



Bentley Heath Curriculum Overview



Curriculum Organisation

Religious Education	Our school follows the Solihull Agreed Syllabus. R.E. is taught discretely each week and this forms a basis for our Collective Worship, linking to our Christian Values, which are taught each half term.
Personal, Social and Health Education	We follow the Jigsaw PSHE Curriculum, which encourages a mindfulness approach to thinking about ourselves and our relationships with others. This includes the way we perceive others and challenges pre-conceived ideas and stereotypes. This helps to broaden the cultural horizons of our children and remind of the importance of respect for all. We have adapted the Jigsaw Relationships and Sex Education curriculum around to fit the context of our school and line with the needs of our children. We deliver these lessons during the summer term.
English	English is taught every day with a focus on both Reading and Writing. Early Reading is taught discretely through daily synthetic phonics instruction. We teach phonics through Read Write Inc. The RWI Book Bag book links directly to the teaching the children receive in class and so children's books are closely matched to their phonic ability. Spellings rules are taught and tested once a week in KS2. Non-cursive handwriting is taught daily across school through the modelling and practising of letter patterns and joins.
Maths	The daily teaching of Maths aims to ensure maths mastery for all children. Children are taught in mixed ability, flexible groupings to develop and apply their fluency, problem solving and reasoning skills. At Bentley Heath, we follow the Power Maths/ White Rose sequence of learning, but are not bound by these schemes, utilising resources from a number of other sources. We aim for all children to be able to Understand and Apply as well as Enjoy and Be Confident with Maths.
Science	Science is taught discretely each week from Year 1 to 6, building on foundational learning in Early Years. We follow the Ark Science Curriculum, which sequences both the substantive and disciplinary knowledge required in Science.
History & Geography	History and Geography are taught weekly in alternate half terms. We follow the Connect History & Geography scheme, which encourages curiosity in different topics by using a wide range of primary and secondary sources, coupled with practical investigation and exploration.
Computing	Computing feeds into all subject areas but is also taught discretely each week to allow the development of skills and knowledge, following the Purple Mash scheme. These are focused under the headings of Computer Science, Information Technology and Digital Literacy.
Music	Music is taught weekly using the Sing Up curriculum resources for both resources and sequence of learning. In Year 3, the children are taught by the Solihull Music Service and learn to play a stringed instrument, culminating in a String Explosion concert at the Warwick Arts Centre each year.
Design & Technology, Art & Design	Design & Technology and Art & Design are taught each week in alternate half terms. We have developed an approach to these subjects that allows teachers to solve practical problems with creative solutions and learn about significant artists and styles from history, using the KaPow scheme to support.
P.E.	P.E is taught discretely for 2 hours each week across school. We use the Real PE Curriculum for our sequence of learning and access online resources through this to deliver high quality PE skills that focus not only on physical achievement, but a respectful and mindful approach to teamwork and sportsmanship.
French	French is taught discretely, and children receive an hour of teaching each week.

Rooted in Jesus, and Fruitful in Mission and Service

At Bentley Heath, we believe in the spiritual and emotional well-being of all our members – children, staff and parents. We foster positive relationships with all stakeholders and see these as central to children feeling safe and happy. With Christ as a role model, we seek to love and care for each other in mutual respect, regardless of faith or background, race or gender, age or experience. As we love on another, we look beyond ourselves in fostering care for the community, both local and global, in seeking for all to become happier and more successful.

Curriculum Intent

The curriculum at Bentley Heath offers a breadth of experience and context coupled with a depth of knowledge and understanding. Our vision to be 'Rooted in Jesus, and Fruitful in Mission and Service' means we seek to teach every child key knowledge with specific skills that seek to help and develop those less fortunate. We are a school that develops the whole child to go into the world with a strong social consciousness and desire to serve based upon a firm foundation of mutual love and respect. Through our curriculum, we aim to:

- ensure every child is a fluent reader and develops a love of books coupled with a depth of vocabulary to debate, discuss and explore
- promote high standards in all individual subject disciplines, through enjoyment and enquiry
- enable children to acquire knowledge and key skills across each area of the curriculum
- enable children to be confident in the use of technology in a range of subjects
- promote an understanding of our own and others spirituality, identity and diversity
- promote physical and mental development and an awareness of the importance of a healthy lifestyle
- enable pupils to develop moral sensibility through carefully taught values, within a Christian ethos
- develop the personal and social skills of each child
- prepare pupils well for transition and the opportunities, responsibilities and experience of adult life.

