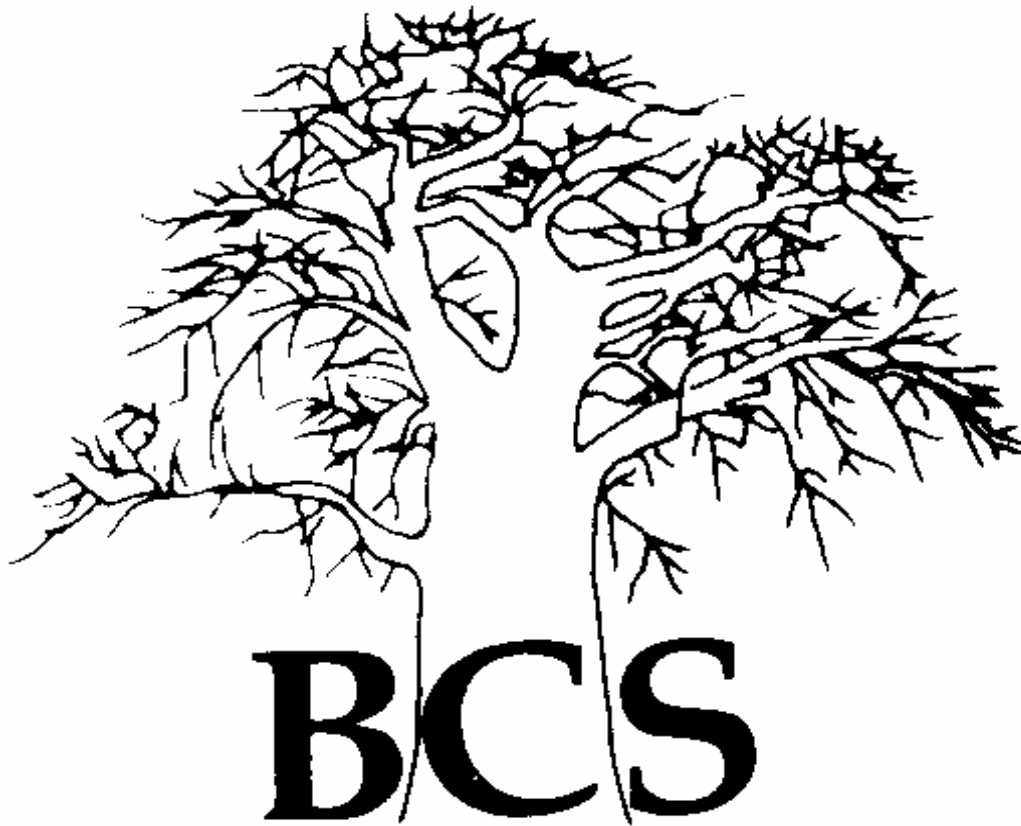


BOUROFAYE CHRISTIAN SCHOOL

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ACADEMIC BROCHURE

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Introduction:

Bourofaye Christian School is situated in Senegal. It exists to serve the missionary families living and serving in Senegal, Gambia, Guinea Bissau and other surrounding West African countries.

The majority of our students are boarders, but we are open to both weekly boarding and day schooling. Where the need exists and the facilities are available, we are also able to support families who are home-schooling their children by providing advice and by being available as a resource centre.

The school moved to the site at Bourofaye in the Casamance in 1980. Evacuation was forced on us in 1997, when we took on the AOG site at Keur Massar temporarily until 2002. Since September 2002 the school has been located at a purpose-built site at Kiniabour, near the coastal town of Popenguine and between the capital city of Dakar and the holiday resort area of Saly.

Until 1993, when the German-speaking branch opened, the majority of our children were native English speakers. As more missionary families come from Asia and Latin America, the school is happy to accept greater numbers whose mother tongue is not English or German. We are continuing to develop our policies on the education of non-anglophones, but anticipate that they will need to attain a high enough standard of English or German to pursue their education here.

