



WELLINGTON COLLEGE
INTERNATIONAL
HANGZHOU



**KEY STAGE 1 AND KEY STAGE 2
CURRICULUM**



Introduction

The Primary School is separated into two Key Stages – Key Stage 1, consisting of Year 1 - Year 2; and Key Stage 2, consisting of Years 3 - Year 6.

Both Key Stages adhere to an adapted version of the new National Curriculum of England. The content of the National Curriculum focuses heavily on developing the essential knowledge and skills the children require as they grow towards Key Stage 3 and ultimately within adult life. The National Curriculum considers English, maths and science as 'core' lessons, therefore during the weekly timetable, more time is devoted to teaching these subjects. As an international school based in Hangzhou, the English curriculum is adapted in a number of ways, most noticeably to include the teaching of Mandarin.

In addition to the inclusion of extra subjects, the English curriculum is adapted in other ways, particularly the development of key skills. Whilst knowledge is an essential component of our teaching at Wellington, every teacher also knows the importance of teaching and facilitating the development of 21st Century life skills such as independence, confidence, innovation, critical thinking, problem solving, respect for key values and cultural competence. These skills are built into the fabric of the curriculum and are developed in all subjects and in all lessons. As such, the curriculum at Wellington do not rely on one specific resource (such as textbooks) to develop the children's learning. Instead, the curriculum is taught around the needs of the children themselves, with learning mapped out as a journey of inclusive discovery – where each child, regardless of their ability, engages in the development of both their knowledge and their life skills.

In order to foster the broad aims of this diverse curriculum, lessons are often taught thematically, with the key learning relating to an over-arching cross-curricular theme or topic. These topics are varied and incorporate the potential to maximise each child's development by relating their learning to a fascinating facet of global culture; a unique historical period; a diverse geographical location or an aspect of human endeavor. Each topic's aim is to focus learning potential and also to inspire therefore many enriching activities are fully incorporated and embedded into the thematic curriculum – such as educational trips and visits; guest speakers; theme days or events. In this regard, every member of staff at Wellington is fully committed to bringing the Lower-Prep curriculum to life.

Themes

Many aspects of the curriculum are taught under the 'umbrella' of a series of fascinating themes, with aspects of geography, history, science, ICT, art, design and technology, Chinese and English being woven into the theme. In this regard the themes provide a rich tapestry from which the children's interest, learning and development are fostered.

The table below provides an overview of the themes taught throughout the academic year in each year group. Further details – on each theme and their links to specific subjects can be provided on request.

Year group	Michaelmas term	Lent term	Summer term
Year 1	Who am I? <ul style="list-style-type: none"> • So much - Trish Cooke • I am Henry Finch – Alexis Deacon What happens when we freeze liquids? <ul style="list-style-type: none"> • Ice Boy - David Ezra Stein • The big book of snow and ice - Stepanka Sekaninova 	What does sensational mean? <ul style="list-style-type: none"> • I will not ever never eat a tomato - Lauren Child • Little red - Lynn Roberts • Halibut Jackson - David Lucas What do we know about flowers and insects? <ul style="list-style-type: none"> • The odd egg - Emily Gravett. • Pig the pug - Aaron Blabey. • Naughty bus - Jan and Jerry Oke 	Can we all travel through time? <ul style="list-style-type: none"> • Cave Baby - Julia Donaldson Where shall we go on holiday? <ul style="list-style-type: none"> • The magic bed – John Burningham
Year 2	How are our toys now different from ones used in the past? <ul style="list-style-type: none"> • The Toy Fairy - Stephanie Thatcher • The Tin Soldier – Russell Punter Why do we tell stories? <ul style="list-style-type: none"> • The Goldilocks Project – Lauren Child • Jim and the Beanstalk - Raymond Briggs 	Would you be friends with pirates? <ul style="list-style-type: none"> • The Night Pirates - Harris Peter • Captain Flynn – Giles Andreae Do dinosaurs still exist? <ul style="list-style-type: none"> • Dinosaurs and All That Rubbish - Michael Foreman • The Clue is in the Poo – Andy Seed 	Does it always rain in the rainforest? <ul style="list-style-type: none"> • Rainforest Adventure – Tony Mitton • One Day in our Blue Planet: The Rainforest – Ella Bailey

Year group	Michaelmas term	Lent term	Summer term
Year 3	Do you live around here? <ul style="list-style-type: none"> • Weslandia – Paul Fleischman • The Varmints – Helen Ward What do we know about the circus? <ul style="list-style-type: none"> • Leon and the place to be • Paddington at the Circus - Michael Bond 	How do humans work? <ul style="list-style-type: none"> • The heart and the bottle - Oliver Jeffers How does your garden grow? <ul style="list-style-type: none"> • The Tin Forest - Helen Ward • The Min Pins - Roald Dahl 	What is a scavenger? What is a settler? <ul style="list-style-type: none"> • The first drawing - Mordical Gerstein • The tear thief - Carol Ann Duffy
Year 4	Is there anything left to explore? <ul style="list-style-type: none"> • Shackleton's journey – William Grill • Gulliver – Martin Jenkins How does it taste? <ul style="list-style-type: none"> • Charlie and the chocolate factory – Roald Dahl 	What were the secrets of the Ancient Egyptians? <ul style="list-style-type: none"> • The story of Tutankhamun – Patricia Cleveland-Peck • Cinderella of the Nile - Beverley Naidoo 	Why does the world get angry? <ul style="list-style-type: none"> • Iron Man – Ted Hughes How does it work? <ul style="list-style-type: none"> • Until I met Dudley – Chris Riddell • FAR THER – Graham Baker Smith
Year 5	Are we, and have we always, been equal? <ul style="list-style-type: none"> • Henry's freedom box - Ellen Levine What was life like in Victorian Britain? <ul style="list-style-type: none"> • Oliver Twist – Charles Dickens 	How and why did the second world war begin? <ul style="list-style-type: none"> • The Lion and the Unicorn – Shirley Hughes What wonders exist in space? <ul style="list-style-type: none"> • Tim Peake: biography for kids 	How do living things adapt to their environment? <ul style="list-style-type: none"> • Survivors - David Long
Year 6	Can I control electricity? <ul style="list-style-type: none"> • Firebird – Saviour Pirotta • Frankenstein – Mary Shelly What makes humans super? <ul style="list-style-type: none"> • The Rain Player – David Wisniewski • The Mya – Jon Richards • The Hero twins – Dan Jolley 	Can I identify every living thing in the world? <ul style="list-style-type: none"> • Can we Save the Tiger? – Martin Jenkins Where did I come from? <ul style="list-style-type: none"> • What Mr Dawin Saw – Mick Manning • Darwin's Voyage of Discovery – Jake Williams 	Is there life on Mars? <ul style="list-style-type: none"> • Curiosity: The story of a Mars rover – Markus Motum • Welcome to Mars – Buzz Aldrin What would the world be like without light? <ul style="list-style-type: none"> • Dangle – Short film



English

At Wellington we believe that providing a high quality, engaging KS1 and KS2 English curriculum is of utmost importance as it teaches children the skills and knowledge they will need to access the rest of the curriculum. English allows children to communicate their thoughts and ideas and interact with others, thus developing their overall wellbeing as they are able to interact with the wider society. The ability to read allows the children to extend their understanding of a range of areas and build upon their prior knowledge. The children are provided with opportunities to develop their essential reading and writing skills and are taught to communicate and develop a greater understanding of both fictional and non-fiction concepts and genres.

Our aims for the provision of the English Curriculum are that all pupils, by the end of Key Stage 2, will be able to:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate and access rich and varied literature.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

In order to meet these aims, we will ensure:

- English lessons are challenging and personalised; individual's needs will be considered and met at all times.
- Children are engaged and motivated to develop and extend their learning skills.
- Children grow in confidence, actively seeking their potential.

Skills progression: writing – Key Stage 2

	Vocabulary, grammar and punctuation	Spelling	Handwriting
Year 3	<ul style="list-style-type: none"> Conjunctions, adverbs, prepositions to show time/ place/ cause. Use of present perfect tense for verbs. Introduction to inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> Learning and applying taught spelling patterns, including compound words, homophones, prefixes and suffixes of increasing complexity. Understanding the use and spelling of contractions. Focus on increasingly complex word endings. Words with silent letters. 	<ul style="list-style-type: none"> Learning and practicing joins. Editing work to ensure appropriate letters are joined Consolidating understanding of spacing- letter and word. Ensuring writing is fluent, clear, legible and consistent Adapting handwriting for effect when writing.
Year 4	<ul style="list-style-type: none"> Noun phrases. Fronted adverbials. Use of paragraphs. Appropriate choice of pronoun/ noun. Punctuating direct speech. Apostrophe- plural possession. Commas following fronted adverbials. 		
Year 5	<ul style="list-style-type: none"> Relative clauses, adverbs to indicate degrees of possibility. Modal verbs. Cohesion within paragraphs. Linking paragraphs with time adverbials. Brackets, dashes, commas to indicate parenthesis. Commas to clarify meaning. 		
Year 6	<ul style="list-style-type: none"> Use of passive voice. Varied speech structures including subjunctive forms. Linking ideas across paragraphs using cohesive devices. Adverbials Ellipses Varied layout devices. Use of semi-colon, colon and dash to demarcate clauses/ lists. Bullet points to list information. Understanding hyphens. 		

