



# Curriculum Newsletter

Bramham Shadwell Federation

Class 3 - April - May 2021



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'.
- 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**.
- Editing and improving their work as they respond to their targets will be a continued focus.
- During work on **debate**, children will use **persuasive features** (emotive language, lists of three, and rhetorical questions) to write a convincing argument.
- The texts we will focus on are:** The Varmints by Helen Ward, news articles relating to plastic pollution and the impact on the environment, and The Window by Jeannie Baker.
- 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**.
- We will consolidate and develop concepts related to addition and subtraction of money using **number bonds as a key mental method** as well as using the **formal written method** to solve word problems.
- 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**.
- As we develop our understanding of **money and time**, 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....**
- Children will end the term focusing on **picture graphs and bar graphs**.
- Additionally, the KIRF target is outlined below; please help your child achieve this target.



### 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

What do I **add** to 5 to make 55? What is 17 **add** 100? What is 100 **less** than 245? What is 8 **add** 50?

**Games:** Make a simple bingo game where 50 or 100 has to be added to the called number.

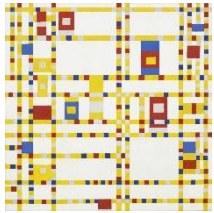

**See it:** Write out a few number sequences looking for patterns; 15, 65,115,165...

### 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 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’. We will use the outdoor areas to develop our field work skills and use maps to identify land use.</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 1:</b> Children will recap their learning from last year’s science topic focusing on animals and their habitats.</p> <p><b>Skills / knowledge to be developed:</b> identifying that animals survive in habitats and microhabitats that are best suited to them. Understanding how animals obtain their food from plants and other animals. Describing a simple food chain and identifying and naming different sources of food.</p> <p>Describe the basic needs of animals and humans for survival.</p> <p><b>Focus 2:</b> In computing, we will explore Pages a word processor, in order to create a fact file on food chains and comparing food chains from different habitats. We will also continue to discuss the important topic of how to be safe online.</p> <p><b>Applied through:</b> Making a moving food chain poster and naming the different sources of food.</p>	<p><b>Focus is:</b> Football</p>  <p><b>Skills / knowledge to be developed:</b> This half term, we will be continuing our work on Invasion Games through various football skills and practises. We will specifically develop simple passing, tackling and shooting skills. We will also use a range of skills to help us keep possession and control of the ball. These will be applied into game situations alongside a focus on teamwork and resilience. The children will carry out warm ups – paying attention to how this prepares their body of physical activity.</p> <p><b>Applied through:</b> Children will be taught PE on a Friday morning. Please can children come to school in their P.E. kits and bring their school uniform in a bag to change into after the lesson.</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 healthy. 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> PE lessons will continue to be outside this half term, therefore please ensure that your child has extra warm clothing. Due to the unpredictable weather, please can PE kits be in for the whole week as the lessons might take place at alternative times.</p>

1

French	Music	PSHE / MindMate	R.E.
<p><b>Focus is:</b> We will continue to learn the days of the weeks and months of the year in French.</p> <p><b>Skills / knowledge to be developed:</b> Naming days and weeks in French. Asking and answering questions e.g. “C’est quel mois?”</p> <p><b>Applied through:</b> Speaking and listening games and completing role play activities.</p> 	<p><b>Focus is:</b> Children 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 ways of life. 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: French colour vocabulary</b> Children will learn new vocabulary such as Lundi, Dimanche, Mars and Avril.</p>	<p><b>How can I help / information for Helping:</b> Encourage them talk about how to play their tuned instrument.</p>	<p><b>How can I help / information for Helping:</b> Discuss the differences and similarities between people in Britain and around the world.</p>	<p><b>How can I help / information for Helping:</b> Discuss how and why different people express their beliefs in different ways.</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).</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>Mathletics:</b> Use Mathletics to revisit prior learning and learn new skills (aim: 1000 points+ per week). This is set by the teacher relating to learning done in school.</li> <li>• <b>Spellings:</b> Printed spelling lists will also be stuck into homework diaries on a Friday. <i>Please see the class teacher if your child has not logged information on the sheet.</i></li> <li>• On your spelling sheet, there is 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 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.</b></p> <p><b><u>Maths / English Homework (starting from w/c 26<sup>th</sup> April)</u></b> Homework is distributed weekly. 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>Monday 3<sup>rd</sup> May –</b> May Bank holiday</p> <p><b>Tuesday 27<sup>th</sup> April – Wednesday 28<sup>th</sup> April –</b> Parent teacher consultation meeting.</p> <p><b>Friday 28<sup>th</sup> May –</b> May half-term begins.</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>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> <div data-bbox="1137 842 1326 997" data-label="Image"> </div> <p>We encourage you to follow our school Twitter account <a href="#">@BramhamShadwell</a>. We regularly post 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.

Miss Dunsmuir