



# Curriculum Newsletter

Bramham Shadwell Federation  
Class 6 June - July 2022



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

**How did people in the past aim to lead better lives?**

## English

- Children will complete their series of writes on topics of their choice with a 'How to...' guide. This is an **explanation style text** where children will be able to share their knowledge on their interest or hobby and **showcase their KS2 writing knowledge**.
- During this half term, Year 6 will explore **William Shakespeare's 'The Tempest'**. Throughout this unit of learning, children will have opportunities to demonstrate understanding of the play through: **Speaking and Listening** opportunities such as **acting out the plot and debate**. Children will apply their **reading skills** through text immersion activities.
- Children will also spend time polishing their **handwriting**; this will give them an opportunity to practise writing with a pen before going to high school.
- At the end of the term, children will have a **literature enrichment** opportunity as we welcome a theatre production company into school to perform the children's classic **'The Jungle Book'** by Rudyard Kipling.



**The texts we will focus on are:** The Tempest

**The outcome will be:**

- 'How to guide' on an interest or hobby of their choice.  
*For example: 'How to look after a dog' or 'How to play hockey.'*
- An understanding of the key themes within Shakespeare's 'The Tempest'.

## Maths

- This half term, the children will take part in a theme park project, linking with our **Topic and DT learning**. They will work in groups to **plan, cost and market** a theme park of their design. The children will need to consolidate their understanding of: **using tally charts; calculating costs; estimating revenue and working out percentages** in order to complete this project. This problem solving unit will allow the children to further develop their **resilience and perseverance** before high school.
- We will work on **logic and reasoning problems** and continue to apply maths skills in a range of problems; using maths in **real-life, practical situations**.
- Mathematical **fluency** is crucial to mathematical success. In preparation for high school, please work with your child to ensure they have a secure knowledge of the facts from the whole of Upper KS2 outlined in the **KIRF target** below.
- We will continue with our **times tables challenge** where children can challenge themselves to beat the clock.




Item	No. in Park
Roller Coaster	
Ride	
Cafe	
Shop	
Ice Cream Stand	
Toilets	
Bin	
Tree	
Path	
Lake	
Loan left in bank after attraction is bought	£




## How can I help / information for helping:


- Encourage daily writing in a pen with correct formation and joining.
- Explore the works of Shakespeare further with this BBC Bitesize link:  
<https://www.bbc.co.uk/bitesize/articles/zxq43j6>

## KIRF Target – Summer Term

- I know decimal number bonds to 1 and 10
- I know the multiplication and division facts for all times tables up to 12 x 12
- I can identify prime numbers up to 20.
- I can recall metric conversions
- I can recall square numbers up to 12<sup>2</sup> and their square roots.
- I can find factor pairs of a number
- I can identify common factors of a pair of numbers
- I can convert between decimals, fractions and percentages.
- I can identify prime, and composite numbers up to 50

Topic – History	SITE	P.E
<p><b>Focus is:</b> The Industrial Revolution</p> <p><b>Skills / Knowledge to be developed:</b> We will use the <b>industrial revolution</b> to explore the development and changes within British society, in the 18<sup>th</sup> and 19<sup>th</sup> century. We will look at the <b>impact it had on people’s lives</b> and <b>how it advanced science and engineering</b>. This will support class 6 in developing their understanding of the question <b>‘How did people in the past aim to lead better lives?’</b></p> 	<p><b>Focus is:</b> Consolidating our science learning from this year.</p> <p><b>Skills / knowledge to be developed:</b> Children will look the different units covered this electricity, light, animals including humans, living things their habitats and evolution and inheritance. During this half term, children will explore a range of scientists, complete different investigations and enhance their working scientifically skills.</p> <p><b>Computing focus:</b> The children will begin to explore Excel documents and the basic inputting functions. We will also continue to discuss the important topic of how to be safe online.</p> <p><b>DT focus:</b> Children will be designing, creating and evaluating a Ferris Wheel using their concept of gears. We will also be baking buns in order to develop some essential cooking skills.</p> 	<p><b>Focus is:</b> Striking and Fielding and Athletics</p> <p><b>Skills / knowledge to be developed:</b> The children will recap their throwing and catching skills; hitting a ball with both power and accuracy and decision making when fielding. In Athletics, they will practise throwing, jumping, running and relay events.</p> <p><b>Applied through:</b> Striking and fielding matches and small games; discussing tactics and strategies in specific situations. In Athletics, the children will compete against each other and themselves to achieve personal bests, analyse their achievements and plan on how to improve them further in the future.</p> <p>Children will be participating in <b>Bikeability</b> training from the 13<sup>th</sup> June. This three-day course will ensure children are confident in cycling techniques for riding safely on the road.</p> 
<p><b>How can I help / information for Helping</b> Research and explore the impact of the industrial revolution within our local towns and cities. Plan a visit to Leeds Industrial Museum.</p>	<p><b>How can I help / information for Helping</b> Discuss with your child what they remember about the different topics they have learnt about this year. Explore different scientists with them that link to our topics – how have these scientists made a difference to our lives?</p>	<p><b>How can I help / information for Helping</b> Children should have outdoor kit, a <b>drinks bottle</b> and suitable sun protection including a <b>hat</b> and <b>sun cream</b>. Please ensure all children have their full PE kit in school <b>every day</b> as sessions may change.</p>

