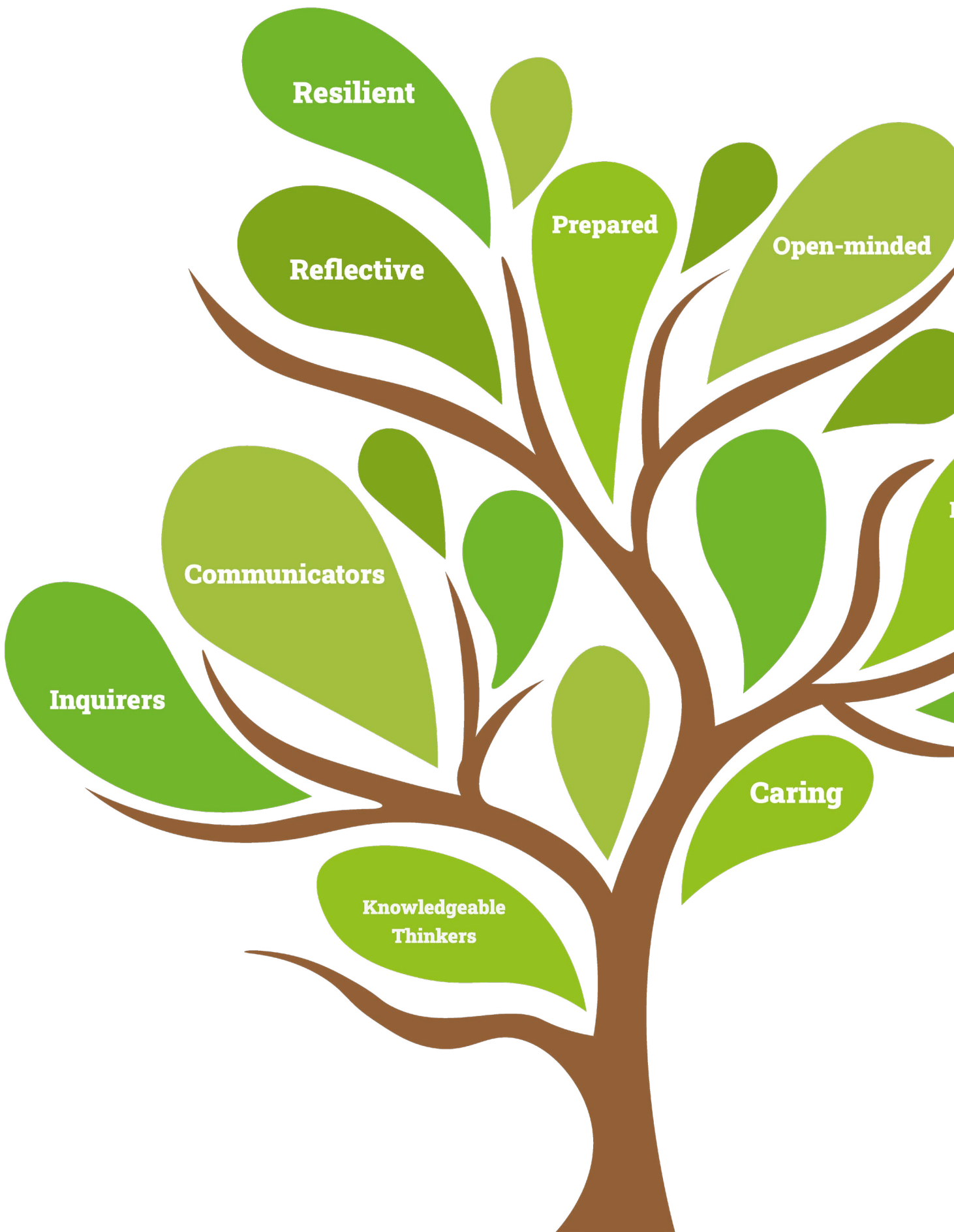




Brentwood School

# *KS2 Academic Prospectus*





**Resilient**

**Reflective**

**Prepared**

**Open-minded**

**Communicators**

**Inquirers**

**Caring**

**Knowledgeable  
Thinkers**

Our mission at Brentwood Preparatory School is to inspire life-long learning within a nurturing, culturally creative and intellectually dynamic community.

We are committed to character education, encapsulated in our School ethos of "Virtue, Learning, Manners". Teaching and Learning should engage pupils and support pupils to become actively responsible for their own development. We believe that appropriate teaching, and positive learning experiences, help pupils to lead happy and rewarding lives and to emerge as intellectually curious, resilient, enterprising and independent young people, with good moral character. We are committed to educating the 'whole person' and embrace an holistic approach to nurturing and supporting each individual child, ensuring they are safe, valued, enabled to fulfil his or her potential and achieve the best possible academic results.

We recognise that our pupils will enter the workplace at a time of almost unprecedented change; that many will have a number of different careers in their working lifetime; and that some of them will do jobs that do not yet exist. A significant part of our role is to help our pupils understand this and develop the skills, habits and dispositions they will need in a changing world. If living our values ensures that pupils develop a good moral compass, developing their expertise in our learner profile attributes will maximise their chances of success in their eventual chosen fields.

The KS2 Curriculum at Brentwood Preparatory School provides an excellent opportunity for pupils to engage with an impressive diversity of subjects. Pupils develop their skills across the curriculum whilst actively preparing for the forthcoming rigours of ISEB and entrance into the Senior School.

Our pupils have many opportunities to participate in enrichment activities via our Academic Enrichment programme, as well as a multitude of clubs and excursions. They may choose to immerse themselves in Music, Drama, Art or Sport, or participate in a range of House competitions. We encourage them to seize the opportunity to try new activities and engage with exciting subjects.

We hope you find the following information useful; it should provide you with a clear understanding of the teaching and learning approach to each individual subject. Please do not hesitate to get in touch if you would like to discuss any aspect of the curriculum in greater detail.



Daren Partridge  
Deputy Head Academic

**Principled**

**Balanced**

# Academic Enrichment

The Enrichment Programme has been developed to provide our pupils with the opportunity to apply their skills and knowledge to real life situations, as well as developing attributes of the Brentwood Learner Profile such as resilience and communication. The Enrichment Programme encourages deeper learning and the chance to apply, embed and extend the skills learned in curriculum lessons.

Every year, the pupils take part in a range of activities based around six core strands. These strands are:



## Forest School

Free play, learning about wildlife and nature, shelter building, building rope swings, making hammocks, using tools, making fire using flint and steel, natural art, embedding tool skills, focus on wildlife, look at environments, learn about fire and leadership skills.



## STEAM

Healthy eating, simple machines, the science of cooking, engineering in the real world.



## Wellbeing, Leadership & Life Skills

Strategy games, command tasks, communication skills, mindfulness, wellbeing, yoga, first aid, Brentwood Learner Profile, (caring, knowledgeable thinkers, communicators, principled, prepared, balanced, reflective, resilient, inquirers, open-minded).



## Languages & Culture

French language and culture, German language and culture, Chinese language and culture, Latin language and historical links.



## Performance Skills & Physical Challenge

Dance, music tech and composition, arts wards, creating music and dance videos.



## Outdoor Education

Plotting the School grounds; orienteering, creating maps of the School, creating & maintaining a School garden, eco warriors, rubbish collection, hedgehog houses using recycled materials, community projects, wellbeing dogs.

Each year, the activities planned are tailored to the pupils' needs and development but will link to each of these six strands. The strands have been carefully chosen to ensure plentiful learning opportunities.

**Forest School** has been chosen as it focuses on pupils' holistic development (the development of the whole child) and many studies have indicated that pupils' confidence increases when taking part in this activity. There are many problem solving activities and pupils learn to manage their own risks and emotions. The skills and attributes nurtured through Forest School, such as increased confidence, problem solving and resilience, can be applied directly back into a classroom setting.

# enrichment

**STEAM** is a focus of our curriculum and it teaches and encourages links in the pupils' learning between Science, Technology, Engineering, the Arts and Maths. The pupils make links in their learning which encourages them to apply different skills in different subjects. At Brentwood Preparatory School, we encourage a connected curriculum; we strive to enable the pupils to apply their knowledge and skills across the breadth of their subjects.

In the **Wellbeing, Leadership & Life Skills** strand, the pupils develop their communication and problem solving skills, which helps to support a variety of subjects such as Maths, DT, English and Drama. The pupils also look at some wellbeing and PSHE topics to support their personal development. First Aid is also included in Year 5 and this supports the pupils' understanding of how to keep themselves and others safe, which is part of the PSHE curriculum.

**Languages & Culture** forms an integral part of this programme as it allows the pupils to continue to be exposed to a variety of languages such as French, German, Chinese and Latin. The pupils will really focus on the culture of the language studied to provide a full and broad introduction to the language.

**Performance Skills & Physical Challenge** has been selected to further develop the pupils' physical, artistic and musical skills, supporting the PE, Music and Drama curriculums. The pupils will look at topics such as music tech and composition, as well as learning new sports. Furthermore, the pupils take part in dance to complement the PE curriculum. Sports leadership will also form part of the programme for upper years and this will support the pupils' communication and leadership skills, as well as their reflectiveness and resilience.

**Outdoor Education** is selected as a strand as it provides the pupils with real life opportunities to apply their Maths, Science, DT, English, Geography and PSHE skills. Through learning skills linked to the outdoors such as gardening, the pupils develop an appreciation and respect for nature, as well as growing their communication, problem solving and team work skills. An exciting part of this strand is our growing partnership with the local community, including the Endeavor School.

The Enrichment programme is broad and offers the chance to develop many skills which will support classroom learning. The Programme has also been devised to complement the skills outlined in the Brentwood Learner Profile.

Some of the personal and academic skills the pupils will develop include:

Resilience • Communication • Teamwork • Confidence and self-belief • Problem solving •  
Care for others and the environment • Inquiry • Creativity

The Enrichment Programme is ever changing to stay relevant and purposeful for each group. Every child in KS2 has a timetabled activity slot as part of their weekly curriculum. They rotate around the six activities, spending roughly half a term on each strand. The pupils will be mixed into groups from across the year group as the programme encourages pupils to make new friends and work with different people.

The majority of work in the Enrichment Programme is practical, encouraging hands on learning and application of skills. In most of the strands, pupils are given tasks and encouraged to problem solve and apply their knowledge. For example, the pupils may be asked to build a bridge in STEAM and must consider their Maths and DT knowledge to solve this challenge, with support and suggestions from their teachers. In some strands, there is more formalised teaching with pupils being introduced to new skills such as cutting with sharp knives or using an oven. In the Languages and Culture strand, pupils are encouraged to learn through oral repetition, songs, games and cultural activities such as making willow pattern plates.