Skills progression: reading

Year group	Word reading	Comprehension (both listening and reading)
Key Stage 1	<ul style="list-style-type: none"> Apply phonic knowledge to decode. Respond speedily with the correct sound to graphemes. Blend unfamiliar words. Read common exception words. Read words with contractions, understanding the apostrophe. Read books aloud, building on phonic knowledge. Build up fluency and confidence. 	<ul style="list-style-type: none"> Develop reading for pleasure. Listen to and read a range of literature. Become familiar with key stories and be motivated to learn new ones. Recognise and join in with repeating patterns. Discuss meaning- overall and specific. Draw on background understanding. Check the text makes sense. Make inferences. Make predictions. Explain their own understanding of what has been read to them and of what they have read themselves. Ask and answer questions.
Key Stage 2	<ul style="list-style-type: none"> Continue to utilise and build upon phonetic knowledge and understanding. Apply growing knowledge of root words, prefixes and suffixes. Read common exception words, noting the unusual correspondences between spelling and sound. 	<p>Continue to develop skills taught at Key Stage 1 . Build upon these skills by:</p> <ul style="list-style-type: none"> Decoding Applying phonetic knowledge taught earlier. Retrieval and recall Locate and share basic information to show overall understanding. Inference Reading between the lines. Structure and organisation. Discuss author's choices for a given text type, and its influence on the reader: Language Discuss the effectiveness of language choices on the reader: Purpose and viewpoint Understand the messages the author is trying to convey. Making links Build upon prior knowledge and reading experience by drawing connections between known texts.



Mathematics

At Wellington we believe in ensuring all of our Primary pupils enjoy and understand the subject of maths and therefore become confident mathematicians. We are committed to engaging our pupils in recognising patterns and numbers that can be transferred across the curriculum and in everyday life. We want our children to secure strong foundations by consolidating, investigating and exploring ideas.

We want children to learn with the enthusiasm, enjoyment and the awareness that maths is fun. We teach them to understand the importance of maths in everyday life, while giving them the confidence to express ideas fluently and talk about the subject using mathematical language.

Our aims for the provision of the maths curriculum are that all pupils, by the end of Key Stage 2 will be able to:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time.
- Reason mathematically by following a line of enquiry, developing an argument and justifying or proving using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication.

In order to meet these aims, we will ensure pupils engage in:

- Investigational work
- Problem solving
- Mathematical discussion using precise mathematical language

Pupils will be taught:

Year 1

Number

- Count to and across 100, forwards and backwards from any number.
- Read and write numbers to 20 in digits and words.
- Read and write numbers to 100 in digits.
- Given a number, identify one more and one less.
- Count in multiples of 2, 5 and 10.
- Represent and use number bonds and related subtraction facts within 20.
- Recognise fractions half and quarter of object, shape or quantity.

Geometry

- Recognise common 2-D and 3D shapes in different orientations and sizes.
- Name common 2-D and 3D shapes in different orientations and sizes.

Measurement

- Sequence events in chronological order using language such as before, after, next, first, tomorrow, morning, afternoon, evening
- Use language of day, week, month and year.
- Tell time to hour and half past.
- Compare, describe and solve practical problems for lengths and heights, mass or weight and capacity / volume.
- Recognise and know the value of different denominations of coins and notes in GBP and RMB

Year 2

Number

- Read and write all numbers to 100 in digits and words.
- Given a number, identify 10 more/less than any number to 100.
- Count in multiples of 2, 3, 5 and 10 forward and back ward, from any number up to 100.
- Recall and use addition and subtraction facts to 20.
- Recognise place value of any 2-digit number.
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
- Recognise, find, name and write fractions $1/2$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity.
- Recall multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- Calculate mentally using multiplication and division facts for the 2, 5 and 10 multiplication tables.

Geometry

- Identify and describe the properties of 2-D shapes.
- Use mathematical vocabulary to describe position.

Measurement

- Solve simple problems in a practical context involving addition and subtraction of money (GBP/RMB) of the same unit, including giving change.

Statistics

- Interpret data from simple pictograms, tally charts, block diagrams and simple tables.

Year 3**Number**

- Compare and order numbers up to 1000.
- Read and write all numbers to 1000 in digits and words.
- Find 10 or 100 more/less than a given number.
- Count from 0 in multiples of 4, 8, 50 and 100.
- Recall and use multiplication and division facts for 3, 4, 8 tables.
- Recognise place value of each digit in a 3-digit number.
- Recognise, find and write fractions of a discrete set of objects, unit fractions with small denominators.
- Count up/down in tenths.
- Compare and order fractions with same denominator.
- Addition and subtraction of fractions with same denominator with whole.
- Know pairs of fractions that total 1.
- Solve number problems and practical problems with number and place value.
- Mentally add and subtract numbers including a three-digit number with ones, tens or hundreds

Geometry

- Identify properties of 2D and 3D shapes including lengths of lines and angles greater or less than a right angle.
- Recognise angles as a property of shape or a description of a turn.

Measurement

- Tell time using 12 and 24 hour clocks; and using Roman numerals.
- Tell time to nearest minute.
- Know number of days in each month.
- Add and subtract amounts of money to give change, recording £ and p separately.
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Statistic

- Interpret and Present data in bar charts, pictograms and tables.

Year 4**Number**

- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1000.
- Compare and order numbers with 2 decimal places.
- Read Roman numerals to 100.
- Find 1000 more/less than a given number.
- Count in multiples of 6, 7, 8, 9, 25 and 1000.
- Recall and use multiplication and division facts all tables to 12x12.
- Recognise place value of any 4-digit number.
- Round any number to the nearest 10, 100 or 1000.
- Solve calculation problems involving two-step addition and subtraction in context, deciding which operations to use and why?
- Round decimals with 1 decimal place (DP) to nearest whole number.
- Add and subtract fractions with same denominator.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Recognise and show, using diagrams, families of common equivalent fractions.
- Solve simple measure and money problems involving fractions and decimals to two decimal places

Geometry

- Identify lines of symmetry in 2-D shapes presented in different orientations, including where the line of symmetry does not dissect the original shape.
- Compare and classify geometric shapes, including different types of quadrilaterals and triangles, based on their properties and sizes.
- Plot specified points and draw sides to complete a given polygon.

Measurement

- Read, write and convert time between analogue and digital 12 and 24 hour clocks.
- Convert from larger to smaller units of time and metric measure.

Statistic

- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Ratio

- Solve calculation problems involving multiplying and adding, including integer scaling and harder correspondence problems.

Year 5 Number

- Count forwards and backward with positive and negative numbers through zero.
- Count forwards and backwards in steps of powers of 10 for any given number up to 1000000.
- Interpret negative numbers in context.
- Compare and order numbers with 3 decimal places.
- Read Roman numerals to 1000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Solve calculation problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Recall prime numbers up to 19.
- Recognise place value of any number up to 1,000,000.
- Round any number to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2 decimal places to nearest whole number and 1 decimal place.
- Know percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.
- Compare and order fractions whose denominators are all multiples of the same number.
- Count up/down in thousandths.
- Recognise mixed numbers and fractions and convert from one to another.
- Solve problems which require knowing key percentage and decimal equivalents.
- Multiply proper fractions by whole numbers.

Geometry

- Solve measurement problems using all four operations and decimal notation, including scaling and conversions.
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Measurement

- Solve time problems using timetables and converting between different units of time.
- Understand the difference between perimeter as a measure of length and area as a measure of two-dimensional space.
- Convert between different units of metric measure.
- Measure the perimeter of composite rectilinear shapes.

Statistic

- Interpret, complete and present more complex tables, line graphs including timetable

Ratio

- Express missing measure questions algebraically.
- Recognise and describe linear number sequences and find the term to term rule.

Year 6 Number

- Compare and order numbers up to 10,000,000.
- Multiply and divide multidigit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- Identify common factors, common multiples and prime numbers.
- Round any whole number to a required degree of accuracy.
- Divide proper fractions by whole numbers.
- Add and subtract fractions with different denominators and mixed numbers.
- Multiply simple pairs of proper fractions, writing the answer in the simplest form.
- Solve problems which require decimal answers to be rounded to specified degrees of accuracy.
- Calculate percentage of a whole number.

Geometry

- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter of a circle is twice the radius.
- Find unknown angles and lengths in triangles, quadrilaterals, and regular polygons.

