



Curriculum Newsletter

Bramham Shadwell Federation
Class 3 September – October 2018



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 **adjectives, adverbs** and **nouns** within the texts; building on children’s understanding of **adverbs** and **prepositions** as an introduction to the expectations of Key Stage Two grammar.
- 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 and **Lost Happy Endings** by Carol Ann Duffy.
- The outcome will be:** to write an alternative ending for a story 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.

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 such as “Why did the author choose this word?”

What are fronted adverbials? Children should know an adverb can modify a verb, adverb, or adjective 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 fronted adverb is often followed by a comma: **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 understand 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 calculation. 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

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>Focus: 'What makes a good global citizen?' is the overarching question with a focus on the geography of the United Kingdom.</p> <p>Skills / Knowledge to be developed: Identifying and naming types of settlement and physical landscape features across the counties of the UK. Children will begin to develop atlas skills and will engage with discussions about citizenship.</p> <p>Art links: Children will look at the work of landscape collage artists Eileen Downes and Megan Coyle before creating their own collage.</p> <p>Applied through: Geography / English / Maths / Art</p> 	<p>Focus: Children will use observational and investigative work to develop understanding of magnetic attraction and repulsion. They will then apply their knowledge of magnets and forces to create a magnetic toy for children in Class R.</p> <p>Skills / knowledge to be developed: developing scientific knowledge of forces and magnets; develop and design a simple toy simulation online using computer coding and debugging skills.</p> <p>Applied through: Designing and making a magnetic toy for children in Class R and a simple electronic simulation using Scratch computing coding software.</p>	<p>Focus: Team games with a focus on striking and fielding. Children will be taught PE on a Tuesday by Mr Brotherton.</p> <p>Skills / knowledge to be developed: Children will use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy. They will choose and vary skills and tactics to suit the situation in games, know rules and use them fairly to keep games going and carry out warm ups with care and an awareness of what is happening to their bodies. They will describe what they and others do that is successful and be able to suggest improvements.</p> <p>Applied through: Children will develop their techniques to play a variety of games in small teams.</p>
<p>How can I help / information for Helping: Art work will be created by reusing old magazines and coloured paper. <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></p>	<p>How can I help / information for Helping: Use any magnetic toys that children have and discuss how they work. Encourage children to jump, run, swing and bounce – noticing the impact on their bodies when they exercise.</p>	<p>How can I help / information for Helping 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>Focus is: exploring conversation skills such as greetings; recognising and using numbers to twenty.</p> <p>Skills / knowledge to be developed: using key vocabulary and conversational skills to answer questions such as "Comment t'appelles-tu?"</p> <p>Applied through: Speaking and listening games and completing role play activities.</p>	<p>Focus is: Exploring how music is created. A focus on appreciation of musical styles (R&B) and how music can be part of a person's identity.</p> <p>Skills / knowledge to be developed: Children will play and perform in solo and ensemble contexts, using their voices and tuned and un-tuned musical instruments. They will play games to develop their understanding of the dimensions of music (rhythm, pitch, etc).</p> <p>Applied through: Weekly whole school singing lessons/discrete class teaching.</p>	<p>Focus is: Understanding that there are helpful drugs and harmful drugs with a focus on asthma and laws around smoking. Mindmate work will focus on ways to calm down when experiencing strong emotions.</p> <p>Skills / knowledge to be developed: Children develop awareness of helpful drugs such as those used by people with asthma.</p> <p>Applied through: Discussion / Circle time / debate</p>	<p>Focus: Exploring key customs and beliefs of the Jewish faith and how ideas about God are expressed in stories, celebrations and action.</p> <p>Skills / knowledge to be developed: Understanding of the Torah as a sacred text and the weekly celebration of Shabbat.</p> <p>Applied through: Learning about customs of festivals will be applied through written work and art.</p>
<p>How can I help / information for Helping: Number vocabulary – un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt. Conversation vocabulary: Comment t'appelle-tu? Ca va? Comme ci comme ca, ca va bien, ca va mal, au revoir</p>	<p>How can I help / information for Helping: Rehearse song words if they are sent home – these words are different to the original words in places. Encourage children to appreciate the music of different cultures and recognise the different instruments played during songs.</p>	<p>How can I help / information for Helping: 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>How can I help / information for Helping: 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><u>Ongoing Homework</u></p> <ul style="list-style-type: none"> • Reading: a <u>minimum</u> of 15 minutes reading every night (logged by the children and noted in their homework diary). • KIRF target: See additional KIRF sheet and maths section. • Times Tables: Homework Log Sheet (this will be stuck into your child's homework diary on a Monday). • Spellings: learn the list on Spellodrome (aim: 1000 points+) and words outlined as common errors on their Homework Log Sheet. Printed spelling lists will also be stuck into homework diaries on a Monday. <i>Please see the class teacher if your child has not logged information on the sheet.</i> <p>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. The homework log will now be stuck into your child's reading record.</p> <p><u>Maths / English Homework</u> Homework is distributed on alternative weeks. Homework is given out on a Thursday, to be returned the following Tuesday.</p> <p>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</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>Monday 22nd October - Individual photographs at Bramham</p> <p>Wednesday 24th October - Suitcase and Spectacles Theatre performance of Dan Ingram Brown's 'The Shadow Stealers'.</p> <p>Thursday 25th October - Parents' evening</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>

Thank you, as always, for your continuous help and support. If you have any queries please do not hesitate to contact me or make an appointment at the office to arrange a meeting after school.

Miss Beaumont