Curriculum Map: Which was more impressive, the Bronze Age or the Iron Age?

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Humanities

As Historians, we will be investigating 'The Bronze Age and The Iron Age – Which was more impressive, the Bronze Age or the Iron Age?'. We will be exploring archaeological findings to help us reconstruct the past, exploring the advancements and achievements made between the Bronze Age and Iron Age.

Outdoor learning/allotment

Using our local environment to explore archaeological practices, filling the shoes of an archaeologist!

Music

As Musicians, this terms learning is centred around 'Composing Using Your Imagination'. We will be learning the song 'Your Imagination' thinking about the pulse, pitch, and tempo of the music. We will be creating and composing our own music, then playing and performing our music with others.

MFL

In Spanish, the children will begin to explore wider vocabulary with a focus on 'Vegetables'. We will be listening, speaking, reading, and writing using this new vocabulary, using this vocabulary in a range of supporting activities.

Science

As Scientists, we will be exploring the topic 'Animals Including Humans'. We will be learning about the human skeleton and how muscles are used to support our bodies. We will also explore nutrition, learning how food fuels our bodies!

PSHE

Our PSHE theme this half term is 'Computer Safety'. We will learn about values that are important in online relationships, identify cyber bullying and ways we could prevent and stop this and know and understand why some applications have age restrictions. We will discuss sharing images online, and when and what is appropriate.

British Values

As a class we will be revisiting our British Values and understanding 'Tolerance'. We will be exploring the importance of valuing and tolerating other people's beliefs and religions.

Homework

- Reading – Children will always have a reading book to read at home with an adult.
- Times tables – weekly to practice via Tapestry.

RE

During this half term, we are going to be finding out more about Islam. We will be talking about how Muslims worship and what they consider to be the most important ways they show their devotion. We will learn more about the festival of Ramadan and its significance in the Islamic faith.

Our Core Value is Friendship.

Computing

As Computers we will be exploring 'Communicating and Presenting'. The children will be using publishing software such as Presenter and Adobe Express Video Creator and email to send an attachment within the school 360 system.

Design and Technology

As Designers, the children will explore the key questions 'Have cookies got better over time?'. We will be designing, making and evaluating a product we make, all the while keeping in mind how our food is grown, where it comes from and how food impacts our body!

PE

As Athletes, we will be exploring Dance, using dynamic movements to express our ideas. We will be creating a sequence of movements to perform in front of our peers. We will also explore striking games exploring how we strike and field in team games.

Lower KS2: Spring 1st Half Term 2026

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Basic skills in English

- To use specific formats to produce a non-fiction information page.
- To explore narratives, developing setting and character description skills.
- To discuss and record ideas for planning.
- To use complex sentences with a range of subordinating conjunctions.

Basic skills in Maths

- To complete column addition and subtraction calculations with more than one exchange.
- To construct and interpret bar charts, pictograms, and tables.
- Improve knowledge of multiplication tables (up to 12x12).
- To develop knowledge of shape, learning properties of 2D shapes, including quadrilaterals.

English:

Information Page:
- To spell words ending in – sion -tion, -ssion
- To spell the Year 3 spelling list words (selected from the Y3/4 statutory word list)
- To discuss and record ideas for planning using a range of formats e.g. story maps, flow charts etc
- To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- To know how words are related in form and meaning (word families) for example, solve, solution, solver, dissolve, insoluble.
- To spell words ending in-ture
- To spell the Year 4 spelling list words (selected from the Y3/4 statutory word list)
- To organise paragraphs around a theme in non-fiction texts.

Stories with Historical Setting (T4W):
- To spell words where ch is pronounced /k/ e.g. scheme, /sh/ e.g. chef
- To form and use the four basic handwriting joins consistently.
- To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors in own and others' writing.
- To use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play.
- To use pronouns accurately in sentences.
- To spell words that are often misspelt (English Appendix 1)
- To understand that writing can be third or first person.
- proof-read for spelling errors.
- To choose nouns or pronouns appropriately (within and across sentences) for clarity and cohesion and to avoid repetition.

Reading Skills –
- To read aloud fluently.
- To read aloud to the punctuation.
- To increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- To discuss words and phrases that capture the reader's interest and imagination.
- To identify how language, structure, and presentation contribute to meaning using texts at an appropriate level for the year group.
- To empathise with a character, inferring on characters thoughts and feelings justifying with some evidence both verbally and in written form.To discuss and write words and phrases that capture the reader's interest and imagination.
- To use a range of organisational features to locate information such as, labels, diagrams and charts
- To prepare for research by identifying what they already know about the subject and writing key questions to structure the task (find answers)
- To navigate texts e.g using contents and index pages, in order to locate and retrieve information in print and on screen.
- To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words. e.g. -ture, -cian, -ally
- To begin to understand and use punctuation to determine intonation and expression when reading aloud.
- To identify how language, structure, and presentation contribute to meaning using texts at an appropriate level for the year group.
- To make predictions with evidence (details stated and implied) from the text and with knowledge of wider reading, both verbally and in written form.
- To provide reasoned justifications for opinions
- To know how suspense is built up in a story, including the development of the plot both verbally and in written form.

Maths:

Place Value -
- Multiples of 4, 8, 25 and 50
- Partition in different ways.
- Number lines to 1000.
- Negative numbers.
- Roman Numerals to 100.
- Rounding to 100.

Addition and Subtraction –
- Add and subtract 3-digit and 2-digit numbers (2 exchanges).
- Add and subtract 2 4-digit numbers (2 exchanges).

Multiplication and Division –
- Related Facts
- Multiply a teen number by a 1-digit number (partitioning)
- Factor pairs
- Multiply and divide by 10 and 100.
- Multiply and divide a 2-digit number by a 1-digit number, formal method.

Fractions -
- Tenths, hundredths
- Tenths and hundredths as decimals
- Recognise decimal equivalents (1/4, ½, ¾)

Properties of 2D shape –
- Draw 2D shapes.
- Properties of 2D shapes.
- Compare and classify quadrilaterals.
- Lines of Symmetry.

Measurement (length) –
- Add and subtract length.
- Measure and calculate perimeter of rectilinear shapes.
- Area