

**BEDE'S**  
EXCEPTIONAL

*Curriculum*  
**Years 3 - 6**

# Introduction from the Head of the Prep School

Welcome to Bede's Preparatory School 'where every child feels a sense of belonging and finds joy in their pursuit of brilliance.'

Bede's Prep is a vibrant, energetic and forward-thinking school, which focuses on promoting learning, personal growth and development. We provide pupils with a curriculum that is broad, stimulating and designed to facilitate the highest possible levels of attainment by those who follow it - programmes of study that imbue children with a wealth of skills, a depth of knowledge and an irrepressible curiosity. Every pupil will achieve personal excellence within a happy, safe and stimulating environment.

Our core values of compassion, courage, conscientiousness and curiosity shape a pupil's educational experience. A Bede's education is based upon academic rigour through excellent teaching, encouraging our pupils to explore, question, take risks, and develop their creativity, communication and teamwork — all central to successful life-long learning.

Our kind-hearted community is underpinned by generosity of spirit, mutual respect, warmth and compassion. By providing a festival of opportunities, we enable our pupils to discover new passions and develop new talents motivating them to be the best versions of themselves. Pupils are recognised and appreciated for who they are as individuals. They are supported and nurtured by teachers who really care.

Our exceptional pastoral care is evidenced as happy pupils who are engaged in their learning and actively involved in the wider life of the school embracing every opportunity provided to them. Pupils who are kind to themselves and each other and are gracious about success and failure.

Bede's provides an all-round education where academic pursuits are supported by wonderful co-curricular opportunities and where pupils learn lessons that books cannot give; courage and joy, resilience and self belief, developing into confident globally-minded young people.

I am incredibly proud to belong to such an amazing community where pupils and staff feel empowered, supported and valued.

I very much hope that you will visit us and I look forward to welcoming you in person to share the exciting and vibrant experience enjoyed by our pupils.

**Leigh-Anne Morris**  
Head of Prep School





# Introduction from the Deputy Head Academic

The curriculum for each year group at Bede's Prep School focuses on promoting learning, personal growth and development. We provide pupils with a curriculum that is broad, stimulating and designed to facilitate the highest possible levels of attainment by those who follow it - programmes of study that imbue children with a wealth of skills, a depth of knowledge and an irrepressible curiosity.

By the time the children have reached Year 5, lessons have become more formally structured and delineated by subject, but this does not mean they are less wide-ranging in approach. Rather, the opposite is true, with the children being increasingly capable and hungry for new challenges.

As the children move through the year groups, each curriculum also includes an ever-evolving and increasingly rigorous 'hidden curriculum' - a set of skills the children develop from the ways they are treated and the expectations set by their teachers, informed by communication between teachers, tutors and Heads of Year. This hidden curriculum is, like everything else at Bede's, tweaked and personalised to suit the needs, talents and propensities of each individual. What is right for one child may not be for another, and as such every pupil will finish their time at Bede's Prep with a uniquely distinguished academic record, a set of high personal ideals, and a clear set of aspirations particular to them.

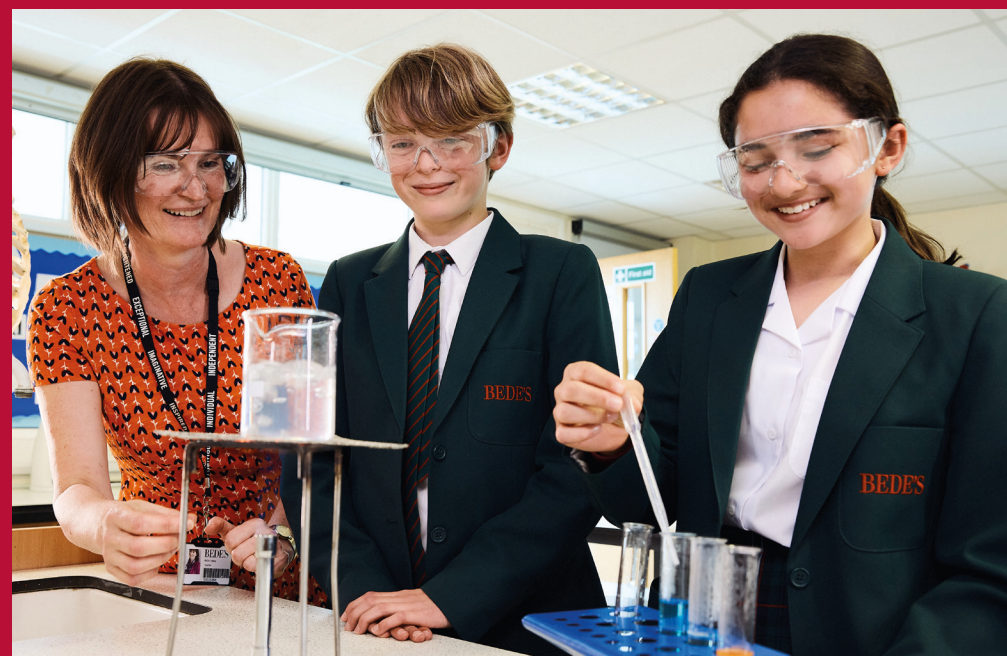
Bede's is of course academically ambitious for its pupils, and our outstanding teachers work extremely hard to inspire them, drawing out passions for specific subjects and for learning in general. We aim for every pupil to achieve the very highest standards, and we can be a little bit demanding in our pursuit of excellence. To make it happen, all pupils have equal access to the curriculum regardless of gender, ethnic origin or special educational need, and all areas of the curriculum are valued equally, including academic subjects, the arts, music, practical activities and physical education.

Core to the success of our school, therefore, is the peerless systems of support and communication which enable parents, pupils and teachers to all know and understand what is happening and why, what has been accomplished, and what challenges are still to be overcome.

Most importantly though, everyone in the Bede's community believes that all children have significant contributions to make to their school and the wider world, and we therefore owe each girl and boy a quiet relentlessness in the pursuit of their very best.



With this in mind, it is important to ensure that pupils do not just make the progress that might be expected. Instead, through developing talented staff, pursuing innovative teaching methodologies, and by ensuring that pupils have a full and varied experience of what school can mean, we help them to achieve at levels they never thought possible both inside and outside of the classroom. Through this, they develop a true sense of pride, ambition and accomplishment both as individuals and as a collective, and we all acquire the knowledge of what a Bede's education really means.



# Pastoral

At Bede's Prep, we place children's wellbeing at the forefront of everything we do and consistently focus on each individual child's talents, needs, successes and emotional wellbeing, both in and outside of the classroom. We embrace our differences and together we celebrate diversity and inclusivity.

Our outstanding pastoral system meets the needs of all pupils by recognising that every child is unique and by crafting an environment where children feel they belong. Academic progress and reaching target grades are important, however, for this to happen, we know that children need to feel happy, safe, challenged and supported and we encourage our pupils to explore their passions and embrace venturing outside their comfort zones, knowing we are here for them every step of the way.

Within our pastoral system, each pupil has a Form Tutor, who has the responsibility of overseeing each child's progress and development in all areas of school life, from academic to extra curricula. The tutor acts as the first point of contact for parents at Bede's Prep, and works closely with families to monitor their child's wellbeing – from overseeing their overall mental health and academic progress, to giving pupils practical advice in areas such as how to manage their workload.

Our nurture provision is designed to offer additional support and guidance to pupils who may benefit from additional intervention to develop their social and emotional skills. These sessions aim to enhance their overall well-being and improve their academic performance by addressing specific areas of concern. Nurture sessions are delivered by our qualified nurture practitioners.

Alongside regular communication with tutors and teachers, parents are given more formal, structured updates from each of their child's teachers at parents' evenings and in regular reports throughout the school year.

Small class sizes play a big role in ensuring that every pupil benefits from focused attention on their academic support and pastoral care, not only by their teacher but also teaching assistants and other members of the school community.

From our dedicated pastoral team and Learning Enhancement department to pupil 'buddies' (who are assigned to new pupils when they join to help with the settling in process), each child benefits from a robust support system. When your child joins Bede's Prep, they will become part of a family unit in which everyone looks after each other.

This sense of community continues outside of the classroom too. Pupils across the year groups take part in a range of initiatives to promote empathy and support the local community, from charity fundraising events to beach and park litter picks in association with Plastic Free Eastbourne.

Pupils also enjoy a range of academic trips, from Beach and Forest School to residential stays further afield which brings their classroom learning to life and builds lasting friendships with their peers that will stay with them throughout Bede's Prep and beyond.

By placing the child at the forefront of everything we do, we ensure that our pupils have the tools required to reach their academic potential and have the resilience to succeed in whatever they put their minds to.

**Matt Bennett-Tomlin**  
Deputy Head













# Introduction from the Head of Middle Years

Year 3 is very much a transition year. We ease the children into Prep School life by increasing the number of lessons taken by specialist staff in the main school building, including Computing, Art, Music, Drama, Dance, Swimming, PE and Games. These lessons are taught alongside many subjects still taught by their Form Tutor, such as English, Maths, Science, Geography, History, PSHE and Religious Studies. By taking this blended approach, we ensure that the children are fully prepared to confidently make the move to the main school building for their journey into Middle Years.



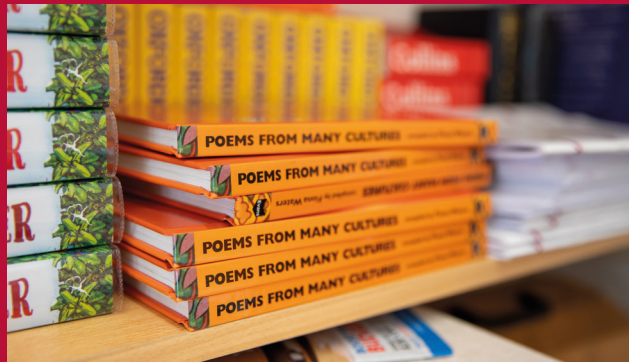
Moving into Year 4 pupils are encouraged to become more independent, becoming increasingly responsible for their learning as well as develop greater social awareness. In Year 4 the children are taught predominantly in their form rooms by their Key Stage 2 specialist teacher, moving around the school to be taught by specialist teachers and coaches in Art, Drama, Modern Foreign Language, Music, Physical Education, Games and Swimming.

In Year 5 the children will then spend the majority of their lessons with specialist subject teachers. They remain in their form group for all lessons in a mixed ability format. Their form teacher will still play an integral role in their education and will lead their pastoral care and the Personal, Social and Health education lessons. The focus for Year 5 is on building self-motivation, self-discipline and personal organisation. The children move around the school far more than they have done in previous years, and the onus is on them to remember where they are meant to be and with the correct equipment.