Art	Music	PSHE / MindMate	R.E.
<p><b>Focus is:</b> Expressing Emotions</p> <p><b>Skills / knowledge to be developed:</b> Exploring emotions on transition to high school and portraying them through song and art.</p>  <p>They will move on to learning how to distort their self-portraits to create them in the German expressionist style we have been studying.</p>	<p><b>Focus is:</b> End of Year Production 'Pirates of the Currybean'</p> <p><b>Skills / knowledge to be developed:</b> Singing songs from memory with confidence, maintain own part in a harmony and following rhythms.</p> <p><b>Applied through:</b> Singing and performing songs.</p> 	<p><b>Focus is:</b> Transition and RSE.</p> <p>'Changes' is our theme for this final half term, where we will consider our feelings about <b>moving on to High School</b>. We will be looking at what will stay the same and what may change and the benefits and challenges that will come with this new experience.</p> <p>We will also continue the <b>Sex and Relationship Education</b> lessons, which will support the children's understanding of the physical and emotional experiences they will have over the next few years.</p> <p><b>Applied through:</b> Discussion and circle time</p>	<p><b>Focus is:</b> Freedom and Justice</p>  <p><b>Skills/knowledge to be developed:</b> Children will read a range of stories, from different world religions, examining the concepts of justice and freedom. They will learn how key figures in history, such as Martin Luther King, were informed and influenced by their own religious beliefs. They will examine the impact of different religious and non-religious ideas about the formation of the Non-Violent Protest and Human Rights Movements.</p> <p><b>Applied through:</b> Discussion, exploration of stories and debate.</p>
<p><b>How can I help / information for helping</b></p> <p>Discussion of emotions through final term of primary school. Practise (even more) portrait drawing using a Youtube video for guidance. There are lots of videos but this is one I would recommend: <a href="https://www.youtube.com/watch?v=dbRMCgtcchw">https://www.youtube.com/watch?v=dbRMCgtcchw</a></p>	<p><b>How can I help / information for helping</b></p> <p>Help children learn their lines and project their voice.</p>	<p><b>How can I help / information for helping</b></p> <p>Discuss how your child feels about going to High School and any concerns they may have. Be open to questions and discussion following the SRE lessons; we encourage the children to tell you what they have discussed.</p>	<p><b>How can I help / information for helping</b></p> <p>Discussion of different values in different contexts such as family values, friendship values and professional/educational values.</p>

Homework	Any Other Information / Dates for the Diary
<p><b><u>Ongoing Homework</u></b></p> <ul style="list-style-type: none"> <li>• <b>Production:</b> Children are expected to spend time learning their lines by heart. They should aim to read with fluency and expression to ensure they portray their characters to the best of their ability.</li> <li>• <b>Reading:</b> a minimum of 15 minutes reading every night (logged by the children and noted in their reading record).</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 on a Friday 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>13<sup>th</sup>-15<sup>th</sup> June – Bikeability</b></p> <p><b>Sunday 3<sup>rd</sup> July – Shadwell Summer Fair</b></p> <p><b>Monday 4<sup>th</sup> July – Shadwell Sports Day</b></p> <p><b>Monday 11<sup>th</sup> July – Shadwell Reserve Sports Day</b></p> <p><b>Tuesday 12<sup>th</sup> July – Theatre Production 'Jungle Book'</b></p> <p><b>Thursday 14<sup>th</sup> July – Summer production (includes children from Year 4,5 &amp; 6)</b></p> <p><b>Friday 15<sup>th</sup> July - Summer production (includes children from Year 4,5 &amp; 6)</b></p> <p>Check the dates for your child's High School transition – check with school if you are unsure.</p> <p>In the summer term, a water bottle is required in school every day. The children will be very active. 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 the office who will pass them on to me and I will contact you by phone as soon as possible.

Miss Beaumont