



# Curriculum Newsletter



Bramham Shadwell Federation

**Class 6 November – December 2023**

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. Towards the end of the half term, children will learn how to divide and multiply fractions which involve some regrouping and renaming by 1-digit numbers.
- We will then move on to exploring **decimals**, making sure the children are able to identify the value of each digit in numbers up to three decimal places.
- There will be a weekly times tables test**; children will then be given a target to improve their time/ score 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 TT Rockstars to reinforce their times table knowledge.

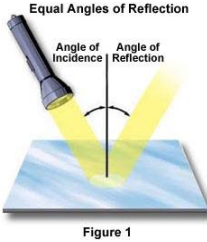








### How can I help / information for helping



Discuss proportions as fractions in everyday situations.  
Encourage your child to access TT Rockstars.

### 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	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</b> and <b>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, the Holocaust, different shelters and the role of women in War time Britain.</p>  <p><b>Art links:</b> We will look at creating ‘Blitz’ art pieces. Children will revisit the painting skill watercolour washing from Year 5 as well as develop sketching skills by creating a city sky line.</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</b>, <b>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><b>D.T Links:</b> Children will be designing, creating and evaluating a periscope.</p> 	<p><b>Focus is:</b> Racket Skills and Gymnastics.</p> <p><b>Skills / knowledge to be developed:</b> The children will carry out warm ups – paying attention to how this prepares their body for <b>physical activity</b>. Children will perform basic skills to develop coordination and techniques for controlling a ball in different ways. Children will establish control using a tennis racket and a ball. 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.</p>  <p><b>Applied through:</b> Children will develop their techniques through individual skill work and team challenges.</p> <p>PE is on a <b>Tuesday</b>.</p> <p>Please can children arrive at school in their school uniform with P.E. kit in a separate bag. For the first few weeks please could they also bring in their shin pads as part of their kit.</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 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.</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.</p> <p><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> At present, we are now able to teach PE <b>inside</b>. However, we would still advise that children bring <b>warm PE kit</b> throughout the winter months for any sessions outside. Please <b>bring kit in on a Monday</b> and leave in locker for the week as PE sessions may differ based on inclement weather conditions.</p>

French	Music	PSHE / MindMate	R.E.
<p><b>Focus is:</b> Year 6 children will continue to consolidate both their ability to identify and use French vocabulary accurately in simple conversational phrases with an emphasis on correct pronunciation and intonation.</p>  <p><b>Skills / knowledge to be developed:</b> They will explore French grammar including the use of the Indefinite and definite articles, the irregular verb <i>être</i> and understanding the spelling pattern of regular verbs such as <i>danser</i> – to dance, <i>jouer</i> to play, <i>manger</i>- to eat and <i>regarder</i> – to look.</p> <p><b>Applied through:</b> Using this foundational understanding the children will be able to describe themselves and others using the correct form of the verb they are using.</p>	<p><b>Focus is:</b> WW2 Classics</p> <p><b>Skills / knowledge to be developed:</b> Appraisal skills. Understanding the <b>role of music to boost moral throughout the war.</b></p> <p><b>Applied through:</b> Children will have the opportunity to listen to war time classics including ‘<b>We’ll meet again</b>’, ‘<b>Run Rabbit</b>’, and ‘<b>Everything stops for tea</b>’.</p>  <p><b>Music of the Week:</b> Early Music</p> <p>Through our whole school music of the week, children will travel through time as they explore the history of music. Starting within the medieval period and working their way through to the 1800s to the romantic era of music.</p>	<p><b>Focus is:</b> Staying Safe – Indoors and Outdoors</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. Children will also complete activities linked to ‘Anti Bullying’ week, focusing on the theme ‘Reach Out’.</p>  <p><b>Mindmate: Friends and Family</b> Children recognise what constitutes as 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> Judaism</p> <p><b>Skills / knowledge to be developed:</b> 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><b>Applied through:</b> Children will explore religious artefacts, texts and videos to understand Jewish traditions.</p> 
<p><b>How can I help / information for helping:</b></p>  <p><a href="https://www.bbc.co.uk/bitesize/topics/z6d98xs/articles/zy9dg7h">https://www.bbc.co.uk/bitesize/topics/z6d98xs/articles/zy9dg7h</a></p>	<p><b>How can I help / information for helping:</b></p> <p>Develop the idea of music to lift mood and boost morale. Discuss what music you listen to in your household that makes you feel happy and motivated.</p>	<p><b>How can I help / information for helping</b></p> <p>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><b>How can I help / information for helping</b></p> <p>Ask your child to explain the element of Judaism they have learnt about this week.</p>

Homework	Any Other Information / Dates for the Diary
<p><b><u>Ongoing Homework</u></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 planner).</li> <li>• <b>KIRF target:</b> See additional KIRF sheet.</li> <li>• <b>Times Tables:</b> Please help your child practise their times tables ready for their test on Friday.</li> <li>• <b>Times Tables Rock Stars:</b> Use TT Rockstars to practise your times tables. Can you improve your accuracy and speed? </li> <li>• <b>Spellings:</b> Children will receive a paper version of their spelling words on a weekly basis. This will be sent home every Friday. <i>Please see the class teacher if your child has not received a spelling list.</i> If you could spend time over the week practising these with your child, it would be greatly appreciated.</li> <li>• 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. On the spelling sheet, there are ideas and challenges to support you with your spelling practice at home as well as handwriting opportunities.</li> </ul> <p><b><u>Maths / English Homework</u></b></p> <p>One piece of Maths homework and one piece of English homework will be sent home each week. Homework is given out on a Thursday to be returned the following Tuesday. <b>Please encourage your child to discuss their homework at home in order to help them develop their explanation and reasoning skills.</b></p> <p>Children will be set an <b>optional</b> 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 the Maths and English homework.</p>	 <p><b>Monday 13<sup>th</sup> November:</b> Odd Socks Day and Anti-bullying week</p> <p><b>Wednesday 15<sup>th</sup> November:</b> Year 6 Progress Café (10.50-11.15am)</p> <p><b>Friday 17<sup>th</sup> November:</b> Children in Need</p> <p><b>Friday 1<sup>st</sup> December:</b> Christmas Jumper Day</p> <p><b>Saturday 2<sup>nd</sup> December:</b> Shadwell Village Christmas Market</p> <p><b>Monday 11<sup>th</sup> December:</b> FOSS Christmas Shop (AM)</p> <p><b>Friday 15<sup>th</sup> December:</b> NCMP and Vision Screening – Year 6</p> <p><b>Wednesday 20<sup>th</sup> December:</b> Christingle at church (all year groups)</p> <p><b>Thursday 21<sup>st</sup> December:</b> Year 6 Christmas Party (afternoon)</p> <p><b>Thursday 21<sup>st</sup> December:</b> Last day of term for all children.</p> <p><b>Friday 22<sup>nd</sup> December:</b> Inset Day</p> <p>Please ensure that your child has a <b>water bottle</b> 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>To keep our children safe, please can we politely ask that you refrain from using the school field and climbing equipment after school and please leave the grounds as quickly as possible.</p>

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 Hole