In Forest School, the teacher acts as the facilitator for the pupils' learning. In discussion with the group, safety rules are agreed and the teacher will then encourage the pupils to lead their own learning. For example, if a child chooses to build a rope swing, they will be given important safety considerations and then encouraged to problem solve and reason to achieve their aim. Forest School is very much about the process and not the product and pupils learn by experiencing and experimenting rather than a teacher providing a solution.

# Art

Art lessons include art, craft and design aspects of creativity. Therefore the subject aims to engage, inspire and challenge pupils, whilst providing opportunities to gain knowledge and skills with the confidence to experiment, devise and produce their own works of art, craft and design. As pupils learn, critical thinking is encouraged to help develop a wider understanding of art and design. It is essential to empower the pupils with the knowledge that art and design both reflect and shape our history whilst also contributing to their culture, creativity and wealth of our nation. The principal focus of teaching Art in KS2 is for pupils to generate creative work, by experimenting with ideas and materials. Essentially ideas are recorded in sketch books along with experiences to aid pupils' development in drawing, painting, sculpture and other art, craft and design techniques. Likewise great artists, craft makers and designers' lives and work are studied and analysed to aid the understanding of the historical and cultural development of various art forms.

Subject knowledge will include developing creativity and techniques such as their control and use of materials, whilst encouraging an awareness of a variety of art, craft and design approaches and outcomes. The sketch books pupils create to record their observations act as great tools to review and revisit ideas offering opportunities to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials including pencil, charcoal, paint and clay. Meanwhile knowledge of great artists, architects and designers in history are explored. Art is taught in a variety of ways which seek to provide the pupils with opportunities to maintain interest including STEAM learning.

On alternate weeks Art and DT is taught in double lessons with just half the class in each subject for Years 3-5 and Year 6 are taught as a whole class. Each Art lesson is a hands-on activity based on discovering new knowledge and skills. This ranges from exploring the life and works of great artists both past and present to undertaking and investigating new knowledge that leads to experimenting with alternative techniques and materials. Teaching begins with direct teaching from the teacher leading to class discussions and analysis, practical elements and then consolidating learning in a self reflective style along with written annotation. Each new topic begins with pupils having an opportunity to share their current knowledge by exploring visual resources and considering how they can replicate or develop further such art with consideration of experimenting with the most suitable art mediums. At the end of the topic the pupils annotate in their sketchbooks and complete a reflective sheet to consolidate what they have learnt.

At the end of each topic pupils will have the ability to apply and understand the matters, skills and processes set in the topics set.

Progress in Art is achieved informally in an ongoing manner verbally through discussions, debates and observations along with recalling knowledge, skills and investigative practices by completing a self reflective sheet at the end of each topic. Along with this pupils will have the opportunity to reflect in writing throughout the lesson using exit style tickets which offer opportunities to monitor progress and identify any misconceptions which can be addressed quickly.

Twice a week pupils have the opportunity to take part in developing their current skills and sharing ideas with others. Art club is run during lunch times for 30 minutes, Years 3 and 4 together and Years 5 and 6 together.



# Michaelmas

## Year 3

Colour Theory – colour wheel primary and secondary colours  
3D – contrasting butterfly and leaves using pastels  
Perspective – Study of L.S.Lowry, creating an Octopus using water colour pens

## Year 4

Sewing – developing further basic  
Colour Theory – colour wheel, tints and shades  
Pointillism – study of Seurat

## Year 5

Sewing – making a puppet  
Great Artist study – Mondrian, Banksy

## Year 6

Cultural Art – African masks  
Sewing – Bayeux tapestry, learning to embroider

# Lent

## Year 3

- Sewing – basic sewing skills
- Great Artists study – Picasso experimenting with acetate and pastels

## Year 4

- Patterning – paint blowing art
- STEAM – coral reef project

## Year 5

- Patterning – coil clay pots, black white contrasting art
- Drawing skills – scrutinize a piece of artwork

## Year 6

- Portraiture – drawing, paper mache and clay
- Great Artists study – Pop art

# Trinity

## Year 3

- STEAM – plants and growth
- Great Artists study – Kandinsky painting concentric circles and making fabric concentric circles

## Year 4

- Great Artists study – Michelangelo drawing under a table, stained glass
- Printing – design and making of prints

## Year 5

- Drawing skills – collaborative and contaminated artwork
- Observational – skeleton still life
- Craft work

## Year 6

- Grid Art Study – pixel art using both ipads and painting
- Stage scenery and poster design



# Design & Technology

Design and Technology is an inspiring, rigorous and practical subject in which pupils are encouraged to solve problems both as individuals and as part of a team. They are given opportunities to use their creativity and imagination to solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. The pupils acquire a broad range of subject knowledge and draw on disciplines such as Mathematics, Science, Engineering, Computing and Art. The topics provide them with opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers. DT includes Food Technology where pupils are taught how to cook and apply the principles of nutrition and healthy eating. Design and Technology will prepare pupils for the unpredictability of a future of innovation and problem solving that as a planet we will be addressing in their lifetime.

Through a variety of creative and practical activities, pupils will be taught to develop skills needed to engage in an iterative process of designing and making. Skills include using a wide range of tools and equipment to perform practical tasks such as cutting, sawing, shaping, joining and finishing. They are encouraged to select appropriate materials according to their functional properties. They learn to plan, order, adapt their work, solve problems and collaborate with others. Pupils use research and develop design criteria to design innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. They are taught to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer-aided design.

Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils are taught how to prepare food safely using peelers, graters, knives and have many opportunities to apply maths knowledge of measures, ratios and quantities.

Pupils develop technical knowledge required to design and make their products in the four areas of Food Technology, Structures, Mechanisms and Control.

They apply their understanding of how to strengthen, stiffen and reinforce complex structures and build on this throughout KS2. For example; Year 3 pupils explore marble runs and how they can make them stable, Year 4 design a picture frame that needs to be freestanding, while Year 5 investigate and recreate different bridge structures. By Year 6 they are able to design and make a free-standing, stable, well supported rotating fairground ride.

They are taught how mechanical systems work [for example, gears, pulleys, cams, levers and linkages] and use electrical systems in their products. As Computer Aided Design now dominates the world of engineering, pupils are given opportunities to learn how to use CAD programmes to design products or components using the 3D printer and laser cutter and use simple coding to monitor and control their products.



## Michaelmas

**Year 3** – Moving Pictures

**Year 4** – Seasonal Foods

**Year 5** – Vehicles

**Year 6** – Fairgrounds & Burger

## Lent

**Year 3** – Marble Runs

**Year 4** – Coral Reefs

**Year 5** – Bridges

**Year 6** – Fairgrounds & Burger

## Trinity

**Year 3** – Plants

**Year 4** – Photo Frame

**Year 5** – Fab Lab

**Year 6** – Fairgrounds & Burger

In Food Technology they are taught the principles of a healthy and varied diet, seasonality and how a variety of ingredients are grown, reared, caught and processed.

Pupils are taught double periods, in small groups, to enable more complex skills to be taught. Each year group covers all the four elements of Structures, Mechanisms, Food Technology and Control, either in DT or as part of the STEAM enrichment programme. Each topic includes an element of research, design, make and evaluation. Lessons are structures with a short introduction giving the pupils the knowledge they need for the lesson. This is sometimes taught directly and sometimes researched by the pupils. There is then a demonstration to teach or hone skills and emphasis safety. Most of the lesson is practical with pupils being encouraged to make decisions for themselves on how to order their work and select suitable materials. At the end of each lesson, pupils are encouraged to reflect on what they have learned and how their skills are improving. To prepare pupils to move on at the end of Year 6, pupils should be confident to take risks without fear of making mistakes, as this is to be embraced if we are to develop resilience and recognise that great ideas are developed. Pupils should have the confidence and self-esteem to believe in their idea and the potential for it to work. They should be able to communicate their ideas as part of a team and value others' contributions as an effective team, with everyone working to their strengths, is better than dominant individuals that can stifle creativity.

Pupils will be assessed informally based on their subject knowledge, their progress in skills and how they are able to apply both of these to their designs. Assessment usually takes place in answering short questions both verbally and written to attain their understanding of what they have learned in the lesson. Pupils will also be encouraged to give short informal presentations, which they sometimes record as a video, to explain how their products work, why they designed them in this way and what has been successful. There are no formal tests for this subject.

Pupils are able to further develop their skills and knowledge of DT through the STEAM activity in the enrichment program. These activities include cooking and engineering.

They are also able to join the Construction club which runs weekly or sign up to take part in our Goblin racer club using mechanical and electrical engineering skills to service our electric go-karts and learn to race them. There is also an opportunity to take part in our STEAM activity evening Space Camp in Year 5.

# Drama

Drama can be many things: it is a social activity requiring pupils to communicate, cooperate and collaborate; it fosters and thinking skills raising pupils' self-esteem and confidence through self-expression; it is an art form involving unique knowledge and understanding; it is a learning medium facilitating greater skill and understanding in other curriculum areas. Moreover, it supports the aims of Brentwood Preparatory School in developing pupils who are confident, caring, creative thinkers, with well-developed skills of leadership, and who are able to work with a variety of people. The performance side of our Enrichment activities programme aims to put many of the above drama skills into practice and real life situations.

Pupils will have the opportunity to:

- experience, understand and use creatively a variety of dramatic concepts, forms and techniques
- encounter a wide range of dramatic texts/playscripts and materials, including technical effects and equipment
- experiment with and gain competence in modes of performance
- develop the ability to speak clearly and confidently, with fluent well-organised speech
- develop the ability to listen to the spoken word attentively with understanding, pleasure and empathy
- develop the ability to control body movement and facial expression to portray a variety of characters and emotions, awareness of audience
- show increasing critical discrimination and a readiness to ask questions, share experiences, act and engage in role-play
- examine and determine your attitudes and values in respect of ethical and moral issues, and the nature of right and wrong
- extend and develop their understanding of the full range of narrative arts, including written and oral storytelling, and individual and collective story-making
- develop a critical awareness of drama as it appears in the media and in popular art forms, including live theatre
- explore through role-play the world of people from other places, times and cultures, and to examine the differences and similarities with their own environment and the motivations and relationships of the people involved
- make decisions and take responsibility for the consequences of those decisions, within the security of the drama
- further their love of drama through co-curricular activities and links with local clubs and theatres.

In KS2, those teachers with a special interest in drama deliver a timetabled drama lesson to each class every week. The mode of working in drama differs depending on the task. There is much whole-class teaching, but individual support and operative group work are used most lessons as well. Every pupil has the opportunity to perform to the School community each year through year group performances. This helps, not only to improve their stage skills, but also their confidence in expressing themselves to others – a key life-skill.

