



SUBJECT: ENGLISH

CURRICULUM THIS HALF TERM:

During this half term, pupils build upon the reading and writing skills developed in Key Stage 1 by exploring increasingly challenging fiction, non-fiction and poetry. They develop confidence in retrieving information, making inferences, identifying themes and explaining the effect of vocabulary choices using evidence from the text.

Writing focuses on organising ideas into clear paragraphs, creating engaging descriptions using ambitious vocabulary, similes and expanded noun phrases, and introducing dialogue accurately. Children write for a range of purposes including narratives, reports, instructions and poetry.

Grammar lessons reinforce conjunctions, speech punctuation and paragraphing while encouraging pupils to edit and improve their own work. Through shared reading, modelled writing and independent application, learners become increasingly confident communicators.

VOCABULARY:

- Paragraph - A group of sentences about one idea.
- Inference - Using clues to work something out.
- Character - A person in a story.
- Setting - Where a story happens.
- Dialogue - Conversation in writing.
- Theme - A main idea in a text.
- Evidence - Words from the text.
- Effect - The impact on the reader.
- Simile - A comparison using like or as.
- Summarise - Give the main points briefly.

RECOMMENDED TALKING POINTS:

What are you reading at the moment?

What new vocabulary have you learnt this week?

How has the writer created an effect?

Which writing have you enjoyed most?

Can you explain your answer using evidence?

What skill are you most proud of this week?





SUBJECT: MATHEMATICS

CURRICULUM THIS HALF TERM:

Our focus is Place Value. This unit develops pupils' understanding of numbers to 1,000, building secure number sense and laying the foundations for future learning in calculation and problem solving. Pupils develop knowledge by reading, writing, representing and partitioning numbers to 1,000, recognising the value of each digit in a three-digit number and understanding the relationship between hundreds, tens and ones.

They count forwards and backwards in ones, tens, fives, fifties and hundreds, find one, ten or one hundred more or less than a given number, compare and order numbers, place them accurately on number lines and estimate where numbers belong. Pupils use and apply mathematical vocabulary including greater than, less than and equal to when describing and comparing numbers. They develop understanding by recognising that the position of a digit determines its value and by making connections between concrete, pictorial and abstract representations.

Children explore different ways of partitioning numbers, identify patterns in counting sequences, justify comparisons and explain their reasoning using precise mathematical language. They build skills through practical exploration using place value charts, base ten equipment, number lines and other representations to support fluency and reasoning. Pupils become increasingly confident in manipulating three-digit numbers, estimating and checking the reasonableness of answers, solving missing number and reasoning problems, and selecting appropriate strategies to solve a range of mathematical tasks.

Throughout the unit, opportunities are provided for discussion, explanation and mathematical reasoning, enabling pupils to communicate their thinking clearly and apply their understanding of place value in a variety of contexts. This secure understanding of place value provides an essential foundation for addition, subtraction, multiplication, division and further work with number throughout Year 3 and beyond.

VOCABULARY:

- place value
- digit
- partition
- hundreds
- tens
- compare
- order
- represent
- estimate
- explain
- ones
- numeral
- ascending
- descending
- greater than (>)
- less than (<)
- equal to (=)
- number line
- exchange (where appropriate)



RECOMMENDED TALKING POINTS:

How do you know the value of each digit in a three-digit number?

Encourages pupils to explain how place value determines the value of a digit.

Can you show this number in a different way?

Promotes flexible thinking by using partitioning, place value counters, base ten or a place value chart.

How do you know which number is greater or smaller?

Develops reasoning by comparing the hundreds, tens and ones in each number.

What patterns do you notice when counting in 1s, 10s, 50s or 100s?

Encourages pupils to identify number patterns and explain their observations using mathematical vocabulary.





