



# Curriculum Newsletter



Bramham Shadwell Federation

Class 3 April - May 2024

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

**Can I make a difference?**

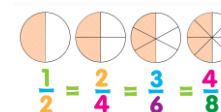
## English

- The focus will be on developing aspects of grammar, spelling and punctuation within the context of our geography topic 'Looking All Around Me'.
- During work on **debate**, children will use **persuasive features** (emotive language, lists of three and rhetorical questions) to write a convincing argument about single use plastic: this topic is in relation to Earth Day.
- In **narrative work**, children will develop atmosphere through careful vocabulary choices when writing **expanded noun phrases** e.g. "an ominous-looking cloud".
- Children will explore different sentence types, thinking about the impact on the reader (e.g. short sentences, compound sentences, speech sentences) with a focus on using a wider range of **subordinating conjunctions** and **adverbial sentence openers**.
- Editing and improving their work as they respond to their targets will be a continued focus.
- **The main text we will focus on is:** The Varmints by Helen Ward. We will also read a variety of news articles relating to plastic pollution and the impact it has on the environment.
- **The outcome will be:** to write a story using punctuation to effectively develop suspense writing; a structured argument for a class debate; character descriptions based on different perspectives.



## Maths

- Children will continue to consolidate their understanding of the four operations: **addition, subtraction, multiplication and division**.
- Children will work on learning how to **tell and write the time** with increasing accuracy to the **nearest minute** in addition to recording and comparing times in terms of seconds. Children will also be encouraged to use vocabulary such as **o'clock, a.m. / p.m., morning, afternoon, noon and midnight**.
- After our time unit, we will move onto to fractions. Children will build on their prior knowledge of halves and quarters by exploring tenths and counting in tenths.
- We will look at key vocabulary including **equivalent fractions** and **simplifying fractions**.
- As we develop our understanding of **money** and **fractions**, we will solve complex problems and children will continue to 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....**



### How can I help / information for helping

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

**What is a complex sentence?** This is where children are using **two clauses** (a main clause and a subordinate clause). In Class 3, we are experimenting with writing complex sentences.

I love the rain because I can wear my wellington boots. (I love the rain = main clause; because I can wear my wellington boots = subordinate clause).

Subordinating conjunctions - **although, while, however, if, though, even though, because, until** and **since** are conjunctions used to join a main and subordinate clause.

**Inverted commas to punctuate direct speech:** "I enjoyed my day," Robert said.

**Indirect speech without inverted commas:** Robert told his mother that he enjoyed his day.

### How can I help / information for Helping

Please practise telling the time at home through asking your child what the time is. Do they know whether it is AM or PM? Can they change the time into 24- hour time.

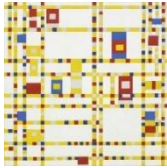

### KIRF Target – Summer Term 1





**Count on in 50s and 100s from any 1 or 2-digit number;**

3, 53, 103, 153.....  
15, 65, 115, 165 .....  
86, 186, 286, 386 .....


The aim of our KIRF is for children to be able to recall these facts **instantly**.

The key to success is little and often. Can you practise these KIRFs while walking to school or during a car journey?

Topic – Geography and Art	SITE	P.E
<p><b>Focus:</b> ‘Looking all around me’. Our key enquiry question is: <b>What can maps tell us?</b> We will use the outdoor areas to develop our field work skills and develop our map reading skills.</p> <p><b>Skills / Knowledge to be developed:</b> Giving directions using the eight compass points, reading and writing four figure grid references and using symbols and keys to interrogate maps.</p> <p><b>Art links:</b> We will explore colour mixing and how geography can inspire art by studying Piet Mondrian’s use of bold colour and lines in his Map of New York painting “Broadway Boogie Woogie.”</p>  <p><b>Applied through:</b> Geography / English / Maths / Art / Computing / Debate</p>	<p><b>Focus:</b> Children will learn about animals including humans this half term. Learning will be focused on recapping their learning from last year’s science topic focusing on animals and their habitats.</p> <p><b>Skills / knowledge to be developed:</b> Developing their scientific understanding of what animals need to survive, the importance of nutrition and a balanced diet, the human skeleton and the differences between vertebrates and invertebrates.</p> <p><b>Computing links:</b> In computing, children will gain an understanding of how a code can be made using conditional events (selection). They will create programs using ‘hit events’ to set conditions for the code inside it.</p> <p><b>Applied through:</b> In DT, we will make an articulated hand to show our understanding of the human skeleton.</p>  <p><b>How can I help / information for Helping:</b> Explain and discuss different types of food and why we need to eat healthily. Encourage children to jump, run, swing and bounce – noticing the impact on their bodies when they exercise.</p>	<p><b>Focus is:</b> basketball, tag rugby and athletics. This half term, we will be continuing our work on invasion games through basketball as well as developing our athletic skills and co-ordination.</p> <p><b>Skills / knowledge to be developed:</b> In basketball, we will work on our dribbling, shooting and passing skills whilst also linking them to footwork, positioning and team play. In athletics, we will look at a combination of sprinting, jumping and throwing techniques both in isolation and combination as well as timing and changeover in relay events.</p> <p><b>Applied through:</b> In basketball, we will use both individual skill development and team-based activities to complete the tasks as well as a focus on resilience and tactical strategies.</p> <p><b>How can I help / information for Helping</b> Children will be taught <b>PE on a Thursday afternoon</b> by Mr Brotherton. Children should come into school in their PE kits and bring their school uniform to change into.</p>
<p><b>How can I help / information for Helping:</b> Discuss simple directions when travelling between home and school or other familiar places. Encourage children to develop their understanding of left and right.</p>	<p><b>How can I help / information for Helping:</b> Explain and discuss different types of food and why we need to eat healthily. Encourage children to jump, run, swing and bounce – noticing the impact on their bodies when they exercise.</p>	<p><b>How can I help / information for Helping</b> Children will be taught <b>PE on a Thursday afternoon</b> by Mr Brotherton. Children should come into school in their PE kits and bring their school uniform to change into.</p>

