



# Curriculum Newsletter



Bramham Shadwell Federation

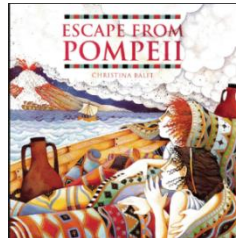
**Class 4 November - December 2019**

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

**How did people in the past protect themselves?**

## English

- English work will begin with a focus on **narrative writing** to develop the children's writing skills and understanding of story structures.
- Children will participate in **practical experiences** to gain the understanding of sequencing events.
- Children will focus on **punctuating** a variety of sentences, using **creative language, possessive and personal pronouns and relative clauses**.
- Children will explore using **coordinating and subordinating conjunctions** and learn about their position and purpose within a sentence.
- Throughout this unit, children will deepen their understanding of **inverted commas**.
- During **speaking and listening work** children will practise speaking with expression through a **Read, Write, Perform unit** where each child will perform a battle cry speech they have written.
- **The texts we will focus on are:** 'Escape from Pompeii' by Christina Balit and a Read, Write, Perform unit called '**Battle Cry**'.
- **The outcome will be:** To write a narrative story with an alternative ending to 'Escape from Pompeii' and our cross curricular write will be a battle cry speech.




## Maths

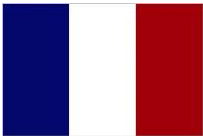



- The children will continue to use practical resources to learn formal methods of calculation, focusing on **addition, subtraction, multiplication and division**.
- They will begin to understand **mathematical vocabulary** such as '**quotient**' in relation to division.
- They will learn **how to calculate multiplication equations** using the multiplication facts that they know.
- They will understand the difference between **sharing and grouping** and they will understand **the commutative law in multiplication**.
- We expect all the children to know **multiplication and division facts up to the 12 times table** for use in calculations and this will be worked on continuously throughout the year.
- Once the children have used **practical mathematical resources** they will then put this experience into practice with word problems.
- The class will continue to solve word problems, two step calculations with addition and subtraction 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.




<p><b>How can I help / information for Helping</b>          Discuss the different types of stories you have read and encourage them to look at different genres too. Discuss how a story is put together and the impact creative language and punctuation has on a reader.</p> <p><b>What are subordinating and coordinating conjunctions?</b>          Subordinating conjunctions. A conjunction is a word, or words, used to connect two clauses together. Words such as: 'although', 'because' or 'when'. A subordinating clause is a part of a sentence that adds additional information to the main clause.</p> <p>Coordinating conjunctions are one-word connectors that sit between the two words, clauses or phrases they're connecting. There are seven coordinating conjunctions: and, but, or, nor, for, so, yet. These conjunctions join equal parts.</p>	<p><b>How can I help / information for Helping</b>  <i>Ask the children to recall their 6, 7, 9, 11 and 12 times tables.</i></p> <p><i>Go on this website to practise times tables:</i></p> <p><a href="https://www.timestables.co.uk/multiplication-tables-check/">https://www.timestables.co.uk/multiplication-tables-check/</a></p>	<p><b>KIRF Target – Autumn Term 2</b>          I know my multiplication and division facts for the 6 times tables.</p> <p><b>Children must be able to efficiently recall these facts e.g. 6x1 =</b>  <b>6x6 =</b>  <b>48 divided by 6 is</b>  <b>6 lots of 3 are</b></p> <p>The secret to success is practising <b>little</b> and <b>often</b>. 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.</p>
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Topic – History	SITE	P.E
<p><b>Focus is: 'Romans'.</b> The children will learn about the expansion of the Roman Empire, reasons why the Romans invaded Britannia and reasons why the Roman army was so successful.</p> <p><b>Skills/Knowledge to be developed:</b> Children will have the opportunity to develop their knowledge about the Roman period of history. They will be able to develop their <b>research skills</b> and <b>chronological understanding</b>. The children will also explore <b>significant invasions, why the Roman army was successful, Roman legacies and finally the children will have the opportunity to be 'young archaeologists' and study Roman artefacts.</b></p> <p><b>Art links:</b> The children will create a <b>Roman mosaic</b> using both primary and secondary sources of information. Geography / English /Maths /Art</p> 	<p><b>Focus is:</b> To create a Christmas themed lantern using a <b>simple series electrical circuit</b> to illuminate it.</p> <p><b>Skills / knowledge to be developed:</b> Children will look at <b>'Electricity'</b> in Science where they will create simple circuits and identify <b>good conductors and insulators</b>. In DT, they will use their acquired scientific knowledge to plan, design and create a Christmas lantern using a simple series circuit. In ICT, the children will work together to create a PowerPoint presentation about how they made their lantern and how it can be <b>controlled by a switch in the circuit.</b></p> <p><b>Applied through:</b> Science/DT/ICT</p> 	<p><b>Focus is:</b> Net and Wall games: Tennis Skills</p> <p><b>Skills / knowledge to be developed:</b> The children will be learning the fundamentals of <b>passing, co-ordination and control</b> through a range of skill-building activities.</p> <p><b>Applied through:</b> team game situations.</p> 