Year 6 represents both the end of Key Stage 2 and the final year of the "Middle Years" here at Bede's Prep School. The pupils continue to be taught in a mixed ability form group and will continue to move around the school to be taught by specialist subject teachers. In Year 6 the children will then have a choice of whether they would like to study French or Spanish. Pupils become ever more mature and independent, building relationships with individual subject teachers and taking more responsibility for their own organisation. Elsewhere in Year 6, there are significant opportunities to distinguish themselves and lay the groundwork for both their scholarship entries and final exams in Year 8.

**Fraser Allan**  
Head of Year 3-6





# English

Instilling a love of literature and the thrill of 'discovering' new texts are central to the path of creating thoughtful readers and powerful young writers. Thus, the celebrated annual event of Bede's Book Week is not only a thrilling way to start our academic year but is also a springboard to inspiring a love of reading throughout the year. The week-long festival of events includes visits and workshops from acclaimed authors as well as book-themed competitions that encourage creativity and originality. Our well-stocked library also plays a core role in promoting reading for pleasure and our librarian is on hand to recommend and inspire the children with the latest book titles.

It is our belief that the richness and depth of reading will ultimately reflect the quality of our pupils' writing and our talented writers are certainly proof of this. Alongside creativity and curiosity about books, we encourage the children during Years 3 to 6 to be increasingly independent. A great deal of importance is placed on key skills across these middle years, not least around those all-important areas of spelling, punctuation and grammar. Children follow structured spelling programmes and a clear pathway of progression in grammar and punctuation.

Furthermore, pupils are given a wealth of opportunities to learn and apply conventions of writing styles which are focused on purpose and audience. Through modelling good practice and structured writing skills, children gain the toolkits necessary to be confident and articulate writers. With regular practice and assessment throughout the year, the children should have developed the good habits of checking their work, proof-reading and redrafting, and will be well prepared for the final stage of their Prep School journey.

## What skills will my child develop?

- Instilling a love of literature and the thrill of 'discovering' new texts
- Creating thoughtful readers and powerful young writers.
- Learning how to analyse texts
- Communicating ideas in cohesive and appealing ways
- Providing a clear pathway of progression in grammar and punctuation.

## Hints & Tips for Home

- <https://www.oxfordowl.co.uk>
- <https://www.bbc.co.uk/bitesize>
- <https://www.booktrust.org.uk/>
- <https://www.topmarks.co.uk>





**Sherry Wilson**  
*Head of English*

In Year 3, we consolidate and build on the literacy learning that has begun in Years 1 and 2. The Autumn Term focuses on transition and a shift away from teacher-led learning to more independent study. One of the studied texts, 'Changes' by Anthony Browne, helps the children to explore the idea that change, although perhaps different to our expectations, can be viewed positively.

Classic fiction and poetry inspire creative writing and performance in the Autumn Term. Children use 'The Twits' by Roald Dahl to explore character and enjoy transforming dialogue into performance by writing and presenting a play script. Children also learn the techniques and features of non-fiction writing including writing instructions and explanations.

Year 3's topic travels to Kenya in the Autumn Term, with further skills in story-writing and diary-writing developed and inspired by 'Akimbo and the Elephants' by McCall Smith. Children design travel brochures and use the scenic landscapes and wildlife reserves to inspire writing poetry using powerful imagery.

In the Spring Term, Year 3 focuses on the Romans with 'Escape from Pompeii' being a springboard to writing a news report of an unfolding event using commentary and detail.

In the Summer term, children focus on the Anglo Saxons, and 'Beowulf' becomes a central text to the topic of Myths and Monsters. Children are inspired by the epic fighting and defeating of the monster, Grendel, and there are myriad opportunities to write creatively and persuasively including filming lively and dramatic book reviews which both engage and enrich learning.

In the Autumn Term, Year 4 research sea creatures and publish information texts for display. With a focus on Grace Darling, they use headings and subheadings to write a news report. Children explore different forms of poetry and use the beautifully lyrical 'Sea Fever' by John Masefield as a model to create their own verses.

After half-term, creative writing is inspired by reading classic fiction, such as Stig of the Dump by Clive King. Children explore narrative order and write an episode, prequel or alternative ending. Of course, the many themes in the books which raise social, moral or cultural issues are used as stimulus for writing non-fiction.

After Christmas, the Americas topic is woven through the curriculum. Children read Incan legends in Guided Reading sessions whilst creative and non-fiction writing is inspired by Katherine Rundell's The Explorer set in the biodiverse Amazon rainforest.



In the Summer Term, children delve into Greek myths, researching Greek gods and goddesses, tracing character transformations and main themes such as the triumph of good over evil. The class create their own mythical creature which will feature in their own version of a Greek myth.

In the Autumn Term of Year 5, children are inspired by classic fiction such as 'Carrie's War' by NinanBawden, by writing and talking about them analytically and imaginatively. They explore story openings and write an opening to a story that hooks the reader in different ways. By doing so, they begin to analyse how successful writers engage and maintain the interest of the reader through the use of a variety of literary devices.

Communicating ideas in cohesive and appealing ways are core to English. Over the year, children use their core text, or investigate an engaging current or cross-curricular topic, to produce persuasive speeches with the end goal of using digital media to film their work.

Digital literacy is also a key part in our unit of performance poetry in the Spring Term, when children recite and perform familiar poems by heart as well as extending their understanding of narrative poetry by exploring literary classics such as 'The Jabberwocky' by Lewis Carroll. Later in the term, children enjoy contemporary fiction, such as 'The Land of Roar' by Jenny McLachlan. They use critical thought to explore characterisation and setting, applying their understanding and imagination by creating their own characters and fantasy land.

Finally, in the Summer Term, children explore belonging and diversity through 'Windrush Child' by Benjamin Zephaniah. They study transcripts from Windrush to build context, create settings as well as explore migration to Britain using poetry by John Agard. Children write a letter in the role of a character and work collaboratively to perform discursive speeches. At the start of Year 6, the children begin their journey into more serious literary study, learning how to annotate texts using supporting quotations. In the Autumn Term, they explore books from other cultures and traditions such as Oranges in No Man's Land by Elizabeth Laird, creating settings and writing an episode to include a different cultural viewpoint. They also use the core text as a springboard for persuasive writing.

During the Spring Term, in collaboration with the Geography department, pupils research, write and record news reports on plastic pollution. They use digital media to record and present their reports. Later in the term, poetry becomes a focus as children explore form, tone and language techniques through listening, reading and performing a range of diverse poetry linked by a common theme. Children create an anthology of poetry inspired by the poems studied on the theme of seasons and are invited to perform poetry by heart in a national competition.

In the Summer term, children read exciting and rich contemporary literature such as 'October, October' by the Carnegie prize winner, Katya Balen. They explore the main features of characterisation, including empathy with the main character, using discussions and debates about the choices the main character makes. They zoom in on imagery, powerful and figurative language before creating character, settings and atmosphere using literary techniques. Finally, they analyse the effectiveness of the ending of the novel and write an epilogue.



# Maths

At Bede's Prep, our commitment to mathematics education ensures that pupils in Years 3 to 6 develop a deep understanding and appreciation of mathematical concepts. We aim to create a dynamic and engaging learning environment where every student is encouraged to explore, question, and excel in their mathematical journey.

Our approach integrates hands-on activities, problem-solving, and real-world applications to make mathematics both accessible and enjoyable. We believe in a multisensory teaching strategy, where pupils engage with concepts through varied methods, including visual aids, practical exercises, and collaborative tasks. This approach not only strengthens their mathematical skills but also fosters a genuine interest in the subject.

As pupils progress through Years 3 to 6, our curriculum focuses on developing a strong grasp of key mathematical concepts, including number operations, geometry, measurement, and data handling. We aim to build confidence and fluency, encouraging pupils to tackle increasingly complex problems with resilience and flexibility.

## What skills will my child develop?

- **Mathematical Fluency:** Pupils will enhance their ability to perform calculations accurately and efficiently. This includes mastering multiplication and division, working with fractions and decimals, and understanding place value.
- **Problem-Solving Abilities:** Our curriculum encourages pupils to apply their mathematical knowledge to solve a variety of problems. They will develop strategies to approach problems logically and creatively, building their confidence in tackling complex tasks.
- **Resilience and Reflection:** Pupils are guided to reflect on their work, embrace challenges, and understand that perseverance is key to success in mathematics.
- **Logical Reasoning:** Pupils will learn to reason logically and make connections between different mathematical concepts. This skill is crucial for understanding more advanced topics and for applying mathematics to real-life situations.
- **Data Handling and Interpretation:** Students will gain experience in collecting, organising, and interpreting data. They will learn to create and read graphs and charts, enhancing their ability to analyse information effectively.

## Hints & Tips for Home

- **Regular Practice:** Encourage regular practice with a variety of mathematical problems. Use resources like White Rose Maths for additional practice and worksheets that align with classroom learning.
- **Maths in Daily Life:** Integrate mathematics into everyday activities. Involve your child in budgeting, measuring for recipes, or planning trips, which helps them see the practical applications of their maths skills.
- **Interactive Learning:** Utilise online tools and games that reinforce mathematical concepts. Websites like DoodleMaths offer engaging activities tailored to different levels and topics.
- **Encourage Analytical Thinking:** Promote discussions about mathematical problems and solutions. Encourage your child to explain their thought process and consider different approaches to solving problems.
- **Celebrate Progress:** Acknowledge and celebrate your child's achievements in mathematics. Positive reinforcement can boost their confidence and motivation, making them more enthusiastic about learning.



At Bede's Prep, our approach to teaching mathematics from Years 3 to 6 is designed to build upon the solid foundations established in earlier years, guiding pupils towards becoming confident and skilled mathematicians. As pupils progress through these years, they are encouraged to explore mathematical concepts in greater depth, apply their knowledge to a wide range of problems, and develop resilience in tackling increasingly complex challenges. Our curriculum is structured to ensure that pupils not only acquire essential mathematical skills but also develop a deep understanding of the subject, preparing them for the demands of secondary education.

In Year 3, pupils begin to transition from the concrete, hands-on experiences of Key Stage 1 to more abstract mathematical thinking. The focus is on developing fluency with numbers up to 1,000, including secure understanding of place value. Pupils learn to use formal written methods for addition and subtraction and are introduced to multiplication and division with an emphasis on the 3, 4, and 8 times tables. Fractions are also a key focus, with students learning to recognize, compare, and work with simple fractions.

