

# Junior School Curriculum

The following information provides details of the content of our academic curricula at Bedford Modern Junior School. Whilst information is provided for all year groups and all subjects, further detail is always available on request.

In order to understand the context of our curriculum, some important general points are provided below:

- The school operates a ten-day cyclical timetable. A cycle is therefore spread over two weeks. This arrangement gives us the opportunity and flexibility to offer a broad, comprehensive curriculum.
- Each subject's entry has been written by the Junior School subject co-ordinator(s). Subjects have been listed in alphabetical order. You will see that the entries adopt a wide variety of

different styles – 'editorial input' has been comparatively minimal, because we believe that one of our strengths as a school is the individuality of each teacher's approach. Teaching at BMS has never been regimented and we will strive to maintain this diversity.

- Our curriculum is regularly reviewed and changes are made when necessary to ensure that we are employing the best possible methods and providing the best education.

If you would like any further information, please do not hesitate to contact your child's teacher.

# Year Three

## ART

Year Three classes receive the equivalent of three periods of Art per cycle. It is a time where pupils of all abilities can develop their creative, imaginative and practical skills, working individually or in groups.

At this level pupils are given opportunities to experience work in 2- and 3-D in the three main disciplines: painting and drawing, printing and design. Results at this level vary. The main purpose is that they begin to form foundations for future use, enjoy the subject, experience a variety of media and grow in understanding of different types of Art practice.

Projects undertaken last for differing lengths of time, depending on the nature of the task. Pupils will be made aware of various links with artists and art movements. Tasks undertaken in this year include painting, imaginative and observational drawing, pottery and printing and a variety of sculptural ideas. The correct use of tools is taught, as is the care of equipment.

Displays of the pupils' finished pieces of work are exhibited in the classroom and/or other areas around the School.

## DESIGN TECHNOLOGY

The purpose of Design Technology at Bedford Modern Junior School is to enable pupils to be inventive in designing practical solutions to problems and so bring about change and improvements in existing situations. In Design Technology ideas are conceived, developed, modified and given shape through artefacts, through which original ideas can be evaluated.

During Year Three the pupils will develop and reinforce skills and concepts needed for the study of materials and their properties and then develop techniques that will allow them to cut and join materials effectively. Classes have the equivalent of three periods per cycle and will work on a variety of projects, which are based on the National Curriculum Key Stage Two programme. They will work with materials such as paper, thick card and fabric and will develop skills involving a small range of hand tools.

The pupils will be expected to generate designs, draw on external sources, such as the library to get ideas and will be taught to plan their work. They will be taught to record their designs using a variety of methods.

The pupils will be expected to test and evaluate their designs and be able to produce a simple written record of their work.

The projects undertaken are linked with topics studied in other areas of the curriculum.

Autumn Term	Spring Term	Summer Term
Picture Frames	Trinket Holder	Pneumatic Toy

## DRAMA

Drama at BMS has three aims. It is taught as an art form in its own right. It also develops all aspects of the English curriculum and it is used as a vehicle for learning across the curriculum.

In Year 3 Drama is taught for twenty five minutes each week. The main aims are to develop confidence, to have fun and to introduce some of the many Drama techniques pupils will encounter as they progress through the School. Some lessons are self-contained and some are part of a series of extended ongoing themes, complimenting topics in other areas of the curriculum.

Lessons include vocal and physical warm ups, games and activities that stimulate imaginative ideas and increase concentration. Each lesson begins with a whole class activity and is followed by a range of individual, paired and small group work, designed to develop individual and group co-ordination and creativity. Pupils who are willing are encouraged to perform to the class and all efforts are valued and praised.

*Drama skills will include mime, role play and simple improvisation.*

Pupils also use their Drama lessons to prepare for class or year group assemblies and to practise for their part in the Junior School Christmas Production. They also have the opportunity to audition for a part in the Junior School Summer Production.

## ENGLISH

Since English is used across the whole curriculum, it follows that the teaching of English is not restricted to those periods of the timetable to which it is allocated. This is particularly the case in Year Three where so much teaching is cross curricular. Skills such as handwriting, presentation, punctuation and spelling are reinforced in all written work and form an integral part of the teaching of lessons such as Humanities, where key vocabulary is given and its correct usage and spelling is expected. However, within the structure of the English curriculum, the activities are planned to cover skills at word, sentence and text level. Word skills include phonics, spelling and vocabulary. Sentence skills are taught through punctuation and grammar. Text level skills involve oral and reading comprehension and the composition of, for example, stories, poems, reports and reviews etc. Handwriting is taught throughout the year and a clear, cursive, joined style is developed.

Homework is set regularly and may involve learning a spelling list, reading for information or some form of written task. An examination at the end of the year is in three parts. A story will be written in the first, the second will include a test of the pupils' knowledge and understanding of grammar and the third a test of their level of reading comprehension.

### *Speaking and Listening*

All lessons contain opportunities for developing speaking and listening skills. During Year Three the aim is to establish a good model for listening and responding to the teacher and to each other.

The pupils are encouraged to use standard English, to speak clearly and to wait for their turn to contribute. Their listening skills are developed through oral comprehension and by being expected to pose relevant questions and respond sensibly to what they hear. Drama lessons also reinforce the development of pupils' confidence in speaking clearly to an audience.

*Reading*

Reading and writing are so closely linked that the teaching of these two activities is complementary and the pupils' learning of both is thereby reinforced. Pupils are taught reading skills through a range of methods such as phonics and word recognition. Books are provided to match the individual needs of the pupils and pupils are also guided in their choices from the classroom collections. One period per cycle is spent in the Junior School library and once they are sufficiently fluent, pupils select their own choice of reading material. Some fiction books are used as class readers. These represent a range of literature, both classic and modern, and a range of genres. Pupils experience a variety of poetry, which is read to them for appreciation and discussed for its content and meaning. Non-fiction texts are used in lessons for information and pupils also have access to them in the library.

*Writing*

Grammar and punctuation are taught as a means to aid both reading and writing and are closely inter-linked. Vocabulary is extended and the understanding of the different functions of words within sentences is developed by the introduction of the terms nouns, verbs and adjectives. Aspects of presentation such as titles, sub-headings, paragraphs and speech marks will be taught where relevant. A spelling scheme developed by the School is followed, and pupils are tested on a weekly basis. Pupils are introduced to the idea that writing has a particular purpose, which depends on its intended audience. This is taught by giving a range of different contexts e.g. retelling a story, creating a story or poem, recording an experiment, devising a list of questions, writing a letter or an invitation. To aid their creative writing and structure their ideas, the pupils are gradually introduced to planning techniques. A prepared planning sheet is given on which they can note ideas of plot, character and setting etc. They then compose a story in their books, using this framework as a guide.

**HUMANITIES**

In Year Three History, Geography and Religious Education are taught as part of cross-curricular Humanities. The work covered encompasses knowledge, skills and understanding across a range of subjects. Each topic has a particular subject focus and is carefully chosen to ensure a good curriculum balance throughout the year. Students experience recording in a variety of ways beginning with simple teacher directed activities right through to independent research and recording.

The Humanities Topics covered in Year Three are set out below:

**Humanities Bias**

<b>History</b>	Ancient Egypt	Early People	
<b>Geography</b>	Bedford & the Immediate Area	Farming	Weather
<b>Religious Education</b>	Christianity		

**INFORMATION AND COMMUNICATION TECHNOLOGY**

Year Three classes receive two lessons of IT work in the Computer Room in each cycle. After an initial period to assess the pupils' previous knowledge and experience in IT and ICT, work will centre on using the computer as a tool to undertake a number of tasks. The

topics include combining text with graphics, touch typing, word processing, searching for information using the internet, using music composition software and e-mail. Embedded within these topics are ICT skills the children will also develop, such as opening and saving files, keyboard skills and using computer peripherals.

In addition, each class receives a 'curriculum ICT' lesson, which takes place during a lesson of the teacher's choosing, in which children use ICT to carry out work from other subjects. This arrangement allows other subjects to benefit from the array of ICT resources available and enables children to use ICT in a practical, applicable manner. This 'curriculum ICT' lesson is in addition to the subject-specific Maths ICT lesson each class has in a cycle, using ICT to enhance their Mathematical understanding.

**LANGUAGES**

Bedford Modern Junior School offers children a choice of over twenty-five languages in Years Three, Four and Five. Children can choose from any of the languages below:

Arabic (classical)	Finnish	Polish
Bulgarian	Greek	Portuguese
Cantonese	Gujurati	Punjabi
Catalan	Hebrew	Russian
Chinese (Mandarin or Cantonese)	Hindi	Swedish
Czech	Hungarian	Swiss
Danish	Italian	Turkish
Dutch	Japanese	Urdu
	Norwegian	Welsh

In addition to these languages, children who have learnt French and German before can continue to keep up these languages by attending a voluntary language club.

The multi-language offering enables children to work at a pace that matches their rate of learning. Some children will therefore have a considerable understanding of the language by the time they finish Year Five. Alternatively, they may have an understanding of a number of languages. Upon the successful completion of one language, girls and boys may opt to learn a different language. The progression and variation of language learning the children at the Junior School can achieve is therefore significant.

Studying a foreign language provides children with a framework that results in them being better placed to learn languages at secondary school level. The format of the language programme at Bedford Modern Junior School means that children stand a better chance of being more successful and enjoying their language learning for GCSEs and A-Levels. The structure also avoids the repetition that occurs when girls and boys learn a language at a young age, only to then start studying the language again later on. Some languages have been selected specifically to complement mainstream secondary languages, Catalan complements Spanish for example, Swiss complements German and Italian complements French. The children are also able to study a language that may be of more relevance to them than other more 'traditional' school languages. This arrangement should provide children with more opportunity to practise the language and to be better able to converse.

Children undertake the vast majority of the language work using computers. The language software records their voices, puts them in role-play situations, introduces vocabulary and tests knowledge using fun interactive online assessments. Teachers monitor progress using language laboratory software and regular reports can be generated for both teachers and parents alike.

## MATHEMATICS

Maths work in Year Three is based around the Abacus Scheme, Book 4, with some support from Book 3 in the early weeks. This scheme allows pupils to experience work in number, shape, measures and problem solving each term. Topics are then revisited in the following terms, consolidating and extending understanding. Work is set at various levels according to the children's needs, with support materials for the less confident and extension work for the more able. Target Maths is also used as an additional resource for the more able.

Pupils arrive from many different schools and it is important that time is spent on recapping and reinforcing concepts which should have been covered prior to their joining us. This builds confidence and enables each child to start the year with a firm basis on which to build and achieve success at whatever level they are working. From about half term in the Autumn Term the children are grouped according to ability and are taught in two sets. This allows staff to match lessons to the children's levels of understanding more closely. These groups are not set in stone, and movement between them is expected over the course of the year as we ascertain the best place to ensure your child's progress. One of our Learning Support Assistants works closely with staff to support individuals or small groups in the lower set.

