



Lower Key stage 2

Curriculum Intent

Pupils begin to make the transition from an EYFS play based curriculum, to a slightly more formal curriculum where the emphasis is on making progress in core curriculum areas. The focus remains on ensuring that our pupils are effective communicators, supporting their learning with objects, Makaton, visual cues and communication aids.

Programmes of study are based on the Key Stage 1 National Curriculum and Equals schemes of work differentiated to best meet the needs of learners.

Some pupils will have phonics teaching, although a whole word approach to reading is also used and emphasised.

Maths is taught in class groups as with English. Carefully planned activities are differentiated according to the ability of each pupil. Evidence of progress will be recorded through formal assessments, photographs, pupil's work and observations.

They will begin to follow a more structured curriculum, with some pupils beginning to work in the core areas.

Pupils with more complex needs are taught in a separate class, following the PMLD/Sensory curriculum. The curriculum offer for these pupils is tailored to meet their individual needs.

Non-core curriculum subjects are taught in a way that is meaningful, relevant and enjoyable for pupils. Themes are delivered using a range of resources and media, ensuring that pupils are given a breadth of experience at a level that is appropriate to them. These themes are taught in a creative, practical way, supported in some areas through specialist weeks.

All pupils will have individual learning plans based on targets set at annual reviews of Education Health and Care plans (EHCPs.) These targets are written with parents and incorporate the views of pupils as collated by our pupil voice co-ordinator.



Curriculum Implementation

Curriculum Areas and Strands

Communication and English							
Communication/Speaking and Listening			Reading and Comprehension			Writing	
Personal, Social, Health, and Emotional Development							
Listen to Me	Safeguarding	Personal Care	Residential	Citizenship Week	SMSC - BV	PE	
Knowledge and Understanding of the World							
Science	History	Geography	Design Technology	RE			
Maths							
The Properties of Number	Shape	Problem solving	Capacity	Length	Mass	Money	Time
Creative Arts							
Art	Music	Role Play/Drama	Dance				
Digital Literacy and Computing							
Using ICT	Finding and Selecting Information	Developing, presenting and communicating information					

Lower KS2 Themes		
Year 1 Autumn	Year 1 Spring	Year 1 Summer
All about me/Special times	Once upon a time/In the Woodland	Growth/At the seaside
Year 2 Autumn	Year 2 Spring	Year 2 Summer
Special People including People Who Help Us/Celebrations	Mini-beasts/Food	The Weather/Transport



Communication and English at Lower KS2

Communication and English overview

In undertaking the teaching of English at Mayfield School we hope to create an environment in which our pupils will be given access to all aspects of the English Language, e.g. Non-verbal & augmentative Communication, Speaking and Listening, Reading and Writing, enabling each pupil to have a sense of what being literate means. Work in English promotes learning across the curriculum and underpins pupils' achievements and participation in all aspects of their lives.

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Communication	Reading and Comprehension	Writing	
<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, give descriptions, explanations and narratives for different purposes, including for expressing feelings 	<ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense 	
Strands and Texts			
	Autumn	Spring	Summer
Year 1 - Julie	Nursery rhymes chants and action rhymes, Stories with predictable structures Simple non-fiction texts.	Fairy Stories Traditional stories Non-fiction - information texts.	modern rhymes and poetry Stories with patterns of language. Simple non-fiction texts.
Year 2 – Carol	Stories with familiar settings Simple non-fiction texts	Stories with predictable rhymes with predictable Non-fiction - posters	Stories with repetitive patterns Plays Non-fiction - information texts.



Problem Solving and Maths

Problem Solving and Maths overview

Sessions will be in block activities and Number will come into all sessions. It has been calculated that each term the sessions below will take place:

4 number/calculations/place value;

3 measure

2 shape and space

1 money

1 time

and 1 problem solving day linked to each weekly theme.

The Properties of Number	Shape	Problem solving	Capacity	Length	Mass	Capacity	Money	Time
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Personal, Social, Health and Emotional Development at Lower KS2

Personal Development overview

JIGSAW Scheme of Work topics are followed and adapted to the specific needs of each class dependent on the cohort of children each year. These have been aligned to the statutory RSHE curriculum to ensure that there is adequate coverage across lower and upper KS2.

We also offer Safeguarding week in the autumn term and Citizenship week/British Values in the spring term which have a higher profile and can be delivered as appropriate to the needs of the children.

