



# Curriculum Newsletter

Bramham Shadwell Federation

Class 6 November – December 2024



## English

- We will continue our development of the English language through our history topic of WW2. This half term, this will be through learning about the Dam Busters and writing a **newspaper article** about the heroic mission.
- We will consolidate our understanding of **expanded noun phrases** and consider their use within **reference chains** across a paragraph to develop **cohesion and clarity in our writing structure**.
- We will increase and develop our practise of **complex sentence** structures through the use of **subordinate conjunctions**.
- Refine our understanding of punctuation: in particular the use of **commas for clarity**.
- Our newspaper articles will support our **speaking and listening focus** this half term when we turn our written pieces into news broadcasts.
- In reading, we will begin the half-term focusing on the skill of **summarising** through a variety of non-fiction texts.



**The texts we will focus on are:** WW2 Non-Fiction Texts and War Poetry

**The outcome will be:** Writing a newspaper article on the Dam Busters mission.

### How can I help / information for helping

- Support **summarising skills** in reading by asking children to sum up what they have read in 10 words or less.
- Explore a newspaper identifying key features such as **headline, by-line, picture** etc.

## Maths

- We will start this half term by exploring **factors, multiples and prime numbers**. If your child is not yet confident with their times tables up to 12x12, please continue to support them as they will play a big part in this unit of work.
- We will then move on to **fractions**, where children will begin to simplify fractions as well as comparing and ordering them. The children will also focus on adding and subtracting fractions with different denominators, including mixed numbers. Towards the end of the half term, children will learn how to divide and multiply fractions which involve some regrouping and renaming by 1-digit numbers.

**PRIME NUMBERS**

2	3	5	7	11
13	17	19	23	29
31	37	41	43	47
53	59	61	67	71
73	79	83	89	97

1							
1/2				1/2			
1/3		1/3		1/3		1/3	
1/4		1/4		1/4		1/4	
1/5		1/5		1/5		1/5	
1/6		1/6		1/6		1/6	
1/7		1/7		1/7		1/7	
1/8		1/8		1/8		1/8	

- We will then move on to exploring **decimals**, making sure the children are able to identify the value of each digit in numbers up to three decimal places.

- There will be a weekly times tables test;** children will then be given a target to improve their time/ score or to learn the next times table. Please help them to learn their multiplication facts alongside their division facts as we have found that it increases mathematical confidence and accuracy.

- Additionally, the KIRF target is outlined below; please help your child achieve this target.
- At home, the children will be able to work on TT Rockstars to reinforce their times table knowledge.


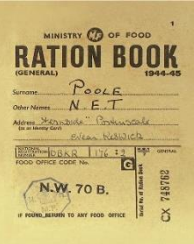
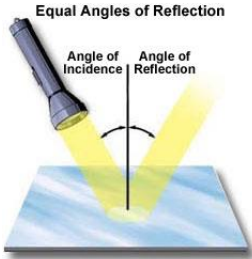










### How can I help / information for helping



Discuss proportions as fractions in everyday situations.  
Encourage your child to access TT Rockstars.

### KIRF Target – Autumn Term 2

- Children can identify common factors of a pair of numbers.
- The factors of a number are all numbers which divide into it with no remainder.
- The common factors of two numbers are the factors they share.

