

LKS2 Curriculum Information for Parents and Pupils



Term 2

English	<p>Writing skills will focus on the year group frameworks, focusing on: composition, text organisation, language, spelling, grammatical accuracy and editing and refining of initial ideas.</p> <p>Narrative: Alternative versions of traditional tales, Take One Book</p> <p>Non-fiction: Recount (newspaper report and diary), non-chronological reports</p> <p>Poetry: Rhyming couplets, haikus and tankas</p>	<p>Active Reading</p> <p>Active reading will allow your child to develop the skills of retrieval, inference and prediction as well as to analyse authorial techniques by explicitly discussing language choices and identifying the structural organisation of texts and the sentence structures within them.</p> <p>Spring 1: <i>The Firework Maker's Daughter</i> - Phillip Pullman Spring 2: <i>The Boy who Could Fly</i> - Sally Gardner</p>
Maths	<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</p> <p>Key foci this term include:</p> <ul style="list-style-type: none"> • Multiplication and Division • Money • Statistics • Length and Perimeter • Fractions 	<p>Year 4</p> <p>Key foci this term include:</p> <ul style="list-style-type: none"> • Multiplication and division • Area • Fractions and decimals
Science	<p>Sound - Good Vibrations</p> <p>In this module children will build on their understanding of hearing. They will develop their vocabulary for describing sounds and identify different sound sources. They will learn that sounds are made by something vibrating and that these vibrations travel through a medium to the ear so that we hear them. They will learn that sounds get fainter as the distance from the sound source increases. They will explore ways to change the pitch and volume of sounds.</p> <p>Digestion - Where does all that food go?</p> <p>In this module children will be introduced to the main body parts associated with the digestive system; the mouth, tongue, teeth, esophagus, stomach, intestines, rectum and anus. They will learn that the role of the digestive system is to break down the food we eat so that the nutrients, energy and other requirements we derive from it can be used in the rest of the body. They will learn about how food can be broken down through mechanical and chemical processes. They will learn in more detail about the roles of the different types of teeth and how to care for their teeth.</p>	
Computing	<p>Computer Science</p> <p>In computing, children will continue to build on their existing knowledge of computer science using Scratch. They will apply concepts such as algorithms, sequencing, selection and repetition, decomposition, evaluation and debugging when programming. Throughout this unit, children will be breaking down processes using day to day and familiar activities to grasp the computer science concepts.</p>	
PE	<p>Dance</p> <p>Pupils will create dances working individually, with a partner and in small groups, sharing their ideas throughout. They will develop their use of counting and rhythm and incorporate canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p>Basketball</p> <p>Pupils will develop the key skills used in Basketball such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances, and how to identify a focus for improvement.</p> <p>Gymnastics</p> <p>Pupils create longer sequences to perform for an audience. They learn a wider range of travelling actions and use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They work independently, and with a partner to build sequences. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p>Lacrosse</p> <p>Children will learn to pass, scoop and move with the ball. They will develop their knowledge of team games and learn to intercept a moving ball.</p>	
Geography	<p>Volcanoes and Earthquakes</p> <p>We will find out about the layers of the earth and tectonic plates and discover where and why volcanoes and earthquakes occur. We will investigate the risks and benefits of living near a natural hazard as well as thinking about the precautions that are taken by those living in earthquake zones.</p> <p>Europe</p> <p>We will identify some of the major countries and capitals of Europe as well as some of the geographical areas of the world eg. equator, northern/southern hemispheres, polar/tropical regions. We will consider how the position of countries and continents affects climate and weather. Finally, we will focus on identifying similarities and differences between the physical geography of the U.K. and Iceland as well as the impact of tourism on their respective capital cities, London and Reykjavik.</p>	

RE	<p><u>Beliefs, Practices, Traditions</u></p> <p>This term we will focus on prayer and special places of worship. We will build our knowledge of why people pray, before exploring different places for prayer; investigating the architecture, and artefacts found in each one. We will discuss the different faith leaders belonging to each religion and discuss the similarities and differences between each faith. We will then move on to focus on Christianity where we will recap what Christians believe, with a focus on the incarnation of God on Earth through Jesus. We will do this through exploring the meaning and traditions of Holy Week as part of the Christian festival of Easter.</p>
Art	<p><u>Painting</u></p> <p>We will experiment with different types of brush specific to purpose eg. watercolour/fine detail and explore different paint effects and textures and complimentary colours. We will mix colour, shades and tones with increasing confidence and use our sketchbooks to record media explorations and experimentations.</p>
DT	<p><u>Cooking - Afternoon Tea</u></p> <p>We will be finding out about the history of afternoon tea before designing invitations and a menu for our own afternoon tea celebrations in school. We will develop key cooking skills including following a recipe, weighing out ingredients, cutting, spreading, mixing and baking.</p>
Life Skills (PSHE)	<p><u>'Dreams and Goals' and 'Healthy bodies, Healthy minds'</u></p> <p>We start the year focusing on learning habits. We will understand how we can be successful and will take pride in celebrating our achievements. To tie in with our science topic, we will consider ways to keep ourselves healthy, both physically and mentally, with a particular focus on nutrition and the benefits of exercise.</p>
Music	<p>During this term pupils will continue to develop their listening, rhythmic and concentration skills with the emphasis on learning music from a variety of cultures. Year 4 will continue their weekly cello lessons while Year 3 will begin to learn some basic notes on the recorder.</p>
French	<p><u>Petit Chaperon Rouge / Chez Moi</u></p> <p>This term the children will be learning to sit and listen attentively to a familiar fairy tale (Little Red Riding Hood). They will use picture and word cards to recognise and retain key vocabulary from the stories. They will increase their thinking and reasoning skills in French identifying strategies to use in the future for memorising new words and phrases.</p>