

# LKS2 Curriculum Information for Parents and Pupils

## Term 1 - 2023



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| <b>English</b>   | <p><b>Writing</b><br/>Writing skills will follow the year group frameworks, focusing on: composition, text organisation, language, spelling, grammatical accuracy and editing and refining initial ideas.</p> <p><b>Narrative:</b><br/><u>Stories from other cultures - 'The Rainbow Bird'</u><br/>Recognise the key features of a myth before planning and writing a myth of our own.<br/><u>Traditional Tales - Legends - 'Lief Erikson'</u><br/>Write a Norse legend focusing on effective characterisation and interweaving speech and action.</p> <p><b>Non-fiction:</b><br/><u>Instructions - How to make a bulb light up</u><br/>Write a set of instructions for how to do or make something, with a link to science.<br/><u>Report on a dragon</u><br/>Write a non-chronological report including the use of organisational devices to aid conciseness such as headings.<br/><u>Explanation - How Santa works</u><br/>Write an explanation of a process ensuring relevant details are included and there is a clear sequence of events.</p>  | <p><b>Active Reading</b><br/>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>We will read extracts from a range of books linked to our narrative and non-fiction foci as well as our topics, so that your child experiences a range of quality literature and different text types.</p> |
| <b>Maths</b>     | <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><b>Year 3</b><br/>Key foci this term include:</p> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Four operations (addition, subtraction, multiplication and division)</li> </ul>   | <p><b>Year 4</b><br/>Key foci this term include:</p> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Four operations (addition, subtraction, multiplication and division)</li> <li>• Length and Perimeter</li> </ul>   |
| <b>Science</b>   | <p><b>Autumn 1 - Switched on</b><br/>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><b>Autumn 2 - The power of forces</b><br/>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 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> |  |
| <b>Computing</b> | <p><b>Autumn 1 - Online Safety</b><br/><b>Online Bullying</b><br/>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><b>Online Relationships</b><br/>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><b>Autumn 2 - Publisher &amp; Graphics</b><br/>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>  |  |

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| <p>P.E.</p>                       | <p><u>Autumn 1</u><br/> <u>Gymnastics</u><br/> 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>O.A.A.</u><br/> 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><br/> <u>Tag Rugby</u><br/> 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><br/> 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><br/> 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>R.E.</p>                       | <p><u>Identity and belonging/Symbols and actions</u><br/> We will consider how people show that they belong to a faith community, with a focus on Christianity, Islam, Hinduism and Sikhism. We will explore the significance of the Five Ks to Sikhs.</p> <p><u>Human responsibility and values/ Justice and fairness</u><br/> We will think about rules for communities and recap the Ten Commandments for Christians. We will explore the Five Pillars of Islam and the significance of Dharma in Hinduism.</p>   |
| <p>Art</p>                        | <p><u>Painting</u><br/> In Art, we will explore watercolours, using the painting styles of some great artists to inspire us. We will develop our colour mixing skills and experiment with different painting techniques and effects, using different brushes and applicators. Finally, we will compose our own watercolour painting.</p>   |
| <p>D.T.</p>                       | <p><u>Gift Boxes</u><br/> In D.T., we will investigate a range of existing products and apply our understanding of how to strengthen, stiffen and reinforce structures. We will develop design criteria to create products that are fit for purpose and communicate our ideas through annotated sketches and diagrams. We will select from and use a range of tools and materials to produce a Christmas gift box.</p>   |
| <p>Life Skills<br/>(P.S.H.E.)</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><u>This Little Light of Mine</u><br/> We will focus on the call-and-response gospel song, This little light of mine. We will learn the song and listen to different versions, before improvising on the notes of the pentatonic scale using the voice and instruments. Finally, we will create an arrangement of This little light of mine.</p> <p><u>Recorders - Year 3</u><br/> During the second half of the term, Year 3 pupils will have a half hour recorder lesson each week.</p> <p><u>Cellos - Year 4</u><br/> Year 4 pupils will have a half hour cello lesson each week throughout the term.</p>   |
| <p>French</p>                     | <p><u>Vegetables (Les légumes)</u><br/> We will name and recognise up to ten vegetables in French and attempt to spell some of these nouns (including correct article). We will participate in a role-play about buying vegetables from a market stall.</p> <p><u>Numbers (Les nombres)</u><br/> We will learn the numbers 1-10.</p> <p><u>Presenting Myself (Je me présente)</u><br/> We will learn the numbers to 20 and practise saying our ages and names. We will practise saying hello and goodbye as well as learning how to ask how somebody is and saying how we are. Finally, we will practise telling someone where we live and our nationality.</p>  |