



Curriculum Newsletter

Bramham Shadwell Federation

Class 3: November-December 2024



English

- English will begin with a focus on **instructional writing** to develop children's use of precise vocabulary and clear communication.
- Children will continue to build their understanding of **adverbs, conjunctions** and **prepositions** in daily English and grammar lessons.
- Through narrative work later in the term, children will deepen their understanding of **speech punctuation**.



The texts we will focus on are: **How to Wash a Woolly Mammoth** by Michelle Robinson and **Stone Age Boy** by Satoshi Kitamura.

The outcome will be: to write their own version of instructions for how to wash a Woolly Mammoth before applying their skills in a cross curricular manner to write instructions for how to build a Stone Age shelter linked with SITE and topic work. During narrative work, children will write an alternative version of the story they have learnt about.

Information for Helping: Continue to discuss new vocabulary with your child and encourage them to identify how punctuation is used – in particular speech punctuation.

What do children learn about speech punctuation? In Year 3, children are taught about **inverted commas** as being the punctuation marks that show where direct speech is used. Children are encouraged to use a range of **synonyms** for "said" in addition to clarifying details about the character e.g. "Where are we?" **asked** the confused, young boy.

What will children understand about conjunctions? A conjunction is a word used to connect sentences. Children have already focused on coordination using **BOYS (but, or, yet, so)** words to join two sentences which make sense independently of each other. This term, children will widen their knowledge of subordination using the acronym **A WHITE BUS (although, while, however, if, though, even though, because, until, since)** to join sentences where one clause requires the main clause in order that it makes sense: The boy wandered alone **until** he found the strange settlement.
Until he found the strange settlement, the boy wandered alone.

Maths

- This half term, there will be a focus on **multiplication** and **division**.
- We will be learning the **multiplication** and **division** facts up to 12 for the 3, 4 and 8 times tables. This will allow them to apply their skills in calculations and this will be worked on continuously throughout the year.
- Children use the skill of **recognising patterns** to help them **multiply** and **divide by 3, 4 and 8**.
- Later in the term, children will progress from informal mental methods of calculation to a more formal method of recording their thinking.
- Children are encouraged to know times tables with speed and accuracy in order to confidently solve the challenging problems they will encounter with efficiency and be able to check their results accurately.



How can I help / information for Helping:

Encourage your child to engage in TT Rockstars as much as possible.


KIRF Target – Autumn Term 2



To double and halve even numbers up to and including 100.

Children must be able to efficiently compute facts e.g. 11 doubled is 22
16 doubled is 32 – double 10 then double 6
Half of 20 is 10
Half of 42 is 21 – halve 40 then halve 2

What is double... What is half of ...
Divide by 2... Multiply by 2...

The children's KIRF target will be practised in class each week and the children will be expected to build speed and accuracy.

Topic	SITE	P.E
<p>Focus: 'How did people in the past protect themselves?' is the overarching question with a focus on the prehistoric period from Stone Age to Iron Age.</p>  <p>Children will learn about these periods of history through role play and by exploring a range of historical sources.</p> <p>Skills / Knowledge to be developed: Understanding chronological ordering and terminology related to the passage of time. Stone Age activities will include studying artefacts that give clues to how early humans lived. Later, we will explain why this period of history was so important for human evolution. We will develop an understanding of Bronze Age and Iron Age people's beliefs, customs and practices.</p> <p>Art links: Children will explore cave paintings and will use different media to explore mark making in different ways.</p> <p>Applied through: Geography / English / Maths / Art</p>	<p>Focus: Rocks and soils</p> <p>Skills / knowledge to be developed: Children will discuss the rock cycle, identifying how rocks are created. Children will name and categorise rocks using scientific observations and will take part in practical investigations.</p> <p>DT and Computing links: Children will explore types of stone age homes and create an effective design using natural resources. In computing, children will use iPads to create a stop frame animation. They will use programs in which objects perform actions in a sequence.</p> <p>Applied through: This half term's SITE Project is making a model of a Woolly Mammoth.</p>	<p>Focus is: Handball, netball and basketball. Children will be taught PE on Thursday morning by Coach Danny. Children should come into school in their PE kits.</p> <p>Skills / knowledge to be developed: Children will perform basic skills to develop coordination and techniques for controlling a ball in different ways. Children will learn how to use a variety of passes to keep possession and aim for goal.</p> <p>Applied through: Children will develop their techniques through individual skill work and team challenges.</p>
<p>How can I help / information for Helping: Encourage children to reflect on how changes occur over time (within their lifetime and prior to their lifetime) and discuss terminology related to the passage of time e.g. day / week / month / year / decade / century / millennium. Share non-fiction books about the Stone Age, Bronze Age and the Iron Age, focusing on children's interests and questions.</p>	<p>How can I help / information for Helping: Discuss the different types of shelters and how to build stone age shelters effectively using natural materials. Ask children about the different properties of rocks within their natural environment. Emphasise the importance of staying safe online.</p>	<p>How can I help / information for Helping At present, we are now able to teach PE inside. However, we would still advise that children wear warm PE kit throughout the winter months for any sessions outside. Please come into school on Thursdays wearing PE kits.</p>

