**Key Stage 2**

Curriculum Statement



**Intent**

The Key Stage 2 provision at Rosewood aims to provide all pupils with a positive experience of education, whilst preparing the pupil for their future lives, both in education and beyond. Many of the pupils in KS2 have faced turbulent and negative encounters with education previously. These experiences have been the cause of a delay in their progress and attainment for pupils of their age. Rosewood looks to enhance the pupils’ learning so that they can make significant progress in order to reduce the deficit. Whilst placing a focus on the individual pupil’s learning, Key Stage 2 also intends to develop confident people, who learn from their mistakes, make positive choices and who make a positive contribution to society.

**Implementation**

In order to achieve the aims set out above, KS2 will provide unique, memorable learning experiences that are accessible for all styles of learner. It will cater pupils with the opportunity to take risks in a safe environment that allows them to learn. Through differentiation, activities will be accessible to all learners regardless of their current ability. The setting of clear targets for each individual, will make them aware of their next steps for learning, understanding how each target can be achieved and what comes next. The application of clear, achievable targets for each pupil will enhance the learner’s experiences of success. KS2 is committed to providing social opportunities for the pupil’s to communicate with others, both inside and outside of the school environment, in order to develop the pupils’ understanding of the world in which they live. Through the implementation of these aims, the learners’ will be prepared to transition in to their secondary years with the best possible chance to succeed and experience further success throughout their social development and future education.

As KS2 is a mixed year group setting (Years 5/6), a bespoke curriculum has been designed to provide pupils with depth of knowledge and understanding across a variety of subject topics. This curriculum functions on a 2year-rolling cycle, ensuring that misconceptions and gaps in learning are addressed in preparation for transition into Year 7.

**Impact**

KS2 provides pupils with the tools to move into their secondary school years by reducing gaps in their learning especially in Maths and Reading. Pupils that transition from Rosewood KS2 into Year 7, have a positive attitude to learning and school.

