



# Curriculum Newsletter

Bramham Shadwell Federation

Class 5 November – January – February 2020

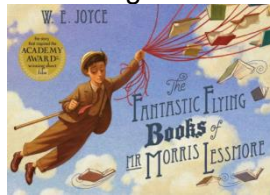


All our learning in class this half term will be focused around the question:

**What does Freedom mean to someone?**

## English

- The focus will be on developing **speaking and listening skills** through a whole class debate with the motion of **“Deforestation should be banned”** which is linked to our geography topic of South America.
- Children will explore **opposing and proposing arguments** before forming their own opinion and building a **persuasive verbal and written argument**.
- Children will also explore the use of expression, emphasis and tone to engage and interact with their listeners.
- Grammar, spelling and punctuation activities will focus on consolidating skills learnt in the autumn term including the accurate use of **apostrophes for possession and omission**.
- Editing and improving their own work as they respond to their targets will be a continued focus.
- Guided reading lessons will focus on **‘The Fantastic Flying Books of Mr Morris Lessmore’** by W.E.Joyce. The children will begin to explore authorial choice and make comments on the authors choice of language.



**The outcome will be:** to write and take part in a persuasive debate, showcasing speaking and listening skills.

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

**What debating language should my child be confident in using?**

**Motion:** a question, statement or suggestion that can be debated.

**Opposition:** the side which argues against the motion.

**Proposition:** the side which argues in favour of the motion.

**Rebuttal:** providing evidence and reasoning to weaken the other team’s argument.

**Why are apostrophes used?**

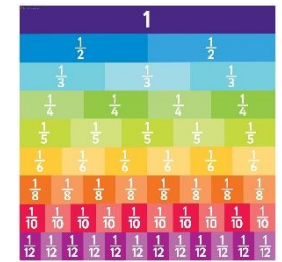
**To signify possession** (the dog’s tail, the boy’s trousers). When the owners of the item are plural, the apostrophe goes AFTER the plural s (the dogs’ tails, the boys’ trousers).

**To show that a letter has been omitted** – so can’t (instead of cannot), don’t (instead of do not).

**Apostrophes are never used to indicate plurals**, so you would write ‘two skirts’, not ‘two skirt’s’, and ‘all my books’ not ‘all my book’s’.

## Maths

- The focus will be learning about **fractions**.
- Children will look at the representation of amounts as fractions using concrete resources before advancing on to more complex problems including multiplying and dividing fractions by whole numbers.
- It is expected that all of the children will 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.






Look at different representations of data such as bus or train timetables and interpret the information.




**KIRF Target – Spring Term 1**

**I can identify prime numbers up to 20.**

- Children should know the following facts:
  - A prime number is a number with no factors other than itself and one.
  - A composite number is divisible by a number other than 1 or itself.
  - Children should be able to explain how they know that a number is composite. E.g. 15 is composite because it is a multiple of 3 and 5.

