



Curriculum Newsletter

Bramham Shadwell Federation

Class 6 November – December 2021



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

How did people in World War 2 protect themselves?

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**.
- We will begin to explore the use of the **passive and active voice** within writing.
- 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. This will then be followed with a chance to apply our reading skills to the film 'The Book Thief'.



The texts we will focus on are: WW 2 Non-Fiction Texts, War Poetry and The Book Thief (developing Reading Skills through film).

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.

What is the passive and active voice?

A sentence is written in the **active voice** when the subject of the sentence performs the action in the sentence. *e.g. The girl was washing the dog.*

A sentence is written in the **passive voice** when the subject of the sentence has an action done to it by someone or something else. *e.g. The dog was being washed by the girl.*

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 12, 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.
- We will end the half term beginning to read and write decimals before moving on to dividing and multiplying fractions which involve some regrouping and renaming by 1-digit numbers.
- There will be a weekly times tables test;** children will then be given a target to improve their time 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 Mathletics to reinforce their learning in school.



How can I help / information for helping

Practice times tables with your child.
Discuss proportions as fractions in everyday situations.
Encourage your child to access work on fractions and decimals on Mathletics.

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

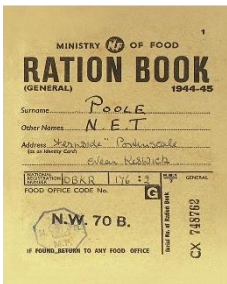
Focus is: ‘How did people in World War 2 protect themselves?’

The children will consider how people kept themselves safe both **physically** and **emotionally** 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 **lives of those on the home front**.



Skills / Knowledge to be developed:

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.



Art links: We will continue to focus on the Yorkshire Artist **Henry Moore** and his WWII Underground shelter drawings and paintings.

Applied through:

History / English / Maths / Art / Debate

How can I help / information for helping

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.

SITE

Focus is: Light

Skills / knowledge to be developed: Children will build on their Year 3 knowledge of light, exploring the way that **light behaves**, including **light sources**, **reflection** and **shadows**. Children

will be learning about how light travels from its source to our eyes and how our eyes then subsequently process light.

Applied through:

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.



D.T Links: Children will be designing, creating and evaluating a periscope.

Computing Links: In

computing, we will explore Keynote, a presentation app, in order to showcase our learning on World War Two. We will also continue to discuss the important topic of how to be safe online.

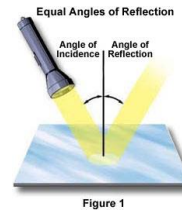


Figure 1

How can I help / information for helping

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.

For example, use of mirrors in a car, reflective material on clothing etc.

P.E

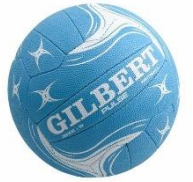
Focus is: Invasion Games/ Gymnastics

Skills / knowledge to be developed:

Tactical knowledge, agility, balance, co-ordination, teamwork and resilience.

Applied through:

Children will continue with their invasion games through Netball and Hockey activities, developing into **formal games**.








In gymnastics, they will develop core strength and stability through balancing games which can then be applied into other areas of the P.E. curriculum.

The children will carry out warm ups – paying attention to how this prepares their body for **physical activity**.

How can I help / information for helping

At present, we are now able to teach PE **inside**. However, we would still advise that children bring **warm PE kit** throughout the winter months for any sessions outside. Please **bring kit in on a Monday** and leave in locker for the week as PE sessions may differ based on inclement weather conditions.

French	Music	PSHE / MindMate	R.E.
<p>Focus is: Children will continue to focus on exploring vocabulary linked to buildings on the high street. Children will also explore different Christmas traditions.</p>  <p>Skills / knowledge to be developed: Development of sentence structures and French communication skills.</p> <p>Applied through: Learning the names of different shops, asking directions, revision of days of the week, telling the time, dictionary work. Children will also take part in a short exchange with their partners to model their conversation skills and French learning. Children will perform a short Christmas story in French, reading and pronouncing unknown words.</p> <p>Grammar: Construction of simple sentences with identification of adjectives and quantifiers in the sentence. Writing: Manipulating simple sentences by changing an element in a sentence, using negatives.</p>	<p>Focus is: World War 2 performance</p> <p>Skills / knowledge to be developed: Children will be singing in a group using harmonies. Children will be able to describe different purposes of music in World War Two and reflect upon this when performing.</p> <p>Applied through: Preparing a WW2 inspired performance for parents that includes singing and poetry.</p> 	<p>Focus is: Staying Safe – Indoors and Outdoors</p> <p>Skills/knowledge to be developed: Pupils learn about feelings of being out and about in the local area with increasing independence and dealing with peer pressure. Children will also complete activities linked to ‘Anti Bullying’ week, focusing on the theme ‘One Kind Word’.</p>  <p>Mindmate: Friends and Family Children recognise what constitutes as a positive healthy relationship and develop the skills needed to form and maintain them.</p>  <p>Applied through: Discussion / Circle time / debate</p>	<p>Focus is: Judaism</p> <p>Skills / knowledge to be developed: Children will build on their previous learning from Year 3. They will focus on what it is like to be Jewish and the covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action. They will learn about David as a key leader in the Jewish tradition; about the prophets, about the great festivals of Rosh Hashanah, Purim and Hanukah, illustrating how Jewish people try to live.</p> <p>Applied through: Children will explore religious artefacts, texts and videos to understand Jewish traditions.</p> 
<p>How can I help / information for helping Useful translations to use at home: Merry Christmas – Joyeux Noël Happy New Year - Bonne année Presents – Cadeaux</p>	<p>How can I help / information for helping: Help your child rehearse their lines and songs before the showcase performance for parents.</p>	<p>How can I help / information for helping Discuss safety with your child while they are out and about. Discuss the importance of ‘anti-bullying week’ and what to do if people aren’t being kind.</p>	<p>How can I help / information for helping Ask your child to explain the element of Judaism they have learnt about this week.</p>

Homework

Ongoing Homework

- **Reading:** a minimum of 15 minutes reading every night (logged by the children and noted in their planner).
- **KIRF target:** See maths
- **Times Tables:** see Homework Log Sheet
- **Spellings:** learn the list sent home on a Friday and words outlined as common errors on their Homework Log Sheet. *Please see the class teacher if your child has not logged information on the sheet.*
- **Mathletics** – 1000+ points per week

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.

Maths / English Homework

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.

Any Other Information / Dates for the Diary

Monday 15th November: Start of Anti-bullying week starting with 'Odd Socks Day'.

Friday 19th November: Children in Need Day – Children can wear something spotty for (suggested) £1 donation.

Wednesday 24th November: No Pens Day

Friday 26th November: Federation training day.

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.

As a safety precaution through the Covid-19 pandemic, we shall be keeping some windows open within the classroom to increase air circulation. Whilst the heating will be on, please ensure children are wearing school jumpers on a daily basis.



We encourage you to follow our school Twitter account @BramhamShadwell as well as our **class blog** on the school website. We post regular updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.

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 Beaumont