



KS2 Mixed-Year Class Structure Information Meeting for Parents /Carers

Wednesday 3rd June 2026

Aims of The Session

School Contextual Information

Benefits of Mixed Year Classes

Factors We Consider for KS2 Class Organisation

Bespoke Curriculum Planning and Organisation

How You Can Support Your Children

Questions and Answers

Contextual Information



WSL is a **small school**, serving a wide geographical area, about 45% of our pupils travel from out of catchment.



The published **NOR** is 22 per year group.



Class Structure:

3 single year classes - EYFS, Year 1 and Year 2
3 mixed year classes for KS2 – Year 3/4; Year 4/5 and Year 5/6



Our positive reputation has attracted pupils with specific learning needs. We pride ourselves on our **inclusive** practice.

Number on Roll – 2026-2027

NOR = 143

EYFS = 22

Year 1 = 22

Year 2 = 21 (+ 1 place)

Year 3 = 22

Year 4 = 16 (+6 places)

Year 5 = 20 (+2 places)

Year 6 = 20 (+2 places)

Benefits of Mixed-Year Classes

Cater to Individual Learning Needs:

By grouping children of different ages, we can tailor our teaching methods to meet diverse learning styles and needs. Older pupils model positive behaviour and learning habits

Promote Social Development:

Younger children benefit from the mentorship of older peers, while older children develop leadership skills and empathy

Developing Oracy:

A range of ages within a class often leads to richer discussions with more flexible learning opportunities

Mental Health and Wellbeing:

Mixed-year classes allow children to be placed in an environment where they are not “under stress” or “too comfortable”

Factors we consider when organising mixed year classes

The specific needs of every child

We consider every single aspect of every child's school day from "drop-off" to "pick-up" focussing on social (confidence), emotional (independence) and academic (understanding) development.

Social Dynamics – Friendships / Social Interactions / Maturity / Confidence

We consider all friendships and social interactions to create a supportive and collaborative classroom environment

Academic Performance – Individual needs / Personal development

We assess each child's academic strengths and areas for improvement to ensure balanced class compositions

Class size – Balance / Gender

We aim to maintain optimal class sizes to ensure individual support and effective classroom management.

Overview of Possible Class Structure

2026-2027

EYFS and Key Stage 1

- EYFS - 22 Owls
- Year 1 - 22 Nightingales
- Year 2 - 21 Robins

Single Year Classes

Key Stage 2

- Year 3 & 4 - 26 Skylarks
- Year 4 & 5 - 24 Red Kites
- Year 5 & 6 - 28 Kestrels

Mixed Year Classes

Creating a Curriculum that ensures all children access the appropriate learning at the appropriate pace.

Curriculum is carefully mapped for both year groups
(A Year 4 in Skylarks will cover the same key objectives as a Year 4 in Red Kites)

Teachers ensure full coverage and progression for each year

Differentiation, responsive and adaptive teaching to meet individual learning needs

Regular assessment and tracking for both year groups

Regular moderation of attainment and progress for children in the same year group but different classes by class teachers