Measurement

- Convert between miles and kilometres and use a conversion graph.
- Use, read and write standard units with up to three decimal places, including converting from smaller to larger units (and back).
- Solve time problems using timetables and converting between different units of time.
- Estimate volume of cubes and cuboids.
- Add and subtract positive and negative measurements such as temperature

Statistic

- Interpret and present complex data using pie charts and line graphs.
- Calculate and interpret the mean as an average.

Ratio

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- Complete calculation of percentages and the use of percentages for comparison
- Express missing number problems algebraically.



Science

A high-quality science education provides the foundations for understanding the world. At Wellington we will, over the course of KS1 and KS2, help pupils to build up a body of key foundational knowledge and concepts. We will encourage them to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.

The science curriculum is based on the English National Curriculum. Each term, in every year we will cover aspects of biology, physics and chemistry which will fit into the year group's cross-curricular theme. The emphasis throughout science lessons will be on 'working scientifically' which will focus on key aspects of scientific enquiry, so that pupils learn to use a variety of approaches to answer scientific questions, or to collect, analyse and present data. This involves understanding and learning the main scientific principles:

- Observation
- Asking questions
- Thinking up hypotheses to answer the questions
- Designing fair tests to see if the hypotheses are correct
- Carrying out the tests
- Interpreting the results
- Evaluating the tests and the results
- Communicating

Most topics are taught in a practical and investigative manner and pupils are given every opportunity to learn hands-on science. The course is progressive in nature and each year many topics will be revisited in order to build upon previous skills and develop their understanding.

Most importantly we aim for pupils to experience innovative approaches, develop a love of science and to have fun!

Science - Key Stage 1

Pupils will learn the following:

Year group	Biology	Chemistry	Physics
Year 1 and Year 2	<p>Habitats provide living things with what they need.</p> <ul style="list-style-type: none"> Explain how, for a named animal or plant, it gets what it needs from its habitat and other living things that are there. Explore and identify what plants need to thrive. <p>Life exists in a variety of forms and goes through cycles – Plants.</p> <ul style="list-style-type: none"> Describe stages of development of a full-grown plant. <p>Life exists in a variety of forms and goes through cycles – Animals.</p> <ul style="list-style-type: none"> Identify how the basic needs of different animals influence their choice of habitat. <p>The human body has a number of systems, each with its own function.</p> <ul style="list-style-type: none"> Describe the importance of a healthy diet and exercise. <p>Farming Stemterpsise project.</p> <ul style="list-style-type: none"> Design and make a food product applying scientific knowledge and understanding of how humans and animals obtain food. 	<p>Materials have physical properties which can be investigated and compared.</p> <ul style="list-style-type: none"> Identify the changes achieved by applying forces in different directions. <p>The physical properties of materials determine their uses.</p> <ul style="list-style-type: none"> For particular materials in particular uses, identify limitations as well as suitability. 	<p>Day, night, month, seasonal change and year are caused by the position and movement of the Earth.</p> <ul style="list-style-type: none"> Recognise changes within seasons as well as between seasons. Relate weather patterns and day length to seasons.

Science - Key Stage 2

Pupils will learn the following:

Year group	Biology	Chemistry	Physics
Year 3	<p>Habitats provide living things with what they need.</p> <ul style="list-style-type: none"> Compare the requirements of different plants and link these to particular habitats. <p>Life exists in a variety of forms and goes through cycles – Plants. Understand what is meant by biodiversity.</p> <ul style="list-style-type: none"> Describe what each part of a flowering plant does. Explain, with the aid of a diagram or plant, how water is carried up from the soil. <p>Life exists in a variety of forms and goes through cycles – Animals.</p> <ul style="list-style-type: none"> Identify why animals depend on the correct nutrition. <p>The human body has a number of systems, each with its own function.</p> <ul style="list-style-type: none"> Explain which parts of the skeleton provide support and protection, and how they allow for movement. <p>Farming Stemterpsise project</p> <ul style="list-style-type: none"> Design and make new lunchtime food product through the setup of a farm shop business. 	<p>Different rocks have different properties and the formation of soil and fossils can be explained.</p> <ul style="list-style-type: none"> Explain how fossils are formed. Compare different soils in terms of composition. <p>Materials have physical properties which can be investigated and compared.</p> <ul style="list-style-type: none"> Examine and test rocks, grouping them according to the results. 	<p>There are contact and non-contact forces; these affect the motion of objects.</p> <ul style="list-style-type: none"> Compare how an object, such as a toy car, will move on different surfaces. Describe how magnets attract or repel each other and attract magnetic materials. <p>Light and sound can be reflected and absorbed and enable us to see and hear.</p> <ul style="list-style-type: none"> Recognise that vision involves light travelling to the eyes. Recognise that some surfaces are better at reflecting light than others.

Year group	Biology	Chemistry	Physics
Year 4	<p>Living things can be classified according to observable features.</p> <ul style="list-style-type: none"> Use classification keys to group and identify members from a range of familiar and less familiar living things. <p>Habitats provide living things with what they need.</p> <ul style="list-style-type: none"> Describe examples of living things that are threatened by changes to environments. <p>The human body has a number of systems, each with its own function.</p> <ul style="list-style-type: none"> Identify what each of the principal organs in the digestive system do. <p>Farming Stemterpsise project</p> <ul style="list-style-type: none"> Design and make new lunchtime food product through the setup of a farm shop business. 	<p>Materials have physical properties which can be investigated and compared.</p> <ul style="list-style-type: none"> Group materials according to their state of matter. <p>Materials can exist in different states and that these states can sometimes be changed.</p> <ul style="list-style-type: none"> Describe how evaporation and condensation happen in the water cycle, and how temperature affects evaporation. Identify changes of state and research values of degrees Celsius at which changes happen. 	<p>Light and sound can be reflected and absorbed and enable us to see and hear.</p> <ul style="list-style-type: none"> Explain, with reference to vibrations, how an object makes a sound. Describe the effect of moving further from the source of a sound. Explain with reference to a particular object how the pitch and volume of the sound can be changed. <p>Electricity can make circuits work and can be controlled to perform useful functions.</p> <ul style="list-style-type: none"> Construct a simple circuit and name its components. Sort materials into conductors and insulators, identifying metals as conductors.

Year group	Biology	Chemistry	Physics
Year 5	<p>Life exists in a variety of forms and goes through cycles – Animals.</p> <ul style="list-style-type: none"> Identify similarities and differences in two different life cycles. Describe the changes as humans develop to old age. <p>The human body has a number of systems, each with its own function.</p> <ul style="list-style-type: none"> Describe in sequence the stages of reproduction in some plants and animals. <p>Farming Stemterpsise project</p> <ul style="list-style-type: none"> Design and make new lunchtime food product through the setup of a farm shop business using ingredient they have grown themselves. 	<p>Materials have physical properties which can be investigated and compared.</p> <ul style="list-style-type: none"> Test and sort a range of materials based on their physical properties. Identify reactants and products of chemical changes and recognise these as being irreversible. <p>The physical properties of materials determine their uses.</p> <ul style="list-style-type: none"> Suggest limitations of the uses of selected materials based on test results. 	<p>There are contact and non-contact forces; these affect the motion of objects.</p> <ul style="list-style-type: none"> Explain that gravity causes objects to fall towards Earth. Describe how motion may be resisted by air resistance, water resistance or friction. Draw a diagram or use a model to describe planetary orbits. <p>Day, night, month, seasonal change and year are caused by the position and movement of the Earth.</p> <ul style="list-style-type: none"> Draw a diagram or use a model to describe planetary orbits. Explain the effect of a planet in the solar system rotating at a different rate to Earth.

Year group	Biology	Physics
Year 6	<p>Living things can be classified according to observable features.</p> <ul style="list-style-type: none"> Use similarities and differences in observable features to decide how living things should be grouped. Explain why certain features are useful in classifying living things. <p>Living things exhibit variation and adaptation and these may lead to evolution.</p> <ul style="list-style-type: none"> Use fossils as evidence that living things have changed over time. Describe examples of a living thing that has adapted to live in a particular habitat and evolved as a result. <p>The human body has a number of systems, each with its own function.</p> <ul style="list-style-type: none"> Describe what heart, blood vessels and blood do. Explain how decisions about lifestyle can affect the quality of life. Describe with aid of diagrams the route that water takes within animals. <p>Farming Stemterpise project</p> <ul style="list-style-type: none"> Design and make new lunchtime food product through the setup of a farm shop business. That feature a key local ingredient. 	<p>Light and sound can be reflected and absorbed and enable us to see and hear.</p> <ul style="list-style-type: none"> Draw diagrams using straight lines showing light travelling to the eye. Draw a diagram showing an object, shadow and light to relate object shape to shadow shape. <p>Electricity can make circuits work and can be controlled to perform useful functions.</p> <ul style="list-style-type: none"> Explain how number and voltage of cells affects the lamp or buzzer. Explain the effect of changing the order of the components in a circuit. Design circuits using symbols.



