



Thurston CE
Primary Academy

Upper Key Stage 2 Curriculum Newsletter

Welcome to UKS2! Our topics for this term are: Anglo-Saxons and Volcanoes.

Key Information

Staffing: Miss Earrye (Leopards), Mrs Nichol (Lions), Mr Wognum (Tigers), Mrs Webb (Lions). **Teaching assistants:** Mrs Wallace, Mrs Wiseman and Miss Drakes

P.E or swimming: Wednesday morning. Year 5's (Mrs Nichol's maths group) will swim in the Autumn Term; the rest of the children will have P.E.

Spellings: Handed out on a Friday; tested on the following Thursday.

Home Learning: Weekly home learning task sent out on a **Friday** (see weekly newsletter and Welcome to UKS2 letter for more details). To be completed by the following **Wednesday**.

Christian Values

First half term : Thankfulness

Second half term: Trust

Subject	Coverage	Knowledge & Skills
English	<p>Poetry: This Bear by Joseph Coelho: To perform a poem aloud thinking about rhythm and structure before writing their own version.</p> <p>Playscripts: Beowulf: To produce a playscript based on part of the epic of Beowulf.</p> <p>First person recount: Escape from Pompeii: To write a 1st person recount of the events and aftermath of a volcano eruption thinking about use of vocabulary.</p> <p>Newspaper reports: Tuesday by David Weisner: To write a newspaper report detailing the events of Tuesday night.</p> <p>SPAG: Word classes, types of clause, commas, parenthesis, noun phrases, semi-colons, modal verbs, subject and object, active and passive voice.</p>	
Maths	<p>Year 5:</p> <p>Place value: Roman numerals, numbers up to 1,000,000, more and less, rounding.</p> <p>Addition and subtraction: Formal written methods, solving word problems.</p> <p>Multiplication and division: Multiples, factors, prime, square and cube numbers. Multiply and divide by 10, 100 and 1000.</p> <p>Fractions: Equivalent fractions, proper and improper fractions, compare, order, add and subtract fractions.</p> <p>Year 6:</p> <p>Place value: Read, write and recognise numbers up to 10,000,000, compare and arrange numbers, rounding.</p> <p>Addition and subtraction: Formal written methods, solving reasoning questions.</p> <p>Multiplication and division: Common factors, multiples and prime numbers. Formal written methods, interpreting remainders.</p> <p>Fractions: Simplifying fractions, compare and order fractions, add and subtract fractions, multiply and divide fractions, find fractions of amounts.</p> <p>Converting measures: Converting metric measures, miles and kilometres</p>	
Science	<p>Autumn 1: Earth & Space</p> <p>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. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night.</p> <p>Autumn 2: Forces</p> <p>Explain that unsupported objects falls toward to the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Earth & Space:</p> <p>Skill Focus: Record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs.</p> <p>Forces:</p> <p>Skill Focus: Explain degree of trust in results. Identify and evaluate scientific evidence (their own and others') that has been used to support or refute ideas or arguments.</p>

<p>Humanities</p>	<p>History: How does the History of East Anglia help us learn about the Anglo Saxons?</p> <p>Looking at where the Anglo-Saxons fall on our timeline before looking at the real reasons why they invaded the UK. Children will explore how we know where the Anglo-Saxons lived. A local study looking into the mystery of Sutton Hoo will then become the focus of our lessons.</p> <p>Geography: How do volcanoes affect the lives of the people on Hiemay?</p> <p>The island of Hiemay is the only inhabited island of the Westman Islands, Iceland. It came to international attention in 1973 with the eruption of the Eldfell volcano.</p>	<p>Autumn 1: Historical Enquiry and investigations: Identify and recognise primary and secondary sources of evidence, select relevant information to address historically valid questions</p> <p>Chronology: Place current study on the timeline in relation to other studies, relate current studies to previous studies, accurately use dates and times, sequence an increasing amount of events.</p> <p>Knowledge and Interpretation: Study different aspects of the lives of the Anglo-Saxons. Consider different ways of checking for accuracy.</p> <p>Autumn 2: Locational Knowledge: Locate the main countries in Europe, Identify the position and significance of latitude/longitude and the Greenwich Meridian.</p> <p>Place knowledge: Compare a region of the UK with a region in Europe (Hiemay), Understand some of the reasons for similarities and differences.</p> <p>Human and physical geography: To explain how volcanoes are formed and how volcanoes affect people's lives.</p> <p>Geographical skills: Use maps, atlases, globes</p>
<p>Computing</p>	<p>Computing systems and networks: Search engines</p> <p>Pupils will: learn how search engines work; understand that anyone can create a website and therefore we should take steps to check the validity of websites; know that web crawlers are computer programs that crawl through the internet; and understand what copyright is.</p> <p>Programming: Music Pupils will: Know that a soundtrack is music for a film/video and that one way of composing these is on programming software; understand that using loops can make the process of writing music simpler and more</p>	<p>Computing systems and networks: Skills Pupils will: develop searching skills to help find relevant information on the internet; learn how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns; learn about different forms of communication that have developed with the use of technology; and recognise that information on the Internet might not be true or correct and learning ways of checking validity.</p> <p>Programming: Skills Pupils will: predict how software will work based on previous experience; write more complex algorithms for a purpose; develop their programming as they work; use loops in their programming; use a more systematic approach to debugging code, justifying what is wrong and how it can be corrected; write code to create a desired effect; use a range of programming commands; use repetition within a program; amend code within a live scenario; use logical thinking to explore software more independently, making predictions based on their previous experience; use a software programme (Scratch) to create music; and identify ways to improve and edit programs, videos, images etc.</p>
<p>RE</p>	<p>Autumn 1: Christianity</p> <p>Autumn 2: Islam</p>	<p>Autumn 1: Why is the gospel such good news for Christians?</p> <p>Autumn 2: What does the Quran reveal about Allah and his guidance?</p>
<p>Art/DT</p>	<p>Autumn 1: Painting and mixed media: portraits</p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p> <p>Autumn 2: Textiles—Stuffed toys</p> <p>Design a stuffed toy, create an appropriate template before using a blanket stitch to join two pieces of fabric. Use applique or decorative stitching to decorate the front of their stuffed toy.</p>	<p>Autumn 1: Generating ideas: Develop ideas more independently from their own research</p> <p>Making skills: Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks, Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media.</p> <p>Knowledge of artists: Research and discuss the ideas and approaches of artists</p> <p>Evaluating and analysing: Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Autumn 2: Design: Designing a stuffed toy considering the main component shapes required and creating an appropriate template. Considering the proportions of individual components</p> <p>Make: Creating a 3D stuffed toy from a 2D design. Measuring, marking and cutting fabric accurately and independently. Creating strong and secure blanket stitches. Using applique to attach pieces of fabric for decoration.</p> <p>Evaluate: Testing and evaluating an end product and giving points for further improvement.</p>