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Text	Iron Man		Escape to Pompeii/Diary of a Roman Slave		How To Train Your Dragon	
Writing Purpose	To Entertain	To Inform	To Entertain	To Inform	To Entertain	To Persuade
Genre	Adventure Story Stories from other Cultures	Non-Chronological Report (4) Diary (2)	Historical Fiction Shape Poetry (2)	Recount Letter	Imaginary Worlds (4) Classical Poetry	Persuasive Poster Performance Poetry
SPaG	Fronted adverbials to show how/when an event occurs Expanded noun phrases to add detail and description Subordinate clauses to add detail or context Nouns and pronouns for clarity and cohesion Apostrophes for possession, including plural nouns Commas after fronted adverbials and subordinate clauses	Subordinating conjunctions to join clauses and as openers Expanded noun phrases to inform Commas to separate adjectives in a list Relative clauses to add further detail Present perfect tense to place events in time ., ! ? Capital letters for proper nouns Commas for fronted adverbials Commas to mark subordinate clauses Bullet points to list items	Fronted adverbials to show how/when an event occurs Expanded noun phrases to add detail and description Subordinate clauses to add detail or context Nouns and pronouns for clarity and cohesion ., ! ? Inverted commas for direct speech Apostrophes for possession, including plural nouns Commas after fronted adverbials and subordinate clauses Bullet points to list items Dashes for emphasis	Subordinating conjunctions to join clauses and as openers Expanded noun phrases to inform Commas to separate adjectives in a list Relative clauses to add further detail Present perfect tense to place events in time Capital letters for proper nouns Commas to mark subordinate clauses Bullet points to list items Dashes for emphasis	Fronted adverbials to show how/when an event occurs Expanded noun phrases to add detail and description Subordinate clauses to add detail or context Nouns and pronouns for clarity and cohesion Inverted commas for direct speech Apostrophes for possession, including plural nouns Commas after fronted adverbials and subordinate clauses Dashes for emphasis	Imperative verbs for urgency Rhetorical questions to engage the reader Noun phrases to add detail and description Relative clauses to provide additional enticement Ensure capital letters for proper nouns ? ! for rhetorical/exclamatory questions Commas for relative clauses Commas for fronted adverbials and subordinate clauses

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Text	The Boy At The Back Of The Class		The Last Bear		Street Child	
Writing Purpose	To Entertain	To Inform	To Persuade	To Inform	To Entertain	To Discuss
Genre	Story: Other Cultures Character/Setting Description	Biography Recount	Letter Poster	Letter Explanation	Story: Historical Fiction Poetry	Balanced Argument Newspaper Article
SPaG	Subordinate clauses to add detail or context Relative clauses to add detail or context Wide range of sentence structures Brackets for incidentals Dashes to emphasise additional information Colons to add further detail in a new clause Semi-colons to join related clauses	Subordinating conjunctions in varied positions Expanded noun phrases to inform Relative clauses to add further detail Passive voice to remain formal or detached Colons to link related clauses Brackets/ Dashes – to explain technical vocabulary Semi-colons to punctuate complex lists Colons to introduce lists or sections Brackets/ Dashes to mark relative clauses	Imperative and modal verbs to convey urgency Adverbials to convey sense of certainty Short sentences for emphasis Subjunctive form for formal structure ?! for rhetorical/exclamatory sentences Colons and Semi-colons to list features Brackets/ Dashes for parenthesis, including for emphasis Semi-colons for structure repetition	Subordinating conjunctions in varied positions Expanded noun phrases to inform Relative clauses to add further detail Passive voice to remain formal or detached Colons to link related clauses Brackets/ Dashes – to explain technical vocabulary Semi-colons to punctuate complex lists Colons to introduce lists or sections Brackets/ Dashes to mark relative clauses Commas to mark clauses	Subordinate clauses to add detail or context Relative clauses to add detail or context Wide range of sentence structures Brackets for incidentals Dashes to emphasise additional information Colons to add further detail in a new clause Semi-colons to join related clauses	Modal verbs to show degrees of possibility Relative clauses for supporting detail Adverbials for cohesion Expanded noun phrases to describe in detail Passive voice to maintain an impersonal tone Brackets/ Dashes for parenthesis Semi-colons to mark related clauses Commas to mark relative clauses Colons and Semi-colons to punctuate complex lists

Year 4 child in Skylarks

(Non-highlighted – Year 3 objectives for Year 4 to consolidate)

Fronted adverbials to show how/when an event occurs Expanded noun phrases to add detail and description Subordinate clauses to add detail or context Nouns and pronouns for clarity and cohesion	Subordinating conjunctions to join clauses and as openers Expanded noun phrases to inform Commas to separate adjectives in a list Relative clauses to add further detail Present perfect tense to place events in time	Fronted adverbials to show how/when an event occurs Expanded noun phrases to add detail and description Subordinate clauses to add detail or context Nouns and pronouns for clarity and cohesion	Subordinating conjunctions to join clauses and as openers Expanded noun phrases to inform Commas to separate adjectives in a list Relative clauses to add further detail Present perfect tense to place events in time	Fronted adverbials to show how/when an event occurs Expanded noun phrases to add detail and description Subordinate clauses to add detail or context Nouns and pronouns for clarity and cohesion	Imperative verbs for urgency Rhetorical questions to engage the reader Noun phrases to add detail and description Relative clauses to provide additional enticement
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Year 4 child in Red Kites