Chinese

Since mandarin is the dominant language of mainland China, at Wellington we make sure that our pupils perfect all the skills involved in the language; reading, writing, speaking and listening. We encourage our pupils to communicate in Chinese during their lessons and also outside in the wider community to ensure that they are getting the full experience of developing their knowledge of one of the most popular languages in the world.

Through the teaching of Chinese, we aim to:

- Help the pupils enjoy learning the Chinese language and encourage them to communicate with it through various fun and interactive techniques. Encouraging this enjoyment of Chinese will result in the development of the language and will encourage pupils to learn it more and more.
- Present high standards of teaching for the pupils to learn Chinese. In the Chinese department we continue to develop the teaching of Chinese to highest standard possible, so the pupils have every opportunity to learn.
- Teach the pupils topics that relate to real life and enrich their knowledge about the Chinese and the Chinese culture.

The Chinese syllabus in the school is based on the Chinese education curriculum complemented with external topics, resources, and activities that enrich the language; this ensures pupils are excited and interested to learn the language and foster the development of key skills.

Chinese – Native Key Stage 1

Through specialist led lessons, the native speaking pupils will learn Chinese through a variety of subject areas and scenarios. These allow the pupils to explore the language and Chinese culture in a holistic manner.

Pupils will learn the following:

Year group	Michaelmas term	Lent term	Summer term
Year 1	<ul style="list-style-type: none"> • What are the different members of my family? • Greeting words to one another • Mid-Autumn Festival celebration • Basic strokes of Chinese characters • Basic number sequences • What are the different colours called? • How old are you? • What do you like? 	<ul style="list-style-type: none"> • What is above and what is below? • Chinese New Year celebration • What is in front and what is behind? Describing items • Creating a picture book story 	<ul style="list-style-type: none"> • What are the different types of transportation? • What are the different Food and fruits? • Simple ancient Chinese poetry • A day at an amusement park • Traditional Chinese songs • What habits do we have? • Dragon Boat Festival celebration
Year 2	<ul style="list-style-type: none"> • Simple hieroglyphs of Chinese characters • Mid-Autumn Festival celebration • Understanding single vowels and initials • Identifying complex vowels • Describing the four seasons • Fairy tales of Chinese culture - Shadow Frog writing poetry. 	<ul style="list-style-type: none"> • Spring Festival celebration • Creating new stories from our imagination. • Describing our experiences at school and at home 	<ul style="list-style-type: none"> • My friends • More developed ancient Chinese poetry • Simple Chinese children's songs • Describing a Summer scene • Exploring the natural world • Dragon Boat Festival celebration

Chinese – Native Key Stage 2

Pupils will learn the following:

Year group	Michaelmas term	Lent term	Summer term
Year 3	<ul style="list-style-type: none"> Describing different interesting animals Understand and recall how to describe simple natural surroundings using Chinese characters. Mid-Autumn Festival celebration Understanding modern Chinese poetry - Clapping song More complex Chinese children's songs How to write a letter? How to describe the handicrafts we make? 	<ul style="list-style-type: none"> Describing the natural world More complex ancient Chinese poetry Chinese calligraphy Observations of the world we live in. 	<ul style="list-style-type: none"> Chinese traditional culture Identifying and describing stories from pictograms The unforgettable Festivals Recalling Chinese traditional stories Identifying the natural world Idiom stories Foreign literature - Hungarian folktale: The fox divides the cheese. Dragon Boat Festival celebration
Year 4	<ul style="list-style-type: none"> How to describe your school life? How to describe your summer holiday? Autumn scenery - Understanding words and three ancient poems - Shan xing, Zeng Liu jingwen, Ye shu suo jian. Studying a fairy tale - Last year's tree, Traveling in the belly of a cow. Continuing to develop story telling and literary skills. Learning to observe and recall things around you. Learning the words to Describe the natural landscape using three ancient poem - Wang tian men shan, Yin hu shang chu qing hou yu, Wang dong ting. Understanding the meaning of the paragraph in Chinese writings. 	<ul style="list-style-type: none"> Learning the noble qualities of mankind. Describing the different weather within the four seasons. Learning to accumulate good words. Understanding the beauty of spring and accumulating good words. Exploring the fables - Waiting for the rabbit, Clay pots and tin cans. 	<ul style="list-style-type: none"> Exploring Chinese traditional cultures and holidays - New Year's Day, Qingming, Double Ninth Festival. Writing a story to a Chinese theme. Learning to observe small animals and plants in nature. Describing people that are in our everyday lives through exploring Chinese children's stories. Understanding sentences and how to construct them.

Year group	Michaelmas term	Lent term	Summer term
Year 5	<ul style="list-style-type: none"> Describing the beautiful aspects of nature. Describing the most impressive place you have visited Mid-Autumn Festival celebration Exploring the text of a modern poetry - On the river in late autumn. Describing the features of a handicraft such as a folding bag. Studying the fairy tales of Hans Christian Andersen 	<ul style="list-style-type: none"> Describing our life Studying foreign literature - ancient Greek mythology. Observing what we see at the zoo. Studying the diary of the Chinese educator Ye Shengtao. 	<ul style="list-style-type: none"> Studying the ancient poem - Snow plum. Studying the stories of Chinese historical figures. Identifying our relationship with the environment. Dragon Boat Festival celebration.
Year 6	<ul style="list-style-type: none"> Learning how to express one's emotion to different scenarios. Write the characteristics of the characters in conjunction with specific examples. Study the folktale by Hunter Hailibu – The cowherd and the weaver girl. Learning to abbreviations with words. 	<ul style="list-style-type: none"> Understanding explanatory text. Using description methods to describe items of clothing. Understanding emotions and trying to express your feelings. Learning to describe the changes in the four seasons. 	<ul style="list-style-type: none"> Understanding static descriptions and dynamic descriptions. Studying three ancient poems - Shan ju qiu ming, Feng qiao ye bo and Chang xiangsi. Learning how to combine information Recognising how to highlight key points in a sentence.



Chinese – Non-native Key Stage I

Through specialist led lessons, the non-native speaking pupils will learn Chinese through a variety of subject areas and scenarios. These allow the pupils to make progress with the language whilst allowing the pupils to explore Chinese culture in a holistic manner:

Year group	Michaelmas term	Lent term	Summer term
Year 1	<ul style="list-style-type: none"> Numbers(1-20) Hello(Hello Ms.Wang! Good morning!) Mid-Autumn Festival Thank you(You are welcome! I'm sorry. Never mind!) Chinese songs(hello、 two tigers) What is your name? I'm 5 years old Handicraft(Making small lanterns etc.) 	<ul style="list-style-type: none"> Mum and dad (Mum and Dad love me.) Brothers and sisters (I have brothers.) Parts of body(my eyes, my nose, my hand ,my head.) Naming pets and using this in a basic sentence. 	<ul style="list-style-type: none"> Primary colors Naming Fruits and using this in a basic sentence. Chinese culture(Chinese origami culture) Dragon Boat Festival celebration.
Year 2	<ul style="list-style-type: none"> Numbers(20-40) Introducing you have several brothers and sisters. Introducing good friends.(name, age, year group) Naming different toys and making basic sentences. I love reading.(use 'love' to make sentences) I can dress myself.(use 'can' to make sentences) Secondary colors The story of Nian 	<ul style="list-style-type: none"> Today is Monday What time is it?(Full time) Dragon Boat Festival celebration. 	<ul style="list-style-type: none"> Naming different Stationery and using color to describe stationery. Introducing this is my classroom. Introducing what animals are in the zoo and learning to use simple measure words. Using big or small to describe animals. Naming different snacks and using these in a basic sentence.

Chinese – Non-native Key Stage 2

Pupils will learn the following:

Year group	Michaelmas term	Lent term	Summer term
Year 3	<ul style="list-style-type: none"> Numbers(41-100) Date(Today is September 1st.) Mid-Autumn Festival Happy birthday(Be able to describe the birthday party.) Family(Who are they? They are my grandpa and grandma.) Nationality(Where are you from? I am British.) 	<ul style="list-style-type: none"> Request(Can I go to the bathroom?) School uniform My schoolbag (There are textbooks in my bag.) Our classroom (There are a computer in the classroom.) 	<ul style="list-style-type: none"> Positions(The table is in front of me.The chair is behind me.) Hobbies (My hobbies are singing and dancing.) Food and drink (I like bread and eggs. I don't like milk.) Vegetables (I like carrots. I don't like tomatoes.) Nature (There are sun、 planets and moon in the sky.) Chinese culture(The twelve zodiac animals.)
Year 4	<ul style="list-style-type: none"> What's your telephone number ? I can speak Chinese.(To learn names and languages of five countries) Tell the time (Expression of all time) Describing your daily routine. Learning the five staple foods that are often eaten at lunch. Four Treasures of the Study. 	<ul style="list-style-type: none"> Explaining the five modes of transportation to go to school. I'm hungry/thirsty/full. It's raining.(snow, sunny day, windy) Naming five kinds of clothes and using colors to describe the clothes. 	<ul style="list-style-type: none"> Introduce what is in my room. I am watching TV.(What am I doing?) What is in our school?(hall, library, playground, swimming pool) I love learning Chinese/Maths/ Art/Music/ P.E.) I am running in the park.(sb.+ place word + action) Chinese painting.

