



# Bentley CE Primary School

## Curriculum overview



Our curriculum aims to be progressive, stimulating, and inclusive—designed to excite, challenge, and support every child in reaching their full potential. Rooted in Bentley’s core values of Love, Courage, and Community, we strive to create an environment where children feel valued and encouraged to embrace their uniqueness and differences within a nurturing school community.

**Love:** We foster a loving, inclusive atmosphere where every child is celebrated for who they are. Our curriculum is designed to help children connect emotionally and socially with their peers, promoting kindness and respect in every interaction. By encouraging children to see themselves and others as part of a shared journey, we inspire each child to approach learning and life with empathy, care, and open-mindedness.

**Courage:** Through a curriculum that challenges and engages, we inspire children to be courageous learners. We encourage curiosity by raising questions, encouraging exploration, and allowing children to apply previous learning in new contexts. Each year builds on prior knowledge, fostering resilience and a confident approach to new challenges.

**Community:** We value a strong sense of community and belonging, both within our school and beyond. Our curriculum encourages children to explore the wider world, building an understanding of their role in a diverse and interconnected global society.

We are committed to providing meaningful, enriching experiences that spark joy and curiosity, helping children to make lifelong memories. Every child at Bentley is encouraged to realise their potential and celebrate their individuality, supported by a caring environment that prioritises their mental, emotional, and physical well-being. Our staff foster nurturing relationships, creating a safe and inspiring place for children to grow and develop into lifelong learners. When our students leave Bentley, they do so with a strong foundation in skills, knowledge, and values, ready for the next chapter of their journey.

What are we trying to achieve?	Exciting opportunities to engage, challenge & motivate	Chances for literacy skills to be applied through a range of contexts	Children to be actively involved and challenged within their learning.	Planning that is personalised and reflects Bentley
	Clear progression of skills across the key stages	Appropriately pitched tasks which build on prior learning	Accurate assessment, by teachers understanding what ARE looks like	All classrooms provide an environment that promotes learning
How do we organise learning?	Learning will happen through...	Lessons, first hand experiences, trips, visitors into school, artefacts, research, quality first teaching, exploration		
	Learning will develop these learning skills/dispositions/values...	Motivation, enthusiasm, respect, optimism, independence, interdependence, creativity, problem solving, teamwork, debating, resilience		
	Learning will provide a broad and balanced mix of these subjects...	Literacy, Maths, computing, History, Geography, DT, Art, PE, Science, French, PSHE		
	School specific components...	Forest School - it nurtures children’s connection to nature, fosters resilience, and encourages independence, creativity, and teamwork through hands-on, outdoor learning experiences.		
How do we judge our success?	Pupil conferencing and questionnaires	External visitors (LLP/Advisers etc)	Leaders’ Action and impact monitoring	Parent surveys and questionnaires
	Internal progress and attainment data	External moderation inc SATs	Community feedback inc governors	Performance management

