

Welcome to our  
KS2 Curriculum Evening

Thursday 28<sup>th</sup> September 2023

# RSE

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RSHE Puberty Programme

Year group	Term 1	Term 2	Term 3
3-4	<p>To reflect on how our bodies have changed since birth and to understand how our bodies grow in a lifetime.</p> <p>To understand how boys and girls are different and how they are similar.</p> <p>To gain knowledge and understanding of the male and female reproductive organs.</p> <p>JIGSAW:</p> <p><i>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</i></p> <p><i>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</i></p>	<p>To understand what eggs and sperm are.</p> <p>To understand that male and female parts are required to reproduce.</p> <p>To consider how animals reproduce.</p> <p>To understand the ways in which animals may care for their young.</p> <p>JIGSAW:</p> <p><i>I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby.</i></p> <p><i>I understand how babies grow and develop in the mother's uterus.</i></p> <p><i>I understand what a baby needs to live and grow.</i></p>	<p>To further our understanding of what eggs and sperm are – where they are stored, when they develop and their journey out of the body.</p> <p>To understand what menstruation is and why it happens.</p> <p>JIGSAW:</p> <p><i>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</i></p> <p><i>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</i></p>

<p>5-6</p>	<p>To develop an understanding of the role of puberty for everyone.</p> <p>To apply our knowledge of male and female reproductive organs to understand how and why puberty happens.</p> <p>To learn about the physical changes in boys and girls during puberty.</p> <p>To further understand what periods are and how/why they happen; to learn about the uses of different period products.</p> <p>JIGSAW:</p> <p><i>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</i></p> <p><i>I can describe how boys' and girls' bodies change during puberty.</i></p>	<p>To apply our knowledge of male and female reproductive organs to understand how babies are made through sexual intercourse.</p> <p>To understand other ways to have a baby, including IVF, adoption and surrogacy.</p> <p>To understand how a baby develops in the womb, how it is born (vaginal and caesarean) and what a baby needs to thrive once it is born.</p> <p>JIGSAW:</p> <p><i>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</i></p> <p><i>I understand that sexual intercourse can lead to conception and that is how babies are usually made.</i></p> <p><i>I understand that sometimes people need IVF to help them have a baby.</i></p>	<p>To reflect on the physical changes in puberty for everyone.</p> <p>To understand what attraction means and how our feelings towards someone can change in puberty.</p> <p>To understand the development of the adolescent brain and why mood swings and strong emotions occur.</p> <p>To learn how to look after our mental health through puberty and where to seek support.</p> <p>JIGSAW:</p> <p><i>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</i></p> <p><i>I am aware of the importance of a positive self-esteem and what I can do to develop it.</i></p> <p><i>I can identify what I am looking forward to and what worries me about the transition to secondary school.</i></p> <p><i>I know that it is important to take care of my mental health and I know how to take care of my mental health.</i></p>
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# PSHCE – Personal, Social, Health and Citizenship Education

Jigsaw used as our scheme of work

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



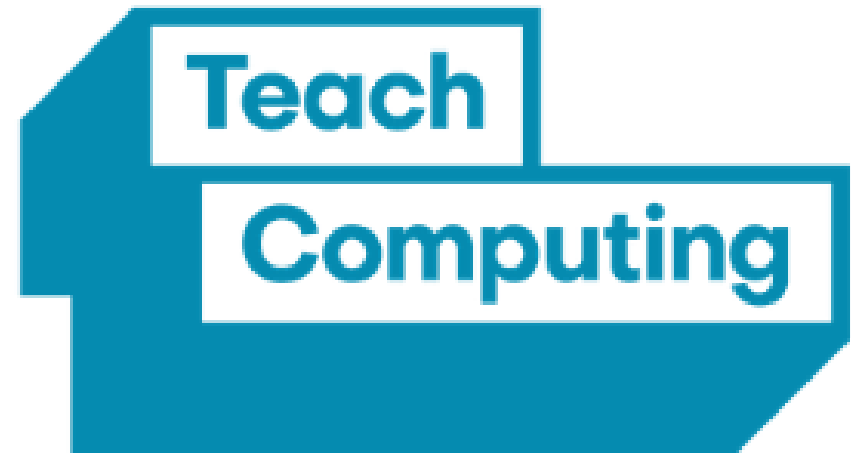
The theme is a focus for each short term (6 sessions) and these themes are the same in each year group from reception through to year 6. Each year group has the same theme at the same time which allows this theme to also be the focus for collective worship and children to be celebrated in the golden 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
<b>Ages 8-9</b>	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
<b>Ages 9-10</b>	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
<b>Ages 10-11</b>	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