French	Music	PSHE / MindMate	R.E.
<p>Focus is: Understanding and saying classroom instructions. Discussing Christmas using French vocabulary.</p> <p>Skills / knowledge to be developed: Consolidating vocabulary through using conversational skills to answer questions such as "Comment t'appelles-tu?" Learning new vocabulary of classroom instructions. Learning vocabulary about Christmas</p> <p>Applied through: Speaking and listening games, matching tasks and completing role play activities.</p>	<p>Focus is: Children continue to explore how music is created. A focus on appreciation of musical styles and how music can be a part of a person's identity.</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).</p> <p>Applied through: Discrete class teaching using our voices and rhythm instruments.</p> 	<p>Focus is: We will be looking at gender stereotypes and the children's aspirations. We will also look at what makes a good friend.</p> <p>Skills / knowledge to be developed: Children will develop team work skills and discussion skills through circle time and mind mate work.</p> <p>Applied through: Discussion / Circle time / debate</p>	<p>Focus: Children will continue to explore key customs and beliefs of the Jewish faith and how ideas about God are expressed in stories, celebrations and action. Along with this, they will be deepening their understanding of the Christmas story.</p> <p>Skills / knowledge to be developed: Understanding of the Torah as a sacred text and the weekly celebration of Shabbat.</p> <p>Applied through: Learning about customs of festivals will be applied through written work and art.</p> 
<p>How can I help / information for Helping: Children will use phrases such as:</p> <ul style="list-style-type: none"> • Comment t'appelles-tu? • Ca va? Comme ci comme ca • Ca va bien Ca va mal, au revoir • Joyeux Noel • Repetez, Regardez, Ecoutez, Asseyez-vous, Venez ici 	<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: Talk about what makes a good friend. Discuss strategies for cooperating well when working as part of a team.</p>	<p>How can I help / information for Helping: Use news articles to discuss religious festivals. Discuss the importance of the Christmas celebration. Ask children how their own experiences compare with the celebrations during religious festivals.</p>

Homework

Ongoing Homework

- **Reading:** we recommend that children read to an adult at least 3 times a week for up to 15 minutes (logged by the children and noted in their homework planner by an adult).
- **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. *Please see the class teacher if your child has not received a spelling list.* 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.



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.

Maths / English Homework

Homework is given out on a Thursday, to be returned the following Tuesday.

Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.

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.

Any Other Information / Dates for the Diary

Thursday 14th November: Shadwell Coffee Morning for parents/carers

Friday 15th November: Children in Need

Monday 17th November: Road Safety Week

Thursday 28th November: Pantomime

Friday 29th November: Inset Day

Friday 6th December: Christingle at Church (all year groups)

Saturday 7th December: FOSS Christmas Fair

Monday 16th December: FOSS Christmas Shop (AM)

Thursday 19th December: Y3 Christmas Party

Friday 20th December: Last day of term for all children

Independent Reading Books

We would like to invite the children to bring in a book which they can use for quiet reading time in class if they wish to do so. The children will keep this in their drawer and bring home when they have finished. This should be something that the children enjoy reading and can be books that they have read before. Please ensure that it is named.

Water Bottles

Please ensure that your child has a named 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.

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.

Thank you, as always, for your continuous help and support. If you have any queries please do not hesitate to contact us via the office (offices@leedsfederation.org).

Miss Brockway