Curriculum Intentions	Core Christian Values	Love				Courage				Community					
	Core Christian Elements	Spirituality				Worship & Prayer				Character Development				Community and Living Together	
	Vision	A curriculum which is irresistible for ALL children to learn and irresistible for teachers to teach				Putting character before qualification to develop every child so they can experience life in all its fullness.				Delivering a full, knowledge-rich, rigorous and critically thinking curriculum, which equips our children to be life-long learners				Linking our learning with our family, local community, country & global world to build a more richly connected future for our children.	
Teaching	Pedagogy T&L	Challenge for All Learners		Modelling for Learning		Vocabulary for Learning		Purpose for Learning		Assessment for Learning					
		All children receive the same curriculum with scaffolds to support their learning.		Through high-quality modelling and explicit teaching, children understand their learning and can apply it in other situations.		Be immersed in quality texts as well as planned use of technical vocabulary across the curriculum.		Children know what they are learning and why. Learning has purpose, and children can see links.		Children are given clear, direct & quick feedback to move their learning on.					
Knowledge	Knowledge is...	Powerful		Sequenced		Remembered		More than facts		Purposeful					
		Children acquire knowledge to help make sense of the world and see connections between and within subjects, concepts and ideas.		We have thought carefully about how our curriculum is structured, in order for children to build on prior learning.		We help children to remember what they have learned, and use strategies to help learning go into long-term memory.		Substantive & Declarative ('know that'), Procedural ('know how'), Disciplinary (specific to a domain), Prior (sequenced), Core (key), and Hinterland (the wider picture)		Children don't just do or learn history; they gain knowledge to become historians (for example). They can then apply their knowledge more successfully					
Organisation	5 key elements	3 Big Questions		Spiritual Development		Making a difference		Critical Thinking		Reading					
		Big questions help children to make sense of the learning. They bring together their prior and new learning, and give opportunities for higher-order thinking.		Our children consider the wider questions and purpose of life - the things seen and unseen. This helps understanding of ourselves, one another and our world.		We teach children that they can make a difference in our world. This makes our world a better place.		Our children grapple with ideas, consider different viewpoints, and think through the complexities of decisions and situations.		We love to read, and help our children to become passionate readers. We also use a planned variety of text types to support vocabulary development.					
	Curriculum Drivers				Linked or Discrete Subjects				Well-being & Spirituality						
	Years 1-6	English	Science	History	Geography	French	Art	Computing	Music	Maths	PE	French	PSHE	RE & Worships	
Year R	CCL	Understanding the world			Expressive Art and Design				Mathematics	PD	Personal Social & Emotional Development				
Our Irresistible Curriculum	Engaging hook giving context to learning & purpose	One subject is a curriculum driver each unit	Children love knowledge in all its forms, and love to become experts.		Responding to local & world events	Whilst core subjects are important, so are other subjects		Community opportunities - serve and learn together		Trips, Visits and visitors to bring the learning alive – see it in a real context		Indoor and Outdoor spaces utilised			
Impact	Because of what we've done as a team in our school...	Children's Lives				Children's Attainment & Progress				Our community, and our world					
		Children are confident & successful learners. They think critically about their learning & ask deep & thought provoking questions. They demonstrate positive learning behaviours and show a deep and growing spirituality across their own lives. Children are engaged, keen to learn & see purpose in their learning. They become life-long learners who care about themselves and each other. They want to achieve more and live life in all its fullness.				Children make excellent individual progress in their learning from Year R and onwards. Their attainment is above or at least in line with national expectations & opportunities to achieve at greater depth are consistently available. Teacher assessments show that knowledge & skills are embedded within our school. Those who are disadvantaged are well supported, given the 'lift' they need for equity of opportunity, and gaps close				Children are able to link local, national & global contexts to their learning. They have a greater understanding of how our world is one large community, and they see themselves as part of that community. Through their knowledge, confidence, compassion and determination, they make a difference on the lives of their family and friends, those in their communities, and in the wider world.					

**Autumn 1**

Year	Science	PE	Art/DT	History	Geography	RE	Music	PSHE	Computing	French
1	Everyday materials	Teacher - Multiskills – gymnastics  CMS/Teacher	Self portraits Bread tasting and making	The Great Fire of London- Significant national event beyond living memory		Harvest and Sukkot (Judaism)	‘Hey you!’  Old school hip hop / Percussion	Fire Safety Bullying	Digital literacy – Digital painting, Busy things	<b>Bonjour!</b> Basic greetings & numbers. European Day of Languages,
2	How plants grow	Multiskills – running and using space	Famous artist Van Gogh	Wonder Women Lives of significant individuals (Florence Nightingale, Mary Seacole and Edith Cavell)		Bread as a symbol	‘Hands, feet and heart’  South African styles /Ukuleles	Tying Shoelaces Washing hands	Uses of IT	<b>Bonjour!</b> Basic greetings & calendar language. European Day of Languages
3	Nutrition, skeletons and muscles	CMS/Teacher – Tag Rugby  Teacher – Gym	Self portraits – stages Design and make a Diva Lamp (RE Link)		Enquiry: Why are jungles so wet and deserts so dry?	Hinduism - Diwali	‘Let your spirit fly’  R&B / Body percussion	Leaning out of windows Medicine	Stop-frame media	<b>La Rentrée</b> Conversation & writing. European Day of Languages
4	States of Matter		Self portrait – shade		Enquiry: the water cycle	What is it like to follow God?	‘Mamma Mia’  Abba / Singing	Cycle safety Healthy living	Understanding the internet	<b>La Rentrée</b> Conversation & writing. European Day of Languages
5	Life cycles of animals including humans		Art: Mixed media – Self portraits		Enquiry: Why are mountains so important?	What does it mean if God is holy and loving?	‘Livin’ On A Prayer’  Rock /Percussion	Peer pressure Puberty	Understanding search results and systems	<b>La Rentrée</b> Conversation & writing. European Day of Languages
6	Light		Self portraits – what a portrait tells us? Clay Sculpture		What is a river?	What would Jesus do?	‘Do what you want to’ ‘It’s all about love’ ‘Sunshine on a rainy day’ Music and Technology	Water safety Stealing	Variables in games Scratch	<b>La Rentrée</b> Conversation & writing. European Day of Languages