(Non-highlighted – Year 5 objectives for Year 4 to be exposed to)

Subordinate clauses to add detail or context Relative clauses to add detail or context Wide range of sentence structures	Subordinating conjunctions in varied positions Expanded noun phrases to inform Relative clauses to add further detail Passive voice to remain formal or detached	Imperative and modal verbs to convey urgency Adverbials to convey sense of certainty Short sentences for emphasis Subjunctive form for formal structure	Subordinating conjunctions in varied positions Expanded noun phrases to inform Relative clauses to add further detail Passive voice to remain formal or detached Colons to link related clauses	Subordinate clauses to add detail or context Relative clauses to add detail or context Wide range of sentence structures	Modal verbs to show degrees of possibility Relative clauses for supporting detail Adverbials for cohesion Expanded noun phrases to describe in detail Passive voice to maintain an impersonal tone
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Curriculum Overview History & Geography



Curriculum Overview History & Geography

Outstanding
Provider

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	See Foundation Stage Framework					
Year 1	Our Four Nations	The Gunpowder Plot and Guy Fawkes	Weather Experts	The Great Fire of London	Our School, Local Areas and Homes	Changes within Living Memory – food/toys/ transport/ communication
Year 2 Year A	Weather – Cold, Cold, Cold	War and Remembrance	Oceans and Seas	Medical	Sensational Safari	Music
Year 2 Year B	Weather – Cold, Cold, Cold	War and Remembrance	Oceans and Seas	Monarchy	China	Mathematicians
Year 3/4 Year A	Stone Age to Iron Age	UK/ Berkshire	Romans	UK / The United Kingdom	Anglo – Saxons/ Vikings	Europe / Italy
Year 3/4 Year B	Norman Invasion	Geographical skills/ Mapping	Tudors	Climate Change	Victorians	Field Work (Sequences of Events)
Year 5/6 Year A	Shang Dynasty	Physical geography	Ancient Greece	Human Geography	Mayan Civilisation	Sustainability
Year 5/6 Year B	World War 1	North America	World War 2	South America	Local History	Local Area <u>Study</u> <u>Compare</u> with North America

NB: The lives of the significant individuals in the past who have contributed to national and international achievements will be taught throughout different subjects.

NB: On occasion, Class Teachers may choose to move topics to fit with class activities. Please refer to Termly Curriculum Overview each term.

Year A 2024 - 2025

Year B 2025 – 2026

Year A 2026 - 2027

Cohort / Year Group Teaching 2025-2026

On Monday

Year 3/4 children are taught together for History / Geography by Mrs. Waite.

Science is taught in single Year groups:

Year 5 children are taught by Miss Hill

Year 6 children are taught by Mrs Morgan

On Wednesday

Science is taught in single Year groups:

Year 3 children are taught by Mrs Ablewhite

Year 4 children are taught by Miss Hill

Year 5/6 children are taught together for History / Geography by Mrs. Morgan.

Transition - Support Systems in school

“Some children worry a lot about “change”.
We often find the worry is harder than the change itself.”

Transition can feel uncertain—but it is also a time of opportunity. A **growth mindset** helps children face change with confidence, curiosity, and resilience.

Familiar staff and routines to ease transitions

Thoughtful support as children join or leave the single/mixed-year class

Promoting confidence, friendships, and positive attitudes to learning

Teaching Assistants in class and targeted support (moving with children)

SEND provision and inclusion strategies

Emotional and social wellbeing prioritized (Continuity of ELSA)

Clear, ongoing communication with parents

Transition time in new classrooms to “meet the teacher”

How you can help your child to feel happy, secure and minimize worry

Be Positive in Attitude and Language

Children take their cues from the adults around them. Speaking positively about the class structure helps your child feel secure, valued, and excited about the year ahead.