French	Music	PSHE / MindMate	R.E.
<p><b>Focus is:</b> We will learn vocabulary relating to food.</p> <p><b>Skills / knowledge to be developed:</b> Naming and writing the names of foods and having a conversation about our favourite foods.</p> <p><b>Applied through:</b> Speaking and listening games and completing role play activities.</p> 	<p><b>Focus is:</b> How does music help us get to know our community? Children will share musical experiences and consider what part music plays in their own community. They will continue to explore how music is created, composing their own music using an instrument.</p> <p><b>Skills / knowledge to be developed:</b> These activities will continue to develop their understanding of the dimensions of music (pulse, rhythm, pitch, beat and tempo etc).</p> <p><b>Applied through:</b> Class teaching using musical instruments to learn how to play a simple accompaniment to a song.</p> 	<p><b>Focus is:</b> Identity, society and democracy</p> <p><b>Skills / knowledge to be developed:</b> Developing the children’s understanding of different cultures and the importance of community. We will consider the differences and similarities between ourselves and others and think about life in our own communities.</p> <p><b>Applied through:</b> Discussion / Circle time / debate</p> 	<p><b>Focus:</b> What do creation stories tell us about our world?</p> <p><b>Skills / knowledge to be developed:</b> Exploring a range of creation stories and making links between them. Expressing different views and ideas about helping to look after the world around them.</p> <p><b>Applied through:</b> Discussion, stories and videos.</p> 
<p><b>How can I help / information for Helping:</b> Children will learn new vocabulary such as les frites, les bonbons, le chocolat, une pomme, une banane, une fraise. You may want to use these at home when preparing or eating food.</p>	<p><b>How can I help / information for Helping:</b> Encourage children who play a musical instrument outside of school to discuss and share their skills. Talk about songs learnt in school and encourage children to appreciate the rhythm and pulse of music listened to at home.</p>	<p><b>How can I help / information for Helping:</b> Discuss the differences and similarities between ourselves and others. Discuss the benefits of belonging to a community and how to treat those around us kindly.</p>	<p><b>How can I help / information for Helping:</b> Discuss how and why different people express their beliefs in different ways.</p>

<b>Homework</b>	<b>Any Other Information / Dates for the Diary</b>
<b>Ongoing Homework</b>	<b>Monday 6<sup>th</sup> May- May Bank holiday</b>

- **Reading:** a minimum of 15 minutes reading every night (logged by the children and noted in their homework diary by an **adult**). Please could children bring in books every day, whilst they won't be changed every day any opportunities to read to a teacher throughout the week will be taken. Once a child has completed their book band book, they can drop it into the book change boxes, and the books will be changed as promptly as possible.
  - We are continuing to change our reading for joy books from the class library on a fortnightly basis (Thursday)
  - **KIRF target:** See additional KIRF sheet.
  - **Times Tables:** Please help your child practise their times tables ready for their test on Friday.
  - **Times Tables Rock Stars:** Use TTRockstars to practise your times tables. Can you improve your accuracy and speed?
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- **Spellings:** Learn their spelling list given. *Please see the class teacher if your child has not received a spelling list.* If you could spend time over the week practising these with your child, it would be greatly appreciated.  
On your spelling sheet, there are also handwriting opportunities as well as ideas and challenges to support you with your spelling practice at home.

**Please continue to log children's progress with these activities in their homework diaries – children earn House Points for each part that is fully completed.**

#### Maths / English Homework

Homework is given out on a Thursday, to be returned the following Tuesday.

**Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.**

Children will be set an **optional** 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 the Maths and English homework.

**Friday 10<sup>th</sup> May – Village Walk**

**Friday 24<sup>th</sup> May-** Last day of half term

**Friday 21<sup>st</sup> June-** Sports day

**Wednesday 12<sup>th</sup> July – KS2 Sports and Celebration Assembly**

#### Water Bottles

Please ensure that your child has a named 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.

To keep our children safe, please can we politely ask that you refrain from using equipment after school and please leave the grounds as quickly

Thank you, as always, for your continuous help and support. If you have any queries please do not hesitate to contact us.

Mrs Prankard