Year group	Michaelmas term	Lent term	Summer term
Year 5	<ul style="list-style-type: none"> Pinyin Basic Strokes Numbers(1-100、 1,000) Greetings (Say hello politely.) Date (Weeks, Months) Age (I was born in 1992. My birthday is March 10th.) 	<ul style="list-style-type: none"> Telephone Numbers(What's your home phone number?) Family Members (Be able to write a paragraph about your family members.) Self-introduction((Be able to write a paragraph about yourself introduction.) Occupation (Be able to describe the careers of your family members.) 	<ul style="list-style-type: none"> Time(Excuse me, what do your watch say?) Daily Routine (I get up at six thirty in the morning?) Means of Transport(How does your father go to work? By train.) Tertiary Colors Description clothing Parts of the Body(Be able to describe people's appearance.)
Year 6	<ul style="list-style-type: none"> Have you been to China? Can you speak Chinese? How many classes did you study this year? Learning common Phrases of making Phone calls. Describing the weather conditions of a place Describe the weather conditions of the four seasons. Naming several common diseases. 	<ul style="list-style-type: none"> Hobby (1): Music (He plays the piano for an hour a day.) Hobby(2) : Sports(Introducing the sports that family members like.) Hobby(3) : Dance (I started to dance from the age of four) 	<ul style="list-style-type: none"> Vegetables and Fruits(I don't like vegetables very much.) Introducing food for three meals a day. Eating Out(Discussing the price and restaurant) Describing your own house. Introducing home furniture and appliances. Using the orientation words to introduce the architecture of the community.



ICT

At Wellington, the ICT curriculum harnesses the huge enthusiasm that exists in the wider world for the development of coding skills amongst our next generation of programmers. Further to this, pupils will also develop their general capability in the use of computers and learn how to protect themselves, equipment and their identity when using digital tools across all curriculum subjects. Although classes have a dedicated ICT lesson each week, the learning is embedded with the year group's cross- curricular theme.

The curriculum is separated into three sub-sections ; Compute Science (CS), Information Technology (IT) and Digital Literacy (DL). These are outlined in the table below followed by the key contexts for learning for each year group.

	Key Stage 1	Key Stage 2
Computer science	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs . Use logical reasoning to predict the behaviour of simple programs. 	<ul style="list-style-type: none"> 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. Appreciate how (search) results are selected and ranked.
Information technology	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<ul style="list-style-type: none"> Use search technologies effectively. 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	<ul style="list-style-type: none"> Recognise ecognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> Understand the opportunities (networks) offer for communication and collaboration. Be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

ICT - Key Stage 1

Pupils will learn the following:

Year group	Michaelmas term	Lent term	Summer term
Year 1	<p>All about me</p> <ul style="list-style-type: none"> Pupils will produce a short presentation about themselves which will include how to take a photo of themselves, import images from the internet etc. <p>We are treasure hunters</p> <ul style="list-style-type: none"> In this unit, the children will program a toy to move around a map to find buried treasure. They will start by thinking of algorithms for their routes, then input these as stored programs for the robot. They predict how the robot will move and will debug their programs. 	<p>We are painters</p> <p>This unit will particularly engage children who love the illustrations in the books they read. It is a great opportunity for the children to work creatively.</p> <ul style="list-style-type: none"> Pupils will use Paint 3D to make a picture. Use paintbrush, line, fill and shape tools. Learn how to name and save their work in specific locations. 	<p>We are celebrating</p> <ul style="list-style-type: none"> In this unit, pupils will have the opportunity to create a digital greetings card, which could be used for a religious festival such as Diwali or Christmas, pupils' birthdays, or simply to say thank you or good luck.
Year 2	<p>We are storytellers</p> <p>This unit will introduce pupils to Scratch. They will animate characters from a traditional tale. It will enable them to:</p> <ul style="list-style-type: none"> Add sprites. Add backdrops. Programme the sprite to move. Choose appropriate sound effects for their sprites. 	<p>We are musicians</p> <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> Use one or more programs to edit music. Create and develop a musical composition, refining their ideas through reflection and discussion. Develop collaboration skills. Develop an awareness of how their composition can enhance work in other media. 	<p>We are presenters</p> <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> Make a PowerPoint presentation. Add slides. Choose and insert clipart and photos into PowerPoint. Insert sound into PowerPoint. Add transitions and effects.

ICT - Key Stage 2

Pupils will learn the following:

Year group	Michaelmas term	Lent term	Summer term
Year 3	<p>We are programmers</p> <p>In this unit, the children create an animated cartoon using characters they design. They use a paint tool to create characters and backgrounds. They then create an animation by translating a storyboard into a series of scripted instructions (program) for graphic objects.</p> <ul style="list-style-type: none"> • Create an algorithm for an animated scene in the form of a storyboard. • Write a program in Scratch to create the animation. • Correct mistakes in their animation programs. 	<p>We are robot engineers</p> <p>The pupils will learn how to build and programme a robot using Lego.</p> <ul style="list-style-type: none"> • Follow tutorials to make a robot. • Design a robot to complete a task. • Programme the robot to complete the task. • Understand simple Boolean logic (such as AND, OR and NOT). 	<p>We are meteorologists</p> <p>This unit brings together data measurement, analysis and presentation, as the children take on the role of meteorologists and weather presenters.</p> <ul style="list-style-type: none"> • Understand different measurement techniques for weather, both analogue and digital. • Use computer-based data logging to automate the recording of some weather data. • Use spreadsheets to create charts. • Analyse data, explore inconsistencies in data and make predictions.
Year 4	<p>We are digital authors</p> <ul style="list-style-type: none"> • Understand the conventions for collaborative online work, particularly in wikis. • Be aware of their responsibilities when editing other people's work. • Become familiar with Wikipedia, including potential problems associated with its use. • Practise research skills. • Write for a target audience using a wiki tool. • Develop collaboration skills. • Develop proofreading skills. 	<p>We are software developers</p> <p>The pupils will plan and design a game, with a clear target audience in mind. They create a working prototype, and then develop it further to add functionality and improve the user interface. This unit will enable the children to:</p> <ul style="list-style-type: none"> • Develop an educational computer game using selection and repetition. • Understand and use variables. • Start to debug computer programs. • Recognise the importance of user interface design, including consideration of input and output. 	<p>We are HTML editors</p> <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> • Understand some technical aspects of how the internet makes the web possible. • Use HTML tags for elementary mark up. • Use hyperlinks to connect ideas and sources. • Code up a simple web page with useful content. • Understand some of the risks in using the web.

Year group	Michaelmas term	Lent term	Summer term
Year 5	<p>Multimedia presentation on E-safety</p> <ul style="list-style-type: none"> • Understanding the threats online and digital media. • Produce a multimedia presentation with text, graphics and sound. • Demonstrate the ability to work on a specific task for an extended period. • Use the network and associated equipment effectively. • Effectively present final results. 	<p>Introduction to spreadsheets</p> <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> • Say what a spreadsheet is and how it functions. • Create graphs. • Effectively work out calculations. • Sort data and carry out searches. • Answer questions using the search facility. • Create a blank database. 	<p>Game developers</p> <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> • Create original artwork and sound for a game. • Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables. • Detect and correct errors in their computer game use iterative development techniques (making and testing a series of small changes) to improve their game.
Year 6	<p>Web development and E-safety</p> <p>This unit will enable the children to:</p> <ul style="list-style-type: none"> • Develop their research skills to decide what information is appropriate. • Understand some elements of how search engines select and rank results. • Question the plausibility and quality of information. • Develop and refine their ideas and text collaboratively. • Develop their understanding of e-safety and responsible use of technology. • Present and gain feedback to peers/class. This will allow them to gain professional presentation skills. 	<p>Spreadsheet modelling</p> <ul style="list-style-type: none"> • To give examples of how computer models are used in the real world. • Learn to format a spreadsheet model. • To use simple formulae and functions. • Learn to create basic charts to show data in a visual form. • Additional data in the form of tables will be added so that pupils can create more advanced charts and models which reflect the data. 	<p>Modelling solutions in programming</p> <ul style="list-style-type: none"> • To use a programming language to solve basic problems. • To be able to change the programming statements to suit different needs. • To design and create own sprite. • To use the methods and procedures learnt to create basic games. • Based on the skills gained, pupils will be expected to create complex code to show more features and make the game more difficult for users to complete.



PE and swimming

Key Stage I - PE and swimming

The aim of Key Stage I PE at Wellington is to develop the fundamental movement skills and to provide a range of opportunities for pupils to improve their agility, balance, swimming strokes and coordination. We aim to develop these skills through independent activities or as part of a group/team. Pupils will take part in competitive physical activities using a variety of equipment.

