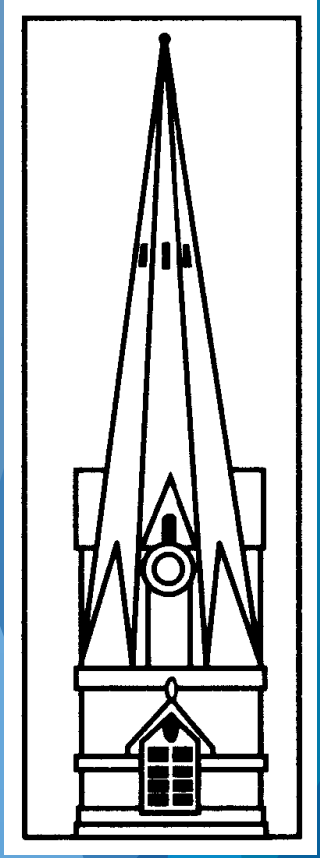


Welcome to Year 2/3/4 Adventurers Class

Curriculum meeting

- Teaching team
- The Curriculum
- What will the children be learning?
- Timetable
- Reading and homework
- Feedback
- Assessment
- Other school information



September 2026

Navigators Class

Teaching Team

Mrs Porter

Class teacher

Mrs Aldwin

Teaching assistant

**Mrs
Stevenson**

HLTA/Teaching assistant

PPA cover:

Mrs Stevenson

Mrs Aldwin

Teaching assistant

Each Thursday afternoon the children will be taught Art or DT plus P.E. during the teacher's PPA time.

Adventurers Class Curriculum



Life in all its fullness

John 10:10

Adventurers – Curriculum overview B

<i>Key vocab in italics</i>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENRICHMENT	Afternoon tea, science trip, church visit, Roman event, Seed growing competition, World Faith visit					
ENGLISH	<u>Tar Beach</u> Narrative retelling as a play script Poetry, setting descriptions, formal letters, dialogue (as a script) <u>Varmints</u> Explanations of a life cycle Diary entries, instructions, letters, descriptions, speeches	<u>Cloud Monkey</u> Non-chronological reports Descriptions, 'how to' guides (instructions), letters, discussions <u>The Lion and the Unicorn</u> Own historical narratives Letters, diaries, character and setting descriptions, non-chronological reports	<u>Granny Came Here on the Empire Wind rush</u> Factual reports Informal letters, factual statements, future aspirations, postcards, diary entries, a speech, quotations <u>The Selfish Giant</u> Own version narratives about kindness Letters, first person recounts, diaries, letters, posters, reports	<u>The Mysteries of Harris Burdick</u> Own version mystery narratives Diary entries, dialogue, setting descriptions (atmospheric descriptions), captions and titles <u>The Story of Tutankhamun</u> Tutankhamun biographies Reports, instructions, character descriptions, diaries, newspaper, posters	<u>The Ever Changing Earth</u> Narrative sequels Informal letters, explanatory leaflets, list poems, dictionary of terms <u>Shackleton's Journey</u> Newspaper reports Packing lists (justifications), letters (formal and informal), interviews, diaries	<u>Jim, A Cautionary Tale</u> Narrative poems Warning posters, warning announcements, alternative endings, performance poetry, letters of apology <u>Pride: The Story of Harvey Milk and the Rainbow Flag</u> Biographies of Harvey Milk Thought bubbles, speech, simple leaflets
	<i>Freedom, poetry, repetition, rhythm, script, dialogue, characters, stage direction, brackets, contractions, noun</i>	<i>Description, adjectives, letters, non-chronological report, subheading, tradition, research, plan.</i>	<i>Wind rush, heroic generation, postcard, diary, speech, inverted commas, report, quotation.</i>	<i>Illustration, mysteries, setting, description, action, character, dialogue, sequence, fantasy.</i>	<i>Ammonite, question, letter, terminology, explanation, leaflet, Northern lights.</i>	<i>Character, consequence, sequence, tale, narrative poem, performance poetry, letter,</i>

What will the children be learning?

- **Reading and comprehension skills** - building fluency, understanding texts, and exploring different genres.
- **Writing development** - learning to write narratives, non-fiction, and poetry with correct grammar, punctuation, and spelling.
- **Mathematics mastery** - strengthening number skills, times tables, fractions, measurement, and problem-solving.
- **Science exploration** - investigating topics such as rocks and soil, forces and magnets, and life cycles.
- **History and geography understanding** - discovering local history, world history, and geographical concepts like maps and natural features.
- **Art and design** - expressing creativity through drawing, painting, sculpture, and design projects.
- **Computing and digital skills** - using technology safely and effectively, coding basics, and digital presentations.
- **R.E** - exploring key concepts in Christianity and other world religions, as well as moral and ethical discussions.

