



Skelton
PRIMARY SCHOOL

Lower Key Stage Two

Curriculum Overview

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KS2 Curriculum

The National Curriculum

**The national
curriculum in
England**

Key stages 1 and 2 framework document

Phonics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Read single letter Set 1 sounds</p> <p>Set 1B:</p> 	<p>Read all Set 1 sounds, blend sounds into words orally</p> <p>Set 1C:</p> 	<p>Blend sounds to read words; read short Ditty stories.</p> <p>Ditties:</p> 	<p>Read Red Storybooks.</p> <p>Red Ditty Books:</p> 	<p>Read Green Storybooks; read some Set 2 sounds</p> <p>Green books:</p> 	<p>Read Green Storybooks; read some Set 2 sounds</p> <p>Green/Purple books:</p> 
Year 1	<p>Read Purple Storybooks; read some Set 2 sounds</p> <p>Purple Books:</p>  <p>Once secure, read Set 3 sounds and matching Phonics Green Words</p>	<p>Read Pink Storybooks; read all Set 2 sounds</p> <p>Pink Books:</p>  <p>Once secure, read Set 3 sounds and matching Phonics Green Words</p>	<p>Read Orange Story books; read some Set 3 sounds</p> <p>Orange Books:</p> 	<p>Read Yellow Storybooks.</p> <p>Yellow Books:</p> 	<p>Read Yellow Storybooks; read all of Set 3 sounds</p> <p>Yellow Books:</p> 	<p>Read Blue Storybooks.</p> <p>Blue Books:</p> 
Year 2	<p>Read Blue Storybooks</p> <p>Blue Books:</p> 	<p>Read Grey Storybooks with increasing fluency and comprehension</p> <p>Grey Books:</p> 	<p>Read Grey Storybooks with fluency and comprehension.</p> <p>Grey Books:</p> 	<p>Whole class reading and writing.</p> 	<p>Whole class reading and writing.</p> 	<p>Whole class reading and writing.</p> 




Phonics interventions

Pupils in Y3/4 continue RWI phonics if needed.

Pupils are assessed every half term if they are on the programme and have a 10 minute intervention 3 times a week in addition to daily sessions..

Reading

Whole Class Reading - Cycle B 25/26

Year 3/4 Reading (Cycle B)				
Autumn	Finding freedom		Invention & innovation	
	  <p>The Wild Way Home Sophie Kirtley</p>	  <p>The Undeclared Kwame Alexander</p>	  <p>Skygazing Anna Claybourne</p>	  <p>Leonora Bolt Lucy Brandt</p>
Spring	Darkness & light		Taking courage	
	  <p>Frindleswyde Natalia O'Hara</p>	  <p>Stitch head G. Bass</p>	  <p>Norse Myths Kevin Crossley-Holland</p>	  <p>The firework maker's daughter Philip Pullman</p>
Summer	Unearthing civilisations		A window to the world	
	  <p>The Last Firefox Lee Newbery</p>	  <p>Poems from a Green and Blue Planet Sabrina Mahfouz</p>	  <p>Granny Came Here on the Empire Windrush Patrice Lawrence</p>	  <p>Jabberwocky Lewis Carroll</p>

Reading

Whole Class Reading - Cycle A 26/27

Year 3/4 Reading (Cycle A)				
Autumn	Magic & wonder		Dreams & curiosity	
	 	 	 	 
Spring	Hope & healing		Overcoming adversity	
	 		 	 
Summer	From mystery to discovery		Confidence & caution	
	 		 	 

Reading

Reading Plus (30 mins twice a week at school)