Tables and mental arithmetic are practised and assessed continually, and each topic covered in class is assessed formally and informally as tests or tasks. Ongoing progress is monitored through discussion with the teacher and appraisal of individual pupils' work. Maths homework of 20 to 30 minutes is set weekly. This may include tables work and /or work similar to that which they have met in lessons. The following is a summary of the Year Three syllabus:

Autumn Term	Spring Term	Summer Term
Place value	Place value	Place value
Addition and subtraction	Addition and subtraction	Addition and subtraction
Length	Capacity	Perimeter
Weight	Area	Time
Time	Symmetry	Angles
2D shape	3D shape	Position
Properties of number – counting in steps of 25, 50, etc	Direction	Properties of number – odd and even numbers, negative numbers
Multiplication and division	Properties of number – recognise multiples.	Multiplication and division
Fractions and decimals	Multiplication and division	Fractions and decimals
Addition and subtraction	Fractions and decimals	Sorting diagrams
Frequency tables	Pictographs and bar charts	

## MUSIC

Music teaching across the Junior School is based on the belief that the musician is in everyone. We aim to encourage pupils as imaginative, creative beings with a lifelong interest in music. The aim of the Year Three scheme of work is to provide a foundation for the musical education that progresses across the primary years.

*This includes:*

Singing songs from around the world including the British Isles.  
Participating in music making from different periods and genres.  
Enjoying music lessons through a balance of listening, composing, performing and appraising.

The children develop instrumental and vocal skills that enable them to express themselves confidently and creatively. They perform and compose on a wide range of classroom instruments and have opportunity to try out some of the instruments available for individual tuition. They have many opportunities to perform in public.

*This year's topics include:* Rapping rhythms; The School Christmas Production; Playing with pitch; Salt, pepper, vinegar, mustard; Exploring Strings and Animal Magic.

*Animal Magic:* Pupils listen and move to descriptive music on an animal theme. They improvise and compose with attention to the layers of sound and musical elements like texture, pitch and structure.

*Christmas Production:* In preparation for this major Junior School event, pupils focus on singing and performance skills including: pitch accuracy, diction, memory, choreography, sound production, presentation, ensemble and discipline.

*Playing with pitch:* The pupils develop their sense of pitch through various systems and warm-up activities including the introduction of sol-fa and the pentatonic scale. They learn to pick out melodies on classroom percussion instruments, improvise and work towards a class composition on a dragon theme.

*Exploring strings:* The class receive half a term of basic instruction on the violin using school instruments. They perform a range of simple, fun pieces for a large group and have opportunity to apply for a shared or individual trial period following the introduction. There is plenty of opportunity here for budding performers and instrumentalists to demonstrate their musical skills and for everyone to get a taste of what it is like to specialise on one instrument.

*Rapping rhythms:* Pupils practise improvising, performing and composing rhythm patterns. They perform these with an increasing sense of ensemble and pulse and work towards a class rap performance of "Please Mr Noah".

*Salt, pepper, vinegar, mustard:* This is the first of many composition projects that take place across the years. Building on the pitch and rhythm work of the previous topics, the pupils compose their own musical games. They explore singing games from around the world and from other generations. There is a large emphasis on working and performing well with others.

Each topic lasts for about half a term and includes a range of shorter activities and more extended group projects. Children are welcome to apply for individual or shared instrumental lessons at any time on almost any instrument. Instrumental lesson request forms are always available from the School Office or can be obtained from the Music Department.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The aim of PSHE is to work alongside the academic curriculum in order to help pupils to develop the knowledge, skills and understanding necessary for school and adult life. The PSHE that is taught will be closely related to the Aims of the School. The key aims for PSHE are designed to develop the personal, moral and social awareness and values of the pupils in order to help them lead confident, healthy and independent lives.

*The Aims of the PSHE and Citizenship Syllabus*

Throughout the four years in the Junior School the children will be encouraged to combat:

- widespread anti-social behaviour and a lack of concern for the feelings of other people
- intolerance of minorities, for whatever reason
- the low standard of civic discussion from a serious deficiency in knowledge of several issues
- a low number of voters in elections
- a lack of effective participation in the local and wider communities
- a decline in the quality of public life

It is therefore hoped that by the end of their time in the Junior School the children will have acquired a knowledge and understanding of:

- social and moral understanding
- community involvement
- political literacy

In all years PSHE is delivered by form teachers in pastoral time, through dedicated PSHE periods, via visiting speakers and school trips. Depending upon the nature of the topic being covered, the most successful format and time frame can be applied. This flexible structure also allows us to recognise that many of the themes can be explored in a cross-curricular manner and may be covered in other areas of the curriculum. The course has been designed with this in mind and will constantly evolve according to the changing face of the curriculum as a whole in the Junior School.

Autumn Term	Spring Term	Summer Term
Behaviour Plan	Communities	Right and Wrong
Choices	Self-organisation	Mind-Mapping
Feelings and Relationships		
Health		

## PHYSICAL EDUCATION AND GAMES

### Physical Education

Pupils in Year Three enjoy two, fifty minute periods of Physical Education per cycle. This takes place either in the Gymnasium, Sports Hall or on the All-Weather Pitch.

In the Autumn Term the pupils are introduced to an introductory course of Creative Gymnastics and Dance. In the second half of the term Speed, Agility and Quickness (SAQ) is taught.

In the first half of the Spring Term pupils learn striking skills, developing hand-eye co-ordination. Mini-Tennis is then introduced as a progression in the second half of the term.

In the Summer Term P.E. lessons are used to consolidate throwing and catching skills with the introduction of handball. Athletics is taught in the final half of the Summer Term during which pupils reinforce and develop their skills in preparation for Sports Day.

### Games

All Year Three students enjoy two afternoons (two double periods) of Games per cycle, one each week.

The Autumn Term starts with an introduction to the game of Tag Rugby for boys, building upon the basic skills of this non-contact version of the game. The girls are introduced to Hockey in the first half of the term which is followed by Netball in the second half.

In the Spring Term boys are taught Football and the girls continue with half a term of both Hockey and Netball. Pupils are given the opportunity to develop further their knowledge and understanding of these different sports by representing the School in a small number of fixtures throughout the year.

The boys spend the whole of the Summer Term learning the game of Cricket. Girls play Rounders in the first half of the term which is then followed by an introduction to Cricket in the final half of the term.

Pupils are informally grouped according to ability and previous experience. They are coached within their ability groups. Transfer from one group to another is commonplace.

Extra-Curricular activities take place after school between the hours of 4.00 - 5.15pm. To date they have included Basketball, Multi Sports Skills, Ball Skills, Rugby, Football, Cricket, Netball, Hockey, Tennis, Rounders and Swimming.

### Swimming

Every Year Group is given one and a half periods per week (two sessions per cycle). All pupils in Year Three are taught by fully qualified swimming coaches. Pupils are split into three groups on a basis of a swimming test. This consists of 1 width front crawl, 1 width back stroke and underwater swimming. Pupils move up and down groups relative to progress.

Throughout the year emphasis is placed on specific techniques and actions that will allow solid progression and improved performance. These include long axis strokes (frontcrawl and backstroke), kick and body position. Pupils swim widths for the majority of the year. Some lengths will be covered prior to the Junior School Swimming Gala. The more talented swimmers have the opportunity to compete 2-3 times a year.

## PROJECT WORK

Over the last few years we have been developing our policy on project work. We believe this type of learning to be a valuable activity in pupils' development as, with guidance from their teachers, they begin to embark on the route to independent learning. Guided project work encompasses all areas of the curriculum and gives pupils the chance to practise the skill of producing a piece of extended writing, whilst also allowing them to use a variety of research and presentation skills.

Whilst we expect pupils' work to be their own, we would ask for your support in a number of ways, such as, aiding them to select suitable resource materials, encouraging them to spend their allotted time wisely, pacing their work throughout the project period.

Project work begins in Year Three and is developed in successive years. Listed below are some of the major landmarks in this process.

### Year Three

Early in the first year at BMS pupils engage on many 'mini-projects' throughout the course of the year. One of these may be expanded to become the main project for the year. Alternatively, pupils collect information, records and artefacts about their own life which they record and present as a personal history in a 'Me' file.

### Year Four

In the Summer Term pupils will be shown how to research aspects of England and present their findings in the form of a short project. Work on this will be carefully directed by the form teacher and will be done in class, with only very specific tasks to be completed independently at home.

### *Year Five*

Project work is developed further through the Humanities curriculum. Pupils will have studied the Tudor monarchs and the life and times of Elizabethan England. The project will be introduced to the Year Group with examples of previous pupils' projects and a very detailed briefing sheet will be given out and explained.

### *Year Six*

In this year, the project complements the Year Six History curriculum work on The Victorians and it takes the form of a study into Victorian childhood. The project is introduced to the whole year group, with examples and a briefing sheet of detailed guidelines.

## **SCIENCE**

Science is concerned with making discoveries about the world around us. Young children are always extremely eager to discover reasons why something happens or exists.

It is one thing to be told how something works, but it is much more fun and deeply satisfying to see for oneself by, for example, doing an experiment. As far as possible we aim to introduce the pupils to as many opportunities for experimentation as time and resources will allow. A great deal of the work in Science is practical-based and this is backed up with reinforcement work, discussions, explanations and media resources.

We are very fortunate to have a well equipped, purpose built Science Laboratory which is used for lessons by all pupils in Year Three. The syllabus is based on the scheme devised by the Bedfordshire Science Team that is closely linked to the National Curriculum at Key Stage Two. It is developed using a spiral curriculum which allows the pupils to visit each topic area at least twice from Year Three.

Throughout the four year groups the pupils are encouraged to think scientifically, applying the rules of fair testing in practical situations and giving them the opportunity to record and display results and findings in a variety of ways. This hopefully prepares them for their further scientific studies as they progress through Bedford Modern School.

In Year Three the pupils have four lessons of Science per cycle. Lessons are taught by their Form Tutor and a great deal of the work is designed to promote a safe and sensible approach to working in,

what is for most pupils, a new environment where health and safety issues are of paramount importance.

*Science topics in Year Three are covered in the following order:*

- Teeth and Eating
- Magnets and Springs
- Characteristics of materials
- Rocks and Soils
- Helping plants grow well
- Light and Shadow

## **SPECIFIC LEARNING DIFFICULTIES**

### **Screening and Support:**

- On entry into Bedford Modern Junior School those students with formal documented evidence of a Specific Learning Difficulty, such as dyslexia, will be included on the Academic Support Register.
- Students new to the Junior School will have their literacy skills and cognitive abilities screened and those students whose results are a cause for concern will be offered a more detailed assessment. Depending on results, students may be referred to an outside professional such as an Educational Psychologist.
- Bedford Modern School is able to provide high quality Academic Support Lessons for those students on the Academic Support Register, for which there is an additional charge.

### **Access Arrangements:**

- Students in the Junior School on the Academic Support Register will be screened for extra time or use of a laptop in tests and examinations.

