



Curriculum Newsletter



Bramham Shadwell Federation Class 6 January - February 2022

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

What does freedom mean to someone?

English

- Children will have the opportunity to further explore **persuasive writing**. They will write an advert for the games consoles they designed during our global economy launch day. In addition to embedding persuasive features, they will also develop grammatical knowledge including the **subjunctive form** and gain confidence with **more complex punctuation such as colons and semicolons**.
- We will also 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.

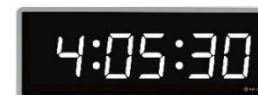


The outcome will be:

- Persuasive advert inspired by the games consoles designed by the children.
- A creative suspense story entitled 'Alma'

Maths

- The initial focus will be applying our fractions knowledge to **decimals and percentages** - converting and finding equivalence between them and finding percentages of amounts.
- Next, the children will move on to **time**, with a focus on 12/24hr conversion, reading timetables and calculating time intervals.
- We will then move on to different units of measurement, **converting units of length, mass and volume**.
- We will interrogate complex word problems, developing an understanding of what a question is asking and how to apply the written methods we have learned to help us solve problems accurately and efficiently.
- Additionally, the **KIRF target** is outlined below; please help your child achieve this target using the attached information.
- Each Friday, there will continue to be a **times tables challenge** where children can tackle their own individual targets. As children master a challenge, they will be given the next step to work on!



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.

What is figurative language?

Simile – 'like' or 'as as....' – "His heart was beating like a drum. His hands were as cold as ice"

Metaphor – 'it is/was' – "His anger was a volcano waiting to erupt. The moon was a sliver torch guiding the way."


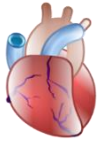

Personification – giving non-human objects human characteristics – "The stars danced in the sky. The wind shouted in his ears."



How can I help / information for helping



Discuss the time with your child – how long does an event take, can they convert between minutes and hours. Do they understand the units of measurement on drinks and food packaging

KIRF Target – Spring Term 1

- Children can convert between **fractions, decimals and percentages**
Children should be able to express a fraction as a decimal or a percentage e.g. $\frac{4}{5} = 0.8 = 80\%$
- You don't need to practise them all at once** - start with tenths before moving on to hundredths.
- Play games** – Make some cards with pairs of equivalent fractions and decimals. Use these to play the memory game or snap.

Topic – Geography and Art	SITE	P.E
<p>Focus is: ‘The Global Economy.’ This will be linked to the Geography of the World and explore world trade links and the global growth of industry.</p> <p>Skills / Knowledge to be developed: We will explore import and export and where goods are made globally – what countries do we rely on for the items that we use on an everyday basis? We will consider the impact of ‘outsourcing’ on both a human and environmental scale.</p> <p>Art links: Children will be designing their own logos linked to the concept of global brands. Children will be considering what makes a brand’s logo effective with respect to complementary and contrasting colour choices and reproducing these logos through printing. To support this understanding, children will look at artist Paul Klee who explores colour theory in his art and briefly visit the Andy Wahol Pop Art movement.</p> <p>Applied through: Geography / English /Maths /Art</p> 	<p>Focus is: The Heart</p> <p>Skills / knowledge to be developed: The children will be developing their scientific knowledge about the heart and circulatory system. We will use practical tasks to understand how blood collects and deposits oxygen throughout the body. Children will also complete investigations about exercise and present their data and draw conclusions based on the evidence they have found.</p> <p>Applied through: Discussing, understanding and explaining what is happening to the body during PE lessons using scientific language.</p> <p>Computing: More Complex Variable Children will learn how variables can be combined with conditional events to perform tasks like calculations and create interactive graphs.</p> 	<p>Focus is: Dance and Gymnastics.</p> <p>Skills / knowledge to be developed: Children will learn to improvise a short dance sequence using a wide range of movements with fluency and control.</p> <p>Children will also be focusing on different balances and their co-ordination skills. Working as individuals or in pairs, they will develop a sequence of movements and balances. They will describe what they and others do that is successful and be able to suggest improvements.</p> <p>Applied through: formulating and performing gymnastic and dance routines in small groups.</p> 
<p>How can I help / information for helping Discuss current affairs from around the world with your child – particularly anything to do with trade and global products e.g. How will US trade tariffs affect us when the iPhone is made? How trading in Europe might be affected due to Britain leaving the European Union?</p>	<p>How can I help / information for helping Discuss medical advancements that have allowed people with heart problems to survive. Research what makes a healthy heart and discuss the activities and the food your child does/eats that contribute to a healthy heart.</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: Directions, days of the week and months of the year.</p> <p>Skills / knowledge to be developed: Children will be able to use their understanding of building on the high street to asking where places are and use directional language to help them describe this. They will also recap their knowledge of the 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 songs and books.</p>	<p>Focus is: ‘How does music bring us together?’</p> <p>Skills / knowledge to be developed: This unit celebrates a wide range of musical styles. They will explore and learn three songs: ‘Do what you want to’, ‘It’s all about love’ and ‘Sunshine on a rainy day’. They will consider how each song links to emotions.</p> <p>Applied through: learning the song and comparing it with other works, identifying instrumentation, learning accompaniment parts then altering these with their own ideas.</p>	<p>Focus is: Drugs, Alcohol, Tobacco education (DATE)</p> <p>Skills / knowledge to be developed: Children will learn about the risks associated with different substances and how to deal with peer pressure in relation to this. Our MindMate is: ‘Feeling Good and Being Me’.</p> <p>Applied through: Knowing what positively & negatively affects their physical, mental & emotional health, including the media. Identifying a way of resisting peer pressure. Naming factors that can help them cope with difficult feelings & situations.</p>	<p>Focus is: developing an understanding of the Christian faith.</p> <p>Skills / knowledge to be developed: Identifying the different branches of Christianity and their similarities and differences between them.</p> <p>Applied through: We will be looking at a range of places of worship in our locality and plotting these on a map of the area.</p> 
<p>How can I help / information for helping Children will learn new vocabulary such as: A gauche Grand Il y a? Matin</p> 	<p>How can I help / information for helping When listening to music discuss any feelings, or perhaps memories, you have with the song.</p>	<p>How can I help / information for helping Discuss ‘peer pressure’ and situations where this might be an issue, particularly as the children enter their teenage years.</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 maths section. • 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> • On your spelling sheet, there are also handwriting opportunities as well as ideas and challenges to support you with your spelling practice at home. • Mathletics – Use Mathletics to revisit prior learning and learn new skills (aim: 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><u>Maths / English Homework</u> 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>w/c 7th February – Internet Safety Week</p> <p>Thursday 3rd March – World Book Day</p> <p>Friday 18th March – Red Nose Day</p> <p>Wednesday 30th March – Friday 1st April – Residential Visit</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 me or make an appointment at the office to arrange a meeting after school.

Miss Beaumont