



# Curriculum Newsletter



Bramham Shadwell Federation  
Class 4 February- March 2019

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

## English

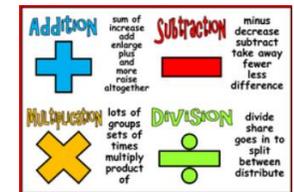
- English work will begin with a focus on **narrative writing**.
- The children will develop their narrative writing skills when analysing a range of texts such as **Beowulf and The Time Travelling Cat**.
- They will identify the key narrative features of **stories** and look at exciting and creative language used to draw a reader in.
- The children will then utilise the narrative skills they have learnt to **rewrite Beowulf with an alternative ending**. This links to our history topic, using knowledge from the Anglo-Saxons this half term.
- As part of the children's weekly reading sessions, they will focus on **The Time Travelling Cat and the Viking Terror**. During these lessons they will **retrieve information** and make **inferences** throughout the text before finally, writing a **review**.
- The children will continue to explore using **coordinating and subordinating conjunctions** and their position and purpose in a sentence.
- They will look at using and punctuating **speech** appropriately and specifically where and how to use them in narrative writing.
- They will learn how to use an **apostrophe** that marks singular and plural possession.
- The children will also begin to look at the use of a **colon and semi-colon** within a sentence.
- The children will also look at **instruction writing** in SITE as their cross-curricular piece. They will use the new knowledge they will build up in SITE lessons that will support their final project.



**The outcomes will be:** A narrative story with an alternative ending based on Beowulf.

## Maths

- Maths work this half term will focus on **fractions**.
- The children will learn new vocabulary such as **numerator, denominator, mixed numbers, improper fractions and equivalent fractions**.
- Firstly they will learn how to **count in hundredths, write and show mixed numbers on a number line, find equivalent fractions and simplify fractions and mixed numbers**.
- Next they will learn how to **add and subtract fractions** and solve word problems related to fractions.
- Once the children have used **practical mathematical resources** to visually understand fractions they will then put this experience into practice with word problems.
- Later on in the half term, the children will focus on **time** including the 24 hour clock, changing minutes to seconds, hours to minutes, years to months and months to years.
- We expect all the children to know **multiplication and division facts up to the 12 times table** for use in calculations and this will be worked on continuously throughout the year.
- The class will revisit word problems and two step calculations with addition, subtraction, multiplication and division 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 achieve this target.



### How can I help / information for Helping

Show your children different fictional stories you have at home and discuss how they are put together, what narrative features and facts they have and identify the creative language they use to entice the reader.

#### Introducing colons and semi-colons:

A main clause is a sentence which contains a verb and a subject, it makes sense

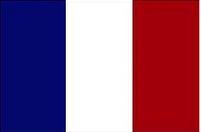
### How can I help/ information for Helping

Fun fraction games eg smarties maths. What fraction are red? Etc. Cut pizza or food into different equal fractional pieces. If you eat one piece, what fraction have you eaten?

### KIRF Target – Spring Term 2

I know the multiplication and division facts for the 9 and 11 times tables:  
54 divided by 9 =  
9 x 11 =  
They should be able to answer these questions in any order, including missing number questions.

Topic – History	SITE	P.E
<p><b>Focus is: 'Anglo-Saxons'.</b> The children will explore: The chronology of the Anglo-Saxons as well as their lifestyles and how they influenced British history.</p> <p><b>Skills/Knowledge to be developed:</b> The children will develop their knowledge about where the Anglo-Saxons came from, the Anglo-Saxon invasions and why they came to Britain. By studying place names, the children will understand where the Anglo-Saxons settled and the legacy they have left behind. They will also develop their understanding of Anglo-Saxon culture and what village life might have been like.</p> <p><b>Art links:</b> The children will research Anglo-Saxon jewellery and then design and make an Anglo-Saxon style brooch / clasp.</p>	<p><b>Focus is: 'States of Matter'</b></p> <p><b>Skills / knowledge to be developed:</b> Children will look at 'States of Matter' in science, identifying boiling and freezing points and how items change state between gas, liquid and solid. These changes will be identified through whole class experiments. In DT, they will design and create Easter themed chocolates; bringing in their scientific knowledge about states of matter and how different environments and temperatures affect different states of matters. In ICT, the children will continue to work on coding using different variables and tools on the programme, Espresso.</p> <p><b>Applied through:</b> Science/DT/ICT</p>	<p><b>Focus is: Gymnastics.</b></p> <p><b>Skills / knowledge to be developed:</b> The children will continue to explore different balances and movements through travelling. They will look at finishing positions and the fundamental skills needed in gymnastics building up to creating a routine that incorporates all these skills.</p> <p><b>Applied through:</b> Weekly PE lessons, which look in detail at the different skills needed.</p> <div data-bbox="1720 405 1883 644" data-label="Image"> </div>
<p><b>How can I help / information for Helping</b> Research with your child about aspects of Anglo-Saxon life and culture. What legacies did the Anglo-Saxons leave behind?</p> <div data-bbox="595 711 759 943" data-label="Image"> </div>	<p><b>How can I help / information for Helping</b> Talk to your children about the different changes, encouraging the use of scientific language such as: <b>heating, cooling, melting, freezing, evaporation and condensation.</b> Discuss how global warming is changing and it affecting the environment. <a href="https://www.bbc.com/bitesize/articles/zsqwwxs">https://www.bbc.com/bitesize/articles/zsqwwxs</a></p>	<p><b>How can I help / information for Helping</b> Please ensure that children have both an outdoor and indoor kit in school (including trainers) for the whole week as other indoor and outdoor sessions might take place at alternative times. Please ensure that children have a swim kit in school as swimming lessons are every Wednesday afternoon.</p>

