

UKS2 Curriculum Information for Parents and Pupils

Term 3



<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>Narrative: Recount 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.</p> <p>Non-fiction: Information text In the style of "Spiderwick Chronicles Field Guide", we will produce a comprehensive guide to imaginative species.</p> <p>Poetry Focusing on vocabulary and atmosphere, we will respond to "The Listeners" by Walter de la Mare, writing a poem of our own in a similar style.</p>	
	<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"> • <u>The Explorer</u> by Katherine Rundell 	
	<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>Year 5 Key foci this term include:</p> <ul style="list-style-type: none"> • Fractions, Decimals and percentages • Properties of Shape • Position and direction • Converting units • Volume
<p>Science</p> <p>Everything Changes from Term 2 will be continued. 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>The Nature Library</p> <p>This is a challenging module in which children will build on their knowledge of living things from previous years and deepen their understanding of why and how organisms are classified, linked to "Spiderwick Chronicles". They will explore the process of classification in some detail and how it differs from, but relates to, the identification of living things. The structure, function and purpose of classification systems will be explored with specific reference to living things. Children will become aware of the types and characteristics of organisms that belong in each of the five kingdoms of living things (animals, plants, fungi, bacteria and Protista) and the major sub-groups the kingdoms include. Although they will devise their own systems of classification, children will learn about how Linnaeus developed the system for classifying all living things using their observable characteristics. They will be introduced to the idea of how scientists use 'conventions' in order to ensure that everyone means the same thing when they refer to, for example, an organism by its scientific name.</p>		
<p>Computing</p>	<p>Data Handling</p> <p>Throughout this unit, pupils will continue to develop their understanding of databases through exploring spreadsheets. Initially we will start by exploring how to navigate Microsoft Excel before we practise utilising other inbuilt functions such as formulae. Having practised some skills, pupils will create data collection forms for a specific purpose before they collect data from their peers. Once collected, they will create a database that they will then enter their collected data into. From this, we will learn how to create a variety of graphs demonstrating alternative ways of presenting their findings. Finally, we will undertake an investigation into the results of our data collection.</p>	
<p>PE</p>	<p>Athletics</p> <p>In this unit pupils learn the following athletic activities: running over longer distances; sprinting; relay; triple jump; shot put and javelin. 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</p>	

	<p>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.</p> <p>Cricket and Rounders</p> <p>Pupils will continue to develop the range and quality of striking and fielding skills and their understanding of these game. They will learn how to play the different roles of bowler, wicket keeper/backstop, fielder and batter. As in all games and activities, pupils will have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket/rounders pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets/posts to score runs.</p>
History	<p>Ancient Maya</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 civilisation's decline.</p>
RE	<p>We will be considering creation stories contrasting religious and scientific views before we look at Humanism, its origins, core beliefs and the meaning of the Happy Human symbol.</p> <p>During the second half of the summer term, the children will explore the definition of and popular ideas relating to the concept of eternity. They will compare concepts of eternity from both religious and non-religious worldviews.</p> <p>NB: This second unit does refer to death and different ideas about the end of the journey of life. If your child has experienced a bereavement especially a recent one, please let us know of any issues prior to this topic, which we will cover after May half term.</p>
Art	<p>Identity Project</p> <p>In this project, we will explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition. Children listen to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait.</p> <p>Nature Inspired printing</p> <p>In this project, we will gain experience in painting on fabric, creating monoprints and also stitching, to create a mixed media fabric design inspired by natural objects.</p>
DT	<p>Desk Tidy</p> <p>Children will learn about and explore various desk tidy products made from a range of materials - in particular wooden ones. Children will research this and design a desk tidy suitable for their own use. Pupils will be challenged to draw a 3-D diagram and exploded diagram, read and measure dimensions, plan and design a product to suit the requirements. Children will practise and develop woodwork skills such as measuring, sawing and fixing. Using these skills, they will then construct their product, adding decoration before evaluating their final outcome.</p>
Life Skills (PSHE)	<p>Relationships</p> <p>Pupils will think about who they are in terms of characteristics and personal qualities. They will explore how to make friends as well as develop knowledge and skills in solving friendship problems when they occur. Lessons will also support pupils in understanding their rights and responsibilities in online communities such as within gaming as well as reflecting on our 'screen time'. We will talk about ways to recognise and resist pressures to use technology in ways that may be risky or may cause harm to self or others.</p> <p>Changing me</p> <p>In Summer 2, lessons look at self and body image, including developing their self-esteem. We will look at Puberty for girls and boys, understanding natural changes that happen to everybody. Alongside this, we will enable pupils to express how they feel about the changes that will happen during puberty, supporting them with this. Later in the unit, we will look at the human life cycle, including 'How babies are made', (this also links to the statutory science curriculum). This will look at developing an understanding that sometimes people need IVF to help them have a baby. Pupils will work on developing their understanding and confidence in changes; this may be changes in becoming a teenager, or in changing schools or classes (transition).</p> <p>If you would like to understand more about the content of this 'Changing me' unit. Please refer to our RSE policy on our website at https://roundwoodprimary.herts.sch.uk/wp-content/uploads/bk-pdf-manager/2021/03/RSE-Policy.pdf</p>
Music	<p>Why we sing</p> <p>In this listening unit, based around the Gospel song Why We Sing by Kirk Franklin, we will explore other examples of Gospel music and have opportunities for developing singing in a Gospel style.</p> <p>Introduction to song writing</p> <p>This unit of work aims to give some straightforward starting points and simple ideas to help children feel confident about creating their own songs.</p> <p>You to me are everything</p> <p>This listening unit is based on the song You to me are everything by The Real Thing - a British soul group formed in the 1970s. During this unit, pupils will explore the key musical features of this track and develop an understanding of the term 'cover version'.</p> <p>Year 6: We will also be learning songs for our end of year play "Mystery at Magpie Manor".</p>
French	<p>During the first half term we will be looking at irregular verbs, first revising pronouns and then looking at the verbs "to go", "to have", "to be" and "to do" in some more detail.</p> <p>In the second half of our term, our work will be linked to "Habitats" with the children having opportunities to decode longer listening and written passages.</p>