



## KEY STAGE 2

The English national curriculum stipulates that students in Key Stage 2 should demonstrate the ability to read a diverse range of poetry and age-appropriate books aloud accurately and at a reasonable pace. They should read most words effortlessly and decode unfamiliar written words with increasing ease.

Additionally, students should summarise and present familiar stories in their own words, engaging in frequent reading for both pleasure and information. They should also read silently with good comprehension, inferring meanings of unfamiliar words.

In terms of writing, students should be able to quickly jot down their ideas, exhibiting broad accuracy and ambition in grammar, punctuation, and spelling.

By the end of Year 6, students' reading and writing should be fluent and effortless enough to handle the general demands of the Year 7 curriculum. Nonetheless, there remains a need to learn subject-specific vocabulary. Students should demonstrate an understanding of audience and purpose in their writing, making informed choices regarding vocabulary and grammar. Teachers should prepare students for secondary education by ensuring they can consciously control sentence structure and comprehend the reasons behind sentence construction. Additionally, students should grasp nuances in vocabulary choice and employ age-appropriate academic language.

TERM 1

TERM 2

TERM 3

## YEAR 7

### Unit 1: Me, Myself and I

**Key Themes:** Self-reflection, memories, family, school, hopes, ambitions and childhood

**Rationale:** This unit aims to support students transition to secondary English as well as getting to know their class and building confidence in reading, writing and oracy.

**Golden thread:** Narrative voice (Gothic Unit).

### Unit 2: Charlie and the Chocolate Factory.

**Key Themes:** poverty, greed, parenting, kindness, consequences for actions.

**Rationale:** This unit builds students' confidence in reading, understanding and enjoying a full novel. Throughout the unit they will have opportunities to discuss the characters and themes in the novel, select evidence from the text and use the text as a stimulus to write persuasively.

**Golden thread:** Persuasive writing (Advertising Unit).

### Unit 3: Myths & Monsters

**Key Themes:** psychology, history, heroes, villains, good vs evil, consequences, deception, disguise, and trickery.

**Rationale:** This unit aims for students to gain an understanding of classical myths and their influence today. They will read and understand a range of challenging short stories then write their own myth.

**Golden thread:** Myths, fantasy and challenging language (A Midsummer Night's Dream).

### Progression and Golden Thread:

Students in Year 7 progress from writing about themselves at the start of the year to writing a narrative at the end. They read a range of texts for pleasure and information with increasing challenge and will have opportunities to read aloud to improve fluency. The golden thread is the way the units build and support the units taught in the English curriculum.

## YEAR 8

### Unit 1: Character and Voices

**Key Themes:** Resilience, equality, identity, stereotypes, kindness, Victorian London, villains.

**Rationale:** This unit aims to give students an understanding of different characters from fiction and non-fiction, how they are created and the power of voices. They write and perform a monologue at the end of the unit.

**Golden thread:** Character monologues (Charlie and the Chocolate Factory). Characters, narrative structure and equality (Animal Farm).

### Unit 2: Avenham Theme Park Project

**Key Themes:** Popular theme parks, audience, persuasive language, research skills, leaflets.

**Rationale:** In this unit, students will research popular theme parks and what makes them successful. Building on this research, they will use their creativity to design their own theme park and write a persuasive leaflet about it.

**Golden thread:** DAFORSTFIRE and non-fiction writing (Making the News)

### Unit 3: Heroes and Villains

**Key Themes:** Perspective, opinion vs fact, crime, stereotype, culture, disabilities, heroic and villainous.

**Rationale:** The aim of this unit is to read a range fiction and non-fiction extracts in order to develop skills in comprehension and comparison. Students will also complete some descriptive writing as well as putting into practice some other writing skills they have developed in LLS and English so far.

**Golden thread:** Article writing (Making the News) Narrative writing (Myths and Monsters and Gothic Horror English).

**Progression and Golden Thread:** Students in Year 8 build upon the skills they have developed in Year 7 English and LLS and apply them to new texts enhancing their cultural capital through reading a range of fiction and non-fiction texts. They also get several opportunities for writing across different genres, often practising and building on existing skills.

## YEAR 9

### Unit 1: Stone Cold

**Key Themes:** Power, the military, psychology, crime, homelessness, society, prejudice and friendship.

**Rationale:** This unit gives students an opportunity to read a full novel and use this a springboard to develop their reading and writing. There will be regular opportunities to practise their reading comprehension and language analysis. Students complete a character analysis and at the end of the unit they will produce a leaflet on homelessness.

