



# Curriculum Newsletter

Bramham Shadwell Federation  
Class 6 April-May 2022



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

**Can I make a difference?**

## English

- We will start the term by completing some **letter writing linked to residential**. During these lessons, they will have the opportunity to develop their knowledge of formality.
- We will be learning about the features of a **biography**, focusing on the tone and language of **biographical writing** as we plan and write a recount text. We will read lots of biographical information about inspirational people (such as Nelson Mandela) who have made a difference to our society as we explore the SMSC question 'Can I make a difference?'
- In addition, we will be introducing regular **'free-writing' sessions** where children will have the opportunity to write a genre of their choice to **apply and improve** the skills they have been developing throughout KS2.
- Our reading will be an integral part of all curriculum areas as we focus on refining and improving our reading skills: **summarising** and **sequencing** will be a focus, alongside authorial **language choices** and using **deduction** and **inference** skills to work out what is happening in a text.

### The outcome will be:

To write a fictional biography about an inspirational person of choice.

To continue to read a broad range of interesting texts across the curriculum and confidently apply skills independently.

### How can I help / information for helping

Ask your child about the inspirational person they have decided to write about for their biography piece to help develop ideas about what is interesting about their life for a reader.

### What are inference and deduction skills?

**Deduction:** putting facts together from the text to make a conclusion about something.

**Inference:** using knowledge of the world to understand more than what the writer says.

## Maths

- We begin the term developing the children's understanding of **ratio**. The children will use **bar models** and **concrete materials** to compare amounts. We will be using both **pictorial and abstract multiplication and division** to support their learning while simplifying and comparing ratios. In addition to this, pupils will be solving **word problems** involving ratio by constructing bar models to support their understanding.
- In our Maths lessons, we will **consolidate** our understanding of the different curriculum areas to increase in **confidence, fluency and accuracy**. We will continue to challenge the children by asking them to reason about particular questions as we revise all areas of the maths curriculum on the run up to **SATs**. The children will apply a range of strategies to solve tricky questions and further deepen their mathematical understanding by working out 'What went wrong?'
- Each Friday, there will be a **times tables challenge** where children can challenge themselves to beat the clock.






### How can I help / information for helping




Ensure your child is using **Times Table Rock Stars** to support them with times tables.


### KIRF Target – Summer Term

The year 6 KIRF target is now set for the entirety of the summer – during this term we will revise and secure all of the facts from upper KS2 in preparation for High School.

Continuing to revisit these is a great way of ensuring mathematical fluency. Please see attached KIRF target letter for a complete list of revision targets and if you would like any support or ideas on how to further support embedding these targets please just ask.