The aims of the school are:

1. We wish to provide a good all round Christian education for the children. We desire to see the highest academic standards possible achieved by each child, but we also desire to see the children grow in their relationship with God and become mature, stable young men and women of God.
2. We aim to provide education and a Christian environment for the children while they remain reasonably close to their parents. This will help the parents to fulfil their ministry and remain in mission in this area for the longest possible time.
3. We aim to prepare the children to return to their parents' home culture, but to go back with a rich and varied cultural experience as a result of the multi-national student body and the ongoing relationships with the local community.

Whereas Western culture assumes the independence of man and irrelevance of a Christian faith, Bourofaye staff and students aim to depend on God whilst seeking personal and corporate development. The importance of a personal relationship with Jesus Christ as Saviour and Lord, to live by faith in Him, and to grow into His likeness, are the basis of the school's aims.

The Organisation of the School:

The school is organised academically, into two branches - the English speaking and the German speaking. The classes are arranged as follows:

English Speaking

Age at the start of the school year. (1 st September)	School Year/Grade	Level of Education.	Key Stage
4-6	R-2	PRIMARY	KEY STAGE 1 - INFANT
7-10	3-6		KEY STAGE 2 - JUNIOR
11-13	7-9	SECONDARY	KEY STAGE 3
14-15	10-11		KEY STAGE 4 – IGCSE COURSE

IGCSE examinations are taken at the end of a two-year programme of teaching commencing in Year 10. In exceptional circumstances, some IGCSEs may be taken early. In some circumstances, the start of the school year in various home countries is used to slightly change the year group in which a child is placed. A child may not be placed in their chronological year group if we feel they would benefit from more time being spent on the development of their language, or other special educational need. This is particularly true for those children for whom English is a second language.

German speaking

Age at the start of school year (1 st September)	Level of Education
6-8	UNTERSTUFE
9-11	MITTELSTUFE
12-15	OBERSTUFE

There is considerable integration between the two branches. PE and Expressive Arts are taught together and equipment is shared in specialist subjects such as science, art, craft, and information technology. Many staff teach in both branches and senior level German speaking students may well join other classes with the English speakers.

All the teachers are either members of WEC International, or are seconded from other missions.

The Curriculum:

The English speakers are taught using the English and Welsh National Curriculum (NC) as a foundation. This approach gives us certain advantages—

- We can refer to the objective definitions of attainment levels within the curriculum documents, allowing us to have an external frame of reference.
- The school is registered with the Department for Education and Employment in Britain for testing at ages 7, 11 and 14. These are standardised tests known as SATS and cover learning during a key stage. This also allows us to refer to an objective external assessment of our children's achievement.
- The UK is increasingly multi-cultural, especially in the big cities; therefore the curriculum is already designed to be a flexible framework rather than being rigid or culturally bound. It therefore allows us to create a curriculum suited to our needs.

This curriculum is however only the foundation and, where necessary, we modify and add to it to suit our own particular needs both as a Christian school and as an international school.

1. The Religious Education curriculum goes well beyond the limited requirements of the foundation model. We can also consider how to present the Gospel to those of other faiths rather than just study comparative religion. Additionally, our goal is not to have Biblical teaching boxed into a neat little corner of the timetable, but that it should permeate the whole curriculum and ethos of the school.
2. Our geography and history programmes allow ample opportunity to study internationally. The basic curriculum is already very international in outlook, but we are able to study units of work that are of particular relevance to the students in our classes.
3. English assignments regularly allow opportunity to write about Africa or home country experiences.
4. The Senior PSHE syllabus has a strong international current affairs emphasis and is also geared to helping children prepare for their re-entry, i.e. the 'return' to the parents' home country. This syllabus also includes a local studies unit, which is integrated with studies in other school classes.
5. We stock a large range of American as well as British library books, including our main encyclopaedia sets. Books are welcome from any suitable source.
6. Both of the main spelling conventions of the English language, i.e. British and American, are taught in the school. Our goals are consistency and accuracy whichever of the two is applicable to the student. We teach basic Nelson style handwriting but no attempt is made to change an already established different style. Our major concerns are neatness and legibility.
7. The International General Certificate of Secondary Education (IGCSE) examination is what its name suggests, a GCSE that is accredited by the University of Cambridge as an appropriate examination for students aged 15 or 16, but international in that the examples used, the case studies made, and the literature studied, come from all over the world. The major users of the IGCSE are in sub-Saharan Africa and in Singapore and the sub-continent. In some countries it is the official examination at age 16 and the next stage up (HIGCSE) is a standard South African matriculation qualification. A key feature of all of the Cambridge qualifications is that they are specifically designed for international use, including students whose mother tongue is not English.

