



# Curriculum Newsletter

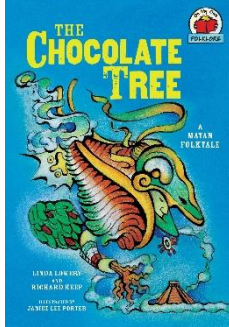


## Bramham Shadwell Federation Class 5 November – December 2020

All our learning in class this half term will be focused around the question:  
**How did people in the past protect themselves?**

### English

- The focus will be on Grammar, punctuation and spelling activities linked to a range of books and folktales including 'The Chocolate Tree' by Linda Lowery and Richard Keep and 'The Hero Twins' by Don Jolley alongside others.
- Children will explore sentence structure including the use of complex sentences with a focus on rearranging main and subordinate clauses to enhance their writing.
- The children will have the opportunity to take part in a Read, Write, Perform unit along with a debating unit which will both have a high focus on speaking and listening.
- Editing and improving their own work as they respond to their targets will be a continued focus.



**The outcome will be:** to write a persuasive letter, a persuasive invitation to battle and write and take part in a debate.

#### How can I help / information for helping

Discuss vocabulary with your child from their reading book.  
Have your child rearrange the clauses in a sentence, ensuring to add the correct punctuation e.g. 'Sean watched the film even though it was late.' Becomes 'Even though it was late, Sean watched the film.'

#### What is a main clause?

A main clause is a sentence that contains a verb and a subject. It makes sense on its own and can form a complete sentence. E.G. Sean watched the film.

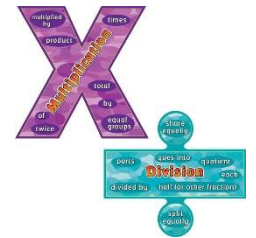
#### What is a subordinate clause?

A subordinating clause is a part of a sentence that adds additional information to the main clause. A subordinating clause does not make sense on its own and contains a subordinating conjunction (although, while, however, if, even though, because, until, since). If the subordinating clause is before the main clause, it must be followed by a comma. If the subordinating clause is after the main clause, no comma is needed, eg. Even though it was late, Sean watched the film.

### Maths

The focus will be learning about **multiplication and division**.

- There will be an emphasis on number facts and improving our mental and written calculations for multiplication and division.
- We expect all the children to know multiplication and division facts up to the 12 times table for use in calculations. Each week there will be a times tables test; children will then be given a target to improve the speed at which they do the times table or to learn the next one.
- They will continue to solve problems and learn to **explain, convince others and justify their findings** using specific vocabulary: *I am certain that..., I think.... because..., I know that .... so ... must be .....*
- Additionally, the KIRF target is outlined below; please help your child to achieve this target.



#### How can I help / information for helping

Please help your child to learn their times tables as this increases mathematical confidence and accuracy.

Practice formal methods of multiplication and division at home.

#### KIRF Target – Autumn Term 2 I know the multiplication and division facts for all timetables up to 12 x 12.

- Children should be able to answer all multiplication and division questions in any order.
- Children should be able to answer missing number questions e.g.  $7 \times \underline{\quad} = 28$  or  $\underline{\quad} \div 6 =$
- Children should be familiar with multiplication and division language and be able to use these interchangeably e.g.  
What is 12 **multiplied** by 6?  
What is 12 **times** 6?  
What is 12 **lots** of 6?

Topic – (History)	SITE	P.E
<p><b>Focus:</b> our history topic is on 'The Ancient Mayan Civilisation'. Children will learn who they were, where they lived and key aspects of their lives. As a class, we will then consider what we can learn from the past and how people protected themselves both from attack and from the elements in keeping with our half termly theme.</p>  <p><b>Skills / Knowledge to be developed:</b> Chronological understanding, knowledge and understanding of events, people and changes in their past.</p> <p><b>Applied through:</b> Topic lessons English lessons Guided reading lessons The History of Chocolate Day</p>	<p><b>Focus:</b> Forces.</p> <p><b>Scientific Skills / knowledge to be developed:</b> Develop their knowledge about the idea of gravity and the effects of resistance and friction that act between moving surfaces. The children will learn about scientists in history, who have contributed to our understanding of forces. We will carry out a range of experiments so that the children see the forces taking place first hand.</p> <p><b>DT links:</b> We are making a parachute using our knowledge of forces and how different materials react to the forces of gravity, friction and resistance.</p> <p><b>Computing links:</b> To use coding programmes including Scratch and code.org to explore how algorithms work. We will then apply this to our parachute by evaluating and editing our own algorithms.</p> 	<p><b>Focus:</b> Net and Wall games and techniques</p> <p><b>Skills / knowledge to be developed:</b> Control of a tennis ball, using a racket, serving, shooting, and teamwork skills.</p> <p><b>Applied through:</b> Children will develop their techniques to play a variety of net and wall games.</p> <p><b>P.E. this term will be on a Friday afternoon.</b></p>  
<p><b>How can I help / information for Helping</b> Make a PowerPoint/poster/presentation focusing on a chosen aspect of Mayan life. Discuss key vocabulary to our topic e.g. civilisation, idol, temple.</p>	<p><b>How can I help / information for Helping</b> Explore how different forces act on everyday objects in the home. Research how algorithms are used in everyday life.</p>	<p><b>How can I help / information for Helping</b> Please ensure that children have a warm outdoor kit in school (including trainers) which is washed each week.</p>

