



Curriculum Newsletter

Bramham Shadwell Federation
Class 5 May - June 2018

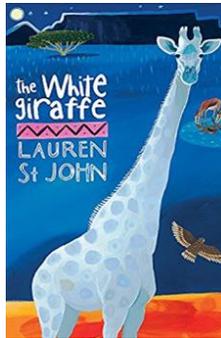


All our learning in class this half term will be focused around the question:

Can I make a difference?

English

- The focus will be on Grammar, punctuation and spelling activities linked to our topic work of using maps around the world. This will be based on the book **'The White Giraffe'** by **Lauren St John**.
- The children will explore the different uses of colons and semi colons and how to use these effectively, thinking about the impact on the reader.
- Children will complete a **Read, Write, Perform** unit which will encourage them to actively engage with a variety of media to write a prologue for the book.
- The children will complete the unit by writing and performing in a debate linked to the motion of **'Should animals be kept in zoos?'**.
- Editing and improving their own work as they respond to their targets will be a continued focus.



The outcome will be: to write a prologue using Read, Write, Perform and to write and take part in debate.

How can I help?

What are the uses of a colon?

- To introduce a list e.g. **The white giraffe visited: Zambia, Kenya and Ethiopia.**
- To join two independent clauses where the first is descriptive and the second add further detail e.g. **The white giraffe was terrifying: it was enormous.**

What are the uses of a semi-colon?

- To link two closely related independent clauses e.g. **The sun beamed through the clouds; the sand cracked as though it hadn't felt rain in months.**
- To separate items in a list when the items are descriptive e.g. **In the picture, there is a clear, night sky; a tall, white giraffe and a small, swooping bird.**
- To join two clauses using a conjunctive adverbial e.g. **The child was having fun watching the giraffe; even though it wasn't doing much.**

Maths

- The term will begin with a focus on angles, including identifying, measuring and drawing different angles and angles within a shape.
- These angles include: **acute, right, straight, obtuse and reflex.**
- The children will explore the properties of the shapes and describe how the position of a shape changes following a reflection (**creating a mirror image**) or translation (**movement of a shape**).
- We will complete the term with a focus on **measure** in order to convert between **imperial and metric conversions.**
- The measurements we will look at include: time, length, weight and capacity.
- We will use our knowledge from multiplication and division to apply to a range of question types.
- They will continue to solve problems 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 to achieve this target.

How can I help?

Encourage your child to practise their KIRF target at home by asking:

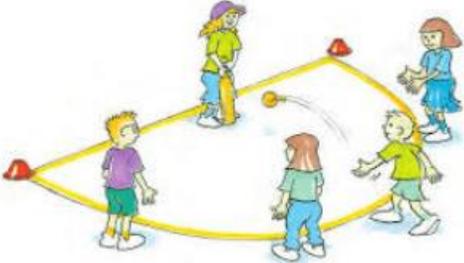
- What is 8 **squared**?
- What is 7 **multiplied by itself**?
- What is the **square root** of 144?

Use this interactive game to help familiarise protractor use:

<https://www.mathplayground.com/measuringangles.html>

KIRF Target – Summer Term 1

- Recall the square numbers up to 12².
- Recall the square root to 12².
- Be able to identify, know and draw the symbol for squaring a number and for the square root of a number.

