Key stage 2

Key stage 2, covers your child's primary education from years 3 – 6 (ages 7-11).

At this age statutory subjects (subjects that your child must be taught) are:

- *English*
- *Mathematics*
- *Science*
- *Design and technology*
- *Information and communication technology*
- *History*
- *Geography*
- *Modern foreign languages (English/Italian)*
- *Art and design*
- *Music*
- *Physical education*

Through the teaching of these subjects, the Casa della Ghianda curriculum makes a commitment to providing not only an academic curriculum, but also the 'hidden curriculum' which focuses on building each child's emotional, social and moral well-being. Our key stage 2 curriculum has been formulated to:

- *develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and highest attainment for all pupil's.*
- *It should build on pupil's strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively.*
- *It should equip them with the essential learning skills of literacy, numeracy, and information and communication technology, and promote an enquiring mind and capacity to think rationally*

- *(The curriculum provides contexts for pupils to) … acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better.*
- *It should give them the opportunity to become creative, innovation, enterprising and capable of leadership to equip them for their future lives as workers and citizens*
- *The school curriculum should promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.*
- *It should develop their ability to relate to others and work for the common good.*

(Taken from The National Curriculum, Qualifications and Curriculum Authority, 1999).

By the end of key stage 2 children should show competence in the following areas:

English

Subject area	*Knowledge, skills and understanding*	*Breadth of study and activities*
Speaking	*speak with confidence*	
Speaking	*Use complex vocabulary to communicate meaning*	*Reading aloud*
	Show clear sentence structure	*Presenting to audiences*
	Evaluate own speech	*Speaking for various purposes*
	Respond to situations with correct style of speech ie. Humour, persuasiveness etc	
Listening	*respond to others appropriately*	*Talks, readings, presentations*
	Highlight key points in a discussion	*Recordings*
	Evaluate what they hear	*Listening to others*
	Ask relevant questions	
	Recall important points of a discussion, film, reading, presentation etc.	

	Identify how language can be used for a purpose	
Group discussion and interaction	*Make contributions to discussions*	*Investigating, selecting and sorting*
	Qualify or justify what they think	*Planning, predicting , exploring*
	Accept opposing points of view	*Explaining, evaluating, reporting*
	Take up different roles for a discussion ie. Leader, spokesperson, scribe etc.	
	Be able to summerise, review and clarify what has been said	
Drama	*Create and adapt roles*	*improvisation and taking on roles*
	convey stories, characters and emotions	*Scripting and performing*
	Give small drama performances	*responding to performances*
	Evaluate how they and others were effective in roles and performances	
Reading	*read with fluency*	
Reading strategies	*Phonic awareness and knowledge*	
	Word recognition	
	Knowledge of grammatical structures	
	Contextual understanding	
Understanding texts	*Look for meaning*	
	Use inference and deduction	
	Make connections between texts and parts of text	
Reading for information	*Scan texts for information*	
	Understand overall meaning	
	Obtain specific information	
	Use features to select meaning ie. Contents & index	
	Distinguish between fact and opinion	

	Think about an argument critically	
Literature	*Recognize different uses of language*	*Read a range of modern literature*
	Identify different ways of constructing sentences	*Read books by different authors*
	Identify how character and setting are created	*Read modern poetry*
	Understand author, narrator and character	*Read texts from different cultures*
	Evaluate ideas and themes	*Read plays*
	Explore poetry	
	Express preferences for texts	
	Respond to texts imaginatively or sympathetically	
	Read stories, poems and plays aloud	
Non-fiction	*Identify use of specialist vocabulary*	*Diaries, autobiographies, letters*
	Identify persuasion and argument	*Newspapers, magazines, articles, advertisements*
	Understand organization of texts	*CD roms and encyclopedias*
	Evaluate different styles and layouts of text	*dictionaries, thesauruses*
	Explore engaging and demanding reading material	
Writing		
Composition	*Choose form and content*	*imagine and explore feelings*
	Broaden and explore their vocabulary	*Inform and explain*
	Adapt language and style	*Persuade and create arguments*
	Organize presentation	*Review and comment on reading*
Planning and drafting	*Plan their work*	*Use writing to help thinking*
	Draft work	*Write for a range of readers*
	Revise their work	*Write a range of pieces – narrative, poems, plays, reports, explanations, instructions, opinions, reviews, commentaries*
	Proof-read work for mistakes	
	Discuss and evaluate their own	

