

UKS2 Curriculum Information for Parents and Pupils



Term 2

English	<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>Narrative: Take One Book – ‘The Lion, The Witch and The Wardrobe’ by CS Lewis.</p> <ul style="list-style-type: none"> • Suspense-Lucy discovering the wardrobe • Mystery- Edmund arriving at the White Queen’s castle <p>Non-fiction:</p> <ul style="list-style-type: none"> • Instructions – Linked to the Stone Age – A set of non-chronological and chronological instructions ‘How to hunt...’ and ‘How to prepare and cook ...’ • Recount biography – Beowulf by Michael Morpurgo- Write in role, describing a historical character, through preparing a newspaper obituary 	<p>Active Reading: 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>Texts:</p> <ul style="list-style-type: none"> • ‘The Boy with the Bronze Axe’ by Kathleen Fidler <p>Poetry –</p> <ul style="list-style-type: none"> • Listen to poems from ‘Happy Poems’ chosen by Roger McGough
Maths	<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>Year 5 Key foci this term include:</p> <ul style="list-style-type: none"> • Statistics • Area and perimeter • Multiplication and division • Fractions, decimals and percentages 	<p>Year 6 Key foci this term include:</p> <ul style="list-style-type: none"> • Fractions, decimals and percentages • Angles • Area, Perimeter, Volume • Conversions
Science	<p>Spring 1 Get Sorted In this module children identify, compare and classify a variety of materials according to both their properties and their uses. They explore familiar materials in a wide range of contexts and begin to recognise that a single material name, like ‘metal’ or ‘plastic’ can describe a considerable number of different materials that may display very different properties, but which still have features in common. Specific scientific and other vocabulary is used by children as they describe, explain and communicate their understanding of materials, succinctly and in ways appropriate to a science context.</p> <p>Spring 2 Marvelous Mixtures In this module children further develop their conceptual knowledge and understanding of how different mixtures of solids and liquids might be separated. They learn that certain solids dissolve while others do not, and how these dissolved solids might be retrieved from a mixture. Pupils explore how the rate at which solids dissolve can vary, investigating variables that might make a difference. They use their knowledge of separating mixtures in solving a number of real word-based enquiries, which require them to apply their growing subject knowledge to an unusual context. Children use specific scientific and other vocabulary as they describe, explain and communicate their understanding of materials, succinctly and in ways appropriate to a science context.</p>	
Computing	<p>Multimedia Linked to our history topic, children will use PowerPoint to plan a presentation explaining how hill forts were developed in the Iron Age. Pupils will create and redraft 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>Spring 1</p> <p>Dance</p> <p>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p> <p>Tag Rugby</p> <p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p>Spring 2</p> <p>Handball</p> <p>Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others' performance.</p> <p>Yoga</p> <p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p>
History	<p>Stone Age to Iron Age What was Pre-historic Britain like?</p> <p>Children will plot the pre-historic British period on a timeline, including Early stone age (Paleolithic period), Middle stone age (Mesolithic period), Late stone age (Neolithic period), Bronze age and Iron age. Children will have a greater understanding of the art that hunter gatherers made in the Stone Age and make deductions about life in the Neolithic period from evidence left behind at Skara Brae. They will develop a greater understanding on how bronze was made and what effect it had on Britain and understand how and why hill forts were developed in the Iron Age.</p>	
Geography	<p>Map Skills Children will familiarise themselves with a variety of maps (atlas, street map, aerial map, OS map) and use map symbols to identify features within locations. They will compare different maps of the same location and evaluate their suitability for a range of purposes. Using an 8-point compass, children will describe locations of countries in relation to one another and follow a set of instructions using compass directions to describe the journey from one place to another. OS maps will be used to describe an area and comparisons will be made with this map and others. Children will create their own OS map for an imaginary town, considering the facilities needed for human life. Y5 pupils will use a compass and apply their map reading skills when navigating the site of Burwell House.</p>	