Geometry lessons introduce right angles, basic properties of shapes, and the concept of symmetry. Measurement work continues with a focus on length, mass, capacity, and telling the time. Pupils are encouraged to apply their learning in practical contexts, helping them to see the relevance of mathematics in everyday life.

As pupils move into Year 4, the curriculum builds on the skills developed in Year 3, with a strong emphasis on multiplication and division. Pupils work with numbers up to 10,000, developing their ability to perform calculations using formal written methods. Mastery of multiplication tables up to  $12 \times 12$  is a key objective, enabling pupils to tackle more complex arithmetic problems confidently.

The study of fractions deepens, with pupils learning about equivalent fractions and beginning to add and subtract fractions with the same denominator. Geometry lessons cover the properties of shapes, including symmetry and angles, and introduce coordinates on a grid. Measurement topics include converting between different units, solving problems related to time, and exploring the concepts of area and perimeter.

In Year 5, pupils' mathematical understanding is expanded further, with work on numbers up to 1,000,000. The curriculum emphasises fluency in all four operations, both mentally and through formal written methods. Pupils are introduced to the relationship between fractions, decimals, and percentages, learning to convert between them and solve related problems.

Geometry lessons include the classification of angles and the calculation of area and perimeter for composite shapes. Pupils continue to develop their understanding of coordinates, working with the first quadrant. Measurement topics cover more complex units and problems, including those involving volume and capacity, reinforcing pupils' analytical and problem-solving skills.

Year 6 is a crucial year as it prepares pupils for the transition to secondary education. Pupils work with numbers up to 10,000,000, ensuring a strong grasp of place value and arithmetic operations. Algebra is introduced, giving pupils the opportunity to explore patterns, sequences, and simple equations. The curriculum also consolidates understanding of fractions, decimals, and percentages, with pupils solving a wide range of problems involving these concepts.

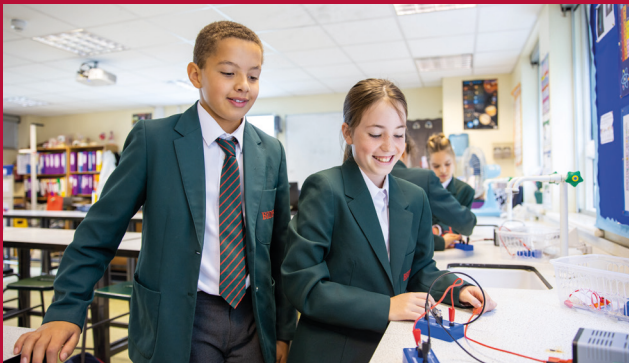
In geometry, pupils study the properties of circles, calculate angles within shapes, and work with coordinates across all four quadrants. The introduction of ratio and proportion is another key aspect of Year 6, providing pupils with the skills to tackle more advanced mathematical problems. Measurement work includes solving complex problems involving area, perimeter, and volume, ensuring that pupils are well-prepared for the challenges of secondary school mathematics.

Although separate topics have been mentioned above, mathematics is an interconnected subject and no topic is taught in isolation. The pupils are supported and encouraged to move fluently between representations of mathematical ideas in order to develop fluency, mathematical reasoning and have competence in solving increasingly sophisticated problems. Children will engage in periodic assessments to evaluate their grasp of the material and will receive advance notice to allow time for reflection and revision of the recently completed unit. Additionally, these updates will be posted on Google Classroom to keep parents informed.



**Shamara Brown**  
*Head of Maths*





# Science

The children are taught in three well equipped laboratories supported by a science technician. In Year 3 & 4, where the children are taught predominantly by their class teacher, they come into the laboratories for practical sessions. When the children move into Years 5 and 6 science is taught by specialist science teachers. Using a child centred approach to learning we aim to stimulate curiosity, interest and enjoyment in this subject.

Children love to explore their environment, both the natural one and that created by man. The unique location of Bede's, at the foot of the South Downs and on the beach, provides ideal opportunities for practical investigations of the natural world. Science extends that intuitive sense of enquiry by encouraging them to predict, measure and explain their observations. At all stages, emphasis is placed on the development of the key scientific skills: observing, hypothesising, predicting, investigating, recording and interpreting.

Children will begin to acquire a systematic body of scientific knowledge and gain a deeper understanding of the subject. They are encouraged to develop their experimental and investigative abilities through a wide variety of activities. Practical investigative work is employed extensively.

The curriculum is tailored to encompass the general aims and objectives of the ISEB curriculum, but is not dictated by them. We aim to get the children enthusiastic and interested in this fascinating subject and give them a firm foundation of knowledge which they will build on in Years 7 and 8. In addition, there are a variety of visits and other activities that will enable the children to broaden their knowledge and experience. STEM projects and science clubs provide the opportunity for individuals to explore topics of their choice in more detail. Following the inspiration of the film 'the boy who harnessed the wind' the children made Lego vehicles incorporating a sail made from wood and paper and competed against each other to see which vehicle travelled the furthest when placed in front of a large fan.

Small sets aid teacher assessment which is ongoing and focuses primarily on active participation in lessons and maintaining high standards in oral, written and practical tasks. Homework is set regularly in Years 5 and 6 to help children to begin to work with independence and to test knowledge and understanding. All children will study similar course content with extension activities that allow some to go deeper into a topic whilst others will focus on reinforcing the basic scientific concepts. Attainment is formally assessed by the end of topic tests.

## What skills will my child develop?

- They recognise why it is important to collect data to answer question
- Pupils respond to suggestions and put forward their own ideas about how to find the answer to a question.
- Where appropriate, pupils carry out a fair test with some help,
- They make relevant observations and measure quantities, such as length or mass, using a range of simple equipment
- They provide explanations for observations and for simple patterns in recorded measurements.

## Hints & Tips for Home

- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) - good video clips and questions to test knowledge
- [www.purple mash](http://www.purplemash.com) - inspires creative learning both at school and at home (year 4 and 5)
- [seneca learning.com](http://senecalearning.com) – revision slides followed by questions to check understanding (Year 5 and 6 - KS2)





**Amy Turner**  
*Head of Science*

Pupils in Year 3 take fortnightly trips to our local beach, as part of “Bede’s on the Beach”. This is a fantastic learning opportunity for the children, providing them with the opportunity to identify seasonal changes and discuss how the different weathers affect the beach-front. When the tide is out, the children are given the opportunity to explore life in the rock pools and gain a first-hand experience of different sea creatures and their habitats.

In the Autumn the Year 4 science curriculum begins by building upon the children’s knowledge of the animal kingdom. They gain a deeper understanding of the animal groups, including vertebrates and invertebrates and use classification keys to identify their unique features. This information is then applied to animal diets, digestion, and teeth focusing on the difference in animals’ teeth compared to humans. This is followed by identifying how sounds are made, finding patterns between the pitch of a sound and the features of the object that produced it, between the volume of a sound and the strength of the vibrations. Children learn how to construct simple series electrical circuits, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. This is then applied to a real-life setting, for example lighting up a lighthouse.

In year 5 we start the academic year by looking at properties of materials including hardness and strength flexibility and magnetic behaviour. They then study reversible changes and changes of state. Later we look at different types of forces and how they are measured.

During science week we challenge pupils to make their own vehicle using balsa wood, holding a competition to see which vehicle would travel the furthest down a ramp. The study of space is always a popular topic and the children learn about the movements in space that cause day and night, months and years and the phases of the moon. The children will learn about life cycles using examples from the local environment and also how different animals are adapted to their habitat. A visit to the Bede’s zoo at the senior school brings this alive as the children are able to watch the behaviour of animals like squirrel monkeys, meerkats, geckos and snakes and ask questions directly to those who care for them.

The Year 6 science curriculum starts with the topic of electricity. This provides excellent opportunities for practical investigations of conductors and insulators by making switches that push, turn and slide from cardboard, split pins and paper clips. The children make models of faces with two eyes lighting up and thereby discover some of the difference between series and parallel circuits. In the study of humans and other animals pupils learn about the structure of the heart and lungs and the effect of exercise on the pulse rate. The opportunity to



examine animal hearts and lungs up close, is always exciting! As part of the British Heart Foundation’s initiative to provide emergency life support training in the community, Bede’s Prep also enjoys an annual visit from ‘Heartstart’ which teaches life saving skills, including how to put unconscious patients into the recovery position, using manikins and CPR techniques.

As part of our study of the properties of materials pupils make thermometers and through ‘the penguin project’ gain knowledge of thermal conduction and insulation. The topic of acids and alkalis is fascinating with liquids changing

colour when mixed and the children experiment by making their own indicator from red cabbage. During our study of inheritance, we focus on the fact that offspring vary and are not identical to their parents. We look at different breeds of dogs and examine the effects of cross breeding. The study of evolution focuses on the way animals adapt to their environment and includes Charles Darwin’s ideas about evolution.





# Modern Foreign Languages

According to the national curriculum for Key Stage 2, "learning a foreign language provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries".

The children in Years 3 to 6 at Bede's Prep School develop vocabulary, grammar, syntax and pronunciation in languages. They develop their listening, speaking, reading and writing skills with different materials. Teaching resources include a range of technology and an innovative approach to language learning. Languages are taught by specialist teachers; some are native speakers and all of our teachers provide the children with excellent foundation for the skills needed to learn a language.

The children all study French from Reception to Year 4. In Year 5, they are given the opportunity to study French and Spanish so that they can make an informed decision at the end of Year 5 regarding their language choice. From Year 6, they concentrate on their chosen language. Year 4 have four French lessons in a fortnight, Year 5 have four French lessons and four Spanish lessons in a fortnight whereas Year 6 have five lessons of their chosen language a fortnight.

## What skills will my child develop?

- Pupils will develop their listening skills with songs and authentic materials.
- Pupils improve their speaking through repetition and questioning.
- Pupils practise reading new words and sentences.
- Pupils develop their writing skills with reference materials.

## Hints & Tips for Home

- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)
- [www.youtube.com/@BookboxFrench](https://www.youtube.com/@BookboxFrench)
- [www.youtube.com/@BookBoxSpanish](https://www.youtube.com/@BookBoxSpanish)







**Alexandra Cazorla**  
*Head of MFL*

In Year 3, pupils extend their learning and focus on listening, speaking, reading and writing. They cover a range of topics in French: numbers, colours, days, months, introducing themselves, contents in the school bag, family, animals, and description (physical description and adjectives).

Pupils begin to build sentences and link them together and are taught to listen attentively and engage in conversations, sing songs and appreciate rhymes and stories and explore the patterns and sounds of language.