French	Music	PSHE / MindMate	R.E.
<p><b>Focus:</b> My Family.  <b>Skills / knowledge to be developed:</b>            Use a wide range of vocabulary linked to the family and pets and start to use aspects of grammar to place this correctly in sentences.  <b>Applied through:</b> Children will write some information about their own family and pets.</p> <div data-bbox="129 507 589 815" data-label="Image"> </div>	<p><b>Focus is:</b> "Livin' On A Prayer" – Bon Jovi  <b>Skills / knowledge to be developed:</b>  <b>Applied through:</b> This is a fun unit of work about classic Rock music. Using 'Charanga', learning takes place through games, the dimensions of music (pulse, rhythm, pitch etc); identifying instruments in a song and playing instruments.</p> <div data-bbox="640 549 1099 826" data-label="Image"> </div>	<p><b>Focus:</b> stereotypes, discrimination and prejudice.  <b>Skills / knowledge to be developed:</b>            developing the children's understanding of what stereotypes, discrimination and prejudice are and why it is important to challenge these daily.  <b>Applied through:</b>            Discussion, PSHE lessons, circle time.</p> <div data-bbox="1182 635 1585 708" data-label="Image"> </div>	<p><b>Focus:</b> What do we know about Islam?  <b>Skills / knowledge to be developed:</b>            developing children's knowledge of what it means to lead a good life. Children will explore how stories from the Qur'an influence individuals beliefs, commitments and emotions.  <b>Applied through:</b> Circle time, RE lessons, discussion.</p> <div data-bbox="1682 496 2107 826" data-label="Image"> </div>
<p><b>How can I help / information for Helping</b>            Discuss what the children have learnt and get them to teach someone else in their family.</p>	<p><b>How can I help / information for Helping</b>            Listen to different rock songs and look for similarities between them.</p>	<p><b>How can I help / information for Helping</b>            Discuss why we must continue to challenge stereotypes, discrimination and prejudice.            Encourage your child to have an open mind in terms of widening their views on stereotypes, discrimination and prejudice.</p>	<p><b>How can I help / information for Helping</b>            Encourage children to think about how they themselves relate to stories of the Qur'an and other religious texts. Encourage them to be aware of alternative religions and beliefs.</p>

Homework	Any Other Information / Dates for the Diary
<p><b><u>Ongoing Homework</u></b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> a <b>minimum</b> of 15 minutes reading every night (logged by the children and noted in their reading record).</li> <li>• <b>KIRF target:</b> See maths section</li> <li>• <b>Times Tables:</b> see Homework Log Sheet</li> <li>• <b>Mathletics:</b> practise times tables, and objectives we are covering in class. Mathletics teaches objectives, tests and has games for all the objectives in Year 5. It is a brilliant tool for consolidation and practise. Earn points and certificates on Mathletics. <i>Can you get 1000 points each week?</i></li> <li>• <b>Spellings:</b> learn the lists sent home and words outlined as common errors in their Homework Log Sheet. <i>Please see the class teacher if your child has not logged information on the sheet.</i></li> </ul> <p><b>Please continue to log children's progress with these activities on the weekly homework sheet – children earn House Points for each part that is fully completed.</b></p> <p><b><u>Maths / English Homework</u></b></p> <p>This year there will be two pieces of homework each week. Homework is given out on a Thursday, to be returned the following Tuesday.</p> <p>There will be <b>an English based task</b> on either comprehension or grammar once each week, <b>and a maths based task</b>. These will be pre-teaching of a new objective or consolidation of class work in class.</p> <p><b>Please encourage your child to discuss their homework at home in order that they develop the skills of explanation and reasoning.</b> Children will be set a Learning Log activity once during every half term. This will be related to the Enriched Curriculum. On weeks when this is set, it will replace Maths and English homework.</p>	<p><b>Friday 13<sup>th</sup> November</b> – Children in Need Day wear something spotty</p> <p><b>Thursday 26<sup>th</sup> November</b> – A proud piece of the children's English, maths and topic work to come home to share with you.</p> <p><b>Wednesday 16<sup>th</sup> November</b> – Anti-Bullying Odd Socks Day (16<sup>th</sup> – 20<sup>th</sup> is Anti Bullying Week)</p> <p><b>Friday 20<sup>th</sup> November</b> – Non-uniform Day</p> <p><b>Wednesday 25<sup>th</sup> November</b> – No Pens Day</p> <p><b>Friday 27<sup>th</sup> November</b> – Training Day</p> <p><b>Wednesday 2<sup>nd</sup> December</b> – Year 5 Mayan History of Chocolate Day</p> <p><b>Wednesday 16<sup>th</sup> December</b> – Year 5 Christmas Party</p> <p><b>Friday 18<sup>th</sup> December</b> – Christmas Jumper Day</p> <p>Please ensure that your child has a water bottle in school every day. They must remember to take it home every evening to wash the bottle and bring it in to school already full. This will ensure that the bottles are kept clean and germ-free for the children's use each day.</p> <p>We encourage you to follow our school Twitter account @BramhamShadwell as well as check our class website page. We regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.</p>



Thank you, as always, for your continuous help and support. If you have any queries please do not hesitate to contact us or make an appointment at the office to arrange a meeting after school.

Miss Alexandra