Further information on either the British National Curriculum or the IGCSE is available on request.

Timetable allocations for each subject:

English Branch

The allocations for the primary curriculum are only a guide – the timetable is constructed each year in light of the staff available and the needs of the class group.

Foundation Stage (Year R)

The foundation stage of the National Curriculum (NC) was introduced in September 2000 and sets out the goals for children in their first year at school prior to entering year 1.

There are six areas of learning, which are used to chart the child's development in their early days at school:

- **Personal, social and emotional development**
- **Communication, language and literacy**
- **Mathematical development**
- **Knowledge and understanding of the world**
- **Physical development and**
- **Creative development.**

Key Stages 1 and 2

YEARS R-6	Curriculum subject	No. of lessons allocated	% Time table allocation
	English (Literacy and Language)	8	26.7%
	Maths	8	26.7%
	Science	2	6.7%
	Geography	2	6.7%
	History	2	6.7%
	Religious Education	1	3.3%
	Design and Technology	1	3.3%
	Computer Studies	1	3.3%
	Art	1	3.3%
	Expressive Arts (inc Music)	2	6.7%
	Physical Education	2	6.7%
	Totals	30	100%

The tables below show the overall organisation of the Secondary Curriculum. The timetable is divided into 6 x 55-minute lessons per day. Double lessons may be used to allow sufficient time for practical work.

Key Stage 3

Year 7

Curriculum subject	No. of lessons allocated	% Timetable allocation
English (literature & language)	4	13.3%
Mathematics	4	13.3%
Science	4	13.3%
French – Foreign Language	3	10%
Geography	2	6.7%
History	2	6.7%
Religious Education	1	3.3%
Design and Technology	2	6.7%
Computer studies	2	6.7%
Art	1	3.3%
Expressive Arts (inc Music)	2	6.7%
PSHE/Citizenship	1	3.3%
Physical Education	2	6.7%
TOTALS	30	100%

Year 8-9

Curriculum subject	No. of lessons allocated	% Timetable allocation
English (literature & language)	4	13.3%
Mathematics	4	13.3%
Science	3	10%
French – Foreign Language	3	10%
German – Foreign Language	2	6.7%
Geography/History	3	10%
Religious Education	1	3.3%
Design and Technology	2	6.7%
Computer studies	2	6.7%
Art	1	3.3%
Expressive Arts (inc Music)	2	6.7%
PSHE/Citizenship	1	3.3%
Physical Education	2	6.7%
TOTALS	30	100%

Key Stage 4

YEARS	IGCSE subject	No. of lessons allocated	% of Timetable	
10-11	Core Subjects	First/Second Language English	3	10%
		Mathematics	3	10%
		Co-ordinated Sciences ♦	6	20%
		Physical Education (Non-IGCSE)	2	6.7%
		General Studies (Non-IGCSE)	1	3.3%
Elective Subjects	5 of {	French - Foreign Language	5 x 3	5 x 10%
		German - Foreign Language		
		Geography		
		English Literature		
		Religious Studies		
		Design & Technology - Graphics		
		Child Development		
Computer Studies				
TOTALS		30	100%	

- In order to develop the mother tongue of children for whom English is a second language we try to accommodate a course of study of their language into their timetable. This depends on available teacher expertise or correspondence courses as appropriate. Often, though not always, time is created by students not studying a second foreign language.
- The Co-ordinated Sciences course covers work in all three sciences, Biology, Chemistry and Physics. It leads to a double award, i.e. it is worth two IGCSE's. It may be possible to study separate sciences, each worth one IGCSE.