At Bede's Prep School Year 4 study French for four lessons in a fortnight. They cover all the basic vocabulary to introduce themselves (saying their names, spelling their names with the French alphabet, saying their age and learning numbers, saying when their birthday is, where they live), talking about the weather, food and clothes. This includes designing a weather forecast using a green screen and a fashion show. Year 4 also take part in a blind folded fruit tasting session to express their opinions. They engage in conversations, ask and answer questions, express opinions and respond to those of others confidently by the end of Year 4.

Year 5 pupils study both languages (French and Spanish) to make an informed decision about their language choice for Year 6. In their language lessons in Year 5, pupils put new and familiar language structures to use whilst working together and having fun. Digital media offers endless possibilities for consolidating learning in the key skills of speaking, listening, reading and writing, and it plays an increasingly prominent part in language teaching at Bede's. Whilst there is a need to focus directly on language structures, play through language remains a vital learning tool throughout Year 5.

In French they start the year by reviewing the geography of France and it is always interesting to see the reactions of the children as to how the people in other countries conduct their everyday lives through the medium of French. The children learn the names of the main rivers and mountains in France, look at bordering countries and symbols and emblems of France. In the first half term, children also review all the basic vocabulary (name, age, birthday, how you feel, numbers, what is in your bag and classroom language) As time moves on, we explore the language used in other topics such as family, description, clothes, food, weather, activities.

Year 6 then begins with a recap of core vocabulary to lay the foundations for extended learning. In French, pupils follow Studio 1 and usually cover 3 or 4 modules in the year. They learn to express opinions and describe themselves, talk



about school, leisure and describe where they live.

In Spanish, pupils follow Viva 1 and learn to introduce themselves, talk about free time, school, family and friends.

In Spanish, pupils in Year 5 enjoy four lessons per fortnight. They start with the discovery of the Spanish speaking countries around the world and its culture. In the first Half Term, pupils also study basic vocabulary (name, age, birthday numbers to 30, what is in your bag, classroom language and animals).

Following these topics, pupils continue their learning with vocabulary for different body parts; countries and nationalities; places in town; food and drink; weather; and how to say the time. They also learn about clothes and free time activities.

In Year 6, pupils continue to have four lessons per fortnight. They start the year

recalling the core vocabulary from Year 5, followed by a variety of topics. They cover the topics of: "Mi vida" (everything about yourself); Mi tiempo libre (free time activities and hobbies, expressions of opinion and present tense); "Mi insti" (all about school and the present tense); and Mi familia y mis amigos (using a range of adjectives, irregular verbs and family-related vocabulary).

At the end of each module, pupils will take listening, speaking, reading and writing papers, each worth 25% of the total marks.



# Art and Design

Our aim is to create a stimulating and inspiring environment which promotes intelligent making, critical thinking, learning as a social activity and collaboration. Pupils will develop an ability to articulate and communicate ideas, opinions and feelings about their own work and the work of others

During this time we encourage pupils to make informed opinions and become more visually literate, to discuss ideas about beauty and aesthetics, artefacts and images. Pupils' aesthetic sensibilities are developed, as is their ability to make informed judgements about art and design.

We encourage pupils to develop a capacity for original thought and experimentation and to enjoy and value the visual, tactile, and other sensory dimensions of nature and the made environment.

## What skills will my child develop?

- Experimenting and taking risks with a variety of different materials and equipment.
- Exploring and developing ideas: using a sketchbook.
- Investigation and making art, craft and design and combining visual and tactile qualities of materials and processes, including drawing and developing control of tools and techniques.
- Evaluating and developing work: comparing ideas, methods and approaches on their own and with others as well as honing self-evaluation skills.
- Working in a cross-curricular way, referencing other subjects including computing and design and technology.
- Working with tools, equipment, materials and components to make quality products.
- Visualising 3D shapes from 2D drawings.

## Hints & Tips for Home

- |                                   |  |
|-----------------------------------|--|
| • Towner Art Gallery              | <a href="http://www.townereastbourne.org.uk">www.townereastbourne.org.uk</a>                                     |
| • National Gallery                | <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a>                                       |
| • Peggy Guggenheim Collection     | <a href="http://www.guggenheim-venice.it/inglese/default.html">www.guggenheim-venice.it/inglese/default.html</a> |
| • Washington D.C National Gallery | <a href="http://www.nga.gov/content/ngaweb/education/kids.htm">www.nga.gov/content/ngaweb/education/kids.htm</a> |
| • The National Portrait Gallery   | <a href="http://www.About.com/NationalPortraitGallery">www.About.com/NationalPortraitGallery</a>                 |
| • The Tate Online                 | <a href="http://www.tate.org.uk">www.tate.org.uk</a>   |
| • Young at Art                    | <a href="http://www.youngatart.co.uk">www.youngatart.co.uk</a>   |
| • Tate Kids                       | <a href="http://www.tate.org.uk/kids">www.tate.org.uk/kids</a>   |
| • Royal Academy of Arts           | <a href="http://www.royalacademy.org.uk/">www.royalacademy.org.uk/</a>   |





## Rachael Armitage

### *Head of Art & Design*

During Years 3-6, pupils will have a number of opportunities to enter local and national competitions, including Sussex Wildlife Trust, Young Artists and Photographers Competition sponsored by the Rotary Club, and Royal Academy, Young Artists Summer Show. In recent years, examples have included the Pantomime Technology Challenge and the Explorers In Bloom in Eastbourne as well as enjoy visits to the Towner Art Gallery and Festival of Flowers Schools Art Exhibition at Chichester Cathedral.

In Year 3, pupils take advantage of a range of cross-curricular opportunities while working with a range of media, including the creation of three-dimensional ceramic pieces. Alongside their topic on The Romans in the Autumn Term, for example, pupils study Roman pottery, forms, patterns and techniques alongside their research of Romans, Celts, mosaics and tiles. We explore pinch pots and coiling, smoke firing and primitive techniques, alongside press-in texture and coloured slip decoration, animal features for handle decoration and mono printing.

In Year 3 pupils design their own Christmas cards, which are sold for charity donations at the Friends of Bede's Prep Christmas Fair. We also visit an exhibition at the De La Warr Pavilion in Bexhill and every other year pupils exhibit their work in the Towner Art Gallery. Pupils experiment with watercolour and clay during the year and begin to develop the confidence to express their personal artistic styles.

In Year 4 pupils will embark on a cross-curricular project focussing on the sea shore. Pupils will make observational drawings illustrations and fine line pen studies, will study patterns and structures and try mono printing with watercolour wash, and be introduced to printing inks and rollers.

In the Autumn Term of Year 4, pupils study the fishing industry, looking at images of species of fish, coasts and local history of fishing in Newhaven, Hastings and Eastbourne as well as learning about the history of printmaking around the world including Japanese prints, line and mark making and mono printing.

As Christmas approaches the pupils design their own charity Christmas cards. During the Spring Term, we move on to look at local landscapes, taking inspiration from Eric Ravilious and Philip Hughes. We visit the Towner Art Gallery to explore the archives of Eric Ravilious.

In the Summer Term the pupils try their hand at Batik fabric painting, using Indian animals and artefacts.

Art and Design in Years 5 sees children taking inspiration from twentieth century artists and architects including Hundertwasser, Delaunay, Henry Matisse and



many more artists. Through studying the work of these great artists, pupils explore themes including the use of space, shapes and colour, composition, pattern, tone and experiment with different materials such as watercolour, fine line pen and collage.

Pupils explore how colour, patterns and symmetry can inform design before they begin work on their installations, exhibiting as part of a collage at the Towner Gallery Annual Schools Exhibition. This is a treasured experience for the children who work as a collective to create their piece, using a range of materials. Later in the year, we focus on Arts and Crafts, looking at architecture, product design, metal and ceramics, looking at the work of Clarice Cliff and the Pueblo Pottery as well as the Arts and Crafts Movement.

Along the way, children develop their thinking and discussion skills, annotating work as individuals and groups, following a pattern of work which echoes that

undertaken at GCSE level. Those pupils who particularly enjoy this 3D work can continue developing their own pieces within the Activities Programme.

In Year 6 ancient Egyptian artefacts act as inspiration for an exploration of biological shapes and animal anatomy through tone, ink, collage and ceramic work, building up a portfolio of creature drawings. Later in the year, the focus will move on to 3D work, constructing creatures using cross-hatch and slip techniques.

Pupils are encouraged to experiment with different materials, considering the patterns formed by nature, symmetrical forms and reflections. We work on an insect-themed mixed media large study and collage. Later on in the year, we consider the form and surface of Egyptian artefacts and the pupils design their own lidded canopic jar.



# Computing

In their weekly lessons with a subject specialist in our dedicated IT suite, pupils in the middle years at Bede's Prep gain firm grounding in key Computing concepts, covering Computer Science, Information Technology and Digital Literacy strands. They become more prolific users of key software applications, and the technical insights that are delivered empower them to become confident, independent operators of technology.

Pupils at Bede's Prep benefit from the experience of teachers who have taught computer science courses for many years. Our expertise allows us to impart our knowledge to all the young learners. Our facilities allow the pupils to explore new technologies and use innovative software in a modern, secure environment.

We continue to build the pupils' fluency in coding as we look for them to gain independence with producing their own applications. Our work prepares pupils for advanced technical concepts in both hardware and software. How and why computers are linked together is considered, and programming in Year 6 involves core techniques that professionals use. A link with code running in physical devices is also made tangible.

Our virtual learning environment allows us to bridge the gap to home and provides opportunities for pupils to explore further the exciting new learning they are undertaking in an ever-changing subject. We consider how best to work together online, exploring blogs and shared online documents to see how technology is helping us achieve more collaboratively.

## What skills will my child develop?

- Secure knowledge of advanced e-safety techniques, including cybersecurity practices to protect personal and financial data.
- Fluency in all core office applications and competency with online collaborative tools.
- Experience of a variety of programming environments.
- Familiarity with the development of computing solutions over the years and how best to steer a path through future technological growth.
- An understanding of the technical abilities of devices, using computational thinking approaches to consider how the 'brain' of a modern computer functions, and how it can be programmed to perform specific actions.
- A knowledge of Artificial Intelligence and Machine Learning concepts.

## Hints & Tips for Home

- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.bbc.co.uk/news/technology](http://www.bbc.co.uk/news/technology)



In Year 3 pupils learn about key programming concepts which they will continue to develop as they move through the school. Our experience over many years of teaching programming concepts to small groups means all Bede's Prep pupils benefit as we educate our learners in this sometimes demanding, but important modern-day skill. For them, this is the start of a journey that makes Bede's Prep pupils amongst the most technically able in our digital world. Our e-safety work is developed further to include the importance of protecting our digital files, and procedures for avoiding revealing personal information online.

