

# LKS2 Curriculum Information for Parents and Pupils

## Term 3



<p><b>English</b></p>	<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>Narrative:</u></p> <ul style="list-style-type: none"> <li>- myths (Theseus and the Minotaur)</li> <li>- characters and play scripts (The Twits)</li> </ul> <p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> <li>- explanation and persuasive writing (Atlas of Adventures)</li> </ul> <p><u>Poetry:</u></p> <ul style="list-style-type: none"> <li>- riddles and language play</li> </ul>	<p><u>Active Reading</u></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>A range of extracts taken from:</p> <ul style="list-style-type: none"> <li>• <i>The Time Travelling Cat and the Great Victorian Stink</i> by Julia Jarman</li> <li>• <i>The Story of Isambard Kingdom Brunel: The Man Who Built Britain (Great Victorians)</i> by Amanda Mitchinson</li> <li>• <i>Another Twist in the Tale</i> by Catherine Bruton</li> </ul>		
<p><b>Maths</b></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> <table border="1" data-bbox="344 696 1530 972"> <tr> <td data-bbox="344 696 919 972"> <p><u>Year 3</u></p> <p>Key foci this term include:</p> <ul style="list-style-type: none"> <li>• Fractions</li> <li>• Telling the time</li> <li>• Geometry (Properties of shape)</li> <li>• Measurement (Mass and capacity)</li> <li>• Consolidation of key year group skills</li> </ul> </td> <td data-bbox="919 696 1530 972"> <p><u>Year 4</u></p> <p>Key foci this term include:</p> <ul style="list-style-type: none"> <li>• Decimals</li> <li>• Money</li> <li>• Statistics</li> <li>• Position and direction</li> <li>• Properties of shape</li> <li>• Consolidation of key year group skills</li> </ul> </td> </tr> </table>		<p><u>Year 3</u></p> <p>Key foci this term include:</p> <ul style="list-style-type: none"> <li>• Fractions</li> <li>• Telling the time</li> <li>• Geometry (Properties of shape)</li> <li>• Measurement (Mass and capacity)</li> <li>• Consolidation of key year group skills</li> </ul>	<p><u>Year 4</u></p> <p>Key foci this term include:</p> <ul style="list-style-type: none"> <li>• Decimals</li> <li>• Money</li> <li>• Statistics</li> <li>• Position and direction</li> <li>• Properties of shape</li> <li>• Consolidation of key year group skills</li> </ul>
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<p><b>Science</b></p>	<p><u>Light</u></p> <p>The children will learn how we see objects, the ways in which different objects reflect different amounts of light and how these ideas can be applied to staying safe at night. They will explore what causes a shadow, as well as how the shape and size of a shadow can be affected by its position. They will learn how exposure to sunlight can cause harm, and about ways in which they can protect themselves. The children will carry out some investigations to test materials such as sunglasses and materials to reduce and /or block out light.</p>			
<p><b>Computing</b></p>	<p><u>Data Handling</u></p> <p>During this term we will be exploring databases. Although in previous years we have looked at branching databases in other subjects, this term children will have the opportunity to extend their knowledge and understanding of the function of these. Children will start by practising using search tools and fields to order and examine information. We will then plan for and collect our own data which will be inputted into our own database. From this, we will be able to select information accurately using fields allowing us to create bar and line graphs. We will firstly complete these using pen and paper before children are shown how this can be completed more efficiently using computer programs and applications.</p>			
<p><b>P.E.</b></p>	<p><u>Rounders</u></p> <p>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</p> <p><u>Athletics</u></p> <p>Pupils will develop basic running, jumping and throwing techniques. They are 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. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and record scores.</p> <p><u>Cricket</u></p> <p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Year 4 Swimming</u></p> <p>Pupils will be taught how to swim competently, confidently and proficiently over a distance of at least 25 metres and use a range of strokes effectively. (for example, front crawl, backstroke and breaststroke).</p>			
<p><b>Geography/ History</b></p>	<p><u>Different regions of the UK</u></p> <p>In geography we will be investigating different regions of the UK considering how land is used there and finding out more about different types of settlement, including hamlets, villages, towns and cities. We will consider what defines these settlement types and find out what each offers as a place to live and work.</p>			

	<p><b><u>Victorians</u></b>          Within this topic, there will be opportunities to use a range of evidence to ask and answer questions about the past, focusing on the lives of Victorian children. We will find out more about workhouses and Victorian schools as well as the work of key reformers during this period. Learning about major inventions and how our local area developed during this period will also be key areas of interest.</p>
R.E.	<p><b><u>Sacred Texts</u></b>          In R.E., we will be exploring a range of religious writings. We will hear some of Jesus' parables and consider the meanings behind them. We will also look at Hindu, Sikh and Islamic texts and explore why they form an important part of a faith member's rules for living.</p> <p><b><u>Practises and Traditions</u></b>          Later in the term, we will explore why some Faith members choose to undertake a pilgrimage. We will focus on Hajj for Muslims, Kumbh Mela for Hindus and The Golden Temple Amristar for Sikhs.</p>
Art	<p><b><u>Drawing</u></b>          In art, we will develop our sketching skills using different grades of pencils and a range of shading techniques. Our focus will be on feathers and flight, using the work of John Gould to inspire bird-themed compositions of our own.</p> <p><b><u>Printing</u></b>          During the second half of the term, the children will find out about William Morris. By making careful observations, they will create sketches of his work using a viewfinder and will take inspiration from his botanical designs to design a motif of their own. Through exploration of different printing techniques, they will plan, design and print a repeating pattern of their own.</p>
D.T.	<p><b><u>Sewing</u></b>          In Design Technology, children will develop their sewing skills and learn a variety of stitches as part of a Victorian themed sampler.</p>
Life Skills (P.S.H.E.)	<p><b><u>Relationships</u></b>          In the first half term, we will focus on relationships, both within our families and with our friends. We will consider the different roles and responsibilities people assume in our family and challenge stereotypes. We will also think about our friendships and develop strategies to be better friends by taking turns, listening and trying to see a situation from the other person's point of view. We will learn about the UN Convention on the Rights of the Child and compare our lives to those of other children both in the UK and around the world, considering ways that we can help those who are less fortunate than ourselves.</p> <p><b><u>Changing Me</u></b>          In the second part of the term, we focus on how we have changed since we were born, and how we will continue to change as we get older. We will learn about puberty and the way our bodies change so that when we grow up, we can make babies. We will learn that babies grow in a woman's uterus and that babies need lots of support and care. For additional information on our Relationships and Sex Education Policy, please refer to our website:  <a href="https://roundwoodprimary.herts.sch.uk/wp-content/uploads/bsk-pdf-manager/2021/03/RSE-Policy.pdf">https://roundwoodprimary.herts.sch.uk/wp-content/uploads/bsk-pdf-manager/2021/03/RSE-Policy.pdf</a></p>
Music	<p>In the first half term all the learning is focused around one song: Bringing Us Together - a disco song about friendship, peace, hope and unity. Children will sing in unison, in parts and play tuned instruments.</p> <p>In the second half term we Reflect, Rewind and Replay - in this unit we listen to a range of music from different eras ranging from classical to R'n'B and pop as well as find out about composers. Children will sing, listen and appreciate and play a range of tuned and untuned instruments.</p>
French	<p><b><u>At the café</u></b>          In French this term we will be introducing children to vocabulary which will enable them to order food at a café as well as to talk about classroom objects.</p>