

LKS2 Curriculum Information for Parents and Pupils

Term 1 - 2020/21



<p>English</p>	<p><u>Writing</u> skills will focus on the year group frameworks. Using our Active Reading texts as a starting point for our own writing, we will focus on composition, text organisation, language, spelling, grammatical accuracy and editing and refining initial ideas.</p> <p><u>Narratives:</u> After reading <u>The Thing in the Basement</u> and later in the term, <u>Journey</u>, our focus will be on plotting key events, using effective description of settings and characters and creating excitement to engage our reader.</p> <p><u>Non-fiction:</u> To link with our active reading text, <u>The Boy who Grew Dragons</u>, we will write a set of <u>instructions</u> describing how to look after a dragon. We will learn how to use adverbials to sequence and add detail to aid understanding.</p> <p>Later in the term, we will learn how to write <u>persuasively</u>, highlighting the dangers of litter in the local environment and persuading the local council to take action.</p> <p><u>Poetry:</u> <u> kennings</u> - we will use the structure of this old English poem to describe key Roman figures.</p>	
	<p><u>Reading:</u> Active Reading lessons will focus on shared texts as well as standalone comprehension activities. Your child will develop the skills of retrieval, inference and prediction. They will analyse authorial techniques by discussing language choices and will identify the structural organisation of a variety of texts to become familiar with their purpose and audience.</p>	
<p>Maths</p>	<p>Following the Mastery in Maths approach, children will develop varied fluency of key mathematical concepts, their ability to reason and solve a variety of problems.</p>	
	<p>Year 3 Key foci this term include:</p> <ul style="list-style-type: none"> • Place Value • Addition and Subtraction • Multiplication and Division 	<p>Year 4 Key foci this term include:</p> <ul style="list-style-type: none"> • Place Value • Addition and Subtraction • Length and Perimeter • Multiplication and Division
<p>Science</p>	<p><u>Autumn 1 - Human Impact</u> Children will learn about some of the positive and negative ways that humans change the environment, locally and globally, with a particular focus on how this affects other living things. They will begin to understand that actions can have both positive and negative consequences, and that decisions involve compromises. They will consider how industry, housing and thoughtless behaviour can damage local habitats and also how humans can increase biodiversity by developing environments such as country parks and nature reserves. This will be related to a developing understanding of food chains and what happens if food chains are broken by habitat disruption or the removal of</p>	<p><u>Autumn 2 - In a State</u> Children will learn the characteristic properties of solids, liquids and gases, first through physically exploring typical materials and then by classifying examples, such as powders and very viscous liquids, which are harder to classify. Using first-hand experience and secondary sources they will learn about changes of state and begin to understand freezing and boiling points as identifying characteristics of a material. They will learn the names of some common gases. They will also learn about the water cycle, modelling it in different ways and further developing their understanding of changes of state.</p>

	<p>a species from an ecosystem. Children will also be introduced to some global issues by researching the impact of deforestation, ocean pollution (oil spill) and global warming on ecosystems.</p>	
<p>Computing</p>	<p><u>Personal Safety</u> This term's focus is staying safe online. We will learn why we should only share information with people we choose to and can trust and the importance of using passwords to protect ourselves and keeping them secret. We will know who can help us if we feel unsafe or uncomfortable online. We will learn to distinguish between a 'belief', 'opinion' and a 'fact' and analyse information to assess its reliability and usefulness to our research.</p>	<p><u>Computer Science</u> Using Scratch, children will learn to predict and explain how simple algorithms work. They will plan, write, evaluate and edit a sequence of instructions, using a variety of inputs and commands. We will learn how to test and debug parts of an algorithm separately.</p>
<p>PE</p>	<p><u>AUTUMN 1</u> <u>Football</u> In football, pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition. <u>Athletics</u> In athletics, pupils will develop basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.</p>	<p><u>AUTUMN 2</u> <u>Netball</u> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. <u>Fitness</u> Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness, speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils will recognise areas for improvement and suggest activities that they could do to achieve this. Pupils will be encouraged to work safely and with control when performing new tasks.</p>
<p>History</p>	<p><u>Romans</u> This term the children will learn about the Roman Empire and what life was like in Ancient Rome. Through investigating artefacts and looking at evidence, they will understand the reasons for the growth of the Roman Empire, why the Romans chose to settle in Britain and the reaction of the Celts, including Bouddica's uprising. We will learn about Roman entertainment, culture and traditions.</p>	

<p>Geography</p>	<p><u>Volcanoes</u> We will learn what a volcano is and where and why they occur. We will learn that some volcanoes are active whilst others are dormant or extinct. We will consider why people choose to live near volcanoes and the benefits they can provide to the local area. We will learn about the eruption of Mount Vesuvius and the devastating consequences on Pompeii.</p>	
<p>RE</p>	<p><u>Beliefs and Practices, Signs and Symbols</u> This term, we will consider how different faiths mark significant events in their lives. We will explore different traditions associated with the birth of a new baby and find out how different faiths celebrate marriage. We will explore why some people choose to go on a pilgrimage. Later in the term, we will learn about Christmas around the world and Advent.</p>	
<p>Art</p>	<p><u>Collage</u> We will explore the work of Antoni Gaudi and look at how he used collage in his famous sculptures. We will use recycled magazines to produce collage pictures of our own and create tissue paper "paintings" of volcanoes to tie in with our geography topic.</p>	
<p>DT</p>	<p><u>Photo Frame</u> We will investigate designs of photograph frames and design one of our own. After measuring, cutting and assembling the pieces, we will use decoupage to add an artistic finish to our work.</p>	
<p>Life Skills (PSHE)</p>	<p><u>Being me in my World</u> This term we will focus on recognising our worth and understand why rules are needed and how they relate to rights and responsibilities. We will consider how our actions affect both ourselves and others and will learn to consider and care about other people's feelings. We will try to see things from their point of view.</p>	<p><u>Celebrating Difference</u> We begin this half term considering our families and understand that everybody's family is different and important to them. We will learn that differences and conflicts sometimes happen among family members. We will know what it means to be a witness to bullying and learn that witnesses can make the situation better or worse by what they do. We will recognise that some words are used in hurtful ways and consider a time when our words affected someone's feelings and what the consequences were.</p>
<p>Music</p>	<p><u>Let Your Spirit Fly - R&B and other styles</u> In this unit, all the learning is focused around one song: Let Your Spirit Fly - an R&B song for children. We will listen to and appraise this song and others including Colonel Bogey March, Consider Yourself, Ain't No Mountain High Enough and You're The First, The Last, My Everything. We will adopt an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), and playing instruments are all linked.</p>	<p><u>Glockenspiel Stage One - Exploring and developing playing skills</u> We will be introduced to learning about the language of music through playing the glockenspiel. We will focus on exploring and developing playing skills. We will start to look at musical scores and notated music and develop an understanding of the language of music.</p>
<p>French</p>	<p><u>Je me présente</u> (Presenting myself) Pupils will learn to introduce themselves in French, saying their name, age, where they live and their nationality.</p>	<p><u>En Famille (Family)</u> Pupils will be able to describe the members and ages of their family and of a fictitious, historical or television family.</p>