We also help the pupils develop further their word-processing skills in Year 3 and children learn to enter text accurately, to format documents and add images. As we move on to looking at computer modelling, pupils learn how computers help us test hypotheses, and how they can help try scenarios that would be challenging in real life, when one considers possible safety or financial constraints. Pupils will explore a range of computer simulations, whilst changing variables within them and testing predictions. They will then move on to evaluating their solutions by comparing them with real scenarios, and consider their effectiveness.

In Year 4, pupils learn the five e-safety 'SMART' rules, which cover the importance of not sharing personal information, not accepting messages from, or meeting with strangers, being able to judge the reliability of online sources and knowing who to tell if something worries or upsets them. These guidelines offer pertinent advice to young pupils who are starting to explore online environments with more independence. Pupils produce a cartoon for each of the rules, with fictional characters explaining how they each stay safe online. In Year 5, pupils compound their knowledge by creating their own e-safety blog and give each other constructive feedback through a digital interface. They explore online tools for collaboration and consider best practice when working together in an online community. Pupils use their blog to showcase a new logo they have designed, and in choosing a new SMART rule, consider what other principles could become pointers for pupils learning about online safety. Pupils are also introduced to the methods used for forming strong passwords. Pupils learn coding techniques to design and develop their own videogames. In Year 6, pupils start to consider in more detail some of the issues which they might experience when online, including the risks of not keeping passwords confidential, video game addiction and the dangers of pretending to be older than they are. Pupils are also taught to consider privacy settings in online profiles and start to explore how to avoid downloading malware. Year 6 pupils learn to be discerning users of online resources, and develop their own designs for web sites.

As they take a closer look at how the internet operates, Year 4 pupils learn how computer networks allow for communication, information sharing and



collaborative working. They explore the basic requirements for constructing a network, looking at key components in our school that allow us to share documents and resources. They also consider how the internet operates and how data is routed around the world in 'packets'. Terminology such as switches, servers, network cables and routers is introduced.

Pupils learn how to insert text and images, and add animation to create a multimedia presentation. Pupils' core skills in this area are then expanded further with more advanced techniques, such as the use of hyper-links to create non-linear presentations. The topic culminates with the pupils completing a project and presenting it to an audience.

In Year 5, pupils develop further confidence with coding environments and

program their own interactive stories and animations. In Year 6, they consider input and output, collision detection, variables and loops in code; they write programs for simulated systems, test hypotheses and trial their solutions. Pupils program physical devices and develop their knowledge of electronics by building machines with servo motors, that move in response to the code written. As such, they are fully prepared for future lessons in text-based coding.

Pupils are introduced to spreadsheets and develop confidence with a professional office application, through which they model and test hypotheses.

In the middle years, key concepts in Artificial Intelligence and Machine Learning are introduced, with pupils exploring apps that allow them to train autonomous systems.



# Geography

In Year 3, the children's geography learning is integrated with their study of history, through topic based learning. Pupils attend a fortnightly Beach School, where they can study physical geography, alongside learning about the geography and history of our local area, the environment and natural sciences.

In Year 4, geography is taught in topic lessons which combine humanities as 'Integrated Studies'. These topics serve to develop key skills, location knowledge and introduce children to a crucial local environment and a contrasting, exciting region of the world.

In Years 5 and 6 the focus is on exploring and discovering the wider world through some exciting lines of enquiry. These introduce classic and more contemporary geography themes with the emphasis on mystery and a sense of discovery. The design of these enquiries ensures progression in both the complexities of content and in terms of pupils applying their knowledge to achieve higher order outcomes. This progression reflects increasing mastery of the subject. Key to this is to ensure that appropriate and specialised geographical vocabulary is introduced and consolidated with pupils.

All geographical investigation is essentially place-based and the enquiries used provide a comprehensive range of examples at different scales of locations around the world, in line with National Curriculum requirements, to illustrate key geographical concepts.

## What skills will my child develop?

- Ask an increasing range of geographical questions
- Creation, use and analysis of sketches, diagrams and statistical information
- Develop accurate and extensive global location knowledge
- Make decisions based on the findings of enquiry
- Confidently apply prior learning to unfamiliar concepts and examples

## Hints & Tips for Home

- [www.geographyinthenews.rgs.org](http://www.geographyinthenews.rgs.org)
- [www.bbc.co.uk/weather](http://www.bbc.co.uk/weather)
- [www.airpano.com](http://www.airpano.com)
- A few recommended iPad Apps: Google Earth, Planet Earth 3D, EarthViewer, CountryStats, World Figures, WorldFactbook, QuakeFeed, I Am Learning: KS2 Geography, KS3 Geography, Geo Map Tap, TapQuiz Maps, Geomaster Plus, Fotopedia Heritage, National Geographic World Atlas





**Adam Brewer**  
*Head of Geography*

In Year 3 pupils study the political geography of the Anglo Saxons, learning about the European invaders and settlers and the Roman Empire. We consider how different types of weather are measured as well as different global climates. Finally, we study Kenya as part of topic and the children compare the landscape of Kenya with that of the UK as well as learning about the differences of daily life for a child living in the city and rural Kenya compared with their own life.

In Year 4, pupils learn about the locations of seas and oceans, identifying coastal features and investigating the impact of plastic pollution in the ocean and what can be done about it, a beach clean in the local area, the importance of the sea to people's lives. We teach basic map reading skills of compass points, grid references, symbols, planning a route and designing an island before moving onto to focus on a South American topic covering the Amazon, the Andes and Atacama desert.

Years 5 and 6 will be following the Ark + Geography Mastery programme, which has been extensively trialled in UK primary schools. It is designed to promote a deep understanding of geography curriculum topics and progressive development of key geographical skills. Central to this curriculum are the units which build towards an enquiry question, which forms the basis of the assessment of pupils.

Year 5 begins with an exciting introduction to Asia; its human and physical features before focussing on natural hazards, with the enquiry question 'What are natural disasters and how do they impact the lives of people living in Asia?'. In the spring term we ask the question 'What are the different biomes of the world', which requires an understanding of climate zones across the world, plant and animal adaptations and challenges and threats posed to the natural world such as deforestation and climate change. In the summer term the focus switches to the human environment, specifically why increasing numbers of people around the developing world are moving to megacities. We'll look at their location, their growth and some of the impacts this has.

Year 6's first enquiry 'Mapping The World' has the questions 'How can maps and fieldwork help us to understand a place? Is there anything they cannot tell us? This starts by introducing how maps are designed for different uses and show places at different scales and challenges preconceptions about world maps. The unit further develops the pupils' location knowledge and Ordnance Survey map reading skills before planning and carrying out a simple piece of locally based fieldwork.

Further enquiries in Year 6 delve deep into two increasingly important global challenges; Climate Change and Global Trade







# History

The study of history aims to stimulate the pupils' curiosity about the way of life of people living in the past. By learning about the history of the United Kingdom and the world, it is hoped that the pupils will develop an understanding about their inheritance and how events in the past can continue to influence the world today. This understanding should help develop their understanding of their role as a citizen of the world in the 21st century.

Pupils continue to develop the skills of enquiry and curiosity about how we find out and understand events in the past and to appreciate the sources and provenance of historical evidence.

At Bede's the study of history is not seen as merely the acquisition of information, but also as a subject crucial to the development of the individual pupil's critical thinking and analytical skills. The department aims to bring history alive, making it relevant to today's world, where one often questions why and how.

## What skills will my child develop?

- Observation
- Evidence enquiry
- Communication
- Critical thinking
- Teamwork and cooperation

## Hints & Tips for Home

- Supporting through conversation to discuss what is being learnt in the classroom which will allow for further questioning to extend their understanding.
- Opportunities to visit or see history through documentaries will also allow pupils to extend their learning of particular topics.





## Phil Betts

### *Head of History*

In Year 3, we study the Romans, covering life in pre-Roman Britain and the Roman invasion. We cover themes such as Roman art and architecture and learn about life in a Roman town.

We then move on to study the Anglo Saxons, their buildings and tools and artefacts, learning about Sutton Hoo, one of the most significant archaeological sites of the period.

Our final topic in Year 3 is the Vikings. Pupils consider the reasons behind the Viking invasions, learn about their artefacts, longboats and settlements.

In Year 4, History is studied as part of an Integrated Studies programme covering an extensive study of Ancient Egypt, through which pupils develop research skills and consider the geography and history of the period, including the timeline split into AD and BC and the relevance of the period to modern day life.

In Year 5, pupils are introduced to History as a standalone subject and, under the theme of “Defence of the Realm”, we cover the French Revolution considering the British Navy and life on board ship, disease and medicine, Nelson and Napoleon and the Battle of Trafalgar.

Next we study the Industrial Revolution, looking at the period from a child’s point of view. We cover agriculture and the development of factories, some of the era’s key characters and what life was like in a British town. Finally we consider the British Empire as a whole, its creation and impact, finishing the year by focussing on the slave trade, its origins and how the abolition of slavery came about.

In Year 6, pupils study the Norman Conquest, from the contenders to the throne in 1066 and subsequent battles, to the protection and defence of England after the event. This provides the first real opportunity to learn about and analyse written and physical sources of evidence. Following this, pupils will look into the lives of some of the subsequent monarchs and how important religion was in this period, including the power of the church and Thomas Becket. Finally, we discover the travails of the medieval peasant during this period, which includes the Crusades and the Black Death.







# Drama

At Bede's, we want to encourage meaningful participation and enjoyment of drama and theatre, inside and outside of school. We believe in 'Drama for All', and offer opportunities to engage on a range of different levels. Pupils are taught drama skills and techniques during lessons and pupils are encouraged to seize the many opportunities available to perform. In the Drama department, we are committed to excellence. We share a love of performance and collaboration and a desire to inspire pupils to share this.

We are fortunate to have drama specialists, who teach the curriculum, activities and LAMDA, and as the children grow up, we gradually scale up the ambition and complexity of the skills taught, productions staged and the scripts we study. Drama is an art form that is a practical activity, an emotional process and an intellectual discipline. At its core are the concepts of communication, shared experience, understanding and empathy. Drama involves the creation of imagined characters and situations which are enacted within a safe environment and a designated space. Like all arts subjects, drama helps children to make sense of their world and their place within it. Drama enables children to express themselves creatively, imaginatively, and to communicate with others effectively. It is a vital way of communicating in school and in public life. It builds confidence, teaches respect for others, and aids understanding of different needs, cultures, and lives. Drama is an effective teaching tool, as practical learning is crucial to understanding and becomes a valuable learning method when employed to illuminate other areas of the curriculum.

