



BRIGHTON COLLEGE
MADRID

Subject Information for Parents 2027-28 Key Stage 2 (Years 3 to 6)





Introduction from the Head Master

Key Stage 2 consists of Years 3 to 6, during which children become fully settled into school life and familiar with its expectations.

It is a very exciting time for children, as they start to understand themselves as individuals and to notice and celebrate their similarities and differences. They also begin to understand where and how they can excel and where their developing interests lie.

Our core values at Brighton College Madrid are curiosity, confidence and kindness, all of which are developed significantly during these important years. The growing independence of the pupils is encouraged by more lessons with subject specialist teachers and a focus on strong learning habits, which prepares them well for further enjoyment, challenge and achievement in the Middle School (Key Stage 3) and beyond.

This booklet aims to inform you about our distinctive Brighton College curriculum by outlining the purpose, aims and content of each subject, together with the opportunities available in our extensive co-curricular programme.

We believe that enthusiastic involvement in clubs and activities is also critical for the development of character and life skills, and our pupils are therefore encouraged to take a full part in them.

If you have any questions, I shall be delighted to assist you; do not hesitate to get in touch. I am really looking forward to getting to know your sons and daughters.

Mr George Hartley
Head Master





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The *Brighton College* Curriculum: Years 3 to 6

The Brighton College curriculum uses the English National Curriculum as the framework for teaching and learning but goes well beyond it. In doing so it provides our learners with the core knowledge and skills needed for achievement in the Middle School (Key Stage 3). The requirements of the Spanish curriculum are fully integrated, and all children become confident learners in both English and Spanish and are fully conversant with the culture of both countries.

There are also several aspects of the curriculum that are unique to Brighton College, for instance public speaking (taught within drama), Mandarin, Our Planet and Our Past and HEALTH (Home Economics and Life Time Health). We believe these aspects, outlined in more detail on the pages that follow, provide the best possible educational experience for young children to prepare them for an increasingly globalised, dynamic world where curiosity, confidence and kindness will be essential.

English

Introduction

Our English curriculum in Key Stage 2 teaches key English skills and harnesses and expands our pupils' knowledge and understanding of their wider and imaginary worlds. Carefully chosen texts inspire them to read, write and engage with a range of literary genres, including some Spanish authors in translation. Lessons equip pupils with opportunities for fun, creativity and a sense of discovery, so that their enjoyment and progress in all aspects of English is strongly fostered.

Above all, pupils learn to love reading for enjoyment, the acquisition of knowledge and the understanding of the world around them. Weekly library lessons also continue to form part of our English curriculum, where pupils learn how to use a catalogue to find books, helping to foster their independence as readers.

Content of Curriculum

Speaking and Listening

Our curriculum teaches pupils to communicate effectively, understand spoken English and respond appropriately. They learn to use the correct vocabulary, tone of voice and intonation. Pupils also learn the skills of debate and justification so that they can effectively express their own opinions and points of view.

Reading

Reading remains at the heart of teaching and learning in Key Stage 2 where a text-driven curriculum enables our pupils' rapid progress in English. Lessons include opportunities to listen to and discuss texts, to identify themes and predict using visual and textual clues. Pupils also learn how the structure and presentation of language contribute to meaning.

Writing

Pupils are taught to construct more extended pieces of writing in a range of genres, including extended vocabulary and grammatical constructs. They also practise handwriting and note-taking so that they can draft and develop their ideas. Lessons include:

- Selecting the correct genre for the purpose of their writing
- Understanding the most appropriate grammar and structures for their audience
- Using written techniques which build cohesion and create impact
- Proofreading their own and others' written work
- Assessing the effectiveness of their own and others' writing

Mathematics

Introduction

In the modern world, where mathematics is the global language, we want all pupils to become successful and confident mathematicians. Our Key Stage 2 mathematics course is therefore practical, relevant and applicable to real-life situations. Lessons provide a solid foundation in mathematical understanding and reasoning, while developing pupils’ appreciation and enjoyment of the subject.

Pupils learn how to calculate and gradually develop a deeper conceptual understanding of mathematics. Through repetition and practice, they consolidate their knowledge at every stage, enabling them to tackle with confidence more complex and challenging tasks. In this way they strengthen their everyday problem-solving skills, perseverance and confidence, preparing them to progress to the Middle School (Key Stage 3).