Topic – History	SITE	P.E
<p><b>Focus is: ‘How did people in World War 2 protect themselves?’</b></p>  <p>The children will consider how people kept themselves safe both <b>physically and emotionally</b> during this period of history. While we studied WW2 in Autumn 1, we are now shifting our learning for pupils to understand the impact that WW2 had on the <b>lives of those on the home front.</b></p>  <p><b>Skills / Knowledge to be developed:</b> We will investigate how WW2 began and learn about The Blitz, rationing, the Holocaust, different shelters and the role of women in War time Britain.</p> <p><b>Art links:</b> We will look at creating ‘Blitz’ art pieces. Children will revisit the painting skill of watercolour washing from Year 5 as well as develop their sketching skills by creating a city sky line.</p> <p><b>Applied through:</b> History / English / Maths / Art / Cooking Skills / Debate</p>	<p><b>Focus is:</b> Light</p> <p><b>Skills / knowledge to be developed:</b> Children will build on their Year 3 knowledge of light, exploring the way that <b>light behaves</b>, including <b>light sources, reflection</b> and <b>shadows</b>. Children will be learning about how light travels from its source to our eyes and how our eyes then subsequently process light.</p> <p><b>Applied through:</b> Observing and exploring the concept of shadows. Investigating the reflectivity of objects, children will make a periscope, exploring the idea that light appears to travel in straight lines to explain how this instrument works.</p> <p><b>D.T Links:</b> Children will be designing, creating and evaluating a periscope.</p>  <p>Figure 1</p>  <p>Children will also have the opportunity to practice their cutting and peeling skills in cooking. They will bake carrot cookies; linking to rationing as part of our WW2 topic.</p>	<p><b>Focus is:</b> Fitness &amp; Invasion Games (Netball and Basketball)</p> <p><b>Skills/Knowledge to be developed:</b> Fitness - Complete a range of fitness challenges to test and record their scores as well as learn about different components of fitness. Invasion Games – Develop attacking &amp; defending skills to maintain and gain possession as well as ball skills (dribbling, passing and shooting).</p> <p><b>Applied through:</b> The children will work on specific techniques based around attacking and defensive play and will work collaboratively to use skills, strategies and tactics to compete with each other in games.</p> <p>PE is on a <b>Friday</b> in the afternoon.</p> <p>Please can children arrive at school in their P.E. kit and they can remain in this for the full school day.</p>
<p><b>How can I help / information for helping</b> Discuss what you know about WW2 and how it must have felt to have lived through it. Encourage discussion with any older members of the family who may have lived through it – we love to hear about personal stories from that era and when children bring in artefacts from home to show us.</p>	<p><b>How can I help / information for helping</b> Explore examples of reflection in daily life, and how we use the fact light travels in a straight line to enhance our lives and make us safer.</p> <p><b>For example</b>, use of mirrors in a car, reflective material on clothing etc.</p>	<p><b>How can I help / information for helping</b> Encourage your children to organise their P.E. kit for themselves ready for a Friday. They could also think about what they might need regarding cold/wet weather.</p> 