Personal development is incorporated into all aspects of the school ethos and curriculum through:

- Adults explaining, modelling and displaying appropriate behaviours explicitly in specific sessions and throughout the school day.
- A common use of vocabulary across the school based upon the children making choices.
- Specific ILP targets being promoted throughout the school day, ensuring that all members of the class team can contribute to these.
- Encouraging independence with the children wherever possible.
- Recognising appropriate behaviours and acknowledging them in some way eg reward charts, good choices rewards, GEM project etc.

Listen to Me	Safeguarding	Personal Care	Citizenship/BV week	SMSC	Residential
Autumn		Spring		Summer	
Being Me in my World To include Families and People who care for me and Caring Relationships. Safeguarding week	Celebrating Difference To include Caring Relationships and Respectful Relationships.	Dreams and Goals To include Caring Relationships and Respectful Relationships.	Healthy Me To include Physical Health and fitness, Healthy Eating, Drugs, alcohol and Tobacco, Health and Prevention and Basic First Aid – linked to Science and PE curriculum. Citizenship/BV Week Residential	Relationships To include Online relationships, Being Safe and Internet Safety and Harms – linked to ICT curriculum.	Changing Me To include changing adolescent body – linked to Science curriculum.

Personal Development

Personal Development is seen as a core part of the curriculum alongside Maths and English. It is broken down into 3 main components; RSHE, SMSC and Living Skills (listed below). In addition to curriculum content all students will work towards individual targets based on ILPs and Personal Development Baseline and Assessments. Priority and time will be given throughout the timetable for pupils to work towards achieving these targets as independently as possible (supported by GEM project where appropriate). Key stage 2 classes use the themes and progression of the Jigsaw scheme of work. There will be a weekly session of specific RSHE in line with new government framework (September 2020)

<u>RSHE</u>	<u>SMSC</u>	<u>Living Skills</u>
<p>Safeguarding Week: Specific focus in Autumn Term but embedded throughout the year.</p> <p>Relationships Education: Families, caring friendships, respectful relationships, online relationships and being safe.</p> <p>Physical Health and Wellbeing: Mental wellbeing, Internet safety and harms, physical</p>	<p>British Values: Specific focus in Spring Term but also cross curricular links within RSHE lessons taught primarily through the Jigsaw scheme of work.</p> <p>Enrichment Days: Linked to K&UW- focus on other countries, religions and belief systems to promote tolerance and diversity.</p>	<p>Gem Project: (classes 9 and 10) diamond power (problem solving and independence)</p> <p>Self Help, Personal Care and Independence Skills: Toilet training, dressing and undressing, using cutlery and mealtime skills, washing hands and face, teeth brushing, jobs around the school</p>



<p>health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and changing adolescent body.</p>	<p><u>Specialised learning Week's:</u> Whole school science week, sports and activity week and creative arts week. <u>Listen to Me:</u> Self Awareness, Self Advocacy, Self Expression, Preparation for Review, Listen to me booklet. Opportunities for meaningful pupil voice are given wherever possible –also through involvement in School Council. <u>Residentials:</u> Currently offered bi annually and progressive in nature. <u>Assemblies:</u> Themes of which are taken from the Jigsaw scheme of work linked to prescribed half termly themes. <u>National Awareness Days:</u> Children in Need, Comic Relief, World Book Day, Anti Bullying Day.</p>	<p>environment e.g. taking the register to office and transitions around school. <u>Food Tech:</u> Working together to use tools purposefully to make simple food dishes. <u>Off site trips within the Community:</u> Visit to local shops, parks, woods and beaches. Gym and community swimming pool.</p>
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PE

We believe a high quality PE curriculum provides opportunity for pupils to be physically active in ways that will support their health and fitness, including their mental health and wellbeing. Opportunities to participate and compete in sport and other activities help our pupils to turn-take, follow rules and understand fairness and respect. We feel PE can enable our pupils to become less socially isolated by participating inside and/or outside school. It should give them an understanding of their physical capabilities and encourage them to extend them. For many a quality PE curriculum assists them with regulating their behaviour and/or focus. For some pupils excellence in sport is a vehicle for improving self-esteem.

