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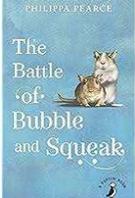
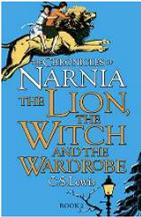
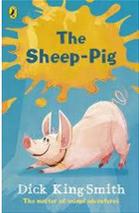
Lower KS2 Curriculum Overview Yr 3/4/5

2025-2026

Lower Key Stage 2 Curriculum Overview 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engage Activity	Visit to Pets at Home. Look after a gerbil at school for the day.		Transform the Classroom into Narnia		Visit to a farm	Forest schools Day
Inspire Day	Autumn Antics- Pumpkin Carving	Festival of Light Celebration		Female Inspire Event Easter Inspire	Eid celebration	Male Inspire Event
Forest Schools	Forest School Safety <ul style="list-style-type: none"> ▪ To co-construct safety rules for Forest School area ▪ To explore the area with reference to safe risk taking Structures <ul style="list-style-type: none"> ▪ Identifying shapes in natural objects. ▪ Comparing homes and habitats for humans and animals. Identifying natural materials. <ul style="list-style-type: none"> ▪ Constructing structures of different sizes. 	Shelter <ul style="list-style-type: none"> ▪ Identify different animals and insects that use forest school. Identify how they shelter from dangers ▪ Explore waterproof materials ▪ Construct a shelter for yourself and for animals 	Warmth <ul style="list-style-type: none"> ▪ How to stay warm in cold weather ▪ Identify changes seen during winter. ▪ Identify how animals stay warm ▪ Explore materials for insulation and warmth 	Plants <ul style="list-style-type: none"> ▪ Identify how plants grow ▪ Prepare vegetable beds ▪ Sow seeds ▪ Maintain veg beds 	Materials <ul style="list-style-type: none"> ▪ Identify different materials around forest school. ▪ Explore uses for different materials. Tools <ul style="list-style-type: none"> ▪ Main outcomes of learning sequence • Draw up safety rules for tool use. • Identify uses for each tool • Explore using different tools safely ▪ Construct a carved model/tool 	Food <ul style="list-style-type: none"> ▪ Identify sources of food ▪ Harvest and identify foods from veg beds ▪ Observational drawing of foods ▪ Cook and eat foods harvested
Read Write Inc	Read Write Inc. is closely matched to the National Curriculum in England 2014.					

Word Reading	Apply phonic knowledge and skills to decode words. Reading green words and story green words. Read high frequency words – these are taught as red words.
Comprehension	<ul style="list-style-type: none"> ▪ Develop pleasure in reading. ▪ Daily BSL stories, fiction and nonfiction texts. ▪ Sequence events in stories. ▪ Make inferences and predictions
Transcription	<p>Sounds are introduced sequentially in a structured and systematic way:</p> <ul style="list-style-type: none"> ▪ Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk ▪ Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy ▪ Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ur <p>Get Writing activities:</p> <ol style="list-style-type: none"> 1 Play ‘Fred Rhythms’ to learn to spell the words – encoding 2. Play ‘Fred Fingers’ to memorise the spelling – encoding 3. Carry out a spelling check – encoding 4. Take a spelling test – encoding 5. Hold a sentence – encoding 6. Build a sentence – language comprehension and encoding 7. Edit for spelling and punctuation – language comprehension and encoding 8. Write About <p>Name Letters of the alphabet</p>
Handwriting	<p>Sit and hold pencil correctly.’ Begin to form lower case letters in correct direction.’ Capital letters.’ ‘Digits 0-9.</p>
Composition	Extended pieces of writing, applying developing phonic knowledge and language comprehension.
Vocabulary grammar and punctuation	Children are taught to use capital letters at the start of sentences, for names and for the word ‘I’.

