



# Curriculum Newsletter



## Bramham Shadwell Federation Class 6 February – March 2022

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

### Thinking of Others

#### English

- For the majority of this half term, we will be **writing and creating nature documentaries**. Through this project, children will be learning how to write to both simultaneously **inform and entertain** readers and viewers.
  - We will begin our nature documentary project by looking at examples and using these examples to **develop our reading skills** including: **skimming and scanning, retrieval, inference and deduction and vocabulary development**.
  - As we explore information texts and documentaries, we will further our vocabulary and our understanding of vocabulary through **exploring the etymology of words**.
  - Our grammatical learning linked to this project will be focused on developing our application of complex punctuation such as **dashes, colons and semi-colons**.
  - We will end this project by writing a nature documentary based on an animal children have researched, and finally, turning our written piece into a **video documentary performance**.
  - We will explore a number of texts linked to our nature documentary project including **exemplar texts and interviews**.
- The outcome will be:** to write, edit, and perform a nature documentary based on an animal the children have researched.

#### Maths

- We begin the term developing the children's understanding of **volume** as it relates to **cubes and cuboids**.
- We will learn some of the conventions of **algebra** in the context of patterns and real-life problems. The children will be able to **describe patterns** and use a letter to denote a variable. We will then move on to **write expressions** using the four operations and fractions, while continuing to look for patterns and determine rules.
- The children will be investigating **angles** on their own, in word problems and in shapes. We will be investigating the parts of a circle before solving word problems about angles in a circle. We will spend some time drawing quadrilaterals before moving onto triangles. The children will also be required to draw the **nets of 3-D shapes**.
- We will work with **polygons on coordinate grids**. The children will learn how to differentiate between **translation** and **reflection** before moving on to express movement using algebra.
- The children will learn to present and interpret information in different ways. Our learning on graphs begins with lessons exploring the **mean**, but also briefly looking at other ways of showing **averages**. We will revise previous learning on **bar graphs, pictograms and tables**, then focus on drawing, reading and interpreting **pie charts**.
- To finish the term, we will be **comparing quantities**, including numbers, objects, fractions and mass before moving on to solving word problems.

#### How can I help / information for helping:

To help children develop an authentic understanding for this English project, take some time to watch some of the incredible nature documentaries that are available on a variety of streaming services.

#### Example of what my child's final performance project might look like:

[Nature Documentary Example](#)



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

Ensure your child is using **Times Table Rock Stars** to support them with times tables.


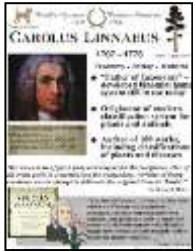

#### KIRF Target – Spring Term





By the end of this term, children should know the following facts. The aim is for ALL children to be able to recall these facts **instantly**:


A prime number is a number with no factors other than itself and one.

The following numbers are prime numbers:  
2, 3, 5, 7, 11, 13, 17, 19, 23,  
29, 31, 37, 41, 43, 47

A composite number is divisible by a number other than 1 or itself.

