



Curriculum Newsletter

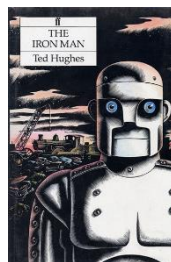
Bramham Shadwell Federation Class Three June - July 2021



All our learning in class this half term will be focused around the question:
How did people in The Bronze Age and Iron Age aim to lead better lives?

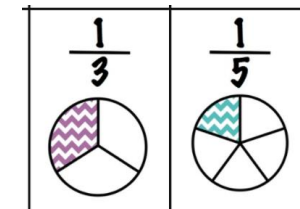
English

- The focus will be on developing aspects of grammar, spelling and punctuation within the context of our history topic about The Bronze Age and The Iron Age.
- Our **focus text** for the beginning of this half term will be 'The Iron Man' by Ted Hughes.
- Children will build upon their existing knowledge of **narrative writing**, considering how suspense and mood are built up within a story.
- **Editing and improving** work as the children respond to personal targets will be a continued focus.
- Our grammatical foci will be sentence types and openers and revision of fronted adverbials and subordinating conjunctions.
- **We will continue the term with:** a variety of poems by a range of modern and traditional poets, considering the structure and features of each before beginning to write own.
- **The outcome will be:** to use our narrative writing skills to produce our own ending to the story of 'The Iron Man'. We will then be applying our knowledge of poetic structures and devices to produce some of our own verses of poetry.



Maths

- The previous half term focused on **money** and **time**. In this half term we will develop our understanding of these concepts during morning starters.
- We will begin by **exploring fractions in greater depth**. Pupils will begin the unit by counting using fractions and then making number pairs (the fraction equivalent to number bonds).
- Later in the term, children will find fractions of whole numbers as part of a set and looking at sharing 1 and more than 1.
- They will then move on to adding and subtracting fractions.
- Pupils will explore **equivalent fractions** and look at **simplifying fractions** before **comparing fractions with different denominators**.
- As we develop our understanding of fractions, we will solve complex problems and children will continue to 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 ...***
- Children will end the summer term with focused work on **shape**. They will work on understanding **angles** and using **properties of shape** to discuss simple **perimeters**.



How can I help / information for Helping:

Discuss vocabulary with your child from their reading book – paying attention to red, orange and green words. Continue to encourage children to answer questions about the vocabulary in their reading book e.g. “Why did the author choose this word?”

How are inverted commas used? Children should understand that inverted commas are used to show where words are spoken. During work on journalistic writing, children will also discuss how additional information can add clarity to the quote:

Indirect speech without inverted commas: James Marshall told reporters that he had enjoyed seeing Prince Harry and Meghan Markle.

Direct speech using inverted commas: “I was so close I could clearly see Prince Harry and Meghan Markle,” stated James Marshall, an excited spectator.

Children will consolidate their use of subordinate conjunctions focusing on those used less commonly: **Although, while, however, if, though, until** and **since**.

How can I help / information for Helping

Discuss number patterns and how other **key** facts can help with learning the trickier times tables.

Play it: Challenge children to make their own game.

See it: Ask children to draw pictures for each times table.




Make it: Lego bricks are fantastic for modelling the 4 and 8 times tables!

KIRF Target – Summer Term 2

To know the multiplication and division facts for the 3, 4 and 8 times tables.

What is 8 multiplied by 6?
What is 8 times 8?
What is 24 divided by 4?

The aim of our KIRF is for children to be able to recall these facts **instantly**.