SUBJECT: SCIENCE

CURRICULUM THIS HALF TERM:

During this half term children will explore rocks, soils and fossils, which is a chemistry topic. Children have previously learnt to identify and name a variety of everyday materials and their properties (Year 1 Chemistry – Everyday materials) and to recognise how a material's properties make it suitable for particular purposes (Year 2 Chemistry – Uses of everyday materials) and this topic builds on this knowledge.

In this module, children will learn to 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 and observe differences in their properties and describe in simple terms how fossils are formed when things that have lived are trapped within rock. Children will use and develop their skills, working scientifically to set up simple practical enquiries, comparative [and fair] tests, make systematic and careful observations, record findings using simple scientific language, drawings, labelled diagrams, keys, [bar charts] and tables and report on their findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using straightforward scientific evidence to answer questions or to support their findings.

VOCABULARY:

- crystal/crystalline: a material that has flat surfaces which form geometric shapes
- erosion: the process of wearing away materials by water, wind or ice
- fossil: the preserved remains or trace of any once-living thing
- hardness: how resistant a material is to scratching (not how easily it breaks)
- organic: made from the remains of living things
- palaeontologist: someone who studies fossils
- remains: left over parts of an animal or plant
- rock: naturally occurring material, part of the Earth's surface
- sediment: small pieces of rock which fall to the bottom of oceans and lakes
- weathering: the effects of weather, breaking down the surface of rocks over time

RECOMMENDED TALKING POINTS:

How do volcanoes make rocks?

Why do we use slate for roofs but chalk to write on boards?

Can you find any layers, crystals, or grains on this stone?

What ingredients make up a handful of soil?

What would happen to plants if there was no soil?

How does an animal bone turn into a hard fossil rock?

If we find a seashell fossil on a mountain, what does that tell us about the past?





SUBJECT: HISTORY

CURRICULUM THIS HALF TERM:

This half term, pupils will study Stone Age Britain and explore what archaeologists think they know about this period in history. Children will learn that because there were no written records, much of our understanding comes from evidence found in the ground, such as tools, bones, cave paintings and burial sites. Pupils will consider how archaeologists use this evidence to build a picture of the past and how their ideas may change when new discoveries are made.

The unit will focus on what life was like during the Stone Age. Pupils will investigate how people lived in small groups and moved from place to place to find food and shelter. They will begin to understand that life was often challenging and that survival depended on cooperation, skill and knowledge of the natural environment.

Children will also learn how people lived, including how they hunted animals, gathered wild plants and later began to farm. They will explore the difference between hunter-gatherer lifestyles and the more settled lives of early farmers. This will help pupils understand that the Stone Age was a very long period and that people's ways of life changed over time.

Another important area of study is jobs in Stone Age Britain. Pupils will consider the kinds of tasks people carried out in their communities, such as hunting, gathering, making tools, preparing food, caring for children and building shelters. They will learn that everyone had a role to play in helping the group survive.

Pupils will investigate what homes were like during the Stone Age. They will compare temporary shelters made from wood, animal skins and other natural materials with later settlements. They will learn that homes were practical and designed to suit the needs of people living close to nature.

Finally, pupils will explore how people dressed. They will study the materials used for clothing, such as animal skins, fur and plant fibres, and think about why clothing needed to keep people warm and protected. This will help children understand the relationship between available resources and everyday life in the Stone Age.

VOCABULARY:

- **Archaeologist** – a person who studies the past by examining objects, buildings and remains left behind by people.
- **Evidence** – facts, objects or information that help us understand what happened in the past.
- **Prehistory** – the period of time before written records were made.
- **Stone Age** – a very early period in history when people used stone for tools and weapons.
- **Hunter-gatherer** – a person who gets food by hunting animals and gathering plants.
- **Settlement** – a place where people live, especially one that is more permanent.

RECOMMENDED TALKING POINTS:

What do archaeologists use to find out about Stone Age Britain?

Why do you think it is difficult to know exactly what life was like in the Stone Age?

How might being a hunter-gatherer have been different from being a farmer?

What jobs do you think would have been most important in a Stone Age community?

Why do you think Stone Age people needed to move from place to place?





