

SassyMac Schooling – KS2 Curriculum Intent and Implementation **(Mixed-Age Model)**

Curriculum Intent

At SassyMac Schooling, our KS2 curriculum is delivered through a two-year rolling programme that provides both continuity and progression for mixed-age learners. The design ensures that pupils can join the programme at any point in the cycle without gaps in knowledge, as each year revisits the same key strands of learning in English and Mathematics through new contexts, increasing challenge, and greater independence.

We believe that true mastery comes from revisiting and deepening key ideas, not from racing through disconnected topics.

Our curriculum therefore focuses on securing fluency first, then extending pupils' ability to reason, analyse, and apply their understanding creatively.

Our intent is to:

- Structure learning around core domains – reading, writing, grammar, number, and reasoning – that are revisited annually in progressively challenging ways.
- Build strong foundational knowledge before moving towards independence and higher-order thinking.
- Ensure every pupil, regardless of entry point, experiences the complete KS2 curriculum within two academic years.
- Integrate literacy and numeracy across subjects to strengthen problem-solving and communication.
- Develop confident, reflective learners who are curious, resilient, and ready to transition successfully to KS3.

Curriculum Implementation

Our mixed-age online classes follow a spiral and mastery-based model, where learning is continually reinforced and extended over time.

Structure and Delivery

- The programme operates across two annual cycles (A & B). Each cycle covers the same key concepts—such as place value, fractions, narrative

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writing, and grammar structures—but through different texts, examples, and real-life applications that increase in sophistication.

- Cycle A focuses on *core fluency and secure understanding*; Cycle B revisits those domains through *reasoning, problem-solving, and independent application*, ensuring progressive mastery.
- Lessons follow a consistent structure: modelling → guided practice → independent challenge → reflection, with targeted scaffolding to support and extend learners at all stages.
- The White Rose Maths framework underpins mathematical sequencing, ensuring conceptual progression through carefully connected small steps.
- English teaching integrates reading, writing, grammar, and oracy so that language skills reinforce one another, and meaning is understood in context.
- Regular retrieval practice, adaptive assessment, and responsive feedback ensure long-term retention and visible progress, regardless of when pupils join.
- Families benefit from recorded lessons and flexible scheduling, meaning pupils entering mid-term or mid-year can engage immediately with the current focus and build from there.

Curriculum Design in Practice

Each term mirrors the parallel term in the alternate cycle.

For example, both Autumn terms develop narrative and descriptive writing alongside core number work; however, Cycle B tasks extend this through comparative texts, advanced sentence control, and complex problem-solving.

This approach guarantees that all pupils encounter the full breadth of content while deepening understanding year-on-year.

Curriculum Impact

- Pupils can articulate their learning clearly, explain connections between topics, and apply prior knowledge to new challenges.
- Because the curriculum spirals, learners who join at any time quickly access essential content and progress confidently towards deeper application.
- Work produced across each cycle demonstrates increasing precision, sophistication, and independence rather than isolated or repetitive knowledge.
- Continuous assessment and observation evidence sustained progress for all learners, irrespective of start date or prior attainment.

- By the end of KS2, pupils achieve secure literacy and numeracy foundations, strong reasoning skills, and the confidence to thrive at KS3 and beyond.