French	Music	PSHE / MindMate	R.E.
<p><b>Focus is:</b> Year 6 children will continue to consolidate both their ability to identify and use French vocabulary accurately in simple conversational phrases with an emphasis on correct pronunciation and intonation.</p>  <p><b>Skills / knowledge to be developed:</b> They will explore French grammar including the use of the Indefinite and definite articles, the irregular verb etre and understanding the spelling pattern of regular verbs such as danser – to dance, jouer to play, manger- to eat and regarder – to look.</p> <p><b>Applied through:</b> Using this foundational understanding the children will be able to describe themselves and others using the correct form of the verb they are using.</p>	<p><b>Focus is:</b> Rhythmic devices and structure.</p> <p><b>Skills / knowledge to be developed:</b> Children will continue to develop their knowledge and understanding of 6/8 rhythms and learn to play polyrhythms.</p> <p><b>Applied through:</b> Children will explore rhythmic poems and songs and will experiment with vocal and instrumental effects by varying articulation, dynamics and timbre and learn to identify these features when listening to each other perform.</p> <p><b>Music of the Week:</b> Classical, including Early Music.</p> <p>Children will also listen to and explore music by composer Johann Pachelbel (1653–1674)</p>	<p><b>Focus is:</b> RSE (Relationships and Sex Education)</p> <p><b>Skills/knowledge to be developed:</b> We will be completing the <b>Relationship and Sex Education</b> lessons, which will support the children’s understanding of the physical and emotional experiences they will have over the next few years.</p>  <p>Children will also complete activities linked to <b>Anti Bullying week</b>, focusing on the theme ‘Choose Respect’.</p> <p><b>Mindmate: Celebrating Friendships</b> Children recognise what constitutes a positive, healthy relationship and develop the skills needed to form and maintain them.</p>  <p><b>Pol-Ed:</b> Children will learn about firework safety.</p> <p><b>Applied through:</b> Discussion / Circle time / debate</p>	<p><b>Focus is:</b> Sikhism</p> <p><b>Skills / knowledge to be developed:</b> Understanding and respecting how Sikhs express their <b>beliefs</b>.</p> <p><b>Applied through:</b> The children will explore the meanings behind different <b>Sikh artefacts and symbols</b>. They will develop an understanding of how Sikhs express their beliefs in several different ways.</p> <p>The children will have opportunities to reflect on their own beliefs and how they express these.</p>  <p><b>Christianity</b> During the lead up to Christmas, our learning will focus on the religion of Christianity. The children will explore the two accounts of Jesus’ birth that were recorded in the Bible. They will link these accounts to the Nativity story that we know today.</p> 
<p><b>How can I help / information for helping:</b></p>  <p><a href="https://www.bbc.co.uk/bitesize/topic/s/z6d98xs/articles/zy9dg7h">https://www.bbc.co.uk/bitesize/topic/s/z6d98xs/articles/zy9dg7h</a></p>	<p><b>How can I help / information for helping:</b> Listen to a variety of music from around the world and discuss what you like/dislike about different genres.</p>	<p><b>How can I help / information for helping</b> We are holding a parent information meeting in person at school on Monday 11<sup>th</sup> November 4-5pm. Be open to questions and discussion following the RSE lessons; we encourage the children to tell you what they have discussed.</p>	<p><b>How can I help / information for helping</b> Ask your child to explain the element of Sikhism they have learnt about this week.</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> We encourage the children to read at least three times a week for up to 15 minutes and log this in their planner.</li> <li>• <b>KIRF target:</b> See additional KIRF sheet.</li> <li>• <b>TT Rock Stars:</b> We encourage children to use this online resource using a 'little and often' approach. Children should aim for five minutes a day on TT Rock Stars. </li> <li>• <b>Spellings:</b> Children will receive a paper version of their spelling words on a weekly basis. This will be sent home every Friday. Children will need to practise these spellings using the revision methods they have been taught in class to consolidate the learning of their spelling rules. On the spelling sheet, there are ideas and challenges to support you with your spelling practice at home as well as handwriting opportunities.</li> <li>• <b>EdShed (spellings):</b> Each week, your child's spelling list will be uploaded onto <a href="https://www.edshed.com">EdShed.com</a> where they can play interactive games to help them practise. This will help them to develop their understanding of spelling patterns and word meanings. Throughout the year, they can also revise their understanding of the Year 3/4 &amp; 5/6 statutory word lists. They can use their personalised login details for EdShed to access this website. </li> </ul> <p><b>Please continue to log children's progress with these activities in their planners – 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. <b>Please encourage your child to discuss their homework at home in order to help them develop their explanation and reasoning skills.</b></p> <p>Children will be set an <b>optional</b> 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.</p>	<p><b>Thursday 7<sup>th</sup> November:</b> Y6 trip to the Yorkshire Air Museum  <b>Monday 11<sup>th</sup> November:</b> RSE Parent Meeting for Year 6  <b>Monday 11<sup>th</sup> November:</b> Remembrance Day and start of Anti-bullying week  <b>Tuesday 12<sup>th</sup> November:</b> Odd Socks Day  <b>Wednesday 13<sup>th</sup> November:</b> Coffee Morning for parents/carers  <b>Friday 15<sup>th</sup> November:</b> Children in Need  <b>Monday 18<sup>th</sup> November:</b> Road Safety Week  <b>Tuesday 19<sup>th</sup> November:</b> Y5/6 Fire Safety Workshop  <b>Friday 29<sup>th</sup> November:</b> Inset Day  <b>Wednesday 4<sup>th</sup> December:</b> Y5/6 York Theatre Trip  <b>Friday 13<sup>th</sup> December:</b> KS2 Carol Service at Church  <b>Friday 20<sup>th</sup> December:</b> Last day of term for all children.</p> <p>Please ensure that your child has a <b>water bottle</b> 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><b><u>Planners</u></b></p> <p>We will be continuing to use the new school planners in KS2. These are an excellent means of communication between home and school; parents and carers can write any notes that need to be passed to their class teacher in their child's planner. Please look at the planners regularly as notes from the teacher might be written in them. The planners have many purposes: to record scores for spelling and times tables, to record books read and to acknowledge the children's achievements. <b>We would appreciate your assistance in checking that your child has their planner with them each day.</b> Please <b>sign it</b> (in the initials column) <b>when your child has read at home and when you've read their targets at the weekend.</b></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 ([officeb@leedsfederation.org](mailto:officeb@leedsfederation.org)) who will pass them on to me and I will contact you by phone as soon as possible.

Miss.Braim and Mrs.Prankard