

LKS2 Curriculum Information for Parents and Pupils



Term 2

English	<p><u>Writing</u></p> <p>Writing skills will follow the year group frameworks, focusing on: composition, text organisation, language, spelling, grammatical accuracy and editing and refining their initial ideas.</p> <p>Pupils will study the following genres and the features of each:</p> <p><u>Inform: Recount - 'Real-Life Mysteries'</u></p> <p>Children will focus on writing in the simple past tense and recount events in chronological order. Prepositions will provide the reader with more detail and fronted adverbials will help link ideas and move the writing on.</p> <p><u>Persuade: Travel Leaflets - 'Africa/Amazing Africa'</u></p> <p>Pupils will use paragraphs to organise ideas around a theme and headings and subheadings to break down information into manageable chunks and make specific information easier to find. They will consider compositional features such as the use of 'you' and rhetorical questions to put the reader on the spot and make them think, the use of facts to support opinions to make the reader take the writing more seriously and the use of alliteration and the power of three to make something more memorable for the reader.</p> <p><u>Entertain: Narrative - 'Leon and the Place Between'</u></p> <p>Children will build upon the use of story shapes to help guide the plot structure and investigate a variety of story openings (e.g. action, dialogue or description of setting or character) and story endings (e.g. moral message, happy ending, surprise or cliff-hanger).</p> <p><u>Entertain: Haiku - 'The Works'</u></p> <p>Children will learn about the specific structure of a haiku before developing ideas for their own haikus using their senses and onomatopoeia to develop a clear picture for the reader. Including adjectives will also help the reader to create a more specific picture in their mind.</p>	<p><u>Active Reading</u></p> <p>Active reading will allow pupils 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>Pupils will read extracts from a range of books linked to the narrative and non-fiction foci as well as topics in other subjects, so that they experience 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>	
Science	<p><u>Movement and nutrition for the human body</u></p> <p>In this module, children will learn to:</p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat 	

	<ul style="list-style-type: none"> • identify that humans and some other animals have skeletons and muscles for support, protection and movement <p><u>Rocks, soils and fossils</u></p> <p>In this module, children will learn to:</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • recognise that soils are made from rocks and organic matter • describe in simple terms how fossils are formed when things that have lived are trapped within rock
Computing	<p><u>Data Handling</u></p> <p>Children will use the search tools in a database to answer questions relevant to an investigation and will learn how to sort and organise information to use in other ways. They will produce graphs from the data and enter data into a prepared spreadsheet. They will create a simple database from information they have selected and present data in different ways e.g. tables/graphs.</p> <p><u>Creating Media – Stop-frame Animation</u></p> <p>Learners will use a range of techniques to create a stop-frame animation. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text. This unit uses the context of Romans, but this can be adapted to suit your curriculum topics.</p>
P.E.	<p><u>Dance</u></p> <p>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>Ball Skills</u></p> <p>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><u>Yoga</u></p> <p>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> <p><u>Handball</u></p> <p>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>
History	<p><u>Stone Age – Iron Age</u></p> <p>In this unit about prehistoric Britain, children will explore how life changed from the Stone Age to the Iron Age. They will begin by learning how early people survived as hunter-gatherers during the Palaeolithic, Mesolithic and Neolithic periods. Through this, they will gain a sense of continuity and change over time, understanding</p>

	<p>how early humans adapted to their environments, developed new tools and discovered farming. They will investigate how the invention of bronze brought new materials, skills and societal structures to prehistoric Britain and how the arrival of iron led to further change. Children will explore different types of archaeological evidence including artefacts, monuments and settlements, developing their understanding of how historians and archaeologists learn about the past. They will compare everyday life across different periods and begin to consider the significance of key developments, such as the use of metal or the building of hillforts. The unit culminates in an enquiry into what the most significant change was during this vast period of prehistory.</p>
Geography	<p><u>Rivers and the Water Cycle</u></p> <p>In this unit, children will develop their scientific knowledge of the water cycle, discussing the processes that occur in each stage. They will explore the different stages of a river, describing the changes that occur as a river flows along its course, looking specifically at the River Severn. Children will also have an opportunity to follow the river's journey from source to mouth identifying and describing features along the way. They will discuss the reasons why people live near rivers and the impact humans have on rivers, comparing the River Severn and Amazon. Beginning to appreciate water as a natural resource, children explore its distribution and consider how to use water sustainably. Children further their understanding of how water distribution impacts where people live and work.</p>
R.E.	<p><u>Sacred Places in Hindu Dharma</u></p> <p>This unit explores sacred places in Hindu Dharma, including shrines in the home, visiting a mandir and the importance of pilgrimages.</p> <p><u>Incarnation: The Holy Trinity</u></p> <p>This unit introduces the concept of incarnation by learning what the Holy Trinity is and symbols associated with it.</p>
Art	<p><u>Drawing and Sculpture</u></p> <p>Pupils will continue to develop their drawing skills by observing and sketching the human form. They 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>Torches</u></p> <p>In D.T., children will design and make a torch with a working electrical circuit and switch. They will identify electrical products and explain why they are useful before making a working switch. They will then identify the features of a torch and how it works and describe what makes a torch successful. Finally, pupils will create suitable designs that fit the success criteria and their own design criteria before creating a functioning torch with a switch according to their design criteria.</p>
Life Skills (P.S.H.E.)	<p><u>Dreams and Goals</u></p> <p>Children start the term thinking about 'Dreams and Goals'. They discuss their short- and long-term aspirations and how they can prepare and plan towards a goal. They recognise that they will not always be successful in their efforts and develop strategies to deal with setbacks and disappointments along the way, focusing on resilience.</p> <p><u>Healthy Me</u></p> <p>Pupils go on to consider 'Healthy Me' focusing on developing supportive and healthy friendships and recognising the different dynamics within friendship groups. They also learn about the impact of smoking and alcohol on their bodies. They talk about what peer pressure is, recognise situations in which people may put pressure on them and can explain ways to resist this and assert themselves to show what they believe is right or wrong.</p>
Music	<p><u>A Flavour of West Africa</u></p> <p>Africa is a huge continent with a rich and diverse cultural and musical history. There are many types of musical</p>

	<p>styles and traditions to come from Africa. This unit focuses on drumming styles popular in West Africa and folk songs.</p> <p><u>Roll up! Roll up!</u></p> <p>An exploration of circus music and its evolution, highlighting the music that accompanies different circus acts and examining rhythm through chair and bucket drumming.</p> <p><u>Recorders – Year 3</u></p> <p>Year 3 pupils will have a half hour recorder lesson each week throughout the term.</p> <p><u>'Cellos – Year 4</u></p> <p>Year 4 pupils will have a half hour cello lesson each week throughout the term.</p>
French	<p><u>In the Classroom (En classe)</u></p> <p>Children will learn the names of classroom objects along with their indefinite article and possessive adjectives. They will say and write what they do and do not have in their pencil cases and begin to form negative expressions.</p> <p><u>Goldilocks and the Three Bears (Boucle d'Or et les trois ours)</u></p> <p>Children will listen to a familiar fairytale in French, using strategies to decode new vocabulary. They will identify strategies for memorising new words and phrases before creating their own Goldilocks storyboard in French.</p>