

Welcome to our KS2 Curriculum Evening

Wednesday 17th September 2025

English – Reading

- Children read throughout the curriculum and skills are developed through a whole class approach to guided reading.
- Focus on comprehension
- Examples of skills that are developed are vocabulary, inference, prediction, explanation and retrieval
- **Reading at home remains important**



English – Writing

Writing is broken into 3 main areas which are;

- Transcription, spelling and handwriting
- Vocabulary, punctuation and grammar
- Composition



Throughout KS2 children write for a range of purposes, both fiction and non-fiction using texts as a stimulus. These texts are chosen carefully to help children learn and develop skills and consider the impact their choices have on the reader.



What is the structure of composing a piece of writing in KS2?



Maths

Maths Curriculum

Fluency



Mastering Number at KS2

Secure firm foundations in multiplicative relationships



Maths at St Peter's PRIMARY SCHOOL

Recap



Learn



Practise



Solve



- Number and place value
- Number Facts
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Geometry
- Statistics & Algebra*

*Algebra mainly Year 6

Example of coverage throughout a year

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW			Number Multiplication and division A VIEW			Number Fractions A VIEW				Number Multiplication and division B VIEW	
Spring term	Number Multiplication and division B continued VIEW	Number Fractions B VIEW	Number Decimals A VIEW	Measurement Area, perimeter and volume VIEW	Number Decimals B VIEW						Number Fractions, decimals and percentages VIEW	
Summer term	Ratio VIEW	Algebra VIEW	Geometry Shape VIEW	Geometry Position and direction VIEW	Statistics VIEW	Measurement Converting units VIEW						

Progression of learning through year groups (example)

Year 3	Year 4	Year 5	Year 6
3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.	4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.	5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.	6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.

Challenge given through reasoning and problem solving to show **depth** of understanding

How many ways?

Put exactly 10 counters on a hundreds, tens, units mat to make a number.

The difference between your number and 500 must be less than 150.

Your number must be odd.

Example	Hundreds	Tens	Ones
This is 145, made with 10 counters	●	● ● ● ●	● ● ● ● ●

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

Explore

I think of a 4-digit number. All the digits are different.

The sum of its digits is 13.

What is the **smallest** and the **largest** the number could be?

Example: The sum of the digits for 2541 is 12
 $2 + 5 + 4 + 1 = 12$

Key facts to learn

- Times tables
- Converting measures
- Equivalent Fractions, Decimals & Percentages
- Names & properties of shapes
- Telling time to nearest minute (on analogue clocks)

Length		Mass		Capacity	
10mm	1cm	1000g	1kg	1000ml	1l
1000mm	1m	1000kg	1tonne		
100cm	1m	Time			
1000m	1km	60 s	1 mins		
		60 mins	1 hours		
		24 hours	1 day		
		365 days	1 year		



How is children's progress assessed?

- Children's attainment and progress is tracked throughout the year using Insight software
- Children may take formal assessments in some subjects to support teacher judgements
- Moderation takes place in school and with schools in the Burford partnership and ODST to ensure assessments are accurate

Statutory Assessments

- Year 4 – Multiplication Tables Check
 - 25 questions, 6 seconds per question
 - Children will practise using this format in school
- Year 6 – SATs – English & Maths
 - Meeting will take place closer to the time with more information
 - Please do not use previous years' SATs papers to practice at home as we use them in school for assessment and tracking purposes.

