BGL Curriculum

Parent Workshop

Wednesday 12th January 2022

Our Curriculum at BGL

What does our curriculum cover?

What is important to us?

What is our Curriculum Intent?

How is it organised?

Gathering our Curriculum Intent…

We spoke to staff and pupils – what is important to us at BGL? What do we want our Curriculum to look like/ feel like? What is the experience we want for our learners? What do our children want to learn about?

We decided Upon five <u>Curriculum Aims</u>. Our Aims were the critical things we wanted to see in out BGL Curriculum.

Aim 1

To ensure that our children receive the very best education that we can provide by equipping ALL children with the necessary skills in reading, writing and mathematics to succeed.

Aim 1 – Why?

To ensure that our children receive the very best education that we can provide by equipping ALL children with the necessary skills in reading, writing and mathematics to succeed.

- Excellence and competence in the core areas is a must.
- Our mission as educators first and foremost is to equip our pupils with the knowledge, skills and tools needed to play their part in society.
- Skills derived from literacy and mathematics are transferrable, vital life-skills which provide the foundation for growth in other areas of the curriculum
- Crucial step is to ensure our children are secondary ready.
- Staff voice: we want to be content in the knowledge that we did our utmost, that we applied ourselves with vigour, enthusiasm and creativity to enable our pupils to grow, flourish and succeed.
- Make an impact, make a difference to the life of a young person.

Aim 1 – How?

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Implementation

- Language and Literacy is one of three core curriculum drivers at the forefront of planning.
- A carefully sequenced and ambitious English curriculum in which children are exposed to high quality texts.
- Daily reading, English and Maths lessons in which children work in mixed ability pairings so as to enable ALL children to reach their full potential.
- Spelling, handwriting, Grammar lessons.
- Daily Phonics lessons in Reception, Year 1 and 2.
- A love of reading is developed through for example class novels, use of the school library, books to enhance learning in all areas of the curriculum.
- Use of Now Press Play Virtual headsets to enhance learning experiences in English.
- Problem solving is used as the main vehicle in all Maths lessons, with sequential learning following a concrete, pictorial, abstract model.
- Regular provision for arithmetic including learning times tables
- Daily mathematical challenges are built into lessons as well as support and intervention strategies to enable all learners to progress well.
- A focus on encouraging visitors and visits for all classes.
- Feedback policy which promotes ‘in the moment’ feedback and places a high value on the skills of editing and redrafting.

Aim 2

That our children grow in knowledge and understanding of the world in which they live.

Aim 2 – Why?

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- We want a curriculum that allows pupils to become knowledgeable on the world around them both local and global.
- For children to be exposed to cultures, religions, and traditions.
- We want a curriculum that fosters an appreciation of people and places and an understanding of different walks of life.
- Through our curriculum, we want children to gain and embrace an understanding of "self"; to develop and be proud of who they are and what they represent.
- We want our pupils to develop a deeper connection with curriculum knowledge so they question: Why are we learning about this? How does this link with what I have learned about before? What do I think about this? How does this relate to me and my interests? How does this help me to understand my place in the world?

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Implementation

- "My World and Me" to be one of three core curriculum drivers at the forefront of planning. Teacher planning to demonstrate consideration for pupils to make links with previous learning, their own life experience, to reflect and engage on a personal level. Planning to show development of metacognition within pupils. How do you feel about..? What do you think about…? How does that link to…? Did you enjoy…? Are you interested to learn more about…?
- Carefully sequenced scheme of work in history which develops the children's understanding of chronology. Lessons which enable children to be knowledgeable on ancient and global civilisations as well as providing secure understanding of the History of our lands. What led to get us to where we are now?
- Carefully sequenced scheme of work in Geography which enables the children to gain locational knowledge both local and global. Lessons which lead to understanding of climate and sustainability.
- Carefully sequenced units of work within RE which develop children's knowledge of beliefs and traditions across a range of world religions. An RE curriculum which encourages pupils to raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments.
- Spanish lessons
- Weekly discussion on current issues through Picture News resource. Children to engage with, debate and question current affairs that affect our world.
- Thorough and rigorous monitoring of planning, teaching, pupil books, pupil voice, environment.