Aims

- To become confident and fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time
- To develop a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- To reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, developing an argument, justification or proof using mathematical language
- To solve problems by applying mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Content of Curriculum

	Term 1	Term 2	Term 3
Year 3	Place value, addition and subtraction, multiplication and division	Multiplication and division, length and perimeter, fractions, mass and capacity	Fractions, money, time, shape, statistics
Year 4	Place value, addition and subtraction, measurement (area), multiplication and division	Multiplication and division, length and perimeter, fractions, decimals	Decimals, money, time, shape, statistics, position and direction
Year 5	Place value, addition and subtraction, multiplication and division, fractions	Multiplication and division, fractions, decimals and percentages, perimeter and area, statistics	Shape, position and direction, decimals, negative numbers, converting units, measurement (volume)
Year 6	Place value, addition, subtraction, multiplication and division, fractions, converting units	Ratio, algebra, decimals, fractions, decimals and percentages; area, perimeter and volume; statistics	Shape, geometry (position and direction), themed projects, consolidation and problem solving

Science

Introduction

Our science curriculum is based around the study of real-world topics which help pupils develop a strong knowledge and understanding of key scientific concepts and principles. Pupils experience ‘science in action’ and undertake experiments in a specialist space which provides deep learning experiences and moments of awe and wonder. The course and lessons also link with other subjects such as mathematics and HEALTH, helping pupils further to appreciate the interconnectedness of the curriculum. Pupils also learn about the history and language of science, preparing them confidently for the Middle School (Key Stage 3) science programme.

Aims

- To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- To develop an understanding of the nature, processes and methods of science.
- To engage in a range of scientific enquiries about the world
- To equip pupils with the scientific knowledge required to understand the uses and implications of science, today and in the future

Content of Curriculum

	Term 1	Term 2	Term 3
Year 3	Skeletons, movement, nutrition and diet, food waste, rocks	Fossils, soils, light	Plants, forces, magnets, biodiversity
Year 4	Grouping and classifying living things, data collection, states of matter	Sound, data collection, electricity, energy	Data collection, habitats, deforestation, the digestive system, food chains
Year 5	Forces, space, global warming	Properties of materials, animals including humans, life cycles	Reproduction, reversible and irreversible changes, plastic pollution
Year 6	Living things and their habitats, electricity	Light, light pollution, the circulatory system, diet, drugs and lifestyle	Variation, adaptations, fossils themed projects

Spanish

Introduction

Spanish is taught daily in the Key Stage 2 year groups. For our Spanish pupils, this is a vital part of their learning which develops their reading and written language skills and knowledge of their culture according to the requirements of Spain's department of education.

Pupils read the works of famous Spanish poets and authors to be inspired to develop their own written work. They study a wide range of genres and have opportunities to apply their spoken Spanish in plays, poetry, recitals and movies. Lessons teach grammar, punctuation, spelling rules and how to apply them.

For our 'non-native' speakers, Spanish lessons provide an early introduction to the language, initially focusing on verbal communication and moving towards reading and writing skills as pupils progress. They learn new vocabulary and conversational skills, being taught separately by an experienced Spanish teacher who is familiar with teaching the language to new learners. Our objective is to facilitate the learning of Spanish to a level of fluency capable of giving access to the 'native speaker' curriculum.

At Brighton College Madrid, all pupils learn about the history, geography and customs of Spain in addition to the language. This may include cookery, crafts and special events linked to national festivals and customs. Our curriculum aims to teach them about, and to celebrate, Spain.

Aims

- To use reading and listening skills to develop spoken and written Spanish
- To use grammar, punctuation and spelling confidently to good effect in written work, across a wide range of genres
- To build an understanding of Spanish history, heritage and culture

Content of Curriculum

'Native' Spanish:

The curriculum is linked to our English curriculum and is topic-based, whilst also focusing on key skills. It includes topics and skill areas such as:

- Spanish literature
- Facts about Spain
- Footprints from the past
- Making the news
- Biography and letter writing
- Persuasive writing

'Non-Native' and Beginners' Spanish:

The Spanish curriculum for non-native and beginning speakers follows a bespoke programme designed to enable pupils to communicate with their peers effectively. Pupils learn basic vocabulary and phrases and begin to understand how the language is used in everyday life. The focus initially is on speaking and listening and then gradually incorporates more elements of reading and writing. Through a growing confidence in the language, the course fosters an appreciation of the rich culture of Spain and, continuing through into the Middle School, aims to enable pupils to gain an IGCSE in the subject at the end of Year 11, alongside their Spanish peers.

Art

Introduction

Our art course at this stage is designed to engage, inspire and challenge all pupils by giving them the knowledge and skills to experiment, invent and create their own works of art and design. Individual creativity and self-expression are strongly encouraged, within a framework of supportive instruction. Art lessons are also used to help develop the children's understanding of the world and the joy and fulfilment that can be gained from objects of great beauty. We also aim overall to foster a broad appreciation of artistic genres as well as the history of art, making good use of the wonderful opportunities offered by the many outstanding galleries and museums of Madrid.