The total number of IGCSE's taken is usually 9 of which 4 are compulsory and 5 are Elective. The choices possible each year depend on parents' and students' preferences and the availability of staff. Although the exact numbers of lessons devoted to each subject will vary slightly from year to year, this outline will remain broadly correct in the near future.

German Branch

Lektionentafel

	Unterstufe	Mittelstufe	Oberstufe
Unterrichtsbereich	Lektionen/Woche	Lektionen/Woche	Lektionen/Woche
Mensch und Umwelt	1 Biblische Geschichte 5 Lebenskunde und Realien	1 Biblische Geschichte 5 Lebenskunde und Realien	1 Religionsunterricht 6 Realien (2 Haushaltskunde)
Sprache	5 Deutsch und Schrift 2 Englisch	6 Deutsch 2 Französisch (ab 5. Klasse) 2 Englisch	5 Deutsch 4 Französisch 3 Englisch
Gestaltung und Musik	2 Handarbeit 2 Zeichnen 2 Musik	2 Handarbeit 2 Zeichnen 2 Musik	(2 Handarbeit) 2 Zeichnen 1 Musik
Mathematik	6	6	6
Sport	2	2	2

Details of curriculum subjects:

Further details on all the areas of the National Curriculum can be found on the following website www.nc.uk.net . Details of the schemes of work the students follow during Key stages 1, 2 and 3 can be found at www.qca.org.uk . We use these schemes of work as a basis for our curriculum, and whilst they are broadly followed, we do amend or change them when it is necessary to do so.

The National Curriculum is sub-divided into 12 subjects; these are then further grouped into

Core Subjects:

- English
- Mathematics
- Science

Non-Core Subjects:

- Design and Technology
- Information and communication technology (ICT)
- History
- Geography
- Religious Education
- Modern Foreign Languages (French/German)
- Art
- Music
- Physical Education and
- Citizenship.

Details of these subjects and how they are developed through the Key Stages here at BCS are given in the following sheets. At best this is only a brief overview, and may indeed make the system appear very dogmatic. However, the individuality of the student is very important to us here at the school as we see each child as a unique creation of a loving God. As such they will each have strengths and weaknesses to be developed. The small class sizes here at the school provide a wonderful opportunity for teachers to adapt and structure their teaching to suit each child.

ENGLISH

The importance of English

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English, pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.

English is taught within the National Literacy Strategy (NLS). This is a framework giving detailed objectives for planning and teaching the English components laid out in the NC. Attainment targets have been set in three areas:

- **Speaking and listening:**

The aim for each child is that they will learn to speak clearly, fluently and confidently to different people and also listen, understand and respond to others. The ability to join in group discussion and interaction is emphasised and drama activities are also included in this area.

- **Reading:**

In Key stage 1 children are introduced to a variety of reading strategies:

- phonics
- word and word pattern recognition
- grammar and
- meaning from the context.

In Key Stage 2 these are developed to enable the children to achieve fluency and accuracy in their reading. Throughout both stages a variety of fiction and non-fiction, reference and literary and non-literary texts are introduced to help the children appreciate the variety and breadth of written English.

- **Writing:**

One of the main aims of this section of the NC is to help children develop an understanding that writing is both essential in thinking and learning and enjoyable in its own right. The main elements are:

- composition
- planning and drafting
- punctuation and grammar
- spelling
- handwriting and presentation.

Children with English as a second or subsequent language are given additional help to allow them to participate fully in English lessons and reach the attainment targets.

