UKS2 Curriculum Information for Parents and Pupils
Term 1

English

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.

Narrative:

- **Take One Film** – Alice in wonderland Scene: 'Off with his head'
- **Shakespeare** – Macbeth – character recount
- **WW2 flashback** based on a veteran's war story

Non-fiction:

- **Children of the King** – Discussion/Persuasion – Pros and cons of evacuation
- **Poetry** – Cinquain based on remembrance
- **Report** – the impact of global warming on polar ice caps

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.

Texts:

- **Antarctica The Melting Continent** – Karen Romano Young
- **The Valley of Lost Secrets** – Lesley Parr
- **Battle of Britain** – Chris Priestly
- *A range of text extracts linked to topics and writing themes*

Maths

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.

Year 5

Key foci this term include:

- Place value
- Four operations

Year 6

Key foci this term include:

- Place value
- Four operations
- Fractions, decimals and percentages

Science

The Earth and beyond'

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 learn how the 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.

Science 'Light up your world'

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.

Computing

Online

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 or stolen their password. 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.

Computer Science

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. 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 term 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.
PE	**Gymnastics** In gymnastics, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. **Hockey** Pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games. **Fitness** pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected. **Dodgeball** Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.
Geography	**Frozen Oceans** We begin this topic by learning what the polar regions of the Arctic and Antarctica are like. We will learn about the effect of latitude on the polar climate and how the earth's orbit affects the polar seasons, considering what life might be like living in an area that has 24 hours of daylight in summer and 24 hours of darkness in winter. Pupils learn how a variety of land and sea animals have adapted to the Arctic and Antarctic and learn about arctic plants adaptations and how they've evolved to survive the extreme conditions of the polar tundra. We investigate the impact of climate change in the polar regions and the wider implications for our planet, recognising ways that we can all play a part in protecting the environment.
History	**World War 2** As historians, we will learn when and why World War 2 began and create a detailed timeline of events between 1939 and 1945 including the Battle of Britain, the Blitz and D-Day Landings. Pupils will find out why children were evacuated and what life was like for an evacuee, comparing different accounts of the experience. We will find out how Britain was able to stand firm against the German threat, considering the way propaganda and censorship was used and the part Churchill played in the war effort. Through exploring and evaluating a range of historical evidence, we will build a picture of what it was like to live in Britain during this period and the impact the war had on home life including the changing role of women and rationing of food and clothes.
RE	In RE lessons, we begin the term exploring ways that faith communities celebrate the birth of new babies. We go on to consider coming of age ceremonies including Bar mitzvah and Bat mitzvah in Judaism, Baptism in Christianity and Amrit Sanskar in Sikhism, understanding the commitments that young people are making through these ceremonies and relating this to the additional responsibilities we have in our own lives as we grow up. We go on to consider the importance of rules in society and learn about key rules of faith communities, exploring the Ten Commandments and the Humanist Golden Rule. We relate these to our own beliefs about how to live our lives and how we determine what is right and wrong. In the final part of term, we consider the true meaning of Christmas for Christians and explore the Christian belief of incarnation.
Art	To link with our history topic, we will be exploring the work of Henry Moore and Alexander Calder, both of whom created extraordinary and forward-thinking art during the war years. Our focus will be on representing form in our drawings, recognising how line can create a sense of perspective and make objects appear 3D. Through careful observation of Moore's sketches, we will develop mark making, sketch 3D objects and experiment with a wax resist technique favoured by Moore to add depth and definition to drawings. We will consider the significance of Moore's shelter drawings and consider why they were used for war time propaganda. Using Calder's innovative wire framed sculptures as a springboard for our own sculptural work, we will experiment with using wire to create 3D animal forms.
DT	Linked to our World War 2 topic, we learn about the impact of rationing and how this extended to textiles and clothes. Our design brief is to use unwanted textiles to create something else, whether that be a bag, cushion or fabric game. We will explore the qualities of different fabrics and materials and come up with ideas to "make do and mend". After practising a range of different stitches which can be used to join the fabric, we will measure and cut out appropriate templates and patterns, ensuring that we use a seam allowance where appropriate. We will consider ways to add interest to our final pieces through the addition of decorations such as beads or buttons.
PSHE Jigsaw	**Being me in my world** Children will be welcomed into their new classes and look at what they value most in themselves and their school. There will be discussion around hopes for the forthcoming year and of understanding their rights and responsibilities as a citizen of their school and country. 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. **Celebrating difference** In the second part of the term 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 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.
Music	**Keep the Home Fires Burning** Pupils will learn to sign this wartime song with expression and an appreciation of the song's history. They will follow a musical score to play a simple accompaniment using keyboard or glockenspiel recognising the duration of different notes including minims, crotchets and quavers. They will go on to compose a short fanfare melody of their own to accompany the song. **Hey Mr Miller** Through listening and learning to sing this song, pupils will discover and learn about swing-style jazz and some of the most renowned big band leaders of 1930s and 1940s America. They will explore rhythm work, creating and improvising off-beat (syncopated) rhythm patterns and melodies, and develop a polished group performance.
French	In French lessons, there will be continual opportunities to develop speaking, listening, reading and writing skills. Our topics will be: **The Planets** We will name and recognise the planets in French on a solar system map and spell at least five of the planets in French. We will be able to say an interesting fact about at least four of the planets and demonstrate the rules of adjectival agreement when using colours to describe objects. **World War 2** We will learn how to group and organise unknown vocabulary to help decode text in French. We will learn to name the countries and languages involved in WW2 and say what the differences were in city and country life during the war. We will write a letter in French in role as an evacuee.