Pupils will have their progress assessed:

- Pupils are continually encouraged to self-assess their work and the work of others through verbal contributions and response to live and recorded performances
- In lessons, we ask pupils to consider 'what worked well' for a presentation and what could be done to improve it ('even if'), to help set targets for future presentations and individual development
- At the end of each term, there is a self-reflection activity when we ask pupils to review their own performance in the skills and knowledge studied so far, and set themselves next steps to ensure progress
- Teachers monitor progress in speaking, listening and performance skills based on subject expectations in Drama and English
- Informal teacher assessment is used to inform future lessons and to help challenge each pupil at their own level
- In KS2, attainment and effort statements for drama are included on each report to indicate if pupils have met expectations with written comments being included on the Lent Term report.

Extra time outside of timetabled lessons is given for rehearsals leading up to year group productions, and for theatre workshops, as necessary. Professional companies are encountered through workshops and theatre visits in each year group. LAMDA clubs are run by external tutors outside of timetabled lessons, which can lead to qualifications. There are also clubs for Musical Theatre, Glee and Dance.

# Michaelmas

## **Year 3**

Storytelling, tableaux, mime, characterisation (linked to English), puppets, confidence games, Christmas production – performance skills (linked to RE and Music), self – evaluation.

## **Year 4**

Fantasy (linked to English) and imagination games, mime, empathy, mask work linked to the Trestle Theatre Company.

## **Year 5**

Rhythm games, directing others and teamwork games, direct and reported speech, rumours, diction exercises, instructional games, improvisation and mime visual text – The Piano.

## **Year 6**

Media, journalistic styles, developing skills in camera operation and presentation, creating films and group work.

# Lent

## **Year 3**

Individual poetry recitals, performance evaluation (linked to English), performance poetry, performing simple scripts (linked to English), play script layout.

## **Year 4**

Climate change, Alba the 100 year old fish – linked to STEAM project, Issues – bullying/ bereavement/ injustice (link to English and PSHE), playscripts.

## **Year 5**

The theatre of Shakespeare (linked to History and English), Shakespeare play study and performance workshop, conditions of Elizabethan Theatre – lighting, sound effects (linked to History), self evaluation skills.

## **Year 6**

Audition techniques – voice/body/mind improvisation, auditions, rehearsal process.

# Trinity

## **Year 3**

Role play (linked to English and History), pirates, role play, self-evaluation.

## **Year 4**

Playscripts layout and collaboration, script performances and evaluation.

## **Year 5**

Stagecraft, modern-day lighting and sound for the stage, improvisation in pairs, characterisation, playscript annotation.

## **Year 6**

Production – dance and musical movement rehearsals, performance skills/stagecraft self-evaluation skills.

# English

English plays a vital role in education and the wider world. English skills enable our pupils to speak and write fluently so that they can communicate their ideas and emotions to others clearly and confidently. Through reading and listening, pupils learn about the world around them and the thoughts and feelings of others, helping them to develop empathy and understanding. Our aim at Brentwood Preparatory School is therefore to equip our pupils with the skills they need to become excellent communicators who can participate fully in school life and beyond, aiming for a strong command of the spoken and written word and a lifelong love of reading a wide range of texts.

English skills are integral to all learning, meaning that they should not be seen in isolation but as a “toolkit” that can be used in other subjects:

- to read fluently and with thorough understanding
- to develop the habit of reading widely and often, for both pleasure and information
- to use a wide vocabulary when speaking and writing
- to demonstrate a good understanding of grammar and spelling
- to appreciate our rich and varied literary heritage
- to write clearly, accurately and coherently, adapting language and style in and for a range of genres, purposes and audiences

English is taught with a variety of approaches in order to make it as engaging and relevant to the pupils as possible, linking learning to real life when appropriate.

We teach using the Talk For Writing approach which involves reading and exploring texts within a genre and analysing their structure and features before they begin writing. The pupils get lots of opportunities to discuss and refine their ideas as well as orally rehearsing what they are going to write.

Our focus on giving the pupils opportunities to apply their literacy skills across the curriculum means much of their learning will take place in other subject areas such as History and Science. There are particularly close links between the English and Drama curriculum for example, using visual literacy and writing and performing playscripts.

At Brentwood Preparatory School, we recognise the increasing importance of digital learning and ensure the pupils use a range of technology and software in order to equip them for the working world of the future. iPads are routinely used to support learning in English lessons. The pupils’ work, including homework, is often presented digitally.

Progress in classwork is assessed informally on an ongoing basis with teachers identifying strengths and areas to develop – these can then be quickly addressed in lessons. In addition to this, there are digital and written assessments for reading and writing in Michaelmas and Trinity terms. The overall progress is assessed by taking all of this evidence into account.

At Brentwood Preparatory School, we work hard to maintain a strong reading culture across the School. Our School library’s stock is continually updated and is available for the pupils to use every lunchtime as well as regular sessions as part of the curriculum. Events such as House Reading (to celebrate World Book Day), and regular pupil and family reading competitions are popular with pupils and promote reading for pleasure, leading to a lifelong love of reading. House Public Speaking for Year 6 pupils provides the pupils with an opportunity to present their opinions about subject they feel passionately about and our pupils often impress us with their skills and passion. We run themed days, for example bespoke Shakespeare activities in Year 5. On occasion, we are visited by authors who run workshops and explain the writing process. A range of clubs, including Creative Writing, Debating and Pen Pal Club, are led by enthusiastic staff.

# Michaelmas

## Year 3

Traditional tales and fairy stories  
Information texts

## Year 4

Stories from other cultures  
and fables  
Recounts  
Newspaper reports

## Year 5

Descriptions  
Different story styles  
and structures  
Recounts

## Year 6

Consolidating learning for exam preparation  
Classic fiction

# Lent

## Year 3

- Adventure stories
- Instructions
- Explanation texts

## Year 4

- Letters
- Stories from  
imaginary worlds

## Year 5

- Myths and Legends
- Shakespeare
- Story structures

## Year 6

- Stories which raise issues
- Persuasion
- House Public Speaking  
presentations

# Trinity

## Year 3

Myths and legends  
Recounts  
Persuasion

## Year 4

Persuasion  
Formal and informal writing  
Biographies

## Year 5

Consolidating learning for exam preparation  
Explanation texts

## Year 6

Consolidating learning for exam preparation  
Explanation texts



# Geograph

Geography is the study of the Earth's landscapes, peoples, places and environments. This includes both our physical world (such as rivers, coast, earthquakes, volcanoes and weather) and our human environment (such as urban areas, population change, economic activity and where places are).

It is, quite simply, about the world in which we live and this is what makes Geography such an interesting, exciting and fun subject to study, with a growth to their skills:

- Undertaking investigations and enquiries, using various methods, media and sources
- Comparing, interpreting and analysing different types of evidence from a range of sources
- Presenting and communicating findings in a range of ways and developing arguments and explanations using appropriate specialist vocabulary and techniques
- Considering, responding to and debating alternative viewpoints in order to take informed and responsible actions.

Years 3 and 4 will explore the subject by gaining the following knowledge:

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region on another continent
- Describe and understand key aspects of physical geography, including: Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Years 5 and 6 will explore the subject by gaining the following knowledge:

- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) locations, environments and events
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region on another continent
- Describe and understand key aspects of physical geography, including: Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

- Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geography is taught using a variety of learning methods including direct instruction, both collaborative and individual, and numerous opportunities for peer and whole class presentation. Further learning opportunities include the use of a compass skill workshop and Virtual Reality Headsets.

Learning outside the classroom is a key part of Geography and includes fieldwork, data collection and the use of digital technologies to explore the world around us. Lessons are designed to be relevant to the real world.

Pupil progress is monitored through a variety of both formal and informal methods. A project is undertaken each year to showcase the learning in a range of ways including slides or a speed dating activity. There are also regular assessments in the curriculum:

- Pupils have the opportunity to work with pupils from other schools through presentations
- Pupils may enter competitions and studies
- Pupils could have the opportunity to share their expertise

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including: types of settlement and land  
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# History

History is more than the study of the past. Through an investigation of sources across a variety of topics and time periods, History has lasting impacts on our pupils' attitudes, values and understanding of the world and their place in it. It also gives them an understanding of change and development of that world over time. It is a subject that shows the pupils that people and communities from a diverse range of backgrounds have their own story.

In History, pupils will develop skills:

- An understanding of: chronology, causation/consequence, change and continuity
- An ability to analyse, evaluate and infer from both primary and secondary sources
- An appreciation of contrasting viewpoints and the capacity to be open-minded
- The means to ask relevant questions, conduct research tasks and present findings in an engaging and informative manner

The teaching of History at Brentwood Preparatory School combines tradition and innovation; the subject is taught through a range of teaching and learning styles. Pupils will learn to work independently, as part of a group and also become confident in supporting their opinion during discussion-based activities.

Historical sources are mixed with forward-thinking technology such as 'Virtual Reality' headsets, which allow pupils to immerse themselves in civilisations such as the Vikings and the Maya. iPads are regularly used within lessons to share subject content but are also used as a tool to promote more independent learning, alongside of course, the guidance of the teacher.

Pupil progress in History is assessed continually through verbal and written activities in class as well as homework tasks, where feedback is given to address misconceptions and suggest where improvements can be made. One such activity is through a Historical project undertaken each year on a given topic, where pupils are able to research and present their learning through a means of their choice; such as a video, board game, podcast, presentation or quiz. There may often be end of topic assessments in the form of a test, quiz or practical task so pupils can reflect on their progress across a unit.

Within the subject, pupils will have opportunities such as homework tasks, extension activities, enrichment days, trip and visiting speaking all beyond the curriculum.

## Michaelmas

### Year 3

- The Stone Age
- Bronze Age
- Iron Age

### Year 4

- The Anglo-Saxons

### Year 5

- The Tudors and

### Year 6

- The French and

## Lent

### Year 3

- Ancient Egypt

### Year 4

- The Vikings

### Year 5

- The Ancient Gre

### Year 6

- The Victorians

## Trinity

### Year 3

- The Romans

### Year 4

- The Normans

### Year 5

- The Georgians

### Year 6

- The Maya Civilisa



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# ICT

Computing can be fractionated into three strands: Digital Literacy where pupils use technology to express themselves and develop their ideas; Information Technology in which pupils learn to use technology to create programs, systems and a range of content and lastly, Computer Science which involves learning how to code, debug, decompose and develop an understanding of data.

