



# Curriculum Newsletter



Bramham Shadwell Federation

Class 3: September – October 2023

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

**What makes a good global citizen?**

## English

- English work will develop **narrative** skills through exploration of descriptive language and rich illustrations.
- Children will use a variety of **dramatic techniques** to explore the issues within the stories we have read.
- Grammatical terminology will be revised through identifying **verbs, adjectives, adverbs** and **nouns** within a text. They will build on the children's understanding on their skills developed in Key Stage 1 and be introduced to new concepts required in Key Stage 2 such as **prepositions** and **fronted adverbials**.
- Children will use **co-ordinating conjunctions** to join sentences in different ways, learning about when to use different conjunctions to link ideas.
- The texts we will focus on are:** Stories which pose questions about being a good citizen within a familiar setting - **The Tin Forest** by Helen Ward, the '**Little People, Big Dreams**' book on Harriet Tubman, and '**Before She Was Harriet**' by Lisa Cline-Ransome. Both of the latter books are in relation to our Black History Month unit and we will be discussing her life and accomplishments.
- The outcome will be:** to write a short narrative which contains descriptive language and a variety of sentence types.



## Maths

- Children will focus on identifying the **place value of numbers up to 1000**.
- Pupils will learn how to compose and decompose numbers, compare, order and look for patterns for **3-digit numbers**.
- We will be focusing on developing reasoning and problem solving skills through hands-on experiences using a range of practical equipment to help partition numbers into **hundreds, tens** and **ones**.
- Later in the term, children will develop **calculation** methods for **addition** and **subtraction**. Children will begin with simple **mental addition** (e.g.  $353 + 100 / 249 + 110$ ) before moving on to addition where **renaming** is required ( $353 + 109$ ).
- Simple **mental subtraction** will be a focus in a similar way before moving to subtraction where renaming is required (e.g.  $108 - 19$ ).
- Once pupils have mastered mental addition and subtraction, they will focus on **problem solving** questions and be introduced to the formal **column method**.
- Each Friday, there will be a **times tables challenge** where children can challenge themselves to beat the clock.
- At home, children can use **Times Table Rock Stars** to support them with times tables.



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

Discuss vocabulary with your child from their reading book – paying particular attention to red, orange and green words for your child. Encourage children to answer questions using the bookmarks given such as "Why did the author choose this word?"

**What are fronted adverbials?** Children should know an adverb can modify a verb, and can tell "how", "where", "why", or "when." A fronted adverbial is a word or phrase at the beginning of a sentence which modifies the verb. A comma often follows a fronted adverbial: **Surprisingly**, the old man lived alone. **Just before lunch**, a visitor appeared in the branches of the tree.

**What do children learn about prepositions?** A preposition is a word such as **after, in, to, on,** and **with**. Prepositions are usually used in front of nouns or pronouns and show the relationship between the noun or pronoun and other words in a sentence. The girl stood **near to** the tree. A noise came from **under** the stairs.

**What will children learn about conjunctions?** A conjunction is a word used to connect sentences. Children will initially focus on **FAN BOYS (for, and, nor, but, or, yet, so)** to join two sentences which make sense independently of each other.

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

Practice and rehearse mental calculations. Using apparatus such as coins can be helpful e.g. 20p + 50p/ 50p – 10p.

**Renaming:** Children are taught that calculations sometimes require a number to be renamed by regrouping the digits e.g.  $9 + 3 = 11$  could also be 10 and 1. This enables children to build the concept of where to rename a column during more complex calculations.



### KIRF Target – Autumn Term 1



I can count on and back in 10s and 1s from any 2-digit number:



23, 33, 43, 53.....  
97, 87, 77, 67 .....  
86, 87, 88, 89 .....  
54, 53, 52, 51 .....

**Encourage** children to count and calculate mentally – for example, when paying for items in shops or asking them to count in a specific way during a game of hide and seek.

**Discuss** numbers in the world around us with a specific focus on the place value of three digit numbers.

Topic	SITE	P.E
<p><b>Focus:</b> 'What makes a good global citizen?' is the overarching question with a focus on the geography of the United Kingdom.</p> <p><b>Skills / Knowledge to be developed:</b> Identifying and naming cities and counties and physical landscape features across the countries of the UK. Children will begin to develop atlas skills and will engage with discussions about citizenship.</p> <p><b>Art links:</b> Children will look at the work of landscape collage artists Eileen Downes and Megan Coyle before creating their own collage.</p> <p><b>Applied through:</b> Geography / English / Maths / Art</p> 	<p><b>Focus:</b> Forces and Magnets Children will use observational and investigative work to develop their understanding of magnetic attraction and repulsion. The children will learn about different forces such as push, pull and friction. They will then apply their knowledge of magnets and forces to create a magnetic toy for children in Class R.</p>  <p><b>Skills / knowledge to be developed:</b> Developing scientific knowledge of forces and magnets.</p> <p><b>Computing links:</b> In computing, children will gain an understanding of how a code can be made using click and key press events.</p> <p><b>Applied through:</b> This half term's SITE Project: Making a magnetic toy for children in Class R.</p>	<p><b>Focus:</b> Cross Country, Orienteering and Invasion Games (Football). Children will be taught <b>PE on Thursday morning</b> by Mr Brotherton. Children should come into school in their PE kits and bring their school uniform to change into before the afternoon.</p> <p><b>Skills / knowledge to be developed:</b> For orienteering, children will learn to problem solve in a competitive environment and use logical thinking to plan efficient strategies. These challenges will involve working together to build resilience. In Football, children will focus on improving their fundamental skills, spatial awareness and apply these in game situations.</p> <p><b>Applied through:</b> Children will develop their techniques through individual skill work and team challenges.</p>
<p><b>How can I help / information for Helping:</b> Art work will be created by reusing old magazines and coloured paper.</p> <p><b><u>If you have any catalogues, brochures or magazines at home which could be recycled to create our art work, then we would be most grateful for any donations.</u></b></p>	<p><b>How can I help / information for Helping:</b> Use any magnetic toys that children have and discuss how they work using scientific vocabulary. Discuss different materials that might be magnetic and why.</p>	<p><b>How can I help / information for Helping:</b> Please ensure children arrive in their P.E kit on Thursdays. Please could they bring a pair of shin pads for Football lessons (if there are any problems getting a pair, please contact the office).</p>

