

St Aidan's Curriculum Information Booklet for

ST AIDAN'S

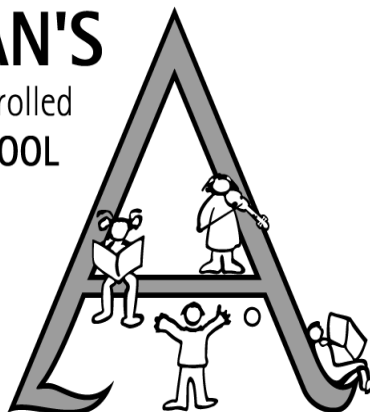
Voluntary Controlled
PRIMARY SCHOOL

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Pupils, Parents and Carers

Class Teacher(s): Mr. Nic Hunt

Support Staff: Ms. Liz Story

Assembly Date: Friday, 27th February 2009

End of Year Production Auditions: Friday, 13th February 2009

**Explore, Dream, Discover ... celebrating learning with the
community!**

Every child matters!

Be Healthy

Science skills

- to understand scientific vocabulary and apply it,
- how to structure an investigation and make it a fair test,
- to observe and monitor the life cycles of plants, humans and animals
- to develop a deeper understand of the changes that happen to our bodies as we grow
- SATs revision of all 24 Key stage 2 topics

Physical Education skills: Attack and defence games & Swimming

- to develop the consistency of their actions in a number of events/strokes
- to increase the number of techniques they use
- to choose appropriate techniques for specific events
- to understand the basic principles of warming up
- to understand why exercise is good for fitness, health and wellbeing
- to evaluate their own and others' work and suggest ways to improve it

PE Times are: Monday and Thursday

Please ensure that your child has the appropriate PE kit everyday as PE times are subject to change

Stay Safe

PSHE skills

- to talk with confidence about their own and others' feelings;
- to understand that actions have consequences.
- to research, discuss and debate topical issues, problems and events
- about local and national topical news stories
- to understand and distinguish between fact and opinion

Enjoy and Achieve

English skills

Areas covered include: Narrative, non-fiction, poetry and drama

- Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires
- Devise a performance considering how to adapt the performance for a specific audience
- Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension
- Consider examples of conflict and resolution, exploring the language used
- Understand and use a variety of ways to criticise constructively and respond to criticism
- Read extensively and discuss personal reading with others, including in reading groups
- Sustain engagement with longer texts, using different techniques to make the text come alive

- Compare how writers from different times and places present experiences and use language
- SATs revision of generic structures

You can help your child by supporting them with their spellings, reading and homework.

Reading books: at least 5 times a week (children choose reading books)

History skills

- to understand how things are arranged in chronological order,
- to learn how to find out about the past,
- to understand changes in their own lives,
- to identify similarities and differences between ways of life at different times.

Geography skills

- to ask geographical questions
- to collect and record evidence
- to use appropriate geographical vocabulary
- to use appropriate fieldwork techniques
- to use maps
- how people can improve or damage the environment
- how decisions about places and environments affect the future quality of people's lives
- how and why people may seek to manage environments sustainably

Music skills

- to sing songs in two parts developing the ability of all performers
- to preparing songs for the class performance

Art skills

- to talk about special occasions such as birthdays, weddings, festivals, fêtes and carnivals. Ask the children to think about what they wear at these times.
- Look at examples of theatre designs, costumes, and headwear from different times and cultures. Look at examples of the work of contemporary designer-makers.

Make a Positive Contribution

Religious Education skills

- to explore symbolism in increasing depth for all the religions they study
- to compare and contrast the use of symbolism in religions
- to investigate examples of symbolic language and to deepen their understanding of some common religious concepts.

Achieve Economic Well-Being

Mathematics skills

- to multiply and divide decimals mentally by 10 or 100 and by 1000, and explain the effect.
- to reduce a fraction to its simplest form by cancelling common factors.
- to use a protractor to measure acute and obtuse angles to the nearest degree.
- to read and plot co-ordinates in all four quadrants.
- to solve a problem by extracting and interpreting information presented in tables, graphs and charts.
- to use a fraction as an 'operator' to find fractions of numbers or quantities, e.g. $\frac{5}{8}$ of 32, $\frac{7}{10}$ of 40, $\frac{9}{100}$ of 400 centimetres.
- to solve simple problems involving ratio and proportion.
- to consolidate all (mental calculation) strategies from previous years.
- to extend written methods to column addition and subtraction of numbers involving decimals.
- to derive quickly division facts corresponding to tables up to 10×10 .
- to extend written methods to:
 - Short multiplication of numbers involving decimals.
 - Long multiplication of a three-digit by a two-digit integer.
 - Short division of numbers involving decimals.
- to solve a problem by representing, extracting and interpreting data in tables, graphs, charts and diagrams, including those generated by a computer, e.g. line graphs, frequency tables and bar charts with grouped discrete data.
- to find the mode and range of a set of data. Begin to find the median and mean of a set of data
- SATs revision: mental calculations

ICT Skills:

- to use text, tables, images, video and sound to develop their ideas in a multimedia presentation,
- to gather information from a variety of sources including the internet,
- to use power point to create an interactive multimedia presentation
- to review, modify and evaluate their work.