



# Curriculum Newsletter



## Bramham Shadwell Federation Class 6 January - February 2019

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

**What does freedom mean to someone?**

### English

- Our primary focus for this half term will be developing **creative writing**. We will start building this skill initially through writing a **suspense** story paying particular attention to **description, mood, precise language choices** and the different types of **figurative language** (metaphors, similes, and personification) to connect with the reader.
- **Reading Challenge** this week we have asked children to **'level-up'** on their reading challenge. This means children will be aiming to read their new challenge books within 10-days to further develop their reading fluency and stamina.
- Children will also have the opportunity further explore **sentence structure** and **specialist language** to write a technological description linked to their topic of Global Economy.
- Comprehension, analysis and explanation skills will continue to be developed by engaging with the method of: making a **point, explaining** what it means, and backing up the answer with **evidence**.

**The texts we will focus on are:** In addition to Class text 'Holes' by Louis Sachar, children will be exploring a range of short stories to support the creative writing elements of our curriculum.

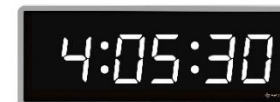
**The outcome will be:**

- Produce a suspense story using the video prompt 'Alma'.
- A technological description of a gadget.



### Maths

- The initial focus will be applying our fractions knowledge to **decimals and percentages** - converting and finding equivalence between them and finding percentages of amounts.
- Next, the children will move on to **time**, with a focus on 12/24hr conversion, reading timetables and calculating time intervals.
- We will then move on to different units of measurement, converting units of length, mass and volume.
- We will interrogate complex word problems, developing an understanding of what a question is asking and how to apply the written methods we have learned to help us solve problems accurately and efficiently
- Additionally, the **KIRF target** is outlined below; please help your child achieve this target using the attached information.



### How can I help / information for helping

**Reading Challenge:** Children likely find the new time limit of the reading challenge demanding initially. Please support them in managing their time to ensure they are success in this next phase of the challenge.

**Discussion of narratives:** Discussing different narrative styles you have come across in your own engagement of stories such as a flashback or an interesting third-person narration.

### What is figurative language?

**Simile** – 'like' or 'as .... as....' – "His heart was beating like a drum. His hands were as cold as ice"

**Metaphor** – 'it is/was' – "His anger was a volcano waiting to erupt. The moon was a sliver torch guiding the way."



**Personification** – giving non-human objects human characteristics – "The stars danced in the sky. The wind shouted in his ears."


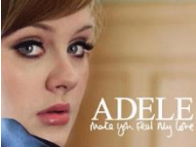

### How can I help / information for helping

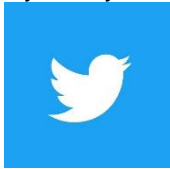
Discuss the time with your child – how long does an event take, can they convert between minutes and hours. Do they understand the units of measurement on drinks and food packaging

### KIRF Target – Spring Term 1

- Children can convert between **fractions, decimals and percentages**  
Children should be able to express a fraction as a decimal or a percentage e.g.  $4/5 = 0.8 = 80\%$

