

The curriculum at BHSA is sequenced so that skills and knowledge are built upon year-on-year: teachers follow our academy curriculum roadmaps, showing what is taught from Nursery to Sixth Form. Subject specific learning is planned for discretely – no compromises are made by trying to force tenuously themed links. There is awe and wonder in the classroom, but it is the substance of the subjects themselves that excite and engage. Equality, diversity and inclusion is purposefully intertwined in lesson plans across units. High quality texts are used across the curriculum. Knowledge organisers provide overviews of learning; children take part in retrieval activities regularly to strengthen their memory. Curriculum development is underpinned by research and high quality continuous professional development for all staff.



## Reading

Our reading curriculum ensures children have opportunities to read for fluency, pleasure and learning. A love of reading is quickly encouraged and developed the moment children start with us through our 'Reading for Pleasure' scheme with books sent home weekly. In EYFS, as the children are ready, we use a DfE validated synthetic phonics programme: **ELS phonics**. All teachers and TAs are trained in this approach. Integrated into the programme are high quality reading books that match to each grapheme the children learn. Assessment tasks are embedded into the programme. Teachers plan for daily catch up sessions for those who need it. Pupils who do not pass the phonics screening check and any other children who are struggling with decoding, benefit from further support either through 1:1 precision teaching or small group interventions. Phonics is taught daily and has a regular slot on all class timetables, as does reading and **essential story time**. The same visual representations and mnemonics are used by all teachers. Phonics is taught whole class; lessons follow a consistent structure and children have access to phonetically decodable books to read at home.

A comprehensive set of reading books provided by Oxford Reading Tree are available to pupils ... The 'lowest 20%' are identified and read daily with an adult. Opportunities for reading aloud are made across subjects. KS2 classes have a **daily reading slot** to promote whole class guided reading and teaching of key comprehension skills. Teachers monitor book choices regularly. **Accelerated Reader** is used to monitor pupils' understanding of the books they access independently and this information is used to adjust the books the children are selecting, if needed. A reading age and ZPD are generated to inform book choices in **library lessons**. (Star Tests). Our academy librarian leads **weekly sessions** where children have access to high-quality books which reflect the **diversity** of our modern world and is on hand to assist children with her extensive knowledge of children's books. She also promotes the use of Accelerated Reader by ensuring the children are tracked and rewarded when taking quizzes. She is on hand to speak to the class teachers if they need to adjust the books being accessed independently by children.

High quality texts used in the **Literacy Counts** units of work support the **reading for meaning and pleasure** strategies; reading content domains are shared as **Reading VIPERS** and used to develop comprehension skills, alongside retrieval quizzes across foundation subjects using the books purchased specifically to encourage **reading for learning** with subject specific vocabulary. Sixth Form use their enrichment slot to further develop and encourage non-fiction reading with a focus on **disciplinary literacy** in foundation subjects and improving subject-specific **vocabulary**. They also act as positive role-models to promote a love of reading.



## Writing

Daily English lessons are largely taught following the **Literacy Counts** units of work. This systematic approach to writing across the school, allows children to develop writing stamina and develop their approach to planning, editing and redrafting as they move through the school. High quality modelling forms part of writing lessons along with shared writing. Independent writing is developed and teachers **moderate** within year groups, in addition to across phases, to ensure everyone has an understanding of writing expectations in different year groups and how these progress.

Children have access to **high quality texts** and visual stimuli which spark imagination & inspire ideas for writing. Texts are also used to explore layout & language of specific genres. Texts used in foundation subjects also offer opportunities for children to explore **subject specific texts** in preparation for the amount of subject specific reading needed at Key Stage 3. Children are expected to be able to **write like a...** (historian/geographer etc) and write for a specific purpose. Junior School teachers work closely with their Senior School colleagues to develop this.

Grammar teaching is woven into writing lessons as part of Literacy Counts; children are taught to use precise grammatical terminology. Stand-alone grammar lessons are taught if required, particularly in Summer Term Y6, but more widely, **grammar is taught in context**.

**Vocabulary** is explored in texts and collected for writing. Children are encouraged to 'magpie' from shared texts, adding to class word walls and use **Vocabulary Ninja books** for support. The **ELS phonics** scheme and **Spelling Shed** are used across KS1 & 2 to teach spelling, which is taught and tested weekly.

Correct letter formation is taught from EYFS & is practised daily. Children are encouraged to write from their own experiences using taught sounds with careful scaffolds in place to develop early writing skills. Once Year 1 are confident with printing letters, they are introduced to cursive **handwriting** which is further developed in Year 2; this is taught weekly throughout Year 3 to ensure children are writing using cursive script. From Year 4, handwriting is reinforced through modelling & spelling lessons, but lessons can be taught as and when cohorts need them.



