



# Swansfield Park Primary School

## LKS2 Curriculum 2025-2026



<b>Year B</b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
	<b><u>Rivers</u></b>	<b><u>Romans</u></b>	<b><u>Asia</u></b>	<b><u>The Ancient Greeks</u></b>	<b><u>Extreme Earth</u></b>	<b><u>Anglo Saxons &amp; Vikings</u></b>
<b>Enhancement</b>	Geography Fieldwork: Visit to Bulby's Wood	History visit: Segedunum	Local library visit		Local library visit	Ford Castle (Yr4)  Sports Day  Jarrow Hall: Anglo Saxon Farm, Village and Bede Museum
<b>SPaG (Year 3)</b>	<b><u>Ready to Write</u></b> Noun Phrases What is a Sentence? Different Types of Sentences Expanding Sentences using coordinating conjunctions Expanding Sentences using subordinate conjunctions Commas in a list Apostrophes for contraction Apostrophe for possession Simple past and present tense Past and present progressive tense	<b><u>Word class</u></b> What is a Vowel? What is a Consonant? The definite and indefinite article - The, a or an? Recognising Determiners Using Determiners  <b><u>Punctuation- Speech</u></b> Recognising Direct Speech Punctuating Direct Speech Writing Direct Speech	<b><u>Word Class and Sentence Adverbs</u></b> What is an Adverb? Using Adverbs to Express Time Using Adverbs to Express Place Using Adverbs to Express Cause Using Adverbs to Express Time, Place and Cause  <b><u>Word Class and Sentences- Conjunctions</u></b> What is a Clause? Co-ordinating Conjunctions Subordinating Conjunctions Using Conjunctions to Express Time	<b><u>Word Class- Prepositions</u></b> What is a preposition? What are prepositional phrases? Using Prepositions to Express Time Using Prepositions to Express Place Using Prepositions to Express Cause Using Prepositions to Express Time, Place and Cause	<b><u>Tenses</u></b> Introducing Present Perfect Recognising the Present Perfect Form in Sentences Using the Present Perfect Form in Sentences  <b><u>Word Class: Nouns</u></b> Types Of Nouns Recognising Abstract Nouns Using Abstract Nouns Sorting Word Types	<b><u>Text</u></b> Paragraphs Sequencing Sentences What is a Paragraph? Paragraphs in Narrative Paragraphs in Reports Paragraphs in Biographies  <b><u>Word Families</u></b> Root words, Prefixes and Suffixes Identifying Word Families

			Using Conjunctions to Express Place Using Conjunctions to Express Cause Using Conjunctions to Express Time, Place and Cause			
<b>SPaG (Year 4)</b>	<b>Ready to Write</b> Using Determiners Clauses Expanding Sentences using Conjunctions Expanding Sentences using Adverbs Expanding Sentences using Prepositions Direct Speech Past Tense Present Tense Present Perfect or Simple Past? Using Paragraphs	<b>Word Class</b> Recognising Nouns Recognising Pronouns Using Pronouns Pronoun or Noun?  <b>Punctuation- Speech</b> Recognising speech Punctuating speech Direct or indirect speech	<b>Sentences- Fronted Adverbials</b> What is an Adverbial? Recognising Fronted Adverbials Time Specific Adverbials Place Specific (Prepositional) Adverbials Descriptive Fronted Adverbials Recognising the type of Fronted Adverbials used  <b>Sentences- Noun phrases</b> Identifying Noun Phrases Modifying Adjectives and Nouns Determiners Before Modifiers Prepositional Phrases Using Expanded Noun Phrases	<b>Standard English</b> ‘Were’ or ‘Was’ and ‘Did’ or ‘Done’ ‘I’ or ‘Me’ ‘Have’ not ‘Of’ and ‘These/Those’ not ‘Them’	<b>Punctuation- Apostrophes</b> Recognising Apostrophes Using Apostrophes For Plural Possession When Should You NOT Use an Apostrophe? Using Apostrophes For Possession or Contraction  <b>Paragraphs</b> Identifying Paragraphs Using Fronted Adverbials in Paragraphs Using Pronouns and Conjunctions in Paragraphs Using Speech in Paragraphs More Than One Paragraph Sequencing Paragraphs	<b>Suffixes</b> Word Families Words Ending in ‘-sure’, ‘-ture’ or ‘-cher’ Adding ‘-ation’, ‘-sion’, ‘-ssion’, ‘-tion’ or ‘-cian’ Using Suffixes