	and others writing	
Punctuation	*Full stops, question marks, exclamation marks, commas, inverted commas, apostraphies*	
Spelling	*Sound out phonics*	
	Analyse words into syllables	
	Spell using phonic strategies and common letter strings	
	Check spellings using dictionaries	
	Connect word families and root words	
Handwriting	*Write legibly in joined up and printed styles*	
	Use different handwriting for different purposes	
Language structure	*Understand and correctly use grammar – verbs, nouns, adjectives, prepositions etc.*	
	Form different types of sentences – questions, statements, commands	

Mathematics

Subject area	*Knowledge, skills and understanding*	*breadth of study*
Number	*Using and applying number*	*Activities that extend their understanding of the number system to include integers, fractions and decimals*
Problem solving	*Break down problems to solve*	*Approximating and estimating more systematically in their work*
	find different ways of approaching problems	*Using patterns and relationships to explore algebraic ideas*
	Select and use correct equipment	*Applying their measuring skills in a variety of contexts*
	Make mental estimations in order to check answers	*Drawing inferences from data*
Communicating	*Organize work*	*Exploring resources and*

		materials
	Use diagrams and symbols correctly	*Incorporating math into other subjects*
	Use correct mathematical language	
Reasoning	*Understand statements using mathematical language*	
	Search for patterns in results	
Numbers and the number system		
Counting	*Count on or back in ones, tens or hundreds*	
	Recognize and continue sequences	
Number patterns and sequences	*Recognize and describe number patterns*	
	Read, write and order numbers	
Integers (whole numbers)	*recognise that the position of a digit gives its value*	
	Use symbols correctly	
	Multiply and divide by 10 or 100	
Fractions and percentages	*Understand fractions and that they are part of a whole*	
	Recognise decimal and fraction forms	
	Understand that percentage means part of 100	
	Recognise portions of a whole	
	Solve problems involving fractions	
Decimals	*Understand and use decimals in context ie. Money*	
	Round a decimal number to a whole number	
	Convert between centimeters/ millimeters/metres, metres/kilometers	
Calculations	*Develop understanding of number operations and*	

	inverses	
	Find remainders in division	
	Understand use of brackets to do complex calculations	
Mental methods	*Recall addition and subtraction facts to 20*	
	Recall multiplication facts to 10X10	
	Double and halve 2 digit numbers	
	Multiply and divide in the range of 100	
Written methods	*Use written strategies to solve problems*	
Calculator methods	*Use confidently calculator for complex problems*	
Solving numerical problems	*Solve money, measures, time and real life problems*	
	Choose appropriate way to solve problems	
	Estimate answers by approximating and check for accuracy	
	Read and plot coordinates on a graph	
	Solve problems involving replacing symbols with numbers ie x + 23 = 30	
Shape, space and measures		
Problem solving	*Recognise standard measures*	
	Select and use calculation skills for geometrical problems	
	Use alternative approaches to solve spatial problems	
	Use checking to confirm solutions to geometrical and spatial problems	
Communicating	*Organize work and record data*	
	Use symbols correctly	

Reasoning	*Use reasoning to explain findings*	
Understanding properties of shape	*Recognise right angles, parallel lines*	
	Know that angles are measured in degrees	
	Know that a whole turn is 360 degrees	
	Know that the sum of the angles of a triangle are 180 degrees	
	Visualize and describe 2D and 3D shapes using geometrical language	
	Make and draw with increasing accuracy 2D and 3D shapes	
	Recognise and draw lines of symmetry	
Understanding properties of movement	*Visualize and describe movements with appropriate language*	
	Visualize and predict position of a shape after rotation, reflection and sliding	
	Draw 2D shapes on grids	
Understanding measures	*Recognise standard units of length, mass and capacity – choose which ones are suitable for a task*	
	Read scales with accuracy	
	Record measurements using decimal notation	
	Understand angles as less than or more than a right angle	
	Measure and draw obtuse, acute and right angles to nearest degree	
	Read time from analogue and digital 12 and 24 hour clocks	
	Use units of seconds, minutes, hours, days, weeks	