Pupils will be taught to:

- Develop basic movements including running, jumping, throwing and catching.
- Develop balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.
- Develop basic movement skills, water confidence and safety awareness.
- Work towards being able to swim 10-20 metres on their front and back introducing various strokes.

Swimming

In swimming pupils will be regularly assessed on the UK Curriculum alongside the ASA standards. Please be aware that swimming happens as part of a rotation through the year.

Key Stage 2 - PE and swimming:

The aim of Key Stage 2 PE at Wellington is to continue to develop the skills learned in Key Stage 1 and begin to apply them in a variety of ways. Pupils will learn how to link actions and create sequences of movement. As part of a team, pupils will build on their communication, collaboration skills whilst often competing against each other. They will improve their understanding of how to make progress in different physical situations and sport. They will also learn how to evaluate their performances and recognise their successes. They will learn stroke technique, competitive swimming skills and water safety skills.

Pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, basketball, football and badminton).
- Apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swim competently, confidently and proficiently over a distance of 25 metres.
- Swim using a range of strokes efficiently and competitively.
- Perform self-rescue in different water-based situations.

Swimming

In swimming pupils will be regularly assessed on the UK Curriculum alongside the ASA standards. Please be aware that swimming happens as part of a rotation through the year.



PE topics covered in each year group::

Year group	PE topics
Year 1-3	<ul style="list-style-type: none"> • Fundamental Movement Skills (FMS) • Team Games • Swimming • Dance • Gymnastics • Team games • Racket sports
Year 4	<ul style="list-style-type: none"> • Athletics • Dance • Swimming • Gymnastics • Racket sports • Team Games
Year 5	<ul style="list-style-type: none"> • Athletics • Dance • Swimming • Gymnastics • Racket sports • Outdoor adventure
Year 6	<ul style="list-style-type: none"> • Athletics • Dance • Swimming • Gymnastics • Racket sports • Outdoor adventure



French and Spanish

Wellington College International Hangzhou is committed to a high-quality modern foreign language curriculum that fosters pupils' curiosity and deepens their understanding of the world.

Aims of French and Spanish:

- To understand and respond to spoken and written language from a variety of authentic resources ;
- To speak with increasing confidence, fluency and spontaneity;
- To write for different purposes and audiences;
- To explore cultures of the target language.

We will ensure these aims are achieved by:

- Engaging all pupils in a variety of activities instilling the importance and joy of studying languages;
- Providing the pupils with opportunities to become confident communicating in the target language;
- Encouraging learning outside the classroom environment.

French and Spanish - Key Stage 2

Pupils will learn the following:

Year group	Michaelmas term	Lent term	Summer term
Year 4	<p>Hello!</p> <ul style="list-style-type: none"> • Greet people and give personal information • Ask and talk about sisters and brothers • Say what people have and have not • Talk about different nationalities • Say what people are like Phonic focus: Revision [OU], [OI], [ON] silent S in simple plurals <p>Grammar skills</p> <ul style="list-style-type: none"> • Use Avoir (to have) + noun with I, you, he/she • Use Etre (to be) + nationality with I, you, he/she • Use negatives in spoken and written French with avoir and etre • Understand agreement of adjectives (masculine and feminine) • Use plural forms accurately when talking about brothers and sisters • Recognise patterns in simple sentences 	<p>At school:</p> <ul style="list-style-type: none"> • Identify and say school subjects • Talk about likes and dislikes at school • Say the time on the hour and half-hour • Write accurately a range of vocabulary • Express opinion about a range of things • Use longer sentences in spoken and written French to talk about timings of the school day • Use correct intonation when asking questions • Phonic focus: A, E, É, I, O, U, Y <p>Grammar skills</p> <ul style="list-style-type: none"> • Understand and use the definite article le/la/l'/les correctly • Form longer sentences using connectives et, mais, parceque • Use different question words 	<p>At home:</p> <ul style="list-style-type: none"> • Naming rooms in the house Describing different rooms in the house • Saying what people do at home • Saying what people do and where • Preparing a short presentation <p>Grammar skills</p> <ul style="list-style-type: none"> • Give simple description using c'est (+adjective) Use il y a (+indefinite article) • Join sentences with et • Use 3rd person verbs • Use both the definite and the definite article (consolidation) Manipulating the language by changing an element in a sentence

Year group	Michaelmas term	Lent term	Summer term
Year 5	<p>In town:</p> <ul style="list-style-type: none"> Naming places in the town Asking the way and giving simple directions Saying the time (consolidation) Saying where you are going Phonic focus: vowels and CH <p>Grammar skills</p> <ul style="list-style-type: none"> Use le/ la /l' correctly with places Use prepositions au/à la/à l' with places Use sequencers d'abord, ensuite, enfin to say longer sentences Give instruction using the vous form (consolidation) 	<p>My day:</p> <ul style="list-style-type: none"> Asking and talking about daily routine Talking about times of daily routines Asking and talking about breakfast Talking about details of a typical day Reading and understanding longer texts Phonic focus: UN, IN, IM <p>Grammar skills</p> <ul style="list-style-type: none"> Use 1st person present tense including some reflectives Make longer sentences with times Use adverbs and times expressions Use et to join sentences (revision) Formulate questions (Qu'est ce que...) 	<p>On the weekend:</p> <ul style="list-style-type: none"> Asking and talking about regular activities Saying what you don't do Asking and saying what other people do Talking about what you like/dislike doing Phonic focus: E, EU <p>Grammar skills</p> <ul style="list-style-type: none"> Use several verbs in 1st person (consolidation) Use negative (consolidation) Use verbs in 3rd person Use j'aime and je n'aime pas + infinitive verb

Year group	Michaelmas term	Lent term	Summer term
Year 6	<p>Clothes:</p> <ul style="list-style-type: none"> Asking and saying what clothes you'd like Giving opinions about clothes Saying what clothes you wear Asking and talking about prices (including numbers 60 – 80) Phonic focus: O, AU, EAU <p>Grammar skills</p> <ul style="list-style-type: none"> Using des with plural words Giving opinions using c'est... Using et and mais to make longer sentences Agreement with adjectives 	<p>Sport:</p> <ul style="list-style-type: none"> Talking about which sports you like Expressing preferences about different sports Giving reasons for preferences Talking about a sporting event Phonic focus: K, C, S, Ç <p>Grammar skills</p> <ul style="list-style-type: none"> Use definite articles with sports (revision) Use conjunctions et and mais (revision) Question words (consolidation) Recognise language patterns and deduce rules 	<p>Holidays:</p> <ul style="list-style-type: none"> Naming holiday destinations Talking about seasons Asking and saying where you are going on holidays Express opinions about different holidays Talking about holiday plans Form weather expressions Phonic focus: vowels and consonants (revision) <p>Grammar skills</p> <ul style="list-style-type: none"> Use prepositions au/à la/à l' with places (consolidation) Recognise patterns and apply knowledge of rules Say what you are going to do using je vais... + infinitive



Visual art

Wellington College International Hangzhou is committed to a high-quality art curriculum that engages, inspires and challenges each child while equipping them with the knowledge and skills to experiment, invent and create their own works of art. Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. As children progress, they should be able to think critically and develop a more rigorous understanding of art and design. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures .

Aims of art:

- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art techniques.
- To evaluate and analyse creative works using the language of art.
- To know about great artists and understand the historical and cultural development of their art forms.

We will ensure these aims are achieved by:

- Visual art lessons are challenging and personalised; individual's needs will be considered and met at all times.
- Children are engaged and motivated and enjoy being creative.
- Children grow in confidence, actively seeking their potential.

Visual Arts - Key Stage 1

Pupils will learn the following:

Year group	Michaelmas term	Lent term	Summer term
Year 1 and Year 2	<p>Welly Wings – starter project</p> <ul style="list-style-type: none"> • Create many feathers by using colour pencils / crayons. • Year 1 pupils will be able to trace the feather template and create simple patterns and colours according to the design. • Year 2 will be able to observe and create the unique feathers by themselves and use makers to add patterns. <p>Fall Art</p> <ul style="list-style-type: none"> • Pupils will learn the colour basic wheel theory and create a series of work related to the season autumn. • Year 1 will create a “warm and cool tree” with markers. • Year 2 will study artist Kandinsky and create a series of ‘Maple leaves’ with pens and crayons. 	<p>Chines New Year Art activity</p> <ul style="list-style-type: none"> • Learn Chinese culture. • Design patterns on lanterns. <p>Alphabet Art project</p> <ul style="list-style-type: none"> • Design the font of all the alphabet in one page with crayons • Study to use water colour to decorate the alphabet. • Design the alphabet with paper cutting techniques. 	<p>Elements of Art</p> <ul style="list-style-type: none"> • Develop the basic knowledge of the elements of Art – line, shape, space, value, form, texture, and colour. • Create 7 simple images to present each element.

