



Curriculum Newsletter

Bramham Shadwell Federation
Class 6 February – March 2019



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

Thinking of Others

English

• Following our residential, we will be using our brilliant experiences to write a **letter** to a child who is nervous about going on residential, and applying our **persuasive writing features** to convince them to go. Grammatically, children will learn about the use of the **subjunctive form** to use in their letter-writing.

• We are thrilled to once again have the Young Shakespeare company come and perform 'A Midsummer Night's Dream' this half term. To make the most of this amazing opportunity, children will try and write a **monologue** from the perspective of Bottom the Weaver.



• Our final piece of work this half term will be writing an **explanation and instruction combination text** about the mysterious Alchemist's Machine.

The texts we will focus on are: A range of texts will be explored to revise all our reading skills such as the legend of Bedd Gelert and extracts from the classic 'Oliver'.

The outcome will be: To write a persuasive letter to a child that is nervous about residential; drawing on their real life experience from Carlton Lodge. To produce a Shakespearian monologue and to create an explanatory instructional piece.

How can I help / information for helping:

Revise features and structure of a letter (such as position of address, subject line, greeting and salutation) using some of your own post. Your discussion then could be developed into what makes the letter formal/informal.

What is the subjunctive form?

It is a verb form or mood used to express things that **could** or **should** happen. It is used to express wishes, hopes, commands, demands or suggestions. For example:

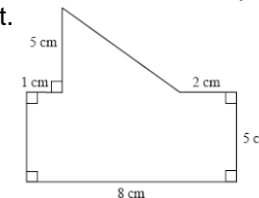
If I were you, I would do your homework' or 'I wish I were able to fly'

For more information and examples the following website is really useful:

<https://www.theschoolrun.com/what-is-the-subjunctive>

Maths

- We will begin the term with a unit on measurement, revisiting previous learning on converting between measurements before moving onto metric and imperial conversions.
- We will learn how to apply our understanding of ratio and proportion and area and perimeter to solve a range of complex problems. We will move on to number sequences and patterns in numeracy before developing an understanding of averages, particularly mean and range.
- We will analyse data and learn to explain our findings using our mathematical reasoning. We will also continue to work on different aspects of shape and space including Nets of 3D shapes, perimeter, volume and area.
- Booster sessions will resume w/c 4th March to help the children to revise areas where they feel less confident.



How can I help / information for helping

Encourage your child to do some baking or cooking – weighing and measuring ingredients. Can they tell you their height and weight in metric and imperial measurements?

KIRF Target – Spring Term


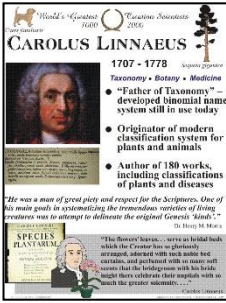

By the end of this term, children should know the following facts. The aim is for ALL children to be able to recall these facts **instantly**:


A prime number is a number with no factors other than itself and one.

The following numbers are prime numbers:

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47

A composite number is divisible by a number other than 1 or itself.

