



Curriculum Newsletter

Bramham Shadwell Federation

Class 6 April – May 2024



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

Can I make a difference?

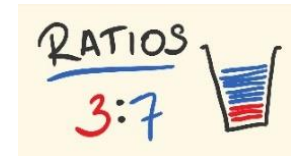
English

- Our reading will be an integral part of all curriculum areas as we focus on refining and improving our reading skills: **summarising** and **sequencing** will be a focus, alongside authorial **language choices** and using **deduction** and **inference** skills to work out what is happening in a text.
- As we complete our **final preparations for SATS**, we will be frequently revisiting a range of grammar and punctuation knowledge.
- This half term, we will be **writing and creating nature documentaries**. Through this project, children will be learning how to write to both simultaneously **inform and entertain** readers and viewers.
- We will explore a number of texts linked to our nature documentary project including **exemplar texts and interviews**. As we explore information texts and documentaries, we will further our vocabulary and our understanding of vocabulary through **exploring the etymology of words**.
- Our grammatical learning linked to this project will be focused on developing our application of complex punctuation such as **dashes, colons and semi-colons**.
- We will end this project by writing a nature documentary based on an animal that children have researched, and finally, turning our written piece into a **video documentary performance**.
- We will revisit story writing where children will create a story inspired by the short animation 'The Ocean Maker'. In this piece, children will have the opportunity to refine their **descriptive-writing skills** as they describe this post-apocalyptic world as well as write about an action-packed sky-battle.



Maths

- We begin the term reading and interpreting **pie charts**. Pupils will start with pie charts split into sections of equal size, then quickly move on to pie charts with **different fractions of different denominators**.
- In addition, we will focus on **line graphs**; drawing, reading and interpreting the information in them. Pupils begin with **distance/time**, then explore a variety of uses for line graphs, including converting units of measurement and currency.
- We will then develop the children's understanding of **ratio**. The children will use **bar models** and **concrete materials** to compare amounts. We will be using both **pictorial and abstract multiplication and division** to support their learning while simplifying and comparing ratios. In addition to this, pupils will be solving **word problems** involving ratio by constructing bar models to support their understanding.
- In our maths lessons, we will **consolidate** our understanding of the different curriculum areas to increase in **confidence, fluency and accuracy**. We will continue to challenge the children by asking them to reason about particular questions as we revise all areas of the maths curriculum on the run up to **SATS**. The children will apply a range of strategies to solve tricky questions and further deepen their mathematical understanding by working out 'What went wrong?'
- 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:

Key reading questions: Please ask these questions and discuss when reading (or even watching a movie together!):

What impressions do you get of the character or setting? Do you have any evidence to support your opinion?




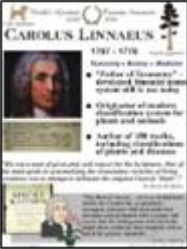

This is a QR code to the BBC Bitesize 'Crystal Explorer' game that revises the KS2 grammar, punctuation and spelling knowledge.




How can I help / information for helping

Ensure your child is using **Times Table Rock Stars** to support them with times tables.


KIRF Target – Summer Term

The year 6 KIRF target is now set for the entirety of the summer – during this term we will revise and secure all of the facts from upper KS2 in preparation for High School. Continuing to revisit these is a great way of ensuring mathematical fluency. Please see the attached KIRF target letter for a complete list of revision targets and if you would like any support or ideas on how to further support embedding these targets, please just ask.