Aim 3

For our children to be healthy in body and in mind. We want our children to be strong, fit and active. To participate in sport and enjoy all it has to offer. To learn, through sport, how to win graciously, lose with courage and never give up. We want our children to have a healthy image of themselves as individuals, For our children to grow up to be resilient, responsible, confident and independent.

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- **Many of our children are active and involved in sports and other fitness clubs outside of school. In school, we want to nurture and enhance these talents so that children are challenged and provided with the opportunity to reach their potential across all areas of the curriculum.**
- **Staff wanted a curriculum that would allow pupils to demonstrate school values of "Learn without Limits" and "Play your Part". A curriculum that encourages shared accountability towards learning and outcomes.**
- **For pupils to be invested in their own learning journey as active and motivated learners who have a sense of where their journey is going.**
- **We know that our children are increasingly exposed to social media and that children today more exposed to negative behaviour through social media than in times past. We want our children to understand how to deal with their emotions, to understand how to stay safe online – this includes looking after their mental health.**
- **We want our children to grow up with a healthy body image and an understanding of the dignity of the human person.**

Aim 3 – How?

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Implementation

- P.E. premium budget to be used to implement rigour and quality within physical education across school
- A P.E. scheme of work which shows progression in knowledge and skills across the school
- A carefully planned scheme of work for PSHE which meets the needs of our pupils. Focussed time within the weekly timetable for dedicated PSHE sessions.
- Specialist coaches from Preston North End to drive PE curriculum teaching and learning.
- A carefully planned Computing curriculum that allows pupils to have the skills and knowledge to meet the demands of the world in which they live.
- Internet safety sessions built into Computing and PSHE and across the wider curriculum.
- Clear school vision and values which are embedded within all parts of the school day.
- A behaviour policy which encourages intrinsic motivation and meaningful praise.
- Additional themed days including anti-bullying week, internet safety week, mental health awareness week and other awareness days which are pertinent to children and staff at our school.
- Early intervention to support children and families with various mental health challenges.
- Mind Up
- Two hours weekly for dedicated PE lesson.
- Mindful Mile

Aim 4

For our children to enjoy a strong practical curriculum. A curriculum where the children learn about how things work. A curriculum where they make, measure, cut, sew, fix, build, repair grow and evaluate. A curriculum where children are active, engaged and fully immersed in learning experiences. Lessons which are purposefully planned to encourage children to “do”.

Aim 4 – Why?

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- **Our children told us they wanted to "do" more in lessons. More experiments, more making, more acting, more "doing".**
- **Staff said they wanted to engage pupils in more "wow" moments. To make the learning come alive so as to provide those memorable moments that could be stored in a child's long-term memory.**
- **A curriculum that inspires learners to learn more. A curriculum that allows us to live our school values of "Discover the Possible", "Play Your Part", "Learn without Limits" through our lessons.**
- **We want to provide lessons that encourage independence and autonomy. Where children develop metacognition. They think about their own learning as active, invested participants.**
- **Lessons that stick with the learner leading to sticky knowledge.**

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Implementation

- First-hand learning experiences to be one of three core curriculum drivers at the forefront of planning.
- A carefully sequenced and ambitious art scheme which teaches children specific art skills across a range of mediums.
- An Art curriculum that introduces children to works of famous artists, sculptors and designers.
- A scheme of work which develops the children's practical skills and knowledge in music. A scheme which incorporates routine performance after each unit of work.
- Numerous opportunities for children to take part in musical performance and opportunities for children to learn an instrument.
- A Design and Technology curriculum that provides opportunity for cooking, building, sewing and which focuses on the design, make, evaluate model.
- "First-Hand Learning Experiences" floor books to capture the magical moments of learning.
- Carefully constructed lesson planning to include opportunities for drama, tasting, making, building, experimenting across all subjects including History, Geography, Science, RE, PSHE.
- Use of Now Press Play Virtual headsets to enhance learning experiences across History, Geography, Science, PSHE, RE.
- A focus on encouraging visitors and visits for all classes.

