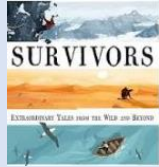


## English Reading:

### Books this term:

**Survivors** by David Long  
**Journey to Jo'Burg** by Beverley Naidoo  
**Malala's Magic Pencil**  
By Malala Yousafzai



As well as spending time reading individually and as a class, we will continue to develop our reading skills using VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary) in our Guided Reading and English lessons. This term, we will specifically focus on:

- Regularly reading a range of fiction and poetry from different authors. Using the recommended book lists on the school list for year 4 and 5, we aim to inspire children to try a different genre or unfamiliar author.
- Reading a range of non-fiction texts, reference books and textbooks linked to our history and science learning to develop knowledge.
- Building vocabulary using active reading strategies to decipher meaning from the text.
- using PPE (point, point, evidence) to answer comprehension questions with a particular focus on inference and supporting our responses with evidence from the text.

## English Writing:

Using a 'writer's eye' to look at a range of different text types, we will learn how to write for a range of different purposes including to inform, to entertain, to persuade and to discuss.

We will develop the following knowledge and skills:

- Focus on how authors that we are studying use characterisation to convey feelings and viewpoints.
- Use figurative language to convey mood and atmosphere.
- Explore techniques writers use to discuss topics and explore how to write an effective biography about Nelson Mandela.
- With the audience in mind, plan our writing to effectively use the structural and language features of different text types.
- To ensure accuracy and excellent attention to detail, proofread work using CUPS (capital letters, understanding, punctuation and spelling).
- Focus on how the historical and cultural aspects of modern fiction can inform us about important issues such as injustice, human rights and equality.



St. Peter's  
Church of England Primary School



Yorkshire  
Causeway  
SCHOOLS TRUST

Our vision is simple. We want everyone to SHINE.

*'Do not light a lamp and cover it with a bowl or put it under the bed. Instead, they put it on a lampstand, so that people will see the light as they come in'. Luke 8 v16*



## UKS2 Curriculum Overview – Autumn 2023

### Enrichment Opportunities:

Yorkshire Dales River Trust - Rivers2U Workshop  
Y5 Beverley Park Residential Trip

## How can I help with my child's learning?

- Listen to your child read as often as you can. Ask them questions about what they have read.
- Support your child to read up on our topics e.g. history, science this will help them to develop their knowledge and build confidence. The local libraries have a wealth of non-fiction books to help you
- Support your child to practise their times tables regularly. Encourage them to log on to TT Rockstars at home
- Support your child to learn their spellings every week and encourage them to use Spelling Shed to complete their homework
- Encourage them to complete their homework and manage their time effectively.

## Geography: The Journey of a River

In this unit, we will explore the concepts of the physical features and processes of a river system – from source to sea. We will also learn about human processes – how people interact with rivers; and how we are positively and negatively affecting our waterways. Our Case Study will focus on the River Nidd, using OS maps to identify its source then moving on to looking at local water pollution. A *Knowledge Organiser*, which is accessible via the school website, will outline the key knowledge we would like all children to know and remember. They will start with the following knowledge:

- Rivers are an important part of the water cycle and responsible for transferring water to oceans.
- A river is a moving body of water that flows from its source on high ground, across land, and then into another body of water, which could be a lake, the sea, an ocean or even another river.

## Maths:

We will be mastering the following in maths:

### Unit 1 – Calculating using knowledge of structures

- Know the common additive and multiplicative structures
- Find missing parts using knowledge of part whole relationships
- Create stories to correctly match different mathematical structures
- Calculate the value of missing parts
- Adjusting addends affects the sum
- Use the 'same sum' rule to balance equations
- Solve addition calculations mentally by using known facts
- Explain how the 'same difference' rule can make written calculation easier
- Solving subtraction problems and look at how this affects the difference in an equation

### Unit 2 – Multiples of 1000

- Know how ten thousand can be composed
- Know and explain how one hundred thousand is composed
- Read and write numbers to one million
- Identify place value of 6 digit numbers
- Count forward and backwards in powers of 10
- Read scales and graphing and measures using knowledge of composition of 10,000 and 100,000

### Unit 3 – Numbers to 10,000,000

- Use representations to explain patterns in powers of 10
- Compose seven or eight digit numbers using common intervals
- Read and write numbers with up to 7 digits efficiently
- Place value of digits in numbers up to tens of millions
- Compare up to eight-digit numbers
- Add and subtract mentally without bridging a boundary
- Add numbers whilst crossing the millions boundary
- Subtract numbers whilst crossing the millions boundary
- Rounding numbers
- Finding the most efficient ways to solve a calculation