<p><b>Core English</b></p>	<p><b><u>SPaG Coverage / Application</u></b>          Using nouns and pronouns to avoid repetition          use conjunctions, adverbs and prepositions to make the order of events clear          Possessive apostrophe          Range of sentence structures</p> <p><b><u>Poetry:</u></b>          Macavity the Mystery Cat, Mungojerrie and Rumpleteazer and Skimbleshanks, the railway cat. by T.S.Eliot</p> <p><b><u>Fiction:</u></b>          Planning and writing a biography</p>	<p><b><u>SPaG Coverage / Application</u></b>          Adverbs          Fronted adverbials</p> <p>Clause manipulation          Antonyms          Punctuation of dialogue          Performance and drama</p> <p><b><u>Matilda / Fiction</u></b>          Letter of recommendation to a peer          Play script          Character description          Speech punctuation          Character description</p>	<p><b><u>SPaG Coverage / Application</u></b>          Time adverbials          Fronted adverbials          Description- expanded noun phrases          Rhetorical questions          Using rhetorical questions to plan and write an advert          Persuasive leaflet</p> <p><b><u>Kai and the Monkey King</u></b>          Write predictions using time adverbials          Writing own adventure story including time adverbials          Create a glossary          Create non-fiction labels          Rewriting a description to make it more persuasive</p> <p><b><u>Narrative Non-fiction Persuasive</u></b></p>	<p><b><u>SPaG Coverage / Application</u></b>          Prepositional phrases          Expanded noun phrases          Conjunctions for time, place and cause          Open and closed questions          Adjectives to describe a character          Using a variety of conjunctions          Effect of prefixes on word meaning          Adjectives to describe thoughts, feelings and emotions          Fronted adverbials punctuated with a comma</p> <p><b><u>Ancient Greeks</u></b></p> <p><b><u>Wish Granter (Film) Explanation text</u></b></p> <p><b><u>Shackleton's Journey</u></b></p> <p>Setting description in first person          Explanation text          Packing list with justifications          Telegram (informal letter)          interviews          Setting description          Diary entry          Letter          Dialogue</p>	<p><b><u>SPaG Coverage / Application</u></b>          Expanded noun phrases with emotive adjectives          Exaggeration          Conjunctive adverbials          Paragraphs          Using verbs to describe          Progressive verbs          Apostrophes for possession          Verb choice          Expanded noun phrases          Prepositional phrases</p> <p><b><u>Extreme Earth</u></b></p> <p><b><u>Persuasive</u></b>          Persuasive piece -How can the school playground be improved?</p> <p><b><u>Escape from Pompeii</u></b></p> <p>Setting descriptions, diaries, letters, thought bubbles</p> <p>Newspaper report</p>	<p><b><u>SPaG Coverage / Application</u></b>          Paragraphs          Word families</p> <p><b><u>Anglo-Saxons</u></b></p>
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<b><u>Reading Skills</u></b>	Retrieve and record from non-fiction	Vocabulary Retrieval Inference into character emotions Sequence events	Predictions using images Discuss comprehension questions for a large section of the text Vocabulary Use of language and effect on the reader	Inference into character thoughts and emotions Infer into a characters thoughts and motives Infer ito characters thoughts and feeling across different points of the story Explore authors choice of vocabulary summarise	Inference Justify inference Infer characters thoughts	
<b><u>Mathematics (Year 3)</u></b>	<b><u>Place Value</u></b> Representing numbers to 1,000, Counting in 50s, Using numberlines to 1,000, Finding more and less and Comparing and Ordering 3-digit numbers. <b><u>Addition &amp; Subtraction</u></b> Add and Subtract Multiples, Using different methods to add and subtract two lots of 3-digit numbers with and without exchanges, estimating and checking answers.	<b><u>Addition &amp; Subtraction</u></b> See Autumn 1 <b><u>Multiplication &amp; Division</u></b> Exploring the 3, 4 and 8 times tables, Comparing Statements and Relating Calculations.	<b><u>Multiplication &amp; Division</u></b> Multiplication and Division of 2-digits by 1 digit, Problems Involving ‘How Many Ways?’ and Scaling. <b><u>Length, Perimeter and Area</u></b> Working with metres, centimetres and millimetres,Equivalent Lengths, Comparing Lengths, Measuring and Calculating Perimeter, Adding and Subtracting Length	<b><u>Fractions</u></b> Recognising Fractions, Understanding numerators and denominators, Equivalent Fractions, Ordering and Comparing and Fractions on Scales. <b><u>Mass, Capacity and Decimals</u></b> Counting in Tenths, Tenths as Decimals, Measuring Adding and Subtracting and Comparing Mass and Capacity.	<b><u>Fractions</u></b> Adding and Subtracting Fractions, Partition the Whole, Unit and Non-Unit Fractions of a set of Objects and Reasoning with Fractions of an Amount. <b><u>Money</u></b> Pounds and Pence Including Converting, Adding and Subtracting Money and Giving Change.	<b><u>Time</u></b> Converting Time(Months in a Year, Hours in a Day),Digital Time, Analogue Time(am/pm and 24 hour clock) and Finding and Comparing Durations. <b><u>Statistics</u></b> Creating, Interpreting and Comparing Bar Charts, Pictograms and Tables. <b><u>Properties of Shape</u></b> Turns in angles, Angles in Shapes,Horizontal, Vertical, Parallel and Perpendicular Lines, Identifying and Recognising 2D Shapes and Recognising, Describing and Making 3D Shapes.
<b><u>Mathematics (Year 4)</u></b>	<b><u>Place Value</u></b> Representing numbers to 10,000, Counting in 1,000s and 25s, Using number lines to	<b><u>Addition &amp; Subtraction</u></b> See Autumn 1 <b><u>Measurement</u></b> What is area? Counting squares to	<b><u>Multiplication &amp; Division</u></b> Multiplication and Division of 2-digits by 1- digit and 3-digits by 1-digit, Problems	<b><u>Fractions</u></b> Recognising Fractions, Equivalent Fractions, Fractions of an Amount, Adding and Subtracting, Ordering	<b><u>Decimals ( Including money)</u></b> Pounds and Pence Including Converting, Adding and Subtracting Money and Giving	<b><u>Time</u></b> Converting Time(Hours,Minutes & Seconds and Years, Months, Weeks and Days),Digital Time,