## Maths

Daily Maths lessons are largely taught following **White Rose** units of work, although teachers supplement this regularly with other resources including materials from the **NCETM**, our **BHSA Maths Toolkit** of ideas and other well-sourced, high quality tasks to support their planning and challenge the pupils. Children are aware of the **3 aims** of the curriculum: **fluency, reasoning and problem solving** and use symbols to represent these when working explicitly on these skills. Problem solving & reasoning are woven into maths lessons; they are not taught as discrete 'add-ons'.



Fluency (F)



Reasoning (R)



Problem Solving (PS)

At BHSA, all teachers promote a **mastery approach** to mathematics; classes are **mixed ability**, teachers plan to develop the concrete-pictorial-abstract (**CPA**) and promote a **growth mindset** for the subject. Learners are supported and scaffolded (through quality first teaching within the lesson, TA support, small group lunchtime intervention) and challenged by **depth tasks**. BHSA are part of a sustaining mastery work group led by the Wirral and Cheshire **Maths Hub**.

**Retrieval practice** is used regularly in maths. '**Review and Do**' sessions are included in lessons to continually return to work covered a day, a week, a month earlier. **BHSA assessment grids** can also be used as key questions relating to specific objectives in order to ascertain a pupil's understanding of a concept.

In EYFS & KS1, **Mastering Number** sessions are delivered in addition to daily maths lessons. In EYFS children explore our carefully selected maths provision and journal their learning by drawing what they have learnt through our adult focused sessions. Children are supported to develop fluency with number facts and are encouraged to work flexibly with number to secure firm foundations in the development of **number sense**. In KS2, **arithmetical fluency** is secured in lessons and through daily mental maths sessions. Children are taught how to work efficiently, flexibly and systematically with number, encouraging them to become procedurally and conceptually fluent.

**Numbots** in KS1 and **TT Rockstars** in KS2 are used to promote fluency in number and times tables recall. Teachers monitor individual pupil use and intervene if pupils are not regularly using them, as the expectation is that they are practised 'little and often' and are in place of any formal maths homeworks (although 'as and when' work can be sent home as needed). In EYFS 'Maths in Action' activities are sent home on our weekly newsletters to support parents to encourage maths in everyday learning.



## Science

Science is taught in set weekly timetabled slots; KS2 pupils receive the equivalent of 2 hours of science teaching per week as recommended by the DfE. Each unit has a **Knowledge Organiser** which includes key elements of curriculum content, **subject specific** (tier 3) **vocabulary** and the **sequence of lessons** across the unit. In EYFS science is taught through our '**Understanding the World**' curriculum which aims to develop children's understanding of the natural world around them through practical experiences with key vocabulary being taught.

Teachers have access to the **SNAP science** scheme books to either follow or use parts of as they choose. This scheme was chosen for a number of reasons: its interesting and varied activities; it closely follows the National Curriculum; it includes background information and common misconception ideas for non-specialist staff; its guidance for assessment and its involvement of practical inquiry skills which are relevant to real life. In addition, other sources of teaching ideas/activities used at BHSA include **Explorify**, **BBC** sites, **STEM**, **PLAN**, **PSST**, **ASE**, **RSC** and **GSSFS** resources. National STEM competitions are advertised to staff. Teachers also have access to a variety of paper resources and children access **high quality texts** to support their scientific reading.

Skills are taught when relevant to particular investigations across the year and also by specific skills activities. All classrooms have the **scientific investigation process** displayed clearly for whole school consistency.



## R.E.

During their time in EYFS, children **explore & celebrate** the diverse range of people and communities. Using their own experiences and examples from carefully chosen texts, children discover the similarities & differences between religious communities. From KS1 we follow the **Wirral agreed syllabus** for RE and are members of the subject association: **NATRE** which supports our planning. We have a large selection of **high quality texts** to support teaching & learning and a variety of **artefacts** to cover the main world religions studied, which enhance children's learning. Years 1-6 have **Knowledge Organisers** which provide an overview of key learning & **vocabulary** for each term. Each class, from Early Years upwards, has a **floor book** to record learning, including photos, post-it notes, illustrations and short pieces of writing. KS2 also use an RE exercise book as and when appropriate. A range of assessments are completed at the end of each term, including retrieval quizzes, posters and double-page spreads.



## History

At BHSA, the EYFS endeavours to equip children with an understanding of the past and present with relevance to themselves within their little world. From KS1, teachers follow the National Curriculum and history is taught to equip pupils with knowledge of people, events and contexts from a range of historical periods and of historical **concepts** and processes. Our aim is to develop children's passion for history and foster **enthusiastic engagement** in learning, which develops their sense of **curiosity** about the past and their understanding of how and why people interpret the past in different ways.