## What skills will my child develop?

- Developing confidence
- Team building and collaboration
- Development of empathy and an awareness of others
- Presentation skills and transferable 'life' skills
- Development and improvement of creativity

## Hints & Tips for Home

- For LAMDA information: <https://www.lamda.ac.uk/lamda-exams/our-exams>





**Laura Burdekin**  
*Head of Drama*

In Year 3, pupils are taught in their form groups and work on the basic performance skills of voice, gesture and character. This also includes the development of mime, before moving on to a range of short script and text work, based on fables and fairy tales. The children explore many skills-based drama games to encourage listening skills, voice projection, eye contact and confidence. They are encouraged to share and perform their ideas, focusing on respect for their own work and the work of others. All of the pupils in Year 3 will have the opportunity to experience the performance syllabus of LAMDA, choosing, learning and performing, a specific poem. The children will cover all of these skills during their weekly timetabled lesson. The Year 3 children take part in the collaborative production, supporting the Year 4 children, as the chorus. This production is usually performed at the end of the Spring Term. The most recent production was *Conderella*.

Further opportunities for Drama, in Year 3, include active clubs, as part of the co-curricular programme, and individual or small group LAMDA lessons, with a specialised teacher.

The Year 4 children build upon the skills they have been developing in Year 3. Year 4 pupils are encouraged to be more independent and organised; they have the opportunity to devise their own group pieces and self-direct a range of short scripts. The children explore characterisation, in more depth, and experiment with accent, voice, volume and tone. All of the pupils in Year 4 will also have the opportunity to experience the performance syllabus of LAMDA, choosing, learning and performing, a specific poem. The children will cover all of these skills during their weekly timetabled lesson. The Year 4 pupils take the lead roles in the collaborative Year 3 and 4 production, usually performed at the end of the Spring Term. During this term, the lessons prepare the children for how to stage a production, alongside rehearsal workshops. The most recent production was *Conderella*.

In Year 5, pupils work on improvisation and mime, as well as script and text work. Pupils explore genre, stories and voice, developing skills which include: mime and movement, hot-seating, gesture, alongside character studies and the development of performance techniques. Pupils are taught to communicate effectively by expressing themselves confidently and clearly. They are taught to speak, present and perform, for a range of purposes, including storytelling, play preparation, sharing ideas and opinions, and presenting to live and/or recorded audiences.

Year 6 pupils continue to hone the theatrical and life skills covered the previous year and are encouraged to be more independent and organised. They have the opportunity to devise their own group pieces and self-direct a range of short scripts. Leadership skills and listening skills are a core focus, to enable them to successfully work in small groups, directing one another and analysing their work. The Year 6 children, as part of the production process, take part in rehearsal and character workshops.

All of the pupils in Years 5 and 6 have one 50 minute lesson over a two week timetable. The Year 6 pupils take the lead roles in the collaborative Year 5 and 6 production, usually performed at the end of the Autumn Term. The most recent production was *Christmas with the Kranks*.

Further opportunities for Drama, in Years 4, 5 and 6 include active clubs, as part of the co-curricular programme, and individual or small group LAMDA lessons, with a specialised teacher.

In Drama, the overall focus is to promote self-confidence, the ability to work with others, communication skills, self-discipline, creativity, empathy and understanding – all of which are valuable life skills.





# Dance

The aim of the Dance Department is the provision of high quality dance tuition that develops pupils' physical and creative skills.

Bede's Prep Dance offers a wide range of styles available from Nursery through to Year 8, either via curriculum dance, specialised dance classes during the school day on the Dance Programme or through our clubs and activities. Pupils can do: Ballet, Contemporary, Modern/Jazz, Tap, Street, Musical Theatre and Choreography.

Whether students want to learn purely for fun or if they are looking to train for a career in the Performing Arts then Bede's Prep Dance offers them everything they need to fulfil their ambition.

Curriculum dance is for all pupils up to and including Year 4. The delivery of these sessions is practically focussed to ensure that students are engaged at a level most suited to the stage of development of their bodies.

All classes are taught by professional dance subject specialists and all classes are delivered at the highest possible standard.

The aim of dance in Years 3 to 6 is to help develop the dancers' skills, technique and love of dance. All dancers in Years 5 and 6 are part of the Bede's Prep Dance Programme, where they are trained to a higher standard, and have a more intense training. Pupils in Year 4 will be part of curriculum dance, but also have the opportunity to start classes as part of the Dance Programme too.

## What skills will my child develop?

- Strong dance technique
- Self discipline and strong work ethic
- Creativity
- Confidence and self belief
- Independence and teamwork

## Hints & Tips for Home

- [www.istd.org](http://www.istd.org)
- [www.royalacademyofdance.org](http://www.royalacademyofdance.org)





**Nicci Ullah**  
*Head of Dance*

### Curriculum dance

All pupils at Bede's have curriculum dance up to the end of Year 4 and many also choose to explore the different genres of dance we offer in clubs and options, such as classical ballet, contemporary, jazz, tap, musical theatre and street dance. All classes are given by specialists with a proven record in their field.

The main aim of curriculum dance is to offer dance opportunities to all, which enhance confidence, develop the pupils physical skills, stamina, creativity, expression, and musicality using a range of sounds and musical styles. This strong foundation in curriculum dance prepares pupils for a successful transition to other dance genres at higher levels.

Creativity and imaginative choreography by the pupils leads to a greater depth of expression through movement, improving confidence and recall skills. Pupils have the opportunity to hone the key skills of dancing in duets and groups, encouraging teamwork and working with partners.

Furthermore, dance has a very special place in the school and during their time here children are encouraged to participate in numerous live performances in cooperation with other departments such as drama and music.

### Dance Programme

Bede's Prep Dance Programme is aimed at dancers who have a particular talent or interest in the subject. The full programme starts in Year 5, but pupils in Year 3 and 4 also get the chance to access the Dance Programme classes too.

The programme consists of weekly classes in three core disciplines- Ballet, Modern and Tap. Examinations can be taken in the Royal Academy of Dance (RAD) for Ballet and the Imperial Society of Teachers of Dance (ISTD) for Modern and Tap.

Each of these three core disciplines trains the dancers in a different way. Ballet is the foundation of all dance and teaches pupils a good strong classical technique, which assists them not only in all other dance styles, but in a general healthy lifestyle too. The RAD syllabus aims to promote dancers who make innovative, artistic and lasting contributions to dance.

With the thoughtfully planned and well-tried ISTD Modern examination syllabus, which combines modern dance, jazz and other dance styles, pupils are trained to become disciplined and versatile dancers who have a professional attitude towards dance. The ISTD Tap exams and Medal Tests are recognised internationally for their quality and excellence and teach the pupils all about rhythm, timing, dynamic and percussive dancing.



When pupils join the full Dance Programme from Year 5, they get a more intense dance training with a combination of the exam work above, as well as free work classes too.

All pupils involved in the Dance Programme and/or clubs and activities will be involved in the yearly Dance Showcase as part of the Bede's Prep training. The Dance Showcase is a big event in the Bede's calendar. All dancers taking part get the opportunity to work on specially choreographed dances in all disciplines they study, to perform in front of their friends and family. The show is run as professionally as possible giving the pupils a real insight into the dance world and what it truly takes to put on a show! The pupils gain so much confidence from these performances as well as learning many additional skills like performance quality, performing under pressure and teamwork, to name a few.

### All

All Bede's pupils also get the chance to enter the yearly Choreography Competition. To enter, pupils need to choreograph their own dance. This can be either a solo, duet or small group in any dance style they choose. They get to choose their own music and costume too. This is a great way to help enhance the pupils' creative skills, as well as help them learn how to put together a

dance, using skills such as musicality, timing, coordination, planning and dance structure. It also helps the pupils use inspiration from their teachers, alongside performances and shows they may have seen. The pupils gain so much confidence from doing this and it is great for the teachers to see the pupils being free and innovative.

From Year 6 the dance pupils get to join the Legat students on a trip to the MOVE IT dance convention in London. This is a fantastic opportunity for the Bede's Prep pupils, as they not only get a chance to browse the stalls, but they also get a chance to watch performances from professional companies and dance colleges, as well as take part in a number of dance classes taught by industry professionals.



# Music

In the middle years it is my aim to increase the breadth of musical experience. I underpin this with lessons which illustrate how music is organised, made and enjoyed. In the middle years pupils are increasingly exposed to musical staff notation in lessons and when learning songs, for example, for the carol service.

By Year 3 pupils are studying discrete musical topics, designed to tease out the skills of listening and appraising, performing and composing. They are also undertaking instrumental work, using both classroom percussion and recorders.

From Year 3 onwards pupils are able to access the 'activities' programme on offer in the Prep School. This endlessly changing programme usually includes an activity for those who love to sing and activities to enable pupils preparing for the instrumental concerts taking place that term to play together in an ensemble.

Pupils explore music from nearby in the Year 4 topic 'Music of the British Isles', a little further afield in the Year 5 topic 'European Classical Roots' which both use familiar patterns and rhythms. The topic music that is out of this world in the Year 4 study of 'Space Journeys' challenges many of the pupils' concepts of how music is made and sounds. Some of the music explored later is historic, such as 'Tudor Music' in Year 4 and 'A Victorian Christmas' in Year 5, but some of it is much newer - the Year 6 study of 'The American Influence' usually involves pupils checking the UK 'Top 10' in that week to see how many songs have an American influence. There is increasing exposure to music as a tool to assist special times and places. For example, 'Music for dances' in Year 4 and music as a support for 'Festivals of Lights' in Year 6. There is also a fascinating study of how synesthetes may combine hearing with other senses when Year 6 explores 'Chromesthesia'. Again this challenges musical concepts and pushes boundaries of understanding music and its links to other disciplines.

Most pupils in these years chose to learn at least one instrument, in or out of school, and are part of the varied and constantly evolving musical activities and performances programme.

## What skills will my child develop?

- Pupils learn to discuss what they have composed, what worked best and how it could be improved.
- Pupils learn to sing with attention to the expressive quality of the song.
- Pupils learn to use more appropriate musically technical terms as they appraise music they hear and compose.
- Pupils become more confident about maintaining an independent part (by learning to sing and play rounds and music in parts).
- Pupils learn about the basic structure of music. (e.g. a simple three-pitch chord (triad) and how the three pitches can be broken up and used to construct a melody.)