Aim 5

A curriculum that is language rich whereby children learn new specific and technical vocabulary linked to topics and units.

A curriculum that nurtures real readers and real writers. Writing for a purpose and audience.

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A curriculum that nurtures real readers and real writers. Writing for a purpose and audience.

- We want a curriculum through which children can write with real purpose. Whether that be a conclusion for a science experiment to tell their friend the outcome of their observations or an argument text detailing their thoughts on the lost bronzes of Benin.
- We want vocabulary to be a key focus so that children can speak knowledgeably and articulately about the things they have learnt.
- We want to establish a culture of reading as we believe that “Readers make Writers”.
- We want layout and text features of non-fiction texts to become second nature for pupils, so that for example, instead of simply learning the job of a glossary or index, children actively use these skills to research knowledge that is integral to their learning outcomes within a particular session.
- Reading stories in PSHE to explore perception and emotions, oral story-telling in RE to make beliefs and tradition come alive, biography writing in Science/Art/Computing to detail key achievements of significant individuals within different fields.
- A curriculum that cultivates real readers and real writers who are ready for the real world.

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Implementation

- "Language and Literacy" to be one of three core curriculum drivers at the forefront of planning.
- Purchase of reading material to link with BGL curriculum topics and units across different subjects.
- Half-termly class assembly linked to curriculum areas for pupils to showcase learning and demonstrate oracy and presentation skills.
- Vocabulary to be part of "key learning" for a planned unit of work. Specific and technical vocabulary to be detailed on subject Knowledge and Skills Progression Maps and on Teacher planning.
- Class working walls to display key vocabulary and definitions. Vocabulary lists to be added to and built on through a unit.
- Monitoring processes to include focus on vocabulary – through environment checklist, teaching and learning walks, planning scrutiny, book looks and pupil interviews.
- Half-termly selection of books for display in the class library linked to topics that pupils will cover during that half term.
- "Exit point" at the end of each half term. Parents to be invited into school to share in the learning that has gone on during the half term. Children to present/share with parents using language and literacy skills.
- Feedback and marking policy implemented across all subjects.

BGL Curriculum Drivers

Language and Literacy | First-Hand Learning Experiences | My World and Me

These are based on our aims and are integral to all learning planned for pupils.

Language and Literacy	First-Hand Learning Experiences	My World and Me

BGL Curriculum Drivers

What do our Curriculum Drivers look like in action?

Curriculum Drivers– Example of History Planning

Language and Literacy | First-Hand Learning Experiences | My World and Me

Brindle Gregson Lane Primary School - Medium Term Plan

Class: Year 6	Term: Autumn 1	Subject: History A non-European society that provides contrasts with British history Benin (West Africa)

National Curriculum Objectives:

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about how the kingdom of Benin formed.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the religious beliefs of the people of ancient Benin.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about why the art of Benin challenged the world's perceptions of African art.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information by finding out about the oral tradition of history in African communities and the different versions of the story of Eweka, Oba of the Benin Kingdom (AD 1180).
- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by exploring what we can learn about the Benin Kingdom from different artefacts.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning how and why the kingdom of Benin came to an end.

Vocabulary:
Africa, Nigeria, River Niger, Benin City, slavery, independence, Maya, spirits, civilisation, century, trade network, spirits, human sacrifice, guilds, astrologers, animists

Key Names:
Lagos, Ife, Igodomigodo, Edo, Yoruba, Ogiso, Igogdo, Owodo, Oba, Eweka, Jacob Egharevba

Prior Learning:

- Children looked at Africa during Year 5 Ancient Egypt unit.
- Geography KS1 and KS2 – locating countries and continents of the world.
- Locate Benin Ad 900 on timeline and make links with British History – Anglo-Saxon/Viking/Norman Britain.
- African instruments – DT unit Year 5.

