

UKS2 Curriculum Information for Parents and Pupils

Term 1 (Autumn)



English	<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>We start the year reading about and compiling non-chronological reports on monsters. We will go on to read about some mythical monsters in Percy Jackson and the Lightning Thief before we write a range of texts including letters, diary entries, action scenes and a newspaper report. Next, we turn our hand to descriptive writing, creating an evocative scene through our use of senses and figurative language.</p> <p>Following a performance of Romeo and Juliet from The Young Shakespeare Company, we will write a witness statement describing the fight between Romeo and Tybalt. Building on our knowledge of biographies, we will then compile a class book detailing the stories of significant scientists before we finish the term reading "The Promise" and "Be the Change". Both books will offer the chance to explore the power of literature to highlight environmental issues and we will write stories and poems of our own to reflect the importance of making a change.</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 and text extracts, we will be reading Who let the Gods Out by Maz Evans.</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> <table border="1"> <tr> <td data-bbox="343 752 893 887"> <p>Year 5 Key foci this term include:</p> <ul style="list-style-type: none"> Place value Four operations Fractions </td><td data-bbox="893 752 1497 887"> <p>Year 6 Key foci this term include:</p> <ul style="list-style-type: none"> Place value Four operations Fractions, Decimals and Percentages </td></tr> </table>	<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
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Science	<p>Forces and Mechanisms 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>Electricity 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>		
Computing	<table border="1"> <tr> <td data-bbox="343 1267 893 1476"> <p>Web page design Children will understand that websites are written in HTML and identify common features of a web page. They will go on to design a web page layout to suit a purpose, understanding why to use and how to find copyright free images. They will add content to their own web page and link web pages using hyperlinks.</p> </td><td data-bbox="893 1267 1497 1476"> <p>Introduction to spreadsheets Using Excel and google slides children will use data collection forms and enter data from these accurately using appropriate headings. Further skills will include using a formula and functions within a spreadsheet, changing numerical data and understanding how changing the input affects the output. We will also use a spreadsheet to answer questions and create charts/tables, recognising when a table or graph is an appropriate way to present data.</p> </td></tr> </table>	<p>Web page design Children will understand that websites are written in HTML and identify common features of a web page. They will go on to design a web page layout to suit a purpose, understanding why to use and how to find copyright free images. They will add content to their own web page and link web pages using hyperlinks.</p>	<p>Introduction to spreadsheets Using Excel and google slides children will use data collection forms and enter data from these accurately using appropriate headings. Further skills will include using a formula and functions within a spreadsheet, changing numerical data and understanding how changing the input affects the output. We will also use a spreadsheet to answer questions and create charts/tables, recognising when a table or graph is an appropriate way to present data.</p>
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PE	<table border="1"> <tr> <td data-bbox="343 1476 893 2045"> <p>Autumn 1 Gymnastics 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>Football 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> </td><td data-bbox="893 1476 1497 2045"> <p>Autumn 2 Fitness 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>Outdoor Adventurous Activities 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> </td></tr> </table>	<p>Autumn 1 Gymnastics 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>Football 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>Autumn 2 Fitness 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>Outdoor Adventurous Activities 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>
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Geography	<p><u>Trade and Economics</u></p> <p>Our lessons will enable children to describe and understand key aspects of trade and economic activity. They will be introduced to the concepts of imports, exports and globalisation and will gain an understanding of the importance of trade, how it has changed over time, the UK's imports and exports and the sustainability of trade. Children will take an in-depth look at the global clothing industry and its social and environmental impacts and will consider how they can make more sustainable choices.</p> <p>They will also examine how the workforce of the UK has changed over time, including the impact of migration.</p>
History	<p><u>Ancient Greece</u></p> <p>We will explore key aspects of ancient Greek civilisation, exploring its chronology, influence and daily life. We begin by exploring key events from the ancient Greek period and investigate the expansion of Alexander the Great's empire and its impact on different groups of people, discussing the wider legacy of ancient Greece. Through the use of secondary sources of evidence, children will gather information about how various people lived during this period, including the central role enslaved people played in ancient Greek society. The children will explore how life differed between ancient Athens and ancient Sparta through a detailed comparison of the two city states, building their own argument about which place would have been better to live. The unit also covers key beliefs, gods and goddesses and the importance of the ancient Olympic Games.</p>
RE	<p><u>The Bible</u></p> <p>The first unit is an exploration of how important the Bible is to Christians and how it is used as guidance in their daily lives. We will learn who wrote the bible, what sorts of texts are found within the bible and how Christians use these texts to help them lead their lives.</p> <p><u>Life Beyond</u></p> <p>Our second topic explores the world's major religious and non-religious teachings about what happens when we die.</p>
Art	<p><u>Fashion Design</u></p> <p>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>
DT	<p><u>Steady Hand Game</u></p> <p>As designers, we will identify the components of a steady hand game before design a steady hand game of our own. We will develop our skills in:</p> <ul style="list-style-type: none"> • Perspective drawing • Cutting and assembling materials, creating a secure base for the game, with neat edges • Making and testing a functioning circuit and assembling it within a case.
Life Skills (PSHE)	<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>
Music	<p><u>Composing and Playing</u></p> <p>As well as participating in steel pan lessons and preparing for Young Voices, we will explore Blues Music. We will learn the history of Blues Music and common features of blues music including the 12-Bar Blues. The children will improvise to create their own Blues melody for the song, 'The Stormy Weather Blues' and perform partner and round songs. Later in the term, we will focus on Music at the Movies when the children will create a soundtrack for a piece of film and explore how music can be used to enhance the narrative, with an introduction to movies and their soundtracks.</p>
French	<p><u>Birthdays and Sports</u></p> <p>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.</p> <p>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>