

LKS2 Curriculum Information for Parents and Pupils

Term 1 - 2024/25



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>Narrative: <u>Mystery story - 'The Thing in the Basement'</u> We will focus on plotting key events, using effective description of settings and characters and creating excitement to engage our reader.</p> <p><u>Magical world story - 'Journey'</u> We will focus on describing settings, using a range of techniques to draw the reader into a magical world.</p> <p>Non-fiction: <u>Persuasion - 'The Boy who Grew Dragons'</u> We will learn how to use persuasive techniques in order to write a letter to encourage our parents that a dragon will make the ideal pet!</p> <p><u>Instructions - 'How to Train Your Dragon' / 'Wolf in the Snow'</u> We will write a set of instructions describing how to capture and look after a dragon. We will learn how to use adverbials to sequence and add detail to aid understanding. We will apply what we have learnt when drafting a second set of instructions, guiding a child and wolf pup lost in the snow to safety.</p>		<p>Active Reading 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	<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="343 963 874 1176" style="width: 50%;"> <p>Year 3 Key foci this term include:</p> <ul style="list-style-type: none"> • Place value • Addition and subtraction • Multiplication and division </td> <td data-bbox="874 963 1497 1176" style="width: 50%;"> <p>Year 4 Key foci this term include:</p> <ul style="list-style-type: none"> • Place value • Addition and subtraction • Length and perimeter • Multiplication and division </td> </tr> </table>		<p>Year 3 Key foci this term include:</p> <ul style="list-style-type: none"> • Place value • Addition and subtraction • Multiplication and division 	<p>Year 4 Key foci this term include:</p> <ul style="list-style-type: none"> • Place value • Addition and subtraction • Length and perimeter • Multiplication and division
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Science	<p>Human impact on the environment In this module, children will learn to recognise that environments can change and that this can sometimes pose dangers to living things. We will investigate the impact of litter in our school and how materials change over time. We will find out how microplastics get into the food chain and how to prevent them from getting into our seas and oceans. Finally, we will investigate how to clean up birds affected by an oil spill.</p> <p>Changes of state In this module, children will learn to compare and group materials together, according to whether they are solids, liquids or gases. They will observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Finally, they will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>			
Computing	<p>Self-Image and Identity The first half term's focus is staying safe online. We will teach the children what is meant by the term identity. They will be able to explain how people can represent themselves differently online. They will be able to explain why they might change their identity online depending on what they are doing e.g. gaming with avatars, social media</p> <p>Online Relationships The children will be able to describe ways people who have similar likes and interests can get together online. They will learn what it means to 'know someone' online and why this might be different from knowing someone offline. They will learn what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>Touch Typing The children will have regular practise learning how to touch type, building up speed and accuracy.</p>			
P.E.	<p>Autumn 1 Football In football, pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p> <p>OAA</p>			

	<p>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. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p> <p>Autumn 2 Netball Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p> <p>Gymnastics In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension'. They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>
History	<p>Celts Pupils will find out about the Celts, where they were from and the kind of life that they lived. We will explore the daily lives of Celt tribes. Pupils will learn about the discovery of iron and the significance of that for Celtic communities.</p> <p>Romans This term the children will learn about the Roman Empire and what life was like in Ancient Rome. Through investigating artefacts and looking at evidence, they will understand the reasons for the growth of the Roman Empire, why the Romans chose to settle in Britain and the reaction of the Celts, including Boudicca's uprising. We will learn about Roman entertainment, culture and traditions. We will have a visit from History Off The Page to enrich the children's learning experience.</p>
R.E.	<p>Beliefs, Practices, Traditions We will discuss why people pray, and what it means to them, before exploring the importance of prayer in Christianity, Islam, Sikhism and Hinduism, and investigating the similarities and differences in practice. We will move on to think about how and why different faiths celebrate with a focus on Muslim and Hindu traditions as well as finding out about how Christians mark advent and what Christmas traditions are celebrated around the world.</p>
Art	<p>Painting We will experiment with different types of brush specific to purpose and use acrylics to explore complementary colours as well as different paint effects and textures. We will mix colour, shades and tones with increasing confidence and use our sketchbooks to record media explorations and experimentations. Finally, we will create a painting in the style of Van Gogh using a complementary colour palette.</p>
D.T.	<p>Photo Frame We will investigate designs of photograph frames and design one of our own. After measuring, cutting and assembling the pieces, we will use decoupage to add an artistic finish to our work.</p>
Life Skills (P.S.H.E.)	<p>Being me in my World This term we will focus on recognising our worth and understand why rules are needed and how they relate to rights and responsibilities. We will consider how our actions affect both ourselves and others and will learn to consider and care about other people's feelings. We will try to see things from their point of view.</p> <p>Celebrating Difference We begin this half term considering our families and understand that everybody's family is different and important to them. We will learn that differences and conflicts sometimes happen among family members. We will know what it means to be a witness to bullying and learn that witnesses can make the situation better or worse by what they do. We will recognise that some words are used in hurtful ways and consider a time when our words affected someone's feelings and what the consequences were.</p>
Music	<p>Year 3 pupils will begin to learn the recorder and Year 4 pupils will have cello lessons.</p> <p>We will take a musical journey and explore the relationship between words and music through listening and composing using a variety of stimuli including music, poetry, and works of art - all featuring trains and railways, using Benjamin Britten's <i>Night mail</i> as a starting point. In addition, we will be Listening to 'March' from <i>The Nutcracker</i> by Tchaikovsky and interpreting the music through movement and art. We will explore simple patterns and think about how the piece is structured.</p>
French	<p>I am Learning French (J'apprends le français) By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken.</p> <p>I am able (Je peux) In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.</p>