	10,000, Finding more and less and Comparing, Ordering 4-digit numbers, Roman Numerals to 100, Rounding and Negative Numbers. <b>Addition.</b> <b>Subtraction</b> Add and Subtract Multiples, Using different methods to add and subtract two lots of 4-digit numbers with and without exchanges, estimating and checking strategies.	calculate area, Drawing and comparing shapes. (Maple) <b>Multiplication &amp; Division</b> Exploring the 6, 7, 9, 11 and 12 times tables, Comparing Statements and Relating Calculations, Multiplying and Dividing by 10, 100, 1 and 0 and Multiplying 3 numbers and Factor Pairs.	Involving Correspondence. <b>Length, Perimeter &amp; Area</b> Working with metres, centimetres and millimetres and kilometres, Equivalent Lengths, Comparing Lengths, Measuring and Calculating Perimeter, Adding and Subtracting Length and Area.	and Comparing, Fractions Greater than 1, Problem Solving Involving Calculating Quantities. <b>Mass, Capacity and Decimals</b> Counting in Tenths, Tenths as Decimals, Measuring Adding and Subtracting and Comparing Mass and Capacity, Divide 1 and 2-digits by 10 and 100, Hundredths as Decimals.	Change, The 4 Operations, Estimating Money and Making, Writing, Comparing, Ordering and Rounding Decimals and Finding Halves and Quarters.	Analogue Time and Finding and Comparing Durations. <b>Statistics</b> Creating, Interpreting and Comparing Bar Charts, Pictograms, Tables and line Graphs. <b>Properties of Shape &amp; position and Direction</b> Turns in angles, Angles in Shapes, Identifying, Comparing and Ordering Angles, Triangles and Quadrilaterals, Lines of Symmetry and Coordinates on a Grid.
<b>Science</b>	<b>Sound</b> Learning about how sounds are made, how they travel and different pitch and loudness.  <b>Scientist:</b> Alexander Graham Bell	<b>Electricity</b> Learning about common appliances, simple series circuits, conductors and insulators.	<b>Forces &amp; Magnets</b> Learning about forces, friction and magnetic attraction.		<b>States of Matter</b> Learning about solids, liquids and gases and how they change state.	<b>Rocks &amp; Soils</b> Learning about different types of rocks, fossils and soils and how they are formed.  <b>Palaeontologist:</b> Mary Anning
<b>Geography</b>	<b>Water and Rivers, Including the Water Cycle</b> Learning how the water cycle works, identifying the features of a river, the effects of erosion and deposition and the impact of humans on rivers.		<b>Asia: China and India</b> Locating China and India on a globe and map and learning the human and physical geography of both countries.		<b>Extreme Earth</b> Learning the structure of the Earth and about earthquakes, tsunamis, and human vs. natural disasters.	
<b>History</b>		<b>The Romans</b> The arrival of the Romans and their three invasions		<b>The Ancient Greeks</b> Was the Trojan Horse a myth, historical fact or legend? Learning		<b>Anglo Saxons &amp; Vikings</b> Understand the changes experienced by the

