

UKS2 Curriculum Information for Parents and Pupils

Term 2



<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></p> <ul style="list-style-type: none"> • Odd and the Frost Giants - characterisation • Write contrasting setting descriptions <p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> • Explorers Guide to Everest • Biography 	
	<p><u>Reading:</u></p> <p>Active Reading 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><u>Texts to include:</u></p> <ul style="list-style-type: none"> • Everest - The Remarkable Story of Edmund Hillary and Tenzing Norgay • When the Mountains Roared by Jess Butterworth 	
	<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 include:</p> <ul style="list-style-type: none"> • Properties of number including squared, cubed, prime, factors and multiples. • More in depth multiplication and division • Area and perimeter • Statistics • Volume • Decimals 		<p><u>Year 6</u> Key foci this term include:</p> <ul style="list-style-type: none"> • Place value • Four operations • Fractions, decimals and percentages • Conversions • Algebra
<p>Science</p>	<p><u>Body Pump</u> In this module children learn about the human circulatory system and how it enables their bodies to function. They find out about the main parts of the circulatory system: the heart, blood vessels (arteries, veins and capillaries) and blood, and how these work together to deliver oxygen and nutrients to every part of the body. They will find out how the heart works, the main components of blood and the function of the different types of blood vessels. They will also learn about how water is transported through the body and develop their understanding of the importance of water to human health.</p> <p><u>Everything Changes</u> In this module, children are introduced to the idea that variation in organisms can result in the species becoming better adapted to its environment and that the process of natural selection, over a long period of time, leads to evolution. Children learn about how inherited characteristics are passed on from parents to offspring and that environmental variables also affect how organisms look and behave. They explore the process of selective breeding, through which humans can select particular characteristics in different plants and animals to meet specific requirements. They also explore how those individuals in a population that are best adapted to the environment are more likely to live long enough to reproduce and so maintain the population and the survival of the species. Children learn that it is a combination of inherited characteristics and the effect of environmental variables that ultimately mould the appearance and behaviour of living things through the process of natural selection. Children analyse fossil records, which show that organisms have changed over millions of years and that many have become extinct. Fossils provide evidence for natural selection and evolution, which one or more populations of the same species can become separated and change over time to become different species.</p>	
<p>Computing</p>	<p><u>Computer Science</u> Children will build on their existing computer science knowledge and coding skills utilising the microbit device throughout the unit. Initially, they will identify the features available on the microbit and create simple messages to display on the LEDs. Following this, they link the microbit's abilities to computational thinking and how these link to everyday life. By using more complex algorithms, children will learn to programme a variety of outputs that change depending on the user input. Developing their knowledge of microbits further, the final project involves creating a pedometer displaying an up to date counter and sending messages once milestones are reached.</p>	
<p>PE</p>	<p><u>Dance by Chance</u> During the spring term, pupils will learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. They will engage in a 'Dance by Chance' before spending time looking at choreographic devices which they will include in their dance.</p> <p><u>Netball</u></p>	

	<p>In this unit pupils will develop their defending and attacking play through even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-officiating games.</p> <p>OAA Pupils will develop teamwork skills through completion of a number of challenges. Pupils have the opportunity to 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 as well as learn how to orientate and navigate using a map.</p> <p>Basketball In this unit, pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Children will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition.</p>
<p>Geography History</p>	<p><u>Mountains and Mount Everest</u> In this Unit, children find out about the major mountains of the world, focussing on Mount Everest, and the UK. They find out the different ways in which mountains have been formed, and the different features they would expect to find in a mountainous environment. Students will have the opportunity to consider how the climate, and resulting dangers, impacts inhabitants and evaluate the impact that tourism has on a mountainous region.</p>
<p>RE</p>	<p><u>Judasim</u> Following on from learning about bar and bat mitzvah in the Autumn term, we continue to explore the rules of the Jewish faith. We will learn more about the Torah and investigate the Jewish festivals of Passover and the Seder Plate. We will compare the stories of Passover and Diwali, exploring their significance for Jews and Muslims. When we visit a local synagogue, we will learn more about how Jews pray and look at prayer rituals and practices. The term finishes with us learning about Jewish shabbat. We will link this with wider discussions on the importance of looking after our physical and mental wellbeing and ways that we can look after ourselves. <u>Enrichment:</u> Visit to Masorti synagogue (St Albans)</p>
<p>Art</p>	<p><u>Mixed Media Landscapes</u> In Art, we will introduce pupils to working in mixed media to create land or city scapes with energy and a sense of place. They will be encouraged to explore and experiment with different ideas after being inspired by a range of landscape artists including Vanessa Gardiner and the Shoreditch Sketcher. There will be opportunities to explore the format and composition of their work, and explore lots of media combinations (ink, pastel, pen, watercolour, charcoal etc.) through exploratory work.</p>
<p>DT</p>	<p><u>Meal Box Delivery Service</u> Inspired by the increasing popularity of recipe box delivery services, we will create a recipe box of our own. We will come up with branding logo for our product and devise a recipe card and set of instructions for a vegetarian meal by researching recipes online. We will weigh out the required ingredients and prepare them (peeling, chopping etc.) so that they are ready to cook at home.</p>
<p>PSHE Jigsaw</p>	<p><u>Spring 1 - Dreams and Goals</u> In spring 1, pupils will understand how money can help to achieve your dreams. They will identify a range of jobs including exploring their potential earnings. Children will identify jobs they would like to do and understand what motivates them and how they would go about achieving it. They will look into dreams and goals of other young people in different cultures. From this, they will learn that communicating with someone can help us to develop ourselves as well as providing support to achieve aspirations. <u>Spring 2 - Healthy me</u> In spring 2, pupils will look into smoking and alcohol - understanding the risks and damage to health these can cause. Pupils will learn how to practice and apply basic emergency aid and how to get help if required. This unit will also encourage healthy body images and teach what makes a healthy lifestyle. In contrast to this, pupils will understand how the media and celebrity culture promotes certain body types including the impact this can have. Children will be able to describe the role food can play in different people's lives and how people can develop eating problems and disorders relating to body image pressures.</p>
<p>Music</p>	<p><u>Kis nay banaayaa</u> This song from India and Pakistan explores how our world, and the different creatures that inhabit it, came into existence. This version of the song (originally in unison) has been arranged in 3 parts and is a lovely song to develop the skills of singing in harmony. Additionally, during this Unit, pupils will learn to play an instrumental accompaniment on tuned percussion and compose a soundscape for some of the creatures in the world. <u>What shall we do with the drunken sailor</u> What shall we do with the drunken sailor is a type of song called a sea shanty. Sailors would likely have sung this song while hauling up the sail or the anchor on seafaring vessels. As well as providing an opportunity to find out more about the context, history, and purpose of sea shanties as work songs, the activities in this unit provide inspiration for pupils to create rhythm games and a class arrangement using their voices and instruments.</p>
<p>French</p>	<p><u>Spring 1: Irregular Verbs</u> Pupils will learn irregular verbs, personal pronouns, verb stems and endings. <u>Spring 2: Le weekend</u> In this unit the children will learn how to ask what the time is and to tell the time accurately in French. They will learn how to say what they do at the weekend in French and present an account of what they do and at what time at the weekend.</p>

