

Curriculum Newsletter

Bramham Shadwell Federation Class 6 September - October 2020



| ellence joi | | | | |
|---|---|--|--|--|
| All our learning in class this half term will be focused around the question: What makes a good global citizen? | | | | |
| English | Maths | | | |
| We will be starting the half term by developing our speaking and listening skills through a debate. During this unit of work, children will improve understanding of being an effective speaker and application of persuasive language features. Our main writing project this half term will be writing a letter to a loved one from the perspective of an evacuee. Children will have the opportunity to build their knowledge of sentence structure through their History topic of World War Two. In addition, children will start to explore levels of formality in their writing; starting with writing informally. The final writing task of this year will give children the opportunity to develop their ability to end a short story in an original and creative way with confidence. In our reading lessons, our focus skills are fluency where we will be working on developing our Expression, Accuracy, Rate and Smoothness (EARS) when reading whilst maintaining our understanding of the text and retrieval of information. Y5 recovery of learning will be interwoven into English lessons and within the wider curriculum. The texts we will focus on are: Library of Lemons, Erika, Anne Frank's diary A debate on the benefits of learning at home vs. learning in school. A letter from the perspective of an evacuee. A creative ending to a story. | 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. Look out for information regarding the re-launch of Mathletics Y5 recovery work will be interwoven into lessons | | | |
| the experience. Letter writing: Show children a formal letter that you may have received and discuss the differences that may appear in an informal letter to somebody you know. Story ending: Talk about some of your favourite story endings in books/films. Reading: Read with your child aloud as much as possible to practise fluency (EARS- see above) | Can you read 9,345,673? Can you write it in words? Children can access fun multiplication games online at | | | |

| Торіс | SITE | P.E |
|--|---|-----------------------------------|
| Focus is: 'How does a good global citizen promote | Focus is: Electricity and 'The Coding Project' | Focus is: Athletics |
| peace?' The children will use their understanding of the | Skills / knowledge to be developed: scientific | |
| key events leading up to and during WW2 to | knowledge of circuits and electricity. Children will | Skills / knowledge to be |
| contextualise decisions made in the modern world. | learn about the considerations that need to be taken | developed: |
| Skills / Knowledge to be developed: | when planning a scientific investigation and plan | Technical running, jumping & |
| The children will investigate how WWII began and | and conduct their own experiment investigating | throwing skills. |
| learn about The Blitz, the Axis of | how different variables affect the volume of a | |
| Power, the Allies and neutral | buzzer . The children will then use and apply this | Applied through: |
| countries (and how they change | knowledge to create a Morse Code machine to | Children will be developing their |
| depending on the perspective), the | coincide with the WW2 coding project. | technique through individual |
| Holocaust, significant military events and the role | | running, jumping and throwing |
| Britain played in WWII. | Applied through: investigating electronic circuitry | activities. They will analyse |
| Art links: The theme will focus on the Yorkshire Artist | and powering different components such as bulbs | their own performance and look |
| Henry Moore and his WWII Underground shelter | and buzzers to design and make a Morse Code | to make alterations in order to |
| drawings and paintings. The children will learn about the | machine using this knowledge. | achieve their best scores. |
| artist, his life and work before developing their own skills | | |
| in drawing and painting. We will be exploring the tools | | PE is on a Thursday. |
| 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. | | |
| Applied through: | Computing: Children will look at 'coding' in a | |
| Geography / History / English / Maths / Art | different sense developing their understanding of | |
| | computer coding to input complex variables to | |
| | create game apps. | |
| How can I help / information for Helping | How can I help / information for Helping | How can I help / information |
| Discuss what you know about WW2 and how it must | Discuss electrical items around the house and how | for Helping |
| have felt to have lived through it. | they work. | Encourage your children to |
| | Play some online electricity games. | organise their P.E. kit for |
| Encourage discussion between | http://primaryhomeworkhelp.co.uk/revision/Science/ | themselves ready for a |
| your child and any older family | electricity.htm | Monday. They could also think |
| members or friends who may have | | about what they might need |
| encountered some aspects of WW2 | | regarding cold/wet weather? |
| - we love to hear about personal | | |
| stories from that era. Children are | | |
| welcome to bring in artefacts from | | |
| home to show us. | | |

| French | Music | PSHE / MindMate | R.E. |
|---|---|---|---|
| Focus is: Where I Live and Food Skills / knowledge to be developed: Development of sentence structures and French communication skills. Applied through: Shops, asking directions, revision of days of the week, telling the time, 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. | Focus is: "Livin' On A Prayer" – Bon Jovi Skills / knowledge to be developed: Applied through: 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) and playing instruments. | Focus is: Mental Health & Emotional Wellbeing Skills / knowledge to be developed: We will look at different aspects of mental health, why it's important and what can we do to ensure we are happy, secure and confident. We will also discuss strategies on how to cope with challenges in this area. MindMate – Being the same and being different - recognise how and why we feel a certain way in different situations. Share their opinions on things that matter to them & explain their views through discussions with one other person & the whole class. | Focus is: Sikhism Skills / knowledge to be developed: Introduction to Sikhism through the life and teachings of Guru Nanak. Applied through: The children will explore the core principles of the Sikh religion. |
| How can I help / information for Helping Ask your children to repeat some of what they have learnt in class while you are out and about. | How can I help / information for Helping Listen to different rock songs and look for similarities between them. | How can I help / information for Helping Discuss with your child what they have learned in PSHE in order to check their understanding. | How can I help / information for Helping Ask your child to explain the element of Sikhism they have learnt about this week. |

| Homework | Any Other Information / Dates for the Diary | |
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| Ongoing Homework | Thursday 24 th September – WW2 Evacuee day | |
| • Reading : a minimum of 15 minutes reading every night (logged by | Monday 5 th October –Flu immunisations | |
| the children and noted in their planner). | Monday 12 th October – Individual photographs | |
| KIRF target: See maths | W/B Monday 19 th October – Parents' Consultation Meetings | |
| Times Tables: see Homework Log Sheet Sheet Sheet | Friday 23 rd October - Training Day | |
| • Spellings : learn the list sent home on a Friday and words outlined as common errors on their Homework Log Sheet. <i>Please see the</i> | Friday 27 th November – Training Day | |
| class teacher if your child has not logged information on the sheet. | | |
| Mathletics – 1000+ points per week | 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 | |
| Please continue to log children's progress with these activities on | 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. | |
| the weekly homework sheet – children earn House Points for each | Rept clean and germ-nee for the children's use each day. | |
| part that is fully completed. | In the past we have found that the planners are an excellent means of | |
| Maths / English Homework | communication between home and school. The planners have two | |
| Homework is given out on a Thursday, to be returned the following | main purposes: to record homework and to reward good work and good | |
| Tuesday. | behaviour with stamps. We would appreciate your assistance in | |
| | checking that your child has their planner with them each day. Please | |
| Please encourage your children to discuss their homework at | look at the planners regularly as notes from the teacher might be written in them. Please sign it at end of the week to be checked on a | |
| home in order that they develop the skills of explanation and | Monday. | |
| reasoning. | | |
| Children will be set a Learning Log activity once during every half term. | To keep our children safe, please can we politely ask that you refrain | |
| This will be related to the Enriched Curriculum. On weeks when this is | from using the school field and climbing equipment after school and | |
| set, it will replace Maths or English homework. | please leave the grounds as quickly as possible. | |
| | 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. | |
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Thank you, as always, for your continuous help and support. If you have any queries, please do not hesitate to contact us. Miss Prankard