### Unit 4 – Draw, compose and decompose shapes

- Use knowledge of shape properties to draw, sketch and identify shapes
- 3D shapes can be composed from 2D nets
- Properties of parallelograms
- Shapes with the same area can have different perimeters and vice versa
- Reasoning about shapes properties

## Religious Education:

This term our RE learning is a Christianity based unit exploring two 'big' questions

**Key Question 1: What would Jesus do?**

**Key Question 2: Can we live by the values of Jesus in the 21st century?**

- Know that Jesus' teachings and example inspire Christians today.
- Know Luke 4:18-19 (The Spirit of the Lord) and find out what Jesus saw as his mission. Find examples of where he fulfilled this e.g.
- **Love:** use some of Jesus' stories, teachings and example to understand what Christians believe he meant by loving others (e.g. greatest commandments,
  - **Forgiveness**
  - **Justice and fairness**
  - **Generosity and not being greedy**
- Know what Christians believe this kingdom to be like? Devise some moral dilemmas and ask pupils to say 'what would Jesus do', from their learning in this unit.
- Reflect on and discuss what impact following Jesus' example and teaching have on the school/local community/world? Some say Jesus' demands are impossible: is this true, and if so, is it worth aiming for them or not?

## Music:

This term we will be learning about the **Blues**.

- Children will be introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose.
- They will also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing using the glockenspiels.
- There will also be lots of opportunities to listen and respond to blues music and opportunities to describe how it makes them feel.

## PSHE (Personal, Social, Health and Economic Development):

**This term we will be focusing on aspects of living in the wider world. We will be learning about how the media can influence people.** There will be a particular focus on online safety and managing our mental health.

## Physical Education:

For our PE curriculum, we have carefully selected specific schemes of learning created by leading experts: Sporting Influence and REAL PE. This term we will be learning:

**Autumn Term 1:**

**Unit 1 - Multi Skills** – to develop a variety of skills and techniques to help improve fundamental motor skills through a range of sporting activities.

**Unit 2 - OAA (Outdoor Adventurous Activities)** – to develop Teamwork, Communication, Following directions, Compass reading, Map reading and Endurance.

**Autumn Term 2:**

**Unit 3 – REAL Dance** – a creative exploration of movement, functional skills and creativity and making of a dance

**Unit 4 – Handball** – to use agility, speed and ball control in this invasion game which involves passing and bouncing a ball using the hands, trying to throw it into the goal of the opposition team.

## Science:

**This Autumn Term, our focus is Chemistry - Properties and Changes of Materials.** This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed. **We will learn:**

- Different materials are used for particular jobs A solution is made when solid particles are mixed with liquid particles
- Materials that will dissolve are known as soluble
- Materials that won't dissolve are known as insoluble
- A suspension is when particles don't dissolve
- Reversible changes, such as mixing and dissolving solids and liquids together can be reversed by: sieving – smaller materials are able to fall through the holes in the sieve, separating them from their larger particles. Filtering – the solid particles will get caught in the filter paper but the liquid will be able to get through. Evaporating – the liquid changes into a gas, leaving the solid particles behind
- Some changes can be reversed and some cannot

## Computing:

We teach Computing using a scheme of learning called Kapow.

In this term's unit, '**Programming: Scratch**', children will use the programming language 'Scratch' to develop their knowledge of what an algorithm is and its purpose by:

- explaining what some of the blocks do; explain what a loop is and include one in their program.
- Suggest possible additions to an existing program
- Use a systematic approach to find bugs.

## Art and Design:

**Famous artists focus: Picasso and Hokusai**  
**Our focus this term is on Painting – specifically water colour:**

- Represent water and movement using different pencils to show line, tone and texture
- Gradate watercolour using tone and tint to produce a background before adding detail
- Use wet on wet and dry on wet techniques when creating a piece of watercolour art

## Design Technology:

We teach Design Technology using a scheme of learning called Kapow.

Our unit this term is '**Food: What could be healthier?**' where children will learn to:

- Understand how beef gets from farm to plate.
- Identify what a 'healthy meal' means and amend a recipe with healthy adaptations.
- Design packaging that promotes a product.

## French:

This term's unit is **Little Red Riding Hood (Petit Chaperon Rouge)**. We will learn to:

- We will listen to the familiar fairy tale Little Red Riding Hood in French and understand the meaning using picture cards.
- We will be introduced to and start to learn 8 parts of the body in French.
- We will consolidate the parts of the body in French with a creative task.
- We will demonstrate all my new knowledge in a mind mapping exercise.