



Curriculum Newsletter

Bramham Shadwell Federation

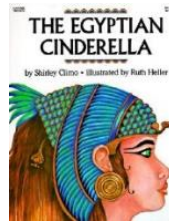
Class 3 February – March 2024



All our learning in class this half term will be focused around the question:
How did people treat each other in the past?

English

- This half term, the focus will be on developing aspects of **grammar, spelling and punctuation** within the context of our history topic about **Ancient Egyptians**.
- During work on **newspaper recounts**, children will use journalistic writing to write recounts about their historical learning.
- Children will first explore the conventions of journalistic writing, thinking about the **impact on the reader** (e.g. quotes and the use of clear and concise information) with a focus on using inverted commas accurately.
- **Editing and improving** work as the children respond to personal targets will be a continued focus.
- Children will continue to develop their **speaking and listening skills**, debating current issues using **persuasive features** (emotive language, lists of three, and rhetorical questions) to write a convincing argument.
- The texts we will focus on are: **news articles** of interest; non-fiction texts related to Ancient Egypt and The Egyptian Cinderella.
- The outcome will be: to write **a newspaper recount** about the discovery of Tutankhamun's tomb, which can be **performed** using shadow puppets created in SITE lessons.



Maths

- This half term, children will build their knowledge and understanding of money, being able to recognise the value of both **coins and notes**. Pupils will learn how to **compare different amounts of money** before moving onto applying our skills alongside our methods for addition and subtraction. They will learn how to work out the amount of change needed to be given.
- Children will expand their knowledge of **time**. They will learn to tell the time using **'a.m.' and 'p.m.'**. They will tell the time to the minute, using analogue and digital time, and telling time by using both the minute and hour hands.
- Children will learn how to use **a 24-hour clock** and clocks with **Roman Numerals**. They will learn to measure and compare time in seconds, minutes and hours, and find start times and end times.
- Throughout our maths lessons, we will continue to develop mathematical reasoning skills by practicing word problems.
- We will continue to extend our learning on the four operations to ensure this is fully embedded as well as applying this learning to different maths objectives.
- We will apply our mathematical knowledge within PSHE lessons when budgeting for various items.
- Each Friday, there will continue to be a **times tables challenge** where children can tackle their own individual targets. As children master a challenge, they will be given the next step to work on!

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 Prince William and Kate.

Direct speech using inverted commas:

“I was so close I could clearly see Prince William and Kate,” stated James Marshall, an excited spectator.

How can I help / information for Helping:

Practise and rehearse times tables, little and often. These key times tables facts help in all aspects of maths and knowing the related division facts alongside the multiplication facts are instrumental in giving the children the tools to help develop other maths skills.

Practise sheets are readily available in class! There are also lots of super videos and songs that can help with timetables.



KIRF Target – Spring Term 2




I can tell the time.

By the end of this term, children need to be able to **tell the time using a clock with hands**. This target can be broken down into several steps.


- * I can tell the time to the nearest hour.
- * I can tell the time to the nearest half hour.
- * I can tell the time to the nearest quarter hour.
- * I can tell the time to the nearest five minutes.
- * I can tell the time to the nearest minute.

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| Children will consolidate their use of subordinate conjunctions, particularly focusing on using a wide and varied range of conjunctions: although, while, however, if, though, until and since. | Ensure your child is using Times Table Rock Stars to support them with times tables. | The aim of our KIRF is for children to be able to recall these facts instantly . |
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| Topic | SITE | P.E. |
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| <p>Focus: 'How did Ancient Egyptians aim to lead better lives?' Children will learn about Ancient Egypt through role play and by exploring a range of historical sources.</p> <p>Skills / Knowledge to be developed: Understanding of Ancient Egyptian beliefs, culture and technological developments which improved life for people at that time.</p> <p>Art links: We will create our own representations of Egyptian artefacts using clay and explore the imagery on canopic jars.</p> <p>Applied through: Geography / English / Art / Computing.</p>  | <p>Focus: Children will learn about light, dark, and the link between these, as well as mirrors, reflections and shadows during the half term.</p> <p>Skills / knowledge to be developed: Developing their scientific language to discuss sources of light, dark as the absence of light, reflective materials and how shadows are formed.</p> <p>Computing links: We will explore the word processor 'Pages' on the iPads in order to create an informative poster about light that could be shared with other children. We will also continue to discuss the important topic of how to be safe online.</p> <p>Applied through: Our DT project where we will design, make and evaluate a shadow puppet theatre with a script developed through English lessons.</p>  | <p>Focus is: Netball/Tag Rugby Children will be taught PE on Tuesday morning by Mr Brotherton. Children should come into school in their PE kits.</p> <p>Skills / knowledge to be developed: Children will practise various different ways of passing a ball: developing their chest pass; overarm pass and bounce pass with increasing accuracy and control of speed in Netball. In Tag Rugby, they will develop their hand-eye co-ordination, spatial awareness and teamwork. The children will also become more aware of good places to stand when receiving a pass and will be able to give reasons for their choice of place.</p> <p>Applied through: Individual challenge, small-sided team games and match situations.</p> |
| <p>How can I help / information for Helping: Share non-fiction books about Ancient Egypt focusing on children's interests and questions. Children will undertake a wide range of activities centring on Egyptian beliefs – including those surrounding death and the afterlife.</p> | <p>How can I help / information for Helping: Explore the different shadows that are produced by light and how they change depending on the direction of the light source. Using a torch at home, explore how shadows are formed when the light source is moved towards and away from objects. Explore different reflective surfaces.</p> | <p>How can I help / information for Helping: We would advise that children bring warm clothing as well as their PE kits throughout the colder months as these sessions will take place outside where possible.</p> |

