



Curriculum Newsletter



Bramham Shadwell Federation
Class 6 January - February 2019

In addition to finishing our WW2 topic, our learning in class this half term will be focused around the question:

What does freedom mean to someone?

English

- To start the term, we will finish writing our newspaper reports about the Dambusters raid. During this completion period we will explore **key features of a newspaper**, writing in **shades of formality**, and use of **the passive and active voice**. After writing this article, we will then apply our speaking and listening skills to turn it into a news broadcast.
- We will develop our **creative writing** as we write a suspense story paying particular attention to **description, mood, precise language choices** and the different types of **figurative language** (metaphors, similes, and personification) to connect with the reader.
- The children will continue to improve their understanding of grammar and application of grammar features in order to develop their writing.
- Comprehension, analysis and explanation skills will continue to be developed by engaging with the method of: making a **point, explaining** what it means, and backing up the answer with **evidence**.

The texts we will focus on are: A range of texts and genres will be explored including non-fiction pieces on animals. **On a daily basis, children will begin their new class text 'Cogheart' by Peter Bunzl.**

The outcome will be:

- To write a newspaper article about the courageous mission of the Dambusters using their research from the learning log.
- Produce a suspense story using the video prompt 'Alma'.

How can I help / information for helping

To support with our newspaper article, looking at news articles and identifying features would help learners. Additionally, through daily reading, use opportunities to discuss vocabulary and genre features with your child.

What is figurative language?

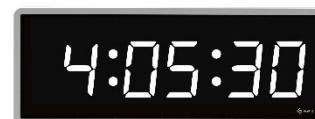
Simile – 'like' or 'as as....' – "His heart was beating like a drum. His hands were as cold as ice"

Metaphor – 'it is/was' – "His anger was a volcano waiting to erupt. The moon was a silver torch guiding the way."

Personification – giving non-human objects human characteristics – "The stars danced in the sky. The wind shouted in his ears."

Maths

- The initial focus will be applying our fractions knowledge to **decimals and percentages** - converting and finding equivalence between them and finding percentages of amounts.
- Next, the children will move on to **time**, with a focus on 12/24hr conversion, reading timetables and calculating time intervals.
- We will then move on to different units of measurement, converting units of length, mass and volume.
- We will interrogate complex word problems, developing an understanding of what a question is asking and how to apply the written methods we have learned to help us solve problems accurately and efficiently
- Additionally, the **KIRF target** is outlined below; please help your child achieve this target using the attached information.



How can I help / information for helping

Discuss the time with your child – how long does an event take? Can they convert between minutes and hours? Do they understand the units of measurement on drinks and food packaging?

KIRF Target – Autumn Term 2

- Children can convert between **fractions, decimals and percentages**. Children should be able to express a fraction as a decimal or a percentage e.g. $4/5 = 0.8 = 80\%$

Topic – History and Art

Focus is: ‘How do rivers shape the land?’

Geography topic linked to life in and around mountains and rivers (including habitats and animals).

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.

Art links: As part of the rivers, lakes and mountains topic, the children will explore a range of art works which have been created using the ancient technique of **Batik**. We will be specifically looking at landscape and estuary pieces by American artist **Mary Edna Fraser**. The children will explore using a range of art mediums to create depth and perspective in their works



Applied through:

Geography / English / Maths / Art

How can I help / information for helping

Observe landscapes as you pass through them on journeys/days out. How is the land formed? What are its features? Have people settled to live there? Why?



SITE

Focus is: Habitats and Animals

Skills / knowledge to be developed: They 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. They will apply this knowledge to build a bug hotel, using woodwork skills to achieve this.

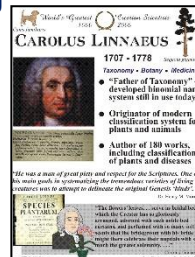
Applied through: investigating adaptation of animals and investigating the suitability of materials to use in a natural outdoor environment.



How can I help / information for helping

Discuss features of/differences between animals/pets. Why do cats have sharp claws? Why are dogs covered in fur?

Have a look at this ‘vlog’ about Carl Linnaeus <https://www.bbc.com/teach/class-clips-video/science-ks2-the-work-of-carl-linnaeus/zhnjf4j>



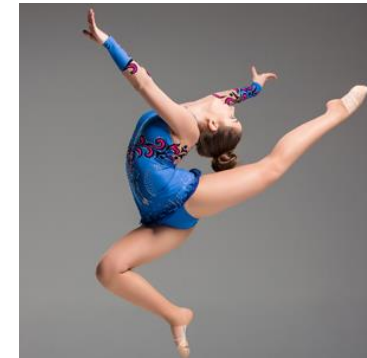
P.E

Focus is: Dance and gymnastics

Skills / knowledge to be developed:




Develop movement, position and balance.


Applied through: formulating and performing gymnastic and dance routines in small groups.



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.

French	Music	PSHE / MindMate	R.E.
<p>Focus is: Time</p> <p>Skills / knowledge to be developed: Linked to maths, children will develop a basic understanding of telling the time in French.</p> <p>Applied through: Reading clocks and timetables expressing units of time in French and revising days of the week.</p> 	<p>Focus is: Happy by Pharrell Williams</p> <p>Skills / knowledge to be developed: Learning to sing, play accompaniment, improvise and compose.</p> <p>Applied through: learning the song and comparing it with other works, identifying instrumentation, learning accompaniment parts then altering these with their own ideas.</p> 	<p>Focus is: Drugs, Alcohol, Tobacco education (DATE)</p> <p>Skills / knowledge to be developed: Children will learn about the risks associated with different substances and how to deal with peer pressure in relation to this.</p> <p>MindMate: 'Feeling Good and Being Me'</p> <p>Applied through: Know what positively & negatively affects their physical, mental & emotional health, including the media. Identify a way of resisting peer pressure. Name factors that can help them cope with difficult feelings & situations.</p>	<p>Focus is: developing an understanding of the Christian faith</p> <p>Skills / knowledge to be developed: Identifying the different branches of Christianity and the similarities and differences between them.</p> <p>Applied through: We will be looking at a range of places of worship in our locality and plotting these on a map of the area.</p> 
<p>How can I help / information for helping Ask your child to tell the time in French.</p>	<p>How can I help / information for helping Discuss features of music you hear on the radio/in the car. What instruments can you identify? Is this similar or different to 'Happy'? How?</p>	<p>How can I help / information for helping Discuss 'peer pressure' and situations where this might be an issue, particularly as the children enter their teenage years.</p>	<p>How can I help / information for helping Observe different church buildings in the local area. Do they represent different strands of Christianity?</p>

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 reading record). Can you log Red, Amber and Green words? • KIRF target: See maths and separate sheet. • Times Tables: see Homework Log Sheet • Spellings: learn the list on Spellodrome (aim: 1000 points+) and words outlined as common errors on their Homework Log Sheet. <i>Please see the class teacher if your child has not logged information on the sheet.</i> <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><u>Maths / English Homework</u> Homework is distributed on alternative weeks. 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 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>Wednesday 16th January – Shadwell, Parent meeting for Y6 residential to Carlton Lodge at 5.30pm Thursday 17th January – Bramham, Parent meeting for Y6 residential to Carlton Lodge at 5.30pm (parents can attend either date) Tuesday 5th February – Safer internet day Monday 11th February to Friday 15th February – Y6 residential to Carlton Lodge Friday 15th February – Italian progress café</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 encourage you to follow our school Twitter account @BramhamShadwell. 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 me or make an appointment at the office to arrange a meeting after school – Miss Prankard