New Learning: *What will pupils **know** and **be able to do** better by the end of this unit?*

Session 1: To understand how the kingdom of Benin developed. 900 AD when the Benin Kingdom started to develop. Boundaries were made in the region of Igodomigodo (modern day Nigeria). Ruled by kings called Ogiso "Kings of the Sky". 31 Ogiso rulers. In AD 1180, Eweka (from neighbouring Ife became the new ruler of Igodomigodo and changed its name to Edo. The Oba dynasty began.

Session 2: To be able to describe what the people of Ancient Benin believed in. God named Osanobua. There were lots of other Gods too who were his children. Human sacrifices. Head is the most important part of the body – they made brass heads of Oba's when they died. Ancestors Reincarnation.

Session 3: To understand why the Benin sculptures surprised the people who discovered them. Art was very important to the people of the Kingdom of Benin. Wood and ivory carving, and the casting of brass. Plaques, heads and statues. It was made for Oba. The art was taken from Nigeria in 1897. Europeans were surprised at how advanced the art was. It is held in museums in England, New York and Germany. Many people think it should now be returned.

Session 4: To find out how Benin's past is recorded through a range of sources. African History was passed down by word of mouth. Jacob Egharevba started to collect written versions of the stories of Africa's History. He write the Story of Eweka to show how the Ogiso dynasty ended and the Oba dynasty started. Eweka (the first king in the Oba dynasty) came from Ife a neighbouring region. Benin people believed that only Kings of the Sky could be made God.

Session 5: To explain how and why the kingdom of Benin became powerful and successful and also how and why the empire came to an end. Benin had skilled craftsmen and women. The Kingdom traded goods with other countries. Farming of the land produced a multitude of healthy and delicious crops. From around AD 1180, the Edo people were ruled by kings called Obas. The Benin Kingdom had a large, powerful army. A large mound of earth was built around the Kingdom. Smaller tribes joined together to form a bigger group of people. In 1897, the British launched the Benin Punitive (punishment) Expedition which destroyed the Benin Empire.

BGL Curriculum Drivers

Language and Literacy	First Hand Learning Experiences	My Place in the World
Reading Detective activity lesson 1 Information Page – Benin Beliefs (2) Poem – George the Poet https://www.youtube.com/watch?v=3tkMUGUorw (3) Oral storytelling – the story of Eweka (6ps) (4) Story writing – chn's own version of The Story of Eweka (4) Comprehension Task – Benin Punitive Expedition (5) Chn's own Poetry Performance – George the Poet (5)	African Music and Benin "gallery experience" to launch the unit(1) Guild of craftsman – create animal tile using clay. (2) Class debate – should the Benin art be sent back to Nigeria? (3) Drama – silent mime for the story of Eweka (4) Chn's own Poetry Performance – George the Poet (5)	What was happening in Britain during the Ancient Benin period? Why is Ancient Benin considered an important Ancient civilisation? Why are we studying this period in History? *The Benin Empire made great achievements in science, administration, technology, architecture, astronomy and town-planning, but it is most famous for its amazing artworks.* Should the Bronze Benin artefacts be returned to Nigeria?

Curriculum Drivers– Example of History Planning

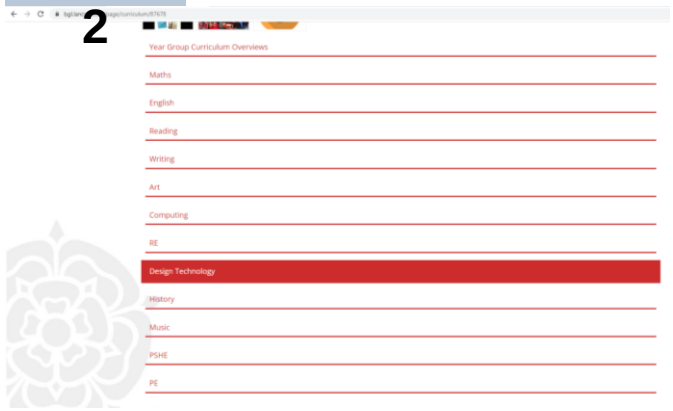
Language and Literacy | First-Hand Learning Experiences | My World and Me

