



Curriculum Newsletter



Bramham Shadwell Federation Class 5 January – February 2024

All our learning in class this half term will be focused around the question:
What does Freedom mean to someone?

English

- Our first unit in English will focus on **non-chronological reports about the Amazon**. We will recap important grammar and punctuation aspects of our learning, including **fronted adverbials, complex sentences and relative clauses**.
- Our second unit will focus on developing **speaking and listening skills** through a whole class debate with the motion of **“Deforestation should be banned”** which is linked to our geography topic of South America.
- Children will explore **opposing and proposing arguments** before forming their own opinion and building a **persuasive verbal and written argument**.
- Children will also explore the use of expression, emphasis and tone to engage and interact with their listeners.
- Editing and improving their own work as they respond to their targets will be a continued focus.
- The focus in **reading will be inference skills** through a range of texts linked to our South America topic. The children will be exploring using their retrieval skills to find evidence from the text and their own knowledge to infer what is happening in the text.



The outcome will be: to write a non-chronological report about the Amazon; to write and take part in a persuasive debate, showcasing speaking and listening skills.

How can I help / information for helping

What debating language should my child be confident in using?

Motion: a question, statement or suggestion that can be debated.

Opposition: the side which argues against the motion.

Proposition: the side which argues in favour of the motion.

Rebuttal: providing evidence and reasoning to weaken the other team's argument.

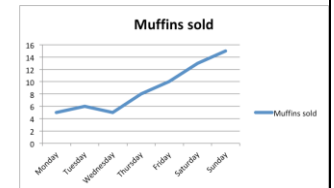
What grammatical language should my child be confident using?

Co-ordinating conjunction: a conjunction that usually joins two main clauses (FANBOYS)

Subordinating conjunction: a conjunction that usually joins a main and a subordinate clause (AWHITEBUS)

Maths

- The focus will be learning about **graphs and fractions**.
- There will be an emphasis on reading and interpreting information in tables and line graphs. Children will be required to use data to answer questions.
- Children will look at the representation of amounts as fractions using concrete resources before advancing on to more complex problems including multiplying and dividing fractions by whole numbers.
- It is expected that all of the children will know multiplication and division facts up to the 12 times table for use in calculations. Each week, there will be a times tables test; children will then be given a target to improve the speed at which they do the times table or to learn the next one.
- 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 ... must be***
- Additionally, the KIRF target is outlined below; please help your child to achieve this target.





How can I help / information for helping





Please help your child to learn their **times tables** as this increases mathematical confidence and accuracy. Look at different representations of data such as bus or train timetables and interpret the information.

KIRF Target – Spring Term 1

I can identify prime numbers up to 20.

- Children should know the following facts:
 - A prime number is a number with no factors other than itself and one.
 - A composite number is divisible by a number other than 1 or itself.
 - Children should be able to explain how they know that a number is composite. E.g. 15 is composite because it is a multiple of 3 and 5.

Topic – (Geography)	SITE	P.E
<p>Focus: Our geography topic is South America. Children will explore the cultures and lives of people living in different parts of the continent including comparing and contrasting the tribes living in the Amazon Rainforest with those who live in the favelas of Rio De Janeiro. As a class, we will then compare our own lives to those living in different locations in South America and consider the meaning of freedom to different people, in line with our SMSC statement this half term.</p> <p>Skills / Knowledge to be developed: Human and physical geography in considering the development of different settlements in South America over time and the impacts this has on the lives of those who live there including those in the Amazon Rainforest. Mapping the distribution of natural resources across a continent and understanding the implications on land use in different areas.</p> <p>Applied through: Topic lessons, English lessons (through our Amazon report and our deforestation debate).</p> 	<p>Focus: Properties of materials.</p> <p>Skills / knowledge to be developed: Children will compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal) and their response to magnets. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporation.</p> <p>DT links: Our SITE project will build on our understanding of properties of material where the children will choose suitable materials when designing and creating Greek Sandals ready for our Spring 2 history topic on the Ancient Greeks.</p> <p>Computing links: To use Microsoft Excel to record evidence of our findings from our SITE project in tables and graphs. This will be an extension of our work on graphs and tables in maths.</p> 	<p>Focus: Gymnastics & Netball.</p> <p>Skills / knowledge to be developed: In Gymnastics, we will complete different types of balance skills, focusing on the technique, look at different balances and create routines in pairs and groups. The routines will be improved upon and performed to the rest of the class which will allow us to become confident in performing to an audience. Children will learn to give constructive feedback which can be used in all areas of learning.</p> <p>In Netball we will be covering passing, shooting and defending skills through individual activities and team games.</p> <p>Applied through: Children will develop their techniques through structured P.E lessons.</p> <p>P.E. this term will be on a Tuesday afternoon.</p> 
<p>How can I help / information for helping Discuss key vocabulary for our topic e.g. deforestation, biome, sustainable, conservation. Make an information leaflet on the advantages and disadvantages of deforestation. Choose an animal that lives in the Amazon Rainforest to create a fact file about.</p>	<p>How can I help / information for helping Discuss key vocabulary and how these terms are used in everyday life e.g. permeable, transparent, soluble, absorbent. Explore the different uses of Microsoft Excel and how it can be used to display data.</p>	<p>How can I help / information for helping 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.</p>