Topic

- History
- Geography
- Science
- Art
- DT
- English*

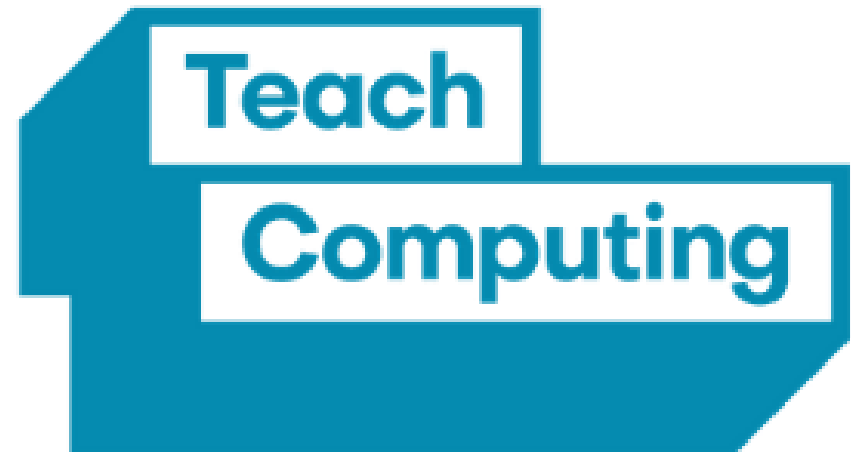


- 2 year rolling programme – currently Year B
- Work adapted for different year groups
- Subjects will be linked to the topic where possible
- Coverage meets expected NC coverage for end of Key stage 2
- Science often stands alone