The screenshot shows the Reading Plus user interface. At the top is a navigation bar with 'dreambox READING PLUS' logo, 'Dashboard', 'Lessons', 'Skills', 'Messages' (with a notification badge), 'Writing', 'Families', and 'Log Out'. The user's name 'Lola Abraham' and a settings gear icon are in the top right. Below the navigation bar, a large image of colorful pencils is on the left. To its right, a 'Welcome Lola!' message with a thumbs-up icon says: 'WooHoo! You got a 100% on your last *SeeReader* lesson! You're half-way to earning a Combo. A Combo is two stories in a row with 80% or higher comprehension.' An orange 'Start Lessons' button is below the message. The dashboard features three main performance metrics, each with a gauge chart: 1. 'Your Reading Rate' (G-Rate 122) shows an I-Rate of 91 WPM, with a note 'Your last I-Rate was too slow!'. 2. 'Your Words Read' shows 8,122 words, with a 'next goal 10,000' and 'ALL WORDS | 80%+'. 3. 'Your Reading Profile' shows 'LAST 5 STORIES' with a 5-star rating and a note 'You have 12 stories to add to your profile.' At the bottom, a grey bar contains a 'More Info' link with a right-pointing arrow.

dreambox
READING PLUS

Dashboard Lessons Skills Messages Writing Families Log Out

Lola Abraham

Demo Site 'rpu11'

Welcome Lola!

WooHoo! You got a 100% on your last *SeeReader* lesson!
You're half-way to earning a Combo. A Combo is two stories in a row with 80% or higher comprehension.

Start Lessons

Your Reading Rate ?

G-Rate 122

I-RATE
91
WORDS PER MINUTE

Your last I-Rate was too slow!

Your Words Read ?

8,122
WORDS
next goal 10,000

ALL WORDS | 80%+

Your Reading Profile ?

LAST
5
STORIES









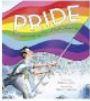





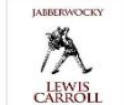

★★★★★

You have 12 stories to add to your profile.

More Info















Writing

Literacy Tree Writing - Cycle B 25/26

Year 4 Year ½ B	Theme: Finding Freedom		Theme: Invention and Innovation	
Autumn	 	 	 	 
Spring	Theme: Darkness and light		Theme: Taking courage	
 		 		
Summer	Theme: Unearthing civilisations		Theme: A window to the world	
	 	 	 	
	Weslandia by Paul Fleischman	Shackleton's Journey William Grill	Granny Came Here on the Empire Windrush Patrice Lawrence	Jabberwocky Lewis Carroll

Writing

Literacy Tree Writing - Cycle A 26/27

Year 3 Year 3/4 A	Theme: Magic and wonder		Theme: Dreams and curiosity	
Autumn	 	 	 	 
	Leon and the Place Between Angela McAllister	The First Drawing Mordecai Gerstein	The Barnabus Project The Fan Brothers	The Tear Thief Carol Ann Duffy
Spring	Theme: Hope and healing		Theme: Overcoming adversity	
	 	 	 	
Pied Piper of Hamelin Michael Morpurgo	Escape from Pompeii Christina Balit	Cinderella of the Nile Beverley Naidoo (or Cloud Tea Monkeys)		
Summer	Theme: From mystery to discovery		Theme: Confidence and caution	
	 	 	 	 
The Mysteries of Harris Burdick Chris Van Allsburg	How to Live Forever Colin Thompson	Jim, A Cautionary Tale Hillaire Belloc	Our Tower Joseph Coelho	

Handwriting

Nelson Handwriting

Year 3/P4 Pupil Book 3	Continue to practise all four handwriting joins. Begin to join handwriting in all writing tasks (where appropriate). Introduce break letters (b, g, j, p, q, y, z) and when not to join. Start to slant writing slightly to the right to build speed and fluency.
Year 4/P5 Pupil Book 4	Reinforce the correct size and height of letters relative to each other. Ensure letters with ascenders and descenders are formed correctly and in proportion. Write with increased speed and accuracy across longer pieces. Take pride and care with presentation.

UNIT
1

sp



Spring has sprung!

Focus

A Copy this pattern into your book.

Ssss Ssss Ssss Ssss

B Copy these letters into your book.

sp sp sp sp sp
spr spr spr spr spr
pri pri pri pri pri
pru pru pru pru pru

Remember that the letter p is a descender, which means it goes below the line. We do not join from the letter p.



Extra

A Choose up or spr to complete these words. Copy them into your book.

like _____ ing _____
ill _____ ecal _____
ay _____ ace _____



B Write three sentences in your book. In each sentence include at least one word from the list above.



Extension

Copy this poem into your book. Underline all of the words which contain descenders.