<p><b>How can I help / information for Helping</b>          Discuss different invasions; talk about what life might have been like then in comparison to now. Talk to your child about why armour is important? What legacies did the Romans leave behind and how would things be different if these legacies didn't exist today.</p>	<p><b>How can I help / information for Helping</b>          Talk about different materials around your house that carry electrical currents and how they are insulated to keep you safe.          Discuss electrical safety issues with your children.</p>	<p><b>How can I help / information for Helping</b>          P.E usually takes place on a Friday morning. 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 have a swim kit in school as swimming lessons are every Thursday afternoon.</p>
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French	Music	PSHE / MindMate	R.E.
<p><b>Focus is:</b> Writing in French using grammatical aspects of this language. Identifying body parts in French.  <b>Skills / knowledge to be developed:</b> The children will develop their vocabulary and written skills in French. Identifying their grammatical structures and how it translates.  <b>Applied through:</b> Talk partners and group work. Written sentences in their Jolie Ronde books. Question and answers and the use of songs and chants.</p> 	<p><b>Focus is:</b> Using a glockenspiel.  <b>Skills / knowledge to be developed:</b> Children will revisit what they did in Class 3 by developing their knowledge of musical language through playing the glockenspiel. The learning is focused around exploring and developing playing skills using different key notes (c, d, e, f and g) in time with a given beat.  <b>Applied through:</b> Listening to a variety of music compilations and commenting on the styles, tempo and beats. The children will work in groups to create a musical performance.</p> 	<p><b>Focus is:</b> Making Choices: Drug, alcohol and tobacco education.  <b>Skills / knowledge to be developed:</b> Children will learn that there are drugs and medicines that are common in everyday life and why people choose to use them. The children will discuss the effects and risks of drinking alcohol and how different patterns of behaviour are related to drug use.  <b>Applied through:</b> Discussion / Circle time / Debate</p> 	<p><b>Focus:</b> How are important ceremonies remembered?  <b>Skills / knowledge to be developed:</b> The children will develop their understanding of the different religions within our communities and how important events are celebrated across the world.  <b>Applied through:</b> Class discussions / partner talk.</p> 
<p><b>How can I help / information for Helping</b>          Ask the children what they have been learning in French. Encourage the use of discussion and ask children to verbally recall key vocabulary.</p>	<p><b>How can I help / information for Helping</b>          Discuss different musical instruments and elements such as beat, tempo, pitch and volume and how it affects the listener. Identify different instruments played in songs.</p>	<p><b>How can I help / information for Helping</b>          Discuss different medications that are safe, who prescribes them and how they help an individual. Talk about making the right choices and develop their understanding of actions having consequences.</p>	<p><b>How can I help / information for Helping</b>          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><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 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.</li> <li>• <b>KIRF target:</b> see maths</li> <li>• <b>Times Tables:</b> see Homework Diary</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> </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><u>Maths / English Homework</u></b> Homework is distributed on alternative weeks. Homework is given out on a Thursday, to be returned the following Tuesday.</p> <p><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>	<ul style="list-style-type: none"> <li>• <b>Shadwell open morning / afternoon:</b> <ul style="list-style-type: none"> <li>• Wednesday 13th November – 9.30am</li> <li>• Thursday 21st November – 1.30pm</li> </ul> </li> <li>• <b>Monday 11th November</b> - Anti-bullying week begins</li> <li>• <b>Friday 6th November at 3.30pm</b> - Christmas Fair</li> <li>• <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)</li> <li>• <b>Monday 16<sup>th</sup> December in the afternoon</b> - Y3 + Y4 – Christingle / Carol service in church. Parents invited.</li> <li>• <b>Tuesday 17<sup>th</sup> December in the afternoon</b> - Y5 + Y6 - Christingle / Carol service in church. Parents invited.</li> </ul> <p><b>The proposed dates for this year's progress cafes are: Friday 29th November / Thursday 6th February / Friday 19th June</b></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