



# Curriculum Newsletter



## Bramham Shadwell Federation Class 4 January - February 2019

All our learning in class this half term will be focused around the question:  
**What does freedom mean to someone?**

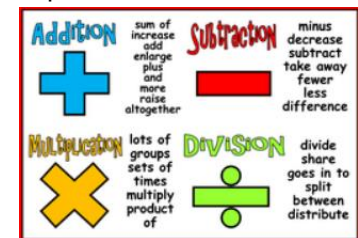
### English

- English work will begin with a focus on **persuasive writing**.
- The children will develop their persuasive writing skills when analysing a range of holiday adverts, leaflets and brochures.
- They will identify the key persuasive features of **adverts** and look at exciting and creative language used to tempt people to go on holiday.
- The children will then utilise the persuasive skills they have learnt to write an advert enticing readers to visit a city/region of Spain. This links to our Spanish geography topic this half term.
- The children will continue to explore using **coordinating and subordinating conjunctions** and their position and purpose in a sentence.
- They will look at **personal and possessive pronouns** and specifically where and how to use them in persuasive writing.
- They will learn how to use an **apostrophe** to mark singular and plural possession.
- The children will also write a **non-chronological report** about Spain as their cross-curricular piece. They will use the new knowledge they will build up in topic lessons and our class book, 'The Kids Travel Guide to Spain.'

**The outcomes will be:** A written advert about Spain and a non-chronological report on Spain.

### Maths

- The children will continue to use practical resources to further their knowledge of multiplication and division. They will use formal methods of calculation, focusing on **multiplication and division**.
- They will be encouraged to use **mathematical vocabulary** such as 'quotient', 'commutative' and 'inverse' in relation to these operations.
- They will learn **how to calculate multiplication equations** using the multiplication facts that they know, increasing this up to 3-digit numbers. The children will also focus on **word problems, multi-step problems, multiplying 2-digit and 3-digit numbers and their multiplication skills**.
- 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 practise 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.



### How can I help / information for Helping

Show your children any adverts you have at home and discuss how they are put together, what persuasive features they have and identify the creative language they use to influence and persuade the reader.

#### What are subordinating conjunctions?

A main clause is a sentence which contains a verb and a subject, it makes sense on its own and can form a complete sentence. A **subordinating clause** is a part of a sentence that adds additional information to the main clause. A **subordinating conjunction connects a main clause and a subordinate clause**. Examples of subordinating conjunctions are: after, although, because, so that, providing that, when, if and as.

### How can I help / information for Helping

*Ask the children what they notice when multiplying by ones, tens, and hundreds. Give them quick fire questions (this can help their multiplication too). Ask the meanings of mathematical terminology.*

### KIRF Target – Spring Term 1



I can recognise decimal equivalents of fractions.  
**Children must be able to convert decimals into any given tenth fraction:**

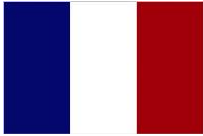

$$0.1 = 1/10$$

$$0.5 = 1/2$$


$$0.9 = 9/10$$

Ask the children to recall common fractions they know. Demonstrate how this can be converted into decimals.