SUBJECT: GEOGRAPHY

CURRICULUM THIS HALF TERM:

This geography unit introduces pupils to the United Kingdom as a country made up of four nations: England, Scotland, Wales and Northern Ireland. Children learn to identify and name each country and its capital city, building a secure understanding of the UK as a place with diverse regions and identities. The unit helps pupils develop a sense of scale by locating the UK on maps and exploring its position within the wider world.

Pupils also study the surrounding seas of the UK, learning the names and locations of the Atlantic Ocean, North Sea, Irish Sea and English Channel. This supports their understanding of the UK as an island nation and introduces important locational knowledge. Through map work, discussion and visual resources, children begin to recognise how seas shape the UK's geography and influence travel, trade and settlement.

Another key focus is the geographical features of the different countries of the UK. Pupils explore similarities and differences between landscapes, such as mountains, rivers, coasts, hills and cities. They may compare familiar human and physical features across the nations, helping them to notice how each country has its own character. This supports the development of comparative thinking and simple place knowledge.

Throughout the unit, children practise using geographical vocabulary and simple map skills. They are encouraged to describe places, compare features and ask questions about what makes each part of the UK special. The learning provides a foundation for later studies of regions, environments and human and physical geography.

VOCABULARY:

- United Kingdom
- Country
- Capital city
- England
- Scotland
- Wales
- Northern Ireland

RECOMMENDED TALKING POINTS:

What do you already know about the four countries in the UK?

Why do you think the seas around the UK are important?

How are the landscapes in the UK similar and different?





SUBJECT: COMPUTING

CURRICULUM THIS HALF TERM:

In this unit, students will be introduced to the exciting world of programming by learning how to create their own interactive projects using Scratch. They will explore how computers follow instructions and how programmers use code to control characters, objects, and actions on screen. Scratch provides a visual and creative way for students to develop their first programming skills while building confidence in problem-solving and logical thinking.

Students will begin by exploring the Scratch interface, learning how to create and control sprites, choose backgrounds, and use code blocks to make things happen. They will learn the importance of giving computers clear instructions through sequences of commands, understanding that the order of instructions can change the outcome of a program.

Throughout the unit, students will develop simple animations, stories, and games by using key programming concepts such as movement, sounds, events, and repetition. They will learn how to make programs respond to user input through actions such as clicking a button or pressing a key. Students will also begin to explore simple decision-making by creating programs that respond differently depending on what happens.

Students will develop their computational thinking skills by planning their ideas, predicting what their code will do, testing their programs, and fixing mistakes through debugging. They will learn that errors are a normal part of programming and that programmers improve their work by testing and making changes. Creativity is an important part of this unit, allowing students to design their own characters, stories, and interactive projects while developing confidence in expressing ideas through technology. They will learn how coding can be used as a tool for creativity, communication, and problem-solving.

By the end of the unit, students will have created their own Scratch projects and developed a strong foundation in programming concepts. They will understand how instructions, algorithms, and code work together, preparing them for future learning in computing and digital technologies.

VOCABULARY:

- Sprite
- Algorithm
- Code
- Loop
- Event
- Sequence
- Predict
- Test
- Debug

RECOMMENDED TALKING POINTS:

How can we use code to bring our ideas and stories to life?

Why do computers need instructions to be clear and in the correct order?

How do programmers find and fix mistakes in their code?





SUBJECT: ART

CURRICULUM THIS HALF TERM:

This half term, pupils will explore Stone Age art and learn how early people expressed themselves through drawing, painting and making. Children will understand that there were no pencils, paper or modern materials, so people in the Stone Age used natural resources, such as charcoal, rocks, mud and plants, to create art.

Pupils will learn that much of what we know about Stone Age art comes from cave paintings and artefacts discovered by archaeologists. They will begin to understand that these artworks give us clues about the lives of people in the past, showing animals, hunting scenes and patterns. Children will also learn that we cannot be completely sure what the art meant, and that ideas about it can change over time.