MATHEMATICS

The importance of Mathematics

Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills and the ability to think in abstract ways. Mathematics is important in everyday life, many forms of employment, science and technology, medicine, the economy, the environment and development, and in public decision-making.

Different cultures have contributed to the development and application of mathematics. Today, the subject transcends cultural boundaries and its importance is universally recognised. Mathematics is a creative discipline. It can stimulate moments of pleasure and wonder when a pupil solves a problem for the first time, discovers a more elegant solution to that problem, or suddenly sees hidden connections.

Both Key Stage 1 and 2 mathematics programmes are built round the National Numeracy Strategy (NNS), which provides a detailed framework for implementing NC maths requirements.

There are four main areas covered by the attainment targets in maths:

- **Using and Applying Mathematics**

The requirements of this attainment target are included in the other three sections but with the headings:

- problem solving
- communicating using mathematical language and
- reasoning.

- **Number:**

The attainment targets for number are met by working through materials which concentrate on:

- counting, number patterns and sequences and number systems
- number operations and mental methods
- solving numerical problems and
- processing, representing and interpreting data.

- **Shape, space and measure:**

In both Key Stages 1 and 2 these concepts are taught and developed with an emphasis on practical experiences:

- understanding patterns and properties of shape
- understanding properties of position and movement and
- understanding measures.

- **Handling data (KS2 only):**

This attainment target is introduced in Key Stage 2 but builds on work carried out in early years.

- processing data
- representing data
- interpreting data.

SCIENCE

The importance of Science

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to critical and creative thought. Through science, pupils understand how major scientific ideas contribute to technological change – impacting on industry, business and medicine and improving quality of life. Pupils recognise the cultural significance of science and trace its worldwide development. They learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.

In Key Stage 1 and 2 the science curriculum aims to ensure that scientific enquiry is taught through the following contexts.

- **Physical processes (Physics)**
- **Materials and their properties (Chemistry) and**
- **Living processes and living things (Biology).**

Year	Physical processes	Materials and their properties	Living processes and living things
1	<ul style="list-style-type: none">• Light and dark• Pushes and pulls• Sound and hearing	<ul style="list-style-type: none">• Sorting and using materials	<ul style="list-style-type: none">• Ourselves• Growing plants
2	<ul style="list-style-type: none">• Forces and movement• Using electricity	<ul style="list-style-type: none">• Grouping and changing materials	<ul style="list-style-type: none">• Health and growth• Plants and animals in the local environment• Variation
3	<ul style="list-style-type: none">• Magnets and springs• Light and shadows	<ul style="list-style-type: none">• Characteristics of materials• Rocks and soils	<ul style="list-style-type: none">• Teeth and Eating• Helping plants grow well
4	<ul style="list-style-type: none">• Friction• Circuits and conductors	<ul style="list-style-type: none">• Solids and liquids and how they can be separated	<ul style="list-style-type: none">• Moving and growing• Habitats• Keeping warm
5	<ul style="list-style-type: none">• Earth, moon and stars• Changing sounds	<ul style="list-style-type: none">• Gases around us• Changing state	<ul style="list-style-type: none">• Keeping healthy• Life cycles
6	<ul style="list-style-type: none">• Forces in action• How we see things• Changing circuits	<ul style="list-style-type: none">• More about dissolving• Reversible changes	<ul style="list-style-type: none">• Interdependence and Adaptation.• Micro- organisms

OTHER NON-CORE NATIONAL CURRICULUM SUBJECTS.

In these other subjects we aim for a balance across the curriculum year by year. In each of the curriculum subjects there are certain skills and understanding that a student should develop. We endeavour to do this by introducing the students to as wide a range of different topic areas as possible. The skills and understanding that the child develops should be transferable, and the student should be increasingly able to apply them within different contexts as their knowledge base broadens and deepens.

Full details of the Knowledge, Understanding and Skills developed through the National Curriculum in each subject are available from the Head Teacher or subject teacher. Outlined below are the skills and understanding targets for each subject, along with the topic areas studied in each year as a child progresses through the Primary school.