	LO & SC	Teaching & key questions	Activities	Knowledge Organiser
Session 1	LO: To understand how the kingdom of Benin developed. SC: Label important places linked to the History of Benin on map of Africa. Identify key events in the development of Benin. Resources needed for this lesson: 1. Lesson presentation 2. Knowledge Mat cards for class working wall 3. Gallery set up – print outs of Benin artefacts 4. Reading detective sheet 5. Large map of Africa 6. All youtube links open 7. Bingo grid per child	1. Prior to the lesson, set the classroom/hall up as a museum displaying artefacts from Benin era. Children to travel in pairs and gain as much knowledge as they can. Enhance experience by playing Traditional music of Benin West Africa. https://www.youtube.com/watch?v=h6HeOMWKJvk 2. Ask chn to consider where in the world our next History unit is based. Say to the children that we are going to be looking at an ancient civilisation of Africa. What do you think of with the word "Africa"? Activate prior knowledge and ask chn to record preconceptions. Remind chn about previous learning (Ancient Egypt)/African instruments in DT. Locate Africa on a world map (Geography). 3. Watch: Lost Kingdoms of Africa 4 of 4 West Africa - YouTube **Stop at 4:55** Interactive British Museum Gallery Experience Why is Ancient Benin considered an important Ancient Civilisation? 4. Place the Benin Kingdom on a timeline. Make links to what was happening around the world during this time. What was happening in Britain? *End of Anglo-Saxon/Viking rule. Moving into the Norman rule – stretching to Tudor.* 5. Watch: https://www.youtube.com/watch?v=9JO4A4QYIp4 – discuss how the Benin civilisation began. - It was around AD 900 when the Benin kingdom started to develop. Boundaries were established around the region called Igodomigodo in what is now called Nigeria. - The original people and founders of the Benin Kingdom were ruled by the Ogiso (meaning 'Kings of the Sky'). The first Ogiso (who was called Igodo) became very popular as a good ruler. - Around AD 1100, the last Ogiso (called Owodo) died. - Owodo's son had fled from Igodomigodo so there was nobody to rule. - A battle ensued about who should take control. Some people believe that the chiefs of Igodomigodo asked the Yoruba people of the nearby holy city of Ife for help. - In AD 1180, Eweka became the new ruler of Igodomigodo and changed its name to Edo. He also called himself the Oba (the Yoruba word for king). - This marked the end of the Ogiso Dynasty and the start of the Oba Dynasty began. - AD 1300 - 1700 These years were considered to be a 'golden age' of Edo. It had a large powerful army and skilled craftsmen.	**Activity 1** Look at map of Africa and label key places linked to our History Unit. Nigeria Benin City Ife Lagos **Activity 2** Provide chn with "The story of the Kingdom of Benin". Children to act as reading detectives to extract key information which tells us about the development of the Kingdom of Benin. Mixed ability partner work. Chn to list key events which led to the development of the Benin Kingdom. **Activity 3** Benin Bingo using key word definitions. Children to populate their game board with key words below: Ogiso | Edo | Igodomigodo Ife | Nigeria | Benin City Oba | Edo | Eweka Yoruba | Igodo | Owodo	900 AD when the Benin Kingdom started to develop. Boundaries were made in the region of **Igodomigodo** (modern day Nigeria). Ruled by kings called **Ogiso** "Kings of the Sky". 31 Ogiso rulers. In AD 1180, **Eweka** became the new ruler of Igodomigodo and changed its name to **Edo**. The **Oba dynasty** began. AD 1300 - 1700 These years were considered to be a 'golden age' of Edo. It had a large powerful army and skilled craftsmen.

