

# Contents

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## Foreword

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Years 3, 4 and 5 together make up the junior forms of the Prep School. The children are taught in mixed ability forms, except for English and maths, where the children are taught in ability sets. Pupils in Year 5 are also set for science and French.

The children are taught predominately by the KS2 form teachers, although some lessons are delivered by specialist teachers.

The aim of this booklet is to describe briefly the nature of the curriculum in these year groups. One brief booklet cannot, however, do justice to the wealth of educational opportunities on offer across the curriculum. If you would like further information, please do not hesitate to contact your child's form teacher.

Diane Lindop

Head of Years 3, 4 and 5

## The Curriculum in Years 3, 4 and 5

The following subjects are studied in Years 3, 4 and 5:

English and Drama

Maths

Science

French

Information Technology

Integrated Studies (Geography and History)

Art and Design Technology

Religious Studies

Music

PSHE (Personal, Social & Health Education)

Physical Education

Latin (Year 5)

Children who speak English as a second language attend specialist EAL lessons instead of French and Latin.

Children requiring learning support might not do French or Latin, but might have extra literacy or numeracy lessons.

In addition to the academic curriculum, all students join in the school's extensive extra-curricular programme.

## English and Drama

The aim of the English department at St Bede's is to develop the students' ability to communicate effectively in speech and writing, and to listen with understanding. We encourage pupils to be enthusiastic, responsive and knowledgeable readers and we aim to provide the full range of possibilities necessary to allow our students to develop confidence and competence in writing.

The children are set for English and are continually assessed for progress and attainment, so there is movement and flexibility between the sets.

One lesson each week is a spelling lesson. The children are also set for this lesson, although the sets are independent of the English sets. In addition, the children have a weekly handwriting lesson.

The development of the children's reading skills is an important part of the curriculum. The children have access to a wide variety of books, which they will bring home every day. It would be helpful if they could read to an adult at home regularly.

We believe in giving the pupils every opportunity to experience the joy of literature in its many forms and, hence, every child in the main school will go on at least one theatre trip every year. Our yearly "Book Week" with visiting authors, many competitions and the enjoyable "character" fashion show, together with a 40 minute time-tabled library lesson each week, encourage reading for pleasure. Pupils have the opportunity to participate in choral poetry recitals, some of which are performed during year group and whole school assemblies.

The modules taught in each year group are in line with the National Literacy Strategy.

## Homework

In each year group, the children are given spelling homework. The task is set in the lesson and the children have a week to complete the work. It is handed in at the beginning of the following lesson.

The children in Year 4 are given a weekly maths or English prep to complete at home. Each piece of homework should last no more than 35 minutes. The children should undertake these tasks by themselves, so that the teacher can see what they can achieve independently, away from the classroom. However, homework should not become a stressful event, so should your child need some help please do support them and make a note in their diaries about how much help was given.

In addition, the children are expected to read at home regularly and to keep a record in their reading records.

## Learning Support

Within the Learning Support Department, the curriculum is tailored to suit pupils with particular needs. These needs are determined by a detailed assessment of the child's strengths and weaknesses. This is reviewed and revised termly. Children are taught one-to-one or in small groups. Work is usually carried out in one or a combination of the following areas:

Spelling

Reading

Writing

Motor Skills

Use of the computer

Listening and memory skills

Language and communication

Mathematics

The department works closely with the form teachers to ensure that the children are supported within the mainstream curriculum.

All aspects of drama are covered throughout the year: improvisation; devised scenes; script reading; choral speaking; acting; workshop scenes; voice and speech production; fully staged and costumed productions.

Drama develops important communication skills and we actively encourage the children to shine and to show their own personalities, developing the confidence to speak out, both individually and as part of a team.

In the future, whatever their chosen careers, drama allows them to develop their communication skills, making them confident members of society. For those with a serious interest in the theatre, we can encourage and nurture their talents, pointing them in the right direction to pursue professional training as performers.