Read Write Inc-Fresh Start	Texts matched to children’s increasing knowledge of phonics and ‘tricky’ words. Reading and Writing activities			
Reading	The Battle of Bubble and Squeak – Philippa Pearce 	The Lion the Witch and the Wardrobe- C.S.Lewis 	The Sheep-Pig- Dick-King Smith 	
BSL	<ul style="list-style-type: none"> • Describing people • Dinner Table Syndrome • Describing people in the community 	<ul style="list-style-type: none"> • Daily Routine: Numbers and timeline • Hobbies and Interests : Complex • Sports: Complex 	<ul style="list-style-type: none"> • BSL in conversation • Deaf Careers in the community <p>Deaf Inspirations: Project topic TBC</p>	
SaLT	<p align="center">Autumn Term 1</p> <p><u>Narrative: Highway Rat</u></p>	<p align="center">Spring Term 1</p> <p><u>Language for Thinking: Museum Heist (Lego Films)</u></p>	<p align="center">Summer Term 1</p> <p><u>Vocabulary: Concepts</u> Marble run (barrier games style)</p>	
Language for Thinking Blanks 3 + 4	<ul style="list-style-type: none"> • Label, describe, character attributes Sequence 	Naming, sorting, categorizing, same vs different, odd one out, matching. Describing, combining words/signs. Retelling, thoughts and feelings, sequencing Naming, sorting, categorizing, same vs different, odd one out, matching.	Describing and giving instructions	
Social Communication	<ul style="list-style-type: none"> • Character perspective, role play with peers, Character’s dialogue. 	<ul style="list-style-type: none"> • Feeling and emotions conveyed in the story 	<ul style="list-style-type: none"> • Working as a pair with adult support. Request pieces and fix them together with peer. 	
Stories and Personal Narratives	<p>Retell story each week</p>	<ul style="list-style-type: none"> • Retell the film clip each week 	Work from where finished last week. Remember what was done last week.	
Vocabulary Spoken/Written	<ul style="list-style-type: none"> • Personality, mean, selfish, rude Verbs, riding, hop, shake, crawl, 	<ul style="list-style-type: none"> • Topic based vocabulary 	<ul style="list-style-type: none"> • Position and movement concepts In, on under, on top, bottom, 	

Sentence Construction Spoken/Written	1 st person script in English word order	Describing, combining words/signs	Adverbials, colours,			
Speech Spoken/Written	Practice using key words and character phrase level dialogue.	Creating narrative with simple turn for each child.	Vocal turns, single words			
	Autumn Term 2 <u>Sentence Construction: Picture Descriptions</u>	Spring Term 2 <u>Social Communication: Social Thinking (Simon's Cat Films)</u>	Summer Term 2 <u>Lego Therapy:</u>			
Language for Thinking Blanks 3 + 4	Describe including details	<ul style="list-style-type: none"> • Reflect on behaviours Identify thoughts and feelings and their impact upon actions 	<ul style="list-style-type: none"> • Executive Functioning: What information is needed when, Concept of 'check' 'review' 'help' 			
Social Communication	Shared turns with peers to find different parts of picture	<ul style="list-style-type: none"> • Size of the problem • Size of the reaction • Thoughts and Feelings Previous events impact actions 	<ul style="list-style-type: none"> • Work in pairs or 3s. • Be positive to others within group. Support and encourage Clarify, adapt 			
Stories and Personal Narratives	Create a story to describe the picture consolidating the phrases practiced.	<ul style="list-style-type: none"> • Relating information from 1 story to another Identifying character files which help us predict thoughts and actions 	<ul style="list-style-type: none"> • Take photo of child with lego model Revisit model, discuss process, strengths, difficulties 			
Vocabulary Spoken/Written	Topic vocabulary	Vocabulary for each story	Position, orientation prepositions			
Sentence Construction Spoken/Written	<ul style="list-style-type: none"> • SVO, SVOA Focus upon SSE in class to reinforce grammatical word order 	<ul style="list-style-type: none"> • SVC, SVOA, • XcX (because) morphology 	<ul style="list-style-type: none"> • SSE sentence structure to practice English structure. Crib sheets to support this 			
Speech Spoken/Written	Spoken English modelled with acoustic highlighting of key words and phrase	<ul style="list-style-type: none"> • Connected intelligible speech in context SIR 3+ 	Descriptions and instructions in spoken English with children's English skills			
Maths	Money	Time	Place Value	Place Value	Addition and Subtraction	Addition and Subtraction