### **Additional Information:**

- If your child has a Specific Learning Difficulty it is advisable to have a formal assessment with an Educational Psychologist at some stage in their school career. A list of Educational Psychologists can be provided on request.
- Further information about our provision for students with Specific Learning Difficulties is available on the school website - [www.bedmod.co.uk](http://www.bedmod.co.uk)
- If you have any concerns about your child please do not hesitate to raise them with your child's class teacher in the first instance.

# Year Four

## ART

Art in Year Four has the equivalent of three periods per cycle for all pupils. It is a time where pupils of all abilities can develop their creative, imaginative and practical skills, working individually or in groups. At this level, pupils are given opportunities to experience work in 2 and 3-D in the three main disciplines, painting and drawing, printing and design. Results vary; the main purpose is for them to begin to form foundations for the future, enjoy the subject, experience a variety of media and grow in understanding of different types of art practice.

Projects undertaken last for differing lengths of time, depending on the nature of the task. Pupils will be made aware of various links with artists and art movements. Tasks undertaken in this year include painting, drawing (imaginative and observational), including pottery and printing and a variety of sculptural ideas. Displays from the pupils' finished pieces of work are exhibited in the classroom and/or other areas around the School. The correct use of tools is taught, as is the care of equipment.

## DESIGN TECHNOLOGY

The purpose of Design Technology at Bedford Modern Junior School is to enable pupils to be inventive in designing practical solutions to problems and so bring about change and improvements in existing situations. In Design Technology ideas are conceived, developed, modified and given shape through artefacts through which original ideas can be evaluated.

During Year Four the pupils will continue to reinforce skills and concepts introduced in Year Three and will be introduced to new techniques and materials. Classes have the equivalent of three periods per cycle and will work on a variety of projects which are based on the National Curriculum Key Stage Two programme. They will work with materials such as paper, card and wood and will explore their properties. They will develop skills involving a wider range of hand tools.

The pupils will be expected to generate designs, draw on external sources such as the library and the internet to get ideas and will be taught to plan their work. They will be taught to record their designs using a variety of methods.

The pupils will be expected to test and evaluate their designs and be able to produce a simple written record of their work.

## MAIN PROJECTS COVERED:

Autumn Term	Spring Term	Summer Term
Vehicles	Shoe box bedroom *	Adventure playground

\* Children will be asked to provide their own shoe box

## DRAMA

Drama at BMS has three aims. It is taught as an art form in its own right. It also develops all aspects of the English curriculum and it is used as a vehicle for learning across the curriculum.

In Year Four Drama is taught for twenty five minutes each week. The aims are to continue confidence building and to prompt co-operative group work. Some lessons are self-contained and some are part of a series of extended ongoing themes, complementing topics in other areas of the curriculum.

Lessons begin with physical and vocal warm-ups and whole class games and activities that encourage good concentration and timing. Each lesson contains a variety of individual, paired and group or whole class performances. All pupils are encouraged to share their work and all efforts are praised.

Pupils develop their ability to improvise and sustain a role. They continue to practise drama skills and techniques including freeze-framing (showing an individual moment from a scene as a still-image) and concrete theatre (using the body or bodies to represent an object).

Pupils also use their Drama lessons to prepare for class assemblies and to practise for their part in the Junior School Christmas Production. They also have the opportunity to audition for a part in the Junior School Summer Production.

## ENGLISH

Pupils in Year Four have twelve lessons per cycle devoted to English. In addition they will have weekly drama lessons and library sessions. However, English skills of speaking, listening, reading and writing are naturally reinforced in all subjects. Within English lessons these skills are taught through activities planned at word level (phonics, spelling and vocabulary), sentence level (grammar and punctuation) and at text level (oral and written comprehension and creating stories and poems and other types of text). A joined, neat style of handwriting is developed and the use of fountain pens is practised.

Homework is set regularly and may involve finishing creative writing, comprehension work, reading or learning spellings. The examination in the Summer Term will consist of a story-writing paper and a test of the pupils' level of reading comprehension and understanding of grammar.

### *Speaking and Listening*

Speaking in turn and listening carefully is encouraged in all lessons. Some specific skills are assimilated this year. For example, listening to and following a series of instructions; sustaining a role in drama and responding to questions etc. Pupils are taught the importance of the use of Standard English and begin to recognise when it would be appropriate to deviate from this.

### *Reading*

Reading and writing skills complement each other and are not taught in isolation. Pupils are constantly reinforcing the one whilst

the focus may appear to be on the other. Reading progress is monitored and each pupil will have regular reading time with the form teacher or an adult helper. In the library period they may choose to borrow from both fiction and non-fiction sections. Class readers are used to promote discussion of the texts and encourage pupils to respond to what they read. The form teacher provides a model for reading aloud and pupils will be given opportunities to read aloud to the class. Poetry is also read and discussed and pupils are taught how moods and emotions are expressed through this medium. Non-fiction extracts are used to widen the pupils' comprehension experience. Textbooks used in other subjects give further practice in this.

### Writing

Grammar and punctuation are taught and reinforced in all written tasks. Good sentence construction is consolidated. Nouns, verbs and adjectives are revised and practised with the gradual introduction to adverbs and pronouns. Punctuation includes commas, question marks and speech marks. A spelling scheme developed by ourselves here at BMS is taught on a weekly basis. Dictionary use is encouraged at all times and word banks are often provided for key vocabulary. Spellcheckers are used in I.T. Story writing is given an outline framework and planning involves devising a suitable beginning, build-up, main event and end. Pupils will begin looking at the language of poetry and begin writing some free verse. They are also encouraged to give personal responses to their reading.

## HUMANITIES

Following on from the Humanities work undertaken last year; Year Four follow an integrated approach to the study of Geography, History and RE. The Humanities programme covers eight periods in the rolling timetable but will also be linked closely to the pupil's English, Drama and PSHE work. Humanities therefore, will be taught by the form teacher.

Presentation of work is considered an important aspect of Humanities. We look at skills including cutting, sticking, colouring, labelling and general layout of work.

Pupils are tested on their knowledge and understanding at the end of each subject topic.

The programme in the Summer Term includes a project on 'England' where pupils will be given an opportunity to develop their individual study skills. This project will involve the use of a variety of sources for reference including the library and the internet. Much of this work will be undertaken at school but a certain amount will be set as prep.

*The topics covered will be: -*

### Humanities Bias

History	Romans	Anglo Saxons	Vikings
Geography	The UK & British Isles	Contrasting Localities (UK & Chembakolli (India))	Rivers
Religious Education	Christianity (continued from Year 3)		

## INFORMATION AND COMMUNICATIONS TECHNOLOGY

Lessons in the Junior School are taught in our purpose-built Computer Room, where there is a networked suite of PCs. Software

and teaching are geared to the needs of the junior pupils. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. The curriculum is based on Microsoft software supplemented by other age appropriate packages.

In Year Four, each class receives two lessons in the Computer Room per cycle. These lessons are in addition to the 'Curriculum ICT' lesson each class receives, and to the subject-specific Maths ICT lesson each class has in a cycle. In these lessons, children use ICT to enhance their understanding of work being taught in Maths and in other subjects.

Within ICT the emphasis is on a 'hands on' approach as far as is possible. Basic IT skills are taught, revisiting skills covered in Year Three initially, allowing the integration of pupils new to the School and the assessment of their competence in IT skills and their knowledge of ICT.

Tasks in word processing, combining text with graphics, picture making using drawing, painting and design software. Simple programming is attempted using the LOGO language. Experience is given in searching information sources such as the Internet. In consultation with the Year Four class and subject teachers as appropriate, pupils are encouraged to use the IT skills they acquire in their work across the curriculum.

## LANGUAGES

Bedford Modern Junior School offers children a choice of over twenty-five languages in Years Three, Four and Five. Children can choose from any of the languages below:

Arabic (classical)	Finnish	Polish
Bulgarian	Greek	Portuguese
Cantonese	Gujurati	Punjabi
Catalan	Hebrew	Russian
Chinese (Mandarin or Cantonese)	Hindi	Swedish
Czech	Hungarian	Swiss
Danish	Italian	Turkish
Dutch	Japanese	Urdu
	Norwegian	Welsh

In addition to these languages, children who have learnt French and German before can continue to keep up these languages by attending a voluntary language club.

The multi-language offering enables children to work at a pace that matches their rate of learning. Some children will therefore have a considerable understanding of the language by the time they finish Year Five. Alternatively, they may have an understanding of a number of languages. Upon the successful completion of one language, girls and boys may opt to learn a different language. The progression and variation of language learning the children at the Junior School can achieve is therefore significant.

Studying a foreign language provides children with a framework that results in them being better placed to learn languages at secondary school level. The format of the language programme at Bedford Modern Junior School means that children stand a better chance of being more successful and enjoying their language learning for GCSEs and A-Levels. The structure also avoids the repetition that occurs when girls and boys learn a language at a young age, only to

then start studying the language again later on. Some languages have been selected specifically to complement mainstream secondary languages, Catalan complements Spanish for example, Swiss complements German and Italian complements French. The children are also able to study a language that may be of more relevance to them than other more 'traditional' school languages. This arrangement should provide children with more opportunity to practise the language and to be better able to converse.

Children undertake the vast majority of the language work using computers. The language software records their voices, puts them in role-play situations, introduces vocabulary and tests knowledge using fun interactive online assessments. Teachers monitor progress using language laboratory software and regular reports can be generated for both teachers and parents alike.

## MATHEMATICS

Maths work in Year Four is based around the Abacus Scheme, Book 5. This scheme allows pupils to experience work in number, shape, measures and problem solving each term. Topics are then revisited in the following terms, consolidating and extending understanding. Work is set at various levels according to the children's needs, with support materials for the less confident and extension work for the more able. Target Maths 5 is also used as an additional resource for the more able, and Target Maths 4 for consolidation and support.

In the first few weeks our lessons focus on recapping and reinforcing concepts which the children will have met in Year Three. This builds confidence and enables each child to start the year with a firm basis on which to build and achieve success at whatever level they are working. The children are taught in ability groups, typically an upper set, middle set and smaller lower set. This allows staff to match lessons to the children's levels of understanding more closely. These groups are not set in stone, and movement between them is expected over the course of the year as we ascertain the best place to ensure your child's progress.

Tables and mental arithmetic are practised and assessed continually, and each topic covered in class is assessed formally and informally as tests or tasks. Ongoing progress is monitored through discussion with the teacher and appraisal of individual pupils' work. Maths homework of 20 to 30 minutes is set weekly. This may include tables work and/or work similar to that which they have met in lessons.

The table below is a summary of the Year Four syllabus.

Autumn Term	Spring Term	Summer Term
Place value	Place value	Place value
Addition and subtraction	Multiplication	Multiplication
Fractions and decimals	Fractions and decimals	Division
Bar-line graphs	2D and 3D shapes	Decimals
Averages	Area	Percentages
Shape	Perimeter	Angles
Length	Line graphs	Time
Weight	Addition and subtraction	Addition and subtraction
Multiplication and division	Properties of number - factors	Probability
Properties of number – sequences, multiples		Properties of number – odd/even numbers, square numbers

## MUSIC

Music teaching across the Junior School is based on the belief that the musician is in everyone. We aim to encourage pupils as imaginative, creative beings with a lifelong interest in music. The aim of the Year Four scheme of work is to review and develop the material and ideas used in Year Three and continue to give the pupils a broad and balanced musical education.