**Autumn 2**

Year	Science	PE	Art/DT	History	Geography	RE	Music	PSHE	Computing	French
1	Everyday materials	Teacher – Dance (performance)	Landscapes – Our model village Sliders and levers		Enquiry: What is the Geography of where I live?	Why does Christmas matter to Christians?	Christmas Production  Rhythm / Singing	Road Safety Healthy Eating	Technology in classrooms	<b>Quel temps fait-il?</b> Class calendar and numbers to 31, Noël
2	Living things and their habitats	CMS/Teacher – multiskills – catching and throwing	Homes – buildings around the world (group) Nets - houses		Enquiry: Compare Kampong Ayer with the Geography of where I live?	Judaism - Hannukah	Christmas Production  Rhythm / Singing	Brushing teeth Friendship	Digital photography	<b>Va t'en grand monstre vert</b> Parts of the face, colours, Matisse cut-outs. Noël
3	Forces and magnets	Teacher – Dance (performance)  CMS/Teacher – Hockey 1	Observational drawing & collage – animals	Changes in Britain during the Stone Age		Angels	Christmas Production  Rhythm / Singing	Stealing Making friends online	Multiple digital devices	<b>Le Calendrier</b> Numbers to 31, days and months, birthdays & Noël
4	Digestion		Sew a pouch as a gift		Enquiry: How and why is my local area changing?	What is the Trinity?	Christmas Production  Rhythm / Singing	Adult and children's views on computer safety Appropriate touch	Scratch loops	<b>Les Animaux</b> Animals & opinions. Multiples of 10 to 100 & Noël.
5	Earth and Space (including visit to Planetarium)		Art: Painting and Drawing – Landscape artists over time including Impressionists, Lowry, Hockney	The history of Bentley		Incarnation - Was Jesus the Messiah? (Christmas)	Christmas Production  Rhythm / Singing	Peer pressure Adult and children's views on staying safe	Video production iMovie	<b>Mes Passe-temps</b> Hobbies, sports and opinions. Noël
6	Electricity		DT woodwork – design and build an Anderson Shelter	A significant turning point in British History – World War 2		What kind of king is Jesus?	Christmas Church Service  Rhythm/ Singing	Alcohol and being responsible	Communication and collaboration online	<b>Barbapapa</b> Adjectives, 3 <sup>rd</sup> person, creating own Barbapapa character.

Spring 1

Year	Science	PE	Art/DT	History	Geography	RE	Music	PSHE	Computing	French
1	The animal kingdom	Teacher – Gymnastics	Printing & symmetry Free standing structures - playgrounds	Baden Powell – Significant person in own locality		What is the good news that Jesus brings?	‘In the groove’  Blues and Funk / Glockenspiels	Practise makes perfect Jealousy	Grouping data	<b>Les Animaux</b> Epiphany farm animals & wild animals.
2	Uses of everyday materials	CMS/Teacher – catching and throwing	Textile art Sewing –animals	Sinking of the Titanic Local/national/ international event		People Jesus met	‘I want to play in a band’  Rock / Glockenspiels	Water spillage Worry	Programming – Scratch Jr	<b>Chez moi</b> Epiphany, Home and family.
3	Rocks	Teacher – Football  Alton sports centre - swimming	Self portraits Clay & 3d Design and make shields, weapons and tools	Changes in Britain during the Iron Age and Bronze Age Study of a significant site in the locality		What kind of world did Jesus want?	‘Three little birds’  Reggae / Singing	Touch Grief	Sequencing commands - Scratch	<b>La France</b> Epiphany, La Chandeleur, Map of France, French food – meals & culture/traditions
4	Electricity	Teacher – football  CMS/Teacher –	Georgia O’Keefe – collage and prints	Britain’s settlement by Anglo-Saxons and Scots		Hinduism - Holi	‘Glockenspiel 2’  Learning basic skills / playing simple tunes	Coming home on time Jealousy	Photo editing	<b>Les fruits et les légumes</b> Epiphany, Healthy eating - fruit and vegetable vocab.
5	Earth and Space	Tag Rugby 2	DT - Tie dye bags with sew on applique	Fair trade		Islam – Shahada and salat	‘Make You Feel My Love’  Pop ballads / singing	Looking out for others Anger	Selection in quizzes - Scratch	<b>A l’Ecole</b> (Epiphany, French school system, times & routines – Quelle heure est-il, M.Loup?)
6	Classifying living things		Chiaroscuro still life – drawing in charcoal		Enquiry: How do volcanoes affect the lives of people on Hiemaey?	Islam - Wudu and Eid-ul-Fitr	‘Disco Fever’ ‘La Bamba’ ‘Change’  Creative Composition / Glockenspiel	Worry Making friends online	Spreadsheets - Excel	<b>Barbapapa</b> Epiphany, creating own Barbapapa story book