Geography

The importance of Geography

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social science. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Year	Topic titles.
1	<ul style="list-style-type: none">• Around our school• How can we make our local area safer?
1-2	<ul style="list-style-type: none">• Where in the world is Barnaby Bear?
2	<ul style="list-style-type: none">• An Island home• Going to the seaside• Global eye• Somewhere else in the world
3	<ul style="list-style-type: none">• Investigating our local area• Weather around the world• Improving the environment
3-6	<ul style="list-style-type: none">• Connecting ourselves to the world
4	<ul style="list-style-type: none">• Village settlers• A village in India• How and where do we spend our time?
5	<ul style="list-style-type: none">• Water• Traffic• Looking at a contrasting locality
6	<ul style="list-style-type: none">• Investigating rivers• The mountain environment• Investigating coasts

History

The importance of History

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue from their point of view, these are skills that are prized in adult life.

The course is taught from a Christian basis in that the concept of original sin is seen to influence man's behaviour, and that the hand of God, for example in times of spiritual revival, is shown to be at work.

Year	Topic titles.
1	<ul style="list-style-type: none">• How are our toys different from those in the past?• What were homes like a long time ago?
1-2	<ul style="list-style-type: none">• What were seaside holidays like in the past?
2	<ul style="list-style-type: none">• Why do we remember Florence Nightingale?• How do we know about the Great Fire of London?• What are we remembering on Remembrance Day?
3-4	<ul style="list-style-type: none">• Why have people invaded and settled in the past?• a) A Roman case study• b) An Anglo Saxon case study• c) A Viking case study• Why did Henry VIII marry six times?• What were the difference between the lives of rich and poor people in Tudor times?• What was it like for children in the second world war?• What can we find out about ancient Egypt from what has survived?• What was it like to live here in the past?
5-6	<ul style="list-style-type: none">• What was it like for children living in Victorian Britain?• How did lives change in Victorian times?• How has life changed since 1948?• Who were the ancient Greeks?• How do we use ancient Greek ideas today?• How can we find out about the Indus Valley civilisation?• What were the effects of Tudor exploration?• What can we learn about recent history from studying the life of a famous person?

Religious Education

We at BCS are enthusiastic about religious education as a vital component in a whole education, but we value it for more than one reason. It presents to the child the importance in life of belief in transcendent meaning and purpose. Study of more than one religion reveals worldwide human yearning for spiritual experience, assurance in the prospect of death and eternity, and the variety of ways in which people believe and belong. As Christians, we are aware of Jesus' description of Himself as the Way, the Truth and the Life, and students take stock of their own and other people's faiths in that light.

Year	Topic title.
1	<ul style="list-style-type: none">• What does it mean to belong?• What does it mean to belong in Christianity?• Celebrations: why do Christians give gifts at Christmas?• Beliefs and practices• How do Jewish people express their beliefs in practice?• What can we learn from visiting a church?
2	<ul style="list-style-type: none">• What is the Torah and why is it important to Jewish people?• Why did Jesus tell stories?• Celebrations• Visiting a place of worship
3	<ul style="list-style-type: none">• What do signs and symbols mean in religions?• How and why do Hindus celebrate Divali?• What do we know about Jesus?• What is the bible and why is it important for Christians?• What is faith and what difference does it make?
4	<ul style="list-style-type: none">• How and why do Hindus worship at home and in the Mandir?• Celebrations: Christmas journeys• Why is Easter important for Christians?• What religions are represented in our neighbourhood?
5	<ul style="list-style-type: none">• How do Muslims express their beliefs through practices?• How do the beliefs of Christians influence their actions?
6	<ul style="list-style-type: none">• Worship and the community• What is the role of the mosque?• Why are sacred texts important?• What is the Qu'ran and why is it important for Muslims?• What can we learn from Christian religious buildings?• How do people express their faith through the arts?