*This includes:*

Singing songs from around the world including the British Isles.  
Participating in music making from different periods and genres.  
Enjoying music lessons through a balance of listening, composing, performing and appraising.

The children are encouraged to explore their voices and a wide range of classroom instruments. They will also have opportunity to use their specialist instrument (as appropriate) in the class situation and to perform in public.

*This year's topics include:* Play it again (Exploring rhythm patterns); The School Christmas Production; "The class orchestra", "Dragon scales" (Exploring melodies and scales), "Painting with sound" (Exploring sound colours) and "Animal magic" (Composing descriptive music).

*Play it again:* Pupils build on their ability to improvise, compose and perform recognisable rhythm patterns. They practise performing rhythmically in a group using notation as a support.

*Christmas Production:* In preparation for this major Junior School event, pupils focus on singing and performance skills including: pitch accuracy, diction, memory, choreography, sound production, presentation, ensemble and discipline.

*The class orchestra:* This is an opportunity for individuals to put their own instruments to use alongside a range of classroom instruments. Pupils improvise and compose rhythmic and melodic ideas, combining them towards a class performance.

*Dragon scales:* Pitch systems and scales are explored including revision and development of the sol-fa names from Year Three. Songs in this unit include Do-re-mi and folk songs.

*Painting with sound:* A creative composition project. Pupils are guided in improvising and exploring creative ideas. They listen to programme music and respond imaginatively. Groups then build pieces of programme music leading to a class performance, "Around the World".

*Animal magic:* Sounds, movement and words are combined in this topic where pupils create, perform and analyse short, descriptive compositions.

Each topic lasts for about half a term and includes a range of shorter activities and more extended group projects. Children are welcome to apply for individual or shared instrumental lessons at any time on almost any instrument. Instrumental lesson request forms are always available from the School Office or can be obtained from the Music Department.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The aim of PSHE is to work alongside the academic curriculum in order to help pupils to develop the knowledge, skills and understanding necessary for school and adult life. The PSHE that is taught will be closely related to the Aims of the School. The key aims for PSHE are designed to develop the personal, moral and social awareness and values of the pupils, in order to help them lead confident, healthy and independent lives.

### The Aims of the PSHE and Citizenship Syllabus

Throughout the four years in the Junior School the children will be encouraged to combat:

- widespread anti-social behaviour and a lack of concern for the feelings of other people
- intolerance of minorities, for whatever reason
- the low standard of civic discussion from a serious deficiency in knowledge of several issues
- a low number of voters in elections
- a lack of effective participation in the local and wider communities
- a decline in the quality of public life

It is therefore hoped that by the end of their time in the Junior School the children will have acquired a knowledge and understanding of:

- social and moral understanding
- community involvement
- political literacy

In all years PSHE is delivered by form teachers in pastoral time, through dedicated PSHE periods, via visiting speakers and school trips. Depending upon the nature of the topic being covered, the most successful format and time frame can be applied. This flexible structure also allows us to recognise that many of the themes can be explored in a cross-curricular manner and may be covered in other areas of the curriculum. The course has been designed with this in mind and will constantly evolve according to the changing face of the curriculum as a whole in the Junior School.

Autumn Term	Spring Term	Summer Term
Behaviour Plan	Communities	Right and Wrong
Choices	Rights and Responsibilities	Health and Safety
Professional People		

## PHYSICAL EDUCATION AND GAMES

### Physical Education

The classes in Year Four have two 50 minute lessons per cycle throughout the year.

Year 4 follow the same PE activity format as Year 3. However, whilst the subjects are the same and skill development paramount, additional progression is made through more complex physical activities and the development of pupils' knowledge and understanding.

In the Autumn Term the pupils continue with Creative Gymnastics and Dance followed by Speed, Agility and Quickness (SAQ).

In the first half of the Spring Term pupils learn striking skills, developing hand-eye co-ordination. Mini-Tennis is then resumed as pupils look to apply their skills in the context of a game.

In the Summer Term P.E. lessons are used to consolidate throwing and catching skills with the introduction of handball. Athletics is taught in the final half of the Summer Term during which pupils reinforce and develop their skills in preparation for Sports Day.

### Games

All pupils are given two afternoons of Games per cycle (two double lessons).

Year 4 also follow the same Games format as Year 3. Boys continue

with Rugby, Football and Cricket. Girls participate in Hockey and Netball in the first two terms followed by Rounders and Cricket in the Summer Term.

The year is spent consolidating and reinforcing skill development. More emphasis is placed on the actual game in an attempt to further the players' understanding and knowledge of rules and tactics. To assist with this development, there is an increase in the number of opportunities pupils have to play in School teams.

Pupils are informally grouped according to ability and previous experience. They are coached within their ability groups. Transfer from one group to another is commonplace.

Extra Curricular activities take place after school, between the hours of 4.00 – 5.15pm. To date they have included Basketball, Multi Sports Skills, Ball Skills, Rugby, Football, Cricket, Netball, Hockey, Tennis, Rounders and Swimming.

### Swimming

Every year group is given one and a half periods per week (two sessions per cycle). All pupils in Year Four are taught by fully qualified swimming coaches. They are split into groups on the basis of last year's performance and (for new pupils) a swimming test. Pupils are able to move up and down groups relative to progress.

The aims of the year are for pupils to improve their front crawl and backstroke techniques, whilst also introducing breaststroke. Emphasis is placed upon co-ordination and breathing principles. Pupils will mostly swim widths, but there will be many opportunities for them to experience lengths. The more talented swimmers can compete about 6-8 times a year.

## PROJECT WORK

Over the last few years we have been developing our policy on project work. We believe this type of learning to be a valuable activity in pupils' development as, with guidance from their teachers, they begin to embark on the route to independent learning. Guided project work encompasses all areas of the curriculum and gives pupils the chance to practise the skill of producing a piece of extended writing, whilst also allowing them to use a variety of research and presentation skills.

Whilst we expect pupils' work to be their own, we would ask for your support in a number of ways, such as, aiding them to select suitable resource materials, encouraging them to spend their allotted time wisely, pacing their work throughout the project period.

Project work begins in Year Three and is developed in successive years. Listed below are some of the major landmarks in this process.

### Year Three

Early in the first year at BMS pupils engage on many 'mini-projects' throughout the course of the year. One of these may be expanded to become the main project for the year. Alternatively, pupils collect information, records and artefacts about their own life which they record and present as a personal history in a 'Me' file.

### Year Four

In the Summer Term pupils will be shown how to research aspects of England and present their findings in the form of a short project. Work on this will be carefully directed by the form teacher and will be done in class, with only very specific tasks to be completed independently at home.

### *Year Five*

Project work is developed further through the Humanities curriculum. Pupils will have studied the Tudor monarchs and the life and times of Elizabethan England. The project will be introduced to the Year Group with examples of previous pupils' projects and a very detailed briefing sheet will be given out and explained.

### *Year Six*

In this year, the project complements the Year Six History curriculum work on the Victorians and it takes the form of a study into Victorian childhood. The project is introduced to the whole year group, with examples and a briefing sheet of detailed guidelines.

## **SCIENCE**

Science is concerned with making discoveries about the world around us. Young children are always extremely eager to discover reasons why something happens or exists.

It is one thing to be told how something works, but it is much more fun and deeply satisfying to see for oneself by, for example, doing an experiment. As far as possible we aim to introduce the pupils to as many opportunities for experimentation as time and resources will allow. A great deal of the work in Science is practical based and this is backed up with reinforcement work, discussions, explanations and media resources.

We are very fortunate to have a well equipped, purpose built Science Laboratory which is used for lessons by all the pupils in Years Four, Five and Six. The syllabus is based on the scheme devised by the Bedfordshire Science Team that is closely linked to the National Curriculum at Key Stage Two. It is developed using a spiral curriculum which allows the pupils to visit each topic area at least twice from Year Three.

Throughout the four year groups the pupils are encouraged to think scientifically, applying the rules of fair testing in practical situations and giving them the opportunity to record and display results and findings in a variety of ways. This hopefully prepares them for their further scientific studies as they progress through Bedford Modern School.

In Year Four the pupils have four lessons of Science per cycle. Lessons are taught by a member of the Junior School Staff and a great deal of the work is designed to promote a safe and sensible

approach to working in, what is for most pupils, a new environment where health and safety issues are of paramount importance.

Topics covered in Year Four:

- Materials and their Changes
- Electricity
- Keeping warm
- Habitats
- Forces

## **SPECIFIC LEARNING DIFFICULTIES**

### **Screening and Support:**

- On entry into Bedford Modern Junior School those students with formal documented evidence of a Specific Learning Difficulty, such as dyslexia, will be included on the Academic Support Register.
- Students new to the Junior School will have their literacy skills and cognitive abilities screened and those students whose results are a cause for concern will be offered a more detailed assessment. Depending on results, students may be referred to an outside professional such as an Educational Psychologist.
- Bedford Modern School is able to provide high quality Academic Support Lessons for those students on the Academic Support Register, for which there is an additional charge.

### **Access Arrangements:**

- Students in the Junior School on the Academic Support Register will be screened for extra time or use of a laptop in tests and examinations.

### **Additional Information:**

- If your child has a Specific Learning Difficulty it is advisable to have a formal assessment with an Educational Psychologist at some stage in their school career. A list of Educational Psychologists can be provided on request.
- Further information about our provision for students with Specific Learning Difficulties is available on the school website - [www.bedmod.co.uk](http://www.bedmod.co.uk)
- If you have any concerns about your child please do not hesitate to raise them with your child's class teacher in the first instance.

# Year Five

## ART

Art in Year Five has the equivalent of three periods per cycle for all pupils. It is a time where pupils of all abilities can develop their creative, imaginative and practical skills, working individually or in groups. At this level, pupils are given opportunities to experience work in 2 and 3-D in the two main disciplines, painting and drawing and design. Results vary; the main purpose is for them to extend and develop skills previously experienced in Years Three and Four, and continuing to strengthen foundations for the future, enjoy the subject, experience a variety of media and grow in understanding of different types of art practice.

Projects undertaken last for differing lengths of time, depending on the nature of the task. Pupils will be made aware of various links with artists and art movements. Tasks undertaken in this year include painting, drawing (imaginative and observational), including pottery and printing and a variety of sculptural ideas. Displays from the pupils finished pieces of work are exhibited in the class room and/or other areas around the School. The correct use of tools is taught, as is the care of equipment.

## DESIGN TECHNOLOGY

During Year Five the pupils will continue to develop and reinforce skills and concepts introduced lower down the School and will be introduced to new techniques and materials. Classes have the equivalent of three periods per cycle and will work on a variety of projects which are based on the National Curriculum Key Stage Two programme. They will work with materials such as card, paper and wood and will explore their properties. They will continue to develop skills involving hand tools but will have the opportunity to use a limited number of power tools under close adult supervision.