# Computing

PROJECT  
**EVOLVE**



# PROJECT EVOLVE



Self-Image and Identity



Online Relationships



Online Reputation



Online Bullying



Managing Online Information



Health, Well-being and Lifestyle



Privacy and Security

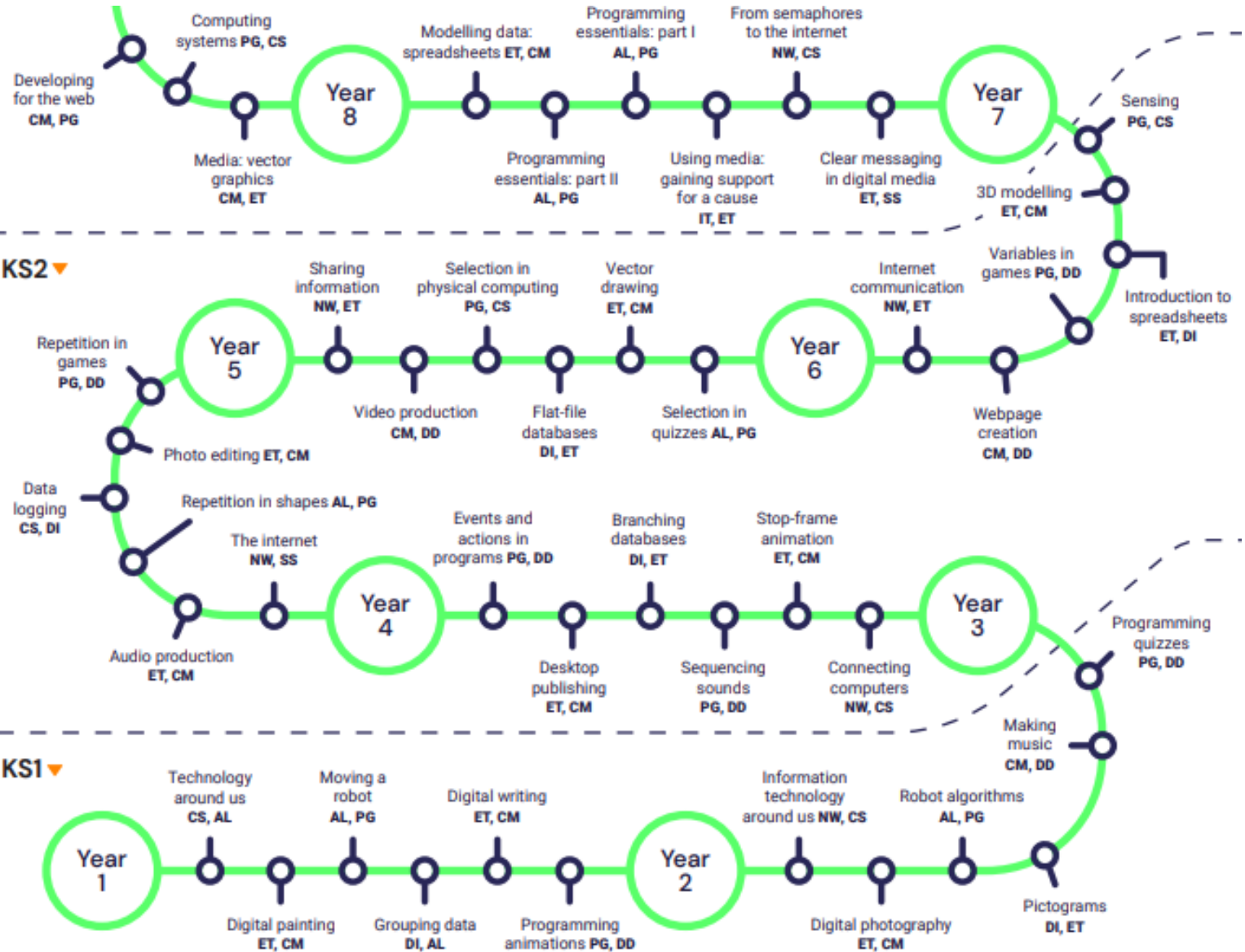


Copyright and Ownership



Teach

Computing



# Topic

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



Invasion  
History



Rocks, Relics and Rumbles  
Geography



Ancient Civilisations  
History



Maafa  
History



Frozen Kingdoms  
Geography



Britain at War  
History

# RE

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



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



# PE

Hockey  
Football  
Rugby  
Tennis  
Cricket  
Golf  
Netball

Dance  
Athletics  
Gymnastics  
Swimming\*



# Other curriculum subjects

- French

- Speaking, Reading, Writing, Grammar

- Music

- Pulse, rhythm, tempo, pitch, duration

- Listening, musical appreciation, composing, performing and reading notation

# English – Reading

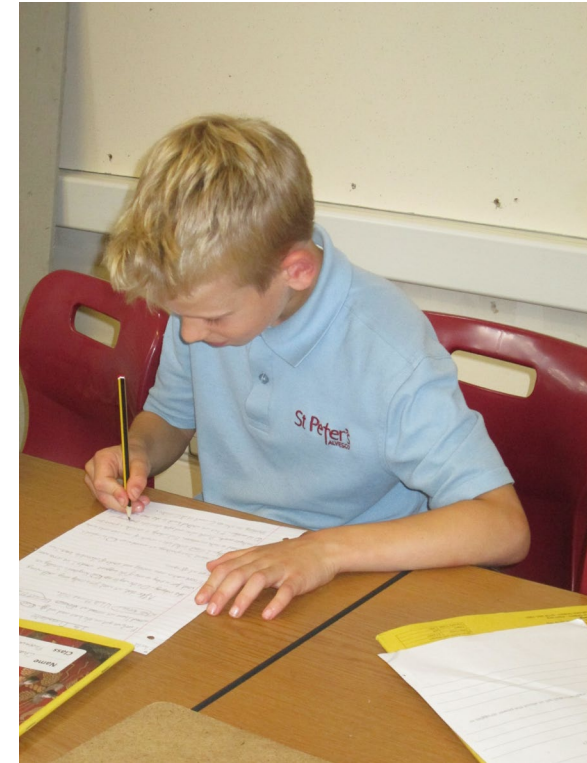
- Children read throughout the curriculum and skills are developed through a whole class approach to guided reading.
- The majority of children in KS2 are fluent readers so the focus of guided reading sessions is to develop reading comprehension
- During guided reading the teacher may read and the children follow, the children may do paired reading or may read a passage independently and answer questions about it
- Examples of skills that are developed are vocabulary, inference, prediction, explanation and retrieval
- It is still important to read at home to have a range of reading experiences and to develop fluency and comprehension. If your child is reading to themselves it is good practice to ask them questions about what they have read to check their comprehension and understanding of it



# English – Writing

Writing is broken into 3 main areas which are;

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



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



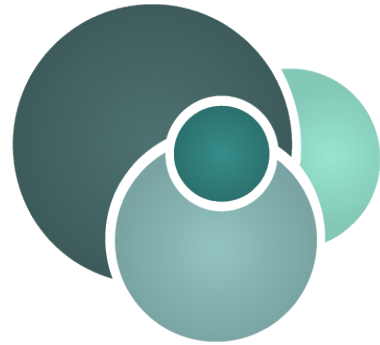