Aims

- To produce creative work, exploring ideas and recording experiences
- To develop proficiency in a range of artistic techniques
- To evaluate and analyse creative works using appropriate language
- To learn about art history and the context of art

Content of Curriculum

- Creating sketch books to record observations and use these to review and revisit ideas
- Developing and reinforcing understanding of art and design techniques, including drawing, painting and sculpture
- Using a range of materials creatively to design and make products
- Learning about artists, architects and designers throughout history, describing the differences and similarities between different practices and disciplines



Computing

Introduction

Gradually and appropriately during Key Stage 2, our pupils are taught the basic principles of information technology and computational thinking and how to put this knowledge to use through programming, coding and simple robotics. Building on this understanding and without an over-reliance on screen-time, they create simple programs, systems and a range of digitally relevant content.

By the end of the course, they will have learned to express their ideas through information and communication technology and to use devices responsibly and with discernment in preparation for a more regular use of educational technology to enhance their learning from the Middle School onwards.

Aims

- To understand and apply fundamental principles and concepts of computer science, including computational thinking, abstraction, logic, algorithms and data representation
- To analyse problems in computational terms and have repeated practical experience of writing computer programs to solve such problems
- To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- To understand the importance of being a responsible, competent, confident and creative user of information and communication technology

Content of Curriculum

- Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems; solving problems by decomposing them into smaller parts
- Using sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understanding computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Using search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Using technology safely, respectfully and responsibly; recognising acceptable/unacceptable behaviour; identifying a range of ways to report concerns about content and contact



Design Technology

Introduction

This practical subject draws on pupils' creativity and imagination to design and make products of both a functional and aesthetic nature that solve real and relevant problems within a variety of contexts. Our Design Technology (DT) curriculum, delivered in our dedicated studio, enables pupils to conceive, design and implement design projects, thereby becoming more innovative, resourceful and enterprising. Through the evaluation of past and present practices, pupils understand the impact of DT on daily life.

Aims

- To develop the creative, technical and practical skills needed to perform everyday tasks confidently and participate in an increasingly technological world
- To build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users
- To critique, evaluate and test their ideas and products and the work of others

Content of Curriculum

- Using research to inform the design of innovative, functional and aesthetically appealing products that are fit for purpose, aimed at particular individuals or groups
- Generating ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Using a wider range of tools and equipment to perform practical tasks accurately (for example, cutting, shaping, joining and finishing)
- Investigating and analysing a range of existing products
- Understanding how key events, inventions and individuals in DT have helped shape the world



Drama and Public Speaking

Introduction

Drama uses the body, voice, and imagination to develop creative skills and performance confidence. It encourages creativity, purposeful collaboration and teamwork. All pupils have drama and public speaking lessons to develop their confidence and fluency in both English and in Spanish. Drama gives children the opportunity to learn many skills, to interpret language in new ways, to understand character and to memorise information. Drama lessons will lead to a variety of performances to peers and parents across the year.

Aims

- To develop pupils' skills in creating and performing, public speaking and debating through individual and group opportunities
- To allow pupils to understand and interpret the English and Spanish languages in new ways, developing pronunciation, projecting their voice and broadening their vocabularies
- To enjoy working creatively with others, taking pride in developing new skills

Content of Curriculum

- Preparing speeches, poems and play scripts to read aloud, to memorise and to perform
- Learning correct breathing, intonation, tone, volume and using actions so that the meaning is clear to an audience
- Exploring feelings and ideas, characterisation, themes and issues to enhance a pupil's own personal development within a safe and supportive context

French

Introduction

From Year 5, pupils further their language learning with the introduction of French lessons. They will learn French language as well as culture from the francophone world. As they progress, pupils learn with an increased level of challenge and are introduced to a wider range of language learning techniques, becoming skilled not just in French, but also in the art of general language learning, something which is built further by the parallel learning of Mandarin. At this stage in their schooling, we are aiming to ignite children's curiosity in other languages and cultures, at a time when language acquisition comes relatively easily. This will prepare them confidently for language learning in the Middle School.

Aims

- To learn and know about other cultures
- To express their ideas and thoughts in French
- To understand and respond to spoken and written language
- To speak with increasing confidence, fluency and spontaneity

Content of Curriculum

- Understanding key vocabulary and grammar
- Using French for a greater range of communicative tasks
- Developing an intercultural awareness and appreciation of France and the francophone world
- Writing at varying lengths using a variety of grammatical structures in French



Growing Minds

Introduction

This course is central to developing confident, curious and kind citizens. Growing Minds helps our pupils foster lifelong aspirations, goals and values and prepares them for all the opportunities, challenges, life decisions and responsibilities they face as they move through their education. The curriculum in Years 3 to 6 continues to teach pupils to lead physically and emotionally healthy lives; and they develop the resilience in a safe environment to take appropriate risks, learn from set-backs and respond to challenges.

