

LKS2 Curriculum Information for Parents and Pupils

Term 1



<h3>English</h3>	<p>Writing skills will focus on the year group frameworks, focusing on: composition, text organisation, language, spelling, grammatical accuracy and editing and refining initial ideas.</p> <p><u>Narratives:</u> <u>Traditional Tales/myths:</u> "The Rainbow Bird" Recognise the key features of a myth before planning and writing a myth of our own. "Lief Erikson" Write a Norse legend focusing on effective characterisation and interweaving speech and action.</p> <p><u>Non-fiction:</u> <u>Report on a dragon</u> Write a non-chronological report including the use of organisational devices to aid conciseness such as headings.</p> <p><u>Explanation - How Santa works</u> Write an explanation of a process ensuring relevant details are included and there is a clear sequence of events.</p> <p><u>Poetry</u> Limericks and kenning poems</p>	<p><u>Active Reading:</u> Active reading will allow your child to develop the skills of retrieval, inference and prediction as well as analyse and imitate authorial techniques by explicitly discussing language choices and identifying the structural organisation of texts and the sentence structures within them.</p> <p><u>Class Texts:</u></p> <ul style="list-style-type: none"> Autumn 1 - The Littlest Viking - Sandi Toksvig Autumn 2 - Kensuke's Kingdom - Michael Morpurgo <p>We will also be reading extracts from a range of other books so that your child can experience a range of quality literature and different text types.</p>		
<h3>Maths</h3>	<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> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="343 1205 874 1440" style="width: 50%; vertical-align: top;"> <p>Year 3 Key foci this term include:</p> <ul style="list-style-type: none"> Place value Four operations (addition, subtraction, multiplication and division) </td> <td data-bbox="874 1205 1497 1440" style="width: 50%; vertical-align: top;"> <p>Year 4 Key foci this term include:</p> <ul style="list-style-type: none"> Place value Four operations (addition, subtraction, multiplication and division) Length and Perimeter </td> </tr> </table>		<p>Year 3 Key foci this term include:</p> <ul style="list-style-type: none"> Place value Four operations (addition, subtraction, multiplication and division) 	<p>Year 4 Key foci this term include:</p> <ul style="list-style-type: none"> Place value Four operations (addition, subtraction, multiplication and division) Length and Perimeter
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<h3>Science</h3>	<p><u>Autumn 1 - Switched on</u> In this module children will identify electrical appliances, distinguishing between those which are powered by mains and battery (including those with integral rechargeable batteries) and recognising that electricity can be used to produce light, sound, heat and movement. They will explore the production of light, sound and movement by making simple series circuits with cells, wires, bulbs, buzzers and motors, learning the names of the different components. Through detailed observation they will be able to describe the flow of electricity round a circuit and give reasons why some circuits do not work. They will then learn to control their circuits with switches. They will test materials, classify them as electrical conductors or insulators and recognise that metals are good electrical conductors and plastics are good electrical insulators. They will apply this knowledge when making their own switches. Throughout this module they will learn the safe use of electrical components and the dangers of mains electricity.</p> <p><u>Autumn 2 - The power of forces</u> During this topic, children will explore how forces can make objects start to move, speed up, slow down or change direction. They will compare how things move on different surfaces. They will learn that some forces need contact between two objects, but that magnetic forces can act at a distance. Children will identify that magnets attract some materials and not others and that these are known as magnetic materials. They will</p>			

	<p>learn that some metals, but not all, are magnetic and that all non-metals are non-magnetic. They will learn that magnets have two poles and that two magnets will attract or repel each other, depending on which poles are facing.</p>	
<p>Computing</p>	<p><u>Autumn 1 – Online Safety</u> <u>Online Bullying</u> Pupils will learn that any form of bullying that takes place through using the internet can be described as cyber bullying. They will be taught how to identify when cyber bullying occurs across platforms before being reminded who they could turn to if they ever found themselves in an uncomfortable position online.</p> <p><u>Online Relationships</u> Pupils will be taught about the different forms of communicating online and will be made aware of the risks of communicating with people they don't know. They will gain an understanding of what it means to 'know' someone online and will be taught that trust can be taken back if they find themselves in a position where they are made to feel uncomfortable or worried. This will lead into them recognising trusted adults that they can talk to as well as how they can begin conversations.</p>	<p><u>Autumn 2 – Publisher & Graphics</u> During the second half term children will be taught a range of skills in publisher which will enable them to alter the aesthetics of any given piece of work. Pupils will be able to insert text, pictures and clip art before they learn how to change their position by moving them around the page and alter the size by using formatting tools. Pupils will also be taught how to acquire, store and combine images from cameras and the internet for a specific purpose.</p>
<p>PE</p>	<p><u>Autumn 1</u> <u>Gymnastics</u> Pupils create more complex sequences by learning a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>OAA</u> Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. Pupils learn to orientate a map, identify key symbols and follow routes.</p>	<p><u>Autumn 2</u> <u>Tag Rugby</u> Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and even sided games. They will learn how to dodge a defender and how to defend against an opponent. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others' performances and suggest improvements.</p> <p><u>Ball Skills</u> Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p>

<p>History</p>	<p><u>Anglo-Saxons and Vikings</u></p> <p>We begin the year finding out about the Anglo-Saxons - where they came from and where and why they settled in Britain. We will explore their religion and beliefs and use artefacts and archaeological discoveries to find out more about their way of life. Later in the term, we find out about the arrival of the Vikings and how this affected Britain. We will read and evaluate accounts of the raids at Lindisfarne and consider how historical evidence can sometimes be contradictory and biased.</p>
<p>RE</p>	<p>Within RE we will consider how and why is it important to share food as part of Christian worship and consider how sharing food is important in Islam and Sikhism. We will go on to explore the significance of symbols in religion, including the importance of the cross to Christians. In the run up to Christmas, we will consider the significance of myrrh and learn more about the holy trinity.</p>
<p>Art</p>	<p><u>Painting</u></p> <p>In Art, we will explore the painting styles of some great artists (Monet, Seurat, Van Gogh) and discuss and compare their work. We will develop our colour mixing skills and demonstrate an understanding of the colour wheel. After experimenting with different paint types, learning different painting effects and using different brushes and applicators, we will compose a painting inspired by one of these great artists.</p>
<p>DT</p>	<p><u>Cam mechanism</u></p> <p>In D&T we will investigate cam mechanisms and how they create different movements. We will incorporate cams in a Viking themed cam model.</p>
<p>Life Skills (PSHE)</p>	<p>We start the year considering our role within the class and how it feels to be included or excluded from a group. We try to make people feel valued and welcome and discuss how rewards and consequences can help motivate people's behaviours. We recognise the effect that our behaviour can have on ourselves as well as those around us and together, we draw up a Class Charter to reflect our aims and expectations for the year ahead. Later in the term, we explore and challenge stereotypes, recognise that everyone is special and unique, and that we should accept people for who they are. We discuss what bullying is and how it might feel to be a witness to and a target of bullying, developing strategies to stand up to bullying.</p>
<p>Music</p>	<p>As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits. In the second half of term, we will continue to develop our knowledge of tuned instruments, learning to read musical notation and developing an understanding of different tempos.</p>
<p>French</p>	<p>Through rhymes, songs and stories, we will learn to recognise, read and write some basic French vocabulary including colours, months, days and salutations.</p> <p>Later in the term, we will learn to pinpoint France on a map of the world and identify famous French cities. We will learn to talk about other countries where French is spoken and will learn to introduce ourselves in French.</p>