



ROSEWOOD SCHOOL
WORKING TOGETHER TO ACHIEVE MORE

Key Stage 2

Curriculum Statement





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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	<u>.Number: Place Value</u> <u>.Number: Addition & Subtraction</u>	<u>.Measure: Area</u> <u>.Number: Multiplication and division</u>	<u>.Number: Multiplication and division</u> <u>.Measure : Length and Perimeter</u>	<u>.Number: Fractions</u> <u>.Number: Decimals</u>	<u>.Number: Decimals</u> <u>.Measure: Money</u> <u>.Measure: Time</u>	<u>.Geometry: Shape</u> <u>.Statistics</u> <u>.Geometry: Position and Direction</u>
Linked Text	<i>Greek Mythologies</i> <i>Charlie and the Chocolate Factory</i> by Roald Dahl		<i>Aquila</i> by Andrew Norriss <i>Billy the Kid</i> by Michael Morpurgo		<i>The Cosmic Dairy of Our Incredible Universe</i> by Tim Peake <i>River Boy</i> by Tim Bowler	



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<p>Literacy</p> <p>Non fiction (3 weeks)</p>	<p>Non-chron report: <i>Mythical creature</i></p>	<p>Explanation text: <i>UK Outdoor pursuit</i></p>	<p>Newspaper report: <i>(Aquila)</i></p>	<p>Letter: <i>From an Anglo-Saxon King</i></p>	<p>Instructional Text: <i>Make a simple circuit</i></p>	<p>Persuasive advert: <i>Visit Western USA</i></p>
<p>Spellings</p>	<p>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</p>	<p>Wild, climb, most, cold, beautiful, grass, plant, path, water, address, bicycle, centre, exercise, favourite, group, guide, heart, natural, popular, Christmas, accommodate, community, environment</p>	<p>Find, child, children, who, money, arrive, believe, early, knowledge, possess, possession, strength, various, aggressive, bargain, cemetery, equipment, equipped, foreign, lightning, shoulder, variety, yacht</p>	<p>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</p>	<p>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</p>	<p>Behind, pretty, hour, sure, sugar, any, business, busy, extreme, increase, committee, communicate, develop, language, vehicle, system, queue, identity, occur, persuade, immediate, immediately, disastrous, dictionary</p>
<p>Year 2</p> <p>Non fiction (3 weeks)</p>	<p>Diary: <i>Character from Charlie & Choc fact</i></p>	<p>Newspaper Report: <i>WW1 battle</i></p> <p>According, apparent, conscience, conscious, desperate, determined, explanation, frequently, necessary, opportunity, prejudice, stomach,</p>	<p>Explanation Text: <i>Individual choice</i></p>	<p>Instructional text: <i>How to survive an air raid</i></p>	<p>Persuasive leaflet: <i>Use less plastic</i></p> <p>Accompany, attached, average, embarrass, privilege, recognise, programme, pronunciation, recommend, relevant, restaurant, rhyme, rhythm,</p>	<p>Non-chron report: <i>River Wildlife</i></p>



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Spelling gs	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	twelfth, opposite, often, notice, forward, forwards, experience, consider, complete, continue, decide, disappear, medicine, remember	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	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	signature, peculiar, perhaps, possible, regular, separate, straight, suppose, surprise	
Fiction	Poetry	Setting description Playscript	Speech in a narrative	Fantasy/ adventure	Character description	Narrative free write