Autumn		Spring		Summer	
Swimming & water safety Chase games Dance	Swimming Gym Invasion Games	Swimming Bikes Games	Swimming Invasion Games Dance	Swimming Net/Racquet Games Gym	Swimming Athletics Striking and Fielding Games

Digital Literacy and Computing at Lower KS2

Digital Literacy and Computing overview

The classes will follow the various elements of the Digital Literacy and Computing curriculum as described at KS1 within the National Curriculum. As throughout the school all pupils have a skills checklist and will be given time to specifically practice these skills. Pupils will then be given opportunities to apply and develop these skills in other curriculum areas wherever possible and links will be made explicit. An understanding of E Safety is a whole school priority and therefore in addition to understanding and knowledge in this area being reinforced in every lesson where computers are being used pupils will also have stand alone lessons in E Safety.

ICT is led by pupils ICT needs and targets on individual ICT skill checklists for pupils.



ICT Curriculum Elements		
<i>Using ICT</i>	<i>Finding and Selecting Information</i>	<i>Developing, presenting and communicating information</i>
Autumn	Spring	Summer
ESafety – safe guarding Mouse skills Paint	Keyboard skills Word Use of ICT Equipment	Beebots Coding

Knowledge and Understanding of the World at Lower KS2

Knowledge and Understanding of the world overview

Pupils will be taught Knowledge and Understanding of the World through both discrete individual lessons and through a cross curricular approach using the thematic headings listed on page 2. The study of science at Mayfield School gives all pupils the opportunity to think, learn, and to develop an interest in and curiosity about, the world around them through exploratory and investigative experiences. It is an introduction to the world of living things, life processes, materials and physical processes. It helps pupils to consider aspects of the world around them. Science week in the spring term offers a whole school opportunity to focus on a joint theme to develop aspects of scientific learning and development.

Knowledge and Understanding of the World Subjects

Science	History	Geography	Design Technology	RE
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Science

	Year One			Year Two		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Year 1 - Julie	Everyday materials	Animals	Plants	Humans	Animals	Seasonal changes
Year 2 - Carol	Use of everyday materials	Animals	Plants	Humans	Living things & their habitats	Seasonal changes

Geography

	Year One			Year Two		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Our community – where we live		Navigation, e.g. orienteering. Simple environmental areas and maps	Local Area Studies e.g. woods, park and seaside.	Celebrations around the world	Food around the world	Air, land and sea animals.



History					
Year One			Year Two		
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Changing Me The Great Fire of London Remembrance	Toys – then and now	Seaside holidays from the past	Remembrance Bonfire Night & Fireworks The history of Christmas	Changing Food Tastes and Food Diaries	The History of Transport
Design Technology					
Year One			Year Two		
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Christmas Fayre Project	Fairy-tale Scenes	Garden Party Project	Christmas Fayre Project	Making mini-beast habitats	Garden Party Project
RE					
<p>Experiences & Opportunities: (suggestions)</p> <ul style="list-style-type: none"> • Visiting places of worship, focusing on symbols & feelings. • Listening to & responding to visitors from local faith community. • Using their senses & having times of quiet reflection. • Using art & design, music, dance & drama to develop their own reflective feelings and creative talents. • Sharing their own beliefs, ideas & values, & talking about their feelings & experiences. (Link to PSHCE) • Beginning to use ICT to explore religions & beliefs as practised in the local & wider community. • Following the KS1 expectation that pupils should study Christianity & one other religion & include other world views. 					
Year One			Year Two		
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Myself	Celebrations	Belonging	Believing/story	Celebrations (journey through life)	Leaders & teachers



Creative Arts at Lower KS2

Creativity overview

Pupils will be taught Creative Arts through both discrete individual lessons and a cross curricular approach. Throughout the year there are key opportunities for all pupils within the school to work collaboratively on a joint theme. These are celebrated through whole school displays and assemblies.

Creativity Elements

Art	Music	Drama	Dance	Creative digital literacy/Moving images	
Autumn		Spring		Summer	
Christmas Crafts Christmas Performance		Dance within PE		Mayfield's Got Talent Creative Arts week	
Music					
Year One			Year Two		
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Singing songs	Make musical stories using instruments	Sounds of the seasons	Singing songs	Animals and food songs	Weather songs Instruments
Art					
Year One			Year Two		
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Weaving/clay	Artists	Colour mixing	Portraits	3D sculptures	3D – layering pictures