PSHE and RSE

Y3/4 - Growing and Changing - Changes in the human body (including introduction to puberty in Year 4). Understanding basic hygiene and personal care. Respect for their own bodies and others' bodies.

Basic Reproduction Concepts - Introduction to life cycles of humans and animals.

Understanding babies come from the joining of sperm and egg (taught in a simple, factual way appropriate for the age).

Daily timetable

Timetable: Adventurers

Day	Time	8:50-9:20	9:20-9:45	9:45-10:45		11-12		1-1:20	1:20-2:15		2:30-3:15	3:15-3:30
Monday	4 A Day /Assembly	Spellings	English	B		Maths	L	History	History/PSHE	B	PSHE/ Guided Reading	Class story
Tuesday	4 A Day /Assembly	Handwriting	English	R		Maths	U	Science	Science	R	Guided Reading	Reading
Wednesday	4 A Day	Spellings	English	E		Maths	N	Guided Reading	R.E	E	Music	Class worship
Thursday	4 A Day /Assembly	Spellings	English	A		Maths	C	P.E		A	Art	Class story
Friday	4 A Day /Assembly	French	English	K		Maths	H	Spellings	Computing	K	P.E	Star Reader

Homework

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English		English		English		English	
Maths	Maths		Maths		Maths		Maths
Other learning Choose 3 tasks to be completed this half term	<u>Food for Fuel</u> Keep a food diary for one day. Draw or write about what you eat for breakfast, lunch, dinner and snacks. Which foods give your body energy? Which foods help you grow and stay healthy?	<u>Move Like an Animal</u> Choose three different animals and investigate how they move. For example: A frog - jumps A snake - slithers A bird - flies Draw the animals and explain how their bodies help them to move.	<u>Exercise Investigation</u> Choose three activities, such as: Walking Jumping Skipping Dancing Running Try each activity for a short time and record what happens to your body. You could think about: Is your heart beating faster? Are you breathing more quickly? Present your findings in a table OR chart.	<u>Stone Age, Bronze Age or Iron Age?</u> Imagine you could travel back in time. Which period would you choose? Would you prefer to live in the: Stone Age, Bronze Age, Iron Age? Create a poster or fact file explaining your choice. Include information about: Homes, Food, Clothes, Tools and Daily life.	<u>Build a Prehistoric Home</u> Design or make a model of a home from the Stone Age, Bronze Age or Iron Age. You could use: Cardboard, Lego, Natural materials Clay or playdough, Sticks and leaves. Label your model or draw a picture explaining who might have lived there and why it was suitable.	<u>Hunter, Gatherer or Farmer?</u> Find out what people ate during prehistoric times. Create a prehistoric menu for one day! Include: • Breakfast • Lunch • Dinner • A snack Think carefully about whether your menu would be suitable for a Stone Age hunter-gatherer or a Bronze/Iron Age farmer.	<u>Skeleton Superstar</u> Find out about the human skeleton. Create one of the following: A labelled drawing of a skeleton OR A skeleton made from pasta, cotton buds or other craft materials

Reading

- Children are expected to read on a daily basis (we set a target of **at least 3 times a week**).
- Reading at home with your children will make a huge difference.
- It is really important that the children continue their reading journey out of school, by practising reading at home.

There are three types of reading book that your child may bring home:

- A reading practice book – age appropriate/correct phonics stage.
- A sharing or free choice book – your child may require support, but this book has been selected by your child as a ‘reading for pleasure’ choice.
- A book from the school library.

Learning and feedback

- We give our children regular feedback highlighting their achievements and talking to them about what they can do to further improve.
- We use 'positive pink' pens and 'next step' green to help the children identify feedback easily in their work.



Quizzes, tests and assessments

- Y4 Multiplication test

- **What it is:** *The check is a short online test that assesses your child's recall of multiplication tables*

- **Format and timing:** *Children answer 25 questions on times tables 2–12, each shown on screen for 6 seconds, and the test usually takes about 5 minutes.*

- The government collects results to see national progress, but **there's no set pass or fail.**

- Teachers use the results to identify which times tables children know well and which ones need more practice.

- Informal quizzes are built into our curriculum through KAPOW and we also use Kahoot! to assess understanding.
- At the end of each Red Rose Maths unit of learning there is an assessment to check understanding.
- Termly NFER test to support teacher judgement of attainment.

Other important information

- We will be welcoming visitors of other faiths into school to talk to the children.
- We are hoping the children will represent school in a number of sporting and extra-curriculum events throughout the year.



**Any
questions?**