

UKS2 Curriculum Information for Parents and Pupils

Term 1



<p>English</p>	<p>Writing skills will focus on the year group frameworks, focusing on: composition, text organisation, language, spelling, grammatical accuracy and editing and refining their initial ideas.</p> <p><u>Narrative:</u> English Heritage- Romeo and Juliet Children will write a witness statement in the first person after the fight between Romeo and Tybalt. This will be based on children watching a play performance by the Young Shakespeare Company and through exploring age appropriate versions of the text.</p> <p><u>Legend - 'Outlaw'</u> Children will use a clip from BBC's Robin Hood series to narrate an action sequence from an alternative perspective.</p> <p><u>Non-fiction:</u> Explanation - Biomes Using their knowledge and understanding of biomes, children will write an explanation of a natural process.</p> <p><u>Persuasion - An unusual job</u> Children will construct an argument to persuade others to accept an unusual job e.g. tooth fair, superhero, knight, Father Christmas</p> <p><u>Poetry</u> Vocabulary building Based on David Attenborough's Iguana vs Snakes film, children will create a poem using high level vocabulary and word choices to accurately retell the events that unfold.</p>	
	<p><u>Active Reading:</u> Active reading will allow your child to develop the skills of retrieval, inference, prediction as well as analysing authorial techniques by explicitly discussing language choices and identifying the structural organisation of texts and the sentence structures within them.</p> <p><u>Texts:</u></p> <ul style="list-style-type: none"> • Autumn 1- Journey to Jo'berg by Beverley Naidoo • Autumn 2- That's Life (Secrets of Survival) by Robert Winston 	
<p>Maths</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><u>Year 5</u> Key foci this term includes:</p> <ul style="list-style-type: none"> • Place value • Four operations 	<p><u>Year 6</u> Key foci this term includes:</p> <ul style="list-style-type: none"> • Place value • Four operations • Fractions, decimals and percentages • Position and direction
<p>Science</p>	<p><u>Autumn 1</u> Feel the Force! In Year 3/4 children learned about how contact and non-contact forces make things start and stop moving. This module builds on these ideas and develops an understanding of how forces including gravitational attraction and drag forces - friction, air resistance, water resistance, and upthrust in water - affect movement. Children learn how mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect, and they use this knowledge in different investigations. When working scientifically, children plan and carry out fair test and pattern-seeking investigations, observe carefully, record accurate measurements, and construct different mechanisms. They look at scientific ideas from the past and carry out an activity to find evidence to support or refute famous scientists' ideas. They make predictions as a result of carrying out simple activities and go on to plan new investigations. There are opportunities to develop graphing skills as well as communication and presentation skills.</p>	

	<p><u>Autumn 2</u></p> <p><u>Danger-High Voltage!</u> In this module children develop their understanding of electrical circuits and build on the work in the Year 3/4 module. They construct circuits with an increasing number of components and contrast the effects this has on the function of the components. They role play the flow of electricity through a basic circuit and one that includes fuse wire, to model the effect that this has on other components. The children learn to use the recognised electrical symbols to record circuits, particularly as the circuits become more complex. They research how electricity is generated both traditionally using coal and gas, and by renewable resources, and investigate how electricity is transmitted across the country, and what sort of electricity generating plant they might site in their locality.</p>	
Computing	<p><u>Autumn 1 - Online Safety</u></p> <p><u>Online Bullying</u></p> <p>Children will be able to seek help for someone who is being bullied online e.g. Childline, know how to block abusive users and report online bullying on the apps and platforms they use. Pupils will be confident to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help them.</p> <p><u>Online Relationships</u></p> <p>Children will discuss and share positive contributions they can make online to various communities. Pupils will understand their responsibilities for the well-being of others in their online social group. Through a collection of real life scenarios, children will begin to develop an understanding of how impulsive and rash communications online may cause problems.</p>	<p><u>Autumn 2 - Multimedia</u></p> <p>Children will plan a presentation to suit an audience by creating and redrafting work combining text, graphics and sound. Pupils will import photographs from a variety of sources; use transparent buttons, text links and hyperlinks; apply appropriate backgrounds and alter timings for effect and use action buttons to move to and from a slide. Finally, children will rehearse timings before presenting to an audience.</p>
PE	<p><u>Autumn 1</u></p> <p><u>Gymnastics</u></p> <p>Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They work in larger groups using formations to improve the aesthetics of their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Football</u></p> <p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p> <p><u>Swimming</u></p> <p>As part of the statutory curriculum requirements, for the first half term Year 5 will engage in swimming lessons at Harpenden Leisure Centre. Pupils will focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils will take part in team games, collaborating and communicating with others.</p>	<p><u>Autumn 2</u></p> <p><u>Fitness</u></p> <p>Pupils will take part in a range of fitness testing where they monitor and record their data. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to improve on their own fitness levels, trying to work at their maximum levels to improve.</p> <p><u>Outdoor Adventurous Activities</u></p> <p>Pupils will develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.</p>

