

UKS2 Curriculum Information for Parents and Pupils

Term 1



English	<p>Writing skills will focus on the year group frameworks with pupils focusing on: composition, text organisation, language, spelling, grammatical accuracy along with opportunities to edit and refine their initial ideas.</p> <p>Narrative:</p> <ul style="list-style-type: none"> • Creating effective characters - Alice in wonderland scene: 'Off with his head' • Setting descriptions and character diaries - Macbeth • Using description, action and dialogue to advance the action - Sky Song <p>Non-fiction:</p> <ul style="list-style-type: none"> • Non-chronological report - Planetarium • Formal/informal letters regarding evacuation - Children of the King/The Valley of Lost Secrets • Discussion - was evacuation the right thing to do? <p>Poetry Cinquain based on remembrance</p>	<p>Active Reading: Active reading lessons focus on the skills of retrieval, inference and prediction. Pupils also analyse authorial techniques by explicitly discussing language choices and identifying the structural organisation of texts and the sentence structures within them.</p> <p>Key Texts (alongside other extracts and comprehension activities):</p> <ul style="list-style-type: none"> • Antarctica The Melting Continent - Karen Romano Young • The Valley of Lost Secrets - Lesley Parr • Beyond the Frozen Horizon - Nicola Perfold <p>Class reading books: Letters from the Lighthouse - Emma Carroll</p>
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"> • 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 • Converting units
Science	<p>Earth and Space In this first topic, children describe the movement of the Earth, and other planets, relative to the Sun in the solar system, describe the movement of the Moon relative to the Earth and describe the Sun, Earth and Moon as approximately spherical bodies. They use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p> <p>What light does Through scientific investigation and discussion, children will learn to recognise that light appears to travel in straight lines and use that idea to explain that objects are seen because they give out or reflect light into the eye and that shadows have the same shape as the objects that cast them.</p>	
Computing	<p>Our focus at the start of term will be on the pupils improving their typing skills to develop speed and accuracy when communicating in print. Later in the term, pupils will be introduced to vector graphics - a form of computer graphics in which visual images are created directly from geometric shapes. By the end of our lessons, pupils will have produced an illustration, a logo, or some icons using vector graphics.</p>	
PE	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	

	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	<u>Frozen Oceans</u> 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 is 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 how arctic plants have evolved and adapted 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	<u>World War 2</u> 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 forms. We have planned a trip to Henry Moore's studio and gardens to inspire our learning.
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. 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	<u>Being me in my world</u> 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. <u>Celebrating difference</u> 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	<u>Keep the Home Fires Burning</u> 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. <u>Hey, Mr Miller</u> 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: <u>The Planets</u> 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.