



# Curriculum Newsletter

## Bramham Shadwell Federation

### Class Three November – December 2019



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

#### English

- English work will begin with a focus on **instructional writing** to develop children's use of precise vocabulary and clear communication.
- Children will participate in **practical experiences** to gain understanding of the need to select ideas carefully.
- Children will continue to build their understanding of **adverbs, conjunctions** and **prepositions** in daily English and grammar lessons.
- Children will expand the range of **subordinating conjunctions** they are able to use, exploring the position of these within a sentence.
- During **speaking and listening** work children will practise **skilled speaking** through **debating** issues regarding man's role in the extinction of wild animals.
- Through narrative work later in the term, children will deepen their understanding of **speech punctuation**.
- **The texts we will focus on are:** *How to Wash a Woolly Mammoth* by Michelle Robinson and *Stone Age Boy* by Satoshi Kitamura.
- **The outcome will be:** to write their own version of instructions for How to wash a Woolly Mammoth before applying their skills in a cross curricular manner to write instructions for How to Build a Stone Age Shelter linked with SITE and topic work. During narrative work children will write an alternative version of the story they have learnt about.



#### Maths

- This half term there will be a continued focus on **subtraction** methods before moving on to **multiplication** and **division**.
- Children will consolidate their understanding of **mental subtraction** methods using known number facts.
- While working on **column subtraction** children will gain experience of using **regrouping hundreds, tens and ones** through using **practical apparatus**.
- We expect all the children to know **multiplication** and **division** facts up to 12 for the times tables they are learning. This will allow them to apply their skills in calculations and this will be worked on continuously throughout the year.
- This half term children will focus on **recognising patterns** to help them **multiply and divide by 3, 4 and 8**.
- Once children have used practical apparatus to explore **patterns** they will then get to use their experience of **multiplication** and **division** to solve word problems.
- Later in the term, children will progress from informal mental methods of calculation to a more formal method of recording their thinking.
- Each Friday there will continue to be a **times tables challenge** where children can challenge themselves to beat the clock.
- Children are encouraged to know times tables with speed and accuracy in order to confidently solve the challenging problems they will encounter with efficiency and be able to check their results accurately.

**Information for Helping:** Continue to discuss new vocabulary with your child and encourage them to identify how punctuation is used – in particular speech punctuation.

**What do children learn about speech punctuation?** In Year 3 children are taught about **inverted commas** as being the punctuation marks that show where direct speech is used. Children are encouraged to use a range of **synonyms** for "said" in addition to clarifying details about the character e.g. "Where are we?" **asked** the **confused young boy**.

**What will children understand about conjunctions?** A conjunction is a word used to connect sentences. Children have already focused on coordination using **FAN BOYS (for, and, nor, but, or, yet, so)** words to join two sentences which make sense independently of each other. This term children will widen their knowledge of subordination using the acronym **A WHITE BUS (although, while, however, if, though, even though, because, until, since)** to join sentences where one clause requires the main clause in order that it makes sense:

The boy wandered alone **until** he found the strange settlement  
**Until** he found the strange settlement, the boy wandered alone.

**How can I help / information for Helping:**

Refer to the information given at parent's evening for our strategies on column methods. To compute efficiently children must know mental facts quickly.

**Renaming:** a number to be renamed by regrouping the digits e.g.  $9 + 3 = 11$  could also be 10 and 1. This enables children to build the concept of where to rename a column during more complex calculations.

**KIRF Target – Autumn Term 2**

To double and halve even numbers up to and including 100.

**Children must be able to efficiently compute facts e.g.** 11 doubled is 22

16 doubled is 32 – double 10 then double 6

Half of 20 is 10

Half of 42 is 21 – halve 40 then halve 2



What is double...



What is half of ...


Divide by 2...

Multiply by 2...

The children's KIRF target will be tested in class each week and the children will be expected to build speed and accuracy.

Topic	SITE	P.E
<p><b>Focus:</b> ‘How did people in the past protect themselves?’ is the overarching question with a focus on the prehistoric period from Stone Age to Bronze Age.</p> <p><b>Skills / Knowledge to be developed:</b> Understanding chronological ordering and terminology related to the passage of time. Stone Age activities will include studying artefacts that give clues to how early humans lived. Later, we will explain why this period of history was so important for human evolution.</p> <p><b>Art links:</b> Children will explore cave paintings and will use different media to explore mark making in different ways.</p> <p><b>Applied through:</b> Geography / English / Maths / Art</p> 	<p><b>Focus:</b> Rocks and soils</p> <p><b>Skills / knowledge to be developed:</b> Children will discuss the rock cycle, identifying how rocks are created. Children will categorise rocks using scientific observations and will take part in practical investigations.</p> <p><b>Computing and DT links:</b> Children will explore types of stone age homes and create an effective design using natural resources. In computing work children will consider how the order of words within an internet search can affect results. They will find information to support our stone age shelter project and will deepen their understanding of how to conduct a safe search.</p> <p><b>Applied through:</b> Making a model of a Stone Age shelter and English (instructional writing).</p>	<p><b>Focus is:</b> Competitive ball games and Dance</p> <p><b>Skills / knowledge to be developed:</b> <u>Games skills</u> – children will play games to develop coordination and techniques suitable for attacking and defending during a racket game. <u>Dance</u> - Children will learn to improvise a short dance sequence using a wide range of movements with fluency and control. The children will carry out warm ups – paying attention to how this prepares their body for physical activity. They will describe what they and others do that is successful and be able to suggest improvements.</p> <p><b>Applied through:</b> Children will be taught PE on a Wednesday with Mr Brotherton.</p> 
<p><b>How can I help / information for Helping:</b> Encourage children to reflect on how changes occur over time (within their lifetime and prior to their lifetime) and discuss terminology related to the passage of time e.g. day / week / month / year / decade / century / millennium.</p>	<p><b>How can I help / information for Helping:</b> Discuss the different types of shelters and how to build stone age shelters effectively using natural materials. Ask children about the different properties of rocks within their natural environment. Emphasise the importance of staying safe online.</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.</p>

