

KS2 Curriculum Information – Term 3

The following is an overview of the curriculum for juniors in the next term.

Subject	Skills, knowledge and understanding
Reading and Writing	<p><u>Upper Key Stage 2 (year 5&6)</u></p> <p>Fiction: Key text – ‘Varjak Paw’ by SF Said.</p> <p>The children will investigate the relationships between Varjak and key members of his family using drama and predict what might happen at different points in the story using reading inference. They will consider both sides of the case for the cats staying or leaving the old house and will write a persuasive argument. We will touch on how the author creates tension and atmosphere and use these ideas to write an action/escape narrative extract. Toward the end of the unit we will look at some free verse and Haiku (cat themed).</p> <p>Reading objectives:</p> <ul style="list-style-type: none"> • Investigate the relationships between Varjak and key members of his family. • Children predict what might happen at points in story based on their reading inferences. • Consider both sides of the case for the cats staying or leaving using • Discuss how authors create tension and atmosphere <p>Writing objectives:</p> <ul style="list-style-type: none"> • Summarise key arguments • Persuasive writing - get a character to change their mind • Describe Varjak hunting an animal to create tension • Write an extra chapter of the book • Write a letter to ‘Society for the Protection of Rare Breeds’ detailing the sighting of a Mesopotamian Blue cat and asking for further information • An explanation of ‘The Skills’ • Organise written work appropriately according to genre and audience <p><u>Lower Key Stage 2 (year 3&4)</u></p> <p><u>Key texts</u> Narrative writing The Wolves in the wall – Neil Gaiman</p>

	<p>Non Chronological reports Wolves – Emily Gravett Top gun of the sky – Martin Bradley</p> <p>The children will be using the illustrations from the Wolves in the wall to predict the events of the story as well as describing the characters. Children will compare this with the book Wolves looking at the difference between fiction and non-fiction texts. We will create a report on a Peregrine falcon using information from Top Gun of the Sky and some research. The children will then use these skills to independently research, plan and write about their own chosen animal. At the end of the unit the children will write a short story about a nightmare which shows the character how they should deal with a problem in real life in the style of the Wolves in the Wall and compare the skills needed for writing both fiction and non-fiction.</p> <p>Reading objectives</p> <ul style="list-style-type: none"> • Research information about British wildlife in cities using websites and books. • Read about and discuss the characters in The Wolves in the wall. • Read and compare two texts on the same subject. • Read own writing to whole class. • Read a report and analyse the information given. <p>Writing objectives</p> <ul style="list-style-type: none"> • Create a fact file on an urban animal. • Plan a report using boxes and headings. • Describe the characters in a story using interesting adjectives. • Make effective notes from research to use in own work. • Write a short narrative story about a life changing dream • Use factual information to create a poem about an animal 		
<p>Spelling, punctuation and grammar</p>	<p>The National Curriculum sets out spelling objectives for upper juniors (Y5/6) and lower juniors (Y3/4). The children work towards achieving these objectives through weekly spelling lessons and through the teaching of spelling during writing and grammar work. In addition, the curriculum specifies both an upper and lower junior spelling list – known as the ‘Common Exception Words’ (CEW).</p> <p>Some children will be part of a spelling catch-up programme called ‘Precision Spelling’</p> <p>Spelling rules being taught this term include:</p> <table border="1" data-bbox="478 1839 1388 1977"> <tr> <td data-bbox="478 1839 933 1977"> <p>Y3/4 Learning and practising the Year 3/4 common exception words</p> </td> <td data-bbox="933 1839 1388 1977"> <p>Y5/6 Learning and practising the Year 5/6 common exception words</p> </td> </tr> </table>	<p>Y3/4 Learning and practising the Year 3/4 common exception words</p>	<p>Y5/6 Learning and practising the Year 5/6 common exception words</p>
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	<p>Specific focus on:</p> <p>Y3</p> <ul style="list-style-type: none"> • Words with a short /i/ spelt with 'y' • Adding 'er' 'ed' 'ing' to words with more than one syllable • Using the prefix 'mis' and 'dis' • Words with a /k/ sound spelt with 'ch' <p>Y4</p> <ul style="list-style-type: none"> • Homophones and near homophones • Nouns ending in the suffix 'ation' • Adding the prefixes 'sub' and 'super' • Plural possessive apostrophes 	<p>Specific focus on:</p> <p>Y5</p> <ul style="list-style-type: none"> • Creating nouns using the 'ity', 'ness' and 'ship' suffixes • Homophones and near homophones <p>Y6</p> <ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words ending 'fer' • Words with a long /e/ spelt 'ie' or 'ei' • Word families based on common words • Statutory common exception words
	<p>Grammar and Punctuation: <u>Upper Key Stage 2 (year 5&6)</u></p> <ul style="list-style-type: none"> • Identify prepositions • Revision of main and subordinate clauses – including relative clauses • Identify subject verb object in a sentence (as appropriate) • Identify the passive voice. Change the passive voice to the active and vice versa. Greater depth – select the passive voice to hide the agent of an action or to shift focus to the object of an active sentence • Register/style (formal/informal story characters' speech) <p><u>Lower Key Stage 2 (years 3&4)</u></p> <ul style="list-style-type: none"> • Use a variety of conjunctions in sentences • Use commas correctly to separate lists and clauses • Identify the present perfect form of verbs • Use paragraphs and headings correctly in non-fiction • Write using a mixture of simple, compound and complex sentences 	
Handwriting	<p>Children in Year 3/4 will have a weekly handwriting lesson designed to improve letter formation and to practise joining strategies for different letters. Children in Y5/6 will do extra practice as required.</p>	
Mathematics	<p><u>Upper key stage 2 (years 5 & 6)</u></p> <p>Perimeter area and volume – children will learn to calculate the perimeter and area of rectilinear shapes including composite shapes. Year 6 children will learn to calculate the volume of cuboid shapes.</p>	