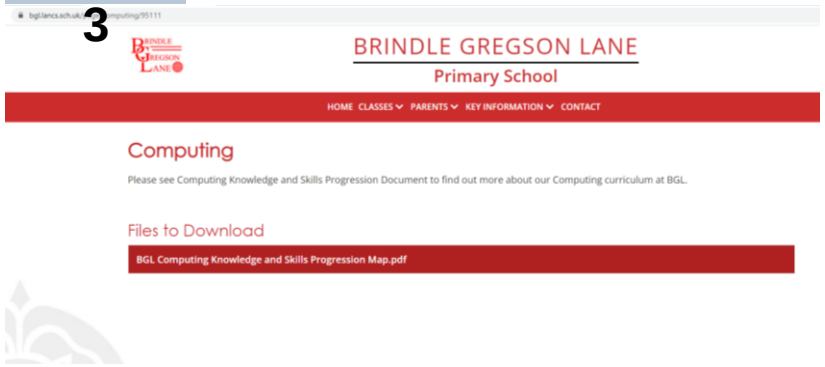
Knowledge and Skills Progression Maps

Step 1

Step 2



Step 3



Knowledge and Skills Progression Maps

Computing Knowledge and Skills Progression Map 2021-2022

Early Years Foundation Stage

Using a computer: learning about the main parts of computer and how to use the keyboard and mouse. Logging in and out.	**Exploring hardware**: Tinkering and exploring with different computer hardware and learning to operate a camera	**Programming Bee-Bots**: Children learn about directions, experiment with programming a Bee-Bot and tinker with hardware	**All about instructions**: children learn to receive and give instructions and understand the importance of precise instructions	**Introduction to data**: Children sort and categorise data and are introduced to branching databases and pictograms

National Curriculum KS1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions;
- create and debug simple programs;
- use logical reasoning to predict the behaviour of simple programs;
- use technology purposefully to create, organise, store, manipulate and retrieve digital content;
- recognise common uses of information technology beyond school;
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

National Curriculum KS2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts;
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output;
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration;
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content;
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information;
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Intent

It is the intent of Brindle Gregson's Lane Primary School to prepare our pupils to play an active role in the digital world they live in. Through teaching our Computing curriculum, we hope to equip our children to participate safely in a rapidly changing world where both work and leisure activities are increasingly transformed by technology.
It is our intention to enable children to become digitally literate – able to use, express themselves and develop ideas effectively through information and communication technology.
We recognise that Computing skills are a significant factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this whilst having a clear understanding of internet safety and how to remain safe online.

Implementation

At BGL, computing is taught on a half-termly basis. This ensures children are able to develop depth in their knowledge and skills over the duration of each of their computing topics. Teachers use the Kapow Computing scheme, as a starting point for the planning of their computing lessons. Knowledge and skills are mapped across each topic and year group to ensure systematic progression. We have a range of devices including iPads, laptops and class computers to ensure that all year groups have the opportunity to use a range of devices and programs for many purposes across the wider curriculum, as well as in discrete computing lessons. Employing cross-curricular links motivates pupils and supports them to make connections and remember the steps they have been taught. The implementation of the curriculum also ensures a balanced coverage of computer science, information technology and digital literacy. The children will have experiences of all three strands in each year group with increasing level of difficulty and challenge as children move through school. Subject specific language and computing in the real world is embedded within the delivery of computing.

Impact

Through implementation of the computing curriculum at BGL, children will:

- understand and apply subject specific vocabulary
- achieve age related expectations at the end of each academic year
- retain and build on knowledge and understanding of computing
- have the opportunity to apply skills across the curriculum
- know the role of technology within our lives and how to use it responsibly.
- know how to stay safe online
- Children will develop proficiency in computing knowledge and skills to apply to their day-today life.

