



Shoreham Village School
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Headteacher
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January 2026

Dear Parents/carers,

Year 2026 Spring 1 Cameron Curriculum Letter

Happy New Year and welcome to the Spring Term 1 in Cameron Class at Shoreham Village School.

A copy of the curriculum map for the year is displayed on the website, and information specifically for this term, is within this letter.

The children will continue to have their PE sessions on a Monday and a Tuesday afternoon, and they must now wear clean school PE kit to school on both of those days rather than school uniform. Please ensure they have their fleece and a school jumper as the days become colder. Please help us to encourage your child to take responsibility for their kit and to respect the belongings of others. Both of these lessons will be outside, weather permitting.

Please also provide your child with **a named water bottle, which is to be taken home every night** to wash and refill. The children will also need a named pair of wellies to remain in school. If your child would like to play on the field without wellies (football for example) they must bring in a pair of trainers that they can change into easily.

The children will continue to be given homework on a Friday, which is due in on a Wednesday. I am also encouraging that they remember to bring their reading records home daily so that they can be signed. It may not always be possible for your child to complete all of the homework set. Please encourage your child to finish what they are capable of, and then **spend some time reading for 10 to 20 minutes each day and revising all of the times tables**. It is important that the children get into a routine of reading instructions and questions for themselves, and to have a good attempt at the work set. Now that they are in Cameron Class we encourage the children to start being independent in making sure that their homework is completed and handed in one time- that does not mean that you cannot support your child in their learning, just encourage them to think for themselves. A relaxed discussion with your child about the work that they are stuck on can often be beneficial, providing your child does not feel under pressure, and if this is the case please feel free to make a note of where your children particularly struggled, so that it can be picked up again in class. Please sign your child's homework diary at the end of the week, to confirm that all homework was completed, and use it as a means of communication with your child's class teacher. The teacher will check these regularly, so the homework diaries also provide a valuable link between home and school.

Please refer to the Spring 1 2024 Calendar, and be on the lookout for letters, emails and information on the website, informing you of events taking place. All communications will be displayed on the website and an email will be sent on a Friday alerting you to this. We are confident that your child will have a happy, productive and enjoyable term but should you wish to discuss any aspects of their experiences at our school, please do not hesitate to pop in and discuss them with us, preferably after school, or make an appointment through the School Office.

Many thanks for your continued support. We look forward to working with you throughout the year.

Mrs Sheraton
Class Teacher

Mrs Gillian Lovatt-Young
Headteacher

Year 5/6 Spring1 2025 Curriculum Map

Maths	<p>We will make connections between fractions and use previous learning to help us with this. We will consolidate common fraction and decimal equivalences. We will then progress to understand that percentages tell us about the proportion being considered and then find percentages of quantities.</p> <p>We will be continuing to focus on the relationship between multiplication and division.</p> <p>We will be applying our reasoning and problem skills throughout every lesson and justifying our answers.</p>
Reading	<p>We will be reading All Aboard the Empire Windrush and Skellig this term and will use these texts to: analyse text, identify underlying themes, explore the meaning of words in context; draw inferences and justify inferences with evidence.</p> <p>We will be predicting what might happen from details stated and implied and summarise the main ideas in the text.</p>
Writing	<p>This term we will be writing adventure narrative- in the third person. We will also be writing explanation texts.</p> <p>We will continue to choose ambitious vocabulary and punctuation in our writing. We will also include relative clauses in our writing, beginning with who, which, where, when, whose, that, or an omitted relative pronoun. We will also be identifying modal verbs in our writing.</p> <p>We will see evidence of the above in the following genres of writing;</p> <p>Fiction: narrative, diary entries, story,</p> <p>Non-fiction: explanations, holding a debate.</p> <p>Spelling patterns, low frequency words, Grammar and punctuation</p>
Science	<p>Evolution and Inheritance.</p> <p>We will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
Computing	<p>Spreadsheets: pupils will be supported in organising data into columns and rows to create their own data set. They will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data.</p>
History and Geography	<p>Medieval Monarchs:</p> <p>We will be looking at the kings of England from 1066-1485, and evaluating how effective the monarchs were, giving explanations to their opinions.</p> <p>We will be transported back into Tudor times and understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts between then and now. We will start our journey by recapping the Benin Kingdom- and comparing what life was like there and in Britain at this time.</p>
RE	<p>Christianity: Is anything ever eternal?</p> <p>We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.</p>
PSHCE and RSE	<p>Living in The Wider World</p> <p>We will think about:</p> <p>respect for self and others and the importance of responsible behaviours and actions.</p> <p>rights and responsibilities as members of families, other groups and ultimately as citizens.</p> <p>different groups and communities and respect equality and to be a productive member of a diverse community.</p> <p>the importance of respecting and protecting the environment.</p> <p>where money comes from, keeping it safe and the importance of managing it effectively.</p>
Art	<p>Recognise different forms of textiles and express opinions on them and how they are made. Know how artists such as Michael Phelan use dyes and dying effects to create art. Colour a plain t-shirt with a two-tie-dye effect and use embroidery skills to add embellishment.</p>
French	<p>Sport- They will learn the nouns for sports and the verb 'jouer'. They will create opinions about sports and look at a variety of adjectives to include reasons for liking or disliking a sport.</p>
Music	<p>Pitch – reviewing the pentatonic, heptatonic and chromatic scales. Listening to Prokofiev’s Peter and the Wolf – studying motifs and leitmotifs then creating our own leitmotif using glockenspiels.</p>
PE	<p>Sports skills and fitness: Hockey & Lacrosse</p> <p>Dance: Modern Dance</p> <p>We will ‘Get moving’ we will be seeing how many miles we can walk in a week.</p>