## Hints & Tips for Home

The best way to support your child is to show an active interest in what they are studying in class music lessons. At this stage many parents are interested in how they can support their child when they are learning an instrument. To help with that I would suggest parents start with encouragement and patience. The first step in any child's journey to become a performer is unconditional support and encouragement. Create a regular practice routine for your child and get them to play with and for others. Make it fun and rewarding. Give challenges and notice and comment positively on their music making. Finally consider being a musical role model yourself. Lots of parents find it difficult to help their children when they reach higher grades. Consider learning with your child, it can be the best way to support them. Take your child to live music: e.g. musicals, recitals or concerts





**Alex Farley**  
*Director of Music*

In Year 3 music lessons, pupils move away from music linked to the topics being covered in class to more specific musical 'themes' that develop their composing, listening, performing and appraisal. They start by exploring contrasts between music that is noisy and active and music that is quiet calm, and peaceful. Next they focus on the kind of music we know or imagine would have been played a very long time ago. In the new year pupils explore two different musical genres which present stories using music and drama: operas and musicals. In the new year pupils explore the very different music that arrived in Britain as 'invaders' attached, exploring music of the Celts, Romans, Saxons and Vikings. In the summer term pupils explore different songs and music from around the world, identifying similarities in the music which comes from diverse cultures and styles. Year 3 finished with a study of 'Pictures in sound', and study music which is descriptive and expressive. They explore the words of the songs, which start to paint the pictures, but also listen to the way in which the music itself describes rain, storms, clear calm skies, the downward flow of the river, and some of the sounds of the beach. Year 3 pupils are a part of the carol service (rather than the Holywell nativity) and are involved with inter-section music, though generally more in support of the section song than as soloists.

Year 4 music starts with a study of shape, structure and form in listening and appraising and composition activities. The next unit is song based, with songs all about winter festivals, deliberately different in their style. In the Spring Term the main emphasis is on listening and appraising music linked to space journeys. Pupils are encouraged to identify shapes in notation to distinguish between music which has a beat and music which does not; to begin to formalise their learning about rhythm; and to talk about the music they hear, perform and compose. Next, pupils listen to repertoire which develops their appreciation of the richness and diversity of Britain's indigenous musical heritage. Finally pupils start the summer term by studying the importance of music as a part of everyday life in Tudor times, and then finish by learning more about music written for a variety of dances.

Pupils start Year 5 by exploring the way in which melodies form textures, focusing mainly on two, three or four melody strands, weaving in and out. They then look at familiar Christmas carols as part of an exploration of the way Christmas was celebrated in Victorian times. In the new year pupils investigate the way in which chords are used to form melodies by listening to and performing chord based songs before inventing their own. Pupils then explore music from different parts of Europe, to gain perspective of the roots of European classical music, including a chance to find out about some famous composers. The Summer Term starts with an exploration of the differences and celebration of the similarities between music of the East and West. The year then finishes with a celebration of songs.



Pupils learn a variety with lively rhythms and catchy tunes as well as inventing and performing their own.

Year 6 starts with a development of pupils' ability to sing or play music in parts. It then progresses to explore the way every year people from different cultures, countries and religions celebrate with music to brighten the darkest time of the year. In the new year pupils explore American songs, both old and new, that have spread around the world before they return to understanding different musical structures, including rounds and descants, that give them an opportunity to maintain an independent part. In the Summer Term pupils explore how on and off beats are used in music that swings before finishing with a brief overview of how popular music has developed over the last 100 years.

By this stage of their time at the Prep School most pupils are having individual or paired instrumental or vocal lessons, in or out of school. They have multiple opportunities to perform over a school year, both at the relevant instrumental concerts and when preparing to take an exam or passing through a grade boundary if they prefer not to take exams.

Years 5 and 6 usually put on a musical in the Autumn Term, and Years 3 and 4 in the Spring Term. In addition there are many changing ensembles available as part of the activities programme, and these usually supplement individual performances at instrumental concerts. Whole school events such as inter-section music and the Carol service enable pupils to practise and perform together.



# Physical Education

PE in Years 3 to 6 builds upon and consolidates the groundwork laid by the Early Years Programme. The pupils experience a variety of activities to contrast with and complement their games sessions. The programme leads through modules in fitness with Cross Country as the focus; Basketball; Gymnastics; Racquet Sports and Athletics. This enables them success as individuals and the opportunity to take ownership of their own health and fitness. Within the department we aim to generate a developing understanding of body systems, diet, nutrition and well being. This feeds into the ethos trust wide, which promotes the holistic care of body and mind. At Bede's we don't just want our pupils to be fit for school, we want to promote and encourage fitness for life by giving our pupils the tools to work with, whatever their level, body type or personal preferences within sport and exercise. We aim to promote and encourage healthy and positive attitudes towards both.

## What skills will my child develop?

- Pupils begin to explore the basic functions of the cardiovascular and respiratory systems in relation to cross country training.
- Pupils develop their understanding of hand/eye coordination through the skill acquisition required to play basketball.
- Pupils develop and build core strength, agility and flexibility whilst practising and performing gymnastic routines, basic vaults and on the trampoline.
- Racquet sports, specifically badminton, enhance skills such as agility, speed, coordination and balance.
- Athletics improves the acquisition and maintenance of fitness levels as well as the key focus on locomotor skills for running, jumping and throwing.





**David Byrne**  
*Director of Sport*

Our junior students at the prep experience a tapered, differentiated move away from the more play based curriculum of the infants and early years students and introduces a theoretical element to enhance the very practical nature of the subject. Positive experiences in PE are a key way to support body image.

It is a subject that can help students to focus on how their bodies move and value what their bodies can do rather than how they look. In a world very much governed by the 'visual', our pupils are under more pressure than ever to conform to unrealistic ideals.

With ever growing connections between the healthy body and healthy mind, our curriculum works to enable our students to take ownership of their physical and mental health by encouraging them to understand that there are many ways to exercise and how best to link the process to the desired outcome - and enjoy themselves on the way.

At Bede's Prep we are fortunate in the geography of our site; the shingle beaches and hill runs of the South Downs provide not just a stunning setting but the very practical terrain to enhance the first Fitness Module focussing on Cross Country. We open our eyes as often as our lungs to breathe in the surroundings and revel in the outdoors whilst introducing Interval and Fartlek Training (the name of this training usually generates some humour), Sprints, Hill Repeats and Timed Runs. Every level is catered for with added emphasis on running as a 'squad' within the lessons and supporting the achievements of all.

Basketball is a great team game to focus on the progression of hand eye coordination through the various skills and combinations required to play the game, from shooting, passing, dribbling and ball handling and footwork. Footwork drills, one-legged drills, core work, speed drills, hand-eye-feet coordination and working with reaction balls are all beneficial. Learning to play basketball in PE lends transitional skills to the core sports that we focus on in our games sessions and helps build camaraderie and teamwork as well as being really good fun.

Gymnastics is synonymous with movement and in the senior years the students consolidate their learning from previous years as well as strength, agility, technique, control, balance and other basic motor skills. The development of fundamental movement skills is essential and our curriculum can cater for the ranging abilities within our classes in order to extend everyone with achievable activities on floor, vault and trampoline. In addition to the fitness attributes of gymnastics there are also positive associations between FMS and a child's social skills, self-esteem and academic performance — so it is important for overall



wellbeing and development, not to mention being an outlet for choreography and expression through movement.

In PE Racquet Sports, students develop skills such as strategy and competitive doubles and singles play, while in early years we focus on short tennis, juniors move to badminton.

The strand units of our Athletics curriculum includes the following elements:

- Running
- Jumping
- Throwing
- Understanding and appreciation of athletics

The emphasis in the Athletics programme is on providing opportunities for the pupil to challenge him/herself to run faster or for a longer period, to throw an

implement further and to jump further or higher.

Our PE Curriculum outlines the specifics of each of the strands and encourages the success of the individual, with the aim to compete against oneself as much as anybody else in order to improve. The lessons we learn about being competitive in sport are so important and emulate so much of what we experience in our wider lives - to win and lose graciously are such important testaments to the character of our students. What we hope to instill in our Bedians, is the desire to keep trying and never give up.



# PSHE

Bede's Prep follows the 'Jigsaw Curriculum', which brings together PSHE topics, compulsory Relationships and Health Education in Years 3–6 and compulsory Relationships, Sex and Health Education in Years 7 and 8, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (puzzle piece) at the same time at their own level. During the academic year, the children will solve 6 different puzzle pieces and these are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Furthermore, our partnership with 'Votes for Schools', regularly gives a voice to children on issues that affect them most. Whilst also providing a further opportunity for them to learn about British values, rights and responsibilities and also what it means to be a member of a diverse society.

## Hints & Tips for Home

- Encourage your child to manage their own hygiene, for example showering regularly as their body changes and they go through puberty.
- Provide a homework station resourced with a computer, printer and also materials, such as craft materials, reflecting your child's interests.
- Encourage your child to help you plan and cook healthy recipes. Take them shopping and involve them in decision-making.
- Make time for simple activities such as board games to encourage teamwork and help children learn about turn-taking and resilience when they do not win.
- Give plenty of positive encouragement and praise to build self-esteem, and when they do something wrong, help them reflect on why their behaviour was dangerous/unkind/selfish/rude and think of how they could have handled the situation instead.
- Use documentaries and other media to discuss issues around our place and responsibilities in society. Also, use the Votes for Schools materials posted in your child's Google PSHE/Form Room to discuss topical issues.





**Jacqui Howell & Laura Burdekin**  
*Senior Leadership Team*

**Bede's aims to:**

- Develop pupils' love of learning and work with a purpose
- Teach the children to respect the ideas and beliefs of others and to develop a sense of curiosity, enterprise and fun
- Teach pupils that in school, as in life, the more they put in, the more they take out
- Give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens
- Support them to thrive as individuals, family members and members of society
- Equip the children with skills to build positive relationships and stay safe in these relationships, including online
- Prepare them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times
- Help them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential
- Give pupils the opportunity to learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities
- Help them to become more mature, independent and self-confident.
- Teach pupils about the wider world and the interdependence of communities within it
- Develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions
- Learn how to take part more fully in school and local community activities.
- Support and encourage the children as they begin to develop into young adults, facing the changes of puberty and transfer to their senior school, building skills for resilience
- Understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- Learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning
- Guide the children, to positively support those around them, empathise and resist bullying.