	– and know the relationship between them	
	Find perimeters and areas of shapes	
Handling data		
Problem solving	*Select and use data handling skills (and in other areas of the curriculum – science)*	
	Approach problems flexibly	
	Select and use appropriate calculation skills for data	
	Identify data necessary for solving problems	
	Check results are reasonable in light of the problem	
Communicating	*Decide how best to organize and present findings*	
	Use precise mathematical language for handling data	
Reasoning	*Explain and justify methods and results*	
Processing, representing and interpreting data	*Solve problems involving data*	
	Interpret and construct tables, list and charts	
	Represent and interpret data using graphs and diagrams	
	Know that mode is a measure of average and range is a measure of spread	
	Draw conclusions from statistics and graphs	
	Explore doubt and certainty and develop an understanding of probability, incorporating specific vocabulary	

Science

Subject area	*Knowledge, skills and understanding*	*Breadth of study*

Scientific enquiry		*Studying a range domestic and environmental contexts that are familiar and of interest to them*
Ideas and evidence in science	*Understand that science is about thinking creatively to understand how things work*	*looking at the role science has played in the development of many useful*
	Establish links between causes and effects	*Use a range of information and data*
	Understand that it is important to test ideas	*carry out a range of scientific investigations*
Investigating skills		*use appropriate scientific language*
Planning	*Ask questions and explore how to find answers*	*Recognise that there are hazards in living things, materials and physical processes*
	Consider selecting sources of information to find answers	*Assess risks and take actions to reduce risks*
	Think about what might happen or try things out to see what happens	
	Make tests and comparisons	
Obtaining and presenting information	*Use equipment and materials appropriately*	
	Make observations and measurements	
	Use range of methods including graphs and charts to resord and present data	
Considering evidence and evaluating	*Make comparisons and identify simple patters*	
	Use observations and data to draw conclusions	
	Compare conclusions to predictions	
	Review work of themselves and others to find significance and limitations	
Life processes and living things		
Life processes	*Understand importance of nutrition, movement, growth*	

	and reproduction for living things	
	Make links between life processes of animals, plants and their environment	
Humans and other animals	*Nutrition – teeth, food, diet and growth*	
	Circulation – blood and the heart, exercise	
	Movement – skeletons and muscles	
	Growth and reproduction – stages of a life-cycle	
	Health – effects of substances and drugs, importance of exercise and good diet	
Green plants	*Effect of light, air, water and temperature on plant life*	
	The role of the different plant parts – leaf, stem, roots	
	Reproduction – pollination, seed formation, dispersal and germination	
Variation and classification	*Identify and group local plants and animals*	
	Understand vast variety of plants and animals	
Living things in their environment	*Adaptation – plants and animals found in different habitats and how they are suited to their habitat*	
Feeding relationships	*Food chains and relationships, the importance of plants in the food chain*	
Micro-organisms	*They are living things too small to be seen, can be useful or harmful*	
Materials and their properties		
Grouping and classifying materials	*Compare materials and their properties*	
	Understand that some materials are better thermal	

	insulators	
	Understand that some are better electrical conductors	
	Describe and group rocks and soils on their appearance, texture etc.	
	Recognise differences between solids, liquids, gases	
Changes materials	*Describe changes that occur when materials are mixed (ie adding salt to water)*	
	Describe changes that occur when materials are heated or cooled	
	Understand temperature to describe how hot or cold things are	
	Explore reversible changes such as dissolving, melting, boiling, freezing, evaporating	
	Explore that water cycle and evaporation and condensation	
	Creating new materials through different methods – burning, mixing	
Separating mixtures	*Separating solids – sieving*	
	Dissolvable materials	
	Using filtering to separate insoluble solids from liquids	
	Evaporating to recover dissolved solids	
	Use knowledge to decide how mixtures may be separated	
Physical processes		
Electricity	*Construct simple circuits and use switches*	
	Represent circuits through drawings	
Forces and motion	*Using magnets – attraction/repulsion*	
	Gravity and the earth	
	Friction and air resistance	