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| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths** | ***.Place Value***  ***.Addition & Subtraction***  ***.Decimals and Fractions*** | ***.Measure & Data***  ***.Multiplication and division*** | ***.Addition & Subtraction***  ***.Decimals & Fractions*** | ***.Multiplication & Division***  ***.Shape*** | ***.Place value***  ***.Decimals Percentages and fractions***  ***.Multiplication and Division*** | ***.Addition and Subtraction***  ***.Measures and data*** |
| **Literacy**  Non fiction  (3 weeks)  Spellings  **Year 2**  Non fiction  (3 weeks)  Spellings  Fiction | Explanation text: How to win a Roman battle  Poor, door, floor, because, gold, great, bath, clothes, people, build, calendar, century, February, guard, history, island, woman, women, ancient, soldier, foreign, government, occupy, parliament, profession  Diary: Character from Charlie & Choc fact  Prove, improve, busy, class, actual, actually, answer, appear, certain, difficult, heard, important, ordinary, particular, purpose, special, curiosity, familiar, harass, neighbour, nuisance, sacrifice, symbol, sincere, sincerely  Poetry | Persuasive advert: Visit a Lake District Hotel  Wild, climb, most, cold, beautiful, grass, plant, path, water, address, bicycle, centre, exercise, favourite, group, guide, heart, natural, popular, Christmas, accommodate, community, environment  Explanation Text: How to survive a World War 1 battle  According, apparent, conscience, conscious, desperate, determined, explanation, frequently, necessary, opportunity, prejudice, stomach, twelfth, opposite, often, notice, forward, forwards, experience, consider, complete, continue, decide, disappear, medicine, remember  Setting description  Playscript | Newspaper report: Death of Alfred  Find, child, children, who, money, arrive, believe, early, knowledge, possess, possession, strength, various, aggressive, bargain, cemetery, equipment, equipped, foreign, lightning, shoulder, variety, yacht  Persuasive  Advert: Visit a Dudley attraction  grammar, describe, caught, experiment, imagine, interest, length, library, material, mention, minute, naughty, recent, sentence, strange, therefore, though, although, achieve, appreciate, available, bruise, awkward, convenience, correspond, leisure  Speech in a narrative | Diary: A day as a Tudor boy  Kind, mind, only, both, old, father, last, past, should, would, whole, many, parents, accident, accidentally, eight, eighth, famous, fruit, height, learn, position, promise, reign, weight, competition, controversy, excellent, occupy, physical  Instructional text: How to survive in the rainforest  Temperature, category, criticise, definite, especially, exaggerate, forty, guarantee, hindrance, interfere, interrupt, marvellous, mischievous, muscle, sufficient, suggest, thorough, vegetable, secretary, quarter, question, potatoes, pressure, thorough, thought  Fantasy/ adventure | Non-chron report: Mythical creature  Every, everybody, even, break, fast, move, half, breath, breathe, circle, different, earth, occasion, occasionally, amateur, existence, individual, hold, told, steak, after, could, again, Mr, Mrs  Non- chron report: Mountain creature  Accompany, attached, average, embarrass, privilege, recognise, programme, pronunciation, recommend, relevant, restaurant, rhyme, rhythm, signature, peculiar, perhaps, possible, regular, separate, straight, suppose, surprise  Character description | Instructional text: Create a lucky Japanese potion  Behind, pretty, hour, sure, sugar, any, business, busy, extreme, increase, committee, communicate, develop, language, vehicle, system, queue, identity, occur, persuade, immediate, immediately, disastrous, dictionary  Newspaper report: Norman battle  Narrative free write |
| **Topic** | **Romans**  .Who were the Romans?  .Why did they leave Britain?  **Aztecs**  .Who were the Aztecs?  How have they impacted Modern Life? | **Lake District**  .Where is the Lake District?  .Why is tourism important?  **WW1**  What started WW1?  Why do we wear poppies in November? | **Anglo Saxons and Vikings**  **.**Why did the Anglo Saxons invade?  .Where were they from?  **Our local Area?**  .How has our area changed over time? | **The Tudors**  .Who were the Tudor Kings & Queens?  .Why did Henry VIII have so many wives?  **Rainforests**  .How is humanity affecting rainforests? | **Olympics & ancient Greeks**  .To understand the Ancient Greeks religion  How did the Ancient Greeks invent the Olympics?  **Mountains and Rivers**  .Locating Mountains and Rivers on Maps | **Japan**  .Where is Japan?  How is it different to Britain?  **Normans and Castles**  .Who were the Normans  .How did they build Castles |
| **Art** | **Still life drawing**  .Using colour/shading | **Landscape**  .Developing pencil skills | **Norse art**  .Imitating art from another culture  **Street Art**  .Use of colour  .Imitating & applying techniques | **Portraits**  .Observational skills | **Ancient Greek art**  .Develop clay pot making skills  **Andy Warhol-Pop art**  .Use of colour | **Japanese art**  .Using colour/ imitating art  **Shields**  .Applying skills/techniques |
| **Design & Tech** | **Robots**  Artist/Sculpter - Terry Collier  Critique of other’s work  Enabling innovative design and critical thinking  Using basic skills – choosing materials, gluing materials together  Evaluation | **Fish Torch**  Basic electronic components – battery, LED  Using Basic Tools - scissors  Make -mini torch.  Testing Product | **Weaving**  Improve and Embed Knowledge & Core Skills  Practical Experience  Using Basic Tools & Equipment – cutting, measuring ETC  Joining Materials, prototyping  Peer & Teacher Assessment | **Rainsaver Project**  Intro to ‘Design’, ‘Make’ and ‘Evaluate’  Research  Knowledge & Core Skills  Practical Experience  Using Basic Tools & Equipment – Cutting, measuring ETC  Joining Materials, Glue  Peer & Teacher Assessment | **Bug Hotel**  Intro to workshop safety.  Working to a basic design brief.  “Design and Make a big hotel suited to British wildlife/insects.”  Research  Pupil Lead  Outdoor activity  Using Basic Tools  Testing Product  Lots of verbal Assessment for better understanding | **Recycle, reuse, reduce**  DB – “Design and make a product for our school garden from recycling a material.”  Using Basic Tools  6R’s  Effects on environment.  Design’, ‘Make’ and ‘Evaluate’.  Knowledge & Core Skills  Outdoor activity  Using Basic Tools  Joining Materials  Testing Product  Peer & Teacher Assessment |
| **RE** | **Inspirational people**  .Identify inspirational people  .Why do Christans think Jesus was inspirational  Why do Muslims think Muhammad is inspirational ? | **Festivals**  .Which religions celebrate which festivals?  .What is the Christmas story | **The creation story**  .What happened in the creation story?  .Which different religions have different views on how the world was created? | **Holy Communion**  .What is Holy Communion  What is the significance of bread in Christianity?  **The Easter Story** | **Places of Worship**  .Where do different religions pray? | **Afterlife**  .What are the views of each different religions beliefs on life after death? |
| **MFL**  **(German)** | **Greetings &**  **Family**  .To introduce yourself to others  .To know names for other family members | **Numbers &**  **Colours**  .To identify numbers  .To name colours | **Food &**  **Objects**  To identify favourite foods  To name objects in a classroom | **Sports**  .To name your favourite sport  .To ask others their favourite sport | **Places**  .To name local places. Facilities  .To ask where somewhere is | **Directions**  .To ask for directions  .To give someone directions |
| **PSHE** | **Mental health & Wellbeing focus**  . Lockdown situations/feelings, worries, myths, media, self-care, new school life. | **Building friendships**  identify when someone isn’t being a good friend to me or someone else | **Basics of saving, budgeting and money managing**  To understand the difference between needs and luxuries.  Children’s rights  To recognise their own rights and how these may be affected. | **Managing puberty, privacy and unwanted contact (in self context - NSPCC pants rule**  Personal hygiene   * Dental   Physical (changes due to puberty) | **Growing up and relationships**  Understanding and identifying healthy and non-healthy relationships (friends & family)  Managing puberty more in depth, introduction to Relationships and Sex Education | **Preparation for Year 6 & 7**  SATs talk  Secondary school talk  Understanding and learning to manage my different feelings, inside and outside of school |
| **PE** | **Gymnastics**  **.**Balance  .Travel  .Transition  .Create routine (2weeks)  . Perform routine | **Net/Wall games**  **.**Hand –eye co  .Badminton skills  .Rules  .Competition | **Golf**  Golf swing  .chipping  .putting  . Adapted golf | **Invasion Games**  **.**catching and throwing skills  .Rugby skills  .Rugby rules  Small sided games | **Striking and Fielding**  .Throwing and catching skills.  Hand-eye co  Cricket skills | **Track and Field Athletics**  .Athletic events  .Athletics skills  .Javelin throwing |

Yearly curriculum displayed in black

**Rolling curriculum-**

1st year curriculum displayed in red

2nd year curriculum displayed in blue