Topic – (Geography)	SITE	P.E
<p><b>Focus:</b> our geography topic is ‘South America. Children will explore the cultures and lives of people living in different parts of the continent including comparing and contrasting the tribes living in the Amazon Rainforest with those who live in the favelas of Rio De Janeiro.</p> <p>As a class, we will then compare our own lives to those living in different locations in South America and consider the meaning of freedom to different people, in line with our SMSC statement this half term.</p>  <p><b>Skills / Knowledge to be developed:</b> Human and physical geography in considering the development of different settlements in South America over time and the impacts this has on the lives of those who live there including those in the Amazon Rainforest. Mapping the distribution of natural resources across a continent and understanding the implications on land use in different areas.</p> <p><b>Applied through:</b> Topic lessons, English lessons (through our deforestation debate).</p>	<p><b>Focus:</b> Properties of materials. The outcome will be through our SITE project where the children will choose suitable materials when designing and creating Greek Sandals ready for our Spring 2 history topic on the Ancient Greeks.</p> <p><b>Skills / knowledge to be developed:</b> Children will compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal) and their response to magnets. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporation.</p>  <p><b>DT links:</b> Our SITE project will build on our understanding of reversible and irreversible changes through creating a weather system. The weather system will visually show the processes of evaporation, precipitation and condensation which in turn will enable the children to explain their understanding of these state changes to others.</p> <p><b>Computing links:</b> To use Microsoft Excel to record evidence of our findings from our SITE project in tables and graphs. This will be an extension of our work on graphs and tables in maths.</p>	<p><b>Focus:</b> P.E this half term will focus on Gymnastics.</p> <p><b>Skills / knowledge to be developed:</b> In Gymnastics, we will complete different types of rolls, focusing on the technique, look at different balances and create routines in pairs and groups. The routines will be improved upon and performed to the rest of the class which will allow us to become confident in performing to an audience. Children will learn to give constructive feedback which can be used in all areas of learning.</p> <p><b>Applied through:</b> Children will develop their techniques through structured P.E lessons.</p> <p>P.E. this term will be on a Friday afternoon.</p> 
<p><b>How can I help / information for helping</b> Discuss key vocabulary for our topic e.g. deforestation, biome, sustainable, conservation. Make an information leaflet on the advantages and disadvantages of deforestation. Choose an animal that lives in the Amazon Rainforest to create a fact file about.</p>	<p><b>How can I help / information for helping</b> Discuss key vocabulary and how these terms are used in everyday life e.g. permeable, transparent, soluble, absorbent. Explore the different uses of Microsoft Excel and how it can be used to display data.</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:</b> numbers and colours.</p> <p><b>Skills / knowledge to be developed:</b> Explain different Mathematical vocabulary in French learning how to say numbers up to 100.</p> <p><b>Applied through:</b> Using the 'Jolie Ronde' scheme of work, playing games and singing songs.</p> <div style="display: flex; justify-content: space-around; align-items: center; height: 150px;">   </div>	<p><b>Focus:</b> singing.</p> <p><b>Skills / knowledge to be developed:</b> We will learn 'Hakuna Matata' (from the Lion King) using the Charanga program. We will explore how the phrase 'Hakuna Matata' links to our SMSC of freedom; how with increased worries can come restricted freedom.</p> <p><b>Applied through:</b> Music lessons and whole school singing practise.</p> <div style="text-align: center; height: 150px;">  </div>	<p><b>Focus:</b> keeping safe: managing risks.</p> <p><b>Skills / knowledge to be developed:</b> developing the children's understanding of how to stay safe in both real life situations and on the internet. This will be linked to our SMSC of freedom and how with increased responsibility comes increased risk.</p> <p><b>Applied through:</b> PSHE lessons, circle time.</p> <div style="text-align: center; height: 150px;">  </div>	<p><b>Focus:</b> What do we know about Islam?</p> <p><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.</p> <p><b>Applied through:</b> Circle time, RE lessons, discussion.</p> <div style="text-align: center; height: 150px;">  </div>
<p><b>How can I help / information for Helping</b></p> <p>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></p> <p>Encourage your child to practise singing at home.</p> <p>Discuss the meaning of Hakuna Matata and how the moral of the song links to freedom.</p>	<p><b>Mindmate Lesson:</b></p> <p>This term our Mindmate lesson will be about solving problems and improving situations.</p> <p><b>How can I help / information for Helping</b></p> <p>Discuss the risks of using the internet and what to do in different situations.</p>	<p><b>How can I help / information for Helping</b></p> <p>Encourage children to think about how they themselves relate to stories of the Qur'an and other religious texts.</p> <p>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>KIRF target:</b> See maths section</li> <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>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> 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> 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 4<sup>th</sup> February 3.40pm</b> – Herd Farm meeting at Shadwell, children welcome</p> <p><b>Thursday 6<sup>th</sup> February 3.30pm</b> – Herd Farm meeting at Bramham, children welcome</p> <p><b>Tuesday 11<sup>th</sup> February</b> – Online Safety Day</p> <p><b>Thursday 5<sup>th</sup> March</b> – World Book Day</p> <p><b>Monday 16<sup>th</sup> March</b> – ‘The Railway Children’ theatre production</p> <p><b>Wednesday 1<sup>st</sup> April</b> – Parent teacher consultations.</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 post regular 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