



Key Stage 2 Curriculum Overview

At Whytrig Middle School, we have designed an ambitious curriculum that is built upon Seaton Valley Federation's curriculum vision and intent. Our Key Stage 2 curriculum aims to equip pupils with the knowledge, skills and attributes they need to become successful members of society.

Our curriculum is purposeful and meaningful and prepares learners for the next steps in their academic career. Our curriculum in Key Stage 2 is topic based and is designed to be progressive, building upon prior knowledge. It is designed to provoke curiosity and excitement, develop a desire to learn and take into account 21st Century British Values.

We plan learning sequences with clear objectives, matched to the English National Curriculum and we strive to ensure that all tasks are appropriate to each child's level of ability with suitable support and challenge. Our planning makes expected outcomes clear. We assess progress towards these outcomes through questioning and marking and use this information when planning the next lesson, as well as collecting formal assessment data at key points in the year. We aim for all pupils to make good or better progress and this is closely tracked by subject coordinators and the senior leadership team.

We aim for pupils to end Key Stage 2 with a solid understanding of the academic content and to be Literate, Independent, Numerate and Culturally aware.

Subject	Main Aims
English	The KS2 English curriculum in Years 5 and 6 is designed to be broad and enriching, providing children with a wealth of experiences to develop their reading and writing skills. The main areas of focus are; • Engage with Classic and Modern Texts: From Shakespearean plays to contemporary novels, children will explore a wide range of literature, fostering a lifelong love of reading. • Creative Writing Opportunities: Children will have the chance to write their own stories, poems, and plays, sparking their



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creativity and imagination.

- **Public Speaking and Performance:** Opportunities for presenting their work and performing in front of their peers will build confidence and communication skills.
- **Cross-Curricular Learning:** English lessons will often connect with other subjects, enriching their overall learning experience and making connections between different areas of knowledge.
- **Critical Thinking and Analysis:** Children will develop strong critical thinking skills as they analyse texts, discuss their interpretations, and articulate their thoughts both verbally and in writing.

The Year 5 and Year 6 English curriculum is designed to be a transformative experience, equipping your child with the skills, knowledge, and passion for reading and writing that will serve them well throughout their education and beyond.

Maths

In Key Stage 2 Mathematics our aim is to provide high-quality mathematics education which offers a foundation for understanding the world; the ability to reason mathematically; an appreciation of the beauty and power of mathematics; and a sense of enjoyment and curiosity about the subject. We do this through a Mastery approach with the knowledge and understanding that maths is for everyone, with challenge and support when necessary. New concepts are introduced using concrete materials as representations. Once confident, pupils can link this to pictorial representations and finally move on to the abstract.

One of the main aims of the National Curriculum is for pupils to be fluent in mathematics. Each objective is practised with varied tasks to develop fluency. All topics are taught through the use of a variety of problems, not just the typical 'word problem'. The opportunity to reason through the use of problem-solving and discussion should be part of daily lessons for all.

We support the Federation's curriculum vision and intent in maths in many ways. All lessons begin with a 'Discover' task, which is a real-life problem. Children read and interpret the questions, and work independently or with others. Following the 'I do', 'We do', 'You do' format for whole-class teaching, we support and encourage that link to independence. We also encourage mathematical literacy in all lessons.



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Science	Our science curriculum allows pupils to develop a deeper understanding of a wide range of scientific ideas and skills across the science disciplines and increases knowledge of the 'big' ideas that underpin scientific understanding. This is achieved through exploring ideas, asking questions and finding relationships. We promote the development of excitement and curiosity about natural phenomena and a love of investigating and asking questions. We support pupils in making connections between everyday observations and key scientific ideas and also in making connections between scientific disciplines. We want pupils to understand how science can be used to explain what is happening, predict how things will behave and analyse causes. We want pupils to understand that science has changed our lives and is vital to the world's future prosperity. Our science curriculum supports our whole Federation's curriculum vision and intent fully. We develop scientific literacy, focussing on reading high quality texts, teaching key scientific vocabulary and developing writing of quality explanations. With scaffolding, we encourage our young scientists to be independent. They are encouraged to plan their own methods of investigating, they make decisions about their work and are supported in taking responsibility for their own safety and the safety of others. In science we measure, calculate and present predictions and results accurately in many numerical forms. We learn about a diverse range of different scientists who have made significant contributions to the subject. We also consider real life applications and relevance of the curriculum.
Humanities	Our humanities curriculum will inspire in pupils a curiosity and fascination about the world, its past, its geography and its people; a curiosity which we hope will remain with them for the rest of their lives. They will develop a deeper understanding of what it means to be a member of our global community in the 21st century, learning that our lives, our locations and our pasts are interconnected and that, together, they will help to shape our future. Geography teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments. They will develop their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.



