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:

This term, Year 3 pupils will be developing their understanding of addition and subtraction through a range of practical activities, pictorial representations and written methods. Building on the skills learned in Key Stage 1, children will work with numbers up to 1,000 and learn how to apply their knowledge to solve increasingly challenging problems.

Throughout the unit, children will practise adding and subtracting ones, tens and hundreds, both mentally and using formal written methods. They will learn how to exchange (carry and borrow) when calculations cross place value boundaries and will develop a secure understanding of how place value supports accurate calculation.

Pupils will also be encouraged to estimate answers, check their work and explain their mathematical thinking using appropriate vocabulary. They will solve a variety of real-life word problems, helping them recognise when to use addition or subtraction and choose the most efficient method.

By the end of the unit, children should be able to confidently add and subtract numbers within 1,000, use formal written methods accurately, solve one-step and two-step problems, and demonstrate a clear understanding of the relationship between addition and subtraction.

In this unit, children will develop their understanding of multiplication and division through practical activities, visual representations and written calculations. They will learn to recognise multiplication as repeated addition and division as sharing and grouping. Pupils will build confidence with the 2, 3, 4, 5, 8 and 10 times tables and use these facts to solve multiplication and division calculations efficiently. Children will explore arrays, equal groups and number lines to help them understand the relationship between multiplication and division and begin to use formal written methods. Throughout the unit, they will apply their knowledge to reasoning and problem-solving activities, explaining their thinking and choosing appropriate strategies. By the end of the unit, children should be able to recall key multiplication and division facts, solve a range of calculations and use their understanding to tackle real-life mathematical problems.

VOCABULARY:

Tier 1: Everyday Words	Tier 2: Academic Vocabulary	Tier 3: Mathematical Vocabulary
Add	Calculate	Addition
Take away	Estimate	Subtraction
More	Explain	Sum
Less	Compare	Difference

Total	Reason	Exchange
Altogether	Solve	Partition
Difference	Strategy	Place value
Count	Represent	Digit
Number	Check	Ones

Tier 1: Everyday Words	**Tier 2: Academic Vocabulary**	**Tier 3: Mathematical Vocabulary**
Groups	Calculate	Multiplication
Share	Explain	Division
Equal	Compare	Multiply
Lots of	Solve	Divide
Double	Reason	Product
Half	Strategy	Quotient
Count	Represent	Factor
Times	Predict	Multiple
Split	Investigate	Array

RECOMMENDED TALKING POINTS:

You can support your child at home by encouraging them to practise number bonds, recall addition and subtraction facts quickly, and discuss everyday situations involving calculations, such as shopping, measuring or counting quantities. Talking through how they reached an answer is just as important as getting the answer correct.



SUBJECT: SCIENCE

CURRICULUM THIS HALF TERM:

During this half term children will explore light and shadows, which is a physics topic.

Children have previously learnt that light is seen by the eyes (Year 1 Biology – Senses) and that materials can be transparent (see-through) or opaque (Year 1 Chemistry – Properties of materials).

In this module, children will learn to recognise that they need light in order to see things and that dark is the absence of light. They will explore light reflecting from surfaces, recognise that light from the Sun can be dangerous and that there are ways to protect their eyes. They will be able to recognise that shadows are formed when the light from a light source is blocked by an opaque object and find patterns in the way that the size of shadows change. Children will use and develop their skills, working scientifically to use straightforward scientific evidence to answer questions or to support their findings. They will make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment and report on findings from enquiries, including oral and written explanations. They will also use their results to draw simple conclusions.

VOCABULARY:

- bright: giving out a lot of light or having high light levels
- dark/darkness: the absence of light
- data logger: a device using sensors to make measurements, including of light
- dim: giving out a little light or having low light levels
- light: produced by a light source and makes things visible
- lux: the unit used to measure light intensity, abbreviated as lx
- opaque: the property of blocking light by absorbing or reflecting all of the light that falls on it
- reflect: to send back light
- reflective: reflecting back a lot of the light that falls on it, making it shiny in appearance
- sensor: a device that detects and responds to certain changes in the environment
- shadow: a darker area where some or all of the light has been blocked by an object
- translucent: the property of blocking or scattering some light so that not all of it passes through and there is no clear view of what lies behind it
- transparent: the property of allowing almost all light that falls on it to pass through, enabling a clear view of what lies behind it
- ultraviolet: a type of light, found in sunlight and not detectable by our eyes, which is harmful to our eyes and skin. Abbreviated as UV

RECOMMENDED TALKING POINTS:

Can you name three light sources in this room, and how do they differ from a mirror?
How does light travel from the lamp so that we are able to see things?
What do the words transparent, translucent, and opaque mean?
What actually is a shadow, and how is it made?

If you move closer to a torch, does your shadow get bigger or smaller?
Why does your shadow change length and move around during the day?
Why must we never look directly at the sun, and how do sunglasses help?

SUBJECT: HISTORY

CURRICULUM THIS HALF TERM:

Bronze and Iron Age Britain: how did life change during this time?