Enrichment

Our curriculum is enriched in a number of ways, to enhance our children's cultural capital, but also to give them meaningful experiences of learning which will last a lifetime. These vary between interactive workshops run in school, such as Bollywood dancing and animal encounters, to trips to local cultural centres like the Birmingham Museum and Art Gallery. Our Year 6 children go to Red Ridge in Wales for a weeklong residential trip to develop independence, resilience and a sense of togetherness.



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Planning

At Bentley Heath, we understand the importance of making planning relevant to the context of the children that we teach and maintaining high expectations for academic excellence, coupled with a genuine love of learning that fuels the children's interests and creativity. The various schemes that we adapt form a skeleton and a progression to follow, which the teachers then enhance and develop, making it relevant to their class' needs. The structure of the planning works on different levels:

Weekly planning for core subjects

English and Maths lessons are planned on a weekly basis to ensure there is a strong progression within the week. In English, these incorporate both reading and writing knowledge, exposing the children to rich texts that fuel their vocabulary, understanding and imagination. This then feeds into their writing, where they emulate the vocabulary, grammar and creativity that they have experience from their key text, to produce their own written outcomes across a range of genre types suitable to the context. In Maths, teachers utilise the structure from Power Maths and White Rose to explore objectives in depth, ensuring there is time to master the different areas of mathematical knowledge. We include Fluency, Reasoning and Problem Solving opportunities into each lesson and try to develop a rich mathematical vocabulary for each child.

Medium Term Planning

In each foundation subject, teachers complete medium term plans that cover the sequence of learning within a unit of work. These vary in length, but are planned from the schemes detailed above. This ensure that teachers understand the necessary sequence of learning and have a basis to develop their subject knowledge, whilst designing each lesson to meet the needs of every child in their class.

Long Term Planning and Curriculum Long Term Overview

Long term planning then provides an overall picture of the learning journey within each year group, following each subject area and ensuring a clear progression of both disciplinary and substantive knowledge.

Assessment and Pupil Progress

Alongside current key assessment milestones (baseline, end of foundation stage, phonics, KS1, times tables, KS2) children will also be routinely assessed through standardised tests (NFER) in Reading and Maths on a termly basis. We are developing annual data captures for the non-core subjects, which will give us a robust understanding of those children who have met year group expectations or are exceeding year group expectations in individual subject disciplines.

Good or better progress at Bentley Heath means that children know more and remember more and this is measured against the objectives set out in their year group curriculum and their starting points. For example, child who achieves all of the objectives in Year 1 and then again meets all of the objectives in Year 2 has made good progress. Many pupils at Bentley Heath make accelerated rates of progress (better than good). This means that, against their starting points and curriculum, they have exceeded the expectation. For example, they may achieve all of the objectives in Year 1 and then go on to be working at Greater Depth against the objectives by the end of Year 2. For children working to a personalised curriculum due to an identified special educational need, good or accelerated progress will be measured against individual starting points.

EYFS

In EYFS our pupils exhibit positive attitudes to learning through high levels of curiosity, concentration and enjoyment. We achieve this through a curriculum which is flexible to the needs and interests of the pupils, whilst also well-planned and sequenced, building on what children know and can do so that they develop detailed knowledge and skills across the 7 areas of learning. There is a sharp focus on the acquisition of vocabulary, effective communication and, in Reception, developing a secure knowledge of phonics. Our Nursery and Reception team work closely to ensure there is progression in learning, and our bridging documents ensure that progression is clear from EYFS to Key Stage 1 and children can build on what they have learnt in Reception.

Special Educational Needs

At Bentley Heath, we recognise some pupils may require further support to accelerate their learning in order to ensure they achieve the aims of the curriculum and make good progress. We strive to remove any barriers to learning that pupils may have, through high quality teaching, learning tasks adapted appropriately including the use of learning breaks.

Leadership & Monitoring

Our Curriculum Lead oversees the wider curriculum and reports regularly on its implementation and impact on pupils. The implementation of the curriculum at Bentley Heath is monitored in a variety of ways:

- Termly lesson observations, focusing on a particular subject discipline or pedagogical aspect
- Regular work scrutiny, both as part of SLT meetings and as a wider staff team with individual subject leads
- Regularly checking assessing weekly and medium term planning
- Formal Curriculum Reviews through BDMAT
- Speaking to pupils about their learning opportunities

This informs our school self-evaluation and helps us to tailor CPD to meet the needs of our staff and pupils.