

LKS2 Curriculum Information for Parents and Pupils

Term 3



English	<p>Writing Writing skills will follow the year group frameworks, focusing on: composition, text organisation, language, spelling, grammatical accuracy and editing and refining their initial ideas. We will study the following genres and the features of each:</p> <p>Persuade: Letters - 'Speak Up' We will focus on the use of persuasive techniques as well as how to structure a letter.</p> <p>Inform: Instructions - 'Wolf in the Snow' We will write instructions using simple steps and will order these chronologically. We will include a list of items that the reader will need before acting upon the instructions, as well as developing our use of command sentences.</p> <p>Inform: Non-chronological report - 'Festivals' We will use paragraphs to structure our report as well as captions and labels to add information to illustrations. We will create an index and a glossary.</p> <p>Entertain: Narrative - 'The Iron Man' We will consolidate the use of story shapes to help guide the plot structure. We will look at a variety of story openings and endings and develop descriptions of settings.</p> <p>Entertain: Poetry - Take One Poet: Joseph Coelho We will focus on specific structures of poems, including kennings.</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><tr><td><p>Year 3 Key foci this term include:</p><ul style="list-style-type: none">FractionsTelling the timeGeometry (Properties of shape)Measurement (Mass and capacity)Consolidation of key year group skills</td><td><p>Year 4 Key foci this term include:</p><ul style="list-style-type: none">DecimalsMoneyStatisticsPosition and directionProperties of shapeConsolidation of key year group skills</td></tr></table>		<p>Year 3 Key foci this term include:</p> <ul style="list-style-type: none">FractionsTelling the timeGeometry (Properties of shape)Measurement (Mass and capacity)Consolidation of key year group skills	<p>Year 4 Key foci this term include:</p> <ul style="list-style-type: none">DecimalsMoneyStatisticsPosition and directionProperties of shapeConsolidation of key year group skills
<p>Year 3 Key foci this term include:</p> <ul style="list-style-type: none">FractionsTelling the timeGeometry (Properties of shape)Measurement (Mass and capacity)Consolidation of key year group skills	<p>Year 4 Key foci this term include:</p> <ul style="list-style-type: none">DecimalsMoneyStatisticsPosition and directionProperties of shapeConsolidation of key year group skills			
Science	<p>Light and shadows In this module, children will learn to:</p> <ul style="list-style-type: none">recognise that they need light in order to see things and that dark is the absence of lightnotice that light is reflected from surfacesrecognise that light from the Sun can be dangerous and that there are ways to protect their eyesrecognise that shadows are formed when the light from a light source is blocked by an opaque objectfind patterns in the way that the size of shadows change <p>Classification of plants and animals In this module, children will learn to:</p> <ul style="list-style-type: none">recognise that living things can be grouped in a variety of waysexplore and use classification keys to help group, identify and name a variety of living things in their local and wider environment			
Computing	<p>Programming A - Sequencing sounds This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.</p> <p>Programming B - Events and actions in programs This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program.</p>			
P.E.	<p>Athletics 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.</p>			

	<p>and how to improve. Pupils are also given opportunities to measure, time and record scores.</p> <p><u>Cricket</u> 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>Rounders</u> 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>Year 4 Swimming</u> 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>
History	<p><u>Victorians</u> 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>
Geography	<p><u>Settlements</u> 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>
R.E.	<p><u>Sources of Wisdom</u> We will discuss what is meant by wisdom and describe and interpret a range of stories and sacred writings including the Story of The Milk and the Jasmine Flower (Sikhism) and the Story of How Ganesh got the Elephant Head (Hinduism).</p> <p><u>Ultimate Questions</u> We will respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.</p>
Art	<p><u>Printing</u> We will find out about William Morris and what inspired his designs. By making careful observations, we will sketch from nature and take inspiration from his botanical designs to design a motif of our own. Through exploration of different printing techniques, we will plan, design and print a repeating pattern of our own.</p>
D.T.	<p><u>Cooking and Nutrition: Traditional English afternoon tea</u> We will recap what we have learnt about nutrition and a balanced diet before investigating existing afternoon tea menus. We will design our own menu to include both sweet and savoury elements and then use a range of cooking techniques to produce a finished afternoon tea.</p>
Life Skills (P.S.H.E.)	<p><u>Relationships</u> 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><u>Changing Me</u> 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.</p>
Music	<p>Year 3 pupils will continue to learn the recorder and cello lessons will continue for Year 4 pupils.</p> <p>We will learn a traditional pentatonic song about travelling around the world (I've been to Harlem) and use it to invent cup rhythm games before exploring pentatonic melodies from around the world and singing in a round.</p>
French	<p><u>At the Tea Room (Au salon de thé)</u> By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room.</p> <p><u>Phonics focus (Letter to a penpal)</u></p>