



## Upper KS 2 Curriculum

### Curriculum Intent

At Upper Key stage 2, pupils follow a more structured timetable. This builds on the skills pupils have previously developed extending their capacity to become more independent learners. There is an increasing emphasis on problem solving, with an expectation that pupils will take more control of their learning and develop greater personal responsibility. The emphasis remains on effective communication and choice making, with emergent writers and readers following structured programmes of study. Phonics will continue to be taught, where appropriate, with some pupils receiving specific interventions to develop their English skills, for example through Fischer Family Trust programmes.

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.

In non-core subjects, pupils will have the opportunity to explore wider themes, moving from the local, personal based work at Lower Key stage 2 into areas such as earthquakes and Victorians.

In Upper Key Stage 2 teachers will also help prepare pupils for the pathways model at Key Stage 3.

Pupils with more complex needs will continue to follow the PMLD/Sensory curriculum with opportunities to develop through an individualised personal timetable.

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

<b>Communication and English</b>							
Communication		Reading and Comprehension			Writing		
<b>Personal Development</b>							
Listen to Me	Safeguarding	Personal Care	Citizenship Week	SMSC - BV	PE	Residential	
<b>Knowledge and Understanding of the World</b>							
Science	History		Geography	Design Technology		RE	
<b>Maths</b>							
The properties of Number	Shape	Problem Solving	Capacity	Length	Mass	Money	Time
<b>Creative Arts</b>							
Art	Music		Drama	Dance	Creative digital literacy/Moving images		
<b>Digital Literacy and Computing</b>							
Using ICT		Finding and Selecting Information			Developing, presenting and communicating information		

	<b>Upper KS 2 Themes</b>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Class 8 Megan	Healthy Eating & Local Area	Earthquakes & Volcanoes	Kings and Queens
Class 9 Vicky	The beach & sea/Our place in the world	Ourselves & what we believe	Animals and wildlife
Class 10 Becky	EGYPT	Victorians and inventions	Myths and Legends



## Communication and English at Upper 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 Literacy promotes learning across the curriculum and underpins pupils' achievements and participation in all aspects of their lives.

Communication	Reading and Comprehension	Writing
<ul style="list-style-type: none"> <li>*To develop and use a range of communicative skills, movements and gestures.</li> <li>*To encourage pupils to imitate conversation and make requests.</li> <li>*To teach the pupils to listen carefully so they can understand and make sense of what they see and hear.</li> <li>* To encourage pupils to express their likes, dislikes, feelings, emotions and preferences for different audiences.</li> <li>*Listen to me</li> <li>*Role-play and drama</li> </ul>	<ul style="list-style-type: none"> <li>*To teach strategies and skills to enable the pupils to become readers at whatever level is appropriate to them.</li> <li>*To offer a language rich environment in classrooms and around the school through displays, signs and labels in a variety of prints and styles supported by Communicate in Print symbols.</li> <li>*To enable children to become literate to enable them to read for pleasure and information.</li> <li>* To reflect on their reading matter. Children to be taught reading and research skills, which enable them to retrieve, select and organise information from varying sources.</li> <li>*Through phonics teaching Pupils will secure decoding skills.</li> </ul>	<ul style="list-style-type: none"> <li>*To help pupils to develop a desire to write or make whatever mark is appropriate to them (including the use of ICT) in order to express themselves.</li> <li>*To show pupils that writing is a useful, enjoyable activity and a means of communicating and recording events, experiences, information, thought and feelings.</li> <li>*To enjoy and value their own and other's writing.</li> </ul>

### Strands and Texts

	Autumn	Spring	Summer
Class 8 Megan	Stories about fantasy worlds Poems on a similar theme Information texts – reference books	Poems with predictable structures Books on a similar theme Events	Stories from your own and other cultures Recounts Visits
Class 9 Vicky	Stories with familiar settings Information books – reference books Poetry - free verse, narrative poetry	Fantasy and imaginative texts Recounts Events	Poems with familiar settings Posters
Class 10 Becky	Traditional stories Poems by significant children's poets Information books – text books	Stories with predictable patterns Simple dictionaries Instructions	Stories and poems from own and other cultures Posters Myths and legends



## Maths at Upper KS2

### Problem Solving and Numeracy 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	Money	Time
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## Personal, Social, Health and Emotional Development at Upper 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 Week/BV	SMSC	Residential
<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
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)

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



fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and changing adolescent body.

**Specialised learning Week's:**

Whole school science week, sports and activity week and creative arts week.

**Listen to Me:** 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.

**Residentials:** Currently offered bi annually and progressive in nature.

**Assemblies:** Themes of which are taken from the Jigsaw scheme of work linked to prescribed half termly themes.

**National Awareness Days:**

Children in Need, Comic Relief, World Book Day, Anti Bullying Day.

school environment e.g. taking the register to office and transitions around school.

**Food Tech:**

Working together to use tools purposefully to make simple food dishes.

**Off site trips within the Community:**

Visit to local shops, parks, woods and beaches.

Gym and community swimming pool.