	Addition and subtraction	Multiplication and Division	Multiplication and Division	Length and Perimeter	Fractions	Mass and Capacity
Science	Animals including Humans	Light	Forces and Magnets		Plants	Rocks
History	Anglo Saxon Scots	Vikings		Monarchs		Indus Valley
Geography	Longitude Latitude Atlas skills Time Zones Climate/ Seasons		Biomes – Polar regions, Hot deserts, Forests, Grasslands, Seas and Oceans. Vegetation Belts Map skills		India/Brazil rotation Comparing the UK with Brazil/India Weather and Climate Human and Physical features- landmarks.	
Art & Design	To design, make and evaluate an Anglo-Saxon pendant using card and different relief textures.		Frozen Worlds <ul style="list-style-type: none"> ▪ Painting techniques: Francis Hatch (painter) ▪ Penguins on ice ▪ Acrylic ▪ Oil ▪ Pastel ▪ Use new techniques learnt to paint in the style of Francis Hatch 		Terrible Tudors <ul style="list-style-type: none"> ▪ Antony Gormley (sculptor) ▪ Angel of the North ▪ Generating Ideas & Developing: ▪ Engage in open-ended research ▪ Confidently use sketchbooks. ▪ Make a papier-mâché sculpture based on the form of the human body. 	

Design & Technology	The curriculum aims to develop pupil’s creative design work and critical thinking skills alongside their practical skills using a variety of manufacturing techniques and processes. Basic theory related learning covers key aspects of materials technology, including woods, metal and plastics as well as health and safety. Pupils will make a variety of projects throughout the year selected from the list below.		
Spinning top – design and manufacture two spinning tops with launcher carefully considering shape and balance.			
Food Technology	<ul style="list-style-type: none"> ▪ Eat Well plate ▪ Food groups carbohydrate, proteins and fat. ▪ Name a range of cooking equipment. ▪ Name a range of cooking skills. <p>Practical work will include:</p> <ul style="list-style-type: none"> ▪ Stir fry ▪ Mousse ▪ Fruit salad ▪ Tomato Pasta bake ▪ Mince pies 	<ul style="list-style-type: none"> ▪ Name a range of cooking equipment. ▪ Name a range of cooking skills. ▪ Food choices- What factors affect food choices? ▪ Naming ingredients used around the world ▪ Foods from animals. ▪ Foods from plants. <p>Practical work will include:</p> <ul style="list-style-type: none"> ▪ Pancakes ▪ Smoothies/Lassi ▪ Cheese salad 	<ul style="list-style-type: none"> ▪ Name a range of cooking equipment. ▪ Name a range of cooking skills. ▪ Investigating snack foods. ▪ Foods from animals. ▪ Foods from plants. <p>Practical work will include:</p> <ul style="list-style-type: none"> ▪ Asian flatbreads ▪ Easter nests ▪ Healthy snack foods
Music	<p><u>Exploring the Orchestra</u></p> <ul style="list-style-type: none"> • Pupils will have practiced performing simple orchestral melodies with an awareness of some dynamic change/ Leading others in group conducted performance and demonstration of tempo and dynamic change. • Improvisation of musical changes through conducting of others task. 	<p><u>Deaf Role models in music</u></p> <ul style="list-style-type: none"> • Pupils will have learned and performed musical parts by deaf role models in the music industry. • Listening skills: Pupils will have listened to a variety of different music by role models, being encouraged to take note of pitch, instruments, changing dynamics and nodding to a tempo. 	<p><u>Music from other cultures</u></p> <ul style="list-style-type: none"> • Pupils will have learned and practiced specific instrument techniques and performed ensemble and individually to learn parts. • Pupils will have used practical instrument techniques to develop their own improvised rhythmic ideas in an individual and ensemble context.

	<ul style="list-style-type: none"> • Comparing high and low pitched instruments/comparing loud and quiet classical performances/observing and writing about if a piece is quiet and high or low and loud. • Contextual developments: Learning about Orchestral instruments and some examples of Classical composers 	<ul style="list-style-type: none"> • Contextual developments: Pupils will learn a lot about some deaf role models who have had strong music careers 	<ul style="list-style-type: none"> • Pupils will listen to some examples of music from a different culture, and will be encouraged to nod to tempo, and identify and write about the texture of the music • Ideas around musical texture will be introduced as an element in addition to dynamics/pitch/tempo that students have already covered.
<p>Computing</p>	<p>Throughout the year students will use a variety of software including presentation, spreadsheets, word processing, databases and desktop publishing to develop and extend their transferable computer skills. Their programming knowledge will be supported through use of text based programming (Python) and graphical based programming (Scratch). They will also be given the opportunity to increase their awareness of theoretical topics connected to Computing and will also be able to explore hardware. Online safety and awareness will be integrated throughout the year</p>		