Spring – it has sprouted
And summer's been and gone
Autumn's spell is springing up
Then winter's here anon.



Maths



- Each unit broken up into small steps so knowledge builds
- Objectives for Year 3 and Year 4 ensure challenge

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place value Number VIEW				Addition and subtraction Number VIEW			Multiplication and division A Number VIEW		Measurement Area VIEW		
Spring	Multiplication and division B Number VIEW		Length and perimeter Measurement VIEW		Fractions A Number VIEW		Mass and capacity Measurement VIEW		Fractions B Number VIEW			
Summer	Time Measurement VIEW	Decimals Number VIEW		Money Measurement VIEW		Shape Geometry VIEW	Position and direction Geometry VIEW	Statistics VIEW				

Science

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Cycle A (Yr 3 objectives Yr 3 workbook)	Skeletons, Muscles and Nutrition	Rocks and Fossils	Light and Shadows	Plants: Needs for Survival	Forces and Magnets
Cycle B (Yr 4 objectives Yr 4 workbook)	Teeth and Digestion	States of Matter	Living Things and Environments	Sound	Electricity

History

	Autumn	Spring	Summer
Y3/4 (Cycle A)	<p>Through the Ages How did life change between the Stone Age and the Iron Age?</p> <p><i>This project teaches children about British prehistory from the Stone Age to the Iron Age, focusing strongly on the Bronze Age. Study includes changes to people and lifestyle caused by ingenuity, invention and technological advancement.</i></p>	<p>Emperors and Empires How was the Roman invasion of Britain significant?</p> <p><i>This project teaches children about the history and structure of the Roman Empire. They will conduct a detailed study of the Romanisation of Britain, including the Roman invasion as well as the impact of Roman invention and ingenuity.</i></p>	<p>Local History: Industrial Revolution How did the Industrial Revolution change Victorian York?</p> <p><i>This project teaches pupils about the impact of the Industrial Revolution on York, particularly the chocolate and railway industries. Pupils will look at how life changed for people in York, and how philanthropy developed in response to these changes.</i></p>
Y3/4 (Cycle B)	<p>Invasion: The Anglo-Saxons</p> <p><i>This project teaches children about life in Britain after the Roman withdrawal. Children will learn about the settlement of Britain by the Anglo- Saxons, focusing on society and everyday life, the spread of Christianity and the significance of King Athelstan.</i></p>	<p>Invasion: The Vikings in Yorkshire How was our region shaped by the Vikings?</p> <p><i>This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Viking invasions, focusing on the impact that these had on our local area. They will study how life was lived in Yorkshire during Viking rule.</i></p>	<p>The Tudors What was it like to live in Tudor England?</p> <p><i>Pupils will learn about the lasting Tudor legacy changes that occurred from Henry VII to the end of Elizabeth's reign and the disparity between rich and poor in Tudor England. By the end of this unit, pupils will be able to express that the Tudor period was significant due to religious reform and overseas expansion, and the cultivation of (relative) peace and prosperity.</i></p>