Topic – (Geography)	Science	P.E
<p>Focus is: ‘Can I make a difference using maps?’ We will explore: global environmental issues, how to live sustainably and focus on a comparison between the geography of Europe and the geography of Africa.</p> <p>Skills / Knowledge to be developed: We will develop our map skills in order to describe the features of the land, using four and six figure grid references, 8 compass points and OS symbols.</p> <p>Applied through: Geography lessons, English debate, Maths using co-ordinates and French directions.</p>	<p>Focus is: Life cycles of different plants including fertilisation, dispersion and germination.</p> <p>Skills / knowledge to be developed: We will begin the topic by identifying the parts of plants through dissecting. We will use this knowledge to understand how flowering plants reproduce using pollination and fertilisation considering seed dispersal.</p> <p>Applied through: During science lessons, we will investigate the most appropriate conditions for a plant to germinate. Outdoor learning using plant presses.</p>	<p>Focus is: Striking and fielding</p> <p>Skills / knowledge to be developed: Throwing, catching and striking a ball</p> <p>Applied through: Children will develop their techniques to play a variety of games in small teams.</p> 
<p>How can I help? Discuss the different uses of maps in everyday life. Using a map, plan and a follow a route. Go for a walk and draw a map of the route taken. Discuss any signage and symbols seen around your area.</p>	<p>How can I help / information for Helping Discuss key vocabulary with your child including: carpel, germination, anther, filament, stigma, style, ovaries, reproduction, fertilisation, pollination, germination. Observe the growth of plants around the local area.</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.</p> <p>Skills / knowledge to be developed: Explain how to get to different areas or places in their street or town using their knowledge of directions, adjectives and places.</p> <p>Applied through: Using the ‘Jolie Ronde’ scheme of work, playing games and singing songs.</p>	<p>Focus is: Composing a song connected to the rainforest in Africa</p> <p>Skills / knowledge to be developed: Composing, recording and performing a piece of music.</p> <p>Applied through: Weekly lessons where the children will compose their own piece of music which they will record using musical staves. Once they have put it all together, they will perform it to an audience.</p>	<p>Focus is: Mental health – dealing with different feelings.</p> <p>Skills / knowledge to be developed: the children will develop an understanding of their feelings and how they can change as they grow older. These feelings include those associated with loss and grief.</p> <p>MindMate Lesson: dealing with strong emotions.</p> <p>Applied through: Discussion / Circle time</p>	<p>Focus is: Forgiveness.</p> <p>Skills / knowledge to be developed: developing the children’s understanding of the importance of forgiveness in the main world religions. These religions include: Judaism, Hinduism, Islam, Buddhism, Christianity and Sikhism.</p> <p>Applied through: Circle time/ Discussion/ lessons.</p>

<p>How can I help / information for Helping</p> <p>Discuss what the children have learnt and get them to teach someone else in their family. Give directions in French.</p>	<p>How can I help / information for Helping</p> <p>Discuss and listen to what sounds they may hear in a rainforest. Watch and listen to rainforest themed music and pieces.</p> 	<p>How can I help / information for Helping</p> <p>Discuss feelings with your child and what they have learned in class and how this applies in your home. Discuss coping strategies and who they can talk to in and out of school.</p>	<p>How can I help / information for Helping</p> <p>Discuss the importance of forgiveness in their everyday life. Encourage them to be aware of alternative religions.</p>
--	---	--	--

Homework	Any Other Information / Dates for the Diary
<p><u>Ongoing Homework</u></p> <ul style="list-style-type: none"> • KIRF target: See maths section • Reading: a minimum of 15 minutes reading every night (logged by the children and noted in their reading record). • Times Tables: see Homework Log Sheet • Spellings: learn the list on Spellodrome (aim: 1000 points+) 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> <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></p> <p>Homework is distributed on alternative weeks. 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 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>Friday 19th April: Easter Friday Bank Holiday Monday 22nd April: Easter Monday Bank Holiday Friday 3rd May: 'Tour de Yorkshire' going through Shadwell Monday 6th May: May Bank Holiday W/C Monday 17th June: Healthy Week Tuesday 18th June: Sports Day Thursday 27th – 28th June: Herd Farm Y5 residential Wednesday 10th July: Sports assembly with parents (1 hour) Monday 15th July: Dress rehearsal for production Tuesday 16th July: KS2 production 9.30am and 6pm</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> <div style="display: flex; align-items: center;">  <p>We encourage you to follow our school Twitter account @BramhamShadwell. We post regular updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.</p> </div>

Thank you, as always, for your continuous help and support. If you have any queries please do not hesitate to contact us or make an appointment at the office to arrange a meeting after school.

Miss Alexandra