The unit will focus on making marks and images in a simple, hands-on way. Pupils will practise using different tools, such as their fingers, sticks and simple brushes, to create textures and lines. They will explore how Stone Age artists used basic shapes and simple colours, often choosing earthy tones like brown, red, black and yellow.

Children will also learn about cave painting techniques, including handprints and stencils. They will have opportunities to create their own artwork inspired by these methods, helping them to understand how early artists worked and the challenges they faced without modern equipment.

Another important area of study is pattern and meaning in Stone Age art. Pupils will look at repeated shapes, symbols and animal images and think about what they might represent. They will be encouraged to share their ideas and develop confidence in talking about their own artwork and the artwork of others. Pupils will explore how art materials were chosen based on what was available in nature. They will learn to recognise that Stone Age artists had to be creative and resourceful, using what they could find around them.

VOCABULARY:

- **Stone Age** – A very long time ago when people used stone tools and had no writing.
- **Prehistoric** – The time before people wrote things down.
- **Cave Painting** – Pictures made on the walls or ceilings of caves..
- **Artefact** – An object made by humans a long time ago (like tools or artwork).
- **Natural Materials** – Things found in nature, such as rocks, sticks, mud and plants.
- **Pigment** – A natural colouring used to make paint (for example, crushed rocks or charcoal).
- **Charcoal** – Burnt wood used for drawing.
- **Texture** – How something feels or looks, for example rough or smooth.
- **Pattern** – A design that repeats, such as lines or shapes.
- **Symbol** – A picture or mark that stands for something else.
- **Line** – A mark made by a pencil, finger or tool.
- **Shape** – A simple form like a circle, square or triangle.
- **Earth Tones** – Natural colours like brown, red, yellow and black.

RECOMMENDED TALKING POINTS:

What materials do you think Stone Age people used to make their art, and why did they choose those materials?

Why do you think Stone Age artists painted animals more often than people?

What might the handprints in caves mean or show about the people who made them?





SUBJECT: MUSIC

CURRICULUM THIS HALF TERM:

Singing together – How songs are used in communities

This six-lesson unit explores how singing can bring people together and strengthen a sense of community. Pupils learn that songs are often used to tell stories, share memories, comment on history, celebrate special occasions, express happiness or sadness, and support worship. Through listening, rehearsing and performing a range of songs, they begin to understand how music can communicate different emotions and create shared experiences.

The unit begins with pupils taking part in singing games and playground songs, helping them to recognise the role these activities play in building relationships and bringing communities together. They explore where children may sing together, such as at school, in the playground, at home or in the wider community, and begin to experience singing rounds. As the unit develops, pupils consider how singing can be used to celebrate and support wellbeing, deepening their understanding of music as a positive force in communal life.

Later lessons focus on singing as part of the school community. Pupils learn how to change dynamics and use their voices in different ways to reflect the character of a song. They develop their control, confidence and expression through rehearsed singing, while also learning to work collaboratively with others. The unit culminates in a performance for an audience, where pupils select appropriate dynamics and vocal effects to create a powerful and engaging shared performance.

Overall, the unit helps pupils to build musical knowledge, vocal skills and performance confidence while also developing an appreciation of singing as a meaningful activity that connects people across different settings and purposes.

VOCABULARY:

- Warm up - a sequence of exercises used to prepare the mind, body and voice for singing
- Folk song - a song that originates from a particular country, culture or people that is usually passed down orally
- Community - a group of people that are connected because they have things or places in common. For example, a school community
- Unaccompanied song - a song that uses voices only
- Pulse - the regular, steady heartbeat of the music
- Beat - the playing or showing of the steady pulse, like the ticking of a clock
- Ensemble - a group of people who perform together
- Structure - the way music is organised
- Round - a song structure where multiple groups sing the same melody but start at different times
- Unison - the same tune sung or played at the same time
- Lyrics - the words of a song

RECOMMENDED TALKING POINTS:

How can singing help to build a sense of community?