Be Mindful of Language

Phrases like *“kept down,” “moved up,” “with the little ones,”* or *“clever group”* can unintentionally create anxiety or a sense of hierarchy. Instead, focus on the opportunities for growth, leadership, and learning that mixed-year classes offer.

Talk to Your Child’s Class Teacher

We’re here to support you and your child. If you have questions or concerns, please speak with us. We’re happy to explain how the class is structured and how we’re meeting your child’s individual needs.

How you can help your child to feel happy, secure and minimize worry



Give Time and Space

Transitions take time. Allow your child space to settle into their new class and routine. Encourage them to talk about their day and celebrate their small wins. Re-assure them that they will see other friends at breaktimes / lunchtimes and be taught in Year groups for Science and Topic.



Embrace Change

Change can be a powerful opportunity for growth. Mixed-year classes offer rich experiences in collaboration, leadership, and peer learning—skills that benefit children far beyond the classroom.



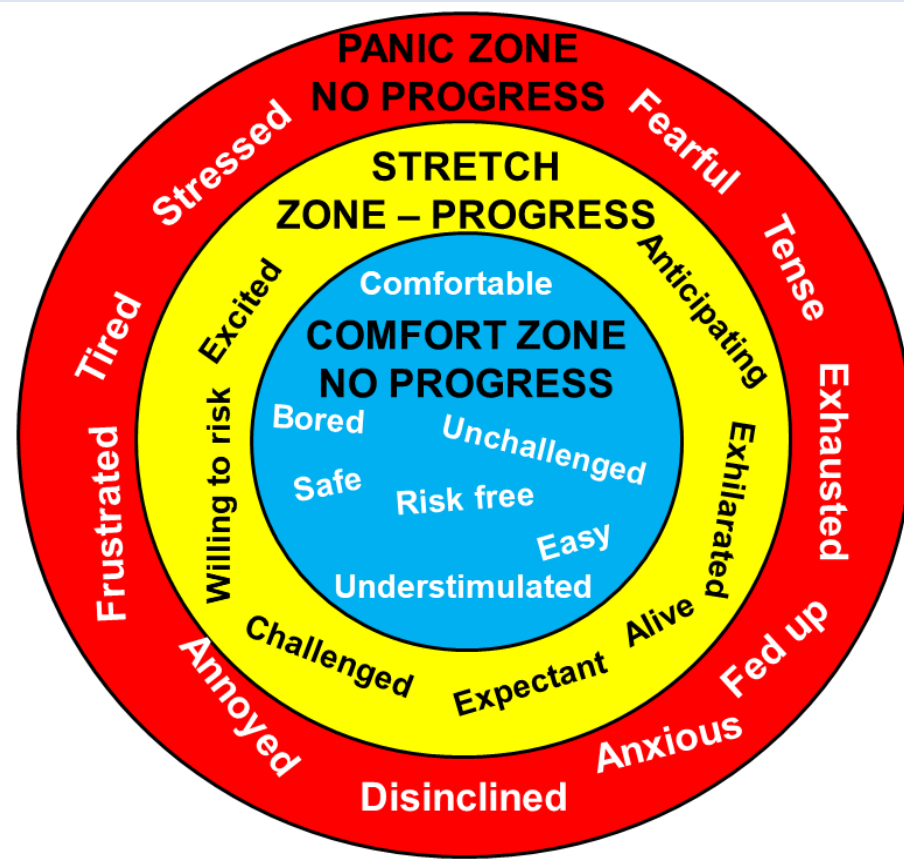
Trust Our Professional Judgement

Every class placement is made with great care and consideration. We take into account each child's academic needs, friendships, maturity, confidence, and overall wellbeing. Our goal is always to do what is best for your child.

Together, we can ensure that your child feels confident, supported, and ready to make the most of their learning journey.

Create a positive climate for challenge, not panic or boredom.