Geography

	Autumn	Spring	Summer
Y3/4 (Cycle A)	<p>Tourism</p> <p><i>Why do people visit other places and what impact does it have?</i></p> <p>Areas of Geography: boundaries, cartography, interdependence, resources, settlements</p> <p>Core Places: Yorkshire, The Arctic Circle</p> <p><i>This project teaches children to locate countries and cities, and use grid references and the eight compass points within the context of tourism in the UK. Children use atlases to locate European countries and cities. They compare tourism in the UK and in the Arctic Circle, exploring the consequences of tourism.</i></p>	<p>Volcanoes</p> <p><i>How do plate tectonics affect the location of volcanoes?</i></p> <p>Areas of Geography: boundaries, cartography, physical geography</p> <p>Core Places: N/A</p> <p><i>This project teaches children about the features and characteristics of Earth's layers and plate tectonics. They conduct a detailed study on volcanoes, looking at their features and locations, including the Ring of Fire. Children explore lines of latitude and longitude using atlases and world maps.</i></p>	<p>Earthquakes and Tsunamis</p> <p><i>Why are earthquakes and tsunamis so disastrous?</i></p> <p>Areas of Geography: boundaries, cartography, physical geography, resources</p> <p>Core Places: Oceania</p> <p><i>This project develops children's understanding of the features and characteristics of Earth's layers and plate tectonics. They conduct detailed studies on earthquakes and tsunamis. Children compare earthquakes in Haiti and New Zealand as well as looking closely at the Indian Ocean tsunami and its impact.</i></p>
Y3/4 (Cycle B)	<p>Renewable Energy</p> <p><i>How does geography influence renewable energy?</i></p> <p>Areas of Geography: boundaries, cartography, change, climate, physical geography, resources</p> <p>Core Places: Yorkshire, Egypt, Brazil</p> <p><i>This project develops children's knowledge of latitude and longitude, to include the tropics. Children explore different types of renewable energy, their advantages and disadvantages. They develop an understanding of the physical features of the UK, Egypt and the Brazilian rainforest and develop an understanding of how these influence renewable energy.</i></p>	<p>Rivers</p> <p><i>How do people use rivers?</i></p> <p>Areas of Geography: boundaries, cartography, movement, physical geography, resources</p> <p>Core Places: Yorkshire, Egypt</p> <p><i>This project teaches children about the characteristics and features of the water cycle and rivers, including a detailed exploration of the ecosystems and processes that shape them and the land around them. Children will take part in a fieldwork enquiry, exploring a local river and compare the use of rivers locally with the use of the River Nile in Egypt.</i></p>	<p>Mountains</p> <p><i>What are the characteristics of the Himalayan mountain range?</i></p> <p>Areas of Geography: boundaries, cartography, climate, physical geography</p> <p>Core Places: N/A</p> <p><i>This project teaches children about the characteristics and features of mountains around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them. They will learn to read contour lines. Children conduct an in depth study into the Himalayan mountains.</i></p>

PSHE



Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Unit	Being me in my world	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me

RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3/4 (Cycle A)	What is it like for someone to follow God? (Christianity)	What is the Trinity and why is it important for Christians?	How do festivals and worship show what matters to Muslim?	How do festivals and family life show what matters to Jewish people?	What do Christians learn from the creation story?	How and why do people try to make the world a better place? (Christianity, Judaism, Islam)
Y3/4 (Cycle B)	What do Hindus believe God is like? U27	What kind of world did Jesus want? (UC - Gospel) U25	What does it mean to be a Hindu in Britain today? U29	Why do Christians call the day Jesus died 'Good Friday'? (UC Salvation) U28	For Christians when Jesus left, what was the impact of Pentecost? (UC Kingdom of God) U26	How and why do people mark the significant events of life? U30

PE

2 hours a week (1 hour taught by TotalSports)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3/4 (Cycle A)	Fundamentals Dance	Hockey Fitness	Dodgeball/ Ball skills Swimming	Gymnastics Swimming	Basketball OAA	Athletics Cricket
Y3/4 (Cycle B)	Fundamentals Dance	Fundamentals Basketball	Fitness Gymnastics	Tag Rugby Swimming	Tennis Swimming	Athletics Rounders

Music

	Autumn		Spring	Summer
Y3/4 (Cycle A)	South Africa (Instrumental lessons)	Developing singing techniques	Adapting and transposing motifs (Theme: Romans)	Jazz
Y3/4 (Cycle B)	Body and tuned percussion	Changes in pitch, tempo and dynamics	Samba and carnival sounds and instruments	Creating compositions in response to an animation (Theme: Mountains)

Art

	Autumn	Spring	Summer
Y3/4 (Cycle A)	Painting and mixed media: Prehistoric Painting	Drawing: Exploring tone, texture and proportion	Craft and design: Fabric of nature
Y3/4 (Cycle B)	Sculpture and 3D: Abstract shape and space	Painting and mixed media: Light and dark	Sculpture and 3D: Mega materials

Design and technology

	Autumn	Spring	Summer
Y3/4 (Cycle A)	Mechanical Systems: Pneumatic Toys	Textiles: Cushions	Cooking and Nutrition: Eating Seasonally
Y3/4 (Cycle B)	Mechanical Systems: Mechanical Cars	Structures: Pavilions	Electrical Systems: Torches