Information Technology

The importance of Information and Communication Technology

Information and communication technology (ICT) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination.

They learn to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use ICT to best effect, and to consider its implications for home and work both now and in the future.

Year	Topic title.
1	<ul style="list-style-type: none">• An introduction to modelling• Using a word bank• The information around us• Labelling and classifying• Representing information graphically: pictograms• Understanding instructions and making things happen
2	<ul style="list-style-type: none">• Writing stories: communicating information using text• Creating pictures• Finding information• Routes: controlling a floor turtle• Questions and answers
3	<ul style="list-style-type: none">• Combining texts and graphics• Manipulating sound• Introduction to databases• Exploring simulations• E- mail
4	<ul style="list-style-type: none">• Writing for different audiences• Developing images using repeating patterns• Branches databases• Collecting and presenting information: questionnaires and pie charts.• Modelling effects on screen.
5	<ul style="list-style-type: none">• Graphical modelling• Analysing data and asking questions: using complex searches.• Evaluating information, checking accuracy and questioning plausibility• Introduction to spreadsheets• Controlling devices• Monitoring environmental conditions and changes
6	<ul style="list-style-type: none">• Multimedia presentation• Spreadsheet modelling• Control and monitoring – What happens when?

Design and Technology

The importance of Design and Technology

Design and technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem-solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through design and technology, all pupils can become discriminating and informed users of products, and become innovators.

Year	Topic title.
1	<ul style="list-style-type: none">• Moving pictures – mechanisms• Playgrounds – structures• Eat more fruit and vegetables – food• Homes – structures
2	<ul style="list-style-type: none">• Vehicles – mechanisms• Puppets – textiles• Winding up – mechanisms/structures• Joseph's coat – textiles
3	<ul style="list-style-type: none">• Packaging• Sandwich snacks• Moving Monsters• Photograph Frames
4	<ul style="list-style-type: none">• Money Containers• Storybooks• Torches• Alarms
5	<ul style="list-style-type: none">• Musical Instruments• Bread• Moving Toys• Biscuits
6	<ul style="list-style-type: none">• Shelters• Slippers• Fairground

Art

The importance of Art and Design

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experience and a unique way of understanding and responding to the world. Pupils use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities, they learn to make informed value decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

*Art and design includes craft.

Year	Topic title.
1-2	<ul style="list-style-type: none">• Self – portrait• Investigating material• What is sculpture?• Picture this!• Mother Nature, designer• Can buildings speak?
3-4	<ul style="list-style-type: none">• Portraying relationships• Investigating patterns• Can we change places?
4	<ul style="list-style-type: none">• Viewpoints• Take a seat• Journeys
5	<ul style="list-style-type: none">• Containers• Talking textiles
6	<ul style="list-style-type: none">• People in action• What a performance• A sense of hope

PE

The importance of Physical Education

Physical education develops pupils' competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities, and make choices about how to get involved in lifelong physical activity.

The PE curriculum is divided into units working on different types of activity:

- games
- swimming
- athletics
- dance

The skills taught are introduced in the early stages and developed throughout each Key Stage.

Modern Foreign Languages

The importance of Modern Foreign Languages

Through the study of a foreign language, pupils understand and appreciate different countries, cultures, people and communities – and as they do so, begin to think of themselves as citizens of the world. Pupils also learn about the basic structures of language. They explore the similarities and differences between the foreign language they are learning and English or another language, and learn how language can be manipulated and applied in different ways. Their listening, reading and memory skills improve, and their speaking and writing become more accurate. The development of these skills, together with pupils' knowledge and understanding of the structure of language, lays the foundations for future study of other languages.

Music

The importance of Music

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' abilities to listen and appreciate a wider variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Citizenship

The importance of Citizenship

Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities; and develops pupils' abilities to reflect on issues and take part in discussions.

Citizenship is complemented by the framework for personal, social and health education at key stages 3 and 4.