**Spring 2**

Year	Science	PE	Art/DT	History	Geography	RE	Music	PSHE	Computing	French
1	The animal kingdom	Teacher – Large ball skills (football, netball, basketball)	3D art Colour & shade (Matisse)		Enquiry: How does the weather affect our lives?	Judaism – Passover	'Rhythm in the way we walk'  Reggae / rapping	Online bullying Staying safe	Moving a robot - Beebots	<b>Les plantes</b> Dix Petites Graines (Ruth Brown) Easter
2	Pushes and pulls	CMS – Multiskills – receiving, sending and striking	Spring flowers drawing/painting & photographs		Enquiry: Why don't penguins need to fly?	Why does Easter matter to Christians?	'Zoo time'  Reggae / performance poetry	Image sharing Body language	Creating music – Yu Studio	<b>Les Animaux</b> Pets including j'ai/je n'ai pas... , Aboie, Georges! Story Easter
3	Light	Teacher – Netball  Alton Sports Centre - Swimming	Printing - Hokasai Perspective waves/mountain		Enquiry: Why do some earthquakes cause more damage than others?	Why do Christians call the day that Jesus died Good Friday?	'The dragon song'  Story telling lyrics / Singing	Working in our world Petty arson	Features of publisher	<b>Le Carnival</b> Carnaval de Nice, Mardi Gras, Le Carnival des Animaux, poisson d'avril & Easter
4	Sound	Teacher – Netball  CMS – Hockey 2	Design and make a healthy salad	Britain's settlement by Anglo-Saxons and Scots		How do Christians use the Pascal candle in a ritual?	'Lean on me '  Gospel / Handbells	Adult and children's views on responsibility Online bullying	Logo shapes	<b>Paris</b> Study of Paris – use of Il y a..., write postcards
5	Forces		DT – Design an air powered vehicle using knowledge of forces		Railways	Salvation - What did Jesus do to save human beings? (Easter)	'The Fresh Prince of Bel Air'  Hip Hop / Rapping	Adult and children's views on keeping healthy Image sharing	Flat-file databases	<b>A l'Ecole</b> School subjects & opinions of subjects
6	Micro-organisms		Design and Make Greek Food	What did the Ancient Greeks do for us?		What difference does the resurrection make to Christians?	Jazz stage 2  Jazz, blues and Latin / history of music	Adult and children's views on the working world In-App purchases	3D Modelling - Tinkercad	<b>Barbapapa</b> Finishing off own Barbapapa story book and sharing it.

**Summer 1**

Year	Science	PE	Art/DT	History	Geography	RE	Music	PSHE	Computing	French
1	Identifying and describing plants	Teacher – athletics (linked to sports day)  CMS/Teacher	Observational drawing – plants	Castles - Significant place in own locality, with geography links.		Who made the world?	'Round and round' Latin / Singing	Clever never goes Is it safe to play with?	Digital writing - Word	<b>Le Château</b> Rooms in a castle, read book - Mon Château Hanté (Alain Chiche)
2	Animals and humans: basic needs for survival	– multiskills – running and jumping	Quick draw Design project – Moon buggies Mechanisms - Axles and winders	Man on the Moon Significant international event		What do Christians believe God is like?	'Friendship song' Story telling lyrics / Percussion	Clever never goes Is it safe to drink?	Pictograms – Busythings/Excel	<b>Les petites bêtes</b> Introduce minibeasts Minibeast Hunt
3	Plants	Teacher – athletics (linked to sports day)	Roman art; mosaics and weaponry Roman War Engines	The Roman Empire and its impact on Britain		What do Christians learn from the creation story?	'Bringing us together' Disco / Glockenspiel	Looking after our world Anger	Creating a maze - Scratch	<b>La Météo</b> Weather and seasons
4	Living things and their habitats	CMS/Teacher – Basketball	Weaving – Anni Albers		How do the physical and human features in Scandinavia differ from UK?	When Jesus left what was the impact of Pentecost?	'Blackbird ' Beatles / Ukulele	Chores at home Breaking down barriers	Data logging	<b>En Ville</b> Study of places in a town
5	Forces , levers and pulleys		Art: Painting - Artist Beatriz Milhazes		Enquiry: Who are Britain's National Parks for? (Sustainability Centre)	How can following God bring freedom and justice?	'Dancin' in the Street' Soul / Glockenspiel	Enterprise Inclusion and acceptance	Microbits – conditions and looping	<b>German</b> Introduction to the German language – basic conversation and numbers
6	Evolution and inheritance		Pop Art – (Andy Warhol/Lichenstien)		Climate Change	Creation and science – conflicting or complementary?	'You've got a friend' Folk / Ukulele	British values	Web page creation – blogging links	<b>Spanish</b> Basic conversation and greetings, numbers and colours