	Pushing/pulling and opposing forces	
	Measuring forces and identifying direction	
Light and sound	*Light travels from a source*	
	Light cannot pass through some materials and makes shadows	
	Light is reflected from some surfaces	
	Our eyes see things when light is reflected from them	
	Sound is made when objects vibrate	
	Change pitch and loudness with vibrating objects	
The earth and beyond	*The sun, the moon and the earth*	
	Position of the sun appears to change during the day and this effects the position of shadows	
	Day and night are related to the spin of the earth	
	Understanding that the earth orbits the sun once a year and that the moon orbits the earth approximately every 28 days	

History

Subject area	*Skills, knowledge and understanding*	*Breadth of study*
Chronological understanding	*Place events, people and changes into periods of time*	*During this key stage pupils will be taught various historical events from European and world history*
	Use dates and vocabulary relating to the passing of time	*ways of life and beliefs*

Events, people and changes	*Characteristics and features of periods and societies*	*Influences of historical events on life today*
	Ideas, beliefs and attitudes	*The study and use of artifacts*
	Reasons for and results of historical events	*Explore different interpretations of the same historical event*
	Links between situations and changes	
Historical interpretation	*Understand interpretations and give reasons for them*	
Historical enquiry	*Find out about events, people and changes from different sources*	
	Ask and answer questions	
Organization and communication	*Recall, select and organize information*	
	Describe periods studied	
	Communicate knowledge in a variety of ways	

Geography

Subject areas	*Knowledge, skills and understanding*	*Breadth of study*
Geographical enquiry and skills	*Ask geographical questions*	*Localities*
	Collect and record evidence (surveys & graphs)	*Study range of places and environments around the world*
	Analyse evidence and draw conclusions	*Carry out field work outside the classroom*
	Communicate in different ways ie. Newspaper, email	*Study environmental issues and changes in environment*
	Use appropriate geographical vocabulary	*Effects of water on people and the environment*
	Use atlases, globes and maps	
	Use various instruments ie gauges, camera	
	Draw plans and maps to scale	
	Make decisions about own research and research	

	methods	
Knowledge and understanding of places	*Identify and describe different places*	
	Understand location of places and environments they study	
	Explain differences between places	
	Explain characteristics of places	
	Understand how and why places can change ie. Deforestation, new commerce replacing old	
	understand similarities between places and interdependency	
Patterns and processes	*Understand patterns in the environment ie. Frost in specific areas of school field*	
	Understand some processes ie. River erosion	
Environmental change and sustainable development	*Recognise how people can improve/damage the environment*	
	Understand how certain decisions can have an effect on the environment	
	Recognise how and why people can choose to manage environments sustainably ie. Conservation projects, organic vegetable growing	

Cross-curricular project work

Much of the science/geography/history work is done through cross-currricular project work. The children take part in active research and thinking through specifically designed projects which cover the learning objectives for specific areas of the subjects. These projects are normally proposed to the children about once a month. The children, for the duration of a project (1 week/2 weeks/1 month), will be involved in tasks and activities that include reading and writing skills, geographical and historical skills, math skills and science experiments and

evaluation. By allowing the children to work in this way they are able to become actively immersed in their learning and understand how these subjects areas can be transferred to real life situations. From the first year of key stage 2 much of this project work is organized with the children working in collaborative working groups. They remain in their group for the duration of the project and must work together to achieve certain objectives, relying on each other, rather than the teacher, to make decisions and solve problems.