Each year group is involved in one major annual production performed in front of an audience of family and friends. Every endeavour is made to involve each child in a speaking, singing or dancing role, if not all three.

## Mathematics

The aim of the department is for all pupils to achieve their full potential mathematically, enjoy and understand the work in progress and learn to apply their knowledge to everyday problems and their surroundings.

In all years, pupils are set according to their ability. There is movement between the sets to allow for the different rates at which pupils develop mathematically.

The work for each year group is based on the Primary Maths Framework. We use the Abacus Evolve Curriculum to implement this. Mathematical topics are revisited every term to allow consolidation and development of concepts. Problem solving and maths investigations allow the children to develop their thinking skills.

The Primary Maths Framework, which has details about the topics covered each term, can be accessed on the Education and Skills website.

## Curriculum enhancement programme

Children are assessed on entry and throughout their school life at St Bede's. Any child who is considered to be gifted in any particular field will be added to our Gifted and Talented Register. Academically gifted children will be given the opportunity to work in an accelerated learning group taught by the Heads of Department.

Children who excel at non-academic subjects are put into master classes, which again allows them to develop their skills at a higher level than their peers.

## English as a Foreign Language

In today's global community, learning English as a foreign language has become almost a necessity.

The EAL Department at St Bede's works hard to provide our international students with a comprehensive grounding in the English language. In small, intensive groups, students learn the rules of written English as well as spoken language and listening. Here our students gain the skills and confidence necessary to progress in the main school.

We fully appreciate that every child develops at a different pace and we ensure that individuals are given as much support as they need.

Our main aim is to integrate our foreign speaking students into mainstream English education as soon as appropriate to do so. With this in mind, we work closely with the child's form teacher to ensure students are given as much access to the mainstream curriculum as possible.

## Science

Throughout each topic, pupils will be taught that science is about thinking creatively, in order to explain how things work, and that it is important to test ideas to gain evidence.

They will be given opportunities to investigate and decide how to find answers, make predictions and carry out fair tests.

Pupils will use various materials and equipment and also different methods to record and display work.

Year 3: Healthy eating and teeth; rocks; materials; plants and growth; magnets and springs; light and shadows.

Year 4: Habitats; moving and growing; solids and liquids; insulators and conductors; electrical circuits; friction.

Year 5: Keeping healthy; Earth, sun and moon; gases around us; changing sound; life cycles; changing state.

Educational Visits:

Year 3: The Booth Museum in Brighton

Years 3 and 4: Drusilla's Zoo Park

Year 5: Herstmonceux Science Centre.

A Science Week is held during the Spring Term when a variety of activities are organised for each year group.

## Information Technology

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We believe that every child has the right to access and make use of information and communication technology throughout their learning experience and see it as an integral part of the school curriculum.

By the time they leave the school at the end of year 8, we aim to ensure that children have the confidence to use software and hardware that will ensure they are autonomous users of technology in the future.

Year 3:

Email (using internet); manipulating sound; exploring simulations; introduction to databases; combining text and graphics; touch typing; amend text: change font, size and colour, import digital photos to combine with text.

Year 4:

Modelling effects on screen; branching databases; developing images using repeated patterns; use cut/copy/paste commands; use reflection; symmetry to produce patterns; using "Word"; collecting and presenting information.

Year 5:

Introduction to spreadsheets; graphical modelling; databases.

## Music

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Music covers a broad spectrum of the curriculum. In Years 3 and 4 the children investigate descriptive sounds, (based around "Carnival of the Animals"), and use this knowledge to make their own animal composition. They also investigate pitch and rhythm through singing. Another important part of the curriculum covered is music appreciation and the children are introduced to a range of different styles of music.

In Year 5, the children's knowledge of rhythm is extended and put into context through djembe drums and listening to African music. Children also listen to a performance of percussion from around the world. World music is then explored further through listening to Balinese Gamelan music, and the idea of musical notation is introduced. The emphasis on practical work is continued through work on a class performance, helping children gain the confidence and skills necessary to perform in public.