# Philosophy & Religion

The study of RS in Years 3 to 6 at Bede's has three main objectives:

- To increase knowledge and understanding of some of the major world religions; their beliefs, traditions and history.
- To encourage pupils to start to ask questions about what is right and wrong in the world around them
- To introduce pupils to morality and ethics

Through this, our aim is that pupils develop tolerance and respect of other beliefs and religious traditions. During Years 3 to 6, children have an introduction to some of the major world religions, with equal emphasis. Alongside the lessons themselves, the school aims to increase children's moral and spiritual awareness and reflective thinking skills through assemblies once a week (which cover major festivals when they occur) and a Chapel service in the Christian tradition. Though the school has a predominantly Christian tradition it is most of all a community that welcomes and respects all religions; and this is really at the heart of the syllabus within the school.

## What skills will my child develop?

- Asking relevant questions
- Learning to debate issues of religious significance
- Developing Empathy accepting other people views
- Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow.

## Helpful Resources

- Supporting through conversation to discuss what is being learnt in the classroom which will allow for further questioning to extend their understanding. Opportunities to visit or see through documentaries will also allow students to explore a wider variety of experiences and develop their learning.





**Miriam McDonnell**  
*Head of Philosophy & Religion*

At Bede's, Religious Studies for Years 3 to 6 provides an exploration of the six major world religions (Sikhi, Buddhism, Judaism, Christianity, Islam, and Hinduism), focusing on their core beliefs, traditions, and history. Our primary aim is to broaden students' understanding of different faiths, while fostering an appreciation for the diversity of religious thought and practice within our own community and across the world.

We encourage pupils to ask meaningful questions about ethics and morality, inviting them to reflect on what is right and wrong in the world around them. By introducing these concepts early, we seek to nurture a sense of responsibility and integrity in their actions. Through this, children develop a foundation of respect for differing perspectives, preparing them to navigate the complexities of the global community with empathy and an open mind.

Our teaching is complemented by a wider spiritual and moral framework. Weekly assemblies and Chapel services, grounded in the Christian tradition, offer students the opportunity to reflect on universal themes such as kindness, justice, and compassion. At the same time, we embrace and celebrate major festivals from various religious traditions, ensuring that pupils understand and appreciate the significance of these events.

Although Bede's has a predominantly Christian tradition, we are deeply committed to fostering a welcoming environment where all faiths, and those of no faith, are respected and embraced. This inclusive ethos lies at the heart of our curriculum, promoting not only religious literacy but also a broader sense of community and mutual respect.

In addition to building their knowledge and understanding, we aim to help students become articulate and confident speakers. Through discussions, debates, and reflections, we encourage them to express their thoughts clearly, justify their opinions, and engage thoughtfully with others. This holistic approach ensures that by the end of Year 6, our pupils are not only informed about world religions but are also reflective, open-minded individuals with the skills to communicate their ideas with clarity and respect.

In Year 3, pupils begin by learning about Christianity, the Bible, and the significance of Jesus and his teachings. In the Spring Term, pupils will explore Sikhi and gain knowledge and understanding of the key traditions and practices of the faith. The Summer term will focus on Buddhism, exploring its core values and beliefs. Throughout the year, pupils will not only learn about each faith but also reflect on the impact faith has on people's lives, encouraging a deeper understanding of its importance in shaping values and communities.

In Year 4, pupils begin with an exploration of Judaism, where they learn about the Synagogue and the significance of key festivals such as Rosh Hashanah, Sukkot, and Hanukkah. As the Autumn Term progresses, they shift focus to Christianity, recognising the importance of pilgrimage and returning to the timeless story of the Nativity. In the Spring and Summer term, Year 4 will be introduced to Hinduism. Pupils learn about the Hindu belief of reincarnation, discover the spiritual significance of the Mandir, and celebrate major festivals including Holi and Diwali.

In Year 5 pupils learn about Islam and study the life and significance of Mohammed (PBUH). They discover the ways in which Muslim beliefs are represented through practices, explore the Five Pillars of Islam, and spend time discovering more about the pilgrimage Hajj. In the Spring term, Year 5 return to Christianity with closer study of the Bible and particular focus on Easter and its significance to Christians. In Year 6, pupils explore Jewish religious artefacts, gaining insight into the beliefs, culture, and traditions of Judaism. They reflect on important rites of passage, such as Bar and Bat Mitzvahs, and the responsibilities children embrace at this stage. This naturally extends into a broader discussion of children's human rights, highlighting the work of Malala Yousafzai and her impact on advocating for children worldwide. Pupils also revisit the story of Exodus and learn about Passover. In the Spring Term, they will focus on Christianity, specifically studying Protestantism and Catholicism.





# English as an Additional Language (EAL)

At Bede's we welcome and value the cultural, linguistic and educational experiences that pupils who have English as a second language bring to the School. Our aim is to ensure that every child's experience with us is a fulfilling and enjoyable one, both academically and emotionally.

We recognise that children, who are learning English as an additional language, are immersed into a 'world' that they may not fully understand. We are also aware that EAL pupils may feel frustrated by their ability to communicate their understanding of a subject in English but recognise that they may be advanced in a subject. It is our role to support these children, providing them with the necessary tools in order to meet their full potential.

Our aim at Bede's is to ensure that every child feels comfortable and confident in their surroundings; to enable EAL pupils to become confident and fluent in English speaking and listening, reading and writing so that they are able to fulfil their academic potential and to ensure that every child is able to participate fully in school life and become part of the community at Bede's.

On arrival at Bede's all EAL children will have their reading, writing, speaking and listening skills assessed in order to ascertain the level of support they need.

An individual Provision Map and Learning Plan will be created for each child. This plan is available to all members of the Bede's teaching staff and will include a list of recommendations in order for the teacher to support the EAL pupil.

The EAL specialist will work closely with classroom/subject teachers to help support EAL students to access the curriculum and where appropriate, EAL pupils will be supported by a teaching assistant in the classroom to enable the pupil to complete tasks with understanding.

## What skills will my child develop?

- Pupils will develop their English reading, writing, speaking and listening skills.

## Helpful Resources

- <https://learnenglishteens.britishcouncil.org/>
- <https://www.bbc.co.uk/learningenglish/>



# Learning Enhancement

Bede's welcomes a broad range of pupils to the school and all children are seen as individuals and as having an entitlement to personal, social and intellectual development while being given the opportunity to meet the highest standards of which they are capable. Pupils at Bede's have a right to a broad, balanced, relevant and appropriate curriculum and a wide range of activities. Each pupil with special educational needs should have their needs identified and met in order for them to reach their academic, emotional and social potential and achieve independence in learning and behaviour by the time that they leave school.

Pupils are nurtured to enhance literacy, numeracy, and organizational skills. With tailored guidance and resources, they build a strong foundation in reading and maths, while mastering effective study strategies. This holistic approach empowers students to excel academically and prepares them for a bright future.

On arrival at Bede's all children with SEN needs will have their reading and numeracy skills assessed in order to ascertain the level of support they need. An individual Provision Map and Learning Plan will then be created for each child. This plan is shared with all members of the Bede's teaching staff and will include a list of recommendations in order for the teacher to support the LE pupil.



**Jacqui Howell**  
*Head of Learning Enhancement*

# Green Flag Award Winner

Bede's Prep School's Eco Committee, comprising enthusiastic representatives from Reception to Year 8, boasts a remarkable three-year legacy of progress in enhancing the school's environmental practices. Their relentless dedication empowers students to effect change not only within the school but also in the broader community and beyond.



At the core of the Eco Committee's endeavors lies the youth-led Eco Schools program. Bede's Prep School proudly holds the prestigious Green Flag Award (with Distinction) for two consecutive years. This achievement is a source of immense satisfaction, underscoring our collective commitment to positive action.

The Green Flag accreditation from Eco-Schools serves as a well-deserved recognition, celebrating the environmental achievements of our students. It instills confidence and motivation, reinforcing their lifelong engagement with ecological issues. Moreover, it positions Bede's Prep as a forward-thinking institution dedicated to environmental education.

The Eco Committee's initiatives encompass beach clean-ups, local litter removal, energy monitoring, and compelling eco-awareness campaigns. They have orchestrated fundraisers for environmental charities, recycling campaigns, and impactful events like the electrifying 'Black Out' day. Through these efforts, Bede's Prep School is fostering responsible stewards of the environment while leaving an enduring mark on sustainability.

# Eco Literacy

At Bede's School, eco-literacy is at the heart of our educational ethos, seamlessly integrated into our curriculum across all subject areas. Our approach ensures that pupils encounter environmental themes consistently throughout their learning journey. Whether they are dissecting texts in English that delve into ecological issues, crafting persuasive letters to address government policies, investigating coastal erosion and pollution in Geography, or delving into the intricate science of global warming, environmental awareness is a recurring and vital element.

Nestled in an exceptionally picturesque location, with the breathtaking Downs nearby and the serene sea within reach, we recognize the paramount importance of engaging with our local environment. Outdoor learning is not just encouraged but celebrated, fostering a deep connection to nature. Our thriving Forest School and Beach School sessions bear testament to this commitment, consistently captivating our pupils.

Through our eco-literate curriculum, Bede's Prep empowers pupils with the knowledge and skills to become environmentally responsible citizens. They emerge not only academically accomplished but also as passionate advocates for sustainability, poised to make meaningful contributions to our community and the wider world. Our curriculum equips them to navigate complex environmental challenges and drive positive change.





# *Learning in the Heart of Nature*

## Beach School:

Beach School is a highlight of the timetable in the middle years. Many different subjects are taught at the beach, using the gifts of the natural environment. This could include using stones as place value tools for maths, investigating long shore drift in Geography, creating sundials in Science, or allowing our senses to run free in descriptive English writing pieces. Of course, there are many more cross curricular learning opportunities at the beach and we pay close attention to the tides and how the tide timetable works with natural links to areas of the curriculum. We also make full use of the rock pools when the tide allows and we study wildlife found living here. We consider how the weather affects the waves and also consider which parts of the beach are safer to use than others due to coastal erosion.



## Forest School

Forest School is an excellent way for the children to express their creativity and imagination and enjoy some child-led activities. The nature of Forest School is for children to grow their problem solving skills, independence and take reasonable and supported risks in their sessions. Many different activities are on offer during Forest School, including den building, mud kitchens, clay, woodland craft and problem solving games. There are also adult supported activities using tools including sawing, fire lighting, drilling, axe work and whittling.

In addition, we often take classroom activities to the forest, for example, measuring the perimeter of a shape with different length sticks in Maths, making South American Totem poles on the trees using clay in Geography, creating a senses poem in English, creating and finding evidence of food chains in Science and many more possibilities. There are many cross curricular links made during these sessions and they help to inspire the children's imagination and creativity for their own 'choosing time'.



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EXCEPTIONAL

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