Visual Arts - Key Stage 2

Pupils will learn the following:

Year group	Michaelmas term	Lent term	Summer term
Year 3 and Year 4	<p>Welly Wings - starter project</p> <ul style="list-style-type: none"> • Create feathers with organic lines. • Year 3 pupil will be able to trace the feather template, and create complicated patterns. • Year 4 will be able to paint feather patterns on tree leaves to contribute feathers for “Welly Wings”. <p>Warm hand</p> <ul style="list-style-type: none"> • Study colour wheels and complimentary colours • Create an abstractive artwork. <p>Draw animals</p> <ul style="list-style-type: none"> • Study different artists and understand the method of medium used by the artist. • Create a series of different types of animals. 	<p>Chines New Year Art activity</p> <ul style="list-style-type: none"> • Learn Chinese culture. • Design patterns on lanterns. <p>Self-portraits</p> <ul style="list-style-type: none"> • Study and develop the knowledge about one of the elements of art - Line • To use black and white line drawings around a rich coloured face to study contrasts. • Create a self-portrait. 	<p>World landscape drawing</p> <ul style="list-style-type: none"> • Develop drawing skills by following a grid and literal diagram. • Independently create a landscape. <p>Self-portraits</p> <ul style="list-style-type: none"> • Learning the basic techniques and understand the process. • Design simple patterns (Year 3) / images (Year 4) to match the theme given. • Transfer the final image to a T-shirt.

Year group	Michaelmas term	Lent term	Summer term
Year 5	<p>Welly Wings – starter project</p> <ul style="list-style-type: none"> Year 5 will be using water colours and oils to create feathers for the project. <p>Sketchbook design</p> <ul style="list-style-type: none"> Understand the purpose of the sketchbook. Sketchbook spine design. Study the organic lines and patterns to create an artwork with your name. <p>Create with clay</p> <ul style="list-style-type: none"> Develop the knowledge of the ceramics by creating a variety of the products. Create patterns with ceramic tools. Apply glaze. 	<p>Chines New Year art activity</p> <ul style="list-style-type: none"> Learn Chinese culture. Design patterns on lanterns. <p>Cross-contour drawing</p> <ul style="list-style-type: none"> Create a drawings which shows cross-contour lines. Pottery drawing with cross-contour lines. 	<p>One-point perspective</p> <ul style="list-style-type: none"> Develop origami skills and create 3D shapes Develop one-point perspectives. Create a 3D space. <p>Block printing</p> <ul style="list-style-type: none"> Discover and research the history of Block Print. Design a template to match the theme given. Develop the block print techniques. Transfer the print to card by using block print ink.
Year 6	<p>Welly Wings – starter project</p> <ul style="list-style-type: none"> Year 6 will be using water colours and oils to create feathers for the project. <p>Sketchbook design</p> <ul style="list-style-type: none"> Understand the purpose of the sketchbook. Sketchbook spine design. Study the organic lines and patterns to create an artwork with your name. <p>Create with clay</p> <ul style="list-style-type: none"> Develop the knowledge of the ceramics by creating a variety of the products. Create patterns with ceramic tools. Apply glaze. 	<p>Chines New Year art activity</p> <ul style="list-style-type: none"> Learn Chinese culture. Design patterns on lanterns. <p>Still life</p> <ul style="list-style-type: none"> Create a still life painting. Use a variety of strategies to show form. 	<p>One-point perspective</p> <ul style="list-style-type: none"> Develop origami skills and create 3D shapes Develop one-point perspectives. Create a 3D space. <p>Mono-print</p> <ul style="list-style-type: none"> Study and develop the techniques of mono-print. Introduce Rangori art. Create a series of rangori artworks. Translate one of your designs to mono-print



Music

Music is a universal language that embodies one of the highest forms of creativity. Our high-quality music education engages and inspires Wellington pupils to develop a love of music and their talent as musicians, and so increases their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with understanding to musical works.

Aims

All pupils will have the opportunity to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others .
- Have the opportunity to learn a musical instrument.
- Use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

By the end of Key Stage 1 and Key Stage 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Music - Key Stage 1

Pupils will learn the following:

- **Singing** - Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.
- **Listening** - The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing
- **Composing** - Improvise simple vocal chants. Invent, retain and recall rhythm and pitch patterns and perform these for others, Use music technology to capture, change and combine sounds. Recognise how graphic notation can represent created sounds. Explore and invent own symbols,
- **Musicianship** including understanding Pulse/Beat, Rhythm and Pitch

Year group	Topics
Year 1	<ul style="list-style-type: none"> • Games - Begin to internalise, understand, feel, know how the dimensions of music work together. Focus on warm-up games, pulse, rhythm, pitch, tempo, dynamics. • Singing -Start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. • Playing - Start to play a classroom instrument in a group/band/ensemble. • Improvisation - Begin to explore and create your own responses, melodies and rhythms. • Composition - Begin to create your own responses, melodies and rhythms and record them in some way
Year 2	<ul style="list-style-type: none"> • Games - Continue to internalise, understand, feel, know how the dimensions of music work together. Focus on warm-up games, pulse, rhythm, pitch, tempo, dynamics. • Singing - Continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - Continue to play a classroom instrument in a group/band/ensemble. • Improvisation - Continue to explore and create your own responses, melodies and rhythms. • Composition - Continue to create your own responses, melodies and rhythms and record them in some way.

Music - Key Stage 2

Pupils will learn the following:

- **Singing** - Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression, walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes and perform as a choir
- **Listening** - The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.
- **Composing** - Become increasingly more skilled in improvising, inventing short 'on-the-spot' responses using a limited note-range, structure musical ideas to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli and musical sources.
- **Performing** - Develop facility in playing tuned percussion or a melodic instruments, play and perform melodies following staff notation using a small range as a whole class or in small groups, Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.

Year group	Topics
Year 3	<ul style="list-style-type: none"> • Games - Continue to internalise, understand, feel, know how the dimensions of music work together. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol. • Singing - Continue to sing, learn about singing and vocal health. Continue to learn about working in a group/ band/ensemble. • Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol. • Improvisation - Continue to explore and create your own responses, melodies and rhythms. • Composition - Continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol.

Year group	Topics
Year 4	<ul style="list-style-type: none"> • Games - Continue to internalise, understand, feel, know how the dimensions of music work together. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol. • Singing - Continue to sing, learn about singing and vocal health. Continue to learn about working in a group/ band/ensemble. • Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol. • Improvisation - Continue to explore and create your own responses melodies and rhythms. • Composition - Continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol.
Year 5	<ul style="list-style-type: none"> • Games - Internalise, understand, feel, know how the dimensions of music work together. Focus on warm-up games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. • Singing - Sing, learn about singing and vocal health. Continue to learn about working in a group/ band/ ensemble. • Playing - Play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. • Improvisation - Explore and create your own responses, melodies and rhythms. • Composition - Create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.
Year 6	<ul style="list-style-type: none"> • Games - Internalise, understand, feel, know how the dimensions of music work together. Focus on. Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol. • Singing - Sing, learn about singing and vocal health. Continue to learn about working in a group/ band/ ensemble. • Playing - Play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. • Improvisation - Create your own responses, melodies and rhythms. • Composition - Create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.



Drama

Drama is both an art form and a medium for learning and teaching. It can develop the whole person — emotionally, physically, intellectually, imaginatively, aesthetically and socially — by giving form and meaning to experiences. It can foster a positive group interaction for the pupils as they learn to make accommodations in order to pursue shared goals.

At Wellington, pupils progress through the dramatic forms of expression. Emphasis is placed upon the development of the individual as a creator, performer and critic. Here, the self-development and socialisation processes of the pupils are extended by developing an appreciation of theatre as a traditional art form.

To develop their skills in drama, children need to learn to:

- Improvise and work in role, creating and sustaining roles both individually and when working with others.
- Script and perform plays and stories using language and actions to express and convey situations, characters and emotions.
- Respond to their own and others' performances, commenting constructively on dramatic effects, characterisation and overall impact.

We will ensure we meet these aims by:

- Modelling language which is appropriate to the role, context and theme.
- Challenge children to move beyond the familiar and everyday.
- Build in time to reflect on both the meaning of the drama and how it is enacted.
- Structure activities in a unit of work to build both children's skills in drama and work in role, and their understanding of themes and ideas.
- Vary the techniques used so that children develop a repertoire and make progress in performance, working in role and evaluation.
- Establish ground rules for drama sessions so that children have a clear framework within which to create roles, explore movement or develop scenarios.