This unit analyses how life changed in Britain between the Bronze and Iron Ages. It examines how the use of bronze changed life in Britain and how agriculture, settlement, and trade changed further in the Iron Age. Life in the two periods is compared and contrasted.

The unit is sequenced to support pupils in building a secure understanding of continuity and change over time. Pupils will explore how technological developments affected everyday life, how people adapted their farming methods, and how communities developed in response to new materials, tools, and trading opportunities.

1. **The first use of bronze**
   Pupils will learn how bronze was introduced and why it was a significant development.
2. **How bronze changed life in Britain**
   Pupils will explore the impact of bronze tools, weapons, and objects on daily life, work, and status.
3. **The beginning of the Iron Age**
   Pupils will identify the transition from bronze to iron and consider why iron became more widely used.
4. **Changing agriculture in Britain during the Iron Age**
   Pupils will examine developments in farming, land use, and food production.
5. **Changing settlements and trade in the Iron Age**
   Pupils will study how settlements evolved and how trade networks expanded.
6. **Comparing and contrasting the Bronze and Iron Age Britain**
   Pupils will compare the two periods and identify similarities and differences in ways of life.

VOCABULARY:

- **bronze**
- **iron**
- **settlement**
- **agriculture**
- **trade**

RECOMMENDED TALKING POINTS:

How did bronze improve life in Britain compared with earlier materials?
In what ways did farming change during the Iron Age?
What were the main differences between Bronze Age and Iron Age Britain?

SUBJECT: GEOGRAPHY

CURRICULUM THIS HALF TERM:

This half-term geography unit enables pupils in Year 2 to develop a secure understanding of London as a city of national importance. Through six carefully structured lessons, children will explore the location, character, transport systems, green spaces, river features, and visitor opportunities associated with the capital city. The unit is designed to strengthen geographical vocabulary, observation, comparison, and simple locational knowledge.

1. **Locating London**
   Pupils will identify London on a map of the United Kingdom and begin to understand its position within England. They will use basic directional language and map skills to describe where London is located.

2. **London as a capital city**
   Children will learn that London is the capital city of the United Kingdom. They will consider why capitals are important and identify some features that make London distinct from other settlements.

3. **London travel and transport**
   Pupils will examine different forms of transport used in London, including buses, the Underground, trains, taxis, bicycles, and walking routes. They will explore how people move around a large city efficiently.

4. **London parks and green spaces**
   Children will investigate the role of parks, gardens, and open spaces within an urban environment. They will recognise that green spaces provide places for recreation, wildlife, and relaxation.

5. **The River Thames**
   Pupils will learn about the River Thames and its significance to London. They will identify the river on maps and consider how it shapes the city and supports human activity.

6. **Planning a day out in London**
   Children will apply their knowledge by planning a simple day visit to London. They will select places to visit, decide on transport, and explain their choices using geographical vocabulary.

VOCABULARY:

- city
- capital
- London
- United Kingdom
- map
- transport
- river

- Thames
- park
- landmark

RECOMMENDED TALKING POINTS:

What makes London different from the town where we live?
Why do you think London is called the capital city?
Which type of transport would be best for travelling around London, and why?
Why are parks and green spaces important in a large city?
How might the River Thames affect life in London?



SUBJECT: COMPUTING

CURRICULUM THIS HALF TERM:

Digital Photography and Image Creation
Pupils will learn how digital cameras and tablets can be used to capture images. They will explore simple composition, taking appropriate photographs and making basic edits to digital images.

Activities could include:

- Taking photographs of objects around school
- Photographing a person, with appropriate permission
- Taking photographs from different viewpoints
- Cropping and resizing images
- Adding text to a photograph
- Creating a simple digital poster or picture story

This provides an early introduction to the idea that media can be created for a purpose and an audience.

VOCABULARY:

- photograph
- camera
- image
- digital
- capture
- portrait
- landscape
- crop
- resize
- edit
- text
- background
- audience

RECOMMENDED TALKING POINTS:

How can a photograph tell someone something without using words?

SUBJECT: ART

CURRICULUM THIS HALF TERM:

Year 3 Art: Artist Study - Comparing Two Artists
In this unit, Year 3 pupils will explore and compare the work of two well-known artists, **Vincent van Gogh** and **L.S. Lowry**. Children will learn that artists can take inspiration from the world around them but express their ideas in very different ways through their own unique style an emphasises that artists interpret their inspiration using distinctive techniques and styles, helping children to understand that there is no single "right way" to create art
Pupils will look closely at examples of artwork by both artists and discuss similarities and differences. They will explore how Van Gogh used bold colours, expressive brushstrokes and movement to capture feelings and atmosphere, while Lowry often painted busy industrial scenes with simplified figures and muted colours to show everyday life. Through observation and discussion, children will learn how artists make choices about colour, line, shape and composition to communicate ideas and emotions. Comparing artworks helps children identify similarities and differences and understand how art reflects different experiences and perspectives.
Children will then use what they have learned to create their own artwork inspired by elements from both artists. They will experiment with different techniques, develop their observational skills and begin to make artistic choices of their own. This encourages pupils to discover their own artistic preferences and develop confidence in expressing ideas creatively.