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Science	<p><u>Forces</u> .Identify the effects of resistance</p> <p><u>Working Scientifically</u> To report findings from an enquiry</p>	<p><u>Animals Including Humans</u> .To describe changes as humans develop</p> <p><u>Light</u> .Light travels in straight lines .All objects reflect light so we can see them</p>	<p><u>Living things and their Habitats</u> .Describe life process and reproduction of some plants and animals</p> <p><u>Evolution and Inheritance</u> How animals adapt to their environment</p>	<p><u>Working Scientifically</u> To conduct a fair experiment</p> <p><u>Animals including Humans</u> To understand parts of the circulatory system</p>	<p><u>Electricity</u> .recognise electrical symbols</p> <p><u>Living things and their habitats</u> To classify living things into groups</p>	<p><u>Earth & Space</u> Understand the Sun is the Centre of the Solar System</p> <p><u>Properties and change of material</u> To compare and group everyday materials</p>
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Topic	<p><u>Ancient Greeks</u> Who were the Ancient Greeks?</p> <p>What was life like in Ancient Greece?</p> <p><u>Aztecs</u> .Who were the Aztecs?</p> <p>How have they impacted Modern Life?</p>	<p><u>UK Physical Geography</u> What are the physical geographic traits of the UK?</p> <p><u>WW1</u> What started WW1?</p> <p>Why do we wear poppies in November?</p>	<p><u>Romans</u> .Who were the Romans?</p> <p>.Why was the Roman army so powerful?</p> <p>.When did they invade Britain?</p> <p>.How did the Romans impact Britain?</p> <p>.Why did they leave Britain?</p> <p><u>Economic Activity-UK</u> What is the UK economy like?</p> <p>What are the key geographical features of the UK?</p>	<p><u>Anglo Saxons and Vikings</u> .Why did the Anglo Saxons invade?</p> <p>.Where were they from?</p> <p><u>Local Area & WW2</u> How has our area changed over time?</p> <p>How did WW2 impact the local area?</p>	<p><u>Crime and Punishment</u> How was punishment changed over different historical periods?</p> <p>How is the justice system fair?</p> <p><u>Sustainability</u> How can we live a sustainable lifestyle?</p> <p>What does sustainable mean?</p>	<p><u>Western USA</u> How is the west of the USA different to my local area?</p> <p>What is Western USA like?</p> <p><u>Rivers</u> How are rivers important?</p> <p>How can I collect data from a river?</p>
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Art	<u>Street Art</u> Drawing Shape		<u>Still Life Drawing</u> Line Shape Space		<u>Andy Warhol</u> Critical studies Observing/ recording	
	<u>Aztec Art</u> Value Space		<u>Express yourself</u> Line Value Modelling		<u>Landscapes</u> Imagine and Express Construction	
Design & Tech	<u>Steam Boats (Forces)</u> Enabling innovative design and critical thinking Using basic skills – choosing materials, gluing materials together Critique of other's work Evaluation	<u>Animal Torch (Light)</u> Basic electronic components – battery, LED Using Basic Tools - scissors Make -mini torch. Testing Product	<u>Weaving (Romans & Celts)</u> Improve and Embed Knowledge & Core Skills Practical Experience Using Basic Tools & Equipment – cutting, measuring ETC Joining Materials, prototyping Peer & Teacher Assessment	<u>Recycle, reuse, reduce (WW2)</u> 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	<u>Rainsaver Project (Sustainability)</u> Intro to 'Design', 'Make' and 'Evaluate' Research Knowledge & Core Skills Practical Experience Using Basic Tools & Equipment – Cutting, measuring ETC Joining Materials, Glue	<u>Bug Hotel (Rivers/ Earth)</u> 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



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					Peer & Teacher Assessment	better understanding
RE	<u>Stories & Beliefs</u> . Adam & Eve .Salavation Story . Muhammad: life in Makkah & Madinah	<u>Stories & Beliefs</u> Ideology about wealth & charity Right or Wrong? Own views of religion Beliefs about anger Peace forgiveness or violence? Afterlife <u>Christmas</u>	<u>People of Faith</u> Marcus Rashford Rosa Parks Sadio Mane Jesus Muhammad	<u>Festivals</u> Why do we celebrate festivals? Celebrating festivals How do festivals consolidate religious beliefs? <u>Easter</u>	<u>Worship</u> . petitionary prayer/devotional prayer .why should we worship God?	<u>Humanism</u> . identify as a non-religious view . Understand the "Golden Rule" . Moral decisions
ICT	<u>ESafety & Creating Media: Desktop publishing</u>	<u>Connecting Computers</u>	<u>Programming: Events and actions</u>	<u>Data and information: Spreadsheets</u>	<u>Creating Media: Webpage creation</u>	<u>Programming : Variables in Games</u>