| French | Music | PSHE / MindMate | R.E. |
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| <p>Focus is: We will learn how to say and write the names of colours in French. We will also learn some of the customs around Easter in France.</p> <p>Skills / knowledge to be developed: Naming days and weeks in French. Asking and answering questions e.g. "C'est quel mois?" Naming colours e.g. rouge, vert, bleu. Discussing the Easter tradition in French.</p> <p>Applied through: Speaking and listening games and completing role play activities.</p> | <p>Focus is: Children will continue to explore how music is created, composing their own music using an instrument.</p> <p>Skills / knowledge to be developed: These activities will continue to develop their understanding of the dimensions of music (pulse, rhythm, pitch, beat and tempo etc.).</p> <p>Applied through: Discrete class teaching using musical instruments to learn how to play a simple accompaniment to a song.</p>  | <p>Focus is: Understanding the world of work, budgeting and the importance of managing money.</p> <p>Skills / knowledge to be developed: Children develop an awareness of sources of income, the different ways money can be spent and the importance of balancing needs with desires.</p> <p>Applied through: Discrete lessons / Discussion / Circle time / Debate</p>  | <p>Focus is: Continuing to explore Christian beliefs and what being a Christian means.</p> <p>Skills / knowledge to be developed: Children will develop their understanding of Easter and the importance of celebration across all religions.</p> <p>Applied through: Learning about customs of festivals will be applied through written work and art. A visit to the local church in Shadwell.</p>  |

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| <p>How can I help / information for Helping: Children will learn new vocabulary such as Vert Rose Bleu Marron Rouge Gris Jaune Violet Blanc Noir</p> | <p>How can I help / information for Helping: Encourage children who play a musical instrument outside of school to discuss and share their skills. Talk about songs learnt in school and encourage children to appreciate the rhythm and pulse of music listened to at home.</p> | <p>How can I help / information for Helping: Discuss the importance of spending money wisely. Children will discuss life skills including self-awareness, self-regulation, motivation, empathy and social skills linking to making wise choices.</p> | <p>How can I help / information for Helping: Use news articles to discuss religious festivals. Ask children how their own experiences compare with the celebrations during religious festivals.</p> |
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| Homework | Any Other Information / Dates for the Diary |
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| <p><u>Ongoing Homework</u></p> <ul style="list-style-type: none"> • Reading: a <u>minimum</u> of 15 minutes reading every night (logged by the children and noted in their homework diary by an adult). Once their book-banded text has been completed and signed by an adult, these will be changed on a Monday and Thursday at school. • KIRF target: See additional KIRF sheet. • Times Tables: Please help your child practise their times tables ready for their test on Friday. • Times Tables Rock Stars: Use TTRockstars to practise your times tables. Can you improve your accuracy and speed?  • Spellings: Learn their spelling list given. <i>Please see the class teacher if your child has not received a spelling list.</i> 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. <p>Please continue to log children's progress with these activities in their homework diaries – children earn House Points for each part that is fully completed.</p> <p><u>Maths / English Homework</u> 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 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.</p> | <p>Wednesday 28th February- Afternoon trip to Church</p> <p>Tuesday 5th March – FOSS Mother's Day Shop</p> <p>Thursday 7th March – Class Photographs</p> <p>Thursday 14th March – Parent Drop In</p> <p>Tuesday 19th March – Parent teacher consultations meetings</p> <p>Thursday 28th March – Last Day of term. School is closed on Good Friday.</p> <p><u>Water Bottles</u> Please ensure that your child has a <u>named</u> 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>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 us.

Miss Brockway and Mrs Bourne