Historical **knowledge & skills** are mapped from Nursery to Sixth Form on our **curriculum roadmaps**. In Years 1-6, each unit has a **Knowledge Organiser** which includes key elements of curriculum content, **subject specific** (tier 3) **vocabulary** and the sequence of lessons across the unit. Teachers have access to the subject association: **The Historical Association** which provides a wealth of high quality resources from a broad range of historical publications to schemes of work, lessons and teaching ideas, online courses and webinars. In addition to the **high quality texts** chosen by each year group to support teaching and learning, teachers and children also have access to **quality artefact boxes** for each unit which enhance the history curriculum.



## Geography

As soon as our pupils start their journey at BHSA in EYFS, we encourage them to observe the wonders of the natural world around them: **to comment, to explore and to explain**. From KS1, teachers follow the National Curriculum and geography is taught to equip pupils with knowledge about diverse places, people, resources and natural & human environments, together with a deep understanding of the Earth's key physical and human processes. Geographical **knowledge & skills** are mapped from Nursery to Sixth Form on our **curriculum roadmaps**. Each unit has a **Knowledge Organiser** which includes key elements of content, **subject specific** (tier 3) **vocabulary** and the sequence of lessons across the unit. Teachers have access to **The Geographical Association (GA)** which provides a wealth of resources from journal articles to lesson and teaching ideas. In addition to the **high quality texts** chosen by each year group to support the teaching and learning of the geographical concepts covered in specific year groups, teachers also have access to both the **GA Geography Plus** and **GA Geography Super Schemes** resources. These schemes of work provide lesson plans with accompanying PowerPoint presentations and **teacher knowledge boxes** which provide background information for teachers to help develop their subject knowledge for teaching.

To enable our children to explore the world through accurate and up-to-date mapping, we also have class sets of KS1 and KS2 **atlases**; all pupils have access to these. **Fieldwork** to observe, measure, record and present the human and physical features of geography is an integral part of the BHSA geography curriculum, both in KS1 and in KS2, taking place both on and off the school grounds.



## Art & Design

At BHSA, our art curriculum is designed as a series of **immersive projects**. Building on initial key skills taught in EYFS, we teach our pupils about a range of artists, contextualising learning with reference to art movements and particular works of art. Our pupils **investigate a question** or explore a hypothesis, conducting their own research - noting facts, making observations about artists' influences and unique approaches, and articulating their own thoughts about artists' work. They are taught the **discrete skills** that help them to respond visually to the styles of a wide range of artists studied, with **sketchbooks** used to generate and develop ideas in a deeply personal way. The project process often leads to the creation of a final piece, where learnt skills are applied – although the true measure of progress is the **exploratory journey** that takes our young artists to a point of preparedness and a confidence in their newly learnt skills, in addition to their ability to reflect on what they and their friends have created.

In addition to our project-based approach in art, we use **bespoke video lessons** to teach pupils essential drawing skills, including use of line, tone, texture, pattern, and the drawing of faces and figures. Our **curriculum roadmap** shows the study of a wide range of artists & movements, and demonstrates progression in drawing, printmaking, painting, making and visual literacy/articulation from Nursery through to Sixth Form.



## Design Technology

Our DT curriculum aims to **equip** and **inspire** children to use their creativity and imagination to design and make products that solve **real and relevant problems**. We support the children to be **problem solvers** who can take risks in a safe and nurturing environment. Our progressive curriculum from EYFS to KS2 is ever evolving and we endeavour to encourage our children to be **socially and environmentally aware** whilst making cross-curricular links with other subjects such as mathematics, science, computing and art. We are keen to **model** to our children how to think carefully about the **process**, teaching **knowledge, understanding** and the **skills** required to reach a desired product. We show the children the **purpose** of what they are learning, taking lead from **key designers** who have made an impact in our world. We want to **prepare** our children and give them opportunities, responsibilities and experiences they need to become successful adults.

# Curriculum Principles at BHSA Junior School

## P.S.H.E

The Personal, Social & Health Economic Education (PSHE) at BHSA aims to prepare our children for life's opportunities and challenges, equipping pupils with the skills, attributes, knowledge & understanding of how to stay safe & healthy, preparing them for life & work in modern Britain. A child's emotional well being is our main priority as they embark on their journey with us in EYFS to ensure they are best equipped to engage in learning. We follow the **PSHE Association** 'best practice' guidelines; our curriculum is supported by the '**You, Me, PSHE**' scheme of work and is enhanced by a rich range of resources including **high quality, engaging texts**, targeted **workshops** & supplementary materials from external organisations, such as charities & national bodies.