**Summer 2**

Year	Science	PE	Art/DT	History	Geography	RE	Music	PSHE	Computing	French
1	Identifying and describing plants	Teacher – circuits  CMS/Teacher – team games	Arcimboldi Food technology – fruit salad Selling veg		Enquiry: Why does it matter where my food comes from?	Key events in Jesus’ life	‘Your Imagination’  Story telling through lyrics / singing	Growing in our world Helping someone in need	Programming – Scratch Jr	<b>La Mer</b> Names of sea creatures, songs and stories e.g. Qui veut jouer avec moi ? French Day
2	Keeping healthy		Paint mixing – sea & sky		Enquiry: Why do we love being beside the seaside so much?	Judaism – Moses and the Torah	‘Stop’ (KS2 unit)  Story telling through lyrics / Percussion	Hoax calling Living in our World	Algorithms with music – Beebots/Microbits	<b>L’été</b> Buying ice-creams – role plays, French Day
3	Plants	Teacher – Circuits  CMS/Teacher – Rounders	Beads and buttons; Models and Collage		Enquiry: How can we live more sustainably?	Hinduism – Hindu worship	Glockenspiel 1  Glockenspiel / Basic skills	Computer safety documentary Texting whilst driving	Databases – J2e	<b>Le Pique-nique</b> Picnic food, picnic locations, class picnic, opinions of food, French Day
4	Living things and their habitats		DT Viking Longships	The Viking and Anglo-Saxon struggle for the Kingdom of England		Hinduism – Raksha Bandhan	‘Don’t stop believin’  Rock / Glockenspiel	Adult and children’s views on the working world Railway safety	Podcasts – Charanga/Yu Studio	<b>Au Marché</b> Market role plays, French Day
5	Properties and changes in materials	Teacher – Circuits  CMS/Teacher – cricket	DT: Ancient Egyptian Death Masks- papier mache and painting	An overview of the achievements of the earliest civilisations and a depth study of Ancient Egypt		Islam – Hajj and Zakat	‘Jazz 1’  Jazz / Ukuleles	Adult and children’s views on a world of judgement	Vector drawings	<b>Madagascar</b> Story - Le Loup qui voulait faire le tour du monde, study of Madagascar, French Day
6	Circulatory System and healthy living		Life lessons – ‘Around the House’- buttons, badges, ironing, cleaning shoes and changing batteries etc.	Ancient Mayan Civilisation		Islam – Revelation of the Qur’an, Ramadan and Sawm	End of year performance	Growing up and Moving on	Microbits – sensing and transitions	<b>Au Café</b> Café culture & food and café role play – French Café and French Day

## **Our Ambitious Curriculum**

### **We believe our curriculum is ambitious for the following reasons:**

1. It is designed for all pupils, especially our pupils.
2. We value every subject and every part of what we do, not just core subjects.
3. Through our '3 Big Questions' we give opportunities for children to think beyond the immediate learning.
4. We are very clear on the knowledge and skills which children learn – in all year groups and in all subjects.
5. We have identified the key ideas and concepts in each subject that we teach.
6. Our curriculum is well-sequenced. We plan carefully what children learn, and when.
7. We expect a lot from our children – and help them to reach our expectations and beyond.
8. We make our children think, and pitch our learning with sufficient challenge.
9. We invest in teaching; this gives our children high-quality learning experiences.
10. We also invest in resources for learning, and encourage thinking outside of the box.
11. Our subject leaders know their subject well, and cascade their knowledge and expectations to our team.
12. The planned vocabulary we teach is technical and rich. This helps children to have an excellent understanding of the ideas in each subject, and to explain those ideas accurately.