

UKS2 Curriculum Information for Parents and Pupils

Term 1 (Autumn)



<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 initial ideas.</p> <p>Blackberry Blue and Other Fairy Tales - Our focus will be on characterisation and setting as we write an internal monologue and use imagery to write a setting description before we go on to write an alternative ending to one of the tales.</p> <p>Take One Book - We will enjoy the opening chapters of <i>"Percy Jackson and the Lightning Thief"</i> considering how its author creates exciting characters and action-packed scenes. We will write in role as Percy, a formal letter of exclusion from school, character descriptions and a newspaper report detailing the mystery of Percy's disappearance.</p> <p>Romeo and Juliet - Following a performance from The Young Shakespeare Company, we will write a witness statement describing the fight between Romeo and Tybalt. We will also use the Disney story of the <i>"Paperman"</i> to write the start of a love story of our own.</p> <p>Vocabulary building poetry - Based on <i>"The Malfesance"</i> by Alan Bold, we will explore the structure and shape of a narrative poem before imitating its vocabulary and theme. We will then apply what we have learned to write a poem about one of the Greek heroes' enemies.</p> <p>Balanced Discussion - We will write a balanced discussion addressing the question <i>"Is screen use making children lazy?"</i>. We will go on to use our discussion writing skills in history to discuss the question <i>"Would you have rather lived in Athens or Sparta?"</i></p> <p>Information Text - We will research and write informatively about an aspect of Shakespeare's life and legacy.</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. In addition to standalone reading, comprehension activities, we will be reading parts of:</p> <ul style="list-style-type: none"> • Who let the Gods Out • Tales of Greek heroes • Mark of the Cyclops/Secret of the Oracle 	
<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"> • Place value • Four operations • Fractions 	<p>Year 6 Key foci this term include:</p> <ul style="list-style-type: none"> • Place value • Four operations • Fractions, Decimals and Percentages
<p>Science</p>	<p>Feel the Force! In this topic, children develop 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>Danger-High Voltage! In this topic children develop their understanding of electrical circuits. They construct circuits with an increasing number of components and contrast the effects this has on the function of the 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>	
<p>Computing</p>	<p>Online Bullying 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>Online Relationships 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>Filming animations (stop motion) In these lessons, children will learn to plan a multi-scene animation including characters, scenes, camera angles and special effects using stop-go animation software to shoot the animation frames. They will learn how to add titles, credits, slide transitions, special effects and talk about the effect that these have on the audience. They will adjust the number of photographs taken and the playback rate to improve the quality of the animation before learning to export their video in different formats for different purposes.</p>

<p>PE</p>	<p><u>Autumn 1</u> <u>Gymnastics</u> Pupils use their knowledge of compositional principles eg. 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> 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>Autumn 2</u> <u>Fitness</u> 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> 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>Trade and economics</u> In this topic, children will learn what trade is and discover how and why trade has become global. They will recognise that food bought in our local supermarket comes from different locations all over the world and will discover the multi-stop journeys different products take before reaching our shops. They will go on to analyse what products the UK exports, and which countries the UK exports the most to understanding the positive impact that buying fairtrade products has on communities in other countries. Finally, we will explore how the human and physical geography of a country determines its highest-value export.</p>	
<p>History</p>	<p><u>Ancient Greece</u> History lessons will take us back to Ancient Greece and allow us to immerse ourselves in the lives of this ancient civilisation. As historians, we will question how we can know so much about the Ancient Greeks who lived 2500 years ago by interrogating archaeological finds and historical evidence. We will focus on what life was like for women and how life was different for Athenians and Spartans. Our lessons will culminate in considering the legacy of the Ancient Greeks in society today and key Greek figures who deserve a place in the history books.</p>	
<p>RE</p>	<p>Our focus in RE is on <u>Peace and Conflict</u> and the importance of <u>Forgiveness</u>. We will consider different religious views on peace and the work that religious organisations carry out in order to promote it. We will consider the causes of war and the role the United Nations plays in trying to resolve conflict. Later in the term, we will explore different religious beliefs on the importance of forgiveness and redemption.</p>	
<p>Art</p>	<p><u>Fashion Design</u> In Art, we will explore the work of contemporary fashion designers and analyse how their interests and experiences feed into their work. We will listen to a design brief, and use sketchbooks to generate and test ideas, exploring colour, line, shape, pattern in response to the brief before making a 2d (or 3d) design, using paint, paper and collage. We will take photographs of our finished designs, thinking about presentation, lighting and focus.</p>	
<p>DT</p>	<p><u>Light up Card</u> Combining our knowledge of electrical circuits and components, we will design a greetings card which will incorporate a LED. We will consider our target audience, how to construct the circuit within the card so that it is both safe and functional and will ensure that our card has a high-quality artistic finish.</p>	
<p>Life Skills (PSHE)</p>	<p><u>'Being me in my world'</u> focuses on rights and responsibilities, rewards and consequences, how behaviour affects groups, democracy and the importance of having a voice and participating in discussions. Later in the term, our topic is <u>'Celebrating difference'</u>. We look at cultural differences, conflicts, racism, rumours and name-calling. Other areas we also look at include types of bullying and discrimination.</p>	
<p>Music</p>	<p><u>Composing and Playing</u> As well as continuing to participate in steel pan lessons and preparing for Young Voices, we will use the music of <u>Herbie Hancock</u> to understand how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. We will work collaboratively to use body percussion and voices to create drum patterns, basslines and riffs of our own.</p>	
<p>French</p>	<p><u>Birthdays and Sports</u> In French lessons, we will learn the months of the year, ask when somebody has a birthday and say when our birthday is. We will say and write the date in French and investigate key dates in the French calendar eg. Bastille Day. To tie in with our history topic on Ancient Greece, we will also explore the history of the Olympics and learn the names for key sports in the current Olympic games. We will conjugate the verb 'faire' in order to say which sports we do and do not play and understand the use of 'du, de la and de l' when talking about playing a sport.</p>	