



Curriculum Newsletter



Bramham Shadwell Federation
Class 6 February – March 2024

All our learning in class this half term will be focused around the theme:
Thinking of Others

English

- This half term, we will continue to develop the children's confidence with their grammatical knowledge including the **subjunctive form** as well as **more complex punctuation such as colons and semicolons**.
- We will be developing **creative writing**. We will start building this skill initially through writing a **suspense** story paying particular attention to **description, mood, precise language choices** and the different types of **figurative language** (metaphors, similes and personification) to connect with the reader.
- Our key reading skill this half term is **inference** and the children will be starting to apply these analysis skills by engaging with the method of: making a **point, explaining** what it means, and backing up the answer with **evidence**.
- We will be exploring extracts from **Sherlock Holmes and other classics** within our reading lessons.

The outcome will be:

- A creative suspense story entitled 'Alma'



Maths

- We begin the term developing the children's understanding of **perimeter** and reviewing our knowledge of **time** before learning about **volume** as it relates to **cubes and cuboids**.
- We will learn some of the conventions of **algebra** in the context of patterns and real-life problems. The children will be able to **describe patterns** and use a letter to denote a variable. We will then move on to **write expressions** using the four operations and fractions while continuing to look for patterns and determine rules.
- The children will be investigating **angles** on their own, in word problems and in shapes. We will be investigating the parts of a circle before solving word problems about angles in a circle. We will spend some time drawing quadrilaterals before moving onto triangles. The children will also be required to draw the **nets of 3-D shapes**.
- We will work with **polygons on coordinate grids**. The children will learn how to differentiate between **translation** and **reflection** before moving on to express movement using algebra.
- The children will learn to present and interpret information in different ways. Our learning on graphs begins with lessons exploring the **mean**, but also briefly looking at other ways of showing **averages**. We will revise previous learning on **bar graphs, pictograms and tables**, then focus on drawing, reading and interpreting **pie charts**.
- To finish the term, we will be **comparing quantities**, including numbers, objects, fractions and mass before moving on to solving word problems.

How can I help / information for helping:

Discussion of narratives: Discussing different narrative styles you have come across in your own engagement of stories such as a flashback or an interesting third-person narration.

Understanding inference: Inference is the skill of 'reading between the lines' where children are able to make conclusions using **evidence-based** clues. When you are reading together, or even watching movie or TV programme together you could ask your child some inference questions such as:

- Why did the character...?
- How do you think the character is feeling?
- Why do you think the setting is...? Why is ... important?
- What character would you most like to meet? Why?

How can I help / information for helping

Ensure your child is using **Times Table Rock Stars** to support them with times tables.

KIRF Target – Spring Term


By the end of this term, children should know the following facts. The aim is for ALL children to be able to recall these facts **instantly**:



A prime number is a number with no factors other than itself and one.

The following numbers are prime numbers:

2, 3, 5, 7, 11, 13, 17, 19, 23,
29, 31, 37, 41, 43, 47

A composite number is divisible by a number other than 1 or itself.