The pupils will be expected to generate designs, draw on external sources such as the library and the internet to get ideas and will be taught to plan their work detailing the materials they plan to use. They will be taught a variety of methods of recording their designs and will be introduced to recording their projects 3-dimensionally. The pupils will be expected to test and evaluate their designs and be able to produce a written record of their work.

## MAIN PROJECTS COVERED:

Autumn Term	Spring Term	Summer Term
Packaging	Sports Bag *	Cam Toys

*\*For the Spring Term all pupils will need to bring in a metre of plain coloured cotton fabric and 3 metres of cord for the drawstring.*

## DRAMA

Drama at BMS has three aims. It is taught as an art form in its own right. It also develops all aspects of the English curriculum and it is used as a vehicle for learning across the curriculum.

Pupils in Year Five receive one fifty minute Drama lesson per

cycle. The aims are to further encourage the individual pupil's creativity and to develop more sustained role play. Some lessons are self-contained but there is increasing use of the ongoing theme, complementing and augmenting topics in other areas of the curriculum.

Lessons begin with a variety of physical, vocal and mental warm ups aimed at developing and sustaining concentration. Some activities in each lesson will be individual, some paired and, increasingly throughout the year, pupils will be asked to work in small groups. Group work is designed to include co-operation in planning, improvising, rehearsing and performing.

Drama skills and techniques developed include voice projection, using props, awareness of body language and facial expression, creating large group tableaux and hot seating (asking questions of a character in role to explain his or her actions or feelings).

Pupils also use their Drama lessons to prepare for class assemblies and to practise for their part in the Junior School Christmas Production. They also have the opportunity to audition for a part in the Junior School Summer Production.

## ENGLISH

There are ten English lessons each cycle in addition to a Library period and a Drama lesson. English is taught by the form teacher. Although this is the year when pupils will begin to experience being taught by an increased number of different teachers, it is expected that the skills taught within the English lesson are applied across the whole curriculum. Handwriting is expected to be joined and of an appropriate size. Most written work is completed using a handwriting or fountain pen.

Homework is set regularly and involves both written and reading practice as well as learning spellings. The examination in the Summer Term is in three parts. The first is a reading comprehension and tests the pupils understanding of language and meaning. The second, a creative writing task, tests the childrens' ability to use their skills. The third is a test of their understanding of the rules of grammar and punctuation throughout the year.

### *Speaking and Listening*

Speaking and listening skills are developed in class discussions in English and reinforced in all subjects, particularly PSHE, which is always taught by the form teacher. Pupils will take part in school assemblies and may also have speaking roles in Junior School Productions. They are encouraged to give their own opinions and listen to each other accepting that others may have different points of view.

### *Reading*

A series of class readers are read together and are often used as a stimulus for the pupils own creative writing, descriptive writing and other non-narrative forms, such as letters, news reports or diaries. Reading aloud with expression is practised and longer periods of sustained silent reading encouraged. Through text extracts for oral and written comprehension practice and the variety of class readers chosen, pupils

will encounter a broad range of classic and modern fiction and poetry. In discussion of these texts, pupils begin to predict possible future events and are sometimes asked to continue and finish an extract or write alternative endings. Pupils will be encouraged to read 'between the lines' and begin to draw implied meanings by looking for clues in the text. Pupils make personal choices from the Junior School Library for private reading and they keep a record of these to ensure that a broad range is covered. Book reviewing fosters a critical response to reading.

*Writing*

Grammar and punctuation are taught as part of the writing programme and now include dialogue writing and the correct punctuation for direct speech. Paragraphing and the organising and presentation of written forms are taught, also the use of apostrophes and exclamation marks. Spelling is taught and tested on a weekly basis and strategies include mnemonics, word families and plural endings. BMS has developed an in-house spelling scheme and lists are normally given out on a weekly basis. Spelling is taught using a variety of methods and reinforced in all subjects.

Creative writing is planned, drafted and a neat copy presented. Story writing techniques are enhanced and a variety of ways of opening and ending and developing the characters and the plot are taught and practised. Pupils will experience a range of styles of non-narrative writing in subjects such as Science, where they will write up experiments and in Technology where they will describe the processes used to design and make their products. Extended pieces of writing will take the form of individually produced projects in various subjects, such as R.E., History and Library periods.

**HUMANITIES**

In Year Five, Humanities continues to be taught by the form teacher. There are eight periods in a two-week cycle during which History, Geography and Religious Education will be taught in blocks. The form teacher is able to link the work with the English curriculum, ensuring a consistency of approach in written work and avoiding any overlap or repetition. Further links will be made through Drama, PSHE and Art lessons.

Homework tasks will be set each week which will involve any of the following: written work, research, reading, illustrating or revising for an end of topic test. At some point during the year all pupils will work on an extended independent research project with an emphasis on one of the Humanities subjects. They will be guided through their projects in class, but also expected to work on it at home. Pupils are tested on their subject knowledge and understanding at the end of each subject topic.

In Religious Education pupils will build on their work on Christianity in Years 3 and 4 by looking at the major features of two other world religions. The remaining two world religions will be studied as part of the Year 6 Humanities programme.

The subjects will be taught in rotation. Although a cross-curricular approach is taken with the discipline, we do recognise that some subjects have unique skills that need to be covered.

History	Ancient Greece	Tudor Monarchs	Life in Tudor Times
Geography	Map Skills	Climatic Extremes	Europe Trade & Industry
Religious Education	Hinduism	Islam	

**INFORMATION AND COMMUNICATIONS TECHNOLOGY**

Lessons in the Junior School are taught in our purpose-built Computer Room, where there is a networked suite of PCs. Software and teaching are geared to the needs of the pupils. Children use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. The curriculum is based on Microsoft Software and is supplemented by other age appropriate packages.

In Year Five, each class receives two lessons in the Computer Room per cycle. The emphasis is on a 'hands on' approach as far as is possible, as has been the case in previous years in the School. Basic IT skills are taught, and a variety of software packages, appropriate to the ages of the pupils, are encountered. Areas that have been covered in Year Four are revisited initially, allowing the integration of pupils new to the School and the assessment of their competence in IT skills and their knowledge of ICT.

Tasks in word processing, combining text with graphics, designing, picture-making, data handling and spreadsheets, are also undertaken. Skills to enhance independent learning are developed, including more advanced searches using the internet, researching and disseminating information successfully.

A number of tasks involve a cross-curricular element. In consultation with the Year Five class and subject teachers as appropriate, pupils are encouraged to use the IT skills they acquire in their work across the curriculum. Cross-curricular links are extended by a 'curriculum ICT' session which takes place during a lesson of the teacher's choosing, in which children use ICT to carry out work from other subjects. This arrangement allows other subjects to benefit from the array of ICT resources available and enables children to use ICT in a practical, applicable manner. This 'curriculum ICT' lesson is in addition to the subject-specific Maths ICT lesson each class has in a cycle, using ICT to enhance their Mathematical understanding.

**LANGUAGES**

Bedford Modern Junior School offers children a choice of over twenty-five languages in Years Three, Four and Five. Children can choose from any of the languages below:

Arabic (classical)	Finnish	Polish
Bulgarian	Greek	Portuguese
Cantonese	Gujurati	Punjabi
Catalan	Hebrew	Russian
Chinese (Mandarin or Cantonese)	Hindi	Swedish
Czech	Hungarian	Swiss
Danish	Italian	Turkish
Dutch	Japanese	Urdu
	Norwegian	Welsh

In addition to these languages, children who have learnt French and German before can continue to keep up these languages by attending a voluntary language club.

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### MATHEMATICS

Maths work in Year Five is based around the Abacus Scheme, Book 6. This scheme allows pupils to experience work in number, shape, measures and problem solving each term. Topics are then revisited in the following terms, consolidating and extending understanding. Work is set at various levels according to the children's needs, with support materials for the less confident and extension work for the more able. Target Maths 6 is also used as an additional resource for the more able, and Target Maths 5 for consolidation and support.

In the first few weeks our lessons focus on recapping and reinforcing concepts which the children will have met in Year Four. This builds confidence and enables each child to start the year with a firm basis on which to build and achieve success at whatever level they are working. The children are taught in ability groups, typically an upper set, two parallel middle sets and a small lower set. This allows staff to match lessons to the children's levels of understanding more closely. These groups are not set in stone, and movement between them is expected over the course of the year as we ascertain the best place to ensure your child's progress. One of our Learning Support Assistants works with individuals or small groups within the lower set in some lessons.

Tables and mental arithmetic are practised and assessed continually, and each topic covered in class is assessed formally and informally as tests or tasks. Ongoing progress is monitored through discussion with the teacher and appraisal of individual pupils' work. Maths homework of 30 to 40 minutes is set weekly. This generally involves work similar to that which the children have met in lessons so they should be able to tackle it with confidence.

The following is a summary of the Year Five syllabus.

Autumn Term	Spring Term	Summer Term
Place value	Place value	Multiplication and division of decimals
Multiplication and division	Multiplication and division	Fractions and decimals
Fractions of numbers and quantities	Fractions and decimals	Percentages

Autumn Term	Spring Term	Summer Term
Ordering fractions	Coordinates	Averages
Bar charts and pie charts	Symmetry	Ratio and proportion
Angles	3D shape	2D shape
2D shape	Area, surface area	Perimeter of compound shapes
Measures – length, weight, capacity	Line graphs, conversion graphs	Addition and subtraction
Addition and subtraction	Addition and subtraction of decimals	Properties of number – square roots, sequences
Properties of number – multiples, divisibility tests	Properties of number – factors, prime numbers, square numbers Negative numbers	

### MUSIC

Music teaching across the Junior School is based on the belief that the musician is in everyone. We aim to encourage pupils as imaginative, creative beings with a lifelong interest in music. The aim of the Year Five scheme of work is to build on the skills and ideas used in Year Four and to introduce the pupils to music making from a broader range of traditions.

This includes:

- Singing songs from around the world including the British Isles.
- Participating in music making from different periods and genres.
- Enjoying music lessons through a balance of listening, composing, performing and appraising.

The children continue to develop their voices and build instrumental skills that enable them to express themselves confidently and creatively. They also have opportunities to put their own specialist instrument (as appropriate) to use in the class situation. They have many opportunities to perform in public.

This year's topics include: World rhythms; The School Christmas Production; Roundabout; Journey into space; Musical Sketchbook and Composing Protest Songs.

*World rhythms:* The pupils explore African music and dance and improvise with poly-rhythms. They put together a class performance of an African piece, working at performing rhythmically and with a strong sense of ensemble.

*Christmas Production:* In preparation for this major Junior School event, pupils focus on singing and performance skills including: pitch accuracy, diction, memory, posture, choreography, sound production, presentation, ensemble and discipline.

*Roundabout:* Pupils sing and play a wide range of music in two and more parts from around the world. They explore the effect of two or more pitched notes sounding together (harmony) and compose melodic ostinati to provide accompaniments for group performances.

