



Curriculum Newsletter

Bramham Shadwell Federation

Class 5 March 2021

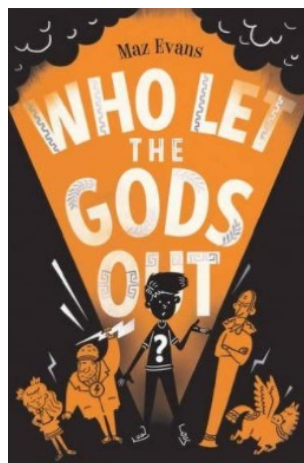


All our learning in class this half term will be focused around the question:

How did people treat others in the past?

English

- The focus will be on grammar, punctuation and spelling activities linked to the book, **'Who Let the Gods Out' by Maz Evans**, which is linked to our history topic of Ancient Greece.
- Children will explore the use of **sentence structure and vocabulary choice** to build tension and **suspense**.
- We will explore the use of **'DADWAVERS!'** to vary sentence openers.
- Children will also explore the use of **reported and direct speech** and how to use this effectively within a narrative.
- Children editing and improving their own work as they respond to their targets will be a continued focus.



The outcome will be: the class will have the opportunity to re-write a chapter from our class book with an alternative character focus.

How can I help / information for helping

Read and discuss a range of Greek Myths at home:

Some Greek Myths include Heracles, Icarus and Persephone. Use the **reading bookmarks** to support discussion linked to these texts. In addition, you could ask the questions, 'Who is the **antagonist/protagonist** in this myth?', 'How are the characters linked to other figures in Greek mythology?', 'Is there a **moral** to this myth?'.

What are DADWAVERS!?

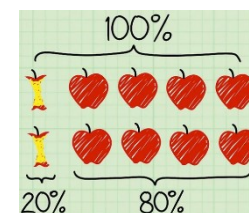
DADWAVERS! is a **mnemonic** that stands for description, action, dialogue, where, adverb, verb, estimation of time, rhetorical question, simile or metaphor, ! exclamation. DADWAVERS! are prompts to help support children in **varying sentence openers**.

What is direct and indirect speech?

Direct speech is when the exact words spoken are reproduced in inverted commas (speech marks). **Indirect speech** is when the general points of what someone has said are reported, without the use of speech marks. It is sometimes called reported speech.

Maths

- The focus will be learning about **fractions, decimals, percentages and angles of a shape**.
- Children will look at the representation of amounts as fractions, decimals and percentages using concrete resources.
- Children will compare and find equivalents across fractions, decimals and percentages. **E.g. $1/5 = 0.2 = 20\%$**
- Children will compare, add, subtract and round to the nearest whole number and decimal point.
- The angles include: **acute, right, straight, obtuse and reflex**.
- The children will be identifying, measuring and drawing different angles and angles within a shape.
- 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 decimal representations in the real world for example adding and subtracting money by paying at the shop or finding the correct change.

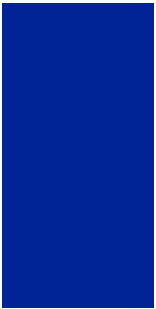




KIRF Target – Spring Term 2 I can recall metric conversions.

Children should know the following facts:

- 1 kilogram = 1000 grams
- 1 kilometre = 1000 metres
- 1 metre = 100 centimetres
- 1 metre = 1000 millimetres
- 1 centimetre = 10 millimetres
- 1 litre = 1000 millilitres

The secret to success is practising **little and often**. Children should consider real life examples in which these conversions are used such as when baking or measuring liquids.

