



# Curriculum Newsletter



Bramham Shadwell Federation  
Class 4 January - February 2022

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

**What does freedom mean to someone?**

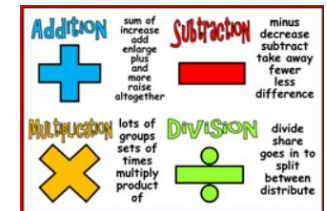
## English

- English work will begin with a focus on **persuasive writing**.
- The children will develop their persuasive writing skills when analysing a range of holiday adverts, leaflets and brochures.
- They will identify the key persuasive features of **adverts** and look at the exciting and creative language used to tempt people to go on holiday.
- The children will then utilise the persuasive skills they have developed to write an advert enticing readers to visit a city/region of Spain. This links with our Spanish geography topic this half term.
- The children will continue to explore using **coordinating and subordinating conjunctions** and their position and purpose in a sentence.
- They will look at **personal and possessive pronouns** and specifically where and how to use them in persuasive writing.
- They will learn how to use an **apostrophe** to mark singular possession.
- The children will also write a **diary entry** about visiting Spain as their cross-curricular piece using the knowledge they will develop in their topic lessons.
- The outcomes will be:** A written advert about Spain and a diary entry about visiting Spain.
- This half term, children will also explore a range of texts to develop their **inference** reading skill.



## Maths

- The children will continue to use practical resources to further their knowledge of multiplication and division.
- They will be encouraged to use **mathematical vocabulary** such as 'quotient', 'commutative' and 'inverse' in relation to these operations.
- They will learn how to multiply **2-digit and 3-digit** numbers using short multiplication.
- The children will divide 2-digit and 3-digit numbers by a 1-digit number, including numbers with remainders.
- We expect all the children to know **multiplication and division facts up to the 12 times table** for use in calculations and this will be worked on continuously throughout the year.
- The class will continue to solve word problems and two step calculations 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 achieve this target.



### How can I help / information for Helping

Show your children any adverts you have at home and discuss their layout, what persuasive features they have and identify the creative language they use to influence and persuade the reader.

### What are subordinating conjunctions?

A main clause is a sentence which contains a verb and a subject, it makes sense on its own and can form a complete sentence. A **subordinating clause** is a part of a sentence that adds additional information to the main clause. A **subordinating conjunction connects a main clause and a subordinate clause**. Examples of subordinating conjunctions are: after, although, because, so that, providing that, when, if and as.

### How can I help / information for Helping

Ask the children to recall their 6, 7, 8, 9, 11 and 12 times tables.

Go on this website to practise times tables:

<https://www.timestables.co.uk/multiplication-tables-check/>

### KIRF Target – Spring Term 1



I can recognise decimal equivalents of fractions.  
**Children must be able to convert decimals into any given tenth fraction:**





$$0.1 = 1/10$$


$$0.5 = 1/2$$

$$0.9 = 9/10$$

Ask the children to recall common fractions they know. Demonstrate how this can be converted into decimals.

