



# Curriculum Newsletter

Bramham Shadwell Federation  
Class 6 September - October 2018



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

**What makes a good global citizen?**

## English

- Grammar, punctuation and spelling activities will be an integral part of our English programme.
- We will be focusing on sentence structure and choosing the most appropriate language to enhance our writing.
- The children will develop their understanding of grammatical terminology as well as becoming confident and independent when checking their own work to ensure it is the best piece they can write.
- Reading will focus on authorial techniques to engage a reader as well as investigating how authors create a mood.
- We will be working on our reading fluency, aiming to increase our reading speed whilst maintaining understanding of the text.
- Our handwriting and spelling will also be a focus as we step up the quality, consistency and speed of our work as part of the children's preparation for high school.

**The texts we will focus on are:** Library of Lemons, Erika, Anne Frank's diary.

**The outcome will be:** to write a newspaper report about the Dambusters mission and present a news bulletin about this, 'All About Me' explanations

### How can I help / information for helping

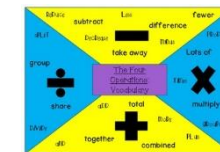
Discuss vocabulary with your child from their reading book and ask them to explain in their own words what they have read in their reading book.

Encourage plenty of practise on Spellodrome.



## Maths

- The main emphasis will be on place value and the methods to add, subtract, divide and multiply whole numbers and decimal fractions.
- Children will develop their problem solving skills as they learn to explain, convince others and justify their findings using specific vocabulary.
- Children will also become more confident when applying a range of strategies to solve tricky problems. There will be regular homework to consolidate these areas and apply their skills.
- We expect the children to know all of their multiplication and division facts up to the 12 times table for use in calculations.
- **There will be a weekly times tables test;** children will then be given a target to improve their time or to learn the next times table. Please help them to learn their multiplication facts alongside their division facts as we have found that it increases mathematical confidence and accuracy.
- Additionally, the KIRF target is outlined below; please help your child achieve this target.




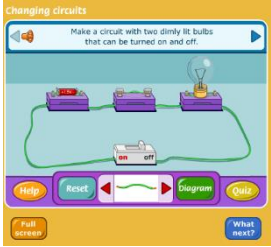






### How can I help / information for Helping

Can you read 9,345,673?  
Can you write it in words?  
Children can access fun multiplication games online at [www.multiplication.com](http://www.multiplication.com).

### KIRF Target – Autumn Term 1

- I know the multiplication and division facts for all times tables up to 12 x 12
- This is a chance for Year 6 children to consolidate their knowledge of multiplication and division facts and to increase their speed of recall.

Topic	SITE	P.E
<p><b>Focus is: ‘How does a good global citizen promote peace?’</b> The children will use their understanding of the key events leading up to and during WWII to contextualise decisions made in the modern world.</p> <p><b>Skills / Knowledge to be developed:</b> The children will investigate how WWII began and learn about The Blitz, the Axis of Power, the Allies and neutral countries (and how they change depending on the perspective), the Holocaust, significant military events and the role Britain played in WWII.</p> <p><b>Art links:</b> The theme will focus on the Yorkshire Artist <b>Henry Moore</b> and his WWII Underground shelter drawings and paintings. The children will learn about the artist, his life and work before developing their own skills in drawing and painting. We will be exploring the tools and techniques used by Henry Moore himself during the war years and produce some of their own work based on the colours and moods of the shelters during the war.</p> <p><b>Applied through:</b> Geography / History / English / Maths / Art</p>	<p><b>Focus is:</b> Electricity and ‘The Coding Project’</p> <p><b>Skills / knowledge to be developed:</b> scientific knowledge of <b>circuits and electricity</b>. The children will then use and apply this knowledge to create a <b>Morse Code machine</b> to coincide with the WWII coding project where children will analyse different forms of coded communication including semaphore and Morse Code. In computing, the children will explore modern day coding.</p> <p><b>Applied through:</b> investigating <b>electronic circuitry</b> and powering different components such as bulbs and buzzers to design and make a Morse Code machine using this knowledge.</p> 	<p><b>Focus is:</b> Tag Rugby and Netball</p> <p><b>Skills / knowledge to be developed:</b> Throwing, catching and running with a ball</p> <p><b>Applied through:</b> Children will develop their techniques to play a variety of games in small teams.</p> <p>Mr Brotherton is also holding trials for our sports teams where we are hoping for another successful year.</p> 
<p><b>How can I help / information for Helping</b> Discuss what you know about WW2 and how it must have felt to have lived through it.</p> <p>Encourage discussion between your child and any older family members or friends who may have encountered some aspects of WW2 – we love to hear about personal stories from that era. Children are welcome to bring in artefacts from home to show us.</p> 	<p><b>How can I help / information for Helping</b> Discuss electrical items around the house and how they work. Play this BBC ‘Changing Circuits’ game <a href="http://www.bbc.co.uk/schools/scienceclips/ages/10-11/changing_circuits.shtml">http://www.bbc.co.uk/schools/scienceclips/ages/10-11/changing_circuits.shtml</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.</p>