In what different ways can songs be used by communities?

How can changing dynamics and using different voice styles make a performance more powerful?





SUBJECT: DESIGN TECHNOLOGY

CURRICULUM THIS HALF TERM:

Pneumatics - moving toys.

In this unit, pupils will explore how air can be used to create movement through simple pneumatic mechanisms. They will learn how air pressure can make parts of a design move and how this can be used in fun and engaging products such as moving toys.

Pupils will build on their understanding of Design Technology by investigating how pneumatic systems work and how they can be applied to create a moving toy. They will look at the materials and components needed, and use their knowledge to plan, make and improve their own design.

Throughout the unit, pupils will be encouraged to explore how air can be used to create movement, understand the purpose of pneumatic mechanisms, plan and make their own moving toy, select suitable materials and components, test their ideas, improve their work and explain how their finished product works.

This unit supports the development of important learning skills, including creativity, problem solving, fine motor skills, accuracy, careful handling of materials, following simple design steps, evaluating and improving their work.

By the end of the unit, pupils will have designed and made their own moving toy and will have a basic understanding of how pneumatics can be used to create movement in Design Technology.

VOCABULARY:

- Tier 1: Air, toy, move, blow, push, pull, make, use, tube, bag, box, lift, up, down, pop.
- Tier 2: Mechanism, create, movement, pressure, force, plan, test, improve, select, materials, design, shape, careful, accurate, assemble, evaluate.
- Tier 3: Pneumatics, pneumatic mechanism, air pressure, pump, syringe, valve, tube, cylinder, piston, movement, prototype, component, design brief, moving toy, mechanism.

RECOMMENDED TALKING POINTS:

How can air be used to make a toy move?

Why do we use pneumatic mechanisms in Design Technology?

What materials or components might we need to make a moving toy?

How can testing help us improve our toy design?

ANY OTHER KEY INFORMATION:

We will always gratefully receive recycled cardboard boxes!





SUBJECT: PE

CURRICULUM THIS HALF TERM:

Game Play

Young people will engage in a variety of activities designed to enhance their physical skills and understanding of team dynamics. They will learn to run at different speeds and change direction effectively, while also exploring how strength and suppleness influence their performance. Emphasis will be placed on fair play, as they learn to apply the rules of various sports. Students will develop spatial awareness to support their teammates and challenge opponents, and they will practise throwing and catching with control. Additionally, they will start to take part in competitive elements applying basic principles of attacking and defending. Through these activities, they will use running, jumping, throwing, and catching both in isolation and in combination, fostering their overall physical development and teamwork skills.

VOCABULARY:

- Competition
- Winning
- Losing
- Improve
- Passing
- Receiving
- Dribbling
- Target
- Scoring

RECOMMENDED TALKING POINTS:

What games have you been playing in PE?

What is the aim of a game?

Why is it important to follow rules?

How do you decide where to move in a game?

ANY OTHER KEY INFORMATION:

Suitable footwear

Suitable clothing

Refillable water bottle





SUBJECT: PSHE

CURRICULUM THIS HALF TERM:

Me, my friends and belonging

In this PSHE unit, pupils will explore what it means to be a good friend and how friendships help us feel happy, safe and valued. Children will learn about the qualities of a healthy friendship, such as kindness, honesty, trust, respect and good listening. They will think about how their words and actions can affect others and how they can build positive relationships with their classmates and friends.

Pupils will also discuss ways to make everyone feel included and welcome. They will learn that everyone is unique and that celebrating our differences helps create a caring and respectful community. Through stories, discussions and activities, children will explore how to recognise when someone may feel left out and consider practical ways to include others in games, conversations and group work.

The unit encourages pupils to develop empathy by understanding and respecting other people's feelings, opinions and experiences. They will learn strategies for resolving disagreements calmly and fairly, helping them to manage friendship challenges in a positive way.