Computing



Safety in the digital world



Computing Curriculum

PROJECT EVOLVE

- Taught throughout the year in each year group



Self-Image and Identity



Online Relationships



Online Reputation



Online Bullying



Managing Online Information



Health, Well-being and Lifestyle



Privacy and Security

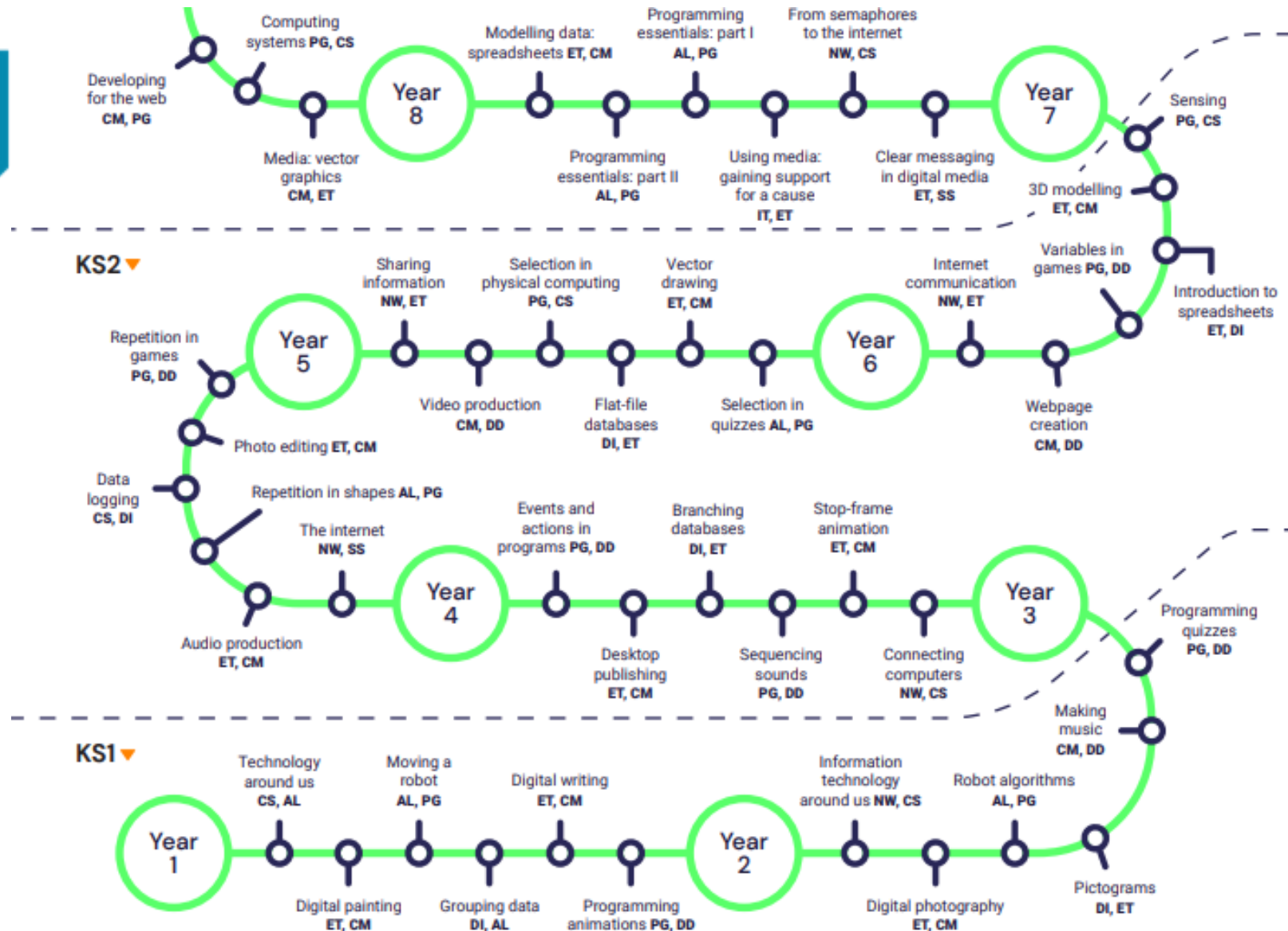


Copyright and Ownership

Teach

Computing

- Mapped to UK Computing curriculum.
- **Computer systems and networks** – internet vs world wide web, servers
- **Creating media** – video, audio, photo
- **Programming** – algorithms and physical computing
- **Data and information** – ICT (desktop publishing, databases)



RE

- Christianity
- Judaism
- Islam
- Buddhism
- Sikhism
- Humanism



Example units:

- Does prayer change things?
- How can we know what God is like?
- Creation vs Science: conflict or complementary?

Discussions and units of work cover a range of religions and world views, as well as philosophical topics.

Space Makers



Relatively new reflection tool used in each class. Children have the opportunity to stop and reflect in a busy world.

PE

Hockey

Football

Rugby

Tennis

Cricket

Netball

Dance

Athletics

Gymnastics

Swimming

(Pegasus: Spring term,
Phoenix: Summer term)



PSHCE – Personal, Social, Health and Citizenship Education

Jigsaw breaks the PSHCE curriculum down into 6 themes which are focussed on throughout the year

- Being in my world
- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me (inc. RSE)



The theme is a focus for each short term (6 sessions) and these themes are the same in each year group from reception through to year 6. Each year group has the same theme at the same time which allows this theme to also be the focus for collective worship and children to be celebrated in the golden book

Example of progression through the 6 themes

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

RSE - Year 3 & 4

Term 1: Our bodies

To think about how our bodies have changed since birth.

To explore why bodies can grow at different rates.

To understand how our bodies can be different.

To know when it is ok to let someone touch you and how to say no if you don't want someone to touch you.

To identify which parts of our bodies are private and who we should tell if someone wants to touch our private parts.

Term 2: Life cycles

What is a life cycle?

Why does having a baby need a male and a female?

What are eggs and sperm?

How do babies grow?

What do babies need to survive?

Term 3: More about our bodies

To reflect on what we have learnt so far about our bodies.

To understand the role of puberty in humans.

To understand what periods are and how/why they happen.

We have worked with Natalie Hunt from Abingdon School on our RSE curriculum. Hits all statutory content and has crossovers with the Science curriculum.

All taught at a very age-appropriate level.

We have books in school which families can borrow to aid conversations at home, if they wish.

Parents can request that their child does not take part in any lessons with non-statutory content.



RSE - Year 5 & 6

Term 1: Puberty & periods (statutory)

Objectives: What is the role of puberty in humans? What physical changes occur during puberty? What are periods, why do they happen and what do I need ?

Term 2: Sex & reproduction (non statutory)

Objectives: How is a baby made through sex? What are the other ways to become a parent? (IVF, adoption, surrogacy) How does a baby develop? How is it born and what does it need to thrive?

Term 3: Emotional wellbeing (statutory)

Objectives: How does my brain develop during puberty? How can I look after myself and my mental health? What can I do when I need support?

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- All taught at a very age-appropriate level.
- We have books in school which families can borrow to aid conversations at home, if they wish.
- Parents may request that their child does not take part in non-statutory content.



Other curriculum subjects

- French

- Speaking, Reading, Writing, Grammar

- Music

- Pulse, rhythm, tempo, pitch, duration
- Listening, musical appreciation, composing, performing and reading notation

Residentials

Year 3 & 4 – Adventure Plus
4th-5th June



Year 5 & 6 – Pioneer Centre
20th-22nd May

- Meetings
- Payment plans – see letter



Questions?