

**Slindon Church of England Primary School**  
**Curriculum Information for Parents and Carers**  
**Chestnut Class Spring Term 1<sup>st</sup> half 2018**

This is a brief overview of the aspects of the National Curriculum that your child will be studying during this half term.  
Our theme is **‘Would you want to be a Victorian?’** – a study of this period of time in the United Kingdom.  
If you would like further information or clarification please talk to Mrs Tully.

Communication, Language and Literacy		Mathematics	
<p><b>Through a focus on Berlie Doherty’s ‘Street Child’ the children will -</b></p> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"><li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li></ul> <p><b>Reading and Writing:</b></p> <ul style="list-style-type: none"><li>Make notes and use evidence to explain events and ideas</li><li>Explore how writers use language for comic and dramatic effects</li><li>Understand underlying themes, causes and points of view</li><li>Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts</li><li>Adapt non-narrative forms and styles to write fiction or factual texts, including poems</li></ul> <p><b>Spelling, Grammar and Punctuation:</b></p> <ul style="list-style-type: none"><li>Learn to use punctuation to aid the reader</li><li>Use more sophisticated punctuation marks</li><li>Revise the different word classes</li><li>Use a range of strategies to spell common exception words</li><li>Distinguish between homophones,</li></ul>		<p><b>Year 5</b></p> <ul style="list-style-type: none"><li>Know and use the vocabulary of prime numbers</li><li>Solve problems involving multiplication and division, including using knowledge of factors and multiples, squares and cubes</li><li>Compare, order, add , subtract and multiply fractions</li><li>Identify, name and write equivalent fractions of a given fraction</li><li>Recognise mixed numbers and improper fractions</li><li>Read and write decimal numbers as fractions</li><li>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li><li>Round decimals with 2 decimal places</li><li>Read, write, order and compare numbers with up to 3 decimal places and solve problems</li></ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"><li>Express missing number problems algebraically</li><li>Find pairs of numbers that satisfy an equation with two unknowns</li><li>Enumerate possibilities of combinations of 2 variables.</li><li>Compare, order, add, subtract, multiply and divide fractions</li><li>Calculate decimal fraction equivalents</li><li>Multiply and divide numbers giving answers up to three decimal places and knowing the value of each digit</li></ul>	
Understanding of the World (R.E., Science, Geography, History, Computing)			
<p><b>Through the theme of ‘Journey of life and death’ the children will –</b></p> <ul style="list-style-type: none"><li>Reflect on emotions and feelings linked to celebration and loss</li><li>Investigate key beliefs and concepts in Christianity connected to birth, growing up, marriage and death</li></ul> <p><b>Through the study of ‘Living things and their habitats’ the children will -</b></p> <ul style="list-style-type: none"><li>Study the life cycles of mammals, amphibians, insects and birds, including some unusual examples like egg-laying mammals and marsupials.</li><li>Compare complete and incomplete metamorphosis.</li></ul> <p><b>Through historical enquiry with an emphasis on the lives of children in Victorian times the children will -</b></p> <ul style="list-style-type: none"><li>Learn about the different types of resources which can aid historical enquiry; primary and secondary sources as well as artefacts</li><li>Find out about the place of the Victorian period within the history of the UK</li><li>Discover what life was like for poor children including work, education and play</li><li>Study the key social reformers – Shaftesbury and Barnardo</li></ul> <p><b>Through the theme of ‘Developing an interactive game’ the children will –</b></p> <ul style="list-style-type: none"><li>Create original artwork and sound for a game</li><li>Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables</li><li>Detect and correct errors in the computer game</li><li>Use iterative development techniques (making and testing a series of small changes) to improve the game.</li></ul>			
Expressive Arts and Design		Personal, Social and Emotional	
<p><b>In MUSIC the children will –</b></p> <ul style="list-style-type: none"><li>Listen to and perform three styles of music</li><li>Discuss the composers' starting points</li><li>Improvise melodies and rhythms in the style of Gershwin</li><li>Explore starting points and procedures for composing a piece of ‘birdsong music’</li></ul> <p><b>Through the theme ‘Printing’ in Art the children will –</b></p> <ul style="list-style-type: none"><li>Learn about the life and work of William Morris</li><li>Learn to print with flowers and leaves</li><li>Develop observational drawing skills</li><li>Learn to make relief and block prints</li></ul>		<p><b>The children will be working on the idea of ‘Going for goals’</b></p> <p>They will learn:</p> <ul style="list-style-type: none"><li>to develop a greater self-awareness and self-knowledge</li><li>how to set realistic goals for themselves</li><li>to plan how to achieve the goals they set</li></ul>	
Modern Foreign Languages - FRENCH		Physical (including Health)	
<p><b>Through the theme of ‘Le Château hanté – The Haunted Castle’ the children will-</b></p> <ul style="list-style-type: none"><li>Make links between French and English words</li><li>Follow a short, familiar text, listening and reading at the same time and recognising some familiar words in written form</li><li>Read familiar words and phrases aloud, pronounce them accurately and respond to them appropriately</li><li>Memorise and recite a short spoken text</li></ul>		<p><b>Through dance the children will –</b></p> <ul style="list-style-type: none"><li>Be able to follow moves and routines, which match the beat of the music</li><li>Use varied speeds and directions to denote the differences in dances</li><li>Be able to carry out sequences with co-ordination and a sense of direction and movement, individually, with a partner and in groups</li></ul>	