

# UKS2 Curriculum Information for Parents and Pupils



## Term 1

<p><b>English</b></p>	<p><b>Writing</b> skills will focus on the year group frameworks. Using our Active Reading texts as a starting point for our own writing, we will focus on composition, text organisation, language, spelling, grammatical accuracy and editing and refining initial ideas.</p> <p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>• <b>Take One Film - Alice in Wonderland</b> One of our writing units during the Autumn term will see us use extracts from <i>Alice in Wonderland</i> as well as using the 'Off with his head' scene from the 2010 film to immerse children in the narrative. Throughout they will identify the elements of characterisation before applying them to their own re-written section of the narrative, focusing on description, action and dialogue.</li> <li>• <b>Shakespeare - Macbeth</b> Using resources provided by the Young Shakespeare Company, children will develop an understanding of play before focussing closely on the character of Macbeth. Through discussion, children will infer and deduce his thoughts and feelings before, during and after key events. They will then write diary entries outlining the characters motives, actions and emotions during specific points of the play.</li> <li>• <b>Recount - Mayan Warrior</b> We will be using descriptive words and phrases from our active reading text '<u>The Explorer</u>' to build a clear and comprehensive setting description of the South American rainforest while writing as a Mayan warrior.</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion - Would you rather be home schooled or educated at school?</b> By exploring children's viewpoints on the recent lockdown period, they will in turn write a discussion piece detailing the benefits of being home-schooled and those of being educated at school.</li> <li>• <b>Persuasion - Deforestation letter to a logger</b> By using themes covered in our active reading text '<u>This book is Not Rubbish</u>' and apply them to our writings detailing the impact that deforestation can not only have on the local area but the wider world.</li> <li>• <b>Poetry - Cinquain based on 'The Great Kapok Tree' by Lynne Cherry</b></li> </ul>	
	<p><b>Reading:</b> <b>Active Reading</b> lessons will focus on shared texts as well as standalone comprehension activities. Your child will develop the skills of retrieval, inference and prediction. They will analyse authorial techniques by discussing language choices and will identify the structural organisation of a variety of texts to become familiar with their purpose and audience.</p>	
	<p><b>Maths</b></p>	<p>Following the Mastery in Maths approach, children will develop varied fluency of key mathematical concepts, their ability to reason and solve a variety of problems.</p> <p><b>Year 5</b> Key foci this term include:</p> <ul style="list-style-type: none"> <li>• Place value</li> <li>• Four operations</li> </ul>
<p><b>Science</b></p>	<p><b>'The Earth and beyond'</b> In this module children develop their knowledge of the Earth's (and other planets') place in the solar system, and their relationships with other bodies in space, in particular with the Sun. Children also learn how the</p>	

	<p>Earth's orbit determines the length of a year and why we have leap years and how the Earth's rotation and tilt affect the direction and length of shadows, and how to use shadows for telling the time. Children learn about time differences around the world and investigate time differences. They will find out about how time was standardised around the world, about the need for scientists to choose a starting point in the continuous process of cycles of sunrise and sunset, and investigate longitude. They are introduced to the International Date Line and the Greenwich Meridian. Children extend their awareness of seasonal changes through the year, to understand that it is the Earth's tilt on its axis that causes the seasons.</p> <p><u>'Light up your world'</u></p> <p>In this module children develop a more detailed understanding of mirrors and the reflections that they form, and apply this understanding to make a periscope. They are introduced to ray diagrams that can be used to represent the behaviour of light. They use these diagrams, together with the fact that light travels in straight lines, to explain the formation of shadows and how their size and shape can be affected. They explore refraction in a number of contexts to see how light does not always appear to travel in straight lines. They investigate how white light is made up of many colours of light and how these can be split apart by a prism or in a rainbow, as well as how the colours can be joined together to make white again. In several lessons children engage in illustrative practical activities to explore these phenomena. They also carry out a fair test investigation to measure the size of shadows compared to the relative positions of the light sources, the object making the shadow and the screen.</p>
<p>Computing</p>	<p><u>E-Safety</u></p> <p>Initially children will recap and extend their knowledge of e-safety by participating in individual and group activities and by discussing scenarios which could arise in their future. Pupils will also be reminded about how to protect personal information and how to create strong, secure and memorable passwords in a number of ways. They will also be taught what to do if they think they have lost their password or it has been stolen. Following this, children will begin to question the validity of information that they read online, judging whether it could be mis-information or dis-information whilst understanding that not all information online is trustworthy. Children will be taught techniques to apply when attempting to establish the validity of information online.</p> <p><u>Computer Science</u></p> <p>After this, children will continue to build on their existing knowledge by applying computer science concepts such as algorithm, sequencing and selection when programming and will apply their knowledge and skills to different programming software. Initially, pupils will produce code using Logo to revise how to plan for, organise and run algorithms for a specific purpose. After Christmas, pupils will be programming micro:bits for a variety of purposes, to ensure that coding is accurate through the testing and debugging stage and to demonstrate how well they are able to navigate different programming environments. Throughout the time we spend on this unit, children will learn about computational thinking not only within the context of computing but within the wider context of the world.</p>
<p>PE</p>	<p><u>Athletics</u></p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put</p> <p><u>Volleyball</u></p> <p>Throughout this unit, pupils will develop the skills they need to play continuous rallies in volleyball. They will</p>