	<p>Communication and Networks</p> <ul style="list-style-type: none"> How search engines are used. <p>Information Technology Data</p> <ul style="list-style-type: none"> Use computer units (Byte to Petabyte) Data types, e.g. real numbers and Boolean <p>Programming and Development</p> <ul style="list-style-type: none"> Carries out SELECT, UPDATE, DELETE using SQL 	<p>Communication and Networks</p> <ul style="list-style-type: none"> The different network topologies <p>Information Technology Data</p> <ul style="list-style-type: none"> Bit patterns Binary Binary and file size ASCII code and Unicode 	<p>Hardware and Processing</p> <ul style="list-style-type: none"> The main internal parts of basic computer architecture. Application software and hardware The range of operating systems for the same hardware Advantages/disadvantages of each type of secondary storage. 	<p>Programming and Development</p> <ul style="list-style-type: none"> Construct static web pages using HTML and CSS <p>Communication and Networks Data</p> <ul style="list-style-type: none"> Data transmission and networks Cache URLs Internet Protocols DNS servers 	<p>Communication and Networks Information Technology Algorithms</p> <ul style="list-style-type: none"> Computer threats Computer attacks Algorithms and iteration Structured notation Trace tables 	<p>Programming and Development</p> <ul style="list-style-type: none"> High-level textual language Standard libraries A range of expressions A range of operators <p>Programming and Development Data</p> <ul style="list-style-type: none"> Different data types Casting Complex arithmetic operators (MOD, DIV, POW)
<p>Religious Education</p>	<p>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p> <p>Diwali- 21st October</p>	<p>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p> <p>The Christmas Story</p>	<p>Why do some people believe God exists?</p> <p>Ramadan begins 18th Feb</p> <p>Eid- 20th March</p>	<p>If God is everywhere, why go to a place of worship?</p> <p>The Easter Story</p>	<p>Green religion? What do religious and non-religious worldviews teach about caring for the Earth?</p>	<p>What do religions say to us when life gets hard?</p>

<p>Physical Education</p>	<p>Striking and Fielding</p> <p>Fielding</p> <p>Throw and catch</p> <ul style="list-style-type: none"> ▪ With a partner ▪ To self ▪ At different heights and distances ▪ Intercept the ball ▪ At different heights and angles <p>Batting</p> <p>Strike the ball</p> <ul style="list-style-type: none"> ▪ Different directions and different height. <p>Bowling</p> <ul style="list-style-type: none"> ▪ With accuracy ▪ Underarm bowl <p>Attack and defend</p> <ul style="list-style-type: none"> ▪ Awareness that they are trying to outwit an opponent ▪ When fielding cover all spaces and be aware of the batters strengths and cover areas <p>Tactics</p> <ul style="list-style-type: none"> ▪ Understand simple tactics of the game ▪ Demonstrate simple tactics ▪ Understand and follow the rules 	<p>Dance</p> <p>Control and coordination.</p> <ul style="list-style-type: none"> ▪ Move with fluency and control ▪ Make simple and more complex shapes with the body ▪ Change of speed, direction and level <p>Travel</p> <ul style="list-style-type: none"> ▪ On feet in a variety of ways i.e. hands ▪ other body parts <p>Perform</p> <ul style="list-style-type: none"> ▪ Demonstrate mood and feeling ▪ Copy , repeat and begin to create routines <p>A range of dance themes</p>	<p>Trampolining and Gymnastics</p> <p>Performance of a range of gymnastics skills e.g.</p> <ul style="list-style-type: none"> ▪ Shapes – tuck and star ▪ Rolls – forward ▪ Twists – half and full ▪ Seated landing – seat ▪ Combination of movements <p>Sequences</p> <ul style="list-style-type: none"> ▪ Copy and repeat sequences/routines <p>Body shapes</p> <ul style="list-style-type: none"> ▪ Curled ▪ Stretched ▪ Wide ▪ Tall <p>Balance</p> <ul style="list-style-type: none"> ▪ Greater degree of control and variety <p>Control</p> <ul style="list-style-type: none"> ▪ Change of speed and direction ▪ Travels with fluency <p>Rotation (taking weight)</p> <ul style="list-style-type: none"> ▪ Different body parts 	<p>Athletics</p> <p>Track events</p> <p>Running</p> <ul style="list-style-type: none"> ▪ 25m ▪ 50m ▪ 75m ▪ 100m ▪ Relay <p>Field events</p> <ul style="list-style-type: none"> ▪ Discus ▪ Shot putt ▪ Javelin ▪ Long jump <p>Explore travelling</p> <ul style="list-style-type: none"> ▪ Running at different speeds ▪ Controlled take-offs and landings
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					<ul style="list-style-type: none"> ▪ Different directions ▪ 	
	Swimming <ul style="list-style-type: none"> ▪ build water confidence ▪ breathing ▪ safe entries 	Swimming <ul style="list-style-type: none"> ▪ Introduce water safety skills ▪ safe entries 	<ul style="list-style-type: none"> ▪ 	Swimming <ul style="list-style-type: none"> ▪ basic skills needed to build swimming ability ▪ streamlining strokes 	Cycling <ul style="list-style-type: none"> ▪ Gain the confidence and skills to work towards riding a pedal bike independently 	Cycling <ul style="list-style-type: none"> ▪ Gain the confidence and skills to work towards riding a pedal bike independently
PSHE/Wellbeing	Relationships – How can friends communicate safely? <ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face 	Health and Wellbeing – How can drugs/medicines common to everyday life affect health? (from SEND PSHE section) <ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and Wellbeing 	Health and Wellbeing – How can we help in an accident or emergency? <ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of 	Health and wellbeing – Trust (SEND PSHE) <ul style="list-style-type: none"> • recognise that we do not have to trust someone just because they say we should • recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise • explain that we 	Health and wellbeing – Keeping safe online (SEND PSHE) <ul style="list-style-type: none"> • Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet • Explain that there may be people online who do not have our best interests at heart • Identify things that we should never share online without checking with a trusted adult first 	Relationships – kind and unkind behaviour? (PSHE SEND) <ul style="list-style-type: none"> • explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion) • recognise that this can happen online • describe

