



Curriculum Newsletter

Bramham Shadwell Federation

Class 4 March - April 2021



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

How did people treat each other in the past?

English

- English work will begin with a focus on **narrative writing**.
- The children will develop their narrative writing skills when analysing the story **Beowulf**.
- They will identify the key narrative features of **stories** and look at exciting and creative language used to draw a reader in.
- The children will then utilise the narrative skills they have learnt to **rewrite Beowulf with an alternative ending**. This links to our history topic as Beowulf is a famous Anglo-Saxon poem.
- The children will continue to explore using **coordinating and subordinating conjunctions** and their position and purpose in a sentence.
- They will continue to look at using and punctuating **speech** appropriately in narrative writing.
- They will learn how to use an **apostrophe** that marks singular and plural possession and aim to include this in their writing.
- At the end of the half term, the children will also write an invitation to King Hrothgar's grand opening of Heorot mead hall.
- The outcomes will be:** To write an interesting, atmospheric narrative story with an alternative ending based on Beowulf.



Maths

- Maths work this half term will focus on **fractions and time**.
- The children will learn new vocabulary such as **numerator, denominator, mixed numbers, improper fractions and equivalent fractions**.
- Firstly they will learn how to **count in hundredths, write and show mixed numbers on a number line, find equivalent fractions and simplify fractions and mixed numbers**.
- Next they will learn how to **add and subtract fractions** and solve word problems related to fractions.
- Once the children have used **practical mathematical resources** to visually understand fractions they will then put this experience into practice with word problems.
- After this, the children will focus on **time** including the 24 hour clock, changing minutes to seconds, hours to minutes, years to months and months to years.
- 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.
- The class will revisit word problems and two step calculations with addition, subtraction, multiplication and division 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 different fictional stories you have at home and discuss how they are put together, what narrative features they have and identify the creative language they use to entice the reader.

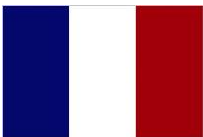

How can I help/ information for Helping

Fun fraction games eg smarties maths. What fraction are red? Etc.
Asking the children to tell the time and minutes/hours more or less.


KIRF Target – Spring Term 2

I know the multiplication and division facts for the 9 and 11 times tables:
54 divided by 9 =
9 x 11 =
They should be able to answer these questions in any order, including missing number questions.

Topic – History	SITE	P.E
<p>Focus is: 'Anglo-Saxons'. The children will explore the chronology of the Anglo-Saxons as well as their lifestyles and how they influenced British history.</p> <p>Skills/Knowledge to be developed: The children will develop their knowledge about where the Anglo-Saxons came from, the Anglo-Saxon invasions and why they came to Britain. They will then look at Anglo-Saxon laws and punishments and discuss differences between then and now. They will also develop their understanding of Anglo-Saxon culture and what village life might have been like. They will also have the opportunity to discuss and analyse artefacts from Sutton Hoo, an Anglo-Saxon burial site discovered in Suffolk in 1938.</p> <p>Art links: The children will research Anglo-Saxon jewellery and then design and make an Anglo-Saxon style brooch / clasp.</p>	<p>Focus is: 'Living Things and their Habitats' Skills / knowledge to be developed: In Science, the children will learn how to group living things in a variety of ways. They will also explore and use classification keys to help them identify a variety of living things in the local and wider environment. Finally, they will learn about environmental changes and how these can pose dangers to living things.</p> <p>In DT the children will make a moving animal CAM toy.</p> <p>In ICT the children will use Espresso computer coding to learn how computers use repetition and loops to do things over and over again.</p>	<p>Focus is: Netball skills Skills / knowledge to be developed: passing, shooting and co-ordination. We will also be challenging the pupils to enhance their teamwork and resilience skills. Applied through: Weekly PE lessons, which look in detail at the different skills needed including team work.</p> 
<p>How can I help / information for Helping Research with your child about aspects of Anglo-Saxon life and culture. What legacies did the Anglo-Saxons leave behind?</p> 	<p>How can I help / information for Helping When out on walks with your children, it is a great time to enjoy the environment and talk to them about the different types of plants, animals and animal habitats they can see and how nature renews itself every spring and summer.</p>	<p>How can I help / information for Helping Please ensure that children have a warm outdoor kit and indoor kit in school (including trainers).</p>

French	Music	PSHE / MindMate	R.E.
<p>Focus is: Writing in French using grammatical aspects of this language. Speaking about animals including pets at home.</p> <p>Skills / knowledge to be developed: The children will develop their vocabulary and written skills in French. Identifying their grammatical structures and how it translates.</p> <p>Applied through: Talk partners and group work. Written sentences in their Jolie Ronde books. Question and answers and the use of songs and chants.</p> 	<p>Focus is: Lean On Me – Bill Withers Skills / knowledge to be developed: The children will explore the song Lean on Me with an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p>Applied through: Listening to a variety of music compilations and commenting on the styles, tempo and beats. Whole class playing instruments and improvising with the song.</p>	<p>Focus is: Developing self-efficacy, hope, gratitude and connectedness.</p> <p>Skills / knowledge to be developed: The children will learn about these different strands to help promote emotional wellbeing, resilience and recovery.</p> <p>In MindMate, the children will recognise that, at times, they may experience difficult situations. They will learn to understand more about managing their emotions and develop a coping strategy that will work for them & explain the steps involved. Applied through: Discussion / Circle time / Debate</p>	<p>Focus: What Faiths make up our community?</p> <p>Skills / knowledge to be developed: The children will develop their understanding of the different religions and how their holy books and other important objects help guide their daily lives.</p> <p>Applied through: Class discussions / partner talk.</p> 

<p>How can I help / information for Helping</p> <p>Ask the children what they have been learning in French, discuss pets at home. Encourage the use of discussion and ask children to verbally recall key vocabulary.</p>	<p>How can I help / information for Helping</p> <p>Discuss different music genres with children. What should a song include? What makes it catchy? What should they include in their song? What sort of pitch or pace should it be?</p>	<p>How can I help / information for Helping</p> <p>Discuss ways the children can develop their self-efficacy. Talk about things they are good at. Ask them what they are hopeful about. Talk about things you are grateful for. Ask them how they can become more connected to others.</p>	<p>How can I help / information for Helping</p> <p>Discuss different faiths in your community and talk about their similarities or differences; explain any religious celebrations you follow and why.</p>
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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). In their homework diaries the children are to log Red words (words they don't know), Amber words (words they have heard before but are unsure of) and Green words (words they know and can use). KIRF target: see maths Times Tables: see Homework Diary Spellings: learn their spelling list given. The spelling sheet has spelling support strategies on it. <i>Please see the class teacher if your child has not received a sheet.</i> If you could spend a little time each week practising these with your child, it would be greatly appreciated. <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>Red Nose Day Friday March 19 – wear red or official merchandise, noses are for caring not sharing.</p> <p>Friday 2nd April – Good Friday – School Closed</p> <p>Week Commencing Monday 26th April – Parent teacher consultation meetings</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> <p>To keep our children safe, please can we politely ask that you refrain from using the school field and climbing equipment after school and please leave the grounds as quickly as possible.</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 Duckett and Mrs Senior