The three strands help pupils to explore further subject knowledge:

Block Code, HTML, Binary & Python (Turtle) • Robotics • Formatting • 3D Modelling  
Data Handling • Big Data • Editing Audio & Video

Computing has deep links in our STEAM subjects which means our KS2 pupils develop their knowledge of core principles of digital systems and how to put this knowledge into practice through programming, developing skills along the way:

- To be a critical thinker and know how to make informed digital choices
- How to balance time spent on technology and time spent away from it in a healthy and appropriate manner
- Design, write & debug programs that accomplish specific goals
- Use sequence, selection, and repetition in programs; work with variables and various forms of input & output
- Develop and use computational thinking skills to detect errors and explain how things work
- Research skills using search technologies effectively
- Select, use and combine a variety of software on a range of devices
- Develop skills and a thorough understanding of how to use technology safely, respectfully and responsibly.

The majority of the work in our computing lessons is practical – pupils will often be taught new skills in progressive and manageable sections and then allowed to experiment and implement what they have learnt in a variety of ways. There is an emphasis placed on collaboration whilst still allowing pupils to work independently depending on the task at hand. Although all skills and knowledge are taught progressively, pupils always have the support and guidance of their teachers when consolidation is required.

During Years 3 and 4, progress in computing is assessed informally with formative assessment. In Years 5 & 6 however, progress is assessed in various ways – both formally and informally. There are regular cold tasks, completed at the start of a new topic, and end-of-topic quizzes which allow us to monitor progress and identify any misconceptions which can be addressed quickly. These assessments take a variety of forms including quizzes, individual assignments and developing projects over the course of the topic.

At Brentwood Preparatory School, we work hard to develop curiosity and a desire to understand the digital world around us. We have a Digital Leadership programme that trains and empowers pupils to enhance their skills and support others to do so across the School. From organising and taking charge of all digital equipment across the School; supporting lessons in KS1 and EYFS, updating areas of the School with digital guidance or supporting and leading during lunchtime clubs, our Digital Leader programme and the enthusiasm for technology is growing year on year.

Additionally, we run a weekly Tech Titans club during lunchtime. This is an opportunity to learn more about a variety of different technologies such as VR, Coding and Digital Media to name just a few. Alongside this, there are many opportunities during the academic year to take part in – including Safer Internet Day.

# Michaelmas

## Year 3

E-Safety & Housekeeping – introduction to independent management of Google Workspace. Virtual Reality lessons that explore key components of digital devices and understand how Global Networks, Internet Service Providers and Servers, Clouds and Computers all work

Scratch Coding – A series of mini topics exploring block code

## Year 4

E-Safety & Housekeeping – understanding different networks, email and live document

Music & Sound/Coding – Pupils play musical notes, create a music video, and build an interactive music display using scratch coding

## Year 5

E-Safety & Housekeeping – developing & enhancing the use of Google Workspace

Data Handling – Mars Rover: data transfer, binary code & 3D design skills

## Year 6

E-Safety & Housekeeping – developing & enhancing the use of Google Workspace

Game Design – pupils learn basic video game coding concepts by making different types of games, including racing, platform, launching, and more using scratch.

# Lent

## Year 3

Zoo Project – research, formatting and developing & enhancing keyboard & mouse skills

Journey Inside a Computer – understanding the different components of a computer, the purpose of an algorithm and draw comparisons across different devices

## Year 4

Spreadsheets – organising data into columns & rows, formatting data to support calculations. Applying formulas to a range of cells and producing graphs/charts

Data Handling, Investigating Weather – researching & storing data; designing a weather station that gathers and records data; learning how weather forecasts are made and using green screen technology to present a weather forecast

## Year 5

Robot Programming – WeDo Lego 2.0 building and coding using motors and motion sensors. Project Milo requires pupils to build a rover that can explore another planet. WeDo Lego 2.0 part 2 encourages pupils to use their computing skills across STEAM subjects: building and coding their robots to explore engineering, forces, sound and more

## Year 6

Spike Prime Robotics – pupils apply their engineering design skills to a design process by defining a problem and success criteria, making different prototypes, establishing systematic testing procedures, analysing data to improve their solutions, and describing why their solution is the best

3D Modeling – pupils work in 3D workspaces, moving, resizing, duplicating objects and more. Finally, learners will plan, develop, evaluate and ultimately print their own 3D model using the School's 3D printer.

# Trinity

## Year 3

Branching Database – create a branching database using yes/no questions. Use attributes to sort data and create an identification tool using a branching database

Sphero Bolt – a series of lessons developing a relationship between block code and a Sphero robot to achieve specific results

## Year 4

Website Design – develop research, word processing, and collaborative working skills whilst learning how web pages and websites are created. Exploring how to change layouts, embed images and videos and links between pages

Video Podcast – experiment with various forms of input & output. Discuss the ownership of digital media and copyright implications. Pupils will use a variety of editing software to create their project

## Year 5

Scratch Coding, Scratch Friends Project – emphasises teamwork by allowing pupils to tell the story of how their friendship started and imagine a company together using block code

Introduction to HTML – pupils edit the HTML and CSS of a web page to change the layout of a website and the text and images

## Year 6

Big Data – pupils develop an understanding of how barcodes, QR codes and RFID Data are created and used.

Introduction to Python – pupils are introduced to the programming language of Python

# Maths

Mathematics is integral to the education of our pupils. It helps pupils make sense of the numbers, patterns and shapes they see in the world around them, and offers ways of handling data in an increasingly digital world and makes a crucial contribution to their development as successful learners. In the Brentwood Preparatory School, we want to be at the forefront of excellence in delivering a high quality curriculum, ensuring our pupils have the fundamental skills and knowledge that will enable them to access the wider world of mathematics in the future. We look to scaffold, facilitate and challenge all our pupils to master their learning, and look to motivate them to develop a lifelong enjoyment of the subject.

We want pupils to be fluent in their implementation of processes and calculations; reason, involving understanding and explaining; and find solutions to problems. Integral to this are the mental strategies and oral recall skills the pupils will have developed throughout their time at school. Through our Brentwood Learner Profile incentive, it is important that character elements are embedded into how we would like pupils to learn, such as developing resilience, being good communicators and having an open mind.

Pupils will explore:

- Numbers – calculations, add/subtract/multiply/divide, rounding, negative numbers, fractions, decimals, percentages, ratio, proportion, algebra (formulae, number sequences)
- Geometry – shape, space, position, angles, direction, reflection, symmetry, translation, co-ordinates
- Measurement – time, money, length, mass, capacity, perimeter, area, temperature, volume, converting units
- Statistics – data-handling, charts, graphs, construction and analysis

In KS1, pupils are taught in their classes. Once a week, a group of pupils are taught extension maths in Year 1 and 2. Once the Year 3 are settled and comfortable in the KS2 environment, they will then be banded, most likely halfway through the year. The purpose of banding is to ensure that all pupils are afforded the best possible provision and support for their learning, whether that be style, speed or any other factors that could impact learning. Years 4–6 are banded at the beginning of the year. Bands are fluid, meaning teachers will communicate with each other regularly and move pupils to a more appropriate band if we feel it is of benefit to the child.

Teachers will use a combination of approaches and strategies. We look for pupils to be fluent in the processes of maths concepts, showing working and laying out calculations neatly. They are also taught to reason: describing their learning and answering 'why' concepts work as they do. Pupils work both independently and collaboratively with their peers and teachers. We use concrete resources wherever possible to support understanding.

We assess the pupils by:

- Teacher monitor learning and progress in the day to day lessons
- Homework informs how pupils are able to reinforce their understanding of taught knowledge
- We assess digitally and on paper at the end of Michaelmas and Trinity term. These help support our teacher assessment of the pupils, set targets and allow us to compare with other time periods as a progress measure. We use the GL digital assessments to inform these judgements.

Pupils will have many opportunities beyond the curriculum:

- We take part in Maths Competitions
- We have regularly 'Times Tables Rockstars' competitions within school and with competing schools
- We hold a homework club to provide pupils with additional support
- Extension maths groups in Years 1 and 2 challenge the pupils beyond the curriculum.



## Michaelmas

### Year 3

- Place value
- Addition & subtraction
- Multiplication & Division

### Year 4

- Place Value
- Addition & subtraction
- Length & perimeter
- Multiplication & division

### Year 5

- Place value
- Addition & subtraction
- Statistics
- Multiplication & division
- Perimeter & area

### Year 6

- Place value
- Fractions
- Angles
- Multiplication & division
- Ratio & proportion

## Lent

### Year 3

- Multiplication & Division
- Money
- Statistics
- Length & perimeter
- Fractions

### Year 4

- Multiplication & Division
- Area
- Fractions
- Decimals

### Year 5

- Multiplication & Division
- Fractions
- Decimals & percentages

### Year 6

- Negative numbers
- Measure
- Investigations
- Economics
- Time & transformations,
- Measurement:  
perimeter, area, volume,
- Geometry: properties
- Number: ratio, decimals,  
percentages

## Trinity

### Year 3

- Fractions
- Time
- Geometry
- Mass & capacity

### Year 4

- Decimals
- Money
- Time
- Statistics
- Geometry

### Year 5

- Decimals
- Geometry
- Measurement
- Volume

### Year 6

- Addition & subtraction
- Multiplication & division
- Fractions
- Geometry – position &  
direction
- Algebra
- Themed projects

# MFL: Spanish

Pupils will learn and develop skills:

- A general understanding of how Spanish grammar works and how to construct grammatically correct sentences
- A broad knowledge of topic-related vocabulary in Spanish and how to apply to its appropriate context
- An appreciation of the cultural differences between Hispanic countries and England
- An insight into the main rules of Spanish pronunciation and intonation.

The Key Stage 2 Spanish curriculum covers all the basic grammar and vocabulary needed in order to build the solid foundation pupils will need when they are introduced to more complex structures when studying languages in the Senior School.

Some examples of topics studied are; the alphabet, numbers, colours, describing yourself and your family as well as food and hobbies. In Year 3 and Year 4 the main focus is on their speaking and listening skills as well as introducing the main core vocabulary. In Year 5 and Year 6 more complex grammatical structures and Present tense conjugation starts to be introduced.

At Brentwood Preparatory School, we aim to fully develop the four skills needed when learning a language, speaking, reading, listening and writing, by using a wide selection of interactive resources which are fun and engaging as well as educational. Pupils also access all the eLearning resources such as Linguascope by using their iPads and completing independent work and also take part in whole class activities using interactive platforms such as Kahoot and Quizlet live.

