

# UKS2 Curriculum Information for Parents and Pupils

## Term 3



| English  | <p><b>Writing</b> 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><b><u>Narrative:</u></b><br/>We will be using descriptive words and phrases from our active reading text <b><u>The Explorer</u></b> to build a clear and comprehensive setting description of the South American rainforest. We will go on to explore how writers craft believable characters and consolidate our understanding of using "Description, action and dialogue" to write to entertain.</p> <p><b><u>Non-fiction:</u></b><br/>In the style of "Spiderwick Chronicles Field Guide", we will produce a comprehensive guide to an imaginative species. We will also consolidate our instructional and explanatory writing when we write a survival guide to a new environment.</p> <p><b><u>Poetry</u></b><br/>We will explore the work of Karl Nova as we write rhythm and poetry (also known as rap!)</p> <p><b><u>Active Reading:</u></b><br/><b>Active reading</b> 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><b>Key Texts:</b></p> <ul style="list-style-type: none"> <li>• <b>The Explorer</b> by Katherine Rundell</li> <li>• <b>The Lost Book of Adventure</b> Teddy Keen</li> </ul> |        |        |  |   |
|--|---|--------|--------|--|---|
| 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> <table border="1"> <thead> <tr> <th data-bbox="344 898 919 1122">Year 5</th><th data-bbox="919 898 1495 1122">Year 6</th></tr> </thead> <tbody> <tr> <td data-bbox="344 898 919 1122">                     Key foci this term include:                     <ul style="list-style-type: none"> <li>• Fractions, Decimals and percentages</li> <li>• Properties of Shape</li> <li>• Position and direction</li> <li>• Converting units</li> <li>• Volume</li> </ul> </td><td data-bbox="919 898 1495 1122">                     Key foci this term include:                     <ul style="list-style-type: none"> <li>• Revision of key content taught so far</li> <li>• Shape</li> <li>• Problem solving</li> <li>• Investigations</li> <li>• Preparation for Year 7</li> </ul> </td></tr> </tbody> </table>  | Year 5 | Year 6 | Key foci this term include: <ul style="list-style-type: none"> <li>• Fractions, Decimals and percentages</li> <li>• Properties of Shape</li> <li>• Position and direction</li> <li>• Converting units</li> <li>• Volume</li> </ul> | Key foci this term include: <ul style="list-style-type: none"> <li>• Revision of key content taught so far</li> <li>• Shape</li> <li>• Problem solving</li> <li>• Investigations</li> <li>• Preparation for Year 7</li> </ul> |
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| Science  | <p>In science, children will learn about the methods scientists use to build scientific knowledge about the natural world. They will learn that scientists group and classify living things as a way of organising them, simplifying complex information, making generalisations and gaining insights into the relationships between different things. They will learn that scientists use branching keys as a helpful tool to represent differences between species when identifying and naming them.</p> <p>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 <b>Linnaeus</b> developed the system for classifying all living things using their observable characteristics.</p>   |        |        |  |   |
| Computing  | <p><b><u>Creating Media - 3D modelling</u></b><br/>Children will develop their knowledge and understanding of using a computer to produce 3D models. We will initially familiarise pupils with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.</p> <p><b><u>Programming variables in games</u></b><br/>This unit explores the concept of variables in programming through games in Scratch. First, pupils find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard and apply their knowledge of variables and design to improve their games in Scratch.</p>   |        |        |  |   |
| PE   | <p><b><u>Athletics</u></b><br/>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 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><b><u>OAA and Rounders</u></b><br/>In OAA, pupils work individually and in collaboration with others 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 develop map-reading skills to create and follow a route around a course.</p> <p>In rounders, pupils will continue to develop the range and quality of striking and fielding skills and their understanding of how to use these within a 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.</p>  |        |        |  |   |

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| History            | During this unit, children will take a trip to Mesoamerica, the land of the ancient Mayans. They will explore this fascinating civilisation to find out where the Mayans lived, what their lives were like, and how their society was organised. They will also investigate the evidence they left behind, uncover some Mayan mysteries and use historical evidence to suggest causes for the civilisation's decline.   |
| Geography          | As geographers, we investigate North and South America and ask the question "How diverse are their places and landscapes?" We begin by locating North and South American countries on a map and investigate their varying climates. We go on to discover key physical and human features of the Americas including population distribution and economic activities. After carrying out research, we will be tasked with planning a trip to the Americas focusing on 6 unmissable highlights.  |
| RE                 | <p>In RE this term, we will be considering creation stories contrasting religious and scientific views. We will learn more about Humanism, its origins, core beliefs and the meaning of the Happy Human symbol. During the second half of the summer term, the children will explore the definition of and popular ideas relating to the concept of <u>eternity</u>. They will compare concepts of eternity from both religious and non-religious worldviews.</p> <p><i>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.</i></p>  |
| Art                | In Art, we will explore how artists convey aspects of their identity within their work. We will learn more about <b>Frida Kahlo</b> and her self portraits as well as learn how contemporary artist Mike Barnett constructs his work using drawing and collage or digitally on a tablet. Pupils will craft their own self portraits using these artists as inspiration.   |
| DT                 | Children will learn about and explore various desk tidy products made from a range of materials before they go on to design a desk tidy suitable for their own use. Having already created a 3D model in computing, they will be challenged to draw a 3-D diagram and exploded diagram for their design showing its constituent parts. They will then measure, cut and assemble their parts, adding decoration to their product before evaluating their outcome.  |
| Life Skills (PSHE) | <p><b>Relationships</b><br/>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><b>Changing me</b><br/>In Summer 2, lessons look at self and body image, including developing self-esteem. We will look at puberty for girls and boys, understanding natural changes that happen to everybody. 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).<br/>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 <a href="https://roundwoodprimaryherts.sch.uk/wp-content/uploads/bak-pdf-manager/2021/03/RSE-Policy.pdf">https://roundwoodprimaryherts.sch.uk/wp-content/uploads/bak-pdf-manager/2021/03/RSE-Policy.pdf</a></p> |
| Music              | <p><b>Why we sing</b><br/>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><b>Introduction to song writing</b><br/>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><b>You to me are everything</b><br/>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'.<br/><b>Year 6: We will also be learning songs for our end of year play "Peter Pan".</b></p>  |
| French             | <p><b>"Les vêtements" Clothes</b><br/>By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French. They will learn how to use adjectives and the way these change in French depending upon the noun that they are describing. Pupils will be able to say and write what they are packing in their suitcase for a holiday.</p> <p><b>Letter to a penpal</b><br/>To end their French journey at the end of the term, pupils will be challenged to recall the different phrases and vocabulary they have learned to write a letter to a penpal.</p>  |