French	Music	PSHE / MindMate	R.E.
<p><b>Focus is:</b> exploring conversational skills and developing an awareness of simple grammatical differences. Discussing Christmas using French vocabulary.</p> <p><b>Skills / knowledge to be developed:</b> Consolidating vocabulary through using conversational skills to answer questions such as “Comment t’appelles-tu?”</p> <p><b>Applied through:</b> Speaking and listening games and completing role play activities.</p>	<p><b>Focus is:</b> learning about the language of music such as rhythm, beat and tempo through playing the glockenspiel.</p> <p><b>Skills / knowledge to be developed:</b> The learning is focussed around exploring and developing ‘playing skills’ through the glockenspiel. These activities will continue to develop their understanding of the dimensions of music (pulse, rhythm, pitch etc).</p> <p><b>Applied through:</b> Weekly singing assemblies and class teaching using musical instruments to learn how to play a simple accompaniment to a song.</p> 	<p><b>Focus is:</b> recognising different types of bullying and exploring ways to seek help. Exploring scenarios related to bullying behaviour to establish a clear understanding of when incidents could be interpreted as bullying.</p> <p><b>Skills / knowledge to be developed:</b> Children will develop team work skills and discussion skills through circle time and mind mate work.</p> <p><b>Applied through:</b> Discussion / Circle time / debate</p>	<p><b>Focus:</b> Children will continue to explore key customs and beliefs of the Jewish faith and how ideas about God are expressed in stories, celebrations and action. Along with this, they will be deepening their understanding of the Christmas story.</p> <p><b>Skills / knowledge to be developed:</b> Understanding of the Torah as a sacred text and the weekly celebration of Shabbat.</p> <p><b>Applied through:</b> Learning about customs of festivals will be applied through written work and art.</p> 
<p><b>How can I help / information for Helping:</b> Children will use phrases such as: Comment t’appelle-tu? Ca va? Comme ci comme ca Ca va bien Ca va mal, au revoir Joyeux Noel</p>	<p><b>How can I help / information for Helping:</b> Encourage children who play a musical instrument outside of school to discuss and share their skills. Talk about songs learnt in school and encourage children to appreciate the rhythm and pulse of music listened to at home.</p>	<p><b>How can I help / information for Helping:</b> Encourage children to consider how they could seek help if they felt unkind behaviour directed towards them. Discuss strategies for cooperating well when working as part of a team.</p>	<p><b>How can I help / information for Helping:</b> Use news articles to discuss religious festivals. Discuss the importance of the Christmas celebration. Ask children how their own experiences compare with the celebrations during religious festivals.</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 minimum of 15 minutes reading every night (logged by the children and noted in their homework diary).</li> <li>• <b>KIRF target:</b> See additional KIRF sheet and maths section.</li> <li>• <b>Times Tables:</b> Homework Log Sheet (this will be stuck into your child's homework diary on a Monday).</li> <li>• <b>Mathletics:</b> practise your mathematic skills on Mathletics (aim:1000 points+)</li> <li>• <b>Spellings:</b> learn the list on Spellodrome (aim: 1000 points+) and words outlined as common errors on their Homework Log Sheet. Printed spelling lists will also be stuck into homework diaries on a Monday. <i>Please see the class teacher if your child has not logged information on the sheet.</i></li> <li>• In addition to revising the weekly spelling list via Spellodrome, I have also sent out a Spelling Support Strategies document and spelling revision words for the term. If you could spend a little time over the duration of the half term practising these with your child, it would be greatly appreciated.</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. The homework log will now be stuck into your child's reading record.</b></p> <p><b><u>Maths / English Homework</u></b> 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>Tuesday 26<sup>th</sup> November:</b> Y3 Yorkshire Museum Trip</p> <p><b>Friday 29<sup>th</sup> November:</b> Christmas progress café</p> <p><b>Friday 14<sup>th</sup> December:</b> Christmas Jumper day</p> <p><b>Tuesday 17<sup>th</sup> December AM:</b> KS2 Carol Concert for parents in church</p> <p><b>Thursday 19<sup>th</sup> December:</b> KS2 party</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> <div style="display: flex; align-items: center; margin-top: 20px;">  <p>We encourage you to follow our school Twitter account <a href="https://twitter.com/BramhamShadwell">@BramhamShadwell</a>. We regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.</p> </div>

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 Beaumont