Aims

- To develop pupils' independence and their ability to assume greater personal responsibility
- To develop pupils' ability to be self-aware and be self-reflective
- To develop physical and social awareness
- To build and develop healthy relationships
- To educate pupils about their personal health, and help them to form life-long healthy habits
- To understand and manage personal safety, including safety online
- To manage physical and emotional changes
- To be an active member of society

Content of Curriculum

The curriculum for Key Stage 2 is designed to help children navigate their personal and social development as they prepare for Middle and Senior School. It covers a range of topics that are crucial for their growth, including:

- Health and Wellbeing: understanding physical and mental health, healthy lifestyles, and emotional well-being.
- Relationships: Learning about friendships, family dynamics, and respectful relationships, including discussions on bullying and conflict resolution.
- Living in the Wider World: Exploring topics such as community, diversity, and global issues, as well as understanding rights and responsibilities.

HEALTH

Introduction

This is a unique element of a Brighton College education and stands for 'Home Economics and Life Time Health' (HEALTH). Our course and lessons teach pupils important life skills linked to supporting their own well-being and mental health. It also promotes and develops citizenship through hands-on projects which support charities in our local community, developing a sense of service to others, an awareness of sustainability and a growing understanding of global issues. We also aim to teach pupils about the pleasures and benefits of healthy food in one of the greatest culinary cities of the world. HEALTH is taught in a purpose-built classroom where high-end cookery equipment and other facilities enable pupils to master these important life skills.

Aims

- To help pupils understand their own well-being and changing needs as they develop
- To learn and apply strategies and techniques to support good mental health including mindfulness and physical well-being
- To understand and apply the principles of nutrition and learn how to cook
- To develop an understanding of where different food comes from
- To ensure an understanding of their own role in the local and global community as active citizens

Content of Curriculum

- Planning menus and cooking with good hygiene
- Using kitchen equipment safely and with good effect
- Planting and growing food
- Participating in and leading projects to support local, national and global issues



Mandarin

Introduction

In Key Stage 2 pupils continue their language learning of Mandarin by exploring modern and traditional Chinese culture, as well as the geography and history of the country. Alongside this, pupils build upon their foundational understanding of key vocabulary and grammar. Pupils use Pinyin to support their learning but also learn to write and understand key radicals and characters that enable them to read and write basic texts with greater accuracy. As they progress through Key Stage 2, pupils are challenged to use their Mandarin for a greater range of communicative tasks. We also celebrate the Chinese festivals which provides a culinary connection with the HEALTH course.

Aims

- To know about other cultures, particularly Asian cultures where Mandarin is spoken
- To express their ideas and thoughts in Mandarin
- To understand and respond to spoken and written language
- To speak with increasing confidence, fluency, and spontaneity

Content of Curriculum

- To understand key vocabulary and grammar
- To begin studying key radicals that enable them to identify and write characters with accuracy
- To use their Mandarin for a range of communicative tasks
- To read core character vocabulary
- To develop the intercultural awareness that will help our learners to appreciate not just China, but Asia as a whole



Music

Introduction

At Brighton College Madrid we believe that everyone should be involved in music and enjoy its many pleasures; at school and hopefully throughout their lives. This is why every pupil learns an instrument at this age and stage. Our high-quality music education, taught in specialist classrooms, engages and inspires pupils to develop the foundations for understanding and appreciating music and nurture their talent as musicians. Our vibrant music curriculum offers all pupils opportunities for singing and learning instruments, music terminology and notation. From the youngest age, pupils enjoy the opportunity to perform on stage, both individually and with others, increasing their self-confidence, performance awareness and sense of achievement.

Aims

- To perform, listen to and begin to evaluate music across a range of historical periods, genres, styles and traditions, including the works of significant composers and musicians
- To learn to sing and use their voices to create and compose music
- For every pupil to learn a musical instrument and use music technology appropriately
- To understand and explore how music is created, produced and communicated and begin to explore inter-related dimensions such as pitch, duration and tempo

Content of Curriculum

- Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvising and composing music for a range of purposes using the inter-related dimensions of music
- Listening with attention to detail and recalling sounds with increasing aural memory
- Using and understanding a wide range of high-quality live and recorded music drawn from different traditions and from significant composers and musicians
- Developing an understanding of the history of music



Our Planet and Our Past

Introduction

Brighton College's unique 'Our Planet and Our Past' curriculum, which is essentially a combination of the subjects history and geography, teaches our pupils to understand how things on Earth are connected by linking geographical topics and historical events, particularly in Spain and Britain but also more widely. This combined approach allows pupils to learn about relevant topics in a more realistic and holistic way, while developing a thorough appreciation and understanding of their own roots and background. It also encourages pupils to understand the diverse perspectives of different peoples which is so important in modern life with regard to critical thinking and problem-solving.