Spanish is assessed through informal formative assessments in which pupils are asked to recall previous knowledge of vocabulary, grammar orally or as written tasks. These formative assessments help us to identify the pupils' strengths and weaknesses in the language as well as the areas that need improvement or further development. Some of the written assessments for Year 5 and Year 6 may require pupils to produce small paragraphs in Spanish and incorporate the use of the Present tense as well as the topic-related vocabulary.

Our Dining Hall offers the opportunity for pupils to have a taster session of each of the countries in the world on a weekly basis six times a year. Pupils are encouraged to try each of the different types of food available and stickers are given out with the correspondent flag to fill in a food passport. Typical Spanish food such as paella, chorizo and tortilla de patatas as well as tapas are also on offer for our pupils to enjoy.

We also commemorate important language and culture related days such as the European Day of Languages in which pupils work with the class if they speak other languages at home and teach the importance of welcoming different traditions and cultures into the classroom.

## Michaelmas

### Year 3

- Greetings & introductions
- Alphabet & numbers
- Dates & birthdays
- Colours

### Year 4

- Physical & personality descriptions
- Aches & pains

### Year 5

- Sports & hobbies

## Lent

### Year 3

- Family members & pets
- Verbs
- Food & drink, ordering at a restaurant

### Year 4

- School uniform, facilities, opinions, pencil case items
- Revision of colours

### Year 5

- Giving directions
- Prepositions
- Transport & travelling

## Trinity

### Year 3

- Countries & nationalities
- Home, houses & places
- Weather

### Year 4

- Daily routine
- Time
- Regular reflexive verbs
- Stem changing reflexive verbs

### Year 5

- Healthy living, diet & exercise

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exercise



# MFL: French

Pupils will learn and develop skills:

- Linguistics skills to be able to have a basic conversation in French and be able to express opinions as well as likes and dislikes
- A general understanding of the main rules of how French grammar works and the ability to construct grammatically correct sentences
- An appreciation of the culture differences between England the Francophone countries
- A broad knowledge of French vocabulary as well as the main principles of French pronunciation and intonation.

At Brentwood Preparatory School pupils begin learning French in Foundation all the way to Year 2. At the beginning, the main focus is on their oral skills and developing an accurate pronunciation. Through the use of songs and Interactive whiteboard resources, pupils start acquiring the basic tools required when studying a foreign language. In Year 2, written work is introduced alongside their first taste of French grammar. In the Year 3 Language and Culture activity programme our pupils have the opportunity of consolidating all the previous knowledge of the French language as well as learning about the culture of all the Francophone countries.

The Year 3 French Language and Activity programme is mainly taught using interactive activities and songs. The main goal is to develop pupils' oral skills and their confidence when speaking in a foreign language. It is also a great opportunity for them to acquire the vital linguistic tools in order to be fully prepared when studying a language at GCSE and A Level as well as consolidating all their French from their four previous years of language learning from Foundation to Year 2.

This programme is not formally assessed as such as it has been specifically created for pupils to practise and consolidate their prior knowledge of the French language without the constraints of the curriculum as well as learning about the culture and traditions of all the main French speaking countries. The programme is didactic as well as very interactive and enthralling.

At Brentwood Preparatory School, the MFL Department liaises with the dining hall to offer our pupils the opportunity to taste all different kinds of food from around the world and as a reward our pupils get to fill in their food passport with a sticker of the flag where the food is from. Some examples of French cuisine are crêpes, pâtisserie, quiche lorraine and croque monsieur.

## Michaelmas

### Year 3

- Introduction to all Francophone countries and discussion of main cultural differences.(Mardi Gras, La Chandeleur, Fête des Rois, Poisson d'Avril)
- Revision of greetings and introductions /talking about myself and my family
- Animals with revision of colours and adjectival agreements.

## Lent

### Year 3

- Food and drink ( revision of opinions and likes and dislikes)
- Body parts and expressing how you are feeling
- Sports and hobbies, describing what you like doing in your free time.

## Trinity

### Year 3

- Clothing (describing wear and school)
- Describing where in the local area.
- Daily routine and reflexive verbs.
- Main monuments



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# French

lun

mardi

mercredi

jeudi

vendredi

samedi

dimanche



1 - un

6 - six

2 - deux

7 - sept

3 - trois

8 - huit

4 - quatre

5 - cinq

10 - dix

Comment ça va?  
Ça va bien.

Merci

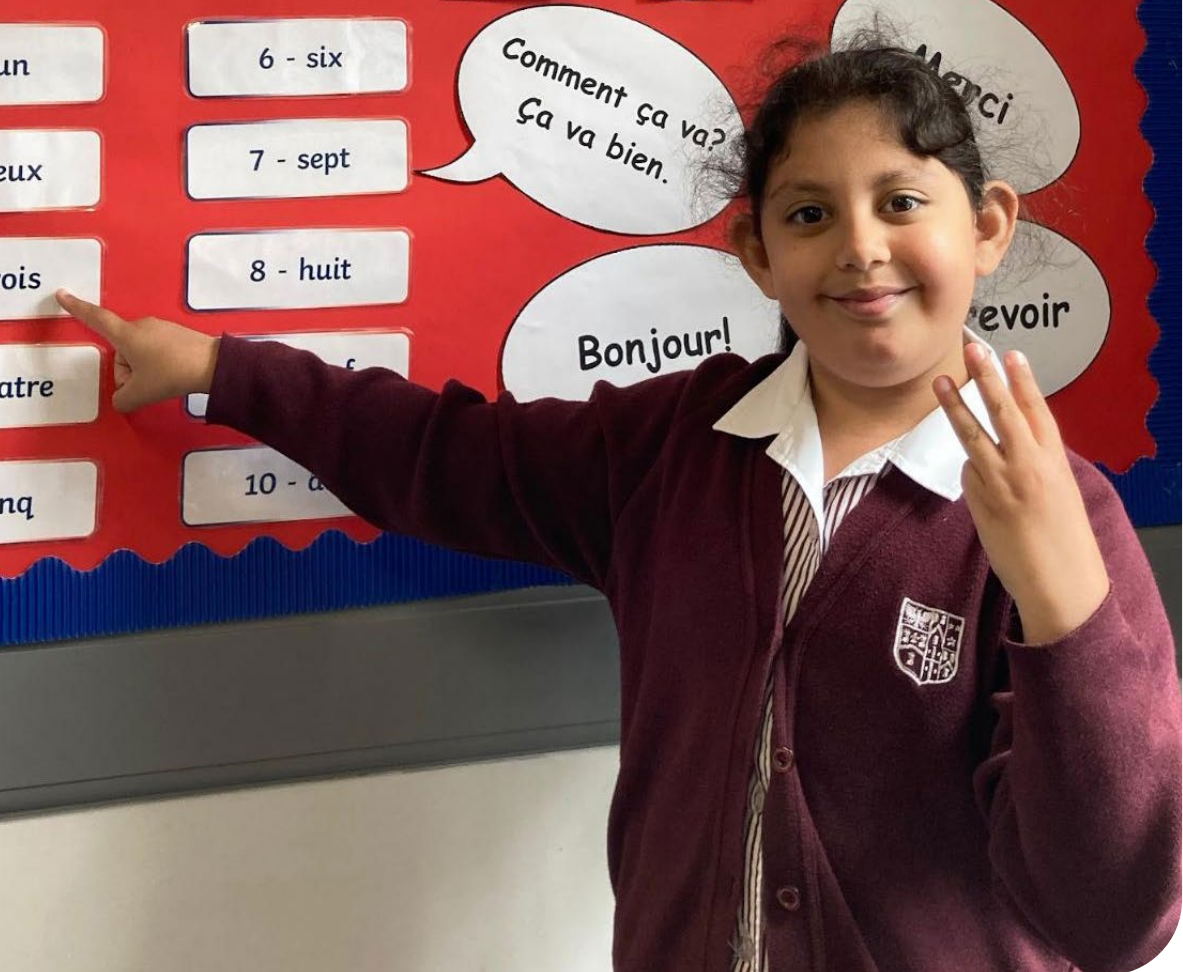
Bonjour!

soir

Description of casual  
(school uniform)  
Where you live and your

and revision of main

places in Paris



# MFL: German

Pupils will learn and develop skills:

- A broad understanding of how German grammar works and the ability to construct grammatically correct sentences
- A general knowledge of topic-related vocabulary in German and how to apply to its appropriate context
- An appreciation of the cultural differences between German speaking countries and England
- An introduction to the main rules of German pronunciation and intonation.

The Year 4 German curriculum aims to introduce the main core vocabulary and basic grammar in order for pupils to have a taste of how the German language works. Some of the topics covered include introducing yourself and your family, numbers, colours, sports and hobbies.

At Brentwood Preparatory School we aim to teach languages in an interactive and engaging way using a variety of eLearning resources and worksheets. Our pupils have the opportunity to practice their spoken German by taking part in whole class activities as well as being able to develop their grammar and vocabulary by completing a selection of topic-related written tasks.

German is assessed through a series of informal formative assessments which are mainly vocabulary based in order to help pupils to retain as many words as possible in German as well as helping them with their pronunciation. These informal assessments may be oral, written or both.

At Brentwood Preparatory School, the MFL Department liaises with the dining hall to offer our pupils the opportunity to taste all different kinds of food from around the world and as a reward our pupils get to fill in their food passport with a sticker of the flag where the food is from. Typical German foods include bratwurst, kartoffelpuffer, sauerkraut and käsespätzle



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## Michaelmas

### *Year 4*

Greetings and introductions in German  
Classroom commands  
Numbers & birthdays  
Saying where you live  
German Christmas traditions

## Lent

### *Year 4*

- Family members
- Describing yourself & your family
- German origins of fairy tales
- Easter celebrations in Germany

## Trinity

### *Year 4*

- Weather sentences and weather forecast
- Main cities and places
- School subjects and opinions
- Free time activities and hobbies



# MFL: Chinese

Pupils will learn and develop skills:

- An insight into the main rules of Chinese (Mandarin) pronunciation and intonation
- A general understanding of how Chinese (Mandarin) grammar works and how to construct grammatically correct sentences
- A broad knowledge of topic-related vocabulary in Mandarin and how to apply to its appropriate context
- An appreciation of the cultural differences between China and England
- Positive attitudes towards language learning
- ICT and research skills.

A wide range of topics is covered during the Year 5 activity programme which includes the basic vocabulary to be able to meet and greet in Chinese (Mandarin) as well as exploring various cultural aspects and traditions such as origami and Chinese (Mandarin) calligraphy.

At Brentwood Preparatory School, we aim to fully develop the four skills needed when learning a language, speaking, reading, listening and writing. Our pupils will have the opportunity to start learning Chinese through a variety of games, songs, videos, art and eLearning activities.