In addition, music has a high profile in the school. Throughout the year children are encouraged to perform in school concerts. There is a school orchestra that plays every week in assembly, and an annual Inter-Section Music competition. Year 5 all participate in a choir called the Junior Choir and the Years 3 and 4 choir is called the Junior Singers. Both choirs have a varied repertoire and they are often asked to provide carol singing at outside venues during the Christmas period. Plays provide a valuable outlet for musical expression and all children in Years 3, 4 and 5 have the opportunity to perform during annual drama productions for each year group.

## Art

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In Years 3 and 4 art work is cross-curricular, meaning that it may be linked to the whole range of subjects and is designed to enhance the children's study, by giving it visual dimensions and "hands on" experience.

The children are encouraged to consider appropriate choices of equipment, media and methods for a variety of tasks, and to experiment with their ideas under guidance and advice from their teachers.

Emphasis is also placed on the continuing refinement of practical skills and the ability to make evaluation and critical appreciation of their work.

The children work on their own and in collaboration with others, on both 2D and 3D projects.

In Year 5 children follow a series of projects that consider their identity and the world around them, as a starting point. They have the opportunity to develop work from observation and their imagination, in connection with the work of other artists and designers.

The children are encouraged to research, develop and evaluate their work. Emphasis is placed on the exploration of a wide range of media and techniques and the completion and presentation of all work to a high standard.

We aim to provide an environment that offers the children the opportunity to communicate their individuality and to develop and refine their skills.

## French

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The aim is to provide a coherent, logical, successful and motivating course for the young learner of French. Through fun, the children learn to communicate. In drama situations they learn to overcome problems, to use vocabulary which is relevant to situations they will experience in a foreign country and to use the language in an interesting way, with words and phrases that deal with their experiences.

The course used involves the children in active learning. It is an oral and conversation based course accompanied by a series of books. There is a diversity of oral and practical activities, with the addition of reading and writing as the course progresses. The emphasis is on songs, rhymes, stories, games and sketches. Children are actively involved in each lesson. All the children are encouraged to participate in the activities and correct pronunciation is taught from the beginning.

The books are presented in a fun way so that young children are encouraged to turn the pages, to read on and keep learning. The books become a record of their learning and achievement as well as a useful reference. The children can make their books personal by the completion of drawings and colouring. The books encourage an awareness of their own language as well as teaching them to think in a logical way. The children acquire good learning habits of listening, speaking, reading and writing. Grammar is introduced and by the end of Year 5, the children have a good foundation for the continued study of the language.

At the end of the Summer Term all children in Year 5 attend a residential centre in France. This is a cross-curricular activity linked to geography and history studies. During the visit the children have practical experience of speaking French, as well as having the opportunity to see the main attractions of Paris and visit a theme park.

## Integrated Studies

Integrated Studies at St Bede's is, in essence, the vehicle for the teaching and learning of history and geography. As the word "integrated" implies, the courses offered under this umbrella make links between these two subject areas and allow the freedom to draw on other curricular subjects. The overall aim is that IS should be verbally, visually and experientially varied, interesting and enjoyable and, above all, a skill-based form of learning. All of the following courses comply with the National Curriculum and each is divided into six half-termly blocks of history and geography, or three termly blocks of history and geography, or three termly blocks of the two subjects combined. All are supported by appropriate outings and visits wherever possible, to give hands-on and enjoyable experiences, and a great deal of team-teaching.

Year 3:

Romans; Weather; Anglo-Saxons; local environment; Vikings; Kenya.

Year 4:

The seashore; maps and plans; India; ancient Greece.

Year 5:

Twentieth century Britain studied through the life of John Lennon; Ancient Egyptians; the fishing industry in England and France.

Boys play football, rugby and hockey during winter terms and cricket in the summer. Girls play hockey and netball in the winter terms and rounders in the summer. Boys and girls also do athletics in the summer.

