrance Day, famous men and women, children of WW2.

Year 3

Ancient Egypt, Invaders and Settlers: the Romans, Anglo-Saxons, and Vikings.

Year 4

The Middle Ages: Medieval Realms 1066-1500, Castles.

The reigns of certain monarchs, famous events, social history.

Year 5

Tudors and Stuarts: Crown, Parliament and People 1500-1750.

The reigns of certain monarchs, famous events, explorers, social history.

Year 6

Britain 1750-1900: Expansion, trade and industry.

Jacobite rebellions, the Seven Years War, Industrial and Agrarian revolutions, the American War of Independence, the French Revolution, the Napoleonic Wars.

Year 7

The Twentieth Century World.

Railways, Public Health and Medicine, the Crimean War, the Indian Mutiny, the First World War, the Second World War.

Year 8

The Making of the United Kingdom: 1485-1603 - the Tudor monarchs. In-depth study of the five Tudor monarchs with topics relating to War/Rebellion, Religion, Government/Parliament, Social History, General Topics.

James Porter

Religious Studies

Religious Studies at Ripley Court covers a broad range of topics and issues. It is a vital part of the curriculum, for it fosters not only an understanding and appreciation of how and why people worship; what creates feelings such as awe and wonder, but it also develops an awareness of the world around us through the study of relevant contemporary issues. The curriculum encourages pupils to actively seek out opinions from a variety of angles, and in turn learn to develop an intelligent, unprejudiced way of thinking.

In all years, reference is made to links with moral behaviour and contemporary issues. Children are encouraged listen to and appreciate the views of others and create their own opinions on moral issues and use reasoning to broaden their understanding of each topic.

Reception-Year 2

Religious themes are developed and interwoven into the topics under discussion. Major Christian festivals are observed, and comparative examples from other religions are introduced.

Year 3

- Autumn: Building on Little Court teaching, pupils study the popular Old Testament stories from Noah's Ark to the leadership of Israel. The birth of Jesus is studied in the last two weeks of term.
- Spring: Pupils hear and retell some of the parables Jesus told. Study of the Easter Story.
- Summer: An introduction to Sikhism.

Year 4

- Autumn: Building on Year 3 Old Testament studies, pupils further their knowledge of the patriarchs.
- Spring: Pupils explore the life of Christ, from his childhood, incorporating work on John the Baptist, to an introduction to the miracles.
- Summer: An introduction to Islam.

Year 5

- Autumn: Old Testament themes of leadership and morality are covered, beginning with the story of the Ten Commandments and following with a chronological study of Israel's leaders. Major prophets are examined, with extra consideration of their differing qualities.
- Spring: The lives of Moses and Joseph are studied in depth this term.
- Summer: An introduction to Hinduism

Year 6

- Autumn: Pupils deepen their awareness of the meanings of Biblical stories, also taking into account other influences (for example, Creation stories around the world). The Old Testament is studied from the Creation to the Tower of Babel. This year, most pupils are expected to work from the New English Bible rather than the Children's equivalent. Pupils consider the world's wrongs through analysis of the words of Amos. They are also encouraged to put this into a modern context through comparing Amos to Martin Luther King.
- Spring: An introduction to Judaism
- Summer: The themes of the New Testament are studied, with a contextual study of Jesus' life in Palestine. Pupils also study Jesus' ministry, his impact and the opposition he encountered. Key events of Jesus' life (Birth, Baptism, Temptations, teachings and miracles) are studied in light of this. Pupils also consider more of Jesus' parables, learning how and why they were used.

Year 7

The first year of the main Common Entrance course; children deepen their knowledge of the meanings of Biblical stories and events, as well as understanding the contemporary issues, famous people and world affairs that link in.

- Autumn: The near-sacrifice of Isaac, The Ten Commandments, David and Jonathan, David and Bathsheba & Nathan's Parable and Solomon's Wisdom.

The passages are used to link biblical material to the values and -morals of contemporary society and enable pupils to see study of the Bible as relevant to their experience of today's world. These passages include issues of sibling rivalry, dysfunctional families, friendship, citizenship, ethics and morality.