	<p>learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves &amp; others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</p>
Geography	<p><b><u>Study of North and South America</u></b></p> <p>Pupils are challenged to plan a trip that takes a group of travellers from the north of North America to the southernmost tip of South America. In planning an information pack for the travellers, pupils will develop their understanding of the significance of latitude, longitude, time zones and the key aspects of climate types. They will develop their knowledge of places in North and South America using maps, atlases, globes and digital/computer mapping.</p>
History	<p><b><u>Ancient Maya</u></b></p> <p>During this unit, children will take a trip to Mesoamerica, the land of the ancient Mayans, and explore this fascinating civilisation. They will find out where the Mayans lived, what their lives were like, and how their society was organised, as well as investigating the evidence they left behind, uncovering some Mayan mysteries and suggesting causes for the civilisations decline.</p>
RE	<p>The main religious focus in Autumn 1 will be Islam. However, we will compare this with other beliefs and practices from Christianity, Hinduism, Buddhism, Judaism and Worldviews.</p> <p>In Autumn 2, the children will focus on aspects of worship across different faiths. They will explore what worship is, what it means to religious believers and how believers worships differently. Children will consider different forms of worship and work independently, and with others, to share their learning about worship through music, art and objects. They will finish the unit by discussing freedom to worship around the world.</p>
Art	<p><b><u>Day of the Dead</u></b></p> <p>Children will explore Mexican Folk Art paintings and prints made by artist Josè Guadalupe Posada, collecting source material and information. They will discover what the Day of the Dead festival is and how it is celebrated. Children will learn the technique of collograph printing and investigate possible materials, which can be used to create different textures. Finally, pupils will use the skills learnt to design, plan and decorate a fabric banner using their collography printing block to display at the Day of the Dead festival.</p>
DT	<p><b><u>Plant container</u></b></p> <p>Children will learn about and explore various garden or house planters made from a range of materials - in particular wooden ones. Children will research this and design a planter suitable for their chosen plant. Pupils will be challenged to draw a 3-D diagram and exploded diagram, read and measure dimensions, plan and design a planter to suit the requirements. Children will practice and develop woodwork skills such as measuring, sawing and fixing (nails). Using these skills, they will then construct their planter, including using a lining for their future plant. Decoration will be added and the product evaluated.</p>
PSHE Jigsaw	<p><b><u>Being me in my world</u></b></p> <p>Children will be welcomed into their new classes and look at what they value most in themselves and their school. Discussion around hopes for the forthcoming year and understanding their rights and responsibilities as a citizen of their school and country will be led. Children will develop their understanding of how their actions affect them and others, with further insight into rewards and consequences because of their choices. Children will be taught about democracy and how having a voice benefits the school community as well as enabling them to effectively participate in this.</p> <p><b><u>Celebrating difference</u></b></p> <p>In Autumn 2, the unit theme is celebrating difference. The children will develop further awareness of their culture and continue to broaden their knowledge and appreciation for other cultures. The unit aims to educate</p>

	<p>children with an understanding that at times, cultural differences sometimes cause conflict with reasons why this may have happened. Children will understand what racism and discrimination mean and build awareness of attitudes towards people from different races. The topic also covers bullying (direct and indirect) and looks at how rumour spreading and name-calling can be bullying behaviours. As well as this, children will work on building strategies to manage their feelings in bullying situations and for problem solving when they are part of one. We aim to impart an appreciation on the value of happiness regardless of material wealth and build respect for their own and others' cultures.</p>
<p><b>Music</b></p>	<p><b>Autumn 1 - Livin' on a prayer - Bon Jovi and Autumn 2 - Jazz</b></p> <p>From September, we will be following a new music scheme called Charanga. During Autumn 1, we will focus mainly on - 'Livin' on a prayer' which will be combined with additional Rock songs. Whilst in Autumn 2, children will learn about Bossa Nova and Swing styles of music.</p>
<p><b>French</b></p>	<p><b>Autumn 1: A l'école (At School)</b> Pupils will learn vocabulary related to school subjects. They will learn to give opinions, tell the time and discuss timetables in French.</p> <p><b>Autumn 2: Manger et Bouger (Healthy Lifestyles)</b> Pupils will learn vocabulary related to healthy and less healthy food, drink and activities.</p>