Topic – Geography	SITE	P.E
<p><b>Focus is: 'Spain'.</b> The children will learn about Spain, looking particularly at the region of Catalonia and the city of Barcelona. Within these lessons, they will look at the human and physical geography of Spain.</p> <p><b>Skills/Knowledge to be developed:</b> Children will have the opportunity to develop their knowledge about Spanish culture, climate and tourism. The children will be able to develop their research skills and <b>locational knowledge</b>.</p> <p><b>Art links:</b> The children will learn about Antonio Gaudi and Picasso's individual styles and then create a self-portrait.</p> 	<p><b>Focus is: 'Animals, including Humans'.</b> <b>Skills / knowledge to be developed:</b> In Science, the children will learn about the basic parts of the digestive system and their functions. They will also learn about the function of the different types of teeth humans and animals have. They will then compare and contrast teeth of a carnivore and herbivore. They will also study food chains and learn how to identify producers, prey and predators. In ICT, using the programme Espresso, the children will continue learning aspects of basic coding where they will learn to create simple games which use a score variable. In addition to coding, we will look at keeping safe online. In DT, the children will design, create and evaluate a 3D interactive poster on digestion.</p>	<p><b>Focus is: Dance.</b> <b>Skills / knowledge to be developed:</b> The children will explore different movements through travelling and linking this with a rhythm. They will look at finishing positions and the fundamental skills needed in dance. The children will also develop a range of core building exercises and balances, sequencing them together and evaluating their own and others' routines.</p> <p><b>Applied through:</b> Individual, pair and group work. Refining routines and developing teamwork skills.</p> 
<p><b>How can I help / information for Helping</b> Discuss the difference between key features in your local area and Spain. Discuss the difference in climate between where we live and Spain. Discuss Spanish culture and traditions. Talk about why tourism is important.</p>	<p><b>How can I help / information for Helping</b> Discuss with your child why it is important to keep their teeth and mouth clean and healthy. On walks in different environments, talk to your children about the animals, their habitats and possible food chains. Discuss ways to keep safe online with your children.</p>	<p><b>How can I help / information for Helping</b> 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><b>Focus is:</b> Writing in French using grammatical aspects of this language. Recalling family members in French and using adjectives to describe them.</p> <p><b>Skills / knowledge to be developed:</b> The children will develop their speaking, listening and writing skills.</p> <p><b>Applied through:</b> Talk partners and group work. Written sentences in their Jolie Ronde books. Questions and answers and the use of songs.</p> 	<p><b>Focus is:</b> Stop! Anti-bullying rap song. <b>Skills / knowledge to be developed:</b> Children will develop their understanding of the interrelated musical dimensions (beat, tempo, pitch) through listening and appraising songs and learning this rap. The children will also get the opportunity to compose their own songs and write lyrics.</p> <p><b>Applied through:</b> Listening to a variety of music compilations and commenting on the styles, tempo and beats. Whole class writing session looking at syllables and appropriate lyrics.</p> 	<p><b>Focus is:</b> Physical health and wellbeing: What is important to me? <b>Skills / knowledge to be developed:</b> Children will develop their understanding of certain lifestyle choices (why people eat/avoid certain foods). They will also learn about the importance of being healthy and getting enough sleep.</p> <p>In MindMate, the children will be exploring the different emotions they can feel and how to deal with them appropriately.</p> <p><b>Applied through:</b> Discussion / Circle time / Debate</p> 	<p><b>Focus:</b> What faiths are shared in our community? <b>Skills / knowledge to be developed:</b> The children will develop their understanding of the different religions within our community and how important events are celebrated across the world.</p> <p><b>Applied through:</b> Class discussions / partner talk.</p> 
<p><b>How can I help / information for Helping</b> Ask the children what they have been learning about in French. Encourage the use of discussion and ask children to verbally recall key vocabulary.</p>	<p><b>How can I help / information for Helping</b> Discuss different music genres with the children. What should a song include? What makes it catchy? What should they include in their song? What sort of pitch or pace should it have?</p>	<p><b>How can I help / information for Helping</b> Discuss making the right food choices and what the different food groups are. Why are they all important? Talk to your child about why there are certain foods they can't have too much of.</p>	<p><b>How can I help / information for Helping</b> Discuss different faiths in your community and religious events that you celebrate. Can the children explain how they are celebrated?</p>

<b>Homework</b>	<b>Any Other Information / Dates for the Diary</b>
<p><b><u>Ongoing Homework</u></b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> a minimum of 15 minutes reading every night (logged by the children and noted in their reading record). In their homework diaries the children are to log Red words (words they don't know), Amber words (words they have heard before but are unsure of) and Green words (words they know and can use).</li> <li>• <b>KIRF target:</b> see maths</li> <li>• <b>Times Tables:</b> see Homework Diary</li> <li>• <b>Spellings:</b> learn their spelling list given. The spelling sheet has spelling support strategies on it. <i>Please see the class teacher if your child has not received a sheet.</i> If you could spend a little time each week practising these with your child, it would be greatly appreciated.</li> </ul> <p><b>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.</b></p> <p><b><u>Maths / English Homework</u></b></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.</p> <p><b>Please encourage your children to discuss their homework at home in order to help them develop their explanation and reasoning skills.</b></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><b>7<sup>th</sup> February – 11<sup>th</sup> February</b> - Internet Safety Week  <b>Wednesday 3<sup>rd</sup> March</b> – World Book Day  <b>Friday 18<sup>th</sup> March</b> – Red Nose Day</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 regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.</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 Duckett and Mrs Martin