This type of setting and project based work has been designed to reinforce each child's learning in the subject areas, make learning fun and interactive, and to help promote healthy self-esteem in each child.

What is Self-esteem?

(SELF-ESTEEM) COMES FROM THE QUALITY OF RELATIONSHIPS THAT EXIST BETWEEN THE CHILD AND THOSE WHO PLAY A SIGNIFICANT ROLE IN HIS LIFE. IT IS A PERSON'S ASSESSMENT OF "THE SELF PICTURES" REFLECTED BACK TO HIM FROM OTHERS DAILY. – TRIBES, GIBBS, 1987

Self-esteem is the concept one has of him/her self in different situations.

Self-esteem can vary depending on the situation/area ie:

- *Physical appearance*
- *Academic ability*
- *Sports ability*
- *Social interactions*
- *Family interactions*

Why is self-esteem vital in a learning environment?

PEOPLE CANNOT LIVE OR LEARN EFFECTIVELY WITHOUT A STRONG, HEALTHY SELF-CONCEPT, AND WITHOUT CARING FOR THEMSELVES IN A POSITIVE AND NURTURING WAY. REGULAR SCHOOL LEARNING IS ALMOST IMPOSSIBLE WHEN THE STUDENT HAS A POOR SELF-CONCEPT. HOLDING A NEGATIVE SELF IMAGE DRAINS SO MUCH ENERGY … THIS USUALLY CREATES FEELINGS OF INTENSE ANXIETY. HE OR SHE STRIVES FOR PERFECTION, STRUGGLES TO CONFORM, AND ALL OF THIS CHANNELS ENERGY AWAY FROM THE BUSINESS OF LEARNING … ONE FURTHER RESULT OF DAMAGED SELF-CONCEPT IS THAT PERSONAL EXPECTATIONS ARE REDUCED AND A 'I CAN'T' SYNDROME DEVELOPS, WHICH IS EXTREMELY HARD TO TURN AROUND. STUDENTS WHO APPROACH A TASK FEELING 'I CAN'T' DON'T USUALLY SUCCEED IN THAT TASK, AND INSTEAD FIND ALL SORTS OF ALTERNATIVE BEHAVIORS, WHICH MAY RANGE FROM TRIVIAL BUSY-NESS, TO LAZINESS AND APATHY, THROUGH TO DOWNRIGHT STUBBORNNESS … THE STUDENT WITH LOW SELF-ESTEEM WILL ALSO FIND DIFFICULTY IN MAKING RELATIONSHIPS (THINKING THAT NO ONE WILL LIKE HIM ANYWAY) … THE STUDENT IS DEPRIVED OF THE JOY OF COMPANIONSHIP, AND THE SENSE OF BELONGING IN A GROUP SITUATION, AS WELL AS MISSING OUT ON THE RICH OPPORTUNITIES TO LEARN FROM AND WITH HIS PEERS. THE STUDENT CENTRED SCHOOL, BRANDES & GINNIS, 1990

Forming a positive self-concept at this age is vital for the child's self-esteem and relationship with learning in the future. If a child can build a solid bond with him/herself at an early age, he/she is more likely to deal positively with the stresses and confusion of later life and learning. If he/she can value him/herself and his/her opinions at this age, s/he has gained an important skill that will be vital to his/her future choices and decision making.

Through working in cooperative learning groups the children:

- *Learn to negotiate*
- *Learn to cooperate*
- *Learn to express their opinions*
- *Learn to listen to others*
- *Learn from each other (peer learning)*
- *Learn to assess each other and decide criteria for assessment*
- *Learn to delegate*
- *Build social & communication skills*
- *Build confidence*
- *Form new friendships*
- *Share responsibility*
- *Learn problem solving skills*
- *Learn time-management skills*
- *Recognize their strengths within the group*
- *Accept their weaknesses with the group*
- *Study science, geography, history, math & literacy*

We believe that the combination of academic, structured lessons and interactive project work allows the holistic growth of the child, gives each child a solid and positive foundation for later learning and helps each child understand the relevance of his7her learning in the context of real life.