	<p>Fractions - children will learn to compare and order fractions and find their equivalent. The children will learn to recognise mixed number and improper fractions. We will work on calculating with fractions using adding, subtracting, multiplying and dividing. Year 6 children will learn about ratios and use them to solve scaling problems.</p> <p><u>Lower key stage 2 (years 3&4)</u></p> <p>Multiplication and division – The children will be learning formal written methods of multiplying and dividing two or three-digit by one-digit number</p> <p>Length, perimeter and area – We will be practicing measuring, comparing, adding and subtracting lengths and using this to calculate the perimeter of 2-D shapes. We will also be learning to calculate area by counting centimetre squares and converting between the different measurements (mm,cm,m)</p> <p>Fractions – We will begin looking at fractions towards the end of the term focusing on recognising fractions and calculating unit fractions of a set of objects e.g. 1/3 of 9 apples.</p>
<p>Multiplication Tables NB for children in Y4 there will be a nationwide online multiplication tables test introduced in June 2020</p>	<p>Y3/4 Please help your child to learn their x tables - this is part of each child's weekly homework. The curriculum target is that by the end of year 4, children should be able to recall multiplication facts up to 12x12. A weekly test in the same style as the national standard test will be done each week in school. More details can be found on the separate homework letter.</p> <p>Y5/6 Knowledge of times tables is essential for children in Year 5/6 who will be learning long methods of multiplication and division. They are also vital to calculating with, and simplifying, fractions and ratios. Please help your child to keep their tables knowledge up to date.</p>
<p>Science</p>	<p>This term we will be studying the Earth, Sun Moon and Space. The children will learn and extend their knowledge of the Solar System, the stars and planets.</p>
<p>Humanities Topic</p>	<p>The Topic this term is geography based and the children will carry out a Local Study of Hillesley and the surrounding area as well as learning to read maps and recognise symbols on OS maps.</p>
<p>MFL (modern foreign languages)</p>	<p>None this term - a unit of French will be taught during term 4.</p>
<p>RE Christianity and Humanism</p>	<p>This term we will be investigating why the Torah is so important to Jewish people. We will look at the 'Shema' as found in Deuteronomy and learn about how Jewish people use it in a Mezuzah. We will learn about the story of Moses in the Exodus and how this relates to the Jewish celebration of Passover. The children will learn about how a Sefer Torah is produced and how it is treated by Jewish people. Towards the end of the unit, the children will find out about kosher</p>

	foods and how there are different attitudes toward Jewish observances from orthodox and progressive Jews.
PE	<p>If your child uses an asthma inhaler, please ensure one is handed into the office.</p> <p>PE kit needs to be in school all week.</p> <p>The children need – shorts, T-shirt, socks (especially for girls wearing tights), trainers, jogging bottoms and a fleece - in case of a cold day. It is vital that the children have appropriate kit in school in order to access and get the most out of these lessons.</p> <p>This term the main sports will be Hockey and Netball. The children will also take part in some indoor activities when the weather is wet. Also this term we intend splitting the class so year 5/6 will have a PE lesson and then year 3/4 will have a separate lesson. This is to practice skills. The two groups may also work together to hold matches and larger games.</p>
PSHE	<p>The theme for Worship this term is “Wisdom” and the children will be exploring what wisdom is and how it can help us lead better lives.</p> <p>There is also a special, whole day workshop on Anti-bullying taking place this term.</p>
Art/DT	In Art the children will create work related to Topic and the theme of Wisdom. We will also study some Landscapes and examine the landscapes of Van Gogh and Turner.
Music and Drama	The children will take part in specialist provider Drama sessions every Thursday afternoon and they will be learning about various performance and theatre styles as well as explore means of self-expression and communication through means other than speech.
Computing	This term the children will be learning about data handling as well as using the IT equipment to assist their learning in a number of subject areas.