Drama - Key Stage 1

Pupils will learn the following:

The areas to be covered over the years will be:

- Developing their skills in drama by working with each other and responding appropriately
- Using exploratory language to try out new ideas
- Learn how to speak through tone, gesture and volume
- Use a range of ways to express themselves – physically, verbally and emotionally



Year group	Topics
Year 1	<p>Focus: I am Henry Finch – Alexis Deacon (Extracts from: <i>Little Red</i> – Lynn Roberts; <i>Halibut Jackson</i> – David Lucas)</p> <p>The first units of Drama for Year 1 will focus on the early stages of the pupils finding their voice and building confidence in performing. The unit will focus on the literary works above and use these to:</p> <ul style="list-style-type: none">• Use language to imagine and recreate roles and experiences.• Explore familiar themes and characters through improvisation and role play.• Act out well-known stories, using voices for characters. <p>Focus: Cave Baby – Julia Donaldson (Extracts from: <i>Beegu</i> – Alexis Deacon; <i>The Magic Bed</i> – John Burningham)</p> <p>This scheme of work introduces pupils to the evolution of communication methods across various time periods, different cultures and in difficult environments. Exercises explore communication problems associated with disabilities, along with situations where miscommunication can easily occur. The subject is explored using drama forms including frozen pictures, mime, thought tap, teacher in role, physical theatre, mirroring, gesture and creating and maintaining a character. This fun topic is augmented with music and props to fire the imagination and creativity of the class.</p>
Year 2	<p>Focus: Captain Flynn and the Pirate Dinosaurs – Giles Andreae and Russell Ayto (Extracts from: <i>Little Red</i> – Lynn Roberts; <i>Halibut Jackson</i> – David Lucas)</p> <p>This unit includes freeze frames, thought tracking, dance, soundscapes and drama games. There is also an option for children to make up their own adventure, ideal for drama club or for inspiring writing through drama.</p> <p>Focus: The House Held up by Trees – Ted Kooser (Extracts from: <i>The Goldilocks Project</i> – Polly Borland; <i>The Owl and the Pussycat</i> – Edward Lear)</p> <p>They role-play the characters and work through the plot, taking part in fun, interactive activities and developing their knowledge and understanding of essential drama forms. Through humour and they use of music, the pupils recreate scenes. Drama forms taught include thought aloud, mime, hot seating, frozen pictures, slow motion, and how to create tension and suspense. Atmosphere and mood are explored throughout the scheme, supported by a piece of comical music and special crocodile sound effect!</p>

Drama - Key Stage 2

Pupils will learn the following:

The areas to be covered over the years will be:

- Developing their skills in drama by working with each other and responding appropriately
- Working collaboratively for different purposes, such as investigating, problem solving, sorting, planning, predicting, reporting, evaluating
- Observing how, in groups, speakers interact, take turns and influence others and talking with different levels of formality.



Year group	Topics
Year 3	<p>Focus: The BFG – Roald Dahl <i>(Extracts from: Weslandia – Paul Fleischman; Escape from Pompeii – Christina Balit)</i></p> <p>This unit uses an original and inspiring stories to explore how we can communicate non-verbally through gesture, body language and sign language, using storytelling, discussion and drama activities.</p> <p>Focus: The Heart and the Bottle – Oliver Jeffers <i>(Extracts from: Flotsam – David Weisner; Tin Forest – Helen Ward)</i></p> <p>Literary works about the world we live in and how things work are useful in drama sessions for children and adults as they provide a common point of reference and contain universal characters and themes. They offer an opportunity to develop new work using a familiar structure. The stories can be used as a launch pad in various ways to lead into rehearsed performances, improvisations, a series of tableaux or oral storytelling. Groups may want to stick closely to the story or simply use it as a starting point.</p>
Year 4	<p>Focus: Gulliver – Martin Jenkins <i>(Extracts from: The Hobbit – JRR Tolkien; Shackleton's Journey – William Grill)</i></p> <p>These literary works offer a world of adventure for the pupils to flex their dramatic skills with. From the true stories of Shackleton's exploration to the frozen land of Antarctica, the story of a thoroughly unimportant and ordinary hobbit to the adventures of Gulliver into distance far off worlds. All of these texts offer the pupils a chance to recreate dramatic scenes using props and their imagination.</p> <p>Focus: The Lion, the Witch and the Wardrobe – C S Lewis <i>(Extracts from: Tar Beach – Faith Ringgold; The Lion and the Unicorn – Shirley Hughes)</i></p> <p>This unit of work uses the situations in the natural settings to examine how people cooperate and communicate and how groups can contribute to society socially. It explores the issues surrounding friendship and how influences and scenarios can change the social dynamic. Pupils will need to use their creative skills to develop a drama piece and build the confidence to perform it in front of their peers.</p>

Year group	Topics
Year 5	<p>Focus: The Last Wild – Piers Torday <i>(Extracts from: The Man Who Walked Between The Towers – Mordicai Gerstein, The Templetons Twins Have An Idea – Ellis Weiner)</i></p> <p>This scheme of work explores the technique of mime. It enables the pupils to develop their practical understanding of the skill and how to use body language, facial expressions, gestures, eye contact, space and the need to exaggerate them to convey their intent clearly to an audience. It is supported with music, situation cards and a short PowerPoint presentation which can also be printed as a handout. For assessment pupils devise their own mime scene set to music, using the techniques and skills learned.</p> <p>Focus: Percy Jackson and the Lightning Thief – Rick Riordan <i>(Extracts from: Hidden Figures – Margot Lee Shetterley, The Strange Case of Origami Yoda – Tom Angleberger)</i></p> <p>This scheme of work introduces pupils to the genre of Graeco-Roman Theatre. The lesson workshops examine how the main areas of theatre – comedy, tragedy, mime and pantomime – developed their plots and use of stock characters. Drama forms taught include frozen pictures, rhyme, mime, exaggeration, soliloquy, chorus, slapstick comedy and creating and maintaining a character. Through practical workshops and their own independent learning, pupils gain an insight into how to develop appropriate storylines in the different styles of the genre.</p>

Year group	Topics
Year 6	<p>Focus: Grimm Tales For Young and Old – Philip Pullman <i>(Extracts from: The Maya – Jon Richards, The Unforgotten Coat – Frank Cottrell Boyce)</i></p> <p>This scheme of work introduces pupils to the evolution of communication methods across various time periods, different cultures and in difficult environments. Exercises explore communication problems associated with disabilities, along with situations where miscommunication can easily occur. The subject is explored using drama forms including frozen pictures, mime, thought tap, Teacher in Role, physical theatre, mirroring, gesture and creating and maintaining a character. This fun topic is augmented with music and props to fire the imagination and creativity of the class.</p> <p>Focus: Can We Save The Tiger? – Martin Jenkins <i>(Extracts from: Night Mail – W H Auden, Romeo and Juliet – William Shakespeare)</i></p> <p>These three literary texts allows the pupils to explore further the use of language and text as emotive and dramatic influences. It enables the pupils to develop their key drama forms, in particular body language, facial expressions and the need to exaggerate them to help create physical actions for effect. For assessment pupils will reenact famous scenes for a performance using the techniques and skills learned and analyse the literary work highlighting key vocabulary.</p>



Wellbeing

Wellington College International Hangzhou has introduced wellbeing as a compulsory subject sitting alongside English, the sciences and mathematics as part of the core curriculum. The wellbeing curriculum teaches pupils how to flourish. Flourishing involves living life with purpose and aspiration, finding those things in life which imbue it with meaning, forging strong reciprocal relationships with others, engaging in life's tasks to the best of one's ability and having the strength of character to be resilient in the face of adversity. Lessons draw on philosophy; informed by Aristotle's concept of 'Eudaimonia' – a Greek word which describes a life lived with excellence or to the best of one's ability, towards the fulfillment of one's true nature. Pupils pursue a kind of optimal living by learning the skills needed to get the best out of their relationships, hand support, work and play.

Wellbeing lessons are also underpinned by the innovative discipline of positive psychology. Positive psychology asks questions such as: what makes people feel satisfied with life; what elements make up a life well lived; and what makes people thrive in the face of adversity? During wellbeing lessons, pupils explore the answers to these questions using the skills they acquire in our critical thinking programme.

Our wellbeing programme is made up of six strands and every lesson, session, workshop and discussion will contribute in some way towards developing one or more of the following six aspects:

- **Physical Health:** understanding the principal requirements of maintaining a healthy and active lifestyle.
- **Positive relationships:** exploring how best to define and develop positive relationships with fellow pupils, teachers, family members and others.
- **Perspective:** building emotional resilience or a 'psychological immune system'. This aims to help develop the thinking skills that enable pupils to overcome adversity.
- **Engagement:** recognising the importance of maintaining a healthy curiosity about the world around us and a willingness to engage with it.
- **The world:** understanding and promoting ways of living sustainably in a conspicuous consumer society. This strand also encourages pupils to consider their place in the world and help define a positive future role for themselves.
- **Meaning and purpose:** working out, as Viktor Frankl would say, our response to the question's life asks of us.

Wellbeing is an essential element of our continually evolving educational approach, as we aim to develop our pupils holistically, giving them the emotional resilience as well as the academic skills necessary to thrive in a rapidly-changing world.



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