*Journey into space:* This topic links with the Science topic on Space. Pupils explore how ICT can be used to manipulate sound (attack and decay). They watch original footage of the first walk on the moon and use it as inspiration for a "Moonscape" composition.

*Musical sketchbook:* The pupils compose a piece of “machine music”. They are introduced to a variety of starting points, processes and structures that composers go through to create their music.

*Protest songs:* The pupils compose their own Protest Song on a topical or historic theme. They learn to link lyrics and melody and to compose a catchy tune, recording their compositions on professional recording equipment.

Each topic lasts for about half a term and includes a range of shorter activities and more extended group projects. Children are welcome to apply for individual or shared instrumental lessons at any time on almost any instrument. Instrumental lesson request forms are always available from the School Office or can be obtained from the Music Department.

**PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

The aim of PSHE is to work alongside the academic curriculum in order to help pupils to develop the knowledge, skills and understanding necessary for school and adult life. The PSHE that is taught will be closely related to the Aims of the School. The key aims for PSHE are designed to develop the personal, moral and social awareness and values of the pupils in order to help them lead confident, healthy and independent lives.

*The Aims of the PSHE and Citizenship Syllabus*

Throughout the four years in the Junior School the children will be encouraged to combat:

- widespread anti-social behaviour and a lack of concern for the feelings of other people
- intolerance of minorities, for whatever reason
- the low standard of civic discussion from a serious deficiency in knowledge of several issues
- a low number of voters in elections
- a lack of effective participation in the local and wider communities
- a decline in the quality of public life

It is therefore hoped that by the end of their time in the Junior School the children will have acquired a knowledge and understanding of:

- social and moral understanding
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- political literacy

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Autumn Term	Spring Term	Summer Term
Behaviour Plan	Communities	Health
Class Ethos	The Global Community	Personal Safety
Relationships		Revision Techniques
Bullying		Sex Education
		Choices

**PHYSICAL EDUCATION AND GAMES**

**Physical Education**

Pupils in Year Five have two fifty minute periods of Physical Education per cycle. These sessions take place in the Sports Hall, Gymnasium, or on the All-Weather Pitch.

Creative Gymnastics and Formal Gymnastics are taught in the first half of the Autumn Term and Spring Term respectively. Pupils are encouraged to work in larger groups allowing a development in confidence and an exploration of new movements.

General handling is taught in the second half of the Autumn Term, continuing the theme of catching, passing and throwing along with basic running and agility skills. Racquet skills are taught in the latter half of the Spring Term.

In the Summer Term the emphasis is placed on developing Small Ball Skills and Striking Skills.

**Key Skills**

Pupils in Year 5 have an additional 50 minute Key Skills period per cycle. The key skills taught compliment the games activity for that term. For example in the Autumn Term, boys are taught Rugby skills and girls learn Hockey skills. This sport specific skill focus provides the pupil an opportunity to concentrate solely on developing technique. In the Summer Term, Athletics is taught in Key Skills to help prepare pupils for the Annual Sports Day.

**Games**

All pupils enjoy two afternoons (two double periods) of Games per cycle. In the Autumn Term, girls participate in Hockey and boys play Rugby. The top game for both Hockey and Rugby will progress towards playing regular school matches.

The Spring Term is devoted to Football (boys) or Netball (girls) where pupils will be encouraged to improve their team play through small sided games. Many pupils in this age group will have the opportunity to represent the School.

During the Summer Term the girls and boys follow the same format as in previous years. Boys play Cricket and the girls participate in Rounders and Cricket for half a term each. Groups develop their knowledge and understanding of Cricket or Rounders through skills sessions, nets practice, pairs games and playing against other schools.

Pupils are grouped according to ability and previous experience. They are coached within their ability groups. Pupils are constantly monitored and assessed, thus there is much scope for movement and this is encouraged.

Extra Curricular activities take place after school, between the hours of 4.00 – 5.15pm. To date they have included Table Tennis, Indoor Football, Athletics, Football, Cricket, Tennis, Rugby, Unihoc, Netball, Rounders, Hockey, Badminton, Swimming and Skiing.

Pupils in Year Five also have the opportunity to represent their House in various different matches. These include Football, Rugby, Cricket, Netball, Hockey, Table Tennis and even Skiing. There is also a Swimming Gala, a Sports Day and School Steeplechase.

**Swimming**

All pupils in Year Five are given one and a half periods of swimming per week (two sessions cycle). Pupils are split into groups and are taught by fully qualified swimming coaches. New pupils will be

tested and placed into their correct ability groups. Pupils move up and down groups relative to progress.

Throughout the year pupils focus on improving and developing the three main strokes, front crawl, backstroke and breaststroke. The butterfly will also be introduced. Emphasis is placed upon the correct starts and turns. Pupils start with width swimming and then quickly progress onto lengths. The more talented swimmers have the opportunity to compete in both School Matches and the National Championships.

### PROJECT WORK

Over the last few years we have been developing our policy on project work. We believe this type of learning to be a valuable activity in pupils' development as, with guidance from their teachers, they begin to embark on the route to independent learning. Guided project work encompasses all areas of the curriculum and gives pupils the chance to practise the skill of producing a piece of extended writing, whilst also allowing them to use a variety of research and presentation skills.

Whilst we expect pupils' work to be their own, we would ask for your support in a number of ways, such as, aiding them to select suitable resource materials, encouraging them to spend their allotted time wisely, pacing their work throughout the project period.

Project work begins in Year Three and is developed in successive years. Listed below are some of the major landmarks in this process.

#### *Year Three*

Early in the first year at BMS pupils engage on many 'mini-projects' throughout the course of the year. One of these may be expanded to become the main project for the year. Alternatively, pupils collect information, records and artefacts about their own life which they record and present as a personal history in a 'Me' file.

#### *Year Four*

In the Summer Term pupils will be shown how to research aspects of England and present their findings in the form of a short project. Work on this will be carefully directed by the form teacher and will be done in class, with only very specific tasks to be completed independently at home.

#### *Year Five*

Project work is developed further through the Humanities curriculum. Pupils will have studied the Tudor monarchs and the life and times of Elizabethan England. The project will be introduced to the Year Group with examples of previous pupils' projects and a very detailed briefing sheet will be given out and explained.

#### *Year Six*

In this year, the project complements the Year Six History curriculum work on the Victorians and it takes the form of a study into Victorian childhood. The project is introduced to the whole year group, with examples and a briefing sheet of detailed guidelines.

### SCIENCE

Science is concerned with making discoveries about the world around us. Young children are always extremely eager to discover reasons why something happens or exists.

It is one thing to be told how something works, but it is much more fun and deeply satisfying to see for yourself by, for example, doing an experiment. As far as possible we aim to introduce the pupils to as many

opportunities for experimentation as time and resources will allow. A great deal of the work in Science is practical based and this is backed up with reinforcement work, discussions, explanations and videos. We are very fortunate to have a well equipped, purpose built Science Laboratory which is used for lessons by all the pupils in Years Four, Five and Six. The syllabus is based on the scheme devised by the Bedfordshire Science Team that is closely linked to the National Curriculum at Key Stage Two. It is developed using a spiral curriculum which allows the pupils to visit most topic areas at least twice from Year Three.

Throughout the four year groups the pupils are encouraged to think scientifically, applying the rules of fair testing in practical situations and giving them the opportunity to record and display results and findings in a variety of ways. This hopefully prepares them for their further scientific studies as they progress through Bedford Modern School.

In Year Five the pupils have five lessons of Science per cycle. Lessons are taught by a member of the Junior School Staff and much of the work continues to promote safe and sensible practice within the laboratory setting with increased opportunities for experimentation under close direction. The pupils are assessed throughout the year at the end of each topic and finally in the Summer Term, in anticipation of the end of year report.

Topics covered in Year Five:

- Light
- Sound
- Earth and Beyond
- Keeping Healthy
- Solids, Liquids and Gases

### SPECIFIC LEARNING DIFFICULTIES

#### **Screening and Support:**

- On entry into Bedford Modern Junior School those students with formal documented evidence of a Specific Learning Difficulty, such as dyslexia, will be included on the Academic Support Register.
- Students new to the Junior School will have their literacy skills and cognitive abilities screened and those students whose results are a cause for concern will be offered a more detailed assessment. Depending on results, students may be referred to an outside professional such as an Educational Psychologist.
- Bedford Modern School is able to provide high quality Academic Support Lessons for those students on the Academic Support Register, for which there is an additional charge.

#### **Access Arrangements:**

- Students in the Junior School on the Academic Support Register will be screened for extra time or use of a laptop in tests and examinations.

#### **Additional Information:**

- If your child has a Specific Learning Difficulty it is advisable to have a formal assessment with an Educational Psychologist at some stage in their school career. A list of Educational Psychologists can be provided on request.
- Further information about our provision for students with Specific Learning Difficulties is available on the school website - [www.bedmod.co.uk](http://www.bedmod.co.uk)
- If you have any concerns about your child please do not hesitate to raise them with your child's class teacher in the first instance.

# Year Six

## ART

Art in Year Six has the equivalent of three periods per cycle for all pupils. It is a time where pupils of all abilities can develop their creative, imaginative and practical skills, working individually or in groups. At this level, pupils are given opportunities to experience work in 2 and 3-D in the three main disciplines, painting and drawing, printing and design. Results vary; the main purpose is for them to extend and develop skills previously experienced in Years Three, Four and Five, and continuing to strengthen foundations for the future, enjoy the subject, experience a variety of media and grow in understanding of different types of art practice.

Projects undertaken may last for differing durations of time depending on the nature of the task. Pupils will be made aware of various links with artists and art movements. Tasks undertaken in this year include painting, drawing (imaginative and observational), including pottery and printing and a variety of sculptural ideas. Displays from the pupils' finished pieces of work are exhibited in the class room and/or other areas around the School. The correct use of tools is taught, as is the care of equipment.

## DESIGN TECHNOLOGY

The purpose of Design Technology at Bedford Modern Junior School is to enable pupils to be inventive in designing practical solutions to problems and so bring about change and improvements in existing situations. In Design Technology ideas are conceived, developed, modified and given shape through artefacts through which original ideas can be evaluated.

During Year Six the pupils will continue to develop and reinforce skills and concepts introduced lower down the School and will be introduced to new techniques and materials. Classes have the equivalent of three periods per cycle and will work on a variety of projects which are based on the National Curriculum Key Stage Two programme. They will work with materials such as card, paper and wood and will be introduced to plastics and their properties. They will continue to develop skills involving hand tools but will have the opportunity to use a limited number of power tools under close adult supervision.

The pupils will be expected to generate designs, draw on external sources such as the library and the Internet to get ideas and will be taught to plan their work detailing the materials they plan to use and the time frame for their project. They will be taught a variety of methods of recording their designs and will further develop recording their projects 3-dimensionally.

The pupils will be expected to test and evaluate their designs and be able to produce a written record of their work.