French	Music	PSHE / MindMate	R.E.
<p><b>Focus is:</b> Writing in French using grammatical aspects of this language. Speaking about themselves and their families.</p> <p><b>Skills / knowledge to be developed:</b> The children will develop their vocabulary and written skills in French. Identifying their grammatical structures and how it translates.</p> <p><b>Applied through:</b> Talk partners and group work. Written sentences in their  Jolie Ronde books. Question and answers and the use of songs and chants.</p>	<p><b>Focus is: Lean On Me – Bill Withers</b></p> <p><b>Skills / knowledge to be developed:</b> The children will explore the song Lean on Me with an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p><b>Applied through:</b> Listening to a variety of music compilations and commenting on the styles, tempo and beats. Whole class singing, playing instruments and improvising with the song.</p>	<p><b>Focus is:</b> Keeping safe and managing risk: Playing safe</p> <p><b>Skills / knowledge to be developed:</b> The children will learn how to be safe in their computer gaming habits, how to be safe when playing out and they will learn what to do in an emergency situation.</p> <p>In MindMate, the children will recognise that, at times, they may experience conflicting emotions. They will learn to understand more about managing their emotions and develop a coping strategy that will work for them &amp; explain the steps involved. <b>Applied through:</b> Discussion / Circle time / Debate</p>	<p><b>Focus:</b> How can words of wisdom guide us?</p> <p><b>Skills / knowledge to be developed:</b> The children will develop their understanding of the different religions and how their holy books help guide their daily lives. We will also look at other influential figures and how their speeches/words can be used in a positive way.</p> <p><b>Applied through:</b> Class discussions / partner talk.</p> <div data-bbox="1899 1238 2123 1430" data-label="Image"> </div>

<p><b>How can I help / information for Helping</b></p> <p>Ask the children what they have been learning in French. Encourage the use of discussion and ask children to verbally recall key vocabulary.</p>	<p><b>How can I help / information for Helping</b></p> <p>Discuss different music genres with children. What should a song include? What makes it catchy? What should they include in their song? What sort of pitch or pace should it be?</p>	<p><b>How can I help / information for Helping</b></p> <p>Discuss making the right food choices and what the different food groups are. Why are they all important? Talk to your child about why there are certain foods they can't have too much of.</p>	<p><b>How can I help / information for Helping</b></p> <p>Discuss different faiths in your community. Specific words of wisdom you live by; explain their meanings and the impact it can have.</p>
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<b>Homework</b>	<b>Any Other Information / Dates for the Diary</b>
<p><b><u>Ongoing Homework</u></b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> a minimum of 15 minutes reading every night (logged by the children and noted in their reading record). In their homework diaries the children are to log Red (words they don't know), Amber (words they have heard before but are unsure of) and Green (words they know and can use) words.</li> <li>• <b>KIRF target:</b> see maths</li> <li>• <b>Times Tables:</b> see Homework Log Sheet</li> <li>• <b>Spellings:</b> learn the list on Spellodrome (aim: 1000 points+) and words outlined as common errors on 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>Homework is distributed on alternative weeks. Homework is given out on a Thursday, to be returned the following Tuesday.</p> <p><b>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</b></p> <p>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 or English homework.</p>	<p><b>Monday 4<sup>th</sup> March</b> – Young Shakespeare 'A Midsummer Night's dream'</p> <p><b>Thursday 7<sup>th</sup> March</b> – World book day</p> <p><b>Monday 11<sup>th</sup> March</b> – Fairtrade Week begins</p> <p><b>Friday 15<sup>th</sup> March</b> – Red Nose day</p> <p><b>Monday 25<sup>th</sup> March</b> – Mother's day gift shopping for children</p> <p><b>Wednesday 27<sup>th</sup> March</b> – Parent Teacher consultations</p> <p><b>Tuesday 16<sup>th</sup> April</b> – Easter Bake Off, Bramham</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. 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 Duckett and Mrs Turner