		followed by their final settlement of Britain in 42 AD. Learning who could join the Roman Army, what life was like on Hadrian's Wall as well as how Rome nearly lost control of Britain during Boudicca's revolt in 59 AD.		who the Ancient Greeks were as well as the significance of their legacy today.		people of Britain over the years 410 to 1066 as the Anglo-Saxons and Vikings struggled for dominance - including asking why Alfred is the only British king to be referred to as 'great'.
<b>Art and Design</b>	<b>Gestural Drawing with Charcoal</b> Being inspired by different artists, exploring the effects of charcoal and connecting artwork to drama and music.		<b>Cloth, Thread, Paint</b> Exploring how artists combine media to create work in response to landscape, using acrylic and thread to make a painted and stitched piece.		<b>Telling Stories Through Making</b> Exploring how artists are inspired by other art forms like how we make sculpture inspired by literature and film.	<b>Alnwick in Bloom</b> Plan and create artwork based on a given theme using sketching and painting skills including colour mixing.
<b>Design and Food Technology</b>		<b>Structures: Helmets</b> Designing and making a helmet, using strengthening techniques to reinforce the shell structure.		<b>Mechanical Cars</b> Making and designing mechanical cars that use different methods of movement.		<b>Cooking and Nutrition:</b> Learning a basic biscuit recipe and adapting it for a new audience while considering the cost of ingredients and other expenses against a set budget.
<b>Computing</b>	<b>The Internet</b> Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given	<b>Audio Production</b> Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to	<b>Repetition in Shapes</b> This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based	<b>Data Logging</b> In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils	<b>Photo Editing</b> Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.	<b>Repetition in Games</b> This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference

	opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. This unit requires devices with an internet connection. Chrome Music Lab is used in one lesson to demonstrate content which can be produced on the World Wide Web.	record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.	programming language.	will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.		between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.
<b>RE</b>	<b>Christianity</b> What is it like for someone to follow God?	<b>Hinduism</b> What do Hindus believe that God is like?	<b>Hinduism</b> What does it mean to be Hindu in Britain today?	<b>Christianity</b> Why do Christians call the day Jesus died 'Good Friday'?	<b>Christianity</b> What was the impact of Pentecost for Christians?	<b>Multi-Faith</b> How and why do people try to make the world a better place?
<b>Music (Charanga)</b>	<b>Musical Structures</b>	<b>Exploring Feelings When You Play</b>  <b>Christmas Production</b>	<b>Compose With Your Friends</b>	<b>Feelings Through Music</b>	<b>Expression And Improvisation</b>	<b>The Show Must Go On!</b>
<b>PHRSE (Jigsaw)</b>	<b>Being Me in My World</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>

<b><u>MFL (French)</u></b>	<b><u>Greetings!</u></b> Using speaking and listening skills to practise greeting one another and sharing basic information about themselves.	<b><u>Classroom Instructions and Greetings</u></b> Applying previously learnt skills and knowledge to a classroom environment, as well as learning key phrases that are used in a classroom.	<b><u>Colours, Counting from 11 to 31, and Days of the Week</u></b> Applying previously learned knowledge from Year A (numbers 1-10) as well as learning the primary and secondary colours.	<b><u>Birthdays and Moths of the Year</u></b> Learning and using key vocabulary to discuss these topics, linking with days of the week from Spring and numbers up to 31 to say when our birthday is.	<b><u>Nursery Rhymes, Members of the Family, Pets</u></b> Children will learn classic French nursery rhymes such as Meunier tu Dors and Frère Jacques.	<b><u>Fruit and Food, Leisure and Hobbies and Keeping Fit</u></b> Expanding their ability to discuss their likes and dislikes as well as things that are important to them.
<b><u>PE</u></b>	<b><u>NUF Coaching</u></b> Multi-skills  <b><u>NUF Coaching</u></b> Modified team games	<b><u>NUF Coaching</u></b> Modified team games  <b><u>Teacher-Led</u></b> Rugby	<b><u>NUF Coaching</u></b> Gymnastics  <b><u>NUF Coaching</u></b> Football	<b><u>NUF Coaching</u></b> Net and wall games  <b><u>Swimming Lessons</u></b>  <b><u>NUF Coaching*</u></b> Attacking and defending  *Non-swimming class	<b><u>NUF Coaching</u></b> Striking and fielding  <b><u>Swimming Lessons</u></b>  <b><u>NUF Coaching*</u></b> Attacking and defending  *Non-swimming class	<b><u>NUF Coaching</u></b> Athletics  <b><u>Swimming Lessons</u></b>  <b><u>NUF Coaching*</u></b> Attacking and defending  *Non-swimming class