



# Curriculum Newsletter

Bramham Shadwell Federation

Class 4 April - May 2021



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

**How can I make a difference?**

## English

- The children will work towards creating a **formal letter**.
- They will explore different ways in which we can communicate, in particular, looking at **letter writing** and **deconstructing** them to **identify the features and purpose**.
- As part of this, Class 4 will explore different **writing styles**, in particular looking at **formal and informal writing** and they will consider which style would be appropriate to use in different situations.
- Their grammar focus will be: ensuring they use correct **Standard English verb forms** in order that subjects and verbs agree.
- The children will also develop their understanding and use of **comparatives and superlatives**.
- The children will explore **different tenses** including the **past perfect**.

**The outcome will be:** to write a **persuasive and formal letter** linked with our Geography topic about France. We will be writing to Mrs Richards asking for a school trip to France to help our fieldwork and map skills.

**Formal Letter vs. Informal Letter:**

*what style should you use?*

Dear Sir/Madam ...  
Dear Customer ...  
Dear fellow citizen ...  
Dear friend ...

## Maths

- Maths work this half term will focus on **decimals**.
- Firstly, the children will recap how to write **tenths** and **hundredths** and compare numbers with the same number of **decimal places**.
- Next, they will look at number patterns involving decimals and learn how to round decimals with one decimal place to the nearest whole number.
- Linked to last term's fractions topic, the children will learn to write **decimal equivalents of fractions**.
- Then children will learn how to divide 1- and 2-digit numbers by 10 and then 100.
- They will continue to solve simple measure and money problems involving decimal places 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 ...*,
- Towards the end of the half term, the children will count amounts of money and write them using decimals.
- They will compare different amounts of money and round money to the nearest £ and to the nearest £10.
- 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.
- Additionally, the KIRF target is outlined below; please help your child achieve this target.

### How can I help / information for Helping:

Discuss different ways in which you communicate with people and how you choose when to be formal and informal. Share various types of letters received and identify features that can be included in their letters.

#### What are comparatives and superlatives?

The children will explore the use of changing adjectives such as; stranger/strangest, more wonderful/ most wonderful. Note: Children will have come across the spelling rules for the 'er' and 'est' suffixes in the Year 1 and 2 spelling content.

### How can I help/ information for Helping

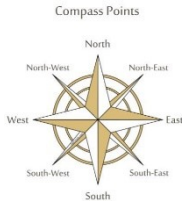
*Can you divide 7 by 10?  
Can you round numbers up or down according to their decimal number?  
Where do we use decimals?  
Discuss money and measurement problems.*

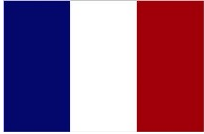

### KIRF Target – Summer Term 1

I know the multiplication and division facts for the 7x and 12x tables.