RE	<p>In UKS2 we compare and contrast various religious and non-religious views across a variety of topics. In the Spring term, children will look at themes such as communities, leaders, symbolism, expression of faith and beliefs, 'How God can be different things to different people' and towards the end of the term, children will look deeper into Passover and Easter.</p>	
Art	<p>Ink Collage and Cardboard Sculpture Inspired by 'The Lion, The Witch and The Wardrobe'</p> <p>Children will look at illustrations created by artist Gelrev Ongbico for Katherine Rundell's book 'The Wolf Wilder'. They will record their first impressions of the use of composition and perspective and look carefully at how the artist's differentiation of the colour black is used between the characters, sky, foreground and background. They will read an article all about the process Gelrev took when creating the images for the text. Children will then sketch a still from 'The Lion, The Witch and The Wardrobe' and develop their use of shading to add texture to the landscape. They will then explore mark making with just one material in one colour (black ink) and create texture, variety and depth in their artwork by using simple processes and application techniques. After their exploration they will decide which paper samples would be best for each element of the Narnia collage.</p> <p>After look at a variety of cardboard sculptures, children will be given withies (willow sticks), modroc, wire and cardboard in order to create their own Narnia themed structure. Children will be challenged to create a sculpture the size of their hand, which describes an enclosed space and stands on 3, 4 or 5 legs and has a relationship with the ground. The aim is to encourage children to experience for themselves the value of "design through making" and the benefits brought by an open-ended exploration of three-dimensional concepts. The finished sculpture should like to The White Witch of Narnia.</p>	
DT	<p>Moving Toys – A Cam Mechanism We have invited SetPoint into school to deliver a workshop this term. Pupils will learn about controlling movement with a cam mechanism as a simple toy. Pupils will investigate a collection of moving toys containing cam mechanisms that produce different movements and then construct their own moving toy/cam mechanism using various materials. Pupils will: learn about different types of cam mechanisms and the movements they produce; understand the characteristics of each component part and its use; measure, mark out, cut, join, assemble and combine components accurately and learn how to use tools safely and accurately. Children will then be encouraged to test the finished mechanism and to reflect on what they have made.</p>	
PSHE Jigsaw	<p>Spring 1 – 'Dreams and Goals'</p> <p>This unit includes being able to recognise own learning strengths, set challenging but realistic goals and identify steps to meet them. We will look at how to motivate oneself even when it is challenging and will look at the importance of a positive attitude and collaborating successfully with others including supporting them to achieve their goals. At times, the unit will look at challenges and concerns from around the world and developing empathy towards others and what can be done to help.</p> <p>Spring 2 – 'Healthy me'</p> <p>This unit looks at what is means to be healthy and how to look after our bodies and mind. Lessons include taking personal responsibility, how substances affect the body, exploitation, including 'county lines' and gang culture, Emotional and mental health as well as Managing stress.</p>	
Music	In January, pupils will continue learning songs from the Young Voices repertoire ready for their performance at the O2.	

	<p>Children will listen & appraise: A New Year Carol (The music of Benjamin Britten) and You've Got A Friend (The music of Carole King). They will be encouraged to describe the style indicators of the song/music, the structure and identify the instruments/voices they can hear. Together they will talk about the musical dimensions used in the song and describe the mood and story told. Children will learn to clap some of the rhythms used in the song and some musical phrases. Children will be invited to contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p>
French	<p>Spring 1 – Quelle Est La Date Aujourd'hui? In this unit, the children will learn how to recognise, say and spell the twelve months of the year in French. They will learn how to say the date in French. They will learn how to ask when somebody has a birthday and say when they have their birthday. They will create a French calendar and be able to recognise key dates in the French calendar.</p> <p>Spring 2 –Quel Temps Fait-II? In this unit, the children will learn how to recognise, say and spell the vocabulary for weather in French. They will learn how to ask what the weather is like today and answer. They will create a French weather map and use it to describe the weather in different regions of France using symbols.</p>