

# UKS2 Curriculum Information for Parents and Pupils

## Term 2



<b>English</b>	<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><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>• Description, action and dialogue</li> <li>• Adventure story opening</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>• Explanation guide</li> <li>• Biography</li> <li>• Persuasive reviews</li> </ul> <p><b>Poetry</b> Focus on imagery</p> <p><b>Reading:</b> <b>Active Reading</b> 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><b>Texts to include:</b></p> <ul style="list-style-type: none"> <li>• Everest - The Remarkable Story of Edmund Hillary and Tenzing Norgay</li> <li>• When the Mountains Roared by Jess Butterworth</li> <li>• I am not a Label - Cerrie Burnell</li> <li>• Great Adventurers - Alastair Humphreys</li> </ul>			
<b>Maths</b>	<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> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Year 5</b> Key foci this term include:</p> <ul style="list-style-type: none"> <li>• Multiplication and division</li> <li>• Fractions, Decimals and Percentages</li> <li>• Perimeter and Area</li> <li>• Statistics</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p><b>Year 6</b> Key foci this term include:</p> <ul style="list-style-type: none"> <li>• Ratio</li> <li>• Algebra</li> <li>• Decimals</li> <li>• Fractions/Decimals/Percentage</li> <li>• Area, Perimeter and Volume</li> <li>• Statistics</li> </ul> </td> </tr> </table>		<p><b>Year 5</b> Key foci this term include:</p> <ul style="list-style-type: none"> <li>• Multiplication and division</li> <li>• Fractions, Decimals and Percentages</li> <li>• Perimeter and Area</li> <li>• Statistics</li> </ul>	<p><b>Year 6</b> Key foci this term include:</p> <ul style="list-style-type: none"> <li>• Ratio</li> <li>• Algebra</li> <li>• Decimals</li> <li>• Fractions/Decimals/Percentage</li> <li>• Area, Perimeter and Volume</li> <li>• Statistics</li> </ul>
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<b>Science</b>	<p><b>Human circulation and body health</b></p> <p>In our science lessons, pupils will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. They will describe the ways in which nutrients and water are transported within animals, including humans and recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p><i>Key questions will include:</i> What is blood made of? What is the circulatory system and what does it do? What is a heart and what does it do? What are blood vessels and valves and what do they do? What can happen if you don't eat a balanced diet? How does physical activity affect heart rate? How does smoking or vaping affect your health?</p> <p><b>Evolution and Inheritance</b></p> <p>In this topic, children will learn to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. They will recognise that living things produce offspring of the same kind, but normally offspring vary, and are not identical to their parents and identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><i>Key questions will include:</i> How are living things different? How is an organism adapted to live in its habitat? How do an animal's adaptations help it to survive? What can fossils tell us? How does evolution happen? How did Wallace and Darwin come up with the idea of natural selection?</p>			
<b>Computing</b>	<p><b>Managing online information</b></p> <p>Children will explore how to assess the information they see online and learn to decide what is trustworthy. They will investigate terms such as reliable, stereotypes, hoax, fake news and healthy scepticism.</p> <p><b>Computing systems and networks - Communication and collaboration</b></p> <p>Children will explore how data is transferred over the internet. They will initially focus on addressing, before they move on to the makeup and structure of data packets. They will then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they will learn how to communicate responsibly by considering what should and should not be shared on the internet.</p> <p><b>Health, well-being and lifestyle</b></p> <p>In the second half of the term, the children will investigate how technology can affect us in both positive and negative ways. They will look at how to use the internet safely and responsibly, to access information about health and well-being and how this must be balanced by talking to trusted adults and professionals.</p> <p><b>Data and information - Flat-file databases</b></p>			

	<p>This unit looks at how a flat-file database can be used to organise data in records. Pupils will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will use a real-life database to answer a question, and present their work to others.</p>
PE	<p><b><u>Dance by Chance</u></b>  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><b><u>Hockey</u></b>  Pupils learn to pass and receive the ball and develop stick control in an invasion game. Pupils will have the chance to think about skills, strategies and tactics needed to be successful in team games. They will learn to maintain the ball and take it towards their goal.</p> <p><b><u>OAA</u></b>  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><b><u>Basketball</u></b>  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>
Geography	<p><b><u>Mountains</u></b>  In this topic, children find out about the major mountains of the world, comparing Mount Everest in the Himalayas, and Ben Nevis in the UK. They find out the different ways in which mountains are formed, and the different features they would expect to find in a mountainous environment. We will have the opportunity to consider how the climate impacts inhabitants and evaluate the impact that tourism has on mountainous regions.</p>
RE	<p><b><u>Judasim</u></b>  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.</p> <p><b><u>Enrichment</u></b> Visit to Masorti synagogue (St Albans)</p>
Art	<p><b><u>Mixed Media Landscapes</u></b>  In Art, we will introduce pupils to working in mixed media to create landscapes with energy and a sense of place. Pupils will be encouraged to explore and experiment with different ideas after being inspired by a range of landscape artists including Vanessa Gardiner, David Hockney and Kittie Jones. There will be opportunities to explore the format and composition of their work, and explore lots of media combinations (ink, pastel, pen, watercolour, etc.) through exploratory work.</p>
DT	<p><b><u>Meal Box, Delivery Service</u></b>  Inspired by the increasing popularity of recipe box delivery services, we will create a recipe box of our own. We will come up with a branding logo for our product and devise a recipe card and set of instructions for a meal by researching recipes online. We will advise our customer how to adapt the meal for different dietary requirements and tastes.</p>
PSHE Jigsaw	<p><b><u>Dreams and Goals</u></b>  Pupils will consider their aspirations for the future and understand how money can help to achieve some of these dreams. They will identify a range of jobs that people they know do, appreciate the contributions different people play in society, explore how much people earn and think about what type of job they would like in the future. They will consider how learning and education will impact their future career choices. We will also explore how the dreams and goals of young people in different cultures may be similar or different to our own and ways that we might support other children in the pursuit of their dreams, for example, through sponsorship.</p> <p><b><u>Healthy me</u></b>  We will teach pupils how smoking and drinking alcohol affects the body so that they can make informed choices as to whether to smoke and/or drink as they get older, also giving them strategies to resist peer pressure. We will also investigate the impact of social media on body image and encourage healthy body images, identifying ways that food and exercise impact our physical and mental wellbeing.  Pupils will also learn how to apply basic emergency aid to keep themselves and others safe.</p>
Music	<p><b><u>Ain't gonna let nobody</u></b>  This unit features an R'n'B-inspired arrangement of a traditional spiritual, sung in unison and three-part harmony. In addition to singing the song, comparing versions, writing new lyrics, and creating their own accompaniment ideas, pupils will learn about the social and historical context of the civil rights movement in the USA.</p> <p><b><u>Fresh Prince of Bel Air</u></b>  Children will be introduced to the genre of hop hop. They will learn that it began in the 1980s in NYC and that it often has a strong social message and has been used as a form of protest. They will listen to and analyse different hip hop songs such as: Uptown Funk, Where is the Love, The Fresh Prince of BelAir, Rapper's Delight and You can't touch this. They will then work collaboratively to create their own rap song focusing on rhyme, rhythm and a social message.</p>
French	<p><b><u>Le weekend</u></b></p>

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.

Habitats

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats.