

LKS2 Curriculum Information for Parents and Pupils



Term 1 – 2026/27

English	<u>Writing</u> Writing skills will follow the year group frameworks, focusing on: composition, text organisation, language, spelling, grammatical accuracy and editing and refining their initial ideas. Pupils will study the following genres and the features of each: <u>Entertain: Narrative- ‘Mini Rabbit Not Lost’</u> Children will consolidate the use of story shapes to help guide the plot structure and will focus on effective story openings and endings. They will revisit expanded noun phrases and join sentences using a variety of conjunctions. <u>Poetry: Free Verse- ‘The Magic Box’</u> Pupils will focus on writing free verse, where poems have lines of any length and do not have a rhyme scheme or specific rhythm. They will explore the use of sound and other senses to develop mood and atmosphere. Including expanded noun phrases and adverbs help the reader to create a picture in their mind. <u>Entertain: Fables- ‘The Lion Inside’</u> Children will explore the features of this genre which contains a moral lesson about life or how to behave and often, an animal character. They will practise varying the rhythm of sentence structure by including a range of simple, compound and complex sentences in writing. Prepositions and prepositional phrases tell the reader where things are and where and when things happen. <u>Inform: Non-Chronological Report- ‘The Remarkables’</u> Pupils will recognise that captions and labels to add information to illustrations, an index helps a reader find something specific within a text and a glossary provides definitions in a quick and easy guide. They will use headings, subheadings and paragraphs to organise ideas around a theme. A variety of simple, compound and complex sentences will help engage the reader and prepositions or prepositional phrases provide more information.	<u>Active Reading</u> 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. 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.		
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. <table><tr><td> <u>Year 3</u> Key foci this term include: • Place value • Addition and subtraction • Multiplication and division </td><td> <u>Year 4</u> Key foci this term include: • Place value • Addition and subtraction • Area • Multiplication and division </td></tr></table>	<u>Year 3</u> Key foci this term include: • Place value • Addition and subtraction • Multiplication and division	<u>Year 4</u> Key foci this term include: • Place value • Addition and subtraction • Area • Multiplication and division	
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Science	<u>Human impact on the environment</u> 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. <u>Changes of state</u>			

	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.
Computing	<u>Key Skills - Typing</u> The children will have regular practise learning how to touch type using the Typing Club program to build up speed and accuracy. <u>Creating Media - Desktop Publishing</u> Learners will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. They will start to add text and images to create their own pieces of work using desktop publishing software. The children will also look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.
P.E.	<u>Football</u> 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. <u>OAA</u> 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. <u>Netball</u> 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. <u>Gymnastics</u> In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the term's '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.
History	<u>The Romans</u> In this unit, children will learn about the expansion of the Roman Empire and how the Romans conquered Britain. They will discover how life changed for the people living under Roman rule, with a focus on Boudicca's revolt against Roman occupation. They will explore Roman ruins and investigate what these sites can teach us about the Romans. They will also learn about the role of historians and archaeologists and will investigate Hadrian's Wall and the discoveries made there. Finally, the children will discuss the legacy of the Romans and learn about the innovations, inventions and imports they brought to Britain.
Geography	<u>Volcanoes and Earthquakes</u> In this unit, children will learn about the structure of the Earth, looking at its layers and the movements of the tectonic plates, as well as the location of volcanoes and earthquakes in relation to the tectonic plates. They will learn about the structure of volcanoes and the different shapes they might form. Looking at specific case studies, children will also learn the effects volcanic eruptions can have on people and the environment.

	and will then go on to locate sites of major earthquakes on a map. Through case studies, they will explore why earthquakes happen, their potential impacts and strategies that can be put in place to manage the effects.
R.E.	<u>Harvest Celebrations</u> This unit is an introduction to harvest celebrations and explores their history, significance and associated traditions from a variety of worldviews. <u>Hindu Life in Britain</u> In this unit, children will learn about the origins of Hindu Dharma, core beliefs, key symbols, practices and expressions of faith. They will discover how key beliefs and goals in Hindu Dharma help to shape the way a might Hindu choose to live as well as important rites of passage throughout life.
Art	<u>Painting - Acrylics</u> 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.
D.T.	<u>Photo Frame</u> 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.
Life Skills (P.S.H.E.)	<u>Being me in my World</u> 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. <u>Celebrating Difference</u> 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.
Music	<u>Rocking and Rolling</u> This unit offers a chance for children to explore the rock music genre by following the musical journey a fictional band called The Rock-o-lutions. They learn to identify what makes a rock song and applying this knowledge to their singing and instrumental performances. Children will explore different tempos through group performance, whilst having the opportunity to compose their own rhythms and melodies using their voice, untuned and tuned instruments. <u>Traditional Tunes of the United Kingdom</u> In this unit, children will explore traditional music from around the United Kingdom, using listening skills to identify similarities and differences between geographical areas. Children will perform simple phrases from staff notation on melodic instruments and reimagine a piece of traditional music to create their own unique composition. <u>Recorders - Year 3</u> Year 3 pupils will have a half hour recorder lesson each week throughout the term. <u>'Cellos - Year 4</u> Year 4 pupils will have a half hour cello lesson each week throughout the term.
French	<u>I am Learning French (J'apprends le français)</u>

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.

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.