## Physical Education

The main aim of any PE Department should be to offer a depth and breadth of movement experience, through which the pupil can develop physically, cognitively and socially. Creativity is also nurtured, as is an understanding of the importance of fitness and, consequently, good health and of course good manners, a sense of fair play and a graciousness in both victory and defeat.

Pupils have a superb opportunity to develop in all these ways. Allocation of time is generous and the attitude towards PE is positive. Facilities are excellent and equipment levels are high.

It should be understood at the outset, that at St Bede's there are PE lessons and Games lessons. This is by no means unusual in the preparatory school system, where games playing has historically played an important role.

PE lessons are National Curriculum based, mixed ability and co-educational lessons.

Pupils experience a variety of sports in half-term modules. All pupils will experience health and fitness, gymnastics, athletics, net games and dance. The children will also have a double swimming lesson bi-weekly.

Games lessons are single sex, with the emphasis progressing from teaching to coaching, as the children's skills progress. By the time the children reach Year 5 the lessons become more team based (i.e. differentiated).

## Religious Studies

The study of RS in Years 3–5 at St Bede's has three main objectives:

- To increase knowledge and understanding of some of the major world religions; their beliefs, traditions and history
- For children to start to ask questions about what is right and wrong in the world around them, as an introduction to morality and ethics
- Through this, to develop tolerance and respect of other beliefs and religious traditions

During Years 3–5, children have an introduction to some of the major world religions. All the religions studied have equal emphasis. Alongside the lessons themselves, the school aims to increase children's moral and spiritual awareness and reflective thinking skills through assemblies once a week (which cover major festivals when they occur) and a Chapel service in the Christian tradition. Though the school has a predominantly Christian tradition it is most of all a community that welcomes and respects all religions; and this is really at the heart of the syllabus within the school. The children have a double lesson every two weeks and the subjects are as follows:

**Year 3:** What is the Bible and why is it important for Christians? How and why do Hindus celebrate Diwali? Signs and symbols in Judaism; What do we know about Jesus? What is faith and what difference does it make? (study of Abraham); What is faith and what difference does it make?

**Year 4:** What is religion and why do we study it? Christmas Journeys; How and why do Hindus worship at home and in the Mandir? What religions are represented in our neighbourhood?

**Year 5:** Why is Mohammed important to Muslims? How do Muslims express their belief through practices? What is the Bible and where does it come from? What is Easter important to Christians?

## Latin

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Latin is introduced as a curriculum subject in Year 5. The subject has a great value as a tool for teaching grammar and logic to all pupils. Children are perennially fascinated by the influence of Latin on their own and other European languages, and of classical cultures on the present day. One session a week in year 5 will give a flying start to those with an aptitude for this interesting subject, and a longer and gentler introduction to Latin for all our pupils.

## Personal and Social Education

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PSHE is the intentional promotion of the personal and social development of pupils through the curriculum. It is underpinned by the ethos of the school. Citizenship helps children to develop as members of the school, local, regional and global communities. St Bede's believes in a 'whole-school' approach to PSHE and Citizenship, where pupils learn from the expectations of school life that are instilled in them through the day-to-day environment of the school. In addition, PSHE and Citizenship are taught through a timetabled course. Years 3, 4 and 5 are taught in form groups by form teachers.

Year 3:

Communication, decision-making strategies, animal welfare, the role of the police, local democracy, the importance of rules and laws, respect for the property of others, the media, and drugs.

Year 4:

Communication, making decisions about friendship, animal welfare, investigation of antisocial behaviour and the importance of responsible behaviour, the rights and responsibilities of children, local democracy, laws relating to age, the media, road safety, and drugs.

Year 5:

Communication, working as a team, dealing with conflict situations, understanding democracy, understanding respect for property, local democracy, puberty and personal hygiene, the media, resisting peer pressure, and stereotyping.