LKS2 Curriculum Map - Year A 2024-25

	Term 1 (7.5)	Term 2 (7)	Term 3 (6)	Term 4 (6)	Term 5 (5)	Term 6 (7)
Topic name	**H2O**		**Ancient Brits**		**Wild Things!**	
Cultural Capital	**Visit to River Frome** **Place of Worship** **Swimming**		**Trip** – Corinium Museum **Samba Drumming**		**Trip/Visit to school** – Noah's Ark	
English	**Quest story** *The Secret of Black Rock by Joe Todd-Stanton* *Narrative (4)* *Non-Fiction (3)*	**Journey** *A River by Marc Martin* *Poetry – Bk wk (2)* *Narrative (3)* *Non-Fiction (2)*	**Adventure Story** *Stone Age Boy by Satoshi Kitamura* *Narrative (3)* *Non-Fiction (3)*	**Overcoming the monster Story** *Wolves in the Walls by Neil Gaiman* *Narrative (3)* *Non-Fiction (3)*	**Quest story** *Barnabus Project* *Narrative (3)* *Non-Fiction (2)*	**Traditional tales** *The Lost Happy Endings* *Narrative (4)* *Non-Fiction (3)*
Class Story	***Archaic*** *A Bear called Paddington*	**Non linear** *The legend of Captain Crow's teeth*	**Complexity of the Narrator** *The Witches* *or* *The world according to Humphrey*	**Complexity of Plot** *The Tunnel*	**Resistant texts** *Something told the Wild Geese – poem*	**Non Fiction** *Seeds of Change*

Reading	Pupils should be taught to: ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Develop positive attitudes to reading and understanding of what they read by: ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ using dictionaries to check the meaning of words that they have read ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ♣ identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements ♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ♣ asking questions to improve their understanding of a text ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction ♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing - composition	Pupils should be taught to: <u>Plan their writing by:</u> ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas <u>Draft and write by:</u> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <u>Evaluate and edit by:</u> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Handwriting	Pupils should be taught to: ♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Spelling	Spelling Shed Programme for Spelling – Stage 4 *Throughout the terms the children will learn words from the Y3/4 statutory word list.*
Grammar and Punctuation	Pupils should be taught to: <u>Develop their understanding of the concepts set out in English Appendix 2 by:</u> ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ learning the grammar for years 3 and 4 in English Appendix 2

	♣ indicate grammatical and other features by: ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.		
Geography	Atlas skills. Locate places in the UK and the rest of the world. Comparing locations Physical geography - Coastal features, rivers Water cycle Weather – field study - use appropriate instruments to measure the weather. Keep a weather diary. Make observations about patterns of weather at school.		Conservation & Climate change - looking after and improving our environment? Migration of animals – climate Biomes – how physical features & human activity can effect
History	How have settlements evolved by rivers? How have they changed?	Stone age, Iron age, Bronze age, Romans Invasion of Britain leading to Britain becoming part of the Roman Empire. Resistance of Roman invasion, including a study of Boudicca. An evaluation of the reasons the Romans come to Britain? How the developments during the Roman occupation such as roads, has impacted life today. What was life like in Roman Britain? What was it like to be a Roman soldier?	

Science	States of matter Water cycle Water resistance, density	Forces and magnets. Push/Pull, gravity,	**Sound** High, low, loud and quiet sounds. How does sound travel? How are sounds made? Investigate how sounds can be absorbed by different materials.		**Plants**- functions and conservation. Life cycles.	**Animals**- classification, ecology and conservation.
Art	Exploring and Developing Ideas & Painting - Monet		Drawing	Printing	Sculpture	
DT	Textiles - Designing and Making a money Container		Food & Nutrition - Pizzas		Design a night light – using Crumble programming	
IT	Programming – Sequencing sounds	Creating media audio production	Online Safety	Programming Kodu	Data and information Data logging	Creating media – Photo editing
PE	• Dance • Swimming • Gymnastics • Games (Netball/ Football/ Rugby/ Hockey/Tennis/Cricket/Rounders) • Athletics					
Music	Listening – Genres/tempo/dynamics/instruments	Glockenspiel 1	Instrument lessons - drumming		Glockenspiel 2	Composition and notation – Dragon Song (Charanga)
French	Numbers Greetings	Classroom instructions Christmas Traditions	Introducing yourself (name, age)	Colours Easter traditions	Food	Days of the week Months of the year

PSHE	Being Me	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	L2.7 What does it mean to be a Christian in Britain today?	L2.5a How do people from religious and non-religious communities celebrate key festivals?	L2.1 What do different people believe about God? *Christian focus and either (or both) Muslims and/or Hindus.*	L2.10 How do family life and festivals show what matters to Jewish people?	L2.4 Why do people pray?	L2.2 Why is the Bible so important for Christians today?
School's Christian Values	Thankfulness: Harvest, Apple week; Thank you for our World	Trust	Perseverance	Justice	Service	Truthfulness: questioning truthfulness of accounts and history (RE & History) – reliability of sources. Fact and opinion.
British Values	Tolerance and friendship	Perseverance (Scott) Respect (learning from other cultures)	Individuality Democracy and Rule of Law (The Romans-government and army) Acceptance (war and conquest)		Respect for the countryside Rules of the Law (countryside laws) RE focus	

Mathematics	**Number and Place Value** **Addition and Subtraction**	**Multiplication and Division**	**Measure** length, perimeter & area	**Fractions** Decimals **Measure** Money	**Measure** Capacity Time	**Geometry**
Mathematics Year 3	**Number and Place Value** • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas. **Addition and Subtraction** • Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. **Multiplication and Division** • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. **Fractions** • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole • compare and order unit fractions, and fractions with the same denominators					

	• solve problems that involve all of the above. **Measures** • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes • add and subtract amounts of money to give change, using both £ and p in practical contexts • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks]. **Geometry** • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Statistics** • interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
Mathematics Year 4	**Number and Place Value** • count in multiples of 6, 7, 9, 25 and 1000 • find 1000 more or less than a given number • count backwards through zero to include negative numbers • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

	Addition and Subtraction • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. **Multiplication and Division** • recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. **Fractions** • recognise and show, using diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • add and subtract fractions with the same denominator • recognise and write decimal equivalents of any number of tenths or hundredth • recognise and write decimal equivalents to $\frac{1}{2}$,1/4,3/4 • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure and money problems involving fractions and decimals to two decimal places. **Measures** • convert between different units of measure [for example, kilometre to metre; hour to minute] • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • estimate, compare and calculate different measures, including money in pounds and pence • read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

	Geometry • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry. • describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon. **Statistics** • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.