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

<p><b>Topic – Geography</b></p> <p><b>Focus is: ‘Looking all around me’ Geography skills and fieldwork.</b></p> <p><b>Skills/Knowledge to be developed:</b> We will study a range of maps of our local area and we will use <b>4 figure grid references</b> to locate places and key features. The children will also have the opportunity to develop their understanding of <b>compass points</b>, using 8 points of the compass. Finally, using an aerial photograph of our local village, they will devise a <b>sketch map</b> using <b>OS symbols</b>, a key and 8 compass points. The children will also have the opportunity to develop their fieldwork skills when looking at an area of France.</p> <p><b>Art links:</b> The children will research Claude Monet and the technique of impressionism; using this to create a picture of their local environment.</p>	<p><b>SITE</b></p> <p><b>Focus is: ‘States of Matter’</b></p> <p><b>Skills / knowledge to be developed:</b> Children will look at ‘States of Matter’ in science, identifying boiling and freezing points and how water changes state between a <b>solid, liquid and gas</b>. These changes will be identified through whole class experiments. In DT, they will design and create a container that can keep ice colder for longer; bringing in their scientific knowledge about states of matter and how different environments and temperatures affect these. In ICT, the children will continue to work on coding using different variables and tools on the programme, Espresso.</p> <p><b>Applied through:</b> Science/DT/ICT</p>	<p><b>P.E</b></p> <p><b>Focus is:</b> This half term we will be continuing our work on Invasion Games through various football skills and practises.</p> <p><b>Skills / knowledge to be developed:</b> We will specifically develop and consolidate simple passing, <b>tackling and shooting skills</b> as well as use a range of skills to help us keep possession and control the ball.</p> <p><b>Applied through:</b> These will be applied into game situations alongside a focus on teamwork, resilience and tactical strategies.</p>
<p><b>How can I help / information for Helping</b></p> <p>Show your child different OS maps. Let them look for places and features. Can they identify some of the key OS symbols? Help them with their compass skills- Which way is north? Can they remember how to read grid-references? Discuss how their local environment has changed.</p>	<p><b>How can I help / information for Helping</b></p> <p>Talk to your children about the different states of matter, encouraging the use of scientific language such as: <b>heating, cooling, melting, freezing, evaporation and condensation</b>. Discuss how global warming is changing and it affecting the environment. <a href="https://www.bbc.com/bitesize/articles/zsgwwxs">https://www.bbc.com/bitesize/articles/zsgwwxs</a></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. PE will take place on a <b>Thursday</b> morning.</p>



<p><b>French</b></p> <p><b>Focus is:</b> The children will learn how to describe their family members 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.</p> 	<p><b>Music</b></p> <p><b>Focus is: Blackbirds – The Beatles.</b></p> <p><b>Skills / knowledge to be developed:</b> The children will explore the song Blackbirds with an integrated approach to music where the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. They will have the opportunity to perform their end pieces to one another.</p> <p><b>Applied through:</b> Listening to a variety of music compilations and commenting on the styles, tempo, pitch and beats, playing instruments and improvising with the song.</p>	<p><b>PSHE / MindMate</b></p> <p><b>Focus is:</b> Making Choices: Drug, alcohol and tobacco education.</p> <p><b>Skills / knowledge to be developed:</b> Children will learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them. Discussion will focus on the effects and risks of drinking alcohol and how different patterns of behaviour are related to drug use.</p> <p><b>Applied through:</b> Discussion / Circle time / Debate</p>	<p><b>R.E.</b></p> <p><b>Focus:</b> Understanding the Five Pillars of Islam.</p> <p><b>Skills / knowledge to be developed:</b> The children will develop their understanding of the different religions, looking particularly at Islam. The children will learn about the Five Pillars of Islam and understand that the Five Pillars of Islam are duties that Muslims must follow.</p> <p><b>Applied through:</b> Class discussions / partner talk.</p> 
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<p><b>How can I help / information for Helping</b></p> <p>Ask the children what they have been learning in French. Can they describe their family members?</p> <p>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. Ask them what the interrelated dimensions of music are and ask them what is involved when creating a piece of music; pitch, rhythm, dynamics, tempo, timbre, texture, structure, musical notation and instruments.</p>	<p><b>How can I help / information for Helping</b></p> <p>Discuss the different medications that are safe, who prescribes them and how they help an individual.</p> <p>Talk about making the right choices and develop children's understanding of actions having consequences.</p>	<p><b>How can I help / information for Helping</b></p> <p>Discuss different faiths in your community and discuss what the Five Pillars of Islam are. How can they use them to live a good and responsible life?</p>
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<b>Homework</b>	<b>Any Other Information / Dates for the Diary</b>
<p><b><u>Ongoing Homework</u></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 sent home weekly 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><u>Maths / English Homework (starting from w/c 26<sup>th</sup> April)</u></b></p> <p>Homework is distributed weekly. 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>Monday 3<sup>rd</sup> May – May Bank holiday</b></p> <p><b>Tuesday 27<sup>th</sup> April – Thursday 29<sup>th</sup> April – Parent teacher consultation meeting.</b></p> <p><b>Friday 28<sup>th</sup> May – May half-term begins.</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: <a href="#">@BramhamShadwell</a>. 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 continued 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