**Golden thread:** Leaflet writing (Non Fiction Unit). Studying a character across a text (Novel Units).

### Unit 2: CSI

**Key Themes:** characterisation, deception, relationships, inference, love and hate.

**Rationale:** The aim of this unit is for students to understand what makes crime writing such a powerful genre. They will read a range of short stories, poetry and non-fiction writing in this genre. At the end of the unit, students will write their own crime short story.

**Golden thread:** Crime stories (Stone Cold), Narrative writing (Gothic Horror and Myths and Monsters).

**Progression and Golden Thread:** By Year 9, students have progressed to reading a full novel and studying the plot and characters in depth. Therefore, this unit spans the first term and a half. The writing task in the final unit is culmination of the skills built upon throughout the year giving students to write creatively.

**Cultural capital:** The Literacy curriculum at Christ the King Catholic High School significantly boosts students' cultural capital through reading a range of diverse texts and authors.

**Extra-curricular:** The LLS department works closely with the English Department in providing extra-curricular opportunities for the students. Students also receive a weekly intervention for reading during form time according to their need.



## Christ the King Catholic High School: **LLS (Key Stage 3)** - Curriculum Overview 2023 - 2024

### ENRICHMENT & PERSONAL DEVELOPMENT

### CAREERS EDUCATION

<b>YEAR 7</b>	Year 7 Literacy supports students with their transition to secondary education. They start the term getting to know their class with collaborative tasks as well as a range of opportunities for reflection on their time in primary school. The first full text they study is chosen as it is something that they are familiar with and therefore feel confident to study at a KS3 level. There are frequent opportunities to read aloud as well as phonics instruction to support them with reading and spelling.	Students develop their literacy skills in order to access secondary education with a view to develop their chances of moving into further education or employment. They read a range of stories that will encourage students to raise their aspirations. They study Roald Dahl as well as the classic myths which links to careers in writing.	
<b>YEAR 8</b>	Year 8 Literacy aims to further develop students' confidence through performing a monologue. They also read non-fiction texts based on the lives of various inspirational individuals such as Malala and female footballer Eniola Aluko to enrich their cultural capital.	Students watch various film clips when studying monologues, which links to careers in acting. When reading Malala and Eniola, they learn about careers in education, public speaking and sport.	
<b>YEAR 9</b>	Year 9 Literacy enriches students' understanding of the world around them through the study of the psychology of individuals and their different circumstances.	Students study crime in both units which links to careers in law or law enforcement. They also study homelessness linking to careers in charity.	
<b>LITERACY &amp; NUMERACY</b>	The LLS curriculum aims to bridge the gap for students that are working below expected standard in order for them to access the secondary curriculum. They will use phonics to help improve their reading and spelling. Students will take part in regular handwriting sprints to improve their writing legibility and fluency. There will be a clear focus on sentence acquisition and grammar for writing. Reading is the golden thread that runs through the whole curriculum giving students an opportunity to read a broad range of genres, text types and authors.	<b>CATHOLIC ETHOS</b>	The texts students read help to develop students' empathy and understanding. The LLS curriculum is in place to educate those who are academically and emotionally disadvantaged in order for them to reach their full potential.



## KEY STAGE 2

The LLS curriculum aims to bridge the gap for students that are working below expected standard in order for them to access the secondary curriculum. They will build on the end of year expectations from Years 4, 5 and 6 at Key Stage 2 in order for them to access the Key Stage 3 curriculum. Students will focus on grasping essential skills in number work focusing mainly on addition and subtraction, money, time, fractions and decimals, then ratios in Year 9.

Students will use the KS2 philosophy of fluency, reasoning and problem solving and the CPA approach within numeracy lessons (concrete, pictorial, abstract).

TERM 1

TERM 2

TERM 3

## YEAR 7

### Unit 1: Addition and Subtraction

**Key Skills:** Add and subtract 1s, 10s, 100s and 1,000s, add up to two 4-digit numbers and subtract two 4-digit numbers. For each one building up from no, one and more than one exchange.

### Unit 2: Multiplication and Division A

**Key Skills:** Multiples of 3, multiply and divide by 6, multiply and divide by 9, the 3, 6 and 9 times-tables, multiply and divide by 7, 11 times-table and division facts, 12 times-table and division facts, multiply by 1 and 0, divide a number by 1 and itself and multiply three numbers.

### Unit 3: Money

**Key Skills:** Write money using decimals, convert between pounds and pence, compare amounts of money, estimate and calculate with money, solve money problems.

### Unit 4: Time

**Key Skills:** Hours, minutes and seconds, convert between analogue and digital times, convert to the 24-hour clock, convert from the 24 hour clock.