Topic – (History)	SITE	P.E
<p>Focus: our history topic this half term will focus on Ancient Greek life, their achievements and their influence on the Western world. We will study how people treated each other in Ancient Greece, which links to our SMSC of thinking of others. We will also compare this with how we treat each other in society today.</p>  <p>Skills / Knowledge to be developed: Historical enquiry will be developed through using a range of sources and artefacts to collect evidence and investigate how the Ancient Greek civilisation lived in comparison to our lives today. Historical interpretation will be developed through thoughtful discussion of how the Spartans are now regarded as brutal fighters but in Ancient Greek times, they were seen as heroic, brave and fierce. This links to our SMSC of thinking of others.</p> <p>Applied through: English lessons using our class text, history lessons, guided reading lessons based on Greek Myths.</p>	<p>Focus: Properties of materials. The outcome will be through our SITE project 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>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 reversible and irreversible changes through creating a weather system. The weather system will visually show the processes of evaporation, precipitation and condensation which in turn will enable the children to explain their understanding of these state changes to others.</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: P.E this half term will focus on invasion games.</p> <p>Skills / knowledge to be developed: They will work together in teams to develop skills linked to football, tag rugby and netball. This will allow them to become competitive and work with different people with a focus on developing team work.</p> <p>Applied through: Children will develop their techniques through structured P.E lessons, participating in team games and taking on individual responsibility within their team.</p> <p>P.E. this term will be on a Wednesday morning.</p> 
<p>How can I help / information for helping Discuss key vocabulary for our topic e.g. Parthenon, empire, chiton, myth and legend. Research causes of Greek wars and the impact that they have on today. Read and explore a range of Greek Myths and Legends.</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: hobbies and interests.</p> <p>Skills / knowledge to be developed: We will learn new vocabulary linked to hobbies, developing this into constructing simple sentences using correct grammar.</p> <p>Applied through: Using the 'Jolie Ronde' scheme of work, developing reading skills in discovering other children's interests and writing longer sentences which outline our own interests.</p> <div data-bbox="116 791 573 1101">   </div>	<p>Focus: singing.</p> <p>Skills / knowledge to be developed: We will learn the song 'Stop Bullying' using the Charanga program. We will explore how this is linked to our SMSC of thinking of others and continue to embed the importance of raising awareness of anti-bullying.</p> <p>Applied through: Music lessons and whole school singing practise.</p> <div data-bbox="654 727 1041 1061">  </div>	<p>Focus: drugs, alcohol and tobacco education.</p> <p>Skills / knowledge to be developed: We will look closely at the theme 'Thinking of Others', as well as how to treat ourselves. We will learn about the risks associated with drugs, alcohol and tobacco, gaining an understanding of the different influences connected with these.</p> <p>Applied through: PSHE lessons, circle time.</p> <div data-bbox="1155 831 1563 906">  </div>	<p>Focus: Should we forgive others?</p> <p>Skills / knowledge to be developed: developing children's knowledge of forgiveness and reconciliation in their lives and in Christianity. Children will explore stories from the New Testament and how they are a guide of values and commitments for Christian people.</p> <p>Applied through: Circle time, RE lessons, discussion.</p> <div data-bbox="1632 730 2125 1005">  </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.</p> <p>Discuss how this song links to our SMSC of thinking of others with a focus on how bullying someone would make them feel.</p>	<p>Mindmate Lesson:</p> <p>This term our Mindmate lesson will be about 'mindfulness' and applying these strategies to our daily life to improve wellbeing.</p> <p>How can I help / information for Helping</p> <p>Discuss the risks associated with drugs, alcohol and tobacco.</p>	<p>How can I help / information for Helping</p> <p>Encourage children to think about how they themselves can forgive others and can relate to stories in the New Testament and other religious texts.</p> <p>Encourage them to be aware of alternative religions and beliefs.</p>

Homework	Any Other Information / Dates for the Diary
<p><u>Ongoing Homework</u></p> <ul style="list-style-type: none"> • KIRF target: See maths section • Reading: a minimum of 15 minutes reading every night (logged by the children and noted in their reading record). • Times Tables: see Homework Log Sheet • 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>Maths and English homework will recommence after the Easter break. Please support your child in focusing on reading, spellings and times tables.</p>	<p>Friday 19th March – Red Nose Day Thursday 1st April – Last day of term Week Commencing Monday 26th April – Parent teacher consultation meetings</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 post regular 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 us or make an appointment at the office to arrange a meeting (via phone call) after school.

Miss Cammiss