Topic – Geography	SITE	P.E
<p><b>Focus is: 'Spain'.</b> The children will explore: place and locational knowledge of Spain, looking particularly at the regions of Barcelona and Valencia. Within these lessons, they will look at the human and physical geography of these areas.</p> <p><b>Skills/Knowledge to be developed:</b> Children will have the opportunity to develop their knowledge about the Spanish culture, land use and economy of Spain. They will be able to develop their research skills and <b>locational knowledge</b>. The children will also explore <b>human and physical features</b>.</p> <p><b>Art links:</b> Looking at Antonio Gaudi and Picasso, they will look at their individual style and techniques then create a self-portrait.</p> 	<p><b>Focus is: 'Animals, including Humans'.</b></p> <p><b>Skills / knowledge to be developed:</b></p> <p>In science the children will learn about the basic parts of the digestive system and their functions. They will also learn about the function of the different types of teeth humans and animals have. They will then compare and contrast teeth of a carnivore and herbivore. They will also study food chains and learn to identify producers, prey and predators.</p> <p>In ICT, using a programme called Espresso, the children will be learning aspects of basic coding where they will design and write instructions for an animation to accomplish specific goals. In addition to coding, we will look at keeping safe online.</p> <p>In DT, the children's project will be linked to what they learn in Science. The children will design, create and evaluate an interactive poster on digestion.</p>	<p><b>Focus is: Gymnastics.</b></p> <p><b>Skills / knowledge to be developed:</b> The children will explore different balances and movements through travelling. They will look at finishing positions and the fundamental skills needed in gymnastics.</p> <p><b>Applied through:</b> Weekly PE lessons, which look in detail at the different skills needed.</p> 
<p><b>How can I help / information for Helping</b></p> <p>Discuss different features in your area. Discuss the economy of Spain; what do they contribute to the world?</p> <p>Talk to your child about why land use is important? Why is tourism important? What do buildings and features tell us about places?</p>	<p><b>How can I help / information for Helping</b></p> <p>Discuss with your child why it is important to keep their teeth and mouth clean and healthy. On walks in different environments, talk to your children about the animals, their habitats and possible food chains.</p> <p>Discuss ways to keep safe online with your children.</p>	<p><b>How can I help / information for Helping</b></p> <p>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> <p>Please ensure that children have a swim kit in school as swimming lessons are every Thursday afternoon.</p>

French	Music	PSHE / MindMate	R.E.
<p><b>Focus is:</b> Writing in French using grammatical aspects of this language. Identifying animal and clothing in French.</p> <p><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.</p> <p><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> Stop! Anti-bullying rap song.</p> <p><b>Skills / knowledge to be developed:</b> Children will develop their understanding of the interrelated music dimensions (beat, tempo, pitch) through listening and appraising songs and learning this rap. The children will also get the opportunity to compose their own songs and write lyrics.</p> <p><b>Applied through:</b> Listening to a variety of music compilations and commenting on the styles, tempo and beats. Whole class writing session looking at syllables and appropriate lyrics.</p>	<p><b>Focus is:</b> Physical health and wellbeing: what is important to me?</p> <p><b>Skills / knowledge to be developed:</b> their understanding of certain lifestyle choices (why people eat/avoid certain foods), Understanding the importance of being healthy and getting enough sleep. Children will develop their skills to choose what is important for them to live healthily and promote positive wellbeing.</p> <p>In MindMate, the children will be exploring the different emotions they can feel and how to deal with them appropriately.</p> <p><b>Applied through:</b> Discussion / Circle time / Debate</p>	<p><b>Focus:</b> How can words of wisdom guide us?</p> <p><b>Skills / knowledge to be developed:</b> The children will develop their understanding of the different religions and how their holy books help guide their daily lives. We will also look at other influential figures and how their speeches/words can be used in a positive way.</p> <p><b>Applied through:</b> Class discussions / partner talk.</p> 

<p><b>How can I help / information for Helping</b></p> <p>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></p> <p>Discuss different music genres with children. What a song should include? What makes it catchy? What should they include in their song? What sort of pitch or pace should it be?</p>	<p><b>How can I help / information for Helping</b></p> <p>Discuss making the right food choices and what the different food groups are. Why are they all important? Talk to your child about why there are certain foods they can't have too much of.</p>	<p><b>How can I help / information for Helping</b></p> <p>Discuss different faiths in your community. Specific words of wisdom you live by; explain their meanings and the impact it can have.</p>
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<p><b>Homework</b></p> <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). 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 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></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 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>	<p><b>Any Other Information / Dates for the Diary</b></p> <p><b>Friday 25th January</b> – First aid training for children in school time.</p> <p><b>Tuesday 5th February</b> – Safer internet day</p> <p><b>Monday 11th February to Friday 15th February</b> – Y6 residential to Carlton Lodge</p> <p><b>Friday 15th February</b> – Italian progress café</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> 
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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 Miss Mulumba