



Curriculum Newsletter



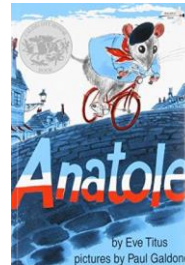
Bramham Shadwell Federation
 Class 4 September - October 2019

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

What makes a good global citizen?

English

- Grammar, punctuation and spelling activities will be an integral part of our English programme as we initially focus on **sentence structure**.
 - We will look at **improving** and **expanding** noun phrases through the use of **advanced adjectives** to make writing more descriptive; are we adding an adjective to it or replacing the noun?
 - We will link English to our topic of **locational knowledge** in Europe (particularly France) through the story 'Anatole'; picking out **language features**, discussing them and thinking about how they can be incorporated into our own writing.
 - We will **identify the features of a newspaper article** and discuss how we can use them in our work and what purpose they serve.
 - The outcome will be:** to write a newspaper article adapted from the events in the story of Anatole.



Maths

- We will consolidate our understanding of **place value** by reading, writing, ordering and vocalising numbers.
- We will then move onto applying our knowledge of **partitioning numbers** as we learn more **formal methods of addition and subtraction**.
- We will then apply our skills to solve worded and open ended problems involving place value and 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*
- Additionally, the KIRF target is outlined below; please help your child achieve this target.
- Look out for information regarding the launch of 'Mathletics' across the federation.



How can I help / information for Helping

Discuss the features of a newspaper article and what purpose they serve. Talk about the different readers they appeal to and the different styles you can read.

What are improved/expanded noun phrases?

Improving a noun phrase by addition or replacement.

By adding an adjective:

The **beautiful** butterfly

Or by replacing the noun:

The beautiful **Cabbage White**...

<http://www.bbc.co.uk/guides/z3nfw6f>

How can I help / information for helping




*If they know 2 number bonds to 100, can they tell you 3?
 How do number bonds to 10 help with number bonds to 100?
 How many questions can they answer in 90 seconds?
www.conkermaths.com*





KIRF Target – Autumn Term 1


I know number bonds to 100.

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

If you would like more ideas, please speak to your child's teacher.

Topic – Geography	SITE	P.E
<p>Focus: ‘Locational Knowledge.’ We will explore: the different counties in the UK and major rivers and mountains around Europe.</p> <p>Skills/Knowledge to be developed: Children will have the opportunity to use atlases and develop their map skills by identifying the borders of countries. They will develop their understanding of rivers and mountains by looking at human and physical features.</p> <p>Applied through: Geography / English / Maths / Art</p> 	<p>Focus: Creating a musical instrument. Skills / knowledge to be developed: Children will look at ‘Sound’ in science, identifying the use of vibrations formed by a sound and different elements that affect this such as pitch and volume. In DT, they will design and create a musical instrument; applying their scientific knowledge about sound and how materials need to be adapted to create different noises. In ICT, the children will use Espresso to begin their unit of coding.</p> <p>Applied through: Science/DT/ICT</p> 	<p>Focus: striking and fielding. Skills / knowledge to be developed: This will work on developing each child’s co-ordination and teamwork. Applied through: team game situations.</p> <p>In addition to our usual P.E. lesson on a Tuesday morning, Class 4 will be partaking in weekly swimming lessons on Thursday afternoons at Wetherby Swimming Pool. The aim will be to improve each child’s swimming ability whilst increasing their confidence in the water.</p> 
<p>How can I help / information for Helping Talk with your children about how the world is changing due to a growth in population and the effect of global warming. Ask them the difference between human and physical features and if they can give examples e.g. rivers and mountains are a physical feature, buildings are a human feature.</p>	<p>How can I help / information for Helping Talk with your child about different sounds they can hear at home or outside and how they differ around the world. Discuss how the volume of things affects the sound and how, if too loud, it can affect the ear drum. Discuss different musical instruments they could create and the materials they would need.</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. Please ensure that children bring their swimming kits to school every Thursday as their session will take place in the afternoon.</p>

French	Music	PSHE / MindMate	R.E.
<p>Focus: French greetings Skills / knowledge to be developed: We will develop our speaking and listening skills in French, identifying greetings and understanding the basic features of spoken language. Applied through: Talk partners and group work. Written sentences in their  Jolie Ronde books. Question and answers and the use of songs and chants.</p>	<p>Focus: Sing, play and improvise Skills / knowledge to be developed: The children will develop their listening skills and composition skills while learning to understand some of the key elements of singing and performing. Applied through: Listening to different versions of the song on Charanga in order to analyse and discuss the beat, pitch and tempo.</p> 	<p>Focus: Democracy Skills / knowledge to be developed: to learn about themselves and the society they live in. They will learn about the purpose of rules, who decides them and why we have them. Applied through: Discussion / Circle time / debate</p> 	<p>Focus: How are important ceremonies remembered? Skills / knowledge to be developed: Understanding the different religions within our communities and how their important events are celebrated across the world. Applied through: Class discussions / partner talk.</p> 
<p>How can I help / information for Helping Ask the children what they have been learning in French. Encourage the use of discussion and verbally recalling key vocabulary.</p>	<p>How can I help / information for Helping Discuss how music has changed over time and different genres of music. The children will look at different artists (such as ABBA) through the years and identify how music differs today.</p>	<p>How can I help / information for Helping Discuss different rules you have at home and why it is important that people obey them. Begin to help children understand that actions have consequences.</p>	<p>How can I help / information for Helping Discuss different faiths in your community and religious events that you celebrate / how they are celebrated.</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). In their homework diaries the children are to log Red (words they don't know), Amber (words they have heard before but are unsure of) and Green (words they know and can use) words. • KIRF target: see maths • Times Tables: see Homework Diary • 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> In addition to revising the weekly spelling list via Spellodrome, I have also sent out a Spelling Support Strategies document and spelling revision words for the term. If you could spend a little time over the duration of the half term practising these with your child, it would be greatly appreciated. <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.</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>Friday 4th October and Monday 7th October - Training days Wednesday 23rd October: 1.30pm onwards - Parents' consultation meetings Proposed Progress Café Dates: Friday 29th November Thursday 6th February Friday 19th June</p> <p>Now that the evenings are drawing in and the weather has turned, please can we politely ask that you refrain from using the school field and climbing equipment after school in order to avoid any injuries and to preserve the pitch for sports matches.</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 us or make an appointment at the office to arrange a meeting after school.

Miss Ings and Mrs Bourne