- Spring: An introduction to Buddhism
- Summer: The Temptations of Jesus, Jesus and outcasts, Zacchaeus, The woman and Simon the Pharisee, The call of the disciples, The rich young man, The request of James and John, The Miracles of Healing; The paralysed man and Jesus heals a crippled woman on the Sabbath.

(Again, the texts are followed up with a study of relevant world affairs that enable pupils to link these stories to modern day issues.)

Year 8

In this year, the programme of study is similar to year 7, with relevant contemporary issues studied in relation to each Bible story. The scholars may study a separate course, depending on the requirements of their entry school.

- Autumn:

Who was Jesus? , Peter's declaration, The Transfiguration,
Parables: The Good Samaritan, The Lost Son, The Sower, Jesus' Teaching;
The sentence, Crucifixion, burial and the Resurrection

- Spring: Review of Judaism and Buddhism

- Summer: The Creation, The Nature of Man and the Fall, Cain and Abel and Revision

Elin Hellaby

Geography

The teaching of geography throughout the years at Ripley Court reflects a desire to stimulate curiosity about the natural and human world. As a consequence of that aim the pupils are introduced to information dealing with people, places and different environments.

In the context of the modern world, the teaching of geography supplements the concept of environmental education, and increasingly the awareness of sustainable development. There is special regard to the understanding of physical and human landscapes, exposure to different societies and cultures, combined with global awareness.

The range of skills, including fieldwork, map work and source analysis are paramount in a balanced curriculum. Experience at working with maps, atlases, photographs, written and visual materials are building blocks in the encouragement of sound reasoning and analysis.

Reception

Weather and the seasons, jobs people do, food and farming, journeys and map making.

Year 1

Introducing basic skills such as mapping and distance and direction. Understanding what physical and human geographical features are, studying the sources of bananas.

Year 2

Following Year 1, starting to look more broadly at where food comes from and how climate affects the crops we grow. Studying a contrasting locality (Cambodia), looking at a seaside environment and the features specific to this.

Year 3

Looking at the world and different continents. Looking at Europe and the European Union in more detail and starting to understand how weather and climate varies throughout the world. Understanding our position in the local and global community.

Year 4

Developing the use of maps and understanding the key features they show us. Looking at population distribution, jobs and transport in the UK. Introduction to pollution and natural hazards.

Year 5

Looking at weather and climate in detail, collecting data and learning how to present this. Investigate the ongoing problem regarding energy resources.

Year 6

A study of one European country and comparison with one from Africa, to include physical and human aspects illustrated by these examples.

Year 7

The geomorphological aspects of rivers and coasts. Developing knowledge of our position in the world and the key climate differences around the world, with reference to specific weather features.

Year 8

Investigating the different tectonic processes and economic activities in the world. Looking at key environmental issues of today.

Kam Jaga

Music

All pupils at Ripley Court receive Class Music lessons. In Little Court this is structured but relatively informal, with emphasis on singing, action songs, class instruments and simple composition (Years 1&2).

Years 3-8 develop various skills: aural, note reading, keyboard playing, composition, computer technology and singing. They have an introduction to music history and theory, try out various instruments in our exciting new free “taster” scheme for instrumental music and listen to differing musical styles. There is recorder playing for Years 1-3.

Having progressed through the school, pupils should be musically literate, have a good level of musical appreciation and competent keyboard skills.

Nursery

Songs, action songs, group activities emphasising rhythm coordination, including use of class instruments.

Reception

Songs, action songs, group activities emphasising rhythm coordination, including use of class instruments.

Year 1

Songs (including rounds), action songs, class instruments, rhythm coordination.

Year 2

Introduction to class keyboards and computer technology (Sibelius 2 software), basic notation skills, simple notated composition, class group violin lessons, brief discussion of composer of term (e.g. Rodrigo), class singing.

Year 3

Class keyboards (for reading music and performance in class), use of computers (Sibelius 2 software), basic notation skills and composition, listening, composer of term (e.g. Mozart), class singing, learning about and free group lessons on the flute.

Year 4

Developing use of class keyboards, use of computers for developing notation skills and composition, listening, musical styles (e.g. Concerto), composer of term, class singing and free small-group lessons on the clarinet.