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Drama	<p><u>Greek Theatre</u> Comedies Tragedies Theatres Chorus</p> <p><u>Charlie and the Chocolate Factory – Roald Dahl</u> Thought track Freeze frame Character Script</p>	<p><u>Pantomime</u> Understanding scripts Melodrama Stage direction</p> <p><u>Pantomime</u> Script work Melodrama Props Set</p>	<p><u>Health and Wellbeing (PSHE LINK)</u> Mental health Physical health Self esteem</p> <p><u>Improvisation</u> Situational tasks Conflict resolution Confidence building Re-enactment</p>	<p><u>Aquila</u> Narration Improvisation Hot seating Script work Themes</p> <p><u>Billy the Kid</u> Improvisation Characterisation on Narration Hot seating</p>	<p><u>Masks</u> Basic Commedia Dell'Arte Creation of masks Physicality Seven levels of tension</p> <p><u>River Boy</u> Hot seating Improvisation Narration Script work Themes</p>	<p><u>From Page to Stage</u> Status Blocking Script work Character workshops</p> <p><u>Celebrating diversity & equality</u> LGBTQ Bullying Gender roles Stereotypes</p>
PSHE	<p><u>Mental health & Wellbeing focus</u> . Lockdown situations/feelings, worries, myths, media, self-care, new school life.</p>	<p><u>Building friendships</u> identify when someone isn't being a good friend to me or someone else</p>	<p><u>Basics of saving, budgeting and money managing</u> To understand the difference</p>	<p><u>Managing puberty, privacy and unwanted contact (in self context - NSPCC pants rule)</u></p>	<p><u>Growing up and relationships</u> Understanding and identifying healthy and</p>	<p><u>Preparation for Year 6 & 7</u> SATs talk Secondary school talk</p>



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			<p>between needs and luxuries.</p> <p>Children's rights</p> <p>To recognise their own rights and how these may be affected.</p>	<p>Personal hygiene</p> <ul style="list-style-type: none"> Dental <p>Physical (changes due to puberty)</p>	<p>non-healthy relationships (friends & family)</p> <p>Managing puberty more in depth, introduction to Relationships and Sex Education</p>	<p>Understanding and learning to manage my different feelings, inside and outside of school</p>
PE	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> .Balance .Travel .Transition .Create routine (2weeks) . Perform routine 	<p><u>Net/Wall games</u></p> <ul style="list-style-type: none"> .Hand –eye co .Badminton skills .Rules .Competition 	<p><u>Boccia</u></p> <ul style="list-style-type: none"> .Hand-eye co- rd .Ball mainpulation .Rules and adaptation (creating own games) 	<p><u>Invasion Games</u></p> <ul style="list-style-type: none"> .catching and kicking skills .Football skills .Football rules Small sided games 	<p><u>Striking and Fielding</u></p> <ul style="list-style-type: none"> .Throwing and catching skills. Hand-eye co Rounders skills 	<p><u>Track and Field Athletics</u></p> <ul style="list-style-type: none"> .Athletic events .Athletics skills .Javelin throwing
Food Tech	<p><u>Street Food (Street Art)</u></p> <ul style="list-style-type: none"> .taste and evaluate different types of “street food” .Making our own street food 	<p><u>Rock cakes (UK Geography)</u></p> <ul style="list-style-type: none"> planning and recipe writing . baking and evaluating 	<p><u>Healthy Eating</u></p> <ul style="list-style-type: none"> Eat well guide What does healthy eating look like? 	<p><u>Bread (Anglo-Saxons)</u></p> <ul style="list-style-type: none"> Different types of bread Hedgehog bread 	<p><u>Soup (Andy Warhol)</u></p> <ul style="list-style-type: none"> taste and evaluate different types of soup 	<p><u>Fried Chicken (Western USA)</u></p> <ul style="list-style-type: none"> Using the air fryer Making our own fried chicken



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	<u>Using chocolate (Aztecs)</u> Trip to Cadbury world Using chocolate in foods	<u>Decorating/icing (WW1 Remembrance)</u> Designing a memorial cookie Link to Remembrance Day	Our own eat well meal planner	<u>Master chef-rationing (WW2)</u> Small list of ingredients to see what can be made	.Making our own soup <u>Salads (Sustainability)</u> taste and evaluate different types of salad .Making our own salad Fruit Salad	<u>Where food comes from</u> Looking into food produce From Farm to plate
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Yearly curriculum displayed in black

Rolling curriculum-

1st year curriculum displayed in red

2nd year curriculum displayed in blue