Topic – Geography	Science - Evolution and Inheritance	P.E.
<p>Focus is: Geographical Skills</p> <p>Skills / Knowledge to be developed: Revision of OS map symbols and four-figure grid references. Developing our knowledge of map reading using six-figure grid references with scales to measure distance.</p> <p>Applied through: Map reading of local areas. Investigating history of local area. Planning a walking day trip of a local area.</p>  <p>Art: We will be exploring and producing our own landscape art pieces with collage.</p>	<p>Focus is: Living things and habitats</p> <p>Skills / knowledge to be developed: We will look at why different animals have different habitats and features. We will develop an understanding of the classification system of living things and learn about the life and work of the scientist Carl Linnaeus in Science.</p>  <p>Computing: we will produce video performances of our nature documentaries from our English project.</p> <p>Applied through: Developing understanding of classification keys and creating our own classification keys. Outdoor learning opportunities and producing a nature documentary in English.</p>	<p>Focus is: Basketball & Athletics</p>  <p>Skills / knowledge to be developed: 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>Applied through: Children will build up their basketball skills through team-based activities. In athletics, we will build into competition; peers will analyse each other's technique and plan to improve in order to achieve personal bests.</p> <p>PE is on a Thursday</p> <p>Please can children arrive at school in their P.E. kit.</p>
<p>How can I help / information for helping Discuss features of local areas of interest. Try a walk where your child can apply knowledge of map reading in a real-life context. Please collect and bring in magazines and different coloured paper to support with our collage making.</p>	<p>Identify different habitats at home and out and about – why do animals choose to live where they do? If you have a pet, identify different and similar features to humans.</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: Numbers, Hobbies and Holidays</p>  <p>Skills / knowledge to be developed: Confidently knowing numbers 0-50. Expressing like and dislikes linked to hobbies and interests. Planning a holiday to a French speaking country.</p> <p>Applied through: Speaking and listening games and writing using supportive sentence structures.</p>	<p>Focus is: Local Leeds Musicians</p> <p>Skills / knowledge to be developed: Our music of the week this half term will give children the opportunity to listen and appraise some local artists. After SATs, we will be revealing our summer production that will be led by Year 6, and we will have the opportunity to start practising music from the show in our music lessons!</p> <p>Applied through: Listening and appraising, singing and developing performance skills.</p>	<p>Focus is: Healthy Minds</p>  <p>MindMate: Being same, being different</p> <p>Skills / knowledge to be developed: We will continue developing our understanding that everybody has 'mental health', what can affect our mental health and what we can do to help and support our own mental well-being.</p> <p>Applied through: Discussion / Circle time / debate</p>	<p>Focus is: Rites of Passage</p>  <p>Skills / knowledge to be developed: Children will be exploring the question 'How does growing up bring responsibilities and commitments?' through personal reflection and religious interpretation.</p> <p>Applied through: Creating knowledge organisers and using these to compose non-chronological report on the subject.</p>

<p>How can I help / information for helping:</p> <p>Research French-speaking countries around the world to support understanding that French is used beyond France.</p>	<p>How can I help / information for helping:</p> <p>Listen and appraise different genres of music. Watch and listen to songs from locally based artists. Help children prepare for production when resources are given out.</p>	<p>How can I help / information for helping:</p> <p>Openly discuss feelings linked to mental health and what makes your child feel better such as talking, drawing, going for a walk etc.</p>	<p>How can I help / information for helping:</p> <p>Explore how responsibilities and commitments will change within your household as children go to high school.</p>
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Homework	Any Other Information / Dates for the Diary
<p><u>Ongoing Homework</u></p> <ul style="list-style-type: none"> • Reading: a minimum of 15 minutes reading every night (logged by the children and noted in their planner). • 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 TT Rockstars to practise your times tables. Can you improve your accuracy and speed? • Spellings: Children will receive a paper version of their spelling words on a weekly basis. This will be sent home every Friday. <i>Please see the class teacher if your child has not received a spelling list.</i> If you could spend time over the week practising these with your child, it would be greatly appreciated. • 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. <p><u>Maths / English Homework</u></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. Please encourage your child to discuss their homework at home in order to help them develop their explanation and reasoning skills.</p> <p>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.</p>	<div style="text-align: right;">  </div> <p>Monday 6th May – May Bank Holiday Monday 13th – Thursday 16th May – KS2 SATs (please see separate letter for further information) Friday 24th May – Last day of half term W/C 10th June – Y6 Bikeability 18th & 19th June AM – Progress Cafes (18th Y6,5,4 – 19th Y3,2,1) 21st June – Sports Day 12th July – KS2 Sports Celebration Assembly PM 19th July – Leavers Assembly</p> <p>Booster sessions: Our final afterschool booster session will be on <u>Monday 29th April</u></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 are encouraging the children to become increasingly independent. Please support your child in being ready for the school day; they need to have their homework diary, pencil case, reading book and water bottle in school every 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>

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 Parsons