### MAIN PROJECTS COVERED:

Term 1	Term 2	Term 3
Bridges Structures	Gear Models Control/Mechanisms	Clocks (Mechanisms)

THE ORDER OF TOPICS MAY VARY

## DRAMA

Drama at BMS has three aims. It is taught as an art form in its own right. It also develops all aspects of the English curriculum and it is used as a vehicle for learning across the curriculum.

Pupils in Year Six receive one fifty minute Drama lesson per cycle. The aims are to practise more sophisticated Drama techniques, involving reliance on others in the group for support and to explore and develop greater understanding of the wider issues that may face characters in a range of situations. Occasional lessons are self-contained but most form part of an ongoing series of thematically linked lessons, developing and exploring issues that arise in other areas of the curriculum.

All lessons begin with physical, vocal or mental warm up activities in preparation for the main objective. Some activities in each lesson may be individual or paired, but many will require group planning and co-operation in rehearsing and performing.

Drama skills and techniques developed now include meetings and debates in role, forum theatre (stopping the performance for direction from the audience), and thought-tracking (following a character's inner thoughts through a sequence of events within the Drama by freezing the action to allow the character to speak).

In Year Six all pupils are introduced to a major work of Shakespeare by means of a professional Drama Workshop led by the Young Shakespeare Theatre Company.

Pupils also use their Drama lessons to prepare for class assemblies. In Year Six they have the opportunity to audition for a main part in the Junior School Christmas Production and later for a part in the Summer Production.

## ENGLISH

There are ten periods of English in Year Six and one Drama lesson and one Library period per cycle. In this year, the pupils use the Main School Library and may visit it at lunch times in addition to their allocated Library period. Pupils will be taught English by their Form Teacher. Skills will often be linked to the topics in Humanities. Standards of written and spoken English, as taught in English lessons, will be expected to be the same in all other curriculum areas. A fluent, joined handwriting style is expected to be legible and neat.

English homework is set once per cycle, but will also be addressed through written tasks in Humanities. In the second term, pupils will be assessed by main school staff in their reading, comprehension, and speaking and listening skills, in order to help place them in teaching groups in Year Seven. There will be a written examination in the Summer Term to assess the pupils' progress through the year.

### *Speaking and Listening*

Speaking and listening skills form an integral part of the English

lessons and are also practised widely through many areas of the curriculum. In particular PSHE lessons generate many areas for discussion and debate and Humanities lessons often involve taking part in discussions or role-play activities where it is necessary to take a stand and argue a point against opposing parties. Pupils are taught to be articulate, cogent, coherent and succinct. Participation in school assemblies may involve a variety of reading, drama and performance opportunities.

*Reading*

The selection from a wide range of class readers ensures that pupils are introduced to a variety of classic and modern fiction and poetry, myths and legends, diaries, autobiographies and biographies etc. The shared reading of these texts promotes much discussion and stimulates the pupils own writing in a number of different styles. In the Spring Term, the pupils will be introduced to Shakespeare through a practical study of one of his plays. A workshop presentation by the Young Shakespeare Company provides a professional and entertaining starting point. Pupils are encouraged to respond to all these texts and their own choices of books for private reading by writing reviews and keeping reading logs and journals. Reading aloud continues to be practised and enjoyed as an essential skill, as is the performance of poetry in groups and play reading. Reading for reference and research is expected in a number of subjects and is covered in the study skills element of PSHE. It is reinforced in English and in other subjects.

*Writing*

The teaching of grammar and punctuation continues to form an integral part of the English programme. Some aspects will arise naturally through the study of class texts; others will be taught and practised as part of a more structured scheme to ensure that the pupils understanding of language structures is comprehensive and also aids their progress in the learning of French and German, in addition to improving the fluency of their own writing. Spelling is closely linked with this and the study of the origins of words, their roots and word families is practised in addition to traditional methods of revising and learning the more commonly misspelled words. Our own spelling programme developed in-house helps achieve these aims and enables children to understand how and why words are spelt the way they are. Technical vocabulary and key words in other subjects will also be given and the pupils are expected to use these word banks appropriately.

Creative writing, usually stimulated by class reading, is planned, drafted, proof read, (sometimes revised) and presented neatly. Pupils will be taught how to recognise the use and effect of techniques such as simile, metaphor, alliteration, onomatopoeia and personification, so that they can enhance their own writing. In stories, pupils are encouraged to develop characters through the use of dialogue and feelings; to create atmosphere and tension through description; to weave threads through the plot to give it strength and structure. In poetry writing they will experience a number of poetic devices such as haiku, limerick, sonnet, rhythm, rhyme and free verse. Extended pieces of non-narrative writing will be produced in topic work within Humanities.

**HUMANITIES**

In Year Six, Humanities continues to be taught by the form teacher. There are eight periods per cycle, during which, History, Geography and Religious Education will be taught in blocks of lessons. The form teacher is able to link the work with the English curriculum, ensuring consistency of approach in

written work and avoiding any overlap or repetition. Further links will be made through Drama and PSHE lessons.

Homework tasks will be set each cycle, a longer prep, which is likely to be a written task or some research and a second, shorter activity, which may involve reading, illustrating or learning for an end of topic test. In the Spring Term all pupils will work on an extended independent research project which will be cross curricular, though with an emphasis on one of the Humanities subjects. They will be guided through their project in class, but also expected to work on them at home. The residential trip will address elements of the Geography syllabus in the field. In the Summer Term, pupils will sit two separate examinations in History and Geography.

Each subject will be taught in rotation and the topics will be linked with work in English wherever possible. However, some topics will be taught independently in order to ensure that all the relevant skills are covered. Pupils are tested on their knowledge and understanding at the end of each subject topic.

**Humanities Bias**

<b>History</b>	Victorians	Britain since 1930 (Social History)	
<b>Geography</b>	The World - Atlas Skills	Contrasting Locality – St Lucia	Environmental Studies
<b>Religious Education</b>	Judaism	Sikhism	

**INFORMATION AND COMMUNICATIONS TECHNOLOGY**

ICT prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. The subject is taught to all pupils in the school in our purpose-built Computer Room, where there are networked PCs available to pupils. The approach is basically 'hands on', and all pupils receive one timetabled lesson per cycle in the Computer Room. The curriculum is based on Microsoft software supplemented by other age appropriate packages.

In Year Six, the emphasis is upon enabling pupils to work more independently and to make use of the computer as a tool in all aspects of the curriculum.

During the year, work in word-processing, design and presentation is continued, using both Microsoft Word and Microsoft Publisher. Pupils explore Microsoft Powerpoint, develop electronic presentations, get experience of using Flowol2 software to control and command mimics such as traffic control systems, home heating and security systems.

In consultation with class and subject teachers, work in the Computer Room can be linked to other curriculum areas, and subject teachers may make use of computer time other than in the timetabled ICT lesson to pursue work in their curriculum area.

In addition, each class receives a 'curriculum ICT' session during a lesson of the teacher's choosing, in which children use ICT to carry out work from other subjects. This arrangement allows other subjects to benefit from the array of ICT resources available and

enables children to use ICT in a practical, applicable manner.

### LANGUAGES

In Year Six, children are taught by subject-specialist teachers from the Senior School. Children receive four fifty-minute French lessons per cycle as they embark on studying the language at secondary level. In Year Seven the boys and girls continue to study French and begin their German language learning. Shortly afterwards, Spanish can be added and also possibly Latin and Classics.

### MATHEMATICS

It is our aim at BMS to enable each child to develop, within their capabilities, the mathematical skills and understanding required for further study and training, for adult life and enjoyment. We also aim to provide each pupil with such mathematical skills as may be needed for his study in other curriculum areas. In general each pupil is helped to develop, as far as possible, his appreciation and enjoyment of Mathematics itself and his realisation of the role which it has played and will continue to play both in the development of science and technology and our civilisation.

It is the policy at BMS to follow the National Curriculum with all classes in the Junior School, basing the work on the objectives for the School year above. Thus in Year 6 we use resources intended for Year 7, with Abacus 7 as the foundation of the course. This is supplemented by Essential Maths 7 and Essential Maths 7 Higher Level for consolidation and further extension, and Target 6 for those who need to begin with a simpler introduction to the topics. Pupils are set into three ability groups: an extension group, two parallel middle ability groups and a small reinforcement group.

Pupils undertake practical work when necessary to reinforce concepts and we also develop mental arithmetic skills, which are regularly tested. Year Six are timetabled for at least one Mathematics lesson a day. Two maths preps of 40 minutes and 20 minutes are set each week.

Your child's progress is continually assessed through class work and formal cross-year tests, which are undertaken at regular intervals after the completion of each major topic. In addition to this there are examinations at the end of the academic year. You will be kept informed of your child's progress and we ask you to keep us apprised of any concerns that you may have by means of the prep diary or by contacting your child's Mathematics teacher for a consultation. Parents are asked to participate as much as possible in their child's learning by reinforcing skills at home wherever possible and by encouraging problem solving activities.

All pupils follow a similar programme of study to an appropriate level. The revisiting of topics is planned into the programme in order to consolidate the children's learning so far then build upon it.

Autumn Term	Spring Term	Summer Term
Place value and rounding to two decimal places	Place value to three decimal places	Positive and negative numbers
Number facts	Algebraic formulae	Multiplication and division
Algebra	Fractions	Percentages
Multiplication and division	Division	Fractions, decimals, percentages
Fractions	Decimals	Ratio and proportion

Autumn Term	Spring Term	Summer Term
Graphs – compound bar charts and pie charts.	Coordinates	Averages
Lines and angles	Symmetry	Probability
Measures – metric and imperial	3D shape	2D shape
Addition and subtraction	Area	Squares, cubes, roots
Factors, prime numbers, divisibility tests.	Addition and subtraction	Algebra
	Powers and prime factors	Order of operations (bodmas)

### MUSIC

Music teaching across the Junior School is based on the belief that the musician is in everyone. We aim to encourage pupils as imaginative, creative beings with a lifelong interest in music. The aim of the Year Six scheme or work is to build on the skills and ideas used in Year Five. Pupils are introduced to some unfamiliar musical traditions besides learning the skills necessary to participate confidently in some popular genres.

This includes:

- Singing songs from around the world including the British Isles.
- Participating in music making from different periods and genres.
- Enjoying music lessons through a balance of listening, composing, performing and appraising.

The children continue to develop their voices and build instrumental skills that enable them to express themselves confidently and creatively. They also have opportunities to put their own specialist instrument (as appropriate) to use in the class situation. They have many opportunities to perform in public.

This year's topics include: Roundabout 2 (Exploring scales, chords and phrases); The School Christmas Production; The Blues; World rhythms (The Gamelan); Exploring sound sources (Electronic and digital technology) and Music for the Movies.

*Roundabout 2:* Pupils develop their ability to sing and play music in two and more parts. They explore the effect of two or more pitched notes sounding together – harmony. They experiment with clusters of pitched notes and discover which combinations best suit their desired mood. They perform in small groups, singing rounds and providing their own accompaniments using drones, ostinati and chord sequences.