By exploring the importance of belonging, children will understand that they are part of different groups, including their family, school, friendship groups and wider community. They will recognise how working together, showing respect and supporting one another helps everyone feel valued and included.

Through this learning, pupils will develop confidence in forming healthy friendships, appreciate the importance of kindness and respect, and understand how they can contribute to a positive and welcoming environment for all.

• **VOCABULARY:**

- Friendship
- Healthy
- Trust
- Relationship
- Unique
- Differences
- Community
- Opinions
- Experiences
- Empathy
- Resolve
- Disagreement
- Strategies

RECOMMENDED TALKING POINTS:

What makes a healthy and positive friendship?

How can we make everyone feel included, valued and respected?

Why is belonging important and how can we contribute to our community?





SUBJECT: MODERN FOREIGN LANGUAGE

CURRICULUM THIS HALF TERM:

Children will develop their confidence by listening to and repeating key vocabulary for places they may find in a town. These may include **la escuela** (school), **el parque** (park), **la tienda** (shop), **la biblioteca** (library) and **el hospital** (hospital).

Pupils will be supported through a range of visual, practical and interactive activities. They will use pictures, symbols, matching games, songs, actions and repetition to help them remember new vocabulary. Learning will be broken down into small steps, allowing children to practise speaking and listening regularly in a supportive environment.

Children will learn to answer simple questions such as **¿Qué hay en tu pueblo?** (What is in your town?) and use short responses such as **Hay un parque** (There is a park). They will also be encouraged to read and recognise familiar words and to copy or write simple labels and phrases with support.

Success will focus on communication rather than perfect pronunciation or spelling. Pupils will be encouraged to participate, repeat vocabulary, identify places in a town, and use simple Spanish phrases with growing confidence. Opportunities for overlearning and revisiting vocabulary will be built into lessons to support memory and retention.

By the end of the unit, children should be able to recognise and say several places in a town, understand simple spoken and written Spanish related to towns, and use basic language to describe what is in their own town. They will develop confidence, enjoyment and curiosity when learning Spanish and communicating with others.

VOCABULARY:

- **la escuela** – school
- **el parque** – park
- **la tienda** – shop
- **la biblioteca** – library
- **el hospital** – hospital
- **la estación** – station
- **el supermercado** – supermarket
- **la piscina** – swimming pool
- **el cine** – cinema
- **la cafetería** – café
- **la oficina de correos** – post office
- **el museo** – museum
- **el polideportivo** – sports centre

RECOMMENDED TALKING POINTS:

¿Qué hay en tu pueblo? (What is in your town?)

¿Te gusta el parque? (Do you like the park?)

¿Dónde está la escuela? (Where is the school?)





SUBJECT: CAREERS

CURRICULUM THIS HALF TERM:

Curriculum this half term: In this half term, pupils will begin to develop an understanding that people have different jobs and contribute to the local community in a variety of ways. Through discussion, stories, role-play and visits from members of the community, children will explore how different occupations help people in everyday life. They will be encouraged to recognise that jobs can require different skills, responsibilities and training, and that all forms of work have value. Pupils will also consider how their own interests, strengths and preferences may relate to future aspirations in a simple, age-appropriate way. The focus will be on building awareness of the world of work, encouraging curiosity about local roles, and developing respect for the people who support the community.

VOCABULARY:

- **Career:** the different jobs and roles a person may have during their working life
- **Job:** the work a person does to earn money
- **Community:** a group of people living, working or learning in the same area
- **Employee:** a person who works for an organisation or employer
- **Employer:** a person or organisation that provides work and pays employees
- **Skills:** things a person is good at and can use in their work
- **Responsibilities:** tasks or duties that a person is expected to do
- **Training:** learning how to do a job properly
- **Occupation:** a type of work or profession
- **Local area:** the place near where we live and go to school

RECOMMENDED TALKING POINTS:

What jobs do people do in our local community?

How do these jobs help others in everyday life?

What skills might someone need for this job?

Why is it important to respect different types of work?

What jobs can you think of that interest you and why?

