

LKS2 Curriculum Information for Parents and Pupils

Term 2 - 2024



English	<p>Writing skills will focus on the year group frameworks, focusing on: composition, text organisation, language, spelling, grammatical accuracy and editing and refining their initial ideas.</p> <p><u>Narrative:</u> <u>Description of a character/setting - 'Alice in Wonderland'/ 'The Indian in the Cupboard'</u> Write the start of an adventure story focusing on characterisation and creating suspense and excitement.</p> <p><u>Non-fiction:</u> <u>Explanation - Mummification</u> Write a set of instructions for how to mummify a body using adverbials to sequence and adding detail to aid understanding. <u>Report</u> Write and present a recount of a news-worthy event.</p> <p><u>Poetry:</u> <u>The River</u> Write a descriptive poem developing vocabulary choices and use of figurative language.</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>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>
Maths	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><u>Year 3</u> Key foci this term include:</p> <ul style="list-style-type: none">• Multiplication and Division• Money• Statistics• Length and Perimeter• Fractions	<p><u>Year 3</u> Key foci this term include:</p> <ul style="list-style-type: none">• Multiplication and Division• Money• Statistics• Length and Perimeter• Fractions	
Science	<p><u>Amazing Bodies</u> In this unit, we will build on our knowledge of the human body and revisit the importance of eating the right amounts of different types of food, extending this knowledge to understand that the food we eat provides us with the nutrition that we require to remain healthy. We will learn about the range of nutrients that humans need to consume in the correct amounts and the role that these nutrients play in keeping our bodies healthy. We will also learn that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Rock Detectives</u> In this unit, the children develop their understanding of rocks, their relationship to soils and how fossils have formed over time. In learning about rocks children will identify and name rocks, describing and comparing their observable properties and sorting them using a key. They will identify ways in which rocks are used in the local environment and suggest why the properties of certain rocks make them suitable for particular purposes. They will consider how rocks are affected by weathering over time and work scientifically to carry out tests to establish the hardness and permeability of different kinds of rocks. In learning about soils children will explore a variety of soils first hand, making the link between soils of different types and the rocks from which they are partly made. They will learn about what happens to cause rocks to break down and become soil particles and about the organic matter that is an essential part of healthy soil.</p>		
Computing	<p><u>Publisher and Graphics</u> Continuing to build their computing literacy within <u>Publisher</u>, the children will develop their use of graphics. They will learn how to import photographs from a device and crop, rotate and alter images to suit a specific audience.</p> <p><u>Filming animation and sounds</u> We will be using a variety of technology to capture video for a purpose, comment on the quality of their video in relation to a specific audience and we will learn how to trim and arrange clips to explain a process. This will be linked to the "Rivers" topic in Geography and will be used to demonstrate an understanding of how erosion, transportation and deposition occurs.</p>		

P.E.	<p><u>Spring 1</u> <u>Dance</u> The children will focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p><u>Dodgeball</u> We will improve on key skills used in dodgeball such as throwing, dodging, and catching. We will learn how to apply simple tactics to the game to outwit the opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p> <p><u>Spring 2</u> <u>Handball</u> Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances.</p> <p><u>Yoga</u> Learning about mindfulness and body awareness, pupils will learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.</p>
History	<p><u>Egyptians</u> In history, we will learn about the Ancient Egyptians. We will learn about the importance of the River Nile to Egyptian civilisations and find out about the construction of the famous Egyptian pyramids. Uncovering Tutankhamun's tomb will enable us to explore Egyptian beliefs, Gods, the afterlife and mummification.</p>
Geography	<p><u>Rivers</u> We will learn how rivers are formed and compare a local river (The River Lea) to the River Nile in Egypt. Using the technical vocabulary of meander, delta and mouth, we will explain how rivers transport, erode and flood. Through fieldwork, we will investigate the force of water, the effects of pollution on the environment and how rivers are essential to our daily lives.</p>
R.E.	<p><u>Human responsibility and values/Justice and fairness</u> We will investigate the role of charity in faith communities and explore the messages within stories from different faiths. We will tie together how different religions all help their community and provide help to those in need, before finding out about specific charities. Finally, we will discuss the importance of being thankful and look at scripts and prayers within Christianity and Islam which tell us to thank God and appreciate what we have got.</p>
Art	<p><u>Human form and sculpture</u> As artists, we will continue to develop our drawing skills by observing and drawing the human form. We will consider the work of Alberto Giacometti before using wire frames and mod-roc to create sculptures depicting movement of the human body.</p>
D.T.	<p><u>Levers and pulleys</u> We will investigate levers and pulleys and gain an understanding of how these mechanisms might have been used in the past. We will design and build our own levers and pulleys and test them in practical situations.</p>
Life Skills (P.S.H.E.)	<p><u>Dreams and Goals</u> We start the term thinking about "Dreams and Goals". We discuss our short- and long-term aspirations and how we can prepare and plan towards a goal. We recognise that we will not always be successful in our efforts and develop strategies to deal with setbacks and disappointments along the way, focusing on resilience.</p> <p><u>Healthy Me</u> We go on to consider "Healthy Me" focusing on developing supportive and healthy friendships and recognising the different dynamics within friendship groups. We also learn about the impact of smoking and alcohol on our bodies. We talk about what peer pressure is, recognise situations in which people may put pressure on us and can explain ways to resist this and assert myself to show what I believe is right or wrong.</p>
Music	<p><u>Fanfare for the common man</u> This listening unit is based around the piece Fanfare for the common man by Aaron Copland. It provides the foundation for investigating how unique music is in creating dramatic effect and atmosphere, and is an excellent starting point for exploring the use of pitch, melody, texture, and timbre.</p> <p><u>Spain</u> The habanera is a rhythm most closely and instantly associated with Spain (despite it actually originating in Cuba!). It works well as a tool for learning to count and play together because it is perhaps a bit more fun than a straightforward pulse. In this unit children will listen to it, play it, and compose with it.</p> <p><u>Recorders - Year 3</u> During the first half of the term, Year 3 pupils will have a half hour recorder lesson each week.</p> <p><u>'Cellos - Year 4</u> Year 4 pupils will have a half hour cello lesson each week throughout the term.</p>

French

In the Classroom (En classe)

We will be learning the vocabulary for different classroom vocabulary, so that we can talk about what we do and don't have in our pencil cases. This will require us to begin to form negative expressions and to use the key irregular verb 'avoir'.

Goldilocks and the Three Bears (Boule d'Or et les trois ours)

We will listen to this familiar fairytale in French, using strategies such as looking for cognates to work out the meaning of new vocabulary. We will identify strategies for memorising new words and phrases and then create our own Goldilocks storyboard in French.