PSHE lessons are taught weekly & divided into **seven pillars**: Sex and Relationship Education; Drug, Alcohol and Tobacco Education; Keeping Safe and Managing Risk; Mental Health and Well-Being; Physical Health and Wellbeing; Careers, Financial Capability and Economic Wellbeing and Identity, Society & Equality. Within each pillar, age-appropriate materials are utilised and effective learning strategies adopted to engage pupils and challenge their thinking. We incorporate various **awareness days/weeks** including: Anti-Bullying Week; National Road Safety Week & Children's Mental Health Week, bringing these issues to life in the classroom.

We enable children to develop a **growth mindset** in order to: help them build resilience, independence and confidence; embrace challenge; foster a love of learning and increase their level of happiness. PSHE is also an important part of our school **assemblies** and collective worship - children's **spiritual, moral, social and cultural** curiosity is stimulated, challenged and nurtured. **British Values** are promoted through the overarching aims & objectives of PSHE by supporting our children to become healthy and responsible members of society.

## Computing

At BHSA, we follow the **National Centre for Computing Education 'Teach Computing'** curriculum throughout Key Stage 1 and 2. Pupils study computing under **5 key topics**: 1-Computer Systems and Networks, 2-Data (including databases), 3-Internet Safety, 4-Media and 5-Programming. Computing is taught in weekly timetabled slots in Years 2 to 6 and in Year 1, fortnightly. All pupils have access to **chromebooks** for their computing sessions and chromebooks can be booked for additional sessions across the curriculum. In EYFS children are encouraged to explore how things work and are taught about the importance of healthy screen time. Pupils are assessed at the end of each topic and are given a computing grade at the end of the school year based on their attainment in all areas. Alongside our curriculum, computing is enriched at BHSA by **Digital Leaders** and **Coding Club**. We strive to embed digital safety in all we do. **Internet safety newsletters** are sent monthly to parents, **workshops** are held and we recognise and celebrate **National Safer Internet Day** in February each year.

## M.F.L

**French** is taught in each Key Stage 2 class by a **specialist language teacher** for one hour every other week. Lessons follow the **Language Angels** scheme of work, as well as using ideas and resources from **Lightbulb Languages, Physical French Phonics** and a variety of media resources including BBC websites and online educational audio and video clips. The four main skills developed are listening, speaking, reading and writing (including grammar), with more emphasis on listening and speaking at early language teaching level. The children are exposed to **authentic** native accents and participate in games, songs and roleplay, where they can hold short conversations and express opinions. They are encouraged to have fun and develop curiosity towards and an awareness of the cultures of France and other francophone countries.

## Music

Music is taught weekly by a **specialist teacher** from Reception to Y6 using **The Music Express Scheme**. In KS2 pupils have class lessons on the **recorder** and **ukulele**. Many opportunities are given for pupils to perform to a variety of audiences. KS1 are involved in **Christmas musical productions**. Y3 pupils annually attend the **Royal Liverpool Philharmonic** School Concert experiencing live music and performing as a massed choir. In Years 5&6 pupils develop their performing skills in a musical production in the summer term. All KS2 pupils perform in our Christmas Carol Concert. Ukulele, recorder and choir **enrichment** clubs are offered allowing pupils to develop their musical skills further. Many pupils have lessons from our **peripatetic** music teachers on piano, violin, percussion and voice. We are also supported by the Senior School music department, whose specialists enrich the choir and performance elements of the curriculum.

## P.E.

Physical Education in Junior School is taught by **PE specialists** to deliver high quality teaching and learning to pupils from Reception to Year 6, giving pupils the opportunity in a wide variety of sports and physical activities - we aim to inspire pupils to find success in their sporting pursuits. This is established in Reception and KS1, developing **physical literacy** through a variety of different movements that develop **agility, balance & coordination**. By the end of Year 2, pupils enjoy **competitive games** & have a range of skills in **gymnastics & dance**. In KS2, pupils are taught various games & activities in half-termly blocks to not only develop skills and tactics but controlling and maximising their physical attributes. In Year 5, pupils attend the Manor Adventure residential which offers a wide range of outdoor adventurous activities. **Swimming** is embedded in the curriculum throughout KS2 on a fortnightly basis, developing strokes and other competition techniques, with the addition of **personal survival & water polo**, delivered in our on-site swimming pool in the Senior School. We offer a range of **competitive sports fixtures** against other schools & pupils participate in activities led by Sports Leaders from the Senior School. Pupils develop lifelong connections with physical activities & go on to participate in these sports in **extra-curricular clubs** & also **out of school activities**.