Speaking, listening, writing and reading skills will be assessed informally using formative assessment in a fun way with online interactive quizzes such as Kahoot and Quizlet live.

Pupils will have opportunities to taste authentic Chinese food and drink; e.g. tea, dumplings, noodles, and many other delicious dishes. They will also be able to virtually explore many famous tourist attractions using VR headsets such as The Great Wall of China, Beijing and its main monuments.

## Michaelmas

### Year 6

**My world:** – You will be introduced to pinyin and begin to grip with the four tones that are specifically used in the Chinese (Mandarin) language. You will gain the experience and knowledge in certain fundamentals such as counting from 0 to 30, while learning how to write the characters from 1 – 10; the basic conversation and vocabulary about age, name, birthday, date and days of the week will be developed, including how to ask questions in conversational form. Mid-autumn festival will be celebrated.

**Family and home** – You will be introduced to basic strokes, basic radicals in writing, as well as measure words, and begin to get to grips with functional words that are used in the Chinese (Mandarin) language. The conversational vocabulary about family members, general pets, and more adjectives, and asking questions in conversational form will be taught. You will be able to introduce family members and pets, and family members' birthdays.

# Chinese

## Lent

### Year 6

**Food** – The name of different food and drink will be introduced. You should be able to talk about what you eat and drink for breakfast, lunch, and dinner. You will also learn how to order food in a Chinese restaurant. You will also be able to express your opinion about certain food and drink. You will compare Chinese food and British food to learn the cultural differences. Chinese New Year will be celebrated in this term.

**Travel** – You will be able to talk about your nationality and the countries and cities which you have been to. You will learn about different cities in China and their traditions and customs. Your research and IT skills will be developed in these lessons.

## Trinity

### Year 6

**School** – You will be introduced to names of different school subjects. You will be able to talk about the school daily routine and express your opinion about your favourite subject in Chinese (Mandarin). A comparison between Chinese schools' timetable and English schools' timetable will be drawn. You should be able to express their opinion about the differences and similarities between Chinese schools and English schools.

**Research projects** – You will further develop your research and independent learning skills through several cultural projects. The Dragon Boat festival will be celebrated.



# Music

Music is an important part of school life at Brentwood Preparatory School. Every child is encouraged to express themselves musically whether that be through a musical instrument or as a member of one of our many choirs. We offer several instrumental ensembles as well as one to one tuition through our 14 visiting music teachers. There are a large number of performance opportunities which develop confidence in the pupils and the classroom music curriculum covers a wide range of topics so that every child will find inspiration.

Our classroom music curriculum allows pupils to build on their successes as they progress through the School. Along the way they will experience the following topics and much more:

- Beats, rhythms and the methods of notating these. This is then used as the basis for African Drumming, Samba Drumming and regular composition and improvisation topics
- Pitch, dynamics and tempo are used extensively with all pupils learning the recorder (which aids their notation reading) and tuned percussion skills
- Scales – ranging from Pentatonic Scales to major and minor through to ancient ‘modes’ – the pupils are able to explore the building blocks of music and experiment in their compositions and improvisations
- World music – from African Drumming and Brazilian Samba through to music from the Solomon Islands, pupils have a chance to listen to, and perform in pieces from around the world
- Music IT – Composition using ‘Sibelius’ software, sound wave editing and use of Brentwood Preparatory School’s very own recording studio form part of every child’s musical education
- Every music lesson includes the opportunity to improve listening skills as we explore music from Medieval times right up to the latest chart hits. We also focus on a variety of Western musical periods, jazz styles and how different musical instruments contribute to the sound
- Linking with the Science Department to explore how the sound of musical instruments is made – culminating in a performance on home-made instruments
- Composition is used in a huge variety of styles from simple xylophone tunes through to backing tracks for films and tv.

In addition, the pupils sing with Year group choirs as well as having the opportunity to sing in other vocal groups such as our Chapel Choir and our Junior and Senior Choirs.

Activity afternoons are used to introduce important skills which are then expanded upon later in class. These include the first steps with ‘Sibelius’ software, various composition styles, editing sound waves and creating backing tracks for dance. There are two specialist music teachers who provide classroom lessons throughout KS2. In addition, 14 Visiting Music Teachers provide lessons on a wide range of instruments with strings, brass, woodwind, percussion and vocal all covered.

Every pupil has the opportunity to perform to the School community each year. There are weekly assembly performance opportunities for soloists alongside a series of Informal Concerts. Year 3 enjoy singing at their Christmas production,

## Michaelmas

### Year 3

- Instruments of the orchestra
- Recorder basics
- Introduction to rhythms

### Year 4

- The pentatonic scale
- Stomp – how instruments make sound
- Arriba – pentatonic jazz improvisation

### Year 5

- Blues music
- Young Voices preparation
- Renaissance music

### Year 6

- Samba drumming
- Year 6 concert
- Musical ‘modes’
- Dorian mode improvisation



Year 4 take part in their own musical concerts, Year 5 enjoy our regular trip to perform in the Young Voices Concert at the O2 and Year 6, as well as hosting their own concert in Michaelmas Term, perform their own professional-standard musical.

Progress in Music is assessed through:

- Pupils self-assess their work and the work of others through verbal contributions in response to live and recorded performances
- Discussions are held in lessons to ascertain what could be improved in future compositions and performances
- Teachers regularly assess skills such as singing, rhythmic understanding, improvisation and recorder playing
- In KS2, attainment and effort statements for music are included on each report to indicate if pupils have met expectations, with written comments being included on the Lent Term report.

All pupils have the opportunities to extend their skills and knowledge, beyond the curriculum:

- There are opportunities to learn instruments with our team of Visiting Music Teachers
- There is an opportunity to rehearse and perform with a variety of ensembles including the School Orchestra, Junior and Senior Choirs, Cello Club, String Orchestra and Brass Ensemble
- Performance opportunities are available both at in-house concerts and at events further afield (the Young Voices concert at the O2)
- 'Enrichment activities' allow further skills to be gained which provide essential input during curriculum lessons as well as the opportunity for all pupils to try an instrument during our annual 'Enrichment Week'.

## Lent

### Year 3

- African drumming
- Tuned percussion basics
- Pitch notation

### Year 4

- Music through the ages
- The 'Classical' period
- 'Stamping Tubes'
- Year 4 concert

### Year 5

- Young Voices concert at the O2
- The bass clef
- Advanced pattern tracking
- Advanced African drumming (Polyrhythms)

### Year 6

- Composing for film & TV
- 'Drum and Bass' composition with harmonic structure

## Trinity

### Year 3

- Tuned percussion compositions
- Treble clef skills
- Sounds around you

### Year 4

- Pattern tracking
- Cartoon strip backing music
- Dynamics & texture

### Year 5

- Baroque-style composition using sibelius,
- Boomwhacker ensembles

### Year 6

- Year 6 Musical (learning songs and liaising with the Drama department to create a show, rehearsals & performance)

# PE & Games

The high-quality physical education curriculum at Brentwood Preparatory School aims to build the early foundation of fundamental movements, inspire all pupils to find something that they may enjoy for life, and to develop the character and technical skills to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for all pupils to become physically confident in order to help instil a desire to maintain a healthy lifestyle and enjoy improving their fitness. Our programme throughout Key Stage 1 and 2 provides opportunities to compete in sport with the aim of building character and helping to embed values such as fairness and respect.

To nurture the early foundations of every child's lifelong love of exercise and sport whilst creating lasting memories. No matter the challenge at hand, our pupils will strive to be the best that they can be and do it with positive energy and with an emphasis on enjoyment. We are committed to enhancing each and every child's technical ability, fundamental movement skills, and tactical understanding in a breadth of topics and sports whilst promoting equitable access for all. We are proud to maximise participation as well as honing the ambitions of our high performing pupils.

We want to inspire healthy, confident, and problem solving sportspeople for now and the future.

A core principle is that every child's development relies on their ability to move efficiently with control and the ability to perform all fundamental movements in isolation and within sequences. A significant focus in early years, Key Stage 1 and lower Key Stage 2 is to refine the gross motor skills and to give each child the basis of all movements and skills.

Throughout the academic year, pupils will be challenged to develop their understanding of strategies and tactics within a range of sports and activities. Another key principle is for our pupils to become problem solvers who can make decisions within different situations and games.

Using sport as a tool to develop each individual, pupils will develop their ability to work within a team, to become self organised and independent, and be able to experience the highs and lows that can be felt in sport. We encourage pupils to communicate and collaborate with their peers and staff. Each child is put into situations where they need to prepare themselves and inform themselves of upcoming events and fixtures. We provide a safe opportunity for pupils to learn to be proud of their achievements but also to reflect and recognise circumstances where they can improve.

We have extensive opportunities to develop each child within team sports throughout the year. Not only do our pupils perform in single gender teams but we also strongly advocate opportunities for sports to select mixed gender teams. Although we encourage pupils to challenge themselves at the highest level that they can, each topic or sport is taught using variations of Games to cater to everyone's needs, enjoyment, and individual skill development.

Within core PE, pupils will experience a range of topics that enhance the fundamental skills and strategic problem-solving required for sports and activities.

We are proud to deliver an extensive swimming programme that allows all pupils in Key Stage 2 to swim for the majority of the year. We feel that this is an extremely important life skill and a sport that many pupils may enjoy for the rest of their lives. To add, we recognise the muscular and skeletal benefits that pupils can experience as they continue to grow.

We have a very passionate and talented group of teachers who collectively want every child to be the best they can be no matter the topic. We take great pride in getting to know each child and

understanding how they will be taught by every member of staff throughout the academic year.

Lessons are designed to ensure that every child has some form of ownership throughout the year. Pupils are encouraged to take ownership of their learning. There is a strong focus on practical activities and activities that help to build resilience, overcome challenges, or game plans.

Within PE, we have regular assessments which will be formally assessed throughout the academic year. Assessments are taken in various tasks to ensure that every child's capacity is reached. The same tests are used to objectively understand

In Games, at the start of the year, we have rotations where they are assessed against the current attainment levels. We recognise the subjectivity of marking and ensure that the date with each sports person is agreed. In this process, every member of staff so that they can support this, team selections will be made to ensure that each child to ensure that every child's development.

Our hugely dedicated staff ensure that every child's activities within our curriculum are

In addition to our extra-curricular activities, we are offered on a weekly basis to focus on about refining their skills and fitness levels. Clubs sports are made up a large part of our curriculum. We are delivering a programme of co-curricular opportunities that are not conventional/traditional. We focus on football as well as basketball. We ensure that every child has the chance to pick up a hobby.

Finally, we are proud of our local area. We encourage our pupils to take their learning environments outside of school. We listen to their voice but it is also important to ensure that every child's life. For pupils who wish to be involved in at least one sport, we ensure that the commitment required for every child's competition.