		Y1	Y2	Y3	Y4	Y5	Y6
Computer Science	Computational Thinking	• Learning that decomposition means breaking a problem down into smaller parts • Using decomposition to solve unplugged challenges • Using logical reasoning to predict the behaviour of simple programs • Developing the skills associated with sequencing in unplugged activities • Learning that an algorithm is a set of step by step instructions used to carry out a task, in a specific order • Follow a basic set of instructions • Assembling instructions into a simple algorithm •	• Articulating what decomposition is • Decomposing a game to predict the algorithms used to create it • Using decomposition to decompose a story into smaller parts • Learning what abstraction is • Learning that there are different levels of abstraction • Explaining what an algorithm is • Following an algorithm • Creating a clear and precise algorithm • Learning that computers use algorithms to make predictions • Learning that programs execute by following precise instructions • Incorporating loops within algorithms	• Using decomposition to explain the parts of a laptop computer • Using decomposition to explore the code behind an animation • Using repetition in programs • Understanding that computers follow instructions • Using an algorithm to explain the roles of different parts of a computer • Using logical reasoning to explain how simple algorithms work • Explaining the purpose of an algorithm • Forming algorithms independently	• Solving unplugged problems by decomposing them into smaller parts • Using decomposition to understand the purpose of a script of code • Using decomposition to help solve problems • Identifying patterns through unplugged activities • Using past experiences to help solve new problems • Using abstraction to identify the important parts when completing both plugged and unplugged activities • Creating algorithms for a specific purpose	• Decomposing animations into a series of images • Decomposing a program without support • Decomposing a story to be able to plan a program to tell a story • Predicting how software will work based on previous experience • Writing more complex algorithms for a purpose	• Decomposing a program into an algorithm • Using past experiences to help solve new problems • Writing increasingly complex algorithms for a purpose
	Programming	• Programming a Bee-bot/Blue-bot to follow a planned route • Learning to debug instructions when things go wrong • Developing a how- to video to explain how the Bee-bot/ Blue-bot works. • Learning to debug an algorithm in an unplugged scenario •	• Using logical thinking to explore software, predicting, testing and explaining what it does • Using an algorithm to write a basic computer program • Learning what loops are • Incorporating loops to make code more efficient	• Using logical thinking to explore more complex software; predicting, testing and explaining what it does • Incorporating loops to make code more efficient • Remixing existing code • Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected	• Understanding that websites can be altered by exploring the code beneath the site • Coding a simple game • Using abstraction and pattern recognition to modify code • Incorporating variables to make code more efficient • Remixing existing code • Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected	• Programming an animation • Iterating and developing their programming as they work • Beginning to use nested loops (loops within loops) • Debugging their own code • Writing code to create a desired effect • Using a range of programming commands • Using repetition within a program • Amending code within a live scenario	• Debugging quickly and effectively to make a program more efficient • Remixing existing code to explore a problem • Using and adapting nested loops • Programming using the language Python • Changing a program to personalise it • Evaluating code to understand its purpose • Predicting code and adapting it to a chosen purpose • Altering a website's code to create changes

Year group Overviews – How do I know what my child is learning about in different curriculum areas?

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5

English
-Narrative – story as a theme
Information Hybrid – magazine page

Maths
Maths No Problem
- Numbers to 10 million
-four operations on whole numbers

PSHE - Relationships
- Respecting Ourselves and Others
- Families and Friendships
- Safe Relationships
  - Expressing opinions and respecting other points of view including discussing topical issues.
  - Attraction to others; romantic relationships; civil partnerships and marriage.
  - Recognising and managing pressure; consent in different situations.

Music - Charanga
Unit Title: Happy
Unit Theme: Being Happy
Style of Main Song: Pop Neo Soul
Supporting Songs: Don't Worry, Be Happy sung by Bobby McFerrin, Walking On Sunshine sung by Katrina And The Waves, When You're Smiling sung by Frank Sinatra, Love Will Save The Day sung by Brendan Reilly

PE
To pass a ball backwards with accuracy to a teammate. To apply simple tactics when playing a rugby-type game. To apply simple attacking tactics when playing a rugby-type game. To kick a rugby ball with some accuracy and confidence. To apply simple attacking and defending tactics when playing a rugby-type game. To apply simple tactics when playing a competitive rugby-type game.