Year 5

Class keyboards including chord awareness, use of computers for further developing notation skills and more advanced composition, listening, composer of term, musical styles, class singing.

Year 6

Class keyboards – note reading and performance, use of computers, composition, listening, music form, history (e.g. twentieth century), composer of term, class singing, instrument of term

Year 7

More advanced class keyboards – note reading and performance, use of computers, composition, listening, detailed work on composer of term including supervised use of Internet, music form and history, class singing, instrument of term

Year 8

Advanced Class keyboards – note reading and performance, extensive use of computers for ensemble layout and arrangement, further notation skills and composition, listening, detailed work on composer of term, including supervised use of Internet, class singing, instrument of term.

Lyndon Wall

Art

Art is taught throughout the school, beginning as a class based lesson and progressing to a double lesson, in the Art room, from Year 5 onwards. All pupils are given the opportunity to discover a range of techniques, including drawing, painting, 3-Dimensional work and appreciation of a wide variety of Artists, Craftspeople and Designers.

Children in Years 3 and 4 have the option to choose Art as a Junior Hobby, which gives them one lesson per week in the Art room. Year 5 upwards may join the Extra Art club run on a Tuesday evening from 4.30 – 5.30 pm. Pupils hoping to try for an Art Scholarship are invited to attend the Scholarship Art Group, which runs from 4.30 – 5.30 pm every Thursday.

As the children develop their skills their confidence grows and their enjoyment of the subject increases.

Reception – Year 2

Many formative skills, including painting, cutting, gluing. Use of diverse materials and media. Much art is aimed at supporting the themes of the year.

Year 3

Drawing, collage, model making, pattern, shape and texture, textiles, printmaking.

Year 4

Colour, tone, shade and hue. Observational drawing, model making, collage, textiles, design.

Year 5

Portraits, shoe sculptures, Christmas card designs. Kite making, Oriental inspiration, e.g. Chinese brush painting, Japanese fish kites. Natural world e.g. Andy Goldsworthy, Aboriginal art, printmaking.

Year 6

Natural forms, observational drawing, watercolour, willow structures. Light and dark, incorporating shadow and form. Impressionism, painting, printmaking.

Year 7

Movement, figure drawing, wire models, textiles. Carnival imagery, costume designs. Victorian art, Pre-Raphaelites.

Year 8

Pop Art, self-portraits, painting, silk-screen printing, stencil making. Surrealism, dreams versus reality

Susan Meer

PE and Games at Ripley Court

At Ripley Court School, the Physical Education department gives all pupils equality of opportunity to participate in a broad and balanced range of activities. All pupils will experience working in both co-operative and competitive situations.

Through enjoyable learning experiences, we hope to foster a positive attitude towards physical activity, a sense of achievement and an increase in self-confidence.

Pupils will be encouraged to work with initiative and make decisions independently of the teacher, whilst working in a responsible and safe manner.

One of the main aims of the department is to help pupils achieve their full potential.

Reception

Dance movement, gymnastics, games skills, swimming.

Year 1

Dance movement, gymnastics, games skills, swimming, football, netball.

Year 2

Gymnastics, dance, swimming, football, hockey, striking and fielding games (towards rounders and cricket), and netball.

Year 3

Gymnastics, indoor hockey, athletics, swimming, cross country, football, rugby, hockey, cricket, netball, rounders and tennis.

Year 4

Gymnastics, indoor hockey, athletics, swimming, cross country, football, rugby, hockey, cricket, netball, rounders and tennis.

Year 5

Gymnastics, indoor hockey, athletics, swimming, cross country, football, rugby, hockey, cricket, netball, rounders and tennis.

Year 6

Gymnastics, indoor hockey, athletics, swimming, cross country, football, rugby, hockey, cricket, netball, rounders and tennis.

Year 7

Swimming, basketball, indoor hockey, athletics, cross country, rugby, football, cricket, hockey, netball, rounders and tennis.

Year 8

Swimming, basketball, indoor hockey, athletics, cross country, rugby, football, cricket, hockey, netball, rounders, tennis and outdoor pursuits.

Steve Brunning and Zoe Orbell