French	Music	PSHE / MindMate	R.E.
<p><b>Focus is:</b> Introducing the children to French exploring conversation skills such as greetings. Recognising and using numbers to ten.</p> <p><b>Skills / knowledge to be developed:</b> Using key vocabulary in conversational skills to answer questions such as "Comment t'appelles-tu?"</p> <p><b>Applied through:</b> Speaking and listening games and completing role play activities.</p>	<p><b>Focus is:</b> Exploring how music is created. A focus on appreciation of musical styles and how music is made.</p> <p><b>Skills / knowledge to be developed:</b> They will play games to develop their understanding of the dimensions of music (pulse, rhythm, pitch, etc).</p> <p><b>Applied through:</b> Discrete class teaching using musical instruments to learn how to play a simple accompaniment to a song.</p> 	<p><b>Focus is:</b> Mindmate work will focus on understanding and expressing our feelings as well as ways to calm down when experiencing strong emotions. Understanding that there are helpful drugs and harmful drugs with a focus on asthma and laws around smoking.</p> <p><b>Skills / knowledge to be developed:</b> Children will develop an awareness of helpful drugs such as those used by people with asthma.</p> <p><b>Applied through:</b> Discussion / Circle time / Debate</p>	<p><b>Focus:</b> Exploring key customs and beliefs of the Jewish faith and how ideas about God are expressed in stories, celebrations and action.</p> <p><b>Skills / knowledge to be developed:</b> Understanding of the Torah as a sacred text and the weekly celebration of Shabbat.</p> <p><b>Applied through:</b> Learning about customs of festivals will be applied through written work and art.</p> 
<p><b>How can I help / information for Helping:</b> Practicing some simple French vocabulary at home can help to consolidate the children's learning.</p> <p><b>Number vocabulary:</b> un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix,</p> <p><b>Conversation vocabulary:</b> Comment t'appelle-tu? Ca va? Comme ci comme ca, ca va bien, ca va mal, au revoir, je m'appelle.</p>	<p><b>How can I help / information for Helping:</b> Encourage children to appreciate the music of different cultures and recognise the different instruments played during songs. It can be useful to discuss the music you hear in the car/ on the radio with your child, by asking them if they recognise any instruments, how the music makes them feel, and if they like the music.</p>	<p><b>How can I help / information for Helping:</b> Discuss the importance of using medicines safely. Children will discuss life skills including self-awareness, self-regulation, motivation, empathy and social skills linking to the topic of being a good citizen.</p>	<p><b>How can I help / information for Helping:</b> Use news articles to discuss religious festivals.  Ask children how their own experiences compare with the celebrations during religious festivals.</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 <u>minimum</u> of 15 minutes reading every night (logged by the children and noted in their homework diary by an <b>adult</b>).</li> <li>• <b>KIRF target:</b> See additional KIRF sheet.</li> <li>• <b>Times Tables:</b> Homework Log Sheet (this will be stuck into your child's homework diary on a Friday).</li> <li>• <b>Times Tables Rock Stars:</b> Use TTRockstars to practise your times tables. Can you improve your accuracy and speed? </li> <li>• <b>Spellings:</b> Learn their spelling list given. <i>Please see the class teacher if your child has not received a spelling list.</i> If you could spend time over the week practising these with your child, it would be greatly appreciated.</li> <li>• On your spelling sheet, there are also handwriting opportunities as well as ideas and challenges to support you with your spelling practice at home.</li> </ul> <p><b>Please continue to log children's progress with these activities using your child's homework diary.</b></p> <p><b><u>Maths / English Homework</u></b> 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><b>Monday 9<sup>th</sup> October: Individual Photo Day</b>  <b>Tuesday 24<sup>th</sup> October: KS2 author visit (Tom Palmer)</b>  <b>Thursday 26<sup>th</sup> October: Parent Consultations</b></p>  <p>As you already know, this week was the official launch of our brand-new behaviour policy '<b>THE BEST</b>'. Please do take the time to read our new policy, which was sent out last week and can be found on the website. Look out for all the praise children will be getting through our colourful '<b>THE BEST</b>' certificates and our silver and gold coupons.</p> <p><b>T</b>EAMWORK  <b>H</b>ONESTY  <b>E</b>NGAGE  <b>B</b>ELIEVE  <b>E</b>MPATHY  <b>S</b>AFETY  <b>T</b>RUST</p> <p><b><u>Water Bottles</u></b> Please ensure that your child has a <u>named</u> 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 contact us.

Miss Cocker and Mrs Lewis.