History – Benin Non-European Society
- To find out where the Kingdom of Benin was and about the time period (linked to events in England at this time).
- To explore how we know about The Kingdom of Benin from AD 900 to 1300.
- To find out about the leaders of The Kingdom of Benin.
- To find out about the the lives of the people of the Kingdom of Benin.
- To find out about the trade network of the Benin Empire.
- To find out about the Benin Empire's Golden Age.
- To find out about the decline of the Benin Empire. *Effect of civil war*, reasons why Benin's fortunes changed, abolition of slavery, the 'Scramble for Africa' and other factors

Year 6
Autumn 1

Science - Light
- Recognise that light appears to travel in straight lines
-Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
-Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
-Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Computing – Bletchley Park 1
- To understand that there are lots of different types of secret codes
- To understand the importance of having a secure password.
- To understand what is meant by Brute Force Hacking.
- To understand the importance of Bletchley Park to the World War II war effort.
- To understand about some of the historical figures that contributed to technological advances in computing.
- To research and present information about historical figures who were influential in creating modern computers.

RE – Hindu Dharma
- analyse Hindu beliefs about samsara, karma and moksha and how these are linked
- explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'
- explain how belief in reincarnation and the law of karma might affect the way a Hindu lives
- describe and explain the four ashramas (stages of life) in the life of a Hindu
- explain how a person might change as they move from one ashrama to the next
- consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama
- discuss the special milestones that we might celebrate during a person's lifetime
- discuss how our rights, responsibilities and relationships with others might change as we go through life
- ask and respond thoughtfully to questions about their own journey of life – consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future

Art – Art and Design Skills
- To research and adopt the style of a famous group of painters – Impressionism (Monet)
- To create a design matrix by drawing different zentangle patterns
- To understand how to transfer a drawn zentangle pattern onto a polyprint/polystyrene tile
- To understand that Prototype is testing a design out.

Languages – Spanish
Jolie Ronde
-Class Routines
-Clothes
-Me Gusta, no me gusta
-The verb "SER"

Some changes…

From September 2021 we will be passing our exercise books from year group to year group. This is so we can see continuity and progression and also so our children can reflect and look back at their journey in a particular area, e.g. History.

In Year 3 we studies Romans and now in Year 4 we are looking at Anglo-Saxons. How does it all come together? What is the Big Picture?

Look out for…S Maps - Coming soon!

Class Working Walls

Floor Books

Our Vision and Values – how does it all fit together?

	Autumn Term		Spring Term		Summer Term
Whole School half termly theme linked to BGL values	**Autumn 1** **Learn Without Limits**	**Autumn 2** **Be Big Hearted**	**Spring 1** **Inspire Pride**	**Spring 2** **Discover the Possible**	**Summer 1 /Summer 2** **Play Your Part**
Curriculum coverage for Y1-Y6	**Relationships** - Respecting Ourselves and Others Families and Friendships - Safe Relationships		**Living in the Wider World** - Belonging to a community - Media literacy and digital resilience - Money and work		**Health and Wellbeing** - Physical health and Mental Wellbeing - Growing and changing - Keeping Safe
Additional Focus Days linked to BGL values and individual pupil needs at BGL	• October – Mental Health Awareness Day • October – Dyslexia Awareness Day • October – ADHD awareness month • November – Anti-Bullying week • November – Children in Need • November – World Kindness Day		• February – Mental Health awareness Week • February – CHD Awareness Day • February – Safer Internet day • March – Epilepsy Awareness Day • March – World Down Syndrome Day • March – Comic Relief • April – Autism Awareness Day		• May – Big Asthma Bake Sale • June – World CF Day
Whole School BGL Values themed activities	**Autumn 1** **Learn Without Limits** First day back project	**Autumn 2** **Be Big Hearted** Poppy Appeal/Harvest	**Spring 1** **Inspire Pride** BGL's Big Clean Up! Litter picking around the school	**Spring 2** **Discover the Possible** Careers Week – parent workshops	**Summer 1 /Summer 2** **Play Your Part** Summer Fair Enterprise Project – whole school competition – who can raise the most for the school? Percentage of money raised to be donated to a charity of each classes choice.
British Values and SMSC	Delivered Weekly through Picture News via class/key stage/whole school assembly and built into the fabric of the school and within everything that we teach and promote. See British Values and SMSC Policy.				

BGL Curriculum

Parent Workshop

Wednesday 12th January 2022

If you have any questions or would like to know more about a particular area please respond via school spider.