

# UKS2 Curriculum Information for Parents and Pupils

## Term 2



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. We will use inspiring texts as a springboard for our writing outcomes:</p> <p><u>The Streets beneath our feet</u> A non-chronological report</p> <p><u>The Water tower</u> A short suspense story</p> <p><u>Boy in the Tower</u> A mystery story</p> <p><u>The Misadventures of Frederick</u> A persuasive letter</p> <p><u>Pig Heart Boy</u> Discussion, Persuasive letter and newspaper report</p> <p><u>The Nowhere Emporium</u> A discussion, descriptive recount and focus on characterisation</p> <p><u>RAP poetry</u></p>		<p><u>Active Reading:</u> Active reading lessons will develop the skills of retrieval, inference and prediction. Children will also analyse authorial techniques by explicitly discussing language choices and the structural organisation and grammatical structures of texts.</p> <p><u>Key fictional texts:</u> The Good Thieves by Katherine Rundell The Invention of Hugo Cabret by Brian Selznick</p> <p>We will also use a series of fiction and non-fiction extracts to teach and consolidate key reading skills.</p>
Maths	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>Year 5</p> <p>Key foci this term include:</p> <ul style="list-style-type: none"><li>• Multiplication and division</li><li>• Fractions, decimals and percentages</li><li>• Area and perimeter</li><li>• Statistics</li></ul>	<p>Year 6</p> <p>Key foci this term include:</p> <ul style="list-style-type: none"><li>• Algebra</li><li>• Measures and conversions</li><li>• Position and Direction</li><li>• Statistics</li><li>• Fractions, decimals and percentages</li><li>• Area, Perimeter, Volume</li></ul>	
Science	<p><u>Properties and uses of materials</u> In our first science unit, children will learn to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnet. They will give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Children will learn about the methods scientists use to build scientific knowledge about materials and how they can be used in different ways.</p> <p><u>Separating mixtures and changing materials</u> Later, children will learn that some materials dissolve in liquid to form a solution and describe how to recover a substance from a solution. We will use our knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. We will learn that dissolving, mixing and changes of state are reversible changes and explain that some changes result in the formation of new materials and that this kind of change is not usually reversible e.g. burning.</p>		
Computing	<p><u>Communication and Collaboration</u> We will learn about the importance of internet addresses and how they work and explain the main parts of a data packet and how it is transferred over networks. Practical skills include learning how to access shared files stored online and sending information over the internet in different ways.</p> <p><u>Creating media – video production</u> In this unit, children will create a video using different camera angles and video techniques. They will learn how to save video content, store, retrieve and export recordings to a computer and evaluate and edit using the correct tools.</p>		

PE	<p><u>Spring 1</u> <u>Dance</u></p> <p>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p> <p><u>Tag Rugby</u></p> <p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing, defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p><u>Spring 2</u> <u>Handball</u></p> <p>Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others' performance.</p> <p><u>Yoga</u></p> <p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p>
Geography	<p><u>Distribution of Natural Resources</u></p> <p>In geography lessons, children consider how a range of natural resources are distributed locally and globally. They describe and explain the differences and similarities between regions in different countries, giving reasons for some of these differences. Building on their understanding of food and water as natural resources, children also begin to consider minerals and energy. With a focus on moving towards a more sustainable future, children will develop an understanding of renewable and non-renewable energy sources. Giving examples of innovative solutions, children will describe how energy production is changing, relating this to climate change.</p>	
History	<p><u>Crime and Punishment</u></p> <p>In this unit, children will learn about the different types of crimes committed across various historical periods and how these crimes were punished. They will explore how justice systems evolved over time and what this reveals about society in different eras. The children will compare crime and punishment in the past to the present day, identifying key similarities and differences and evaluating why certain changes had more significant consequences than others.</p>	
RE	<p><u>Leaders of Faith - Christianity</u></p> <p>This unit is an exploration of the different types of leaders within Christianity and how they guide their followers. We start by introducing the pope and who can lead within the Catholic Church before moving on to explore the divide within the Catholic Church and the impact the Reformation had on Christianity. We will discover how the Archbishop of Canterbury is appointed and examine similarities and differences regarding kindness, justice and compassion across different worldviews.</p> <p><u>Understanding Hindu Dharma</u></p> <p>In the second half of the term, we will explore key concepts within Hindu Dharma and what these mean to Hindus. Children will look at how Hindus live their lives based on the teachings from their sacred texts. We will explore how karma and reincarnation are connected, looking at samsara (rebirth) and moksha (achieving peace by being united with the ultimate reality, Brahman) and how these are connected to a person's karma. We will also explore how both ahimsa (non-violence) and compassion work together before discussing how Hindus may sometimes face challenges because of their beliefs.</p>	
Art	<p><u>Illustration</u></p> <p>In art, we will be exploring the work of various illustrators and using Brian Selznick's distinctive illustrations in Hugo Cabret as a stimulus for work around the use of line, tone and shading. There will be opportunities for the children to imitate illustrators and sketch people and places in black and white using a range of media.</p>	
DT	<p><u>Automata</u></p> <p>Also inspired by the toys in Hugo Cabret, we will design and make an automata toy of our own. They will make a simple cam mechanism to formulate an understanding of how different shaped cams can be used to produce different movements. Children will extend their making skills by developing techniques in cutting, shaping and joining to combine components and by selecting tools and equipment to measure and cut wood and card accurately.</p>	

<p>PSHE Jigsaw</p>	<p><u>Dreams and Goals</u></p> <p>To start the new year, we will be helping pupils to recognise their own learning strengths, set challenging but realistic goals and identify strategies to meet them. We will look at ways to motivate ourselves even when something is challenging and will look at the importance of a positive attitude and collaborating successfully.</p> <p><u>Healthy me</u></p> <p>This unit looks at what it means to be healthy and how to look after our bodies and mind. Lessons include taking personal responsibility, how substances affect the body, exploitation, including 'county lines' and gang culture, emotional and mental health as well as managing stress.</p>
<p>Music</p>	<p>In January, pupils will continue learning songs from the Young Voices repertoire ready for their performance at the O2.</p> <p><u>Evolution of music:</u></p> <p>This unit is an exploration of how music has changed and evolved throughout time looking at several classical and contemporary composers and musicians.</p> <p><u>Recycled music:</u></p> <p>In this unit we explore songs from the past which have been reimaged in different forms and experiment with sustainable musical instruments. Children are offered a chance to create their own version of an old song using sampling and music technology.</p> <p><i>Steel pans lessons will continue throughout this term.</i></p>
<p>French</p>	<p>In French, we will be adding to our vocabulary bank by asking and answering the question 'Do you have a pet?' ('As-tu un animal?'). We will learn the names of eight pets in French and create a longer phrase using the conjunctions 'et' or 'mais'.</p> <p>To tie in with our PSHE lessons, we will also learn vocabulary for a variety of foods and drinks which are considered good and bad for your health. We will say what activities we do to keep healthy and active and talk about what we do to have a healthy lifestyle.</p>