



Curriculum Newsletter

Bramham Shadwell Federation

Class 6 November – December 2018



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

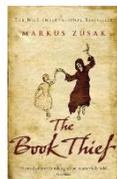
How did people in World War 2 protect themselves?

English

- The focus will be on **grammar, punctuation and spelling** activities linked to **our WW2 Topic**.
- The children will explore **different sentence types** within texts, thinking about the impact on the reader (e.g. short sentences, compound sentences, subordinate sentences, speech sentences).
- The children will explore sentence structure including **the use of commas** and see how they can change the meaning of a sentence.
- They will learn how to use a **colon, a semicolon and a dash** to extend a sentence with extra information.
- Editing and improving their own work as they respond to their targets will be a continued focus.

The texts we will focus on are: Anne Frank's Diary and The Book Thief.

The outcome will be: to write a range of **recounts** - contrasting diary entries based on different perspectives of WWII and news articles; we have a fascinating writing workshop planned to discover and write about the real-life story of a WW2 refugee.



We will form a **debate** based on opposing views of the war.

How can I help / information for Helping

Discuss vocabulary with your child from their reading book.

What is a complex sentence?

This is where children are using **two clauses** (a main clause and a subordinate clause).

I love the rain because I can wear my wellington boots. (I love the rain = main clause; because I can wear my wellington boots = subordinate clause).

Commas used for clarity to avoid ambiguity

I like eating my family and my dog → I like eating, my family and my dog.

Maths

- The initial focus will be to **explore factors, multiples and prime numbers**. If your child is not yet confident with their times tables up to 12, please continue to support them learning these as they will play a big part in this unit of work.
- Next, the children will move on to **fractions**, focusing on simplifying, comparing and ordering, adding and subtracting using basic fractions and mixed numbers.
- The children will also take part in the 'Barvemember' challenges – this is an opportunity to use bar models to solve a wide range of problems using and applying reasoning skills.
- Additionally, the **KIRF target** is outlined below; please help your child achieve this target.



BARVEMBER



How can I help / information for Helping

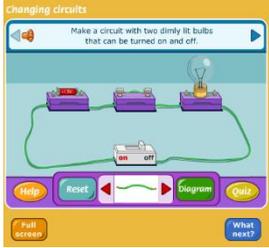
Practise times tables with your child.

Get your child to explain how bar models work.

Discuss proportions as fractions in everyday situations.

KIRF Target – Autumn Term 2

- Children can identify **common factors of a pair of numbers**.
- The factors of a number are all the numbers which it can be divided by without any remainder. The common factors of two numbers are the factors they share.

Topic – History and Art	SITE	P.E
<p>Focus is: ‘How did people in World War 2 protect themselves?’ The children will consider how people kept themselves safe both physically and emotionally during this period of history.</p> <p>Skills / Knowledge to be developed: The children will investigate how WWII began and learn about The Blitz, rationing, propaganda, different shelters, the Axis of Power, the Allies and neutral countries (and how they change depending on the perspective); and the role Britain played in WWII.</p> <p>Art links: The theme will focus on the Yorkshire Artist Henry Moore and his WWII Underground shelter drawings and paintings. The children will learn about the artist, his life and work before developing their own skills in drawing and painting. We will be exploring the tools and techniques used by Henry Moore himself during the war years and produce some of their own work based on the colours and moods of the shelters during the war.</p> <p>Applied through: History / English / Maths / Art / Debate</p>	<p>Focus is: Electricity and ‘The Coding Project’</p> <p>Skills / knowledge to be developed: scientific knowledge of circuits and electricity. The children will then use and apply this knowledge to create a Morse Code machine to coincide with the WW2 coding project where children will analyse different forms of coded communication including semaphore and Morse Code. In computing, the children will explore modern day coding.</p> <p>Applied through: investigating electronic circuitry and powering different components such as bulbs and buzzers to design and make a Morse Code machine using this knowledge.</p> 	<p>Focus is: Spatial awareness and invasion games</p> <p>Skills / knowledge to be developed: Develop attacking and defensive skills</p> <p>Applied through: developing techniques in order to play a variety of games with a particular focus on particular hockey and basketball.</p> 
<p>How can I help / information for Helping Discuss what you know about WW2 and how it must have felt to have lived through it.</p> <p>Encourage discussion between your child and any older family members or friends who may have encountered some aspects of WW2 – we love to hear about personal stories from that era. Children are welcome to bring in artefacts from home to show us.</p> 	<p>How can I help / information for Helping Discuss electrical items around the house and how they work.</p> <p>Play this BBC ‘Changing Circuits’ game http://www.bbc.co.uk/schools/scienceclips/ages/10_11/changing_circuits.shtml</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: Christmas</p> <p>Skills / knowledge to be developed: Children will learn the vocabulary and grammatical understanding to talk about and write about family and to compare Christmas traditions.</p> <p>Applied through: Using French skills to complete a range of Christmas activities to compare the similarities and differences between traditional Christmas' in France and Britain.</p>	<p>Focus is: World War 2</p> <p>Skills / knowledge to be developed: Learning to sing by developing an understanding of the inter-related dimensions of music (timbre, pitch, dynamics, tempo, rhythm, duration, texture, structure, melody and harmony). Children will also learn to play a range of complex parts and harmonies on a recorder.</p> <p>Applied through: a World War 2 performance using songs and recorders.</p> 	<p>Focus is: Staying Safe – Indoors and Outdoors. MindMate – Friends and Family.</p> <p>Skills / knowledge to be developed: Pupils learn about feelings of being out and about in the local area with increasing independence and dealing with peer pressure.</p> <p>MindMate: Children can recognise what constitutes a positive healthy relationship and develop the skills needed to form and maintain these relationships.</p> <p>Applied through: Discussion / Circle time / debate</p>	<p>Focus is: developing an understanding of the Sikh religion.</p> <p>Skills / knowledge to be developed: A focus will be on the lives and teachings of the 10 Gurus, why they are so important in this religion and what made each of them special.</p> <p>Applied through: investigating some of the teachings of the Guru Granth Sahib and Guru Nanak.</p>
<p>How can I help / information for Helping</p> <p>Useful translations to use at home: Merry Christmas – Joyeux Noël Happy New Year - Bonne année Presents – Cadeaux Family – Ma famille</p>	<p>How can I help / information for Helping</p> <p>Help your child rehearse their lines and songs before the showcase performance.</p>	<p>How can I help / information for Helping</p> <p>Discuss safety with your child while they are out and about.</p>	<p>How can I help / information for Helping</p> <p>Ask your child to explain the element of Sikhism they have learnt about this week. Visit your local Gurdwara.</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 reading record). Can you log Red, Amber and Green words? • KIRF target: See maths and separate sheet. • 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> 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.</p>	<p>Monday 12th November –to the cenotaph for a Remembrance service with Reverend Young</p> <p>Tuesday 27th November – Y6 trip to Thwaite Mills</p> <p>Thursday 6th December 7.00 – 9.30pm - PTA - Christmas wreath making event in Shadwell school hall</p> <p>Friday 30th November – Christmas Progress Café</p> <p>Friday 14th December – Christmas Fayre</p> <p>Tuesday 18th December – 9.15am Carol Concert (for parents of Class R, 2, 4 and 6)</p> <p>Wednesday 19th December – 9.15am Carol Concert (for parents of class 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> 

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.

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.

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 – Mr Rugg