



Curriculum Newsletter

Bramham Shadwell Federation

Class 6 November – December 2020



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

How did people in World War 2 protect themselves?

English

- We will continue our development of the English language through our History topic of WW2. This half term, this will be through learning about the Dam Busters and writing a **newspaper article** about the heroic mission.
- We will consolidate our understanding of **expanded noun phrases** and consider their use within **reference chains** across a paragraph to develop **cohesion and clarity in our writing structure**.
- We will increase and develop our practise of **complex sentence** structures through the use of **subordinate conjunctions**.
- Refine our understanding of punctuation: in particular the use of **commas for clarity**.
- We will begin to explore the use of the **passive and active voice** within writing.
- Our newspaper articles will support our **speaking and listening focus** this half term when we turn our written pieces into news broadcasts.
- In reading, we will begin the half-term focusing on the skill of **summarising** through a variety of non-fiction texts. This will then be followed with a chance to apply our reading skills to the film 'The Book Thief'.

The texts we will focus on are: WW 2 Non-Fiction Texts, War Poetry and The Book Thief (developing Reading Skills through film).

The outcome will be: Writing a newspaper article on the Dam Busters mission.

How can I help / information for helping

- Support **summarising skills** in reading by asking children to sum up what they have read in 10 words or less.
- Explore a newspaper identifying key features such as **headline, by-line, picture** etc.

What is the passive and active voice?

A sentence is written in **active voice** when the subject of the sentence performs the action in the sentence. *e.g. The girl was washing the dog.*

A sentence is written in **passive voice** when the subject of the sentence has an action done to it by someone or something else. *e.g. The dog was being washed by the girl.*

Maths

- We will start by looking at **factors, multiples and prime numbers**. If your child is not yet confident with their times tables up to 12, please continue to support them learning these as they will play a big part in this unit of work.
- We will move on to **fractions**, focusing on simplifying, comparing and ordering, adding and subtracting using basic fractions and mixed numbers.
- We will be taking part in 'Barvemember' – an opportunity to use **bar models** to solve a wide range of problems using and applying reasoning skills.
- Additionally, the KIRF target is outlined below; please help your child achieve this target.

BARVEMBER

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a	11	


How can I help / information for helping

Practice times tables with your child.
Get your child to explain how bar models work.
Discuss proportions as fractions in everyday situations.

KIRF Target – Autumn Term 2

- Children can identify common factors of a pair of numbers.
- The factors of a number are all numbers which divide it with no remainder.
- The common factors of two numbers are the factors they share.

Topic – History	SITE	P.E
<p>Focus is: ‘How did people in World War 2 protect themselves.’ The children will consider how people kept themselves safe both physically and emotionally during this period of history. While we studied WW2 in Autumn 1, we are now shifting our learning for pupils to understand the impact that WW2 had on the lives of those on the home front.</p> <p>Skills / Knowledge to be developed: We will investigate how WW2 began and learn about The Blitz, rationing, the Holocaust, different shelters and the role of women in war time Britain</p> <p>Applied through: History / English /Maths /Art / Debate</p> 	<p>Focus is: Light</p> <p>Skills / knowledge to be developed: Children will build on their Year 3 knowledge of light, exploring the way that light behaves, including light sources, reflection and shadows. Children will be learning about how light travels from its source to our eyes and how our eyes then subsequently process light.</p> <p>Applied through: Investigating the reflectivity of objects, children will make a periscope, exploring the idea that light appears to travel in straight lines to explain how this instrument works.</p>  <p>Figure 1</p>	<p>Focus is: Racket skills</p> <p>Skills / knowledge to be developed: Co-ordination, balance and technique.</p> <p>Applied through: Children will develop their techniques through a variety of skills and activities and then apply them to racket games.</p> 
<p>How can I help / information for helping Discuss what you know about WW2 and how it must have felt to have lived through it. Encourage discussion with any older members of family who may have lived through it – we love to hear about personal stories from that era and when children bring in artefacts from home to show us.</p>	<p>How can I help / information for helping Explore examples of reflection in daily life, and how we use the fact light travels in a straight line to enhance our lives and make us safer.</p> <p>For example, use of mirrors in a car, reflective material on clothing etc.</p>	<p>How can I help / information for helping At present, we are only able to teach PE outside. We therefore ask that children bring warm PE kit throughout the winter months and bring kit in on a Monday and leave in locker for the week as PE sessions may differ based on inclement weather conditions.</p>

French	Music	PSHE / MindMate	R.E.
<p>Focus is: Christmas</p> <p>Skills / knowledge to be developed: Speaking about family and comparing Christmas traditions.</p> <p>Applied through: Using French skills to complete a range of Christmas activities to compare the similarities and differences between traditional Christmas in France and Britain.</p>	<p>Focus is: Creating music</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: Weekly sessions with our specialist music teacher</p> 	<p>Focus is: Sex Relationship Education (SRE) – Year 5 content focus on body changes.</p> <p>Skills/knowledge to be developed: Children will primarily be learning about body changes as they approach puberty. They will have an opportunity to express worries and discuss these in a safe environment. Please see separate letter on this for more information.</p> <p>Mindmate: Friends and Family Children recognise what constitutes a positive healthy relationship and develop the skills needed to form and maintain them.</p> <p>Applied through: Discussion / Circle time / debate</p>	<p>Focus is: We will continue to develop our knowledge and understanding of the Sikh religion.</p> <p>Skills / knowledge to be developed: A focus will be on the lives and teachings of the 10 Gurus, why they are so important to the religion and what made each of them special.</p> <p>Applied through: We will investigate some of the teachings of the Guru Granth Sahib and Guru Nanak.</p>
<p>How can I help / information for helping</p> <p>Useful translations to use at home: Merry Christmas – Joyeux Noël Happy New Year - Bonne année Presents – Cadeaux</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</p> <p>Please see separate letter with supportive information on this topic.</p>	<p>How can I help / information for helping</p> <p>Ask your child to explain the element of Sikhism they have learnt about this week.</p>
Homework		Any Other Information / Dates for the Diary	
<p>Ongoing Homework</p> <ul style="list-style-type: none"> Reading: a minimum of 15 minutes reading every night (logged by the children and noted in their planner). KIRF target: See maths Times Tables: see Homework Log Sheet Spellings: learn the list sent home on a Friday 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> Mathletics – 1000+ points per week <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>Maths / English Homework 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>Children in Need day. Children can wear something spotty – Friday 13th November A piece of English, maths and topic work to be sent home for children to share with their parents – Thursday 26th November Odd socks day – Monday 16th November (Anti-bullying week – 16th to 20th November) No pens day – Wednesday 25th November Training day – Friday 27th November Year 6 Christmas party – Thursday 17th December Christmas jumper day: Friday 18th December</p> <p>Website/Twitter: We update our class blog and school twitter account with learning updates on a weekly basis. https://www.shadwell.leeds.sch.uk/blog Twitter: @BramhamShadwell</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>As a safety precaution through the Covid-19 pandemic, we shall be keeping open some windows within the classroom to increase air circulation. Whilst the heating will be on, please ensure children are wearing school jumpers on a daily basis.</p>	

Thank you, as always, for your continuous 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.