



Curriculum Newsletter

Bramham Shadwell Federation
Class 6 February – March 2020

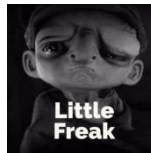


All our learning in class this half term will be focused around the theme:

Thinking of Others

English

- Following our residential, we will be using our brilliant experiences to write a **letter** to a child who is nervous about going on residential, and applying our **persuasive writing features** to convince them to go. Grammatically, children will learn about the use of the **subjunctive form** to use in their letter-writing.
- We are thrilled to have the M&M productions come and perform 'The Railway Children' this half term. To make the most of this amazing opportunity, children will apply their persuasive writing skills to **write a letter** asking for help on behalf one of the characters.
- Our final piece of work this half term will be writing a **diary entry** from the thoughtful 'Little Freak'.

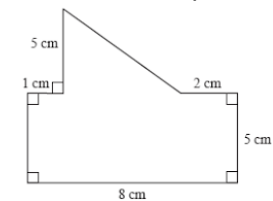


The texts we will focus on are: A range of texts will be explored to revise all our reading skills such as the legend of Bedd Gelert and extracts from the classic 'Oliver'.

The outcome will be: To write a persuasive letter to a child that is nervous about residential; drawing on their real life experience from Carlton Lodge.

Maths

- We will begin the term with a unit on measurement, revisiting previous learning on converting between measurements before moving onto metric and imperial conversions.
- We will learn how to apply our understanding of ratio and proportion and area and perimeter to solve a range of complex problems. We will move on to number sequences and patterns in numeracy before developing an understanding of averages, particularly mean and range.
- We will analyse data and learn to explain our findings using our mathematical reasoning. We will also continue to work on different aspects of shape and space including Nets of 3D shapes, perimeter, angles, volume and area.
- Booster sessions will resume straight after half-term to help the children to revise areas where they feel less confident.



How can I help / information for helping:

Revise features and structure of a letter (such as position of address, subject line, greeting and salutation) using some of your own post. Your discussion then could be developed into what makes the letter formal/informal.

What is the subjunctive form?

It is a verb form or mood used to express things that **could** or **should** happen. It is used to express wishes, hopes, commands, demands or suggestions. For example:

If I were you, I would do your homework or *I wish I were able to fly*

For more information and examples the following website is really useful:

<https://www.theschoolrun.com/what-is-the-subjunctive>

How can I help / information for helping

Encourage your child to do some baking or cooking – weighing and measuring ingredients. Can they tell you their height and weight in metric and imperial measurements?

KIRF Target – Spring Term

By the end of this term, children should know the following facts. The aim is for ALL children to be able to recall these facts **instantly**:

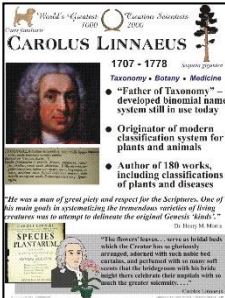

A prime number is a number with no factors other than itself and one.

The following numbers are prime numbers:

2, 3, 5, 7, 11, 13, 17, 19, 23,

29, 31, 37, 41, 43, 47

A composite number is divisible by a number other than 1 or itself.

Topic – Geography	SITE	P.E
<p>Focus is: Rivers and Mountains Geography topic linked to life in and around mountains and rivers (including habitats and animals).</p> <p>Skills / Knowledge to be developed: They will see how explorers prepare their body before an expedition, use their first-hand experience on residential to compare what the topography and weather is like in various locations, including the Rocky Mountains in North America.</p> <p>We will compare the features of North Yorkshire with those of the Rocky mountains. We will advance our map reading skills by engaging with 6-figure grid references. We will look at the case study of Brimham Rocks and the physical and human geographical features of the area.</p> <p>Applied through: Geography / English /Maths /Art / Computing</p>	<p>Focus is: Living things and habitats Skills / knowledge to be developed: Linked to our topic, 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 Linneaus in Science. Our computing will have a link to our maths where we will be using Espresso coding to create algorithms to find the area of shapes.</p> <p>Applied through: Investigating adaptation of animals and investigating the suitability of materials to use in a natural outdoor environment.</p> 	<p>Focus is: Netball and invasion games (Tag Rugby, Hockey, Netball)</p> <p>Skills / knowledge to be developed: Agility, balance and co-ordination skills which are linked with teamwork. Our outdoor & adventurous activities will also build on our problem solving work from residential.</p> <p>Applied through: We will be working on developing skills through independent and group practises, as well as different attacking and defending situations and how to solve these; applying these into team oriented games</p> 
<p>How can I help / information for helping Discuss the erosion you can see when you are out and about: do you notice erosion on the grass beside a footpath? Can you see erosion in the river as you cross a bridge? Has your pet caused erosion to certain areas of the garden?</p>	<p>How can I help / information for helping 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 1-50, extending food knowledge including comparing food habits between France and England.</p> <p>Skills / knowledge to be developed: Conversational skills and cultural understanding.</p> <p>Applied through: Learning vocabulary and applying through conversation.</p>	<p>Focus is: ‘You’ve got a friend’ by Carol King Skills / knowledge to be developed: Learning to sing, play accompaniment, improvise and compose. Applied through: Learning the original version of the song both vocally and instrumentally as well as comparing the original with more contemporary covers.</p>	<p>Focus is: We will be learning more about a range of characteristics that will help us with the transition to high school. We will use our recent residential experience to see if we have demonstrated any of these characteristics. We will continue our work on drug education. Mindmate: Life Changes Skills / knowledge to be developed: Self-awareness, Self-regulation, Motivation, Empathy and Social Skills. Applied through: Learn that major life changes can be fun and exciting, at the same time as being daunting for some. Talk about moving on to secondary school.</p>	<p>Focus is: Compassion.</p> <p>Skills / knowledge to be developed: We will be exploring the question ‘What is compassion and how can it be shown?’</p> <p>Applied through: Discussion and debate.</p>

		Recognise and respond appropriately to a wider range of feelings in others. Identify something that motivates them to keep going when things are difficult. Can help another pupil to do the same.	
How can I help / information for helping: What eating habits do we have here - do they know eating habits in other countries to help with our comparisons?	How can I help / information for helping: Consider and discuss your child's awareness of songs that have been covered by more contemporary artists. Are they aware of the original version? Which do they prefer and why?	How can I help / information for helping Discuss transition to high school with your child. How are they feeling? Do they know how it will be different to primary school?	How can I help / information for helping Discuss compassion and kindness with your child. Try to complete a random act of kindness and talk about how it felt.

Homework	Any Other Information / Dates for the Diary
<p>Ongoing Homework</p> <ul style="list-style-type: none"> Reading: a minimum of 15 minutes reading every night (logged by the children and noted in their reading record). KIRF target: See attached letter. Spellings: Children will receive a paper version of their spelling words on a weekly basis. 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. <p>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.</p> <p>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</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>Parent Teacher Consultations: Year 6 consultations are always slightly different to the other classes at this time of year. The appointments will be for 15 minutes and the children will be invited into some of it. If your appointment is during school time, we will call them from class.</p> <p>Thursday 5th March – World Book Day Monday 16th March – M&M Production of the Railway Children Wednesday 18th March – Mother's Day Gift Shop Friday 20th March – Production of Fool's Gold at Boston Spa Tuesday 31st March – Spring Bake Off Wednesday 1st April – Parent Teacher Consultations Monday 11th May – SATs Commence</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>

Thank you, as always, for your continuous help and support. If you have any queries please do not hesitate to contact us or make an appointment at the office to arrange a meeting after school.

Miss Prankard