**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	
Class 8 Megan	Swimming – Community Pool Chase Games Dance	Gym Invasion games	Bikes Games	Invasion Games Dance	Net/Racquet Games Dance	Athletics Striking and Fielding Games
Class 9 Vicky	Gym Chase Games	Swimming – Community Pool Dance Invasion Games	Gym Bikes	Invasion Games Dance	Gym Net/Racquet games	Athletics Striking and Fielding Games
Class 10 Becky	Chase games Dance	Swimming - Community Pool Invasion Games	Bikes Games	Gym Invasion Games	Net/Racquet games Dance	Gym Athletics



## Digital Literacy and Computing at Upper KS2

### Digital Literacy and Computing overview

There are various elements to the Digital Literacy and Computing curriculum at KS2. 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

Using ICT	Finding and Selecting Information	Developing, presenting and communicating information
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### Additional topics

Autumn 1 <sup>st</sup> half	Spring 1 <sup>st</sup> half	Summer 1 <sup>st</sup> half
E safety	Search Technologies Computer network	Algorithms
Autumn 2 <sup>nd</sup> half	Spring 2 <sup>nd</sup> half	Summer 2 <sup>nd</sup> half
Sequence, selection & repetition in programming	Combining a variety of software	Design, write and debug



## Knowledge and Understanding of the World at Upper 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. 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.

### Knowledge and Understanding of the World Subjects

Science	History	Geography	Design Technology	RE
<b>Science</b>				
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>	
Class 8 Megan	Biology – Animals, skeletons and nutrition	Chemistry - Rocks	Physics – Forces and Magnets	
Class 9 Vicky	Chemistry – Water Cycle	Physics - Electricity	Biology – Animals including humans (digestive system and teeth)	
Class 10 Becky	Chemistry - Changes of State	Physics - Sound	Biology – Living Things and Habitats	
<b>Geography</b>				
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>	
Class 8 Megan	Local Area <i>land use over time</i>	Earthquakes and Volcanoes	Contrasting Locality – (European Weather and climate zones)	
Class 9 Vicky	Ourselves and the Wider World <i>Water cycle</i>	Contrasting Locality – (North or South America) Mapping & compass points	Contrasting human and physical geography <i>Distribution of natural resources</i>	
Class 10 Becky	Contrasting Locality – (Abroad)	Contrasting Locality (UK)	Investigating Rivers Fieldwork	
<b>History</b>				
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>	
Class 8 Megan	Non-European Study	Vikings and Anglo Saxon	Extended Chronological Study – Kings and Queens <i>A study of an aspect or them in British History beyond 1066</i>	
Class 9 Vicky	Anglo Saxons and Scots	Extended Chronological Study - Railways	Ancient Civilizations - Greece	
Class 10 Becky	Ancient Civilizations - Egypt	Extended Chronological Study –Victorians (Inventions)	Extended Chronological Study – changes in social History	
<b>Design Technology</b>				



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Class 8 megan	Food and Nutrition	Designing/Making	Mechanical systems
Class 9 Vicky	Food and Nutrition	Electrical Systems	Designing/Making
Class 10 Becky	Technology and computing	Designing/Making	Growing Food

### RE

#### Experiences & Opportunities: (suggestions)

- Encountering religion through visitors & visits to places of worship, & focusing on the impact of religion on the local & global community.
- Discussing religious & philosophical questions, giving reasons for their own beliefs & those of others.
- Considering a range of human experiences & feelings.
- Reflecting on their own & others' insights into life & its origin, purpose & meaning.
- Expressing & communicating their own & others' insights into life through art & design, music, dance, drama & ICT.
- Developing the use of ICT, particularly in enhancing pupils' awareness of religions & beliefs globally.
- Experience RE through all the senses (vision, hearing, smell, touch & taste)
- At KS2 (Lower) pupils should study Christianity & Hinduism & Judaism

At KS2 (Upper) pupils should study Christianity & Islam & non-religious worldviews such as Humanism.

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Class 8 Megan	For Christians, what kind of king is Jesus?	What do Christians believe Jesus did to 'save' people?	Why is the Torah so important to Jewish people.
Class 9 Vicky	What matters most to Humanists, Christians? Why do Christians believe Jesus was the Messiah?	Why do some people believe in God and some people not? How do Christians decide how to live? What would Jesus do?	How does faith help people when life gets hard?
Class 10 Becky	Why do Hindus want to be good?	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Britain today?
	UKS2 enrichment day. Creation and Science: conflicting or complementary?		



## Creative Arts at Upper 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. In sessions where the focus remains the same the activities are differentiated by objectives and targets related to the class theme.

### Creativity Elements

Art	Music	Drama	Dance	Creative digital literacy/Moving images
Christmas Crafts Christmas Performance		Dance within PE		Mayfield's Got Talent Creative Arts week
<b>Music</b>				
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>		
Music - Solos	Music – musical notation	Music - Improvise & compose inter-related dimensions		
<b>Art</b>				
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>		
Art - Sketch book Art - drawing & paintings	Art - Observations	Art - Sculpture		