Throughout KS2 children write for a range of purposes, both fiction and non-fiction. These include poetry, narrative, non-chronological reports and persuasive writing using topic or text as a stimulus.

<p>Writing types covered</p> <p><b>Cycle A</b></p>	<p><u>Through the Ages</u></p> <p>Narratives</p> <p>Instructions</p> <p>Cinquains</p> <p>Chronological reports</p>	<p><u>Misty Mountain, Winding River</u></p> <p>Diaries</p> <p>Information leaflets</p> <p>Explanations</p> <p>Narrative poetry</p>	<p><u>Emperors and Empires</u></p> <p>Biographies</p> <p>Letters</p> <p>Myths</p> <p>Poetry</p>
<p>Writing types covered</p> <p><b>Cycle B</b></p>	<p><u>Invasion</u></p> <p>Anglo-Saxon poetry</p> <p>Playscripts</p> <p>Norse myths</p> <p>Non-chronological reports</p>	<p><u>Rocks, relics and Rumbles</u></p> <p>Non-chronological reports</p> <p>Poetry</p> <p>Newspaper reports</p> <p>Diaries</p>	<p><u>Ancient Civilisations</u></p> <p>Free verse poetry</p> <p>Instructions</p> <p>Stories from other cultures</p>



# Maths



NCETM  
NATIONAL CENTRE FOR EXCELLENCE  
IN THE TEACHING OF MATHEMATICS

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\*

Year 3	Year 4	Year 5	Year 6
<p><b>3NPV-4</b> 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.</p> <p style="text-align: right;">→</p>	<p><b>4NPV-4</b> 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.</p> <p style="text-align: right;">→</p>	<p><b>5NPV-4</b> 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.</p> <p style="text-align: right;">→</p>	<p><b>6NPV-4</b> 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.</p>

## 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

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

# How is children's progress assessed?

- Children's attainment and progress is tracked throughout the year using Target Tracker against age related objectives.
- Each year group band has 6 steps within it

55	56	57	58	59	60
4b	4b+	4w	4w+	4s	4s+

- 'S' within the year group band is the expected standard for the end of the academic year eg; 4S is expected in year 4
- Expected progress across an academic year is 6 steps



# Questions?