Topic – Geography	Science - Evolution and Inheritance	P.E
<p><b>Focus is:</b> Geographical Skills</p> <p><b>Skills / Knowledge to be developed:</b> Revision of OS map symbols and four-figure grid references. Developing our knowledge of map reading using six-figure grid references with scales to measure distance.</p> <p><b>Applied through:</b> Map reading of local areas. Investigating history of local area. Planning a walking day trip of a local area.</p>  <p><b>Art:</b> We will be exploring and producing our own landscape art pieces with collage.</p>	<p><b>Focus is:</b> Evolution and Inheritance</p> <p><b>Skills / knowledge to be developed:</b> Children will learn that living things have changed over time and develop understanding of how fossils provide information and evidence of this. We will develop this by looking into why animals and plants have changed to suit and adapt to their environment, leading to the process of evolution.</p> <p><b>Applied through:</b> For the inheritance aspect of this topic, we will learn how living things produce offspring of the same kind, but not identical. We will look at observable examples of this through what we have inherited from our family members.</p> 	<p><b>Focus is:</b> Invasion Games: Tag Rugby &amp; Athletics</p>  <p><b>Skills / knowledge to be developed:</b> We will recap the basics of passing, tagging and scoring before applying them into match situations. In athletics, we will practise a variety of running, jumping and throwing events.</p> <p><b>Applied through:</b> Children will build up their tag rugby skills through developing passages of play both when attacking and defending. We will look at team structure and define individual roles within a team in order to be successful. In athletics, we will build into competition; peers will analyse each other's technique and plan to improve in order to achieve personal bests.</p>
<p><b>How can I help / information for helping</b> Discuss features of local areas of interest. Try a walk where your child can apply knowledge of map reading in a real-life context. Please collect and bring in magazines and different coloured paper to support with our collage making.</p>	<p><b>How can I help / information for Helping</b> Discuss similar genetic features that children have with other family members such as eye colour.</p>	<p><b>How can I help / information for helping</b> Children will now be taught <b>PE on Tuesday afternoon</b> by Mr Brotherton. 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> Numbers, Hobbies and Holidays</p>  <p><b>Skills / knowledge to be developed:</b> Confidently knowing numbers 0-50. Expressing like and dislikes linked to hobbies and interests. Planning a holiday to a French speaking country.</p> <p><b>Applied through:</b> Speaking and listening games and writing using supportive sentence structures.</p>	<p><b>Focus is:</b> Local Leeds Musicians</p> <p><b>Skills / knowledge to be developed:</b> Our music of the week this half term will give children the opportunity to listen and appraise some local artists. After SATs, we will be revealing our summer production that will be led by Year 6, and we will have the opportunity to start practising music from the show with our specialist music teacher!</p> <p><b>Applied through:</b> Listening and appraising, singing, and developing performance skills.</p>	<p><b>Focus is:</b> Healthy Minds</p>  <p><b>MindMate:</b> Being same, being different</p> <p><b>Skills / knowledge to be developed:</b> We will continue developing understanding that everybody has 'mental health', what can affect our mental health and what we can do to help and support our own mental well-being.</p> <p><b>Applied through:</b> Discussion / Circle time / debate</p>	<p><b>Focus is:</b> Rites of Passage</p>  <p><b>Skills / knowledge to be developed:</b> Children will be exploring the question '<b>How does growing up bring responsibilities and commitments?</b>' through personal reflection and religious interpretation.</p> <p><b>Applied through:</b> Creating knowledge organisers and using these to compose non-chronological report on the subject.</p>
<p><b>How can I help / information for helping:</b> Research French-speaking countries around the world to support understanding that French is used beyond France.</p>	<p><b>How can I help / information for helping:</b> Listen and appraise different genres of music. Watch and listen to songs from locally based artists. Help children prepare for production when resources are given out.</p>	<p><b>How can I help / information for helping:</b> Openly discuss feelings linked to mental health and what makes your child feel better such as talking, drawing, going for a walk etc.</p>	<p><b>How can I help / information for helping</b> Explore how responsibilities and commitments will change within your household as children go to high school.</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).</li> <li>• <b>KIRF target:</b> See maths.</li> <li>• <b>TT Rock Stars and Mathletics:</b> We encourage children to use both of these online resources using a 'little and often' approach. Children should aim for five minutes a day on TT Rock Stars and 1000 points on Mathletics.</li> <li>• <b>Spellings:</b> Children will receive a paper version of their spelling words on a weekly basis. Children will need to practise these spellings using the revision methods they are have been taught in class to consolidate the learning of their spelling rules.</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></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 children to discuss their homework at home in order to help them develop their explanation and reasoning skills.</b></p> <p>Children will be set a Learning Log activity once during every half term. This will be related to the Enriched Curriculum.</p>	<p><b>Monday 2<sup>nd</sup> May</b> – Bank Holiday  <b>W/C 9<sup>th</sup> May</b> – KS2 SATs  <b>Thursday 26<sup>th</sup> May</b> – Jubilee Progress Café  <b>Friday 27<sup>th</sup> May</b> – Half term begins  <b>W/C 13<sup>th</sup> June</b> – Y6 Bikeability  <b>Thursday 16<sup>th</sup> June</b> – FOSS Father's Day Gift Shop  <b>Sunday 3<sup>rd</sup> July</b> – Shadwell School Fair  <b>Monday 4<sup>th</sup> July</b> – Shadwell Sports Day  <b>Tuesday 12<sup>th</sup> July</b> – M&amp;M Productions visit with a performance of 'The Jungle Book'  <b>Thursday 14<sup>th</sup> July</b> – Summer production (includes children from Year 4,5 &amp; 6)  <b>Friday 15<sup>th</sup> July</b> - Summer production (includes children from Year 4,5 &amp; 6)</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 the office who will pass them on to me and I will contact you by phone as soon as possible.

Miss Beaumont