



Curriculum Newsletter

Bramham Shadwell Federation

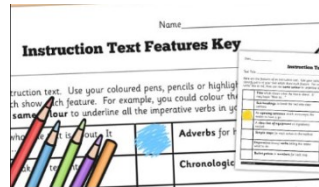
Class 4 June - July 2021



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

- Our **grammar focus** will be to use **adverbials** such as: before, soon, later... to show links to previous sentences. The children will also explore using **bullet points** as an effective way of listing information.
- As part of our **instruction writing**, we will identify what **imperative 'bossy' verbs** are and how to appropriately use them.
- We will explore different text types; focusing particularly on **non-fiction texts** and the difference in language and layout.
- Our history topic is Vikings; at the beginning of the term, we will look at **instruction texts** and write a set of instructions about making Viking clay pots.
- The children's **cross-curricular** writing piece, will be **poetry**; they will write a poem about Viking life.
- **The outcome will be:** A piece of non-fiction writing based on the Vikings.



Maths

- Maths work this half term will begin with a focus on **mass, volume and length**.
- Firstly the children will **measure, estimate and convert** units of mass, volume and length. Then the children will learn how to **measure perimeter** using different units.
- Next the children will look at the **'Area of Figures'** module where they will find the area of figures using square tiles and find the areas of squares and rectangles using **multiplication**.
- Towards the end of the half term, the children will study the **'Geometry'** module, learning how to identify acute and obtuse **angles**, compare and order angles and identify lines of **symmetry** in 2-D shapes.
- 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 ..., It must be ...*,
- 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 half term.
- Additionally, the KIRF target is outlined below; please help your child achieve this target.
- Look out for information regarding the launch of 'Mathletics' across the federation



How can I help / information for Helping

Discuss the difference between fiction and non-fiction. Talk about the different places you see and use instructions, what their purposes are and how they are presented.

What are imperative verbs?

Imperative verbs are also known as 'bossy verbs' because they tell you what to do. We put imperative verbs at the beginning of a sentence, which automatically changes them into commands or actions that must be done.

How can I help / information for Helping

Continue to practise the times tables we send home with your child.

Practise converting units of mass, volume and length. Ask questions like, 'How many millilitres are in a litre?'

KIRF Target – Summer Term 2

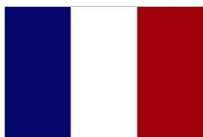
I can multiply and divide single-digit numbers by 10 and 100.

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.


Topic – History	SITE	P.E
<p>Focus is: Vikings; Children will learn about this period of history through role play and by exploring a range of historical sources.</p> <p>Skills/Knowledge to be developed: The children will use maps to locate places where the Vikings came from, as well as identifying where they settled in Britain. They will then explore the different roles that Viking people had: raiders, settlers, traders, sailors and farmers. The children will also develop their research skills during the topic by finding out about different aspects of Viking life.</p> <p>DT links: The children will create a Viking shield after researching Viking art and knot designs.</p> <p>Applied through: Topic / English / Art / Music.</p>	<p>Focus is: Learning about animals including humans.</p> <p>Skills / knowledge to be developed: Identifying that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identifying that humans and some other animals have skeletons and muscles for support, protection and movement. Use observation and investigative skills to test hypotheses.</p> <p>Computing focus: The children will design and create a simple presentation showcasing their scientific knowledge.</p>	<p>Focus is: Striking and Fielding</p> <p>Skills / knowledge to be developed: This half term Y4 will be learning about Striking and Fielding in P.E. We will develop our throwing and catching skills as well as different ways we could strike and field a ball. We will then apply these into match situations alongside teamwork and communication skills.</p> <p>Applied through: Rounders and cricket games. Mr Brotherton will teach PE on a Thursday morning.</p>
<p>How can I help / information for Helping Discuss different invasions; talk about what life might have been like then in comparison to now.</p>	<p>How can I help / information for Helping: Discuss what a healthy diet is. Talk about different animals and discuss if they are vertebrates or invertebrates.</p>	<p>How can I help / information for Helping PE lessons will continue to be outside this half term, therefore please ensure that your child has extra warm clothing. Due to the unpredictable weather, please can PE kits be in for the whole week as the lessons might take place at alternative times.</p>



French	Music	PSHE / MindMate	R.E.
<p>Focus is: Writing in French what their hobbies are; using grammatical aspects of this language. The children will begin to learn about family members and pets in our homes.</p> <p>Skills / knowledge to be developed: We will develop our 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: 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: Relationships; going through changes.</p> <p>Skills / knowledge to be developed: The children will learn about the changes when growing up and how their differences can be celebrated. They will be encouraged to acknowledge the achievements they have made and how change can be embraced.</p> <p>In MindMate, the children will explore life changes that they may experience and how to appropriately deal with the emotions that come with this.</p> <p>Applied through: Discussion / Circle time / Debate</p>	<p>Focus is: Why Gurus are at the heart of Sikh beliefs.</p> <p>Skills / knowledge to be developed: We will learn about different Gurus and how they have influenced the Sikh religion. We will create fact files and answer questions based on the different Gurus, as well as compare to other known religions.</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. Encourage the use of discussion and verbally recalling key vocabulary.</p>	<p>How can I help / information for Helping</p> <p>Discuss how music has changed over time and different genres of music. The children will look at different artists through the years and identify how music differs.</p>	<p>How can I help / information for Helping</p> <p>Discuss changes they may experience or have already experienced, particular milestones in their lives so far. Was this a good change? How did they feel? What changed?</p>	<p>How can I help / information for Helping</p> <p>Discuss with your child different religious leaders and how they have influenced people's beliefs.</p>
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Homework	Any Other Information / Dates for the Diary
<p><u>Ongoing Homework</u></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 they don't know), Amber (words they have heard before but are unsure of) and Green (words they know and can use) words. • KIRF target: see maths • Times Tables: see Homework Log Sheet • Spellings: 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> <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><u>Maths / English Homework</u> Homework is distributed weekly. Homework is given out on a Thursday, to be returned the following Tuesday.</p> <p>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</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>Thursday 2^{4th} June – Art Day Friday 16th July – Reports sent out Friday 23rd July – School breaks up for Summer.</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> 

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