



# Curriculum Newsletter

Bramham Shadwell Federation

Class 5 June - July 2021



All our learning in class this half term will be focused around the question:  
**How did people in the past aim to lead better lives?**

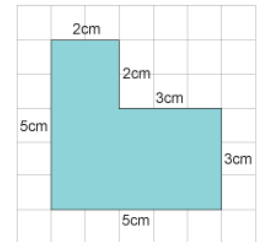
## English

- The focus will be on Grammar, punctuation and spelling activities linked to a range of poetry, including the poem of **'The Spider and The Fly' by Mary Howitt**.
  - The children will explore different poetic features and sentence types within a range of poems, thinking about the impact on the reader (e.g. short sentences, compound sentences, subordinate sentences).
  - Through this they will explore different poems with the range of poetic features they include such as rhyming, alliteration, stanzas, repetition and imagery.
  - The children will use these poetic features and analyse the impact they have on the reader by exploring different poems written in different styles.
  - Editing and improving their own work as they respond to their targets will be a continued focus.
- The outcome will be:** to write a poem including **show don't tell sentences**.



## Maths

- The term will begin with a focus on **measure** in order to convert between **imperial and metric conversions**.
- The measurements we will look at include: time, length, weight and capacity.
- We will then focus on **the area (cm<sup>2</sup>) and perimeter of shapes**, including regular and irregular polygons and compound shapes.
- We will focus on the **volume (cm<sup>3</sup>)** of 3D shapes. The children will recap their knowledge of capacity and learn how to **convert between metric and imperial units of volume**.
- We will recap our knowledge on **Roman numerals** and learn how to write Roman numerals to 1000, determining rules to apply to the written number.
- We will complete the term with a recap of the Year 5 mathematics objectives.
- We will use our knowledge from multiplication and division to apply to a range of question types.
- 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

Discuss vocabulary with your child from their reading book.

#### What is a show not tell sentence?

Show don't tell uses description of actions, relationships and feelings instead of just telling the reader what happened. **E.g. Telling sentence:** Brian was angry.

**Showing sentence:** Brian pursed his lips and clenched his fists in to tight balls.




Try as he might, he could not contain himself and within seconds, he erupted like a volcano.






### How can I help / information for helping

Test children on key vocabulary such as factor, factor pair, and product. Keep testing the children on their times table to 12 x 12.

### KIRF Target – Summer Term 2 I can find factor pairs of a number.

- Recall multiplication facts up to 12 x 12.
- Recall division facts up to 12 x 12.
- When given a number in one of these times tables, they should be able to identify a factor pair which can be multiplied to make this number.