	<ul style="list-style-type: none"> • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<ul style="list-style-type: none"> • Recognise and give examples of the difference between someone who can give us medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends). • Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination). • Explain why we should not accept medicines/ drugs from anyone (unless a responsible/ qualified person has given it to them for us, e.g. our parents/carers/trusted adults). 	<p>seeking adult help</p> <ul style="list-style-type: none"> • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services using BSL 999 	<p>should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us.</p> <p>explain when and why to ask an adult for help if we're asked to share information or keep a secret</p>	<ul style="list-style-type: none"> • Explain how other people's identity online can be different to what it actually is in real life • Explain how to respond if we're not sure if someone online is who they say they are • Identify some benefits of balancing time on electronic devices with other activities 	<p>and/or demonstrate what we can say or do if we or someone else is being bullied</p>
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		<ul style="list-style-type: none"> Describe how smoking and drinking alcohol can affect people's health, including age restrictions Identify whom we can talk to if we are worried about health. 				
<p style="text-align: center;">Citizenship/ Careers</p>	<p>Health and Wellbeing – What makes up our identity?</p> <ul style="list-style-type: none"> how to recognise and respect similarities and differences (including deafness, communication) between people and what they have in common with others that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, 	<p>Health and Wellbeing – What makes up our identity?</p> <ul style="list-style-type: none"> how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) about stereotypes and how they are not always accurate, and can negatively 	<p>Living in the wider world – What decisions can people make with money?</p> <ul style="list-style-type: none"> how people make decisions about spending and saving money and what influences them how to keep track of money so people know how much they have to spend or save how people make choices about ways of paying for things they want and need (e.g. from current 	<p>Living in the wider world – What jobs would we like?</p> <ul style="list-style-type: none"> that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some may be voluntary (unpaid) about the skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and careers, including college, apprenticeships 	<p>Living in the wider world – Looking after our environment</p> <ul style="list-style-type: none"> what is meant by sustainability explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution) 	<p>Contributing to the community/working together</p> <ul style="list-style-type: none"> participate in a whole school enterprise project which benefits the community/charity <p>Careers</p> <ul style="list-style-type: none"> my achievements this year the skills I have learnt what other skills I want to learn describe and demonstrate things we can do well and identify areas where we need help to

	<p>hobbies, likes/dislikes) families are different with regards to deaf identity</p>	<p>influence behaviours and attitudes towards others how to challenge stereotypes and assumptions about others</p>	<p>accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions others' feelings</p>	<p>and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</p>		<p>develop identify hopes/wishes for our future lives</p>
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