<p>Geography</p>	<p><u>Autumn 1</u> <u>Biomes and vegetation</u></p> <p>In this unit, children will describe and understand key aspects of climate zones, biomes and vegetation belts and use maps, atlases and globes to locate countries and describe features studied. They will be introduced to the main land biomes of the world; become a Biome investigator and research a biome before role-playing life as an indigenous person living in the biome. After making a 'biome in a bag', pupils will observe it over a number of days thereby learning about photosynthesis, the water cycle and the relationships between climate, nutrients and vegetation within ecosystems. Opportunities will be given for children to visit a range of virtual biomes around the world, learning about the balance within and interdependent nature of these ecosystems. Research will lead to presentations detailing environmental problems and solutions. Finally, the children will construct a model Eden Project: a representation of a biome of their choice. Having made the biome models, children will create a guide or poster to accompany the model, providing tourist information with an emphasis on conservation issues.</p> <p><u>Autumn 2</u> <u>Trade and economics</u></p> <p>In this unit, children find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market.</p>
<p>RE</p>	<p>Within RE in UKS2, we look at a variety of religious and non-religious views, including world views. Each half term or term, we will study a variety of concepts and strands, with a main religious focus; comparing and contrasting this to other beliefs.</p> <p>Pupils will develop their understanding further about a variety of Sources of Wisdom; Human Responsibility and Values Ultimate questions and our main strand Justice and Fairness.</p> <p>Our main Religious focus for the Autumn term is Christianity leading towards Christmas but other views which will be compared and discussed include: Hinduism, Buddhism, Judaism and World views.</p>
<p>Art</p>	<p><u>Drawing – Animal Movement</u></p> <p>We are currently in talks with a children's art school based in Hertfordshire to work with us this term on the teaching of fine art skills through observation and practice. Children will observe and draw using a variety of techniques to show the effect of light on objects and animals e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. They will look at the effect of light on objects from different directions - reflections, shadows, direction of sunlight. The theme of children's drawings will be based upon animal movements within a biome of their choice (linked to Geography).</p>
<p>DT</p>	<p><u>Lighting it up</u></p> <p>We are hoping to invite SetPoint into school to deliver a workshop this term, linked to our Science 'Danger High Voltage'. Pupils will use their learning in science to help design and make a product that works. They will become more knowledgeable about how more complex electrical circuits and components can be used to create functional products. They will create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). In addition, pupils will develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding) and use innovative combinations of electronics (or computing) and mechanics in product designs. Their finish product maybe a night light or an electrical quiz.</p>
<p>Life Skills (PSHE)</p>	<p>During Autumn term 1, as a class we begin with the first topic 'Being me in my world'. This unit incorporates planning the forthcoming year, being a citizen, rights and responsibilities, Rewards and consequences, How behaviour affects groups, Democracy, having a voice and participating in discussions.</p> <p>In Autumn term 2, our topic is 'Celebrating difference' This follows on well from our previous topic where we are working on building a successful collaborative environment. We also look at cultural differences; learning to enjoy and respect different them. However, we do also look at conflicts, racism, rumours and name-calling. Other areas we also look at include types of bullying, material wealth and happiness!</p> <p>Assemblies will help support the pupils' development through the 5 ways to well-being themes as well as their spiritual, moral, social and cultural understanding.</p>
<p>Music</p>	<p><u>Autumn 1</u> <u>Happy</u></p> <p>During this first half term, children will complete learning around the song 'Happy'. Children will listen to and appraise this song and other music from the same period before they learn to play sections using different instruments. Children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and</p>

	<p>be able to keep the internal pulse before they contribute to performances by singing, playing an instrumental part, improvising or by performing their composition.</p> <p><u>Autumn 2</u> <u>Classroom Jazz 2</u></p> <p>Before Christmas, children will be extending their learning around the 'Jazz' genre. All the learning is focused around two tunes: Bacharach Anorak and Meet The Blues. Children will listen and appraise other music from the same genre before writing and composing their own based on 12 beat bars. Their short melodies will use the key notes C, Bb, G, F and C. They will work hard to ensure that their performances keep good time and rhythm.</p>
<p>French</p>	<p><u>Autumn 1 - As-tu un animal?</u></p> <p>In this unit the children will learn how to repeat, recognise and attempt to spell eight nouns (including the correct article for each) for pets in French. They will learn to tell somebody in French if they have or do not have a pet and to ask somebody else if they have a pet. They will learn to tell somebody in French the name of their pet. The children will start to create longer phrases using the connectives ET ("and") or MAIS ("but").</p> <p><u>Autumn 2 - les vêtements</u></p> <p>In this unit the children will learn how to repeat and recognise the vocabulary for a variety of clothes in French and use the appropriate genders and articles for these clothes. They will learn to describe what they and other people are wearing and say what they would wear in different weather. They will learn to use the verb PORTER in French.</p>