



Curriculum Newsletter

Bramham Shadwell Federation

Class 5 November – December 2018



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

How did people in the past protect themselves?

English

- The focus will be on Grammar, punctuation and spelling activities linked to a range of books and folktales including 'The Chocolate Tree' by Linda Lowery and Richard Keep and 'The Hero Twins' by Don Jolley alongside others.
- Children will explore sentence structure including the use of complex sentences with a focus on rearranging main and subordinate clauses to enhance their writing.
- The children will have the opportunity to take part in a Read, Write, Perform unit along with a debating unit which will both have a high focus on speaking and listening.
- Editing and improving their own work as they respond to their targets will be a continued focus.

The outcome will be: to write a persuasive letter, a persuasive invitation to battle and write and take part in a debate.

How can I help / information for helping

Discuss vocabulary with your child from their reading book.

Have your child rearrange the clauses in a sentence, ensuring to add the correct punctuation e.g. 'Sean watched the film even though it was late.' Becomes 'Even though it was late, Sean watched the film.'

What is a main clause?

A main clause is a sentence that contains a verb and a subject. It makes sense on its own and can form a complete sentence. E.G. Sean watched the film.

What is a subordinate clause?

A subordinating clause is a part of a sentence that adds additional information to the main clause. A subordinating clause does not make sense on its own and contains a subordinating conjunction (although, while, however, if, even though, because, until, since). If the subordinating clause is before the main clause, it must be followed by a comma. If the subordinating clause is after the main clause, no comma is needed, eg. Even though it was late, Sean watched the film.

Maths

- The focus will be learning about **multiplication and division**.
- There will be an emphasis on number facts and improving our mental and written calculations for multiplication and division.
- We expect all the children to know multiplication and division facts up to the 12 times table for use in calculations. Each week there will be a times tables test; children will then be given a target to improve the speed at which they do the times table or to learn the next one.
- 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 / information for helping

Please help your child to learn their times tables as this increases mathematical confidence and accuracy.

Practice formal methods of multiplication and division at home.

KIRF Target – Autumn Term 2

I know the multiplication and division facts for all timetables up to 12 x 12.

- Children should be able to answer all multiplication and division questions in any order.
- Children should be able to answer missing number questions e.g. $7 \times \underline{\quad} = 28$ or $\underline{\quad} \div 6 =$
- Children should be familiar with multiplication and division language and be able to use these interchangeably e.g. What is 12 **multiplied** by 6? What is 12 **times** 6? What is 12 **lots** of 6?

Topic – (History)	SITE	P.E
<p>Focus: our history topic is on 'The Ancient Mayan Civilisation'. Children will learn who they were, where they lived and key aspects of their lives. As a class, we will then consider what we can learn from the past and how people protected themselves both from attack and from the elements in keeping with our half termly theme.</p> <p>Skills / Knowledge to be developed: Chronological understanding, knowledge and understanding of events, people and changes in their past.</p> <p>Applied through: Topic lessons English lessons Guided reading lessons</p>	<p>Focus: Forces.</p> <p>Scientific Skills / knowledge to be developed: Develop their knowledge about the idea of gravity and the effects of resistance and friction that act between moving surfaces.</p> <p>DT links: We are making a parachute using our knowledge of forces and how different materials react to the forces of gravity, friction and resistance.</p> <p>Computing links: To use coding programmes including Scratch and code.org to explore how algorithms work. We will then apply this to our parachute by evaluating and editing our own algorithms.</p>	<p>Focus: Hockey and Basketball</p> <p>Skills / knowledge to be developed: Teamwork skills, shooting, attacking and defending.</p> <p>Applied through: Children will develop their techniques to play a variety of games in small teams.</p> <p>P.E. this term will be on a Thursday morning.</p>
<p>How can I help / information for Helping Make a PowerPoint/poster/presentation focusing on a chosen aspect of Mayan life. Discuss key vocabulary to our topic e.g. civilisation, idol, temple.</p>	<p>How can I help / information for Helping Explore how different forces act on everyday objects in the home. Research how algorithms are used in everyday life.</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: My Family.</p> <p>Skills / knowledge to be developed: Use a wide range of vocabulary linked to the family and pets and start to use aspects of grammar to place this correctly in sentences.</p> <p>Applied through: Children will write some information about their own family and pets.</p>	<p>Focus: singing.</p> <p>Skills / knowledge to be developed: Learning to sing through learning the inter-related dimensions of music (timbre, pitch, dynamics, tempo, rhythm, duration, texture, structure, melody and harmony).</p> <p>Applied through: Music lessons and whole school singing practice.</p>	<p>Focus: stereotypes, discrimination and prejudice.</p> <p>Skills / knowledge to be developed: developing the children's understanding of what stereotypes, discrimination and prejudice are and why it is important to challenge these daily.</p> <p>Applied through: Discussion, PSHE lessons, circle time.</p>	<p>Focus: Why are some places and journeys special?</p> <p>Skills / knowledge to be developed: developing the children's awareness of what places and journeys are important to other people and in different religions. This enables children to identify what places and journeys are important to them.</p> <p>Applied through: Circle time, RE lessons, discussion.</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.</p>	<p>How can I help / information for Helping</p> <p>Encourage your child to practise singing at home. Ask your child if they can explain the inter-related dimensions.</p>	<p>How can I help / information for Helping</p> <p>Discuss why we must continue to challenge stereotypes, discrimination and prejudice. Encourage your child to have an open mind in terms of widening their views on stereotypes, discrimination and prejudice.</p>	<p>How can I help / information for Helping</p> <p>Discuss the importance of different places and journeys and how a wide range of people from all over the world have different perspectives based on the religion they choose to follow. Encourage them to be aware of alternative religions and beliefs and the idea that some people choose a scientific belief instead.</p>
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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 reading record). • KIRF target: See maths section • 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.</p> <p>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>Wednesday 28th November – Y5 Mayan Drama Day based at Shadwell</p> <p>Friday 30th November – Christmas Progress Café</p> <p>Thursday 13th December – 9.30am KS1 Christmas Production</p> <p>Friday 14th December – Christmas Jumper Day</p> <p>Tuesday 18th December – 2.00pm Carol Concert for parents from classes 2, 4 and 6.</p> <p>Wednesday 19th December – 9.15am Carol Concert for parents from classes R, 1, 3 and 5.</p> <p>Thursday 20th December – 1pm KS2 party</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 as well as check our class website page. We regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.</p> 

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