



# Curriculum Newsletter

Bramham Shadwell Federation

**Class 6 November – December 2019**



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

**How did people in World War 2 protect themselves?**

## English

- The focus will be on grammar, punctuation and spelling activities linked to our WW2 Topic.
- Children will be learning about the **subjunctive form** and will implement this in their WW2 letters.
- In preparation for writing their letters, children will learn about **features of informal language** and structure.
- The children will explore sentence structure including the use of commas and see how they can change the meaning of a sentence.
- They will learn how to use a **colon, a semicolon and a dash** to extend a sentence with extra information.
- Editing and improving their own work as they respond to their targets will be a continued focus.

**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 an informal letter to a loved one linked to our WW2 topic, producing a non-chronological report about the British Home Front between the years 1939-1945 using research from this half term's learning log.

### How can I help / information for helping

- Discuss vocabulary with your child from their reading book.
- Support child in research for Learning Log discusses how information could be used in their report writing lessons.

### What is the subjunctive form?

The subjunctive form: this is used to express wishes, commands, advice and suggestions (e.g. If I were you..., I suggest she complete her work). These sentences can sometimes sound unnatural because of their verb form (e.g. If I **were** the queen for a day).

## Maths

- We will start by looking at factors, multiples and prime numbers. If your child is not yet confident with their times tables up to 12, please continue to support them learning these as they will play a big part in this unit of work.
- We will move on to fractions, focusing on simplifying, comparing and ordering, adding and subtracting using basic fractions and mixed numbers.
- We will be taking part in 'Barvemver' – an opportunity to use bar models to solve a wide range of problems using and applying reasoning skills.
- Additionally, the KIRF target is outlined below; please help your child achieve this target.

**BARVEMBER**

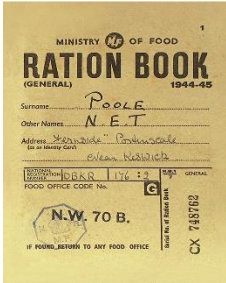
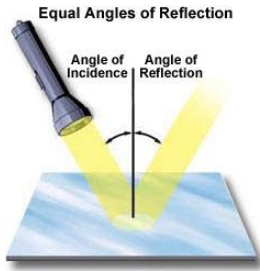

a	a	7
a	11	



### How can I help / information for helping

Practice times tables with your child.  
Get your child to explain how bar models work.  
Discuss proportions as fractions in everyday situations.

### 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 it with no remainder.
- The common factors of two numbers are the factors they share.