| Topic – Geography and Art   | SITE   | P.E  |
|---|--|--|
| <p><b>Focus is:</b> ‘The Global Economy.’ This will be linked to the Geography of the World and explore world trade links and the global growth of industry.</p> <p><b>Skills / Knowledge to be developed:</b><br/>We will explore import and export and where goods are made globally – what countries do we rely on for the items that we use on an everyday basis? We will consider the impact of ‘outsourcing’ on both a human and environmental scale.</p> <p><b>Art links:</b> Children will be designing their own logos linked to the concept of global brands. Children will be considering what makes a brand’s logo effective with respect to complementary and contrasting colour choices and reproducing these logos through printing. To support this understanding children will look at artist Paul Klee who explores colour theory in his art and briefly visit the Andy Warhol Pop Art movement.</p>  <p><b>Applied through:</b><br/>Geography / English / Maths / Art</p> | <p><b>Focus is:</b> The Heart</p> <p><b>Skills / knowledge to be developed:</b> The children will be developing their scientific knowledge about the heart and circulatory system.<br/>We will use practical tasks to understand how blood collects and deposits oxygen throughout the body. Children will also complete investigations about exercise and present their data and draw conclusions based on the evidence they have found.</p> <p><b>Applied through:</b><br/>Discussing, understanding and explaining what is happening to the body during PE lessons using scientific language.</p> | <p><b>Focus is:</b> Invasion Games and Dance and Gymnastics.</p> <p><b>Skills / knowledge to be developed:</b><br/><b>Invasion Games:</b> Offensive and Defensive Strategies, tactical and special awareness.<br/><b>Dance and Gymnastics:</b> Develop movement, position and balance.</p> <p><b>Applied through:</b><br/><b>Invasion Games:</b> Tag Rugby<br/><b>Dance and Gymnastics:</b> formulating and performing gymnastic and dance routines in small groups.</p>  |
| <p><b>How can I help / information for helping</b><br/>Discuss current affairs from around the world with your child – particularly anything to do with trade and global products e.g. How will US trade tariffs affect where the iPhone is made? How trading in Europe might be affected due to Britain leaving the European Union?</p>  | <p><b>How can I help / information for helping</b><br/>Discuss medical advancements that have allowed people with heart problems to survive. Research what makes a healthy heart and discuss activities and food your child does/eats that contribute to a healthy heart.</p>  | <p><b>How can I help / information for helping</b><br/>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> Time</p> <p><b>Skills / knowledge to be developed:</b><br/>Linked to maths, children will develop a basic understanding of telling the time in French.</p> <p><b>Applied through:</b><br/>Reading clocks and timetables expressing units of time in French and revising days of the week.</p>  | <p><b>Focus is:</b> <i>Make you feel my love</i> by Bob Dylan sung by Adele.</p> <p><b>Skills / knowledge to be developed:</b><br/>Children will be developing their listening and appraisal skills, understand how different dimensions of music work together and exploring the link between sound and symbol primarily through the C key.</p>  <p><b>Applied through:</b> learning the song and comparing it with other works, identifying instrumentation, learning accompaniment parts then altering these with their own ideas.</p> | <p><b>Focus is:</b> Drugs, Alcohol, Tobacco education (DATE)</p> <p><b>Skills / knowledge to be developed:</b><br/>Children will learn about the risks associated with different substances and how to deal with peer pressure in relation to this.</p> <p><b>MindMate: 'Feeling Good and Being Me'</b></p> <p><b>Applied through:</b> Know what positively &amp; negatively affects their physical, mental &amp; emotional health, including the media. Identify a way of resisting peer pressure. Name factors that can help them cope with difficult feelings &amp; situations.</p> | <p><b>Focus is:</b> developing an understanding of the <b>Christian</b> faith</p> <p><b>Skills / knowledge to be developed:</b><br/>Identifying the different branches of Christianity and their similarities and differences between them.</p> <p><b>Applied through:</b> We will be looking at a range of places of worship in our locality and plotting these on a map of the area.</p>  |
| <p><b>How can I help / information for helping</b><br/>Ask your child to tell the time in French</p>  | <p><b>How can I help / information for helping</b></p>  | <p><b>How can I help / information for helping</b><br/>Discuss 'peer pressure' and situations where this might be an issue, particularly as the children enter their teenage years.</p>  | <p><b>How can I help / information for helping</b><br/>Observe different church buildings in the local area. Do they represent different strands of Christianity?</p>  |

| Homework   | Any Other Information / Dates for the Diary  |
|--|--|
| <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). Can you log Red, Amber and Green words?</li> <li><b>KIRF target:</b> See maths and separate sheet.</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><br/>Homework is distributed on alternative weeks.<br/>Homework is given out on a Thursday, to be returned the following Tuesday.<br/><b>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</b><br/>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>Residential Information meeting at Shadwell 4pm - Tuesday 21<sup>st</sup> January</b><br/><b>Residential Information meeting at Bramham 4pm - Thursday 23<sup>rd</sup> January</b><br/><b>Online Safety Day:</b> Tuesday 11 February<br/><b>World Book Day:</b> Thursday 5 March<br/><b>The Railway Children Theatre production:</b> Tuesday 24 March<br/><b>Art Day:</b> Friday 27 March<br/><b>Parent teacher consultation meetings:</b> Wednesday 1 April</p> <p><b>W/C Monday 10<sup>th</sup> February: Y6 Residential to Carlton Lodge</b></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 me or make an appointment at the office to arrange a meeting after school – Mr Rugg