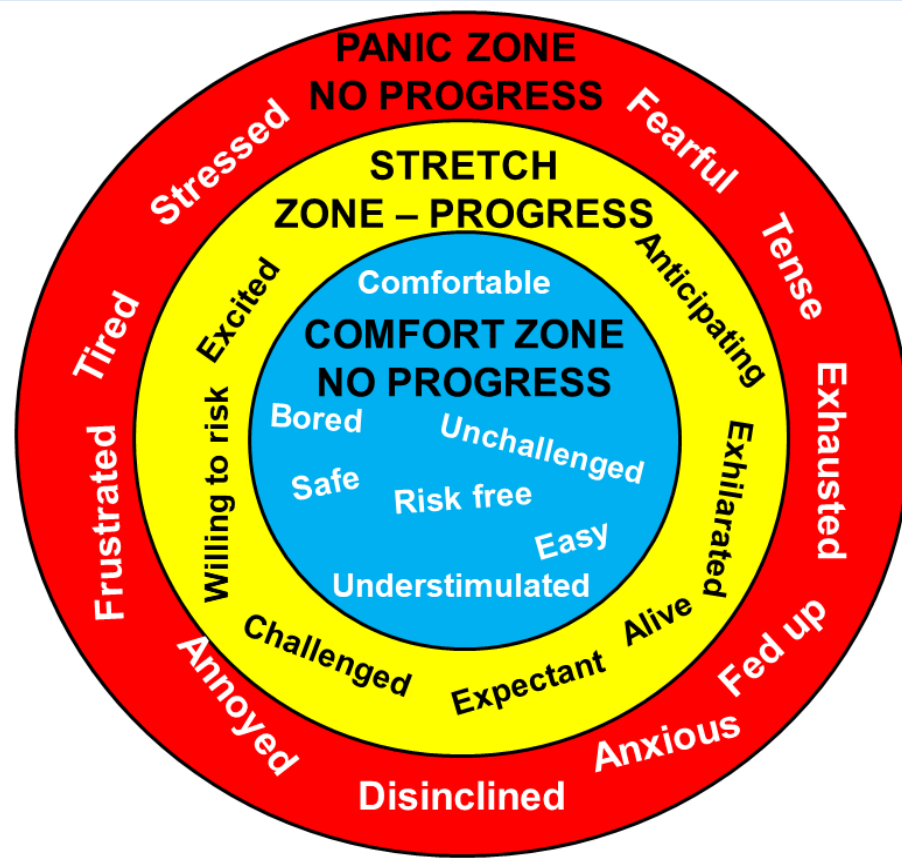
Keep pupils in the 'stretch' zone



Appropriate level of challenge ensures pupils retain what they learn (*not too hard, not too easy*)

Create a positive climate for challenge

Keep pupils in the 'stretch' zone



Appropriate level of challenge ensures pupils retain what they learn (*not too hard, not too easy*)

FAQs

1. Will my child still learn everything they need for their year group?

Yes. Teachers carefully plan using the National Curriculum for each year group, ensuring all required content is covered, learning builds progressively, and pupils are appropriately challenged and supported.

2. How do teachers manage two year groups at once?

Teachers use a range of strategies including shared lesson introductions, differentiated tasks, guided group work, independent learning, and support staff where appropriate.

3. Will my child be held back or pushed too far?

No. Teaching is tailored so children receive the right level of support or challenge. Mixed-age classes allow flexibility so pupils can work at a level that suits them best.

4. How are pupils grouped within the class?

Children may be grouped by year group, by ability, or in mixed groups for collaborative learning depending on the subject.

5. How does it benefit children socially and emotionally?

Mixed-age classes help build confidence, encourage peer support, develop leadership skills, and provide positive role models.

6. What about SATs (KS2 assessments)?

Children are fully prepared for statutory assessments through year-group aligned teaching and close monitoring of progress.

7. Will my child stay with the same teacher for longer?

Sometimes children remain with the same teacher for continuity, which can strengthen relationships and improve understanding of individual learning needs.

8. How do you ensure fairness between year groups?

We use two-year curriculum cycles, rotate topics, and carefully monitor progress to ensure fairness and avoid repetition.

9. Who can I speak to if I have concerns?

Class teachers are the first point of contact, and senior leaders including the headteacher are always available for discussion.

Thank You for your support and partnership
Any Questions