VOCABULARY:

- Artist
- Style
- Colour
- Line
- Shape
- Texture
- Brushstroke
- Composition
- Inspiration
- Compare

RECOMMENDED TALKING POINTS:

- What do you notice first when you look at a painting by Van Gogh or Lowry?
- Which artist's style do you prefer and why?
- How do colours make you feel when you look at artwork?
- What similarities can you spot between the two artists?
- What differences can you identify?

SUBJECT: MUSIC

CURRICULUM THIS HALF TERM:

The unit begins with pupils chanting and singing in time, helping them become more secure in keeping a steady beat. They then move on to adding simple instrumental parts to songs and chants, using unpitched percussion to support the performance. As the unit progresses, pupils learn how to build texture through a rhythmic ostinato, recognising how a repeated rhythm can underpin music and add structure.

Pupils also practise playing and singing simultaneously, which requires careful concentration and coordination. This helps them develop control and accuracy while performing. They then rehearse layers of unpitched accompaniments underneath both a chant and a song, allowing them to hear how different parts work together to create texture. Listening activities support this learning by helping pupils identify rhythmic ostinati in examples of music and begin to describe what they hear using appropriate musical vocabulary.

By the end of the unit, pupils should have a clearer understanding of how texture is created through the combination of voices and instruments. They will have gained experience in maintaining pulse, repeating rhythms accurately and contributing to a group performance. The unit provides a practical and engaging introduction to texture, supporting pupils as they learn to listen critically, perform together and describe music more confidently.

VOCABULARY:

- Pulse - the regular, steady heartbeat of the music
- Beat - the playing or showing of the steady pulse, like the ticking of a clock
- Syllable - a part of a word
- Stick notation - a way of writing music down
- Unpitched percussion - an instrument that makes a sound when you strike, shake, or scrape it, but doesn't have a specific note or pitch
- Ostinato - a repeating musical pattern which can be rhythmic or melodic
- Texture - the combination of different layers of sounds
- Accompaniment - a musical part that supports the main melody or chant

RECOMMENDED TALKING POINTS:

What is the difference between rhythm and beat?
What makes a song more interesting?

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:

Curriculum this half term: Young people will focus on developing their dance skills and creative movement. They will learn to repeat, remember, and perform dance phrases, as well as collaborate with partners and small groups to create their own sequences. Students will have the opportunity to improvise freely, translating ideas from various stimuli into movement, while also understanding how strength and suppleness can enhance their performance. They will explore a range of movement patterns in their dances and will be encouraged to compare their performances with previous ones, demonstrating improvement as they strive to achieve their personal best.

VOCABULARY:

- Stimuli
- Improvise
- Adapt
- Motifs
- Sequence
- Timing
- Pattern
- Starting position
- End position

RECOMMENDED TALKING POINTS:

Can you show me/repeat what you have done in dance today?
How do you keep in time with others and the music?
What stimuli/ideas inspired your own dance movements?
Why are start and end positions important?

ANY OTHER KEY INFORMATION:

Suitable footwear
Suitable clothing
Refillable water bottle

SUBJECT: PSHE

CURRICULUM THIS HALF TERM:

This PSHE unit builds on pupils' previous learning about feelings, thoughts and self-regulation by introducing a wider range of strategies to help them manage their emotions effectively. Children will explore how different situations can affect the way they feel and think, particularly when they experience worries or challenges. Through discussion, reflection and practical activities, pupils will learn and practise a variety of self-regulation techniques, such as positive self-talk, relaxation exercises, problem-solving and seeking support from trusted adults. The unit encourages children to develop resilience, confidence and emotional awareness, helping them to apply these strategies in different contexts and support their overall wellbeing.

VOCABULARY:

- Self-regulation
- Strategy
- Wellbeing
- Resilience
- Emotional awareness
- Positive self-talk
- Relaxation
- Coping
- Anxiety
- Trusted adult

RECOMMENDED TALKING POINTS:

What strategies can help you feel calm when you are worried or anxious about something?
How can recognising your feelings and thoughts help you manage a difficult situation?
When might you need support from a trusted adult, and how could they help you manage a worry?

SUBJECT: MODERN FOREIGN LANGUAGE

CURRICULUM THIS HALF TERM:

During this unit, Year 3 pupils will develop their Spanish vocabulary by learning the names of different forms of transport and using simple sentences to describe how they travel. Pupils will build confidence in listening, speaking, reading and writing through games, songs, role-play and interactive activities.
Curriculum this half term:
Pupils will be taught to listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs, rhymes and spoken phrases. Engage in conversations, ask and answer questions, and express opinions. Speak in sentences using familiar vocabulary and basic language structures. Read carefully and show understanding of words and simple phrases. Write words and short phrases from memory. Develop an appreciation of a range of Spanish vocabulary and cultural understanding.

VOCABULARY:

- el coche – car
- el autobús – bus
- el tren – train
- el avión – aeroplane
- el barco – boat
- la bicicleta – bicycle
- el metro – underground/train
- a pie – on foot

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?