### Unit 5: Multiplication and Division B

**Key Skills:** Factor pairs, multiply and divide by 10 and 100, written methods of multiplication, multiply and divide a 2 and 3 digit number by 1.

**Progression and Golden Thread:** Students build on their number work from term one to three revisiting multiplication and division. Times Tables Rockstars is the golden thread running through each unit, boosting children's fluency and recall in multiplication and division. They also complete regular 'Flashback' recall tasks at the start of lessons.

## YEAR 8

### Unit 1: Addition and Subtraction

**Key Skills:** Mental strategies, add and subtract whole numbers with more than four digits, inverse operations, multistep addition and subtraction problems, compare calculations and find missing numbers.

### Unit 2: Multiplication and Division A

**Key Skills:** Multiples, factors, prime numbers, square numbers, cube numbers, multiply and divide by 10, 100 and 1000.

### Unit 3: Multiplication and Division B

**Key Skills:** Multiply a 4-digit number by 1 digit, multiply a 2, 3 and 4 digit number by a 2-digit number, short division, divide a 4-digit number by a 1-digit number and divide with remainders.

### Unit 4: Decimals and Percentages

**Key Skills:** Decimals up to 2 decimal places, equivalent fractions and decimals (tenths and hundredths), thousandths as fractions and decimals and on a place value chart, order and compare decimals, round to the nearest whole number, percentages and percentages as fractions.

**Progression and Golden Thread:** Students in Year 8 build upon the key skills they have developed in Year 7 with the addition of decimals and percentages in the final unit. Times Table Rockstars and Flashbacks continue to be the golden thread running through students' number work.

## YEAR 9

### Unit 1: Addition, Subtraction, multiplication and division

**Key Skills:** Add and subtract integers, common factors, common multiples, rule of divisibility, primes to 100, square and cube numbers, multiply up to a 4-digit number by a 2-digit number, problem solving, short division, division using factors, long division, mental calculation and reason from known facts.

### Unit 2: Ratio

**Key Skills:** add or multiply? Use ratio language, the ratio symbol, ratio and fractions, scale drawing, use scale factors, similar shapes, ratio problems and proportion problems.

### Unit 3: Fractions

**Key Skills:** Equivalent fractions and simplifying, denominator, numerator, add and subtract fractions, add and subtract mixed numbers, multiply and divide fractions by integers, fraction of an amount.

**Progression and Golden Thread:** The start of Year 9 consolidates the learning in the previous years building up to ratios and fractions for the rest of the year. Times Table Rockstars and Flashbacks continue to be the golden thread running through students' number work.

**Cultural capital:** The Numeracy curriculum at Christ the King Catholic High School significantly boosts students' cultural capital through developing life skills, in particular time and money.

**Extra-curricular:** The LLS department works closely with the Maths Department in providing extra-curricular opportunities for the students. Students also receive a weekly intervention for numeracy during form time using Times Tables Rockstars.



## Christ the King Catholic High School: **LLS (Key Stage 3)** - Curriculum Overview 2023 - 2024

### ENRICHMENT & PERSONAL DEVELOPMENT

### CAREERS EDUCATION

<b>YEAR 7</b>	Year 7 Numeracy supports students with their transition to secondary education. The resources they use will begin as concrete then build to pictorial and then abstract. Their classwork links to the White Rose Maths format as well as Times Tables Rockstars both chosen for familiarity and therefore develop their confidence in number work. They will also complete units on money and time, both areas that students may struggle with in secondary education.	Numeracy skills lessons linked to careers in Nursing, Accountancy and Financial Trading.
<b>YEAR 8</b>	Year 8 Numeracy continues to build on the skills taught in Year 7 in order to ensure that students have the foundational skills in number in order access the KS3 curriculum.	Percentages and decimals careers links: football, biology, manufacturing and meteorologists
<b>YEAR 9</b>	Year 9 Numeracy consolidates the learning in KS3 and begins to develop skills that will be required in the transition to KS4 such as ratio and fractions.	Ratio careers links: banking, finance, baking, joinery, engineering and sports. Fractions careers links: pharmacy and nursing, engineering, architecture and baking.
<b>LITERACY &amp; NUMERACY</b>	The LLS curriculum aims to bridge the gap for students that are working below expected standard in order for them to access the secondary curriculum. Students are taught to become competent and independent mathematicians with a focus on fluency, reasoning and problem-solving.	<b>CATHOLIC ETHOS</b> The LLS curriculum is in place to educate those who are academically and emotionally disadvantaged in order for them to reach their full potential.