# nes

They learn most effectively. In order to do this, each child will have a member of PE & Games staff at some stage throughout the year.

We aim to engage pupils from the start and to allow them to take ownership on their learning. Through this collaborative approach, we aim to communicate and to develop leadership skills. We focus on individual skill development along with fun games to help pupils transfer their newly acquired skills into tasks, projects and play.

We have recently reformed the assessment system in which pupils are assessed based on fundamental movement skills at checkpoints throughout the academic year. At the start of Michaelmas, baseline scores will be taken including speed, agility, coordination, balance, and aerobic capacity. Tests will be taken again in Lent & Trinity with the aim of monitoring and evidence each child's progress.

At the end of every term pupils will be involved in core skill carousel where they will complete the same tasks for staff to observe and identify the current level of each child in comparison to the cohort. Due to the nature of many team games, we ensure that teaching staff are up-to-date with the evolution and current shifts in approaches. To be accurate, each child will be observed and assessed by at least three staff members so that they continue to work at their appropriate level. From this data, decisions will be made based on the most current assessment of each child so that they have the best experience appropriate for their level.

Our team of staff allow for a huge offering of sports and extra-curricular program throughout the entire year.

We have a comprehensive PE & Games curriculum, regular clubs and activities available on a regular basis to pupils who are committed and enthusiastic about the sport or simply aiming to improve their participation and skills in areas such as football, hockey, rugby, netball, cricket, and tennis. We offer a range of our co-curricular programme. We are passionate about providing an environment that promotes equitable access and, therefore, we use a variety of opportunities to provide pupils experience of sports outside of the 'traditional' curriculum. For example, you will see many girls thriving in netball, becoming outstanding cricketers whilst boys have their own hockey stick or netball to learn the basic skills.

As part of our work and collaboration with partnerships in the area, we encourage pupils to seek further opportunities to develop within the wider community of school. Not only is it beneficial to learn from a different perspective, it is important that they make friends with pupils from all walks of life. If a child wishes to advance in their sport, we do encourage that they are involved in a sports club on a regular basis so that they understand the commitment required to a team and to experience different levels of

## Michaelmas

### Years 3 & 4

- Movement mechanics, throwing & catching, jumping & landing, health related education,
- Girls – tag rugby, hockey
- Boys – netball, rugby
- Gymnastics, swimming,
- Focus, fairness, self reflection

### Years 5 & 6

- Movement mechanics, co-ordination & ball skills 1, strength & balance, health related education
- Girls – tag rugby, hockey
- Boys – netball, rugby
- Gymnastics, swimming
- High standards, leadership, comms & collaboration

## Lent

### Years 3 & 4

- HRE + problem solving, invasion, movement in action, orienteering, cross country
- Girls – football, netball
- Boys – hockey, football
- Athletics preparation, swimming
- Honesty, comms & collaboration, positive mindset & inquire

### Years 5 & 6

- HRE + problem solving, co-ordination & ball skills 2, movement in action, orienteering, cross country,
- Girls – football, netball
- Boys – hockey, football
- Athletics preparation, swimming
- Resilience, self reflection, open-minded & inquire

## Trinity

### Year 3

- Movement + striking, movement to perform, athletics development, final sports day prep & team games, tennis, swimming, mixed – cricket, determination

### Year 4

- Movement + striking, movement to perform, athletics development, final sports day prep & team games, tennis, swimming, mixed – cricket, learn to compete

### Year 5

- Movement + striking, movement to perform, athletics development, final sports day prep & team games, tennis, mixed – cricket, develop interest to compete

### Year 6

- Movement + striking, athletics development, tennis, mixed – cricket, seek opportunities to compete

# PSHE & W

At the core of our Personal, Social, Health and Economic education (PSHE) programme is the School's motto and guiding principle, "Virtue, Learning and Manners." PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens and actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

In PSHE, pupils develop the skills they need to be safe and healthy, and learn how to manage their academic, personal and social lives in a positive way. These lessons help to put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Pupils will be given the information and skills they need to make good decisions about their own physical and mental wellbeing, to recognise issues in themselves and others, and to seek support at an early stage when issues arise.

In KS2 at Brentwood Preparatory School, each class has one timetabled lesson a week, usually with your Form Teacher or with the Deputy Head Pastoral. Some elements of PSHE are also covered in assemblies or theme days, and some are taught through the Academic Enrichment Programme. In lessons, we use resources from well-respected schemes including from Cambridgeshire Primary Personal Development Programme, 1 Decision and the PSHE Association.

## Year 3

***Beginning and belonging*** – building friendships and managing new situations

***Friends and Family*** – making and developing friendships, resolving disagreements

***Anti-Bullying*** – recognising the difference between falling out and bullying, different types of bullying, how to respond to bullying behaviour

***Managing Change*** – recognising strong emotions due to loss or change

***Diversity and communities*** – respectful relationships, recognising similarities and valuing differences, challenging stereotypes

***Personal Safety*** – classroom rules, network of support, safe and unsafe secrets

***Body Awareness*** – differences between male and female bodies, keeping clean, preventing the spread of illnesses and diseases

## Year 4

***Rights and Responsibilities*** – treating others with respect, democratic decision making

***Understanding Emotions*** – communicating emotions, ways to manage difficult emotions, caring about other people's feelings

***Working together*** – communication and group work skills

***Financial Capability*** – ways to earn and spend money

***Drug Education*** – medical and legal drugs (including alcohol and nicotine), safety rules

***Body Awareness*** – main stages of human life cycle, growing responsibilities

***Managing Risk*** – hazard awareness, minimising risk, knowing how to seek help in an emergency

***Healthy Lifestyle*** – physical and mental wellbeing, lifestyle choices

# Wellbeing

Lessons are designed to be interactive and we will often use stories or video clips to generate discussions. We will help you to develop essential skills, knowledge, and vocabulary to manage different influences and pressures in your lives and to make safe and informed choices. Some topics can be challenging to talk about so we will make sure we work together to establish a safe and supportive learning environment.

Teachers will continually monitor progress by assessing key pieces of work and by evaluating contributions during discussions. Pupils will have a chance to self-assess progress in each topic by reflecting on understanding of key statements.

Pupils will have opportunities to take part in activities for events such as Anti-Bullying Week, Mental Health Week and Safer Internet Day.



## Year 5

***Beginning and Belonging*** – making people feel welcome, being resilient in new situations

***Friends and Family*** – managing the ups and downs of friendships, trust and loyalty, friendships in real life and online

***Anti-Bullying*** – different forms of bullying, prejudices, effect on mental wellbeing

***Diversity and Communities*** – sense of identity, valuing diversity, challenging stereotypes

***Drug Education*** – medical and legal drugs

***Body Awareness*** – changes during puberty

***Personal Safety*** – safe boundaries, reporting concerns to trusted adults

***Managing Change*** – positive and negative changes, managing emotions associated with loss and change

## Year 6

***Rights and Responsibilities*** – rights of pupils and adults, the work of councillors and MPs

***Understanding Emotions*** – self-respect, coping with worries and stress

***Financial Capability*** – managing a budget, value for money, how money is used to benefit the community and wider world

***Managing Risk*** – benefits and consequences of taking risks, accident prevention, taking responsibility and making sensible decisions

***Relationships and Sex Education*** – human reproductive organs, how a baby is conceived and born, responsibility of being a parent

***Healthy Lifestyles*** – mental and physical wellbeing

***Managing Change*** – preparing for transition to Senior School

# Religious Education

RE teaches us about religions around the world – how they came to be, what the central beliefs and practices are, and how they are linked to the world as we know it today. RE encourages pupils to make links between these religions and understand what the followers of the religion believe and how these beliefs shape their day to day lives. RE also encourages you to consider your own place in world and how it works. It also helps to build understanding of those around us and help us understand the lives of others.

Pupils will develop skills in:

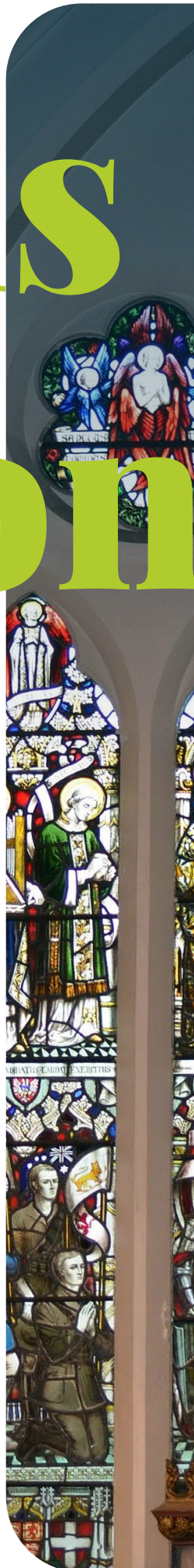
Empathy • Critical Thinking • Tolerance • Respect • Analysis • Reflection • Communication