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	History teaching will demonstrate the concepts of continuity and change; cause and consequence; similarity, difference and change. It will teach pupils the history of Great Britain, exploring how it has influenced the wider world and been influenced by it. It will also teach significant aspects of international history, exploring the past achievements and follies of mankind. Pupils will learn how the world has been shaped, how perceptions may vary and how future mistakes can be avoided but are often repeated. Humanities will develop in pupils the skills to rigorously question, research, analyse, assess, form opinions and join in debate, all of which will help to prepare them for their adult lives. Humanities promotes cultural awareness, a sense of identity and an understanding of our place in the world. It helps to create responsible, purposeful, well-informed members of the community. Speaking, listening, reading and writing will all be promoted across the lessons and there will be some opportunities to develop maths skills, for example when using maps and researching timelines. Pupils will be offered regular opportunities to work independently and explore their own areas of interest.
Art	In Art we engage and inspire children to express their individual creativity and to produce works of art. Creativity is encouraged and children are provided with opportunities to experience a variety of media and techniques and they are introduced to artists and craft makers from around the world, both past and present. Our curriculum aims to provide children with the knowledge and skills to make informed choices, think critically about their own artwork and be able to discuss their work and the work of others in a mature way and to work with increased independence. Young minds are encouraged to apply numeracy in the realm of Art, enhancing their proficiency in measurements and precision.
Technology	In KS2, young learners are encouraged to explore the world of culinary arts by planning and preparing a variety of dishes using techniques such as peeling, chopping, slicing, grating, mixing, kneading, and baking. They gain insight into the importance of a balanced diet and the journey of food from production to consumption, including cultivation, breeding, fishing, and processing. By studying fruits from different regions, they learn about cultivation and harvesting practices. Through applying numeracy skills in the kitchen, they learn to accurately measure ingredients. This empowers them to become self-sufficient in the culinary field, fostering a love for cooking that goes beyond their school years and enhances their daily lives.



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	Young learners explore textiles looking at creating annotated designs and ideas. Working with fabrics and stitch pupils produce exciting pieces that can show off their sewing skills.
Music	Our KS2 music curriculum focuses on the 4 main key areas, singing, listening, composing and performing and is informed by the Model Music Curriculum. Lessons are designed to meld substantive knowledge and disciplinary skills seamlessly to allow students to ultimately compose and perform their own ensemble using a range of different instruments and notation styles. By consolidating and building on skills previously learned and introducing new skills in a fun and engaging way, children are able to express themselves and develop confidence. Diverse and engaging learning opportunities, including the opportunity to learn to play a range of tuned and untuned instruments, are employed to ensure all learners maintain a high level of interest while continually being challenged. Our music curriculum is designed to play a fundamental role in developing the whole child and focuses on transferable skills such as communication, leadership, evaluating, creativity, providing and responding to constructive criticism and critical thinking as well as providing a release from pressures students may feel.
PE	Our PE curriculum aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and for their future. Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved. We expect all pupils to be physically literate by the time they move Key Stages, from KS2 to KS3.
Computing	Our computing curriculum allows pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas



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	through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. We have created a curriculum where pupils develop skills and knowledge that will equip them for their future, teaching them practical skills and aspects about physical computing, enabling them to make decisions about possible future careers in computing. We want pupils to understand how computing has changed our lives and is vital to the world's future.
French	In French we aim to help children develop a love of language, as well as confidence in their own abilities. We make comparisons between French and English in many ways, such as the use of grammar and phonics, which also strengthens pupils' knowledge and understanding of the English language. We also look at the interesting similarities and differences in culture, and enjoy finding out more about life in France and French-speaking countries. Our lessons are based around 6 topics over the year, which incorporate practice of the four core skills - reading, writing, speaking and listening. Children develop their reading skills through the application of prior knowledge, as well as identifying cognates and using a bilingual dictionary. They become more confident at writing simple sentences, and eventually including further detail and originality in their writing. Speaking and listening skills progress to simple conversations with an appreciation for accurate pronunciation. Over the two years, pupils become increasingly confident at using these skills with independence. Numbers are a regular focus with every lesson looking at the date in French and opportunities given to compare the French and English number systems. Informal assessments of the four skills are carried out in each half-term, where children have the opportunity to demonstrate this independence.
RE	In Religious Education at Key Stage 2 we aim to foster curiosity, critical thinking, and empathy in our pupils, encouraging them to engage with ethical and philosophical questions. Our curriculum enables pupils to develop a broad knowledge of major world religions as well as an understanding of the importance of diversity and interfaith dialogue in a globalised society. Our intention is to create independent learners and promote tolerance, respect, and spiritual exploration in line with the requirements of the National Curriculum for England.



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	We use a variety of teaching methods and we encourage pupils to use their literacy and oracy skills to ask questions, express their beliefs, and respectfully engage with those of others. Through careful planning, we find different ways to incorporate numeracy into lessons, for example, we might think about local and national populations and look at statistics for different areas. The impact of our RE curriculum at KS2 is evident in the attitudes, values and knowledge that our pupils demonstrate as they progress through the school. Our pupils are equipped with the knowledge, skills, and attitudes needed to navigate an increasingly diverse and interconnected world with confidence and understanding. Please note that parents and carers have the right to withdraw their child from all or part of the RE curriculum. Please contact us at wms@svf.org.uk if you would like to discuss this further.
PSHE	The children and young people of Whytrig Middle School are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also poses challenges and risks. In these environments, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. PSHE (Personal, Social, Health and Economic) education is a crucial part of a child's education. It gives children access to critical information about themselves and the many facets of the diverse world around them. We aim to develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies. We encourage the exploration of, and respect for, values held by different cultures and groups within our local community, and promote the development of positive attitudes. We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others. We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. We aim to equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty. The information provided will be relevant and appropriate to the age and maturity of pupils. At Whytrig, we aim to prepare pupils adequately for adult life: its decisions, responsibilities, experiences and opportunities, and to allow pupils to develop fully as emotional mature human beings.



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