*Christmas Production:* In preparation for this major Junior School event, pupils focus on singing and performance skills including: pitch accuracy, diction, memory, posture, choreography, sound production, presentation, ensemble and discipline.

*World rhythms:* The pupils learn about and perform gamelan music using the full range of classroom and keyboard instruments. They develop their ability to perform rhythmic patterns confidently, following notation and improvising.

*The Blues:* The pupils compose a song in the Blues style. They learn about the social background of the style and how to achieve the effect through appropriate chord sequences, lyrics and structures.

*Exploring sound sources:* A chance for the pupils to extend their sound vocabulary using ICT music software. Music processors, sequencing devices and recording effects units are used to compose loops for a multi-layered, class composition.

*Music for the movies:* The children compose music to accompany silent films. They practise responding to gesture and co-ordinating improvisation with mood and movement. They have further opportunity to develop and demonstrate the musical skills, knowledge and understanding achieved in Years 5 and 6.

Each topic lasts for about half a term and includes a range of shorter activities and more extended group projects. Children are welcome to apply for individual or shared instrumental lessons at any time on almost any instrument. Instrumental lesson request forms are always available from the School Office or can be obtained from the Music Department.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The aim of PSHE is to work alongside the academic curriculum in order to help pupils to develop the knowledge, skills and understanding necessary for school and adult life. The PSHE that is taught will be closely related to the Aims of the School. The key aims for PSHE are designed to develop the personal, moral and social awareness and values of the pupils in order to help them lead confident, healthy and independent lives.

### *The Aims of the PSHE and Citizenship Syllabus*

Throughout the four years in the Junior School the children will be encouraged to combat:

- widespread anti-social behaviour and a lack of concern for the feelings of other people
- intolerance of minorities, for whatever reason
- the low standard of civic discussion from a serious deficiency in knowledge of several issues
- a low number of voters in elections
- a lack of effective participation in the local and wider communities
- a decline in the quality of public life

It is therefore hoped that by the end of their time in the Junior School the children will have acquired a knowledge and understanding of:

- social and moral understanding
- community involvement
- political literacy

In all years PSHE is delivered by form teachers in pastoral time, through dedicated PSHE periods, via visiting speakers and school trips. Depending upon the nature of the topic being covered, the most successful format and time frame can be applied. This flexible structure also allows us to recognise that many of the themes can be explored in a cross-curricular manner and may be covered in other areas of the curriculum. The course has been designed with this in mind and will constantly evolve according to the changing face of the curriculum as a whole in the Junior School.

Autumn Term	Spring Term	Summer Term
Behaviour Plan	Rules and Laws	Health
Choices	Communities	Personal Safety
Dealing with an Emergency	Democracy	Revision Techniques Sex Education

## PHYSICAL EDUCATION AND GAMES

### Physical Education

Pupils in Year Six are given an extensive range of planned activities that allow their skills to develop, improve and progress from Year Five. They are given two periods per cycle along with one key skills session.

The programme is a continuation from Year 5 with Formal and Creative Gymnastics, General Handling Skills, Racquet Skills, Small Ball Skills and Striking Skills. The emphasis is placed on consolidating the skills learnt to date and performing them under pressure. Increasing the difficulty of tasks by manipulating time, space and speed will help ensure the pupils' progress into the Senior School with a strong foundation in physical literacy and sporting skill.

### Key Skills

Along with pupils in Year 5, Year 6 enjoy an additional 50 minute Key Skills period per cycle. The key skills taught compliment the games activity for that term. For example in the Spring Term, boys are taught football skills and girls Netball skills. This sport specific skill focus provides the pupil an opportunity to concentrate solely on developing technique. In the Summer Term, Athletics is taught in Key Skills to help prepare pupils for the Annual Sports Day.

### Games

All pupils enjoy two afternoons (two double periods) of Games per cycle. Girls and Boys follow the same programme of activities as Year Five.

In the Autumn Term, girls participate in Hockey and boys play Rugby. The top game for both Hockey and Rugby will be participating in regular school matches.

The Spring Term is devoted to Football (boys) or Netball (girls) where pupils will be encouraged to improve their team play through small sided games. Many pupils in this age group will have the opportunity to represent the School.

During the Summer Term, boys play Cricket and the girls participate in Rounders and Cricket for half a term each. Groups develop their knowledge and understanding of Cricket or Rounders through skills sessions, nets practice, pairs games and playing against other schools.

In Year 6 there is an increase in competitive opportunities and some teams may be involved in a mini-tour. Age grade versions of the respective sports are still played as the pupils prepare themselves for Sport in the Senior School. More time is spent on leadership, game understanding and tactical awareness.

Pupils will be grouped according to ability and are taught by well qualified coaches and teachers. Transfer from one group to another is commonplace.

Extra Curricular Activities take place after school, between the hours of 4.00 – 5.00pm. To date they have included Table Tennis, Netball, Hockey, Indoor Football, Athletics, Football, Cricket, Rugby, Tennis, Water Polo, Swimming (& Synchro), Badminton and Skiing.

### Swimming

All pupils in Year Six are given two, one and a half periods per week (two sessions per cycle). Pupils are split into groups and are taught by fully qualified swimming coaches. New pupils are placed into their correct ability groups after completion of a swimming test.

There is much scope for movement between groups.

Throughout the year pupils will focus on developing and improving their techniques in all of the strokes. Emphasis will be placed on speed. All swimming in Year Six is done in lengths.

The more able pupils will have the opportunity to compete at School level and in the National Championships. Once a month pupils will be introduced to Water Polo. They will be encouraged to play small sided games across the width of the pool.

### **INTER SCHOOL MATCHES AND HOUSE COMPETITIONS**

The aim is to give as many pupils as possible the opportunity to represent the School in different sports.

In Rugby the 1st XII play the majority of matches which often includes tournaments. Other pupils can be chosen to play in the 2nd, 3rd and 4th teams.

The 1st XI Soccer play about 14 matches against both Prep Schools and local State Schools. They also take part in a cup competition. In addition they enter a 6-a-side tournament. There are also games arranged for the 2nd, 3rd, 4th and even a 5th game.

There is a Cross Country team which competes in several competitions during the Spring Term. There is also a Table Tennis Team and Equestrian Team. In the Summer Term, there are seven or eight Cricket matches for the U11 'A', three or four U11 'B' matches and two or three for the U10 'A' and 'B' XIs.

An Athletics Team competes in the District Sports and occasionally against other schools. A Swimming Team competes in both local and national galas. Girls in Year 6 can also compete in a Water Polo Team.

House competitions are also played in Soccer, Rugby, Netball, Hockey, Table Tennis and even Skiing! There is also a Swimming Gala, a Sports day and School Steeplechase.

### **PROJECT WORK**

Over the last few years we have been developing our policy on project work. We believe this type of learning to be a valuable activity in pupils' development as, with guidance from their teachers, they begin to embark on the route to independent learning. Guided project work encompasses all areas of the curriculum and gives pupils the chance to practise the skill of producing a piece of extended writing, whilst also allowing them to use a variety of research and presentation skills.

Whilst we expect pupils' work to be their own, we would ask for your support in a number of ways, such as, aiding them to select suitable resource materials, encouraging them to spend their allotted time wisely, pacing their work throughout the project period. Project work begins in Year Three and is developed in successive years. Listed below are some of the major landmarks in this process.

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Early in the first year at BMS pupils engage on many 'mini-projects' throughout the course of the year. One of these may be expanded to become the main project for the year. Alternatively, pupils collect information, records and artefacts about their own life which they record and present as a personal history in a 'Me' file.

#### *Year Four*

In the Summer Term pupils will be shown how to research aspects

of England and present their findings in the form of a short project. Work on this will be carefully directed by the form teacher and will be done in class, with only very specific tasks to be completed independently at home.

#### *Year Five*

Project work is developed further through the Humanities curriculum. In year five children undertake a project on Europe and choose a case study of particular interest to themselves. The project will be introduced to the Year Group with examples of previous pupils' projects and a very detailed briefing sheet will be given out and explained.

#### *Year Six*

In this year, the project complements the Year Six History curriculum work on The Victorians and it takes the form of a study into Victorian childhood. The project is introduced to the whole year group, with examples and a briefing sheet of detailed guidelines.

### **SCIENCE**

Science is concerned with making discoveries about the world around us. Young children are always extremely eager to discover reasons why something happens or exists.

It is one thing to be told how something works, but it is much more fun and deeply satisfying to see for yourself by, for example, doing an experiment. As far as possible we aim to introduce the pupils to as many opportunities for experimentation as time and resources will allow. A great deal of the work in Science is practical based and this is backed up with reinforcement work, discussions, explanations and videos.

We are very fortunate to have a well equipped, purpose built Science Laboratory which is used for lessons by all the pupils in Years Four, Five and Six. The syllabus is based on the scheme devised by the Bedfordshire Science Team that is closely linked to the National Curriculum at Key Stage Two. It is developed using a spiral curriculum which allows the pupils to visit most topic areas at least twice during the Key Stage, with Years Three and Four and Years Five and Six banded together.

Throughout the four year groups the pupils are encouraged to think scientifically, applying the rules of fair testing in practical situations and giving them the opportunity to record and display results and findings in a variety of ways. This hopefully prepares them for their further scientific studies as they progress through Bedford Modern School.

In Year Six the pupils have five lessons of Science per cycle. Lessons are taught by a member of the Junior School staff with a particular interest in Science and much of the work is designed to allow the pupils to start devising their own methods of experimentation within set parameters, concentrating on fair testing, changing variables and once again promoting work within a safe environment. The pupils are assessed at the end of each topic area and are given an exam during the Summer Term in anticipation of their end of year report.

Topics covered in Year Six:

- Changing Materials
- Forces
- Ecology

- Interdependence and Adaptation
- Microscopes
- Micro-organisms

## **SPECIFIC LEARNING DIFFICULTIES**

### **Screening and Support:**

- On entry into Bedford Modern Junior School those students with formal documented evidence of a Specific Learning Difficulty, such as dyslexia, will be included on the Academic Support Register.
- Students new to the Junior School will have their literacy skills and cognitive abilities screened and those students whose results are a cause for concern will be offered a more detailed assessment. Depending on results, students may be referred to an outside professional such as an Educational Psychologist.
- Bedford Modern School is able to provide high quality Academic Support Lessons for those students on the Academic Support Register, for which there is an additional charge.

### **Access Arrangements:**

- Students in the Junior School on the Academic Support Register will be screened for extra time or use of a laptop in tests and examinations.
- An assessment in Year 7 by an Education Psychologist or Specialist Teacher that recommends extra time will be valid for GCSE, AS and A2 examinations. Assessors must be on the BMS approved register.

### **Additional Information:**

- If your child has a Specific Learning Difficulty it is advisable to have a formal assessment with an Educational Psychologist at some stage in their school career. A list of Educational Psychologists can be provided on request.
- Further information about our provision for students with Specific Learning Difficulties is available on the school website - [www.bedmod.co.uk](http://www.bedmod.co.uk)
- If you have any concerns about your child please do not hesitate to raise them with your child's class teacher in the first instance.