PE	<p>Autumn 1: Netball (Miss Earrye) Hockey (Mr Wognum)</p> <p>Autumn 2: Football</p>	<p>Autumn 1 Netball: Consolidate different ways of throwing and catching, and know when each is appropriate in a game, pass a ball with speed and accuracy using appropriate techniques in a game situation, keep and win back possession of the ball effectively in a team game, demonstrate an increasing awareness of space and know when to shoot in a game.</p> <p>Autumn 1 Hockey: Develop dribbling skills using the hockey stick. Play forward passes to travel towards the opposition goal with speed. Pass and move to keep possession. Implement attacking tactics during sided games. Practise safe play with 1v1's and small sided games. Increase awareness when dribbling with the ball.</p> <p>Autumn 2 Football: Use close control when dribbling in tight areas. Play forward passes to travel towards the oppositions goal with speed. Pass and move to keep possession. Develop skills and tactics during small sided games. Select the closest foot to the ball when dribbling and passing. Show and describe how to find space away from opposition.</p>
MFL	<p>Autumn 1: Salut</p> <p>Autumn 2: A l'école</p>	<p>Autumn 1: Greetings and personal information; talking about brothers and sisters; saying what people have and have not using the 3rd person; saying what people are like using the 3rd person.</p> <p>Autumn 2: School subjects and saying what they like/dislike; asking and saying the time; talking about the timings of the school day.</p>
Music	<p>Year 5: Ukulele</p> <p>Blues</p>	<p>How to hold and play the ukulele. Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p> <p>Develop an understanding of the history of music; play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression; and learn to sing and use their voices, to create and compose music on their own and with others.</p>
PSHE	<p>Autumn 1: What makes up a person's identity?</p> <p>Autumn 2: What decisions can people make with money?</p>	<p>Autumn 1: How to recognise and respect similarities and differences between people and what they have in common with others; that there are a range of factors that contribute to a person's identity; how individuality and personal qualities make up someone's identity ; about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others; how to challenge stereotypes and assumptions about others.</p> <p>Autumn 2: How people make decisions about spending and saving money and what influences them; how to keep track of money so people know how much they have to spend or save; how people make choices about ways of paying for things they want and need; how to recognise what makes something 'value for money' and what this means to them ; that there are risks associated with money.</p>

Reading/Spelling

Whilst most children in Years 5 and 6 are fluent readers, it is still important that they read everyday. This can be to themselves or to an adult; it helps to build vocabulary and comprehension skills. Children can read a book from home or choose one from school.

Please sign the reading bookmarks when your child reads.

Please support your child with learning their weekly spellings which are handed out every Friday.

Home Learning

Home learning tasks will all be online this year (no home learning books will be sent home). One week the task will be maths based; the next week it will be grammar based.

It is expected that these tasks are completed each week.

The tasks will be set from either: Mathletics, TT Rockstars or Deepening Understanding. Details of which tasks to complete will be on the weekly school newsletter sent out on a Friday. Login details will be sent home in the first two weeks of term.

Wider Curriculum (KS2)

An additional optional Home Learning Menu will be sent home this week. Children will be able to choose to complete activities which focus on the wider curriculum (science, history, art...).

Key Dates

Wednesday 14th September: Mrs Nichol's maths group swimming.

Thursday 15th September: Year 6 Sports Festival TCC

Thursday 20th October: Trip to West Stow

You will never have this day again so, with the guidance of God, make it count!