French	Music	PSHE / MindMate	R.E.
<p><b>Focus is:</b> Where I Live  <b>Skills / knowledge to be developed:</b> Development of sentence structures and French communication skills.  <b>Applied through:</b> Shops, asking directions, revision of days of the week, telling the time, Christmas (similarities and differences between UK &amp; France). Dictionary work.  Grammar: Construction of simple sentences with identification of adjectives and quantifiers in the sentence. Writing: Manipulating simple sentences by changing an element in a sentence, using negatives.</p> 	<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), singing and playing instruments.</p> 	<p><b>Focus is:</b> Identity, society and equality/Human Rights alongside Class R Buddies and MindMate</p> <p><b>Skills / knowledge to be developed:</b> Pupils learn about people who have moved to Leeds from other places, (including the experience of refugees), about human rights and the UN Convention on the Rights of the Child, and about homelessness .</p> <p>In pairs, the Year 6 children support two Reception pupils. It is wonderful to see the caring nature of our older children as they help the younger ones.</p> <p><b>MindMate</b> – Being the same and being different - recognise how images &amp; campaigns in the media &amp; social media do not always reflect reality &amp; can affect how people feel about themselves  e.g. body image, eating issues. Share their opinions on things that matter to them &amp; explain their views through discussions with one other person &amp; the whole class.</p> 	<p><b>Focus is:</b> Sikhism  <b>Skills / knowledge to be developed:</b> Introduction to Sikhism through the life and teachings of Guru Nanak.  <b>Applied through:</b> The children will explore the core principles of the Sikh religion.</p> 
<p><b>How can I help / information for Helping</b>  Ask your children to repeat some of what they have learnt in class while you are out and about.</p>	<p><b>How can I help / information for Helping</b>  Listen to the music of other classic rock bands and look for similarities between songs.</p>	<p><b>How can I help / information for Helping</b>  Discuss issues such as immigration with your child and how people are portrayed in the media.</p>	<p><b>How can I help / information for Helping</b>  Ask your child to explain the element of Sikhism they have learnt about this week.</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 reading record).</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. 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><i>Please see the class teacher if your child has not logged information on the sheet.</i></p> <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></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>Wednesday 23<sup>rd</sup> October:</b> Parents’ Consultation Meetings  <b>Friday 29<sup>th</sup> November:</b> Proposed Christmas Progress Café  <b>Thursday 6<sup>th</sup> February:</b> Proposed Progress Café  <b>Friday 19<sup>th</sup> June:</b> Proposed Progress Café</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>In the past we have found that the planners are an excellent means of communication between home and school. The planners have two main purposes: to record homework and to reward good work and good behaviour with stamps. We would appreciate your assistance in checking that your child has their planner with them each day. Please look at the planners regularly as notes from the teacher might be written in them. <b>Please sign it at end of the week to be checked on a Monday.</b></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 Prankard