



Curriculum Newsletter

Bramham Shadwell Federation

Class 3 June - July 2022

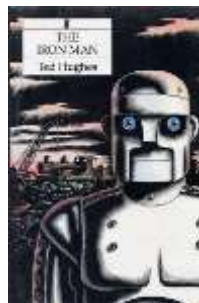


All our learning in class this half term will be focused around the question:

How did people in The Bronze Age and Iron Age aim to lead better lives?

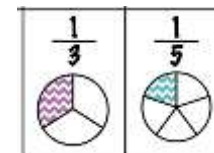
English

- The focus will be on developing aspects of grammar, spelling and punctuation within the context of our history topic about The Bronze Age and The Iron Age.
- Our **focus text** for the beginning of this half term will be 'The Iron Man' by Ted Hughes.
- Children will build upon their existing knowledge of **narrative writing**, considering how suspense and mood are built up within a story.
- **Editing and improving** work as the children respond to personal targets will be a continued focus.
- Our grammatical foci will be sentence types and openers and revision of fronted adverbials and subordinating conjunctions.
- **We will continue the term with:** a variety of poems by a range of modern and traditional poets, considering the structure and features of each before beginning to write are own.
- **The outcome will be:** to use our narrative writing skills to produce our own ending to the story of 'The Iron Man'. We will then be applying our knowledge of poetic structures and devices to produce some of our own verses of poetry.



Maths

- Children will work on learning how to **tell and write the time** with increasing accuracy to the **nearest minute**. In addition to recording and comparing times in terms of seconds. Children will also be encouraged to use vocabulary such as **o'clock, a.m. / p.m., morning, afternoon, noon and midnight**.
- We will begin by **exploring fractions in greater depth**. Pupils will begin the unit by counting using fractions and then making number pairs (the fraction equivalent to number bonds).
- Later in the term, children will find fractions of whole numbers as part of a set and looking at sharing 1 and more than 1.
- They will then move on to adding and subtracting fractions.
- Pupils will explore **equivalent fractions** and look at **simplifying fractions** before **comparing fractions with different denominators**.
- As we develop our understanding of time and fractions, we will solve complex problems and children will continue to 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 ...***
- Children will end the summer term with focused work on **shape**. They will work on understanding **angles** and using **properties of shape** to discuss simple **perimeters**.



How can I help / information for Helping:

Discuss vocabulary with your child from their reading book – paying attention to red, orange and green words. Continue to encourage children to answer questions about the vocabulary in their reading book e.g. “Why did the author choose this word?”

How are inverted commas used? Children should understand that inverted commas are used to show where words are spoken. During work on journalistic writing, children will also discuss how additional information can add clarity to the quote:

Indirect speech without inverted commas: James Marshall told reporters that he had enjoyed seeing Queen Elizabeth during the Jubilee Celebrations.

Direct speech using inverted commas: “I was so close I could clearly see the Queen,” stated James Marshall, an excited spectator.

Children will consolidate their use of subordinate conjunctions focusing on those used less commonly: **although, while, however, if, though, until** and **since**.

How can I help / information for Helping

Discuss number patterns and how other **key** facts can help with learning the trickier times tables.

Play it: Challenge children to make their own game.

See it: Ask children to draw pictures for each times table.



Make it: Lego bricks are fantastic for modelling the 4 and 8 times tables!


KIRF Target – Summer Term 2

To know the multiplication and division facts for the 3, 4 and 8 times tables.

What is 8 multiplied by 6?
What is 8 times 8?
What is 24 divided by 4?



The aim of our KIRF is for children to be able to recall these facts **instantly**.

Topic	SITE	P.E
<p>Focus: 'How did Iron Age and Bronze Age people aim to lead better lives?' Children will learn about these periods of history through role play and by exploring a range of historical sources.</p>  <p>Skills / Knowledge to be developed: Understanding of Bronze Age and Iron Age people's beliefs, customs and practices including how and where their homes were built and the secrets of Stonehenge and the Amesbury Archer.</p> <p>Art links: We will develop our drawing skills and create our own representations of Beaker Pots and Celtic patterns.</p> <p>Applied through: Geography / English / Maths / Art / Computing</p>	<p>Focus: Consolidating our science learning from this year. Skills / knowledge to be developed: Children will look back at the different units covered this year – magnets and forces, rocks, light, plants and animals including humans. During this half term, children will explore a range of scientists, complete different investigations and enhance their working scientifically skills.</p> <p>Computing links: In computing, children will design and create a simple presentation using keynote to showcase our scientific knowledge from Year 3.</p> <p>Applied through: In DT this half term, we will be developing our cooking skills and creating our own healthy food items.</p>	<p>Focus is: Striking & Fielding and Athletics Skills / knowledge to be developed: This half term, Children will learn throwing/catching skills, hitting a ball with both power and accuracy and decision making when fielding. In Athletics they will learn the correct techniques for various throws, jumps and running/relay events..</p>  <p>Applied through: Individual and group skills activities. Striking and fielding matches and small games. In Athletics 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>How can I help / information for Helping: Share non-fiction books about the Bronze Age and the Iron Age focusing on children's interests and questions. Discuss the children's questions about the period.</p>	<p>How can I help / information for Helping: Explain and discuss the work of scientists, both past and present, to understand how they have impacted Science. Discuss children's questions around the range of jobs that scientists can do nowadays.</p>	<p>How can I help / information for Helping Children will be taught PE on Tuesday morning by Mr Brotherton. Children should come into school in their PE kits and bring their school uniform to change into before the afternoon. Please bring kit in on a Tuesday and leave it in your locker for the week as PE sessions may differ based on inclement weather conditions.</p>