Topic – Geography	SITE	P.E	
<p>Focus is: Rivers</p> <p>Skills / Knowledge to be developed: We will be learning about the features of the water cycle, understanding the journey of the river from source to sea; discussing the factors that cause flooding and the physical and human impact floods have on the world.</p> <p>Art: We will be exploring and producing our own landscape art pieces.</p> <p>Applied through: Geography/Maths /Art</p> 	<p>Focus is: Living things and habitats</p> <p>Skills / knowledge to be developed: We will look at why different animals have different habitats and features. We will develop an understanding of the classification system of living things and learn about the life and work of the scientist Carl Linnaeus in Science.</p> <p>Applied through: Developing understanding of classification keys and creating our own classification keys. Outdoor learning opportunities and producing a nature documentary in English.</p> 	<p>Focus is: Netball and Tag Rugby</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 and group work. In racket games, small competitions will be used to consolidate pupil's skills.</p> <p>PE is on a Tuesday.</p> <p>Please can children arrive at school in their P.E. kit.</p>	
<p>How can I help / information for helping Discuss the erosion you can see when you are out and about: do you notice erosion on the grass beside a footpath? Can you see erosion in the river as you cross a bridge?</p>	<p>How can I help / information for helping Identify different habitats at home and out and about – why do animals choose to live where they do? If you have a pet, identify different and similar features to humans.</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 is: To continue our learning on food, revision of days of the week, months of the year and weather phrases.</p> <p>Skills / knowledge to be developed: The children will be able to express their likes/dislikes of different foods as well as translating different menus. We will write two or more sentences describing the weather in each season. We will also consolidate our knowledge of days of the week and months of the year, with a particular focus on the pronunciation and spelling of these words.</p> <p>Applied through: Speaking and listening games, French song and books.</p>	<p>Focus is: Gaining Confidence Through Performance</p>  <p>In addition to listening and appraising Jazz and Blues music in our whole school focus, pupils will explore a range of music styles in our music lessons and develop performances of their own. When learning to perform the songs in this unit, children will focus on singing articulately. Finally, children will consider how the songs would have improved the world around them.</p> <p>Applied through: Development of performance skills.</p>	<p>Focus is: Healthy Minds</p>  <p>MindMate: Strong Emotions</p> <p>Skills / knowledge to be developed: Developing understanding that everybody has 'mental health', what can affect our mental health and what we can do to help and support our own mental well-being.</p> <p>Applied through: Discussion / Circle time / debate</p>	<p>Focus is: Continuing to develop an understanding of the Christian faith.</p> <p>Skills / knowledge to be developed: Children will be exploring 'What do Christians believe about Jesus's death and resurrection?' They will consider different narratives from Holy Week</p> <p>Applied through: Exploring artefacts, discussion, art work.</p> 
<p>How can I help / information for helping: Children will learn vocabulary such as: un croissant un jus d'orange je voudrais il fait froid</p> 	<p>How can I help / information for helping: To support our whole school focus on Blues and Jazz for our music of the week, please try to listen and discuss this style of music at home.</p>	<p>How can I help / information for helping: Openly discuss feelings linked to mental health and what makes your child feel better such as talking, drawing, going for a walk etc.</p>	<p>How can I help / information for helping Observe different church buildings in the local area. Do they represent different strands of Christianity?</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 planner). • 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 TT Rockstars to practise your times tables. Can you improve your accuracy and speed?  • Spellings: Children will receive a paper version of their spelling words on a weekly basis. This will be sent home every Friday. <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. • Children will need to practise these spellings using the revision methods they have been taught in class to consolidate the learning of their spelling rules. On the spelling sheet, there are ideas and challenges to support you with your spelling practice at home as well as handwriting opportunities. <p><u>Maths / English Homework</u></p> <p>One piece of Maths homework and one piece of English homework will be sent home each week. Homework is given out on a Thursday to be returned the following Tuesday. Please encourage your child to discuss their homework at home in order to help them develop their explanation and reasoning skills.</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>Tuesday 5th March – FOSS Mother’s Day Shop </p> <p>Thursday 7th March – Class Photographs</p> <p>Wednesday 13th March – Friday 15th March – Year 6 Residential</p> <p>Thursday 14th March – Parent Drop Ins 9-11am (Shadwell)</p> <p>Monday 18th March – Year 6 at the Church (afternoon session)</p> <p>Tuesday 19th March – Parent teacher consultations meetings</p> <p>Wednesday 20th March – Parent teacher consultations meetings continued (Year 6 only)</p> <p>Monday 25th March – Parent Drop Ins 9-11am (Bramham)</p> <p>Thursday 28th March – Last Day of term. School is closed on Good Friday.</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 are encouraging the children to become increasingly independent. Please support your child in being ready for the school day; they need to have their homework diary, pencil case, reading book and water bottle in school every 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 the office who will pass them on to me and I will contact you by phone as soon as possible.

Miss Hole