Topic – Geography	SITE	P.E
<p><b>Focus is:</b> Rivers</p> <p><b>Skills / Knowledge to be developed:</b> We will be learning about the features of the <b>water cycle</b>, understanding the <b>journey of the river</b> from source to sea; discussing the factors that cause <b>flooding</b> and the <b>physical and human impact</b> floods have on the world.</p> <p><b>Art:</b> We will be exploring and producing our own landscape art pieces.</p> <p><b>Applied through:</b> Geography/Maths /Art</p> 	<p><b>Focus is:</b> Living things and habitats</p> <p><b>Skills / knowledge to be developed:</b> We will look at why different animals have different habitats and features. We will develop an understanding of the <b>classification system</b> of living things and learn about the life and work of the scientist <b>Carl Linnaeus</b> in Science.</p> <p><b>Computing:</b> we will produce video performances of our nature documentaries from our English project.</p> <p><b>Applied through:</b> Developing understanding of <b>classification keys</b> and creating our own classification keys. Outdoor learning opportunities and producing a nature documentary in English.</p> 	<p><b>Focus is:</b> Net/Wall and Dance</p> <p><b>Skills / knowledge to be developed:</b> We will develop our <b>racket skills</b> using a range of shots and control situations. We will recap the fundamental skills before reinforcing learning through pair and team situations. <b>In dance</b>, pupils will choreograph a routine linked to their class Topic.</p> <p><b>Applied through:</b> Individual and group work. In racket games, small competitions will be used to consolidate pupil's skills. In dance, we will work in small groups to devise and rehearse their routines.</p> 
<p><b>How can I help / information for helping</b> Discuss the erosion you can see when you are out and about: do you notice erosion on the grass beside a footpath? Can you see erosion in the river as you cross a bridge? Has your pet caused erosion to certain areas of the garden?</p>	<p><b>How can I help / information for helping</b> Identify different habitats at home and out and about – why do animals choose to live where they do? If you have a pet, identify different and similar features to humans.</p>	<p><b>How can I help / information for helping</b> Please ensure that children have a warm outdoor kit and indoor kit in school (including trainers). 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><b>Focus is:</b> Months of the year, revision of vocabulary linked to sports and hobbies, consolidating understanding of numbers 0-50.</p> <p><b>Skills / knowledge to be developed:</b> The children will be able to express their likes/dislikes of different sporting activities in French. We will construct sentences using the simple future tense. We will also consolidate their knowledge of months of the year and numbers 0-50, with a particular focus on the pronunciation and spelling of these words.</p> <p><b>Applied through:</b> Speaking and listening games, French song and books.</p>	<p><b>Focus is: Gaining Confidence Through Performance</b></p>  <p>In addition to listening and appraising <b>Jazz and Blue</b> music in our whole school focus, pupils will explore a range of music styles in our music lessons and <b>develop performances of them</b>. When learning to perform the songs in these unit, children will focus on <b>singing articulately</b>. Finally, children will consider how the songs would have improved the world around them.</p> <p><b>Applied through:</b> Development of performance skills.</p>	<p><b>Focus is:</b> Healthy Minds</p>  <p><b>MindMate:</b> Strong Emotions</p> <p><b>Skills / knowledge to be developed:</b> Developing understanding that everybody has 'mental health', what can affect our mental health and what we can do to help and support our own mental well-being.</p> <p><b>Applied through:</b> Discussion / Circle time / debate</p>	<p><b>Focus is:</b> continuing to develop an understanding of the <b>Christian</b> faith.</p> <p><b>Skills / knowledge to be developed:</b> Identifying the different branches of Christianity and their similarities and differences between them.</p> <p><b>Applied through:</b> We will be looking at a range of places of worship in our locality and plotting these on a map of the area.</p> 
<p><b>How can I help / information for helping:</b> Children will learn vocabulary such as: jouer nager faire</p> 	<p><b>How can I help / information for helping:</b> To support our whole school focus on Blue and Jazz for our music of the week, please try to listen and discuss this style of music at home.</p>	<p><b>How can I help / information for helping:</b> Openly discuss feelings linked to mental health and what makes your child feel better such as talking, drawing, going for a walk etc.</p>	<p><b>How can I help / information for helping</b> Observe different church buildings in the local area. Do they represent different strands of Christianity?</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>TT Rock Stars and Mathletics:</b> We encourage children to use both of these online resources using a 'little and often' approach. Children should aim for five minutes a day on TT Rock Stars and 1000 points on Mathletics.</li> <li>• <b>Spellings:</b> Children will receive a paper version of their spelling words on a weekly basis. Children will need to practise these spellings using the revision methods they are have been taught in class to consolidate the learning of their spelling rules.</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></p> <p>One piece of Maths homework and one piece of English homework will be sent home each week. Homework is given out on a Thursday to be returned the following Tuesday. <b>Please encourage your children to discuss their homework at home in order to help them develop their explanation and reasoning skills.</b></p> <p>Children will be set a Learning Log activity once during every half term. This will be related to the Enriched Curriculum.</p>	<p><b>Friday 18<sup>th</sup> March</b> – Red Nose Day (wear red or official merchandise)</p> <p><b>Monday 21 March</b> – Tempest photography (Class photos)</p> <p><b>Week Commencing 21<sup>st</sup> March</b> – Parent teacher consultation meeting</p> <p><b>Thursday 24<sup>th</sup> March</b> – Mother's Day gift shop</p> <p><b>Wednesday 30<sup>th</sup> March</b> – Year 6 Residential</p> <p>You will be able to find weekly updates about our learning on our school website and our school twitter account (@BramhamShadwell)</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>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>

Thank you, as always, for your continuous help and support. If you have any queries please do not hesitate to the office and I will arrange a time to give you a call.

Mrs Prankard