



# Curriculum Newsletter

Bramham Shadwell Federation  
Class 4 September - October 2020

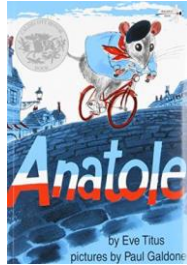


All our learning in class this half term will be focused around the question:

**What makes a good global citizen?**

## English

- Grammar, punctuation and spelling activities will be an integral part of our English programme as we initially focus on **sentence structure**.
  - In our lesson starters, we will revisit some key Year 3 objectives such as how to **punctuate speech** accurately. We will also consolidate **subordinating conjunctions**.
  - We will look at **improving** and **expanding** noun phrases through the use of **advanced adjectives** to make our writing more descriptive by either adding an adjective or replacing the noun.
  - We will link English to our topic of **locational knowledge** in Europe (particularly France) through the story 'Anatole'; picking out **language features**.
  - We will **identify the features of a newspaper article** and discuss how we can use them in our work and what purpose they serve.
  - The outcome will be:** to write a newspaper article adapted from the events in the story of Anatole.



## Maths

- In lesson starters, we will consolidate our understanding of key Year 3 **place value skills** by reading, writing, ordering and vocalising three digit numbers. We will then look at key Year 4 place value objectives focusing on four digit numbers.
- Next, we will apply our knowledge of **partitioning numbers** and we learn more **formal methods of addition and subtraction**.
- We will then apply our skills to solve word problems and open ended problems involving place value and learn to **explain, convince others** and **justify our 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 achieve this target.
- At home the children will be able to access place value work on Mathletics to reinforce their learning in school.



### How can I help / information for Helping

Discuss the features of a newspaper article and what purpose they serve. Talk about the different readers they appeal to and the different styles you can read.

#### What are improved/expanded noun phrases?

Improving a noun phrase by addition or replacement.

By adding an adjective:

The **beautiful** butterfly

Or by replacing the noun:

The beautiful **Cabbage White**...

<http://www.bbc.co.uk/guides/z3nfw6f>

### How can I help / information for helping

*If they know 2 number bonds to 100, can they tell you 3?*

*How do number bonds to 10 help with number bonds to 100?*

*How many questions can they answer in 90 seconds?*

[www.conkermaths.com](http://www.conkermaths.com)

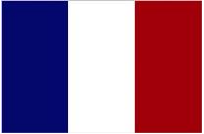



### KIRF Target – Autumn Term 1


I know number bonds to 100.

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

If you would like more ideas, please speak to your child's teacher.

Topic – Geography	SITE	P.E
<p><b>Focus:</b> ‘Locational Knowledge.’ We will explore: the different <b>countries in Europe</b>, where they are on a map and learn about the <b>equator, Northern and Southern Hemisphere</b>. We will also look at <b>mountains, rivers and volcanoes</b>.</p> <p><b>Skills/Knowledge to be developed:</b> Children will have the opportunity to <b>use atlases and develop their map reading skills</b> by identifying the location of European countries and cities. They will also use an atlas to identify the location of the main European rivers, mountains and volcanoes and learn about their key features.</p>  <p><b>Applied through:</b> Geography/ English /Maths /Art</p>	<p><b>Focus: Sound</b> and creating a <b>musical instrument</b>. <b>Skills / knowledge to be developed:</b> Children will look at <b>‘Sound’</b> in science, <b>identifying that vibrations</b> make sounds and they will investigate how to alter the <b>pitch and volume of different instruments</b>.</p> <p>In DT, the children will design and create a musical instrument. They will apply their scientific knowledge about sound to help them understand <b>how materials will need to be used and adapted to create their instrument</b>.</p> <p>In computing, the children will begin a computer science module on <b>coding using Espresso</b>.</p> <p><b>Applied through:</b> Science/DT/Computing</p> 	<p><b>Focus:</b> Athletics and Orienteering <b>Skills / knowledge to be developed:</b> Jumping, throwing and running techniques in athletics, as well as their teamwork and problem solving in orienteering. <b>Applied through:</b> team awareness situations.</p> 
<p><b>How can I help / information for Helping</b> Talk with your children about how the world is changing due to a growth in population and the effects of global warming. Ask them if they can name the capital cities of some of the main European countries etc.</p>	<p><b>How can I help / information for Helping</b> Talk with your child about the different sounds they can hear at home or outside and how they differ around the world. Ask them what is vibrating to produce the sound. Discuss how loud sounds can damage the ear drum and your hearing. Discuss different musical instruments they could create in DT. <b>Start to collect the materials they will need to make their instrument.</b></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. Due to Covid-19, the children will be sent home in their PE kits at the end of the day.</p>

French	Music	PSHE / MindMate	R.E.
<p><b>Focus:</b> French greetings  <b>Skills / knowledge to be developed:</b>            We will develop our <b>speaking and listening</b> skills in French, identifying greetings and understanding the basic features of spoken language.  <b>Applied through:</b>            Talk partners and group work. Written sentences in their Jolie Ronde books.</p> 	<p><b>Focus:</b> Play, improvise and appraise  <b>Skills / knowledge to be developed:</b>            The children will develop their <b>listening skills and composition skills</b> while learning to understand some of the key elements that make up a song.  <b>Applied through:</b> Listening to different versions of a song on Charanga in order to analyse and discuss the beat, pitch and tempo.</p> 	<p><b>Focus:</b> Democracy  <b>Skills / knowledge to be developed:</b>            to learn about themselves and the society they live in. They will learn about the purpose of rules, who decides them and why we have them.  <b>Applied through:</b>            Discussion / circle time / debate</p> 	<p><b>Focus:</b> How are important ceremonies remembered?  <b>Skills / knowledge to be developed:</b>  <b>Understanding the different religions</b> within our communities and how <b>important events are celebrated</b> across the world.  <b>Applied through:</b> Class discussions / partner talk.</p> 
<p><b>How can I help / information for Helping</b>            Ask the children what they have been learning in French.            Encourage the use of discussion and verbally recalling key vocabulary.</p>	<p><b>How can I help / information for Helping</b>            Discuss how music has changed over time and different genres of music. The children will look at different artists (such as ABBA) through the years and identify how music differs today.</p>	<p><b>How can I help / information for Helping</b>            Discuss different rules you have at home and why it is important to follow them. Begin to help children understand that actions have consequences.</p>	<p><b>How can I help / information for Helping</b>            Discuss different faiths in your community and religious events that you celebrate / how they are celebrated.</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). In their homework diaries the children are to log Red (words they don't know), Amber (words they have heard before but are unsure of) and Green (words they know and can use) words.</li> <li>• <b>KIRF target:</b> see maths</li> <li>• <b>Times Tables:</b> see Homework Diary</li> <li>• <b>Spellings:</b> learn their spelling list given. <i>Please see the class teacher if your child has not received a sheet.</i> I have also sent out a Spelling Support Strategies document and spelling revision words for the term. If you could spend a little time over the duration of the half term practising these with your child, it would be greatly appreciated.</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.</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>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><b>Tuesday 29th September</b> - Flu immunisation  <b>Monday 12th October</b> – Individual Photographs  <b>Friday 23rd October and Friday 27th November</b> - Training Days.  <b>Week beginning Monday 19th October</b> - Parents' consultation meetings</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>We encourage you to follow our school Twitter account: @BramhamShadwell. We regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.</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 the office who will pass them on to me and I will contact you by phone as soon as possible.

Miss Ings and Mrs Turner