



# Curriculum Newsletter

Bramham Shadwell Federation

Class 5 November – January – February 2018



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

**What does Freedom mean to someone?**

## English

- The focus will be on Grammar, punctuation and spelling activities linked to a range of books including 'The Explorer' by Katherine Rundell, which is linked to our geography topic of the Amazon Rainforest and 'The Fantastic Flying Books of Mr Morris Lessmore' by W.E.Joyce, which is linked to our SMSC of Freedom.



- Children will explore the use of **parenthesis** to add detail to their sentences.
- Children will also explore the use of **reported and direct speech** which will lead them to write a **newspaper report** about the day Morris Lessmore discovered books.
- The children will have the opportunity to take part in a **debating unit** which will both focus on **Speaking and Listening skills**. In keeping with our Geography topic, we will be debating for or against deforestation.
- Editing and improving their own work as they respond to their targets will be a continued focus.

**The outcome will be:** to write and perform a persuasive debate, to write a newspaper report.

### How can I help / information for helping What is parenthesis?

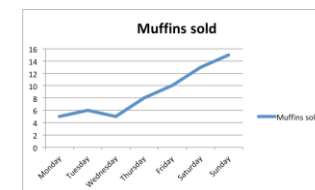
Parenthesis is additional information added into a sentence as an explanation or an afterthought; this can be a word, a phrase or a clause. Parentheses can be shown using two **brackets**, two **commas**, or two **dashes**. When a parenthesis is completely removed, the sentence is still grammatically correct. E.g. **The explorer (who was well prepared) scaled the enormous tree.**

### What is direct and indirect speech?

**Direct speech** is when the exact words spoken are reproduced in inverted commas (speech marks). **Indirect speech** is when the general points of what someone has said are reported, without the use of speech marks. It is sometimes called reported speech.

## Maths

- The focus will be learning about **graphs and fractions**.
- There will be an emphasis on reading and interpreting information in tables and line graphs. Children will be required to use data to answer questions.
- Children will look at the representation of amounts as fractions using concrete resources before advancing on to more complex problems including multiplying and dividing fractions by whole numbers.
- It is expected that all of the children will know multiplication and division facts up to the 12 times table for use in calculations. Each week there will be a times tables test; children will then be given a target to improve the speed at which they do the times table or to learn the next one.
- They will continue to solve problems 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 to achieve this target.





### How can I help / information for helping

Please help your child to learn their **times tables** as this increases mathematical confidence and accuracy. Look at different representations of data such as bus or train timetables and interpret the information.


### KIRF Target – Spring Term 1

**I can identify prime numbers up to 20.**

- Children should know the following facts:
- A prime number is a number with no factors other than itself and one.
- A composite number is divisible by a number other than 1 or itself.
- Children should be able to explain how they know that a number is composite. E.g. 15 is composite because it is a multiple of 3 and 5.