Aims

- To develop contextual knowledge of globally significant places
- To understand the processes that give rise to physical and human geographical features
- To start to use geographical information and vocabulary
- To know and understand significant aspects of the history of the wider world
- To develop an understanding of chronology and start to ask history-based questions, linking past and present

Content of Curriculum

- Locating continents and oceans
- Identifying characteristics of various countries
- Understanding similarities and differences in human and physical geography
- Looking at weather patterns locally here in Spain, in Britain and in Europe.
- Using sources such as maps, globes, online tools and photographs to identify features and locations
- Exploring changes over time both in living and beyond living memory
- Researching the lives of significant figures and significant events in history



Physical Education, Dance and Sport

Introduction

Our Physical Education (PE) curriculum includes dance and one full afternoon dedicated to sport each week. It encourages pupils to be active and healthy while giving them opportunities to have fun, discover their individual talents and collaborate as a team. The curriculum develops pupils' confidence and embeds values such as fairness and respect. Pupils build on their PE experience from Key Stage 1 while being introduced to a broader range of athletic activities and sports, which improve their agility, balance and coordination.

Our aim is for every child to enjoy PE throughout their school life. The high quality and modern sporting facilities to which Brighton College Madrid has access provide an excellent setting for pupils to try new sports and enjoy physical activities with their peers.

Aims

- To develop competence and begin to excel in a broad range of physical activities
- To perform physical activities for sustained periods of time
- To engage in competitive sports and activities
- To develop flexibility, strength, technique, control and balance
- To take part in outdoor and adventurous activity challenges both individually and within a team
- To master basic movements in running, jumping, throwing and catching
- To perform dances using simple and complex movement patterns
- To compare their performances with previous ones and demonstrate improvement to achieve their personal best

Content of Curriculum

- Developing more complex movements including running, jumping, throwing and catching as well as balance, agility and co-ordination
- Participating in team games and developing more complex tactics for attacking and defending
- Performing dances using a range of movement patterns
- To swim competently, confidently and proficiently over a distance of at least 25 metres
- To use a range of strokes effectively



Co-Curricular Activities (CCAs)

Introduction

Our wealth of Co-Curricular Activities (CCAs) is designed to enhance and enrich our pupils' learning experience and development, offering them the opportunity to try new things, broaden their horizons and develop new interests and talents outside of formal class time. A healthy involvement in CCAs is key to pupils making the most of school life and enjoying themselves.

CCAs take place from Monday to Friday at lunchtime and after school each day, and pupils are strongly encouraged to be as involved as they can be. Parents support their child to select their activities from a timetable available across the week, and teachers also provide guidance for what best suits individuals. These activities can range from physical to intellectual but always develop new skills and build confidence and curiosity, as well as being great fun.

Why it this important?

CCAs fuel pupil learning and build important skills, such as collaboration, adaptability and resilience, which balance and enhance a pupil's academic experience. Engaging in different CCAs enables pupils to develop their self-management skills and develop a positive outlook towards school through an increased sense of community. By selecting varied activities, pupils improve their confidence and self-esteem, and the resulting self-confidence and motivation is transferred back into the classroom to boost academic achievement. As well as helping to gain newfound independence at this young age, CCAs prepare pupils for their future lives by firing their curiosity about the many extra activities in life that make it so enjoyable.

CCAs allow pupils to find connections beyond their own class or year group, to interact with others who have the same interests and passions. Whether a child enjoys football or singing, reading or painting, acting or cookery, they will find others who enjoy the same activities. Brighton College Madrid's CCAs range from specialist to general and will usually include activities such as:

- Art Club
- Technology Club
- Chess Club
- Board Games Club
- Drama Club
- Debating and Public Speaking Club
- Book Bug Club
- Quidditch
- Brighton College Journalists
- Fun with Language
- Origami Club
- Mindful Colouring
- Golf
- Triathlon Club
- Football Club
- Dance Club
- Basketball Club
- Eco Club
- Brain Busters Logic and Mathematical Conundrums Club
- Gardening Club
- Animal Fun Club
- Eureka Science Club





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