Topic – (History)	Science	P.E
<p><b>Focus is:</b> ‘How did people in the past in the village of Bramham aim to lead better lives?’</p> <p>We will investigate the local history of our area and how the village has changed over the time. We will look at the reasons for these changes and how they have benefitted the community. We will be working closely with local people, who will assist us in our quest for knowledge.</p> <p><b>Skills / Knowledge to be developed:</b></p> <ul style="list-style-type: none"> <li>• Chronological Understanding</li> <li>• Knowledge and Understanding of events, people and changes in the past</li> <li>• Historical Interpretation</li> <li>• Historical Enquiry</li> <li>• Organisation and Communication</li> </ul> <p><b>Applied through:</b> English /Computing.</p> 	<p><b>Focus is:</b> Life Cycles</p> <p><b>Skills / knowledge to be developed:</b> Our Science work will continue to focus on life cycles as we look more closely the life processes of mammals – including humans, amphibians, reptiles, insects and birds.</p> <p><b>Applied through:</b></p> <ul style="list-style-type: none"> <li>• During science lessons we will investigate life cycles whilst identifying the similarities and differences between those of different animal classes.</li> <li>• During grammar based English lessons, we will learn more about different animals and use our knowledge when using colons and semi-colons.</li> </ul> <p><b>DT links:</b> Our SITE project will build on our knowledge of life cycles of different plants. We will use a range of sewing techniques to produce a felt book with the purpose of teaching younger children about plants.</p> <p><b>Outdoor links:</b> We will explore our local environment to see what animals live in which habitats, to see what stages of the life cycles we can observe and to learn about ways that we can protect our environment and these animals.</p> 	<p><b>Focus is:</b> Striking and fielding</p> <p><b>Skills / knowledge to be developed:</b> Throwing, catching and striking a ball</p> <p><b>Applied through:</b> Children will develop their techniques to play a variety of games in small teams.</p>  <p>PE this half term will take place on a Friday morning. Please send your child to school in PE kit, ensuring that they bring their school uniform to get changed in to later in the day.</p>
<p><b>How can I help / information for Helping</b> Discuss any knowledge about the village that you may have with your child. Go for a walk around the village and look at the Historic changes.</p>	<p><b>How can I help / information for Helping</b> Revisit knowledge from previous years by discussing which animals belong to each animal class.</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> Numbers.</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 is:</b> Composing a song linked to transition periods in our lives e.g. When I grow up (Matilda).</p> <p><b>Skills / knowledge to be developed:</b> Composing, recording and performing a piece of music.</p> <p><b>Applied through:</b> Children will start to choose, combine and organise patterns and musical ideas within musical structures. They will create musical improvisations with voices and instruments within the context of the song being learnt.</p> <div style="text-align: center; height: 150px;">  </div>	<p><b>Focus is:</b> RSE (Relationship Sex Education).</p> <p><b>Skills / knowledge to be developed:</b> developing the children's understanding of what physical and emotional experiences they will encounter over the next few years, including any worries they may have about moving up to Class 6. We will also cover keeping safe both online and offline.</p> <p><b>Applied through:</b> Discussion / Circle time / PSHE lessons.</p> <div style="text-align: center; height: 150px;">  </div>	<p><b>Focus is:</b> What values are shown in codes for living?</p> <p><b>Skills / knowledge to be developed:</b> developing the children's understanding of what matters most to different believers. This enables children to identify values in human life and think about their own values considering what is important to them.</p> <p><b>Applied through:</b> Circle time/ discussion/ debate/ lesson tasks.</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 their song lyrics and actions at home.</p>	<p><b>How can I help / information for Helping</b></p> <p>Discuss feelings with your child and what they have learned in class – how does this apply in your home? Buy them a child friendly puberty book. Discuss coping strategies and who they can talk to in and out of school.</p>	<p><b>How can I help / information for Helping</b></p> <p>Discuss the importance of values and how a wide range of people from all over the world have different perspectives based on the religion they choose to follow. Encourage them to be aware of alternative religions and beliefs and the idea that some people choose a scientific belief instead.</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 <b>minimum</b> of 15 minutes reading every night (logged by the children and noted in their reading record).</li> <li>• <b>KIRF target:</b> See maths section</li> <li>• <b>Times Tables:</b> see Homework Log Sheet</li> <li>• <b>Mathletics:</b> practise times tables, and objectives we are covering in class. Mathletics teaches objectives, tests and has games for all the objectives in Year 5. It is a brilliant tool for consolidation and practise. Earn points and certificates on Mathletics. <i>Can you get 1000 points each week?</i></li> <li>• <b>Spellings:</b> learn the lists sent home and words outlined as common errors in 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></p> <p>Homework is given out on a Thursday, to be returned the following Tuesday. There will be <b>an English based task</b> on either comprehension or grammar once each week, <b>and a maths based task</b>. These will be pre-teaching of a new objective or consolidation of class work in class.</p> <p><b>Please encourage your child 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 and English homework.</p>	<p><b>Wednesday 23<sup>rd</sup> June</b> – Bramham Art Day</p> <p><b>Friday 16<sup>th</sup> July</b> – Reports to go out</p> <p><b>Friday 23<sup>rd</sup> July</b> – Last day of term</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> <div data-bbox="1133 424 1272 560" data-label="Image"> </div> <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