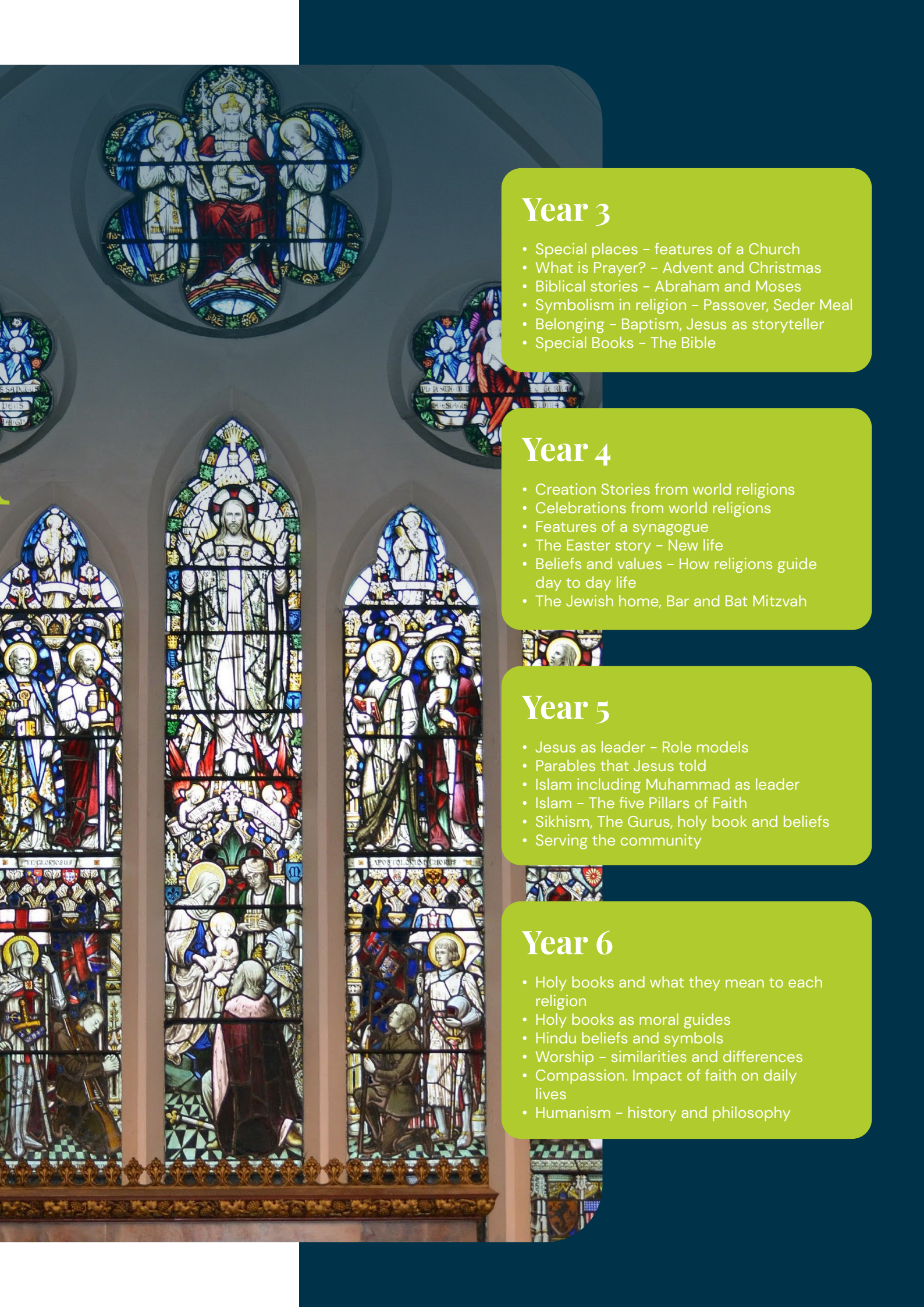
Religious Education is taught in form groups with one lesson a week throughout the year. Lessons combine a variety of individual, group and class work. Where possible we encourage pupils to share their own experiences of the religions being studied. We use a mixture of videos, text books, visits and visitors and artefacts to bring the subject to life. Pupils are given the opportunity to consider what is important to them and relate their understanding of the religions being studied to their own life experiences. There are also opportunities to explore places of worship virtually through online videos. The use of virtual reality headsets gives pupils the opportunity to appreciate some of the topics taught such as a visit to the Hajj pilgrimage.

Progress in Religious Education is assessed continually through verbal and written activities. Feedback is given to address misconceptions and suggest where improvements can be made or encourage pupils to reflect more deeply on their answers. End of topic reflections are given mixing knowledge questions and opportunities to reflect. This ensures pupils have understood the key concepts taught and allows them to give their opinions about what they have learnt and link to other areas of the curriculum.

Beyond the curriculum, pupils will get many opportunities:

Trips to religious buildings such as Brentwood Cathedral • Visiting speakers • Assemblies • VR Headsets • Debate Club • Services in the School chapel • Chapel choir





## Year 3

- Special places – features of a Church
- What is Prayer? – Advent and Christmas
- Biblical stories – Abraham and Moses
- Symbolism in religion – Passover, Seder Meal
- Belonging – Baptism, Jesus as storyteller
- Special Books – The Bible

## Year 4

- Creation Stories from world religions
- Celebrations from world religions
- Features of a synagogue
- The Easter story – New life
- Beliefs and values – How religions guide day to day life
- The Jewish home, Bar and Bat Mitzvah

## Year 5

- Jesus as leader – Role models
- Parables that Jesus told
- Islam including Muhammad as leader
- Islam – The five Pillars of Faith
- Sikhism, The Gurus, holy book and beliefs
- Serving the community

## Year 6

- Holy books and what they mean to each religion
- Holy books as moral guides
- Hindu beliefs and symbols
- Worship – similarities and differences
- Compassion. Impact of faith on daily lives
- Humanism – history and philosophy

# Science

Science has changed our lives and is vital to the world's future prosperity. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Understanding how science can be used to explain what is occurring, predict how things will behave, and analyse causes are key to supporting pupils to understanding the world around them. Alongside a knowledge rich curriculum pupils are taught the methods, processes and uses of science both through discrete science teaching and the STEAM (Science, Technology, Engineering, Art and Maths) approach where pupils develop the application and use of science in a wider context.

## Years 3 & 4

The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out. These skills are always taught through and clearly related to the topic they are learning about e.g. electricity, nutrition, states of matter etc.

## Years 5 & 6

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They also begin to recognise that scientific ideas change and develop over time. Pupils select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over

different periods of time, noticing patterns, carrying out comparative and fair tests a range of secondary sources of information on their data and observations, use evidence their scientific knowledge and understanding. At lower key stage 2, these skills are always related to the topic they are learning about e.g. separating materials.

Science is taught in a variety of ways which provides opportunities to maintain interest and provide

Each week pupils have a double lesson, which includes a form of practical and hands-on activity. This is related to scientific phenomena to undertaking investigations and answering questions. Classroom teaching is a mixture of direct teacher, discussion and written work. Each lesson provides an opportunity to consider what they already know, to work practically and considering what they will learn about the topic. The pupils then revisit these questions at the end of the topic to review what they have learnt.

During each year pupils will be given the opportunity to develop investigation skills by carrying out a supported investigation at home by investigating a question of their own choice that is interesting.

Progress in science is assessed in a variety of ways, both formally and informally. There are regular end of topic assessments which allow us to monitor progress and identify any needs that need to be addressed quickly. These assessments take the form of tests, quizzes, creating a journal page of work, and practical assessments of their 'working science'. At the end of the year there is an end of year exam in which assessments are carried out throughout the year.

There are a number of ways in which pupils can be encouraged for science. These include a weekly science competition, taking part in the Brentwood Science Fair as well as a Space Camp for pupils in Year 5.

ns, grouping and classifying things, and finding things out using a wide on. Pupils draw conclusions based ence to justify their ideas, and use ding to explain their findings. As in taught through and clearly related ight, plant/animal life cycles and

ch seek to provide the pupils with prompts higher order thinking skills.

with every lesson involving some This ranges from exploring estigations to answer enquiry ure of direct teaching from the ch unit starts with pupils having eady know by exploring questions ould like to find out about the ions and activities at the end of .

opportunity to develop their ported independent enquiry at own about any topic they find

ty of ways – both formally and assessments which allows misconceptions which can be ke a variety of forms including what they have learnt and 'scientifically' skills. In addition sses the work pupils have learnt

pils can enhance their enthusiasm ce club, science quiz club national od School KS2 Science Exhibition ar 5.

## Michaelmas

### Year 3

- Animals including humans
- Forces and Magnets

### Year 4

- Sound
- States of Matter

### Year 5

- Earth and Space
- Forces

### Year 6

- Living things and their habitats including micro-organisms
- Evolution and inheritance

## Lent

### Year 3

- Light
- Plants

### Year 4

- States of Matter
- Living things and their habitats

### Year 5

- Properties and changes of materials

### Year 6

- Animals including humans

## Trinity

### Year 3

- Plants
- Rocks and Soils

### Year 4

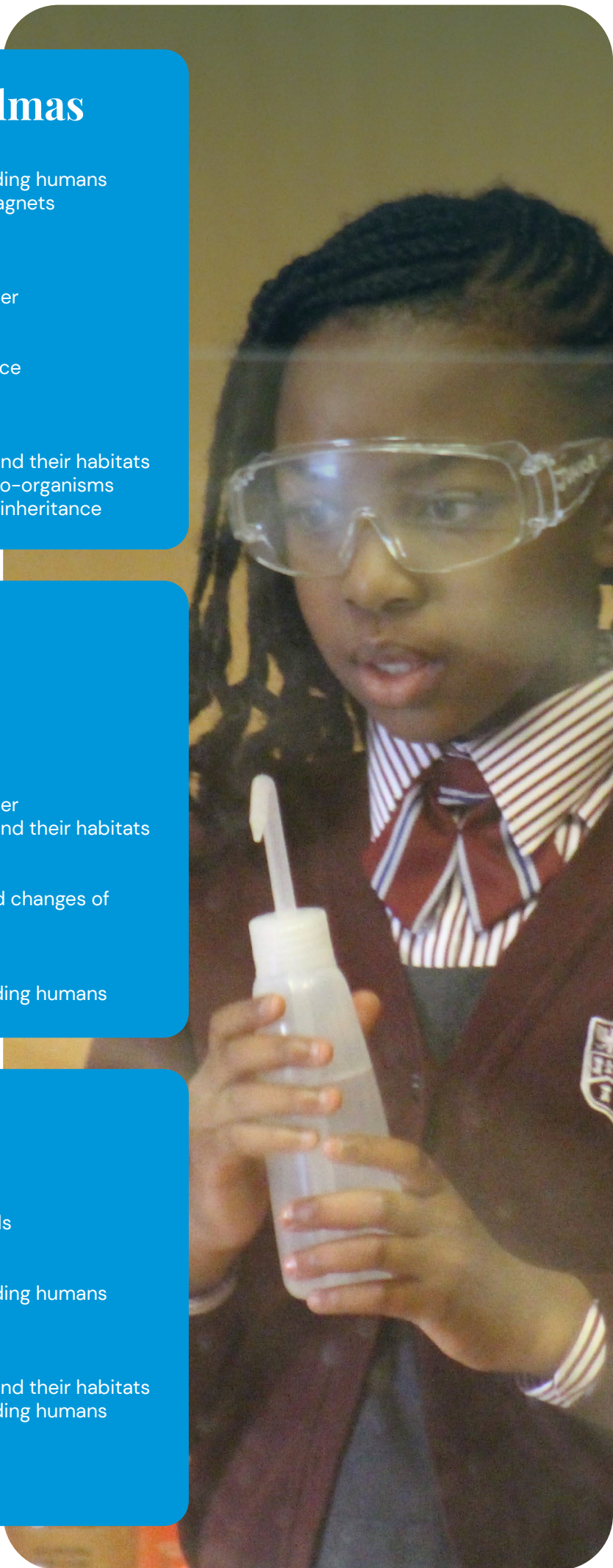
- Animals including humans
- Electricity

### Year 5

- Living things and their habitats
- Animals including humans

### Year 6

- Energy





**VLM**

*Virtue Learning Manners*