French	Music	PSHE / MindMate	R.E.
<p>Focus is: Food, days of the week and conversational skills.</p> <p>Skills / knowledge to be developed: Consolidation of colours and foods using simple role play, books and questions. Asking and answering questions e.g. "Qu'est-ce que la chenille a mangé lundi?" <i>What did the caterpillar eat on Monday?</i></p> <p>Applied through: Reading La Chenille Qui Fait Des Trous and completing role play activities.</p>	<p>Focus is: Listening to and appraising classical Music and comparing music from different eras using 'Charanga'</p>  <p>Skills / knowledge to be developed: Appraisal of musical styles, understanding of musical terminology e.g. rhythm, note, pulse.</p> <p>Applied through: Learning songs and performing as a class.</p>	<p>Focus is: Physical health and wellbeing. What helps me choose? Sex and relationship education (boys, girls and families)</p> <p>Skills / knowledge to be developed: developing the children's understanding of how to make healthy choices with a range of physical activities and food and drinks choices. Developing the children's understanding of the similarities and differences between boys and girls.</p> <p>Applied through: Discussion / Circle time / debate</p>	<p>Focus: How leadership figures can be inspirational.</p> <p>Skills / knowledge to be developed: Exploring the concept of leadership. Introducing Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews.</p> <p>Applied through: Learning about key figures in different faiths, studying a modern-day leader and analysing the impact they have had on society.</p>
<p>How can I help / information for Helping: Food vocabulary: les prunes, les bananes, les pommes, les oranges, Days of the week: Lundi / Mardi / Mercredi / Jeudi / Vendredi / Samedi / Dimanche.</p>	<p>How can I help / information for Helping: Listen to music from different eras of music. Discuss their likes and dislikes. Can they recognise and instruments? How does it compare to modern music?</p>	<p>How can I help / information for Helping: Talk to you child about; - How boys and girls are similar and different, including discussing stereotypes that people may have about us. - Different types of families The RSE policy is on the website for your information.</p>	<p>How can I help / information for Helping: Children should be able to describe what a leader is and talk about why they find different leaders inspirational.</p>

Homework

Ongoing Homework

- **Reading:** a minimum of 15 minutes reading every night (logged by the children and noted in their homework diary by an adult).
- **KIRF target:** See additional KIRF sheet.
- **Times Tables:** Homework Log Sheet (this will be stuck into your child's homework diary on a Friday).
- **Mathletics:** Use Mathletics to revisit prior learning and learn new skills (aim: 1000 points+ per week). This is set by the teacher relating to learning done in school. 
- **Times Tables Rock Stars:** Use TTRockstars to practise your times tables. Can you improve your accuracy and speed? 
- **Spellings:** learn their spelling list given. *Please see the class teacher if your child has not received a spelling list.* If you could spend time over the week practising these with your child, it would be greatly appreciated.
- On your spelling sheet, there are also handwriting opportunities as well as ideas and challenges to support you with your spelling practice at home.

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. The homework log will now be stuck into your child's reading record.

Maths / English Homework

Homework is given out on a Thursday, to be returned the following Tuesday.

Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.

Children will be set an optional 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 the Maths and English homework.

Any Other Information / Dates for the Diary

Thursday 16th June – First Aid Training

Thursday 16th June – Father's Day Shop

Sunday 3rd July – Shadwell Village Fete

Monday 4th July – Shadwell Sports Day

Tuesday 12th July – Theatre Production

Thursday 14th and Friday 15th July – Year 6 Productions



Independent Reading Books

We would like to invite the children to bring a book which they can use for quiet reading time in class. The children will keep this in their drawer and bring home when they have finished. This should be something that the children enjoy reading and can be books that they have read before. Please ensure that it is named.

Water Bottles

The summer months at school are very hot and the children are very active; please ensure that your child has a named 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.

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.



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.

Thank you, as always, for your continuous help and support. If you have any queries please do not hesitate to contact us.

Miss Hole