Topic – Geography	SITE	P.E
<p>Focus is: Rivers and Mountains Now that we have seen lots of geographical river features first hand, we will develop an understanding of how the different types of erosion affect the land. We will compare the features we saw on residential with those of the Rocky mountains. Our cross curricular writing will allow us to write a newspaper report as well as short pieces linked to residential. In art, we will focus on the work of Mary Edna Fraser and on developing our own techniques</p>  <p>Skills / Knowledge to be developed: We will advance our map reading skills by engaging with 6-figure grid references. We will look at the case study of Brimham Rocks and the physical and human geographical features of the area.</p> <p>Applied through: Geography / English /Maths /Art / Computing</p>	<p>Focus is: Living things and habitats Skills / knowledge to be developed: Linked to our topic, we will look at why different animals have different habitats and features. We will develop an understanding of the classification system of living things and learn about the life and work of the scientist Carl Linnaeus in Science. Using this knowledge we aim to build a bug hotel in the outdoor area. Our computing will have a link to our maths where we will be using Espresso coding to create algorithms to find the area of shapes.</p>  <p>Applied through: Investigating adaptation of animals and investigating the suitability of materials to use in a natural outdoor environment.</p>	<p>Focus is: Net/wall games and invasion games (Tag Rugby, Hockey, Netball)</p> <p>Skills / knowledge to be developed: Agility, balance and co-ordination skills which are linked with teamwork. Our outdoor & adventurous activities will also build on our problem solving work from residential.</p> <p>Applied through: We will be working on developing skills through independent and group practises, as well as different attacking and defending situations and how to solve these; applying these into team oriented games</p> 
<p>How can I help / information for helping Discuss the erosion you can see when you are out and about: do you notice erosion on the grass beside a footpath? Can you see erosion in the river as you cross a bridge? Has your pet caused erosion to certain areas of the garden?</p>	<p>How can I help / information for helping Identify different habitats at home and out and about – why do animals choose to live where they do? If you have a pet, identify different and similar features to humans.</p>	<p>How can I help / information for helping 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>Focus is: This half term the french theme will be Keeping fit, We will also explore eating habits in France.</p> <p>Skills / knowledge to be developed: children will understand and express simple opinions about likes and dislikes about sports and exercise and develop opinions using more than or less than.</p> <p>Applied through: Learning vocabulary and applying through conversation</p>	<p>Focus is: 'You've got a friend' by Carol King</p> <p>Skills / knowledge to be developed: Learning to sing, play accompaniment, improvise and compose.</p> <p>Applied through: Learning the original version of the song both vocally and instrumentally as well as comparing the original with more contemporary covers.</p> 	<p>Focus is: We will be learning more about a range of characteristics that will help us with the transition to high school. We will use our recent residential experience to see if we have demonstrated any of these characteristics. We will continue our work on drug education.</p> <p>Mindmate: Life Changes</p> <p>Skills / knowledge to be developed: Self-awareness, Self-regulation, Motivation, Empathy and Social Skills.</p> <p>Applied through: Learn that major life changes can be fun and exciting, at the same time as being daunting for some. Talk about moving on to secondary school. Recognise and respond appropriately to a wider range of feelings in others. Identify something that motivates them to keep going when things are difficult. Can help another pupil to do the same.</p>	<p>Focus is: How do Christians express their faith?</p> <p>Skills / knowledge to be developed: We will look at the Christian church and what it means to different people and approach the question 'Is the Church a building or a community?'</p> <p>Applied through: Discussion leading to a debate on the following statement:</p> <p>Money donated to the church should go on church repairs rather than the poor.</p>
<p>How can I help / information for helping: What eating habits do we have here - do they know eating habits in other countries to help with our comparisons?</p>	<p>How can I help / information for helping: Consider and discuss your child's awareness of songs that have been covered by more contemporary artists. Are they aware of the original version? Which do they prefer and why?</p>	<p>How can I help / information for helping Discuss transition to high school with your child. How are they feeling? Do they know how it will be different to primary school?</p>	<p>How can I help / information for helping Discuss our key questions to broaden your child's opinion and perspective based on your experience.</p>

Homework	Any Other Information / Dates for the Diary
<p>Ongoing Homework</p> <ul style="list-style-type: none"> • Reading: a minimum of 15 minutes reading every night (logged by the children and noted in their reading record). • KIRF target: See attached letter. • Spellings: 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> <p>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.</p>	<p>Parent Teacher Consultations: Year 6 consultations are always slightly different to the other classes at this time of year. The appointments will be for 15 minutes and the children will be invited into some of it. If your appointment is during school time, we will call them from class.</p> <p>Monday 4th March – Young Shakespeare 'A Midsummer Night's dream'</p> <p>Thursday 7th March – World book day</p> <p>Monday 11th March – Fairtrade Week</p> <p>Friday 15th March – Red Nose day</p> <p>Wednesday 27th March – Parent Teacher consultations</p> <p>Thursday 28th March – Mother's day gift shopping for children</p>

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.

Monday 13th May – SATs Commence

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 us or make an appointment at the office to arrange a meeting after school.

Mr Rugg