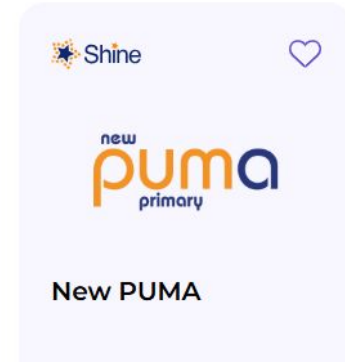
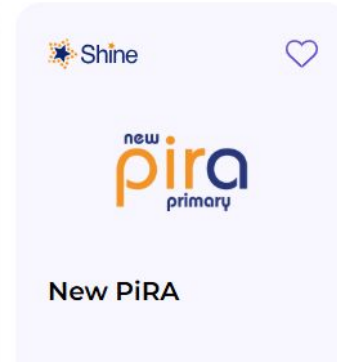
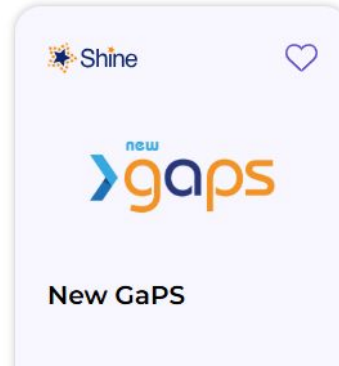
Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3/4 (Cycle A)	Emailing (Systems and Networks)	Scratch (Programming)	Video Trailers (Using iPads)	Website Design (Creating Media)	Further Programming with Scratch (Programming)	Computational Thinking
Y3/4 (Cycle B)	Networks and the Internet (Systems and Networks)	Comparison Cards (Data Handling)	Journey inside a Computer (Systems and Networks)	Collaborative Learning (Systems and Networks)	Investigating Weather (Data Handling)	HTML - Building a webpage (Skills showcase)

Assessment

(Year 3 & 4)
● Assessments in January and June

- Children complete tests in SPaG, Reading and Maths
- Teacher Assessment for Writing
- Results analysed to inform planning



2	0	2	0	1	1	1	0	1	0	1
2	1	0	1	0	1	1	1	1	0	1
2	1	2	1	1	1	1	0	0	0	1
2	1	2	1	0	0	1	1	1	0	1
2	1	2	1	1	1	1	0	1	0	1

Assessment - The Year 4 Multiplication Tables Check (MTC)

What is it?

The Multiplication Tables Check is a short, online test that all Year 4 pupils in England take. It checks how well children know their times tables up to 12×12 .

What does it involve?

- 25 multiplication questions
- Answered on a computer or tablet
- 6 seconds per question
- Takes about **5 minutes** in total

Why do children take it?

Knowing times tables quickly helps children with:

- Division
- Fractions
- Problem solving
- Confidence in maths lessons

How can parents help at home?

- Regular short practice (little and often works best!)
- Saying tables out loud
- Using games, songs, or apps to keep it fun

The Learning Cycle



Connect

- This stage focuses on recalling previous knowledge and understanding
- This stage should last only for a few minutes at the start of the learning or lesson
- It should be informed by the previous learning



I do

- Modelling and explaining occurs in this stage of the cycle. This is the part where the teacher may be introducing new content
- Pupils will be talked through the teacher's thinking as they engage with new concepts
- In this stage, it is vital that the visualiser is used. It may be the case that the teacher's model on the board; however, the visualiser should be the key tool

The Learning Cycle



We do

- At this stage, the teacher and the pupils work together to co-construct towards a desired outcome
- There may be guided modelling or tasks that are undertaken together. It may be that some pupils require more scaffolding at this point to access the learning
- The teacher is continually assessing at this point with the aim of gradually releasing pupils on to independent work



You do

- Pupils undertake tasks on their own and develop a level of confidence
- The teachers interact with pupils, intervening (where needed) to ensure understanding
- Scaffolding is used to gain levels of success



ILZ

- [See separate play for this](#)
- This should be the most difficult part of the lessons where the teacher withdraws support, and pupils work in complete silence to undertake a task