Topic – History	SITE	P.E
<p><b>Focus is: ‘How did people in World War 2 protect themselves.’</b> The children will consider how people kept themselves safe both <b>physically and emotionally</b> 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 <b>lives of those on the home front</b>.</p> <p><b>Skills / Knowledge to be developed:</b> We will investigate how WW2 began and learn about The Blitz, rationing, propaganda, different shelters and the role of women in War time Britain</p> <p><b>Applied through:</b> History / English /Maths /Art / Debate</p> 	<p><b>Focus is:</b> Light</p> <p><b>Skills / knowledge to be developed:</b> Children will build on their Year 3 knowledge of light, exploring the way that <b>light behaves</b>, including <b>light sources, reflection</b> and <b>shadows</b>. Children will be learning about how light travels from its source to our eyes and how our eyes then subsequently process light.</p> <p><b>Applied through:</b> 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.</p>  <p>Figure 1</p>	<p><b>Focus is:</b> Spatial awareness, invasion games and athletics</p> <p><b>Skills / knowledge to be developed:</b> Co-ordination, balance and athletic technique.</p> <p><b>Applied through:</b> Children will develop their techniques to play a variety of games, in particular hockey, basketball and different athletic disciplines.</p> 
<p><b>How can I help / information for helping</b> Discuss what you know about WW2 and how it must have felt to have lived through it. Encourage discussion with any older members of 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.</p>	<p><b>How can I help / information for helping</b> 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. <b>For example</b>, use of mirrors in a car, reflective material on clothing etc.</p>	<p><b>How can I help / information for helping</b> 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><b>Focus is:</b> Christmas</p> <p><b>Skills / knowledge to be developed:</b> Speaking about family and comparing Christmas traditions.</p> <p><b>Applied through:</b> Using French skills to complete a range of Christmas activities to compare the similarities and differences between traditional Christmas in France and Britain.</p>	<p><b>Focus is:</b> World War 2 songs</p> <p><b>Skills / knowledge to be developed:</b> Singing in a group using harmonies, playing more complex parts on an instrument.</p> <p><b>Applied through:</b> World War 2 performance using songs and recorders.</p> 	<p><b>Focus is:</b> Staying Safe – Indoors and Outdoors / Mindmate – Friends and Family</p> <p><b>Skills/knowledge to be developed:</b> Pupils learn about feelings of being out and about in the local area with increasing independence and dealing with peer pressure.</p> <p><b>Mindmate:</b> Children recognise what constitutes a positive healthy relationship and develop the skills needed to form and maintain them.</p> <p><b>Applied through:</b> Discussion / Circle time / debate</p>	<p><b>Focus is:</b> We will continue to develop our knowledge and understanding of the Sikh religion.</p> <p><b>Skills / knowledge to be developed:</b> A focus will be on the lives and teachings of the 10 Gurus, why they are so important to the religion and what made each of them special.</p> <p><b>Applied through:</b> We will investigate some of the teachings of the Guru Granth Sahib and Guru Nanak.</p>
<p><b>How can I help / information for helping</b></p> <p>Useful translations to use at home: Merry Christmas – Joyeux Noël Happy New Year - Bonne année Presents – Cadeaux</p>	<p><b>How can I help / information for helping</b></p> <p>Help your child rehearse their lines and songs before the showcase performance for parents.</p>	<p><b>How can I help / information for helping</b></p> <p>Discuss safety with your child while they are out and about.</p>	<p><b>How can I help / information for helping</b></p> <p>Ask your child to explain the element of Sikhism they have learnt about this week. Visit your local Gurdwara.</p>
Homework		Any Other Information / Dates for the Diary	
<p><b>Ongoing Homework</b></p> <ul style="list-style-type: none"> <li><b>Reading:</b> a minimum of 15 minutes reading every night (logged by the children and noted in their reading record).</li> <li><b>KIRF target:</b> See maths and separate sheet.</li> <li><b>Times Tables:</b> see Homework Log Sheet</li> <li><b>Spellings:</b> 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.</li> <li>Mathletics – achieve a minimum of <b>1000 points per week</b> to earn certificates</li> </ul> <p><b>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.</b></p> <p><b>Maths / English Homework</b></p> <p>Homework is distributed on alternate weeks. Homework is given out on a Thursday, to be returned the following Tuesday. <b>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</b></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><b>Wednesday 13<sup>th</sup> November:</b> Year 6 Trip to the Yorkshire Air Museum</p> <p><b>Monday 11th November</b> - Anti-bullying week begins</p> <p><b>Friday 6th December at 3.30pm</b> - Christmas Fair</p> <p><b>Tuesday 17<sup>th</sup> December in the morning</b> - KS1 + EYFS Christingle / Carol service in church (The church does not have the capacity to invite parents)</p> <p><b>Monday 16<sup>th</sup> December in the afternoon</b> - Y3 + Y4 – Christingle / Carol service in church. Parents invited.</p> <p><b>Tuesday 17<sup>th</sup> December in the afternoon</b> - Y5 + Y6 - Christingle / Carol service in church. Parents invited.</p> <p><b>The proposed dates for this year's progress cafes are: Friday 29th November / Thursday 6th February / Friday 19th June</b></p> <p><b>Thursday 19<sup>th</sup> December:</b> KS2 Christmas Party</p> <p><b>Website/Twitter:</b> We update our class blog and school twitter account with learning updates on a weekly basis. <a href="https://shadwell.leeds.sch.uk/blog/category/year-6">https://shadwell.leeds.sch.uk/blog/category/year-6</a> Twitter: @BramhamShadwell</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.
--	---

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.

Mr Rugg