

UKS2 Curriculum Information for Parents and Pupils

Term 1



English	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. <u>Narrative:</u> • Short story - Wisp, a story of Hope • Setting descriptions and character diaries - Night of the Gargoyles • Diary entries and recount - Macbeth (Visit from the Young Shakespeare Company) • Story telling techniques - Sky Song <u>Non-fiction:</u> • Non-chronological report - Planetarium • Persuasive speech - views on Industrialisation <u>Poetry</u> Cinquain based on remembrance		<u>Active Reading:</u> 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. <u>Key Texts</u> (alongside other extracts and comprehension activities): • Antarctica The Melting Continent - Karen Romano Young • Sky Song - Abi Elphinstone • The Little Match Girl Strikes Back - Emma Carroll • The Race to Space - Clive Gifford Shared reading: The Jamie Drake Equation - Christopher Edge
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. Year 5 Key foci this term include: • Place value • Four operations • Fractions	Year 6 Key foci this term include: • Place value • Four operations • Fractions • Converting units	
Science	<u>Earth and Space</u> 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. <u>What light does</u> 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.		
Computing	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.		
PE	<u>Gymnastics</u> 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. <u>Netball</u> Pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency with their footwork, 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. <u>Fitness</u> 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. <u>Dodgeball</u> 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 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>Latitude and Longitude</u> This Latitude, Longitude and Time Zones unit will enable children to identify the position and significance of latitude, longitude and time zones (including day and night) and explain how they affect how people live. They will be able to name and locate the equator, northern hemisphere, southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic Circles and the Prime/Greenwich Meridian. They will use a wider range of different types of maps and will gain an understanding of cartography.
History	<u>Industrial Revolution</u> In this unit about the Industrial Revolution in Britain, children will learn that the origins of Britain's industrialisation can be traced back to the 1700s with the establishment of the factory system in the Derwent Valley in Derbyshire. They will learn that Britain was the first industrialised nation in the world due to a series of key factors such as the abundance of coal to power factories, the development of steam technology and the support of government. Children will come to understand that although agriculture remained key, the loss of livelihoods in home textile working led to mass migration to growing industrial or factory towns. By learning about this, they will come to understand more about the lives of industrial workers and the different attitudes of industrialists towards them. Children will recognise how child workers were affected by their roles in the industrial workforce and how their lives were changed by government legislation that was eventually passed to protect them.
RE	Our first topic explores the key concept of worship within Hindu Dharma and the different forms it can take. Children will learn about the different ways Hindus may choose to worship including through prayer, yoga, meditation, music and festivals. Later in the term, we explore how Christians and people of different faiths respond to charity.
Art	<u>Landscapes</u> 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.
DT	<u>Cooking</u>

	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.
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>Ain't gonna let nobody</u> 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. <u>Fresh Prince of Bel Air</u> 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.
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. <u>Le weekend</u> 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.