Topic – (Geography)	SITE	P.E
<p><b>Focus:</b> our geography topic is 'The Amazon Rainforest'. Children will compare and contrast the cultures and lives of tribes living in the Amazon Rainforest with those who live in the favelas of Rio De Janeiro.</p>  <p>As a class, we will then compare our own lives to those living in different locations in Brazil and consider the meaning of freedom to different people, in line with our SMSC statement this half term. Our outdoor learning project this half term will be to make a miniature tribal home which would be suitable for life in the rainforest.</p> <p><b>Skills / Knowledge to be developed:</b> Human and physical geography in considering the development of different settlements in Brazil over time and the impacts this has on the lives of those who live there including those in the Amazon Rainforest.</p> <p><b>Applied through:</b> Topic lessons, English lessons (through our deforestation debate), guided reading lessons.</p>	<p><b>Focus:</b> Properties of materials. The outcome will be through our SITE project which is a visual weather system demonstrating changes of state.</p> <p><b>Skills / knowledge to be developed:</b> Children will compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal) and their response to magnets. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporation.</p> <p><b>DT links:</b> Our SITE project will build on our understanding of reversible and irreversible changes through creating a weather system. The weather system will visually show the processes of evaporation, precipitation and condensation which in turn will enable the children to explain their understanding of these state changes to others.</p> <p><b>Computing links:</b> To use Microsoft Excel to record evidence of our findings from our SITE project in tables and graphs. This will be an extension of our work on graphs and tables in maths.</p>	<p><b>Focus:</b> P.E this half term will focus on Gymnastics.</p> <p><b>Skills / knowledge to be developed:</b> In Gymnastics, we will complete different types of rolls, focusing on the technique, look at different balances and create routines in pairs and groups. The routines will be improved upon and performed to the rest of the class which will allow us to become confident in performing to an audience. Children will learn to give constructive feedback which can be used in all areas of learning.</p> <p><b>Applied through:</b> Children will develop their techniques through structured P.E lessons.</p> <p>P.E. this term will be on a Thursday morning.</p> 
<p><b>How can I help / information for helping</b> Discuss key vocabulary for our topic e.g. deforestation, emergent layer, canopy, understory. Make an information leaflet on the advantages and disadvantages of deforestation. Choose an animal that lives in the Amazon Rainforest to create a fact file about.</p>	<p><b>How can I help / information for helping</b> Discuss key vocabulary and how these terms are used in everyday life e.g. permeable, transparent, soluble, absorbent. Explore the different uses of Microsoft Excel and how it can be used to display data.</p>	<p><b>How can I help / information for helping</b> 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:</b> numbers and colours.  <b>Skills / knowledge to be developed:</b>            Explain different Mathematical vocabulary in French learning how to say numbers up to 100.  <b>Applied through:</b> Using the 'Jolie Ronde' scheme of work, playing games and singing songs.</p>	<p><b>Focus:</b> singing.  <b>Skills / knowledge to be developed:</b>            We will learn 'Hakuna Matata' (from the Lion King) using the Charanga program. We will explore how the phrase 'Hakuna Matata' links to our SMSC of freedom; how with increased worries can come restricted freedom.  <b>Applied through:</b> Music lessons and whole school singing practise.</p>	<p><b>Focus:</b> keeping safe: managing risks.  <b>Skills / knowledge to be developed:</b>            developing the children's understanding of how to stay safe in both real life situations and on the internet. This will be linked to our SMSC of freedom and how with increased responsibility comes increased risk.  <b>Applied through:</b>            PSHE lessons, circle time.</p>	<p><b>Focus:</b> What do we know about Islam?  <b>Skills / knowledge to be developed:</b>            developing children's knowledge of what it means to lead a good life. Children will explore how stories from the Qur'an influence individuals beliefs, commitments and emotions.  <b>Applied through:</b> Circle time, RE lessons, discussion.</p>
<p><b>How can I help / information for Helping</b>            Discuss what the children have learnt and get them to teach someone else in their family.</p>	<p><b>How can I help / information for Helping</b>            Encourage your child to practise singing at home.            Discuss the meaning of Hakuna Matata and how the moral of the song links to freedom.</p>	<p><b>Mindmate Lesson:</b>            This term our Mindmate lesson will be about solving problems and improving situations.  <b>How can I help / information for Helping</b>            Discuss the risks of using the internet and what to do in different situations.</p>	<p><b>How can I help / information for Helping</b>            Encourage children to think about how they themselves relate to stories of the Qur'an and other religious texts.            Encourage them to be aware of alternative religions and beliefs.</p>

Homework	Any Other Information / Dates for the Diary
<p><b>Ongoing Homework</b></p> <ul style="list-style-type: none"> <li>• <b>KIRF target:</b> See maths section</li> <li>• <b>Reading:</b> a <b>minimum</b> of 15 minutes reading every night (logged by the children and noted in their reading record).</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>            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> 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>Friday 25<sup>th</sup> January</b> – First aid training for children in school time.  <b>Thursday 31<sup>st</sup> January</b> – Shadwell, Parent meeting for Y5 residential to Herd farm. Children welcome.  <b>Tuesday 5<sup>th</sup> February</b> – Safer internet day.  <b>Friday 15<sup>th</sup> 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> <div data-bbox="1115 1114 1256 1249" style="display: inline-block; vertical-align: middle;">  </div> <p>We encourage you to follow our school Twitter account @BramhamShadwell. We post regular 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 Cammiss, Mrs Benjamin and Mrs Whitaker