French	Music	PSHE / MindMate	R.E.
<p>Focus: Numbers and colours.</p> <p>Skills / knowledge to be developed: Explain different mathematical vocabulary in French learning how to say numbers up to 100.</p> <p>Applied through: Using the 'Jolie Ronde' scheme of work, playing games and singing songs.</p> <div style="display: flex; justify-content: space-around; align-items: center; height: 150px;">   </div>	<p>Focus is: Music and Words</p> <p>Skills / knowledge to be developed: Music Italiano will teach the children to recognise the inter-related dimensions of music as well developing their understanding of musical vocabulary. Through creative listening activities the children will learn to represent expressive feature of music. The children will end the term by creating music inspired by lyrics, word and poetry; exploring techniques to establish mood and atmosphere.</p> <p>Applied through: This is a fun unit of work about classic Rock music. Using 'SparkYard', learning takes place through games, listening and appraising and working in groups.</p>	<p>Focus: Physical health and wellbeing in the media.</p> <p>Skills / knowledge to be developed: developing the children's understanding of what physical health and wellbeing is and how this is portrayed in the media both positively and negatively.</p> <p>Applied through: Discussion, PSHE lessons, circle time.</p> <p>Mindmate Lesson: This term our Mindmate lesson will be about 'feeling good and being me'. This will be linked to how people choose to present themselves in the media.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Focus is: What values are shown in codes for living?</p> <p>Skills / knowledge to be developed: developing the children's understanding of what matters most to different believers. This enables children to identify values in human life and think about their own values considering what is important to them.</p> <p>Applied through: Circle time/ discussion/ debate/ lesson tasks.</p> <div style="text-align: center; margin-top: 20px;">  </div>
<p>How can I help / information for Helping</p> <p>Discuss what the children have learnt and get them to teach someone else in their family.</p>	<p>How can I help / information for helping</p> <p>Encourage your child to practise singing at home. Ask your child if they can explain the inter-related dimensions.</p>	<p>How can I help / information for Helping</p> <p>Discuss media influences with your child and help raise their awareness of misleading advertisements and images. Encourage your child to select a role model and discuss what makes someone a positive role model.</p>	<p>How can I help / information for helping</p> <p>Discuss the importance of values and how a wide range of people from all over the world have different perspectives based on the religion they choose to follow. Encourage them to be aware of alternative religions and beliefs and the idea that some people choose a scientific belief instead.</p>

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). • KIRF target: See maths section. • Times Tables: see Homework diaries. • TT Rock Stars: We encourage children to use this online resource to develop fluency in their times tables using a 'little and often' approach. Children should aim for five minutes a day on TT Rock Stars. They will get certificates each week for being a TT Rock Star. • Spellings: learn the lists sent home and words outlined as common errors in 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></p> <p>This year there will be two pieces of homework each week. Homework is given out on a Thursday, to be returned the following Tuesday.</p> <p>There will be an English based task on either comprehension or grammar once each week, and a maths-based task. These will be pre-teaching of a new objective or consolidation of class work in class.</p> <p>Please encourage your child to discuss their homework at home in order that they develop the skills of explanation and reasoning. 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 and English homework.</p>	<p>Tuesday 16th January – Y5 Boston Spa Academy school trip</p> <p>Monday 22nd January – FOSS film night</p> <p>W/C 5th February – Children's Mental Health Week</p> <p>Tuesday 19th March – Parent Consultations</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>

Thank you, as always, for your continuous help and support. If you have any queries please do not hesitate to contact us or make an appointment at the office to arrange a meeting after school.

Miss Cammiss and Mrs Senior