Topic	SITE	P.E
<p>Focus: ‘How did Iron Age and Bronze Age people aim to lead better lives?’ Children will learn about these periods of history through role play and by exploring a range of historical sources.</p>  <p>Skills / Knowledge to be developed: Understanding of Bronze Age and Iron Age people’s beliefs, customs and practices including how and where their homes were built and the secrets of Stonehenge and the Amesbury Archer.</p> <p>Art links: We will develop our drawing skills and create our own representations of Beaker Pots and Celtic patterns.</p> <p>Applied through: Geography / English / Maths / Art / Computing</p>	<p>Project focus: Apply knowledge of animals, including humans to create 3D dancing skeleton, naming the bones.</p> <p>Skills / knowledge to be developed: identifying that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identifying that humans and some other animals have skeletons and muscles for support, protection and movement. Use observation and investigative skills to test hypotheses.</p> <p>Computing focus: design and create a simple presentation showcasing your scientific knowledge.</p> 	<p>Focus is: Striking and Fielding</p> <p>Skills / knowledge to be developed: This half term, we will be developing skills linked to sports such as cricket, rounders and baseball. The children will practise and develop their throwing, catching, striking and fielding skills. They will then apply these skills into game situations whilst also having a focusing on teamwork, communication and tactical awareness. The children will carry out warm ups – paying attention to how this prepares their body of physical activity.</p> <p>Applied through: Children will be taught PE on a Thursday morning.</p> 
<p>How can I help / information for Helping: Share non-fiction books about the Bronze Age and the Iron Age focusing on children’s interests and questions. Discuss the children’s questions about the period.</p>	<p>How can I help / information for Helping: Explain and discuss different types of food and why we need to eat healthy. Encourage children to jump, run, swing and bounce – noticing the impact on their bodies when they exercise.</p>	<p>How can I help / information for Helping PE lessons will continue to be outside this half term, therefore please ensure that your child has extra warm clothing. Due to the unpredictable weather, please can PE kits be in for the whole week as the lessons might take place at alternative times.</p>

French	Music	PSHE / MindMate	R.E.
<p>Focus is: Food, days of the week and conversational skills.</p> <p>Skills / knowledge to be developed: Consolidation of colours and foods using simple role play, books and questions. Asking and answering questions e.g. “Qu'est-ce que la chenille a mangé lundi?” <i>What did the caterpillar eat on Monday?</i></p> <p>Applied through: Reading La Chenille Qui Fait Des Trous and completing role play activities.</p>	<p>Focus is: Listening to and appraising classical Music and comparing music from different eras using ‘Charanga’</p> <p>Skills / knowledge to be developed: Appraisal of musical styles, understanding of musical terminology e.g. rhythm, note, pulse. Children will also learn songs for the KS2 production.</p> <p>Applied through: Learning songs and performing as a class.</p>	<p>Focus is: Physical health and wellbeing. What helps me choose?</p> <p>Skills / knowledge to be developed: developing the children’s understanding of how to make healthy choices with a range of physical activities and food and drinks choices. We will consider how branding can affects what foods people choose to buy.</p> <p>Applied through: Discussion / Circle time / debate</p>	<p>Focus: How leadership figures can be inspirational.</p> <p>Skills / knowledge to be developed: Exploring the concept of leadership. Introducing Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews.</p> <p>Applied through: Learning about key figures in different faiths, studying a modern-day leader and analysing the impact they have had on society.</p>
<p>How can I help / information for Helping: Food vocabulary: les prunes, les bananes, les pommes, les oranges, Days of the week: Lundi / Mardi / Mercredi / Jeudi / Vendredi / Samedi / Dimanche.</p>	<p>How can I help / information for Helping: Listen to music from different eras of music. Discuss their likes and dislikes. Can they recognise and instruments? How does it compare to modern music?</p>	<p>How can I help / information for Helping: Discuss different foods and drinks we could have to keep fit and healthy. Discuss how we could do different activities to keep physically active.</p>	<p>How can I help / information for Helping: Children should be able to describe what a leader is and talk about why they find different leaders inspirational.</p>

Homework	Any Other Information / Dates for the Diary
<p><u>Ongoing Homework</u></p> <ul style="list-style-type: none"> • Reading: a <u>minimum</u> of 15 minutes reading every night (logged by the children and noted in their homework diary). • KIRF target: See additional KIRF sheet. • Times Tables: Homework Log Sheet (this will be stuck into your child's homework diary on a Friday). • Mathletics: Use Mathletics to revisit prior learning and learn new skills (aim: 1000 points+ per week). This is set by the teacher relating to learning done in school. • Spellings: Printed spelling lists will also be stuck into homework diaries on a Friday. <i>Please see the class teacher if your child has not logged information on the sheet.</i> • On your spelling sheet, there is also handwriting opportunities as well as ideas and challenges to support you with your spelling practice at home. <p>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.</p> <p><u>Maths / English Homework</u> Homework is distributed weekly. Homework is given out on a Thursday, to be returned the following Tuesday.</p> <p>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</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>Wednesday 23rd June – Art day Friday 16th July – Reports to go out Friday 23rd July – Last day of term</p> <p>The summer months at school are very hot and the children are very active; 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>To keep our children safe, please can we politely ask that you refrain from using the school field and climbing equipment after school and please leave the grounds as quickly as possible.</p> <div data-bbox="1137 730 1326 890" data-label="Image"> </div> <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.

Miss Dunsmuir