



# Curriculum Newsletter

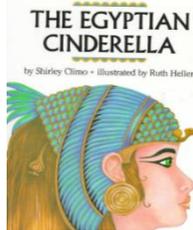


Bramham Shadwell Federation  
**Class 3 March – April 2019**

All our learning in class this half term will be focused around the question:  
**How did people treat each other in the past?**

## English

- The focus will be on developing aspects of grammar, spelling and punctuation within the context of our history topic about Ancient Egyptians.
- During work on **newspaper recounts**, children will use **journalistic writing** to write recounts about their historical learning.
- Children will first explore the conventions of journalistic writing, thinking about the impact on the reader (e.g. quotes and the use of clear and concise information) with a focus on using **inverted commas** accurately.
- Editing and improving work as the children respond to personal targets will be a continued focus.
- Later in the term children will write **play scripts**, through careful vocabulary choices to build atmosphere and convey an **Egyptian myth**.
- **The texts we will focus on are:** News articles of interest; non-fiction texts related to Ancient Egypt and The Egyptian Cinderella.



**The outcome will be:** to write a newspaper recount about the discovery of Tutankhamun's tomb and play scripts about Egyptian gods and goddesses which can be performed using shadow puppets created in SITE lessons.

## Maths

- Children will expand their knowledge and understanding of measurement with a focus on **mass, volume, capacity and money**.
- Pupils will learn how to read scales and **compare weights**, before moving onto applying our skills alongside our methods for addition, subtraction, multiplication and division.
- Throughout our maths lessons, we will continue to develop mathematical reasoning skills by comparing the measures we have discussed.
- As the term continues, we will extend our learning to measuring volumes of liquid in **millilitres and litres**.
- While learning about **money**, children in class 3 will spend time collaborating and interrogating real life puzzles designed to develop thinking skills, application of number facts and problem-solving techniques.
- Within our maths lessons we will also consider our SMSC theme by solving problems related to the Egyptian times as well as budgeting within PSHE lessons.
- Each Friday there will be a **times tables challenge** where children can challenge themselves to beat the clock.



### How can I help / information for Helping:

Discuss vocabulary with your child from their reading book – paying attention to red, orange and green words. Continue to encourage children to answer questions about the vocabulary in their reading book e.g. “Why did the author choose this word?”

**How are inverted commas used?** Children should understand that inverted commas are used to show where words are spoken. During work on journalistic writing, children will also discuss how additional information can add clarity to the quote:

**Indirect speech without inverted commas:** James Marshall told reporters that he had enjoyed seeing Prince Harry and Meghan Markle.

**Direct speech using inverted commas:** “I was so close I could clearly see Prince Harry and Meghan Markle,” stated James Marshall, an excited spectator. Children will consolidate their use of subordinate conjunctions focusing on those used less commonly: **Although, while, however, if, though, until** and **since**.

### How can I help / information for Helping:

Practise and rehearse times tables, little and often on a daily basis. These key tables facts help in all aspects of maths and knowing the related division facts alongside the multiplication facts are instrumental in giving the children the tools to help developing other maths skills. Practise sheets are readily available in class!

### KIRF Target – Spring 2

By the end of this term, children need to be able to tell the time using a clock with hands. This target can be broken down into several steps.

- \* I can tell the time to the nearest hour.
- \* I can tell the time to the nearest half hour.
- \* I can tell the time to the nearest quarter hour.
- \* I can tell the time to the nearest five minutes.
- \* I can tell the time to the nearest minute.

The aim of our KIRF is for children to be able to recall these facts **instantly**.

Topic	SITE	P.E
<p><b>Focus:</b> ‘How did Ancient Egyptians aim to lead better lives?’ Children will learn about Ancient Egypt through role play and by exploring a range of historical sources.</p> <p><b>Skills / Knowledge to be developed:</b> Understanding of Ancient Egyptian beliefs, culture and technological developments which improved life for people at that time.</p> <p><b>Art links:</b> We will create our own representations of Egyptian artefacts, create cartouches and explore the imagery on canopic jars.</p> <p><b>Applied through:</b> Geography / English / Maths / Art / Computing</p>	<p><b>Focus:</b> Children will learn about light, dark, and the link between these, reflections and shadows during the term.</p> <p><b>Skills / knowledge to be developed:</b> developing their scientific language to discuss sources of light, the effects of light on different materials and dark as the absence of light.</p> <p>In computing, we will learn about coding through Espresso and learn how to code objects for different actions and reactions.</p> <p><b>Applied through:</b> Making a shadow puppet theatre with a script developed through English lessons.</p> 	<p><b>Focus is:</b> Dance and Gymnastics</p> <p><b>Skills / knowledge to be developed:</b></p> <p><b>Dance</b> - Children will learn to improvise a short dance sequence using a wide range of movements with fluency and control. The children will carry out warm ups – paying attention to how this prepares their body of physical activity.</p>  <p><b>Gymnastics</b> – Children will be focussing on different balances and their co-ordination skills. Working as individuals or in pairs to come up with a sequence of movements and balances.</p> <p><b>Applied through:</b> Formulating and performing gymnastic and dance routines in small groups.</p>
<p><b>How can I help / information for Helping:</b> Share non-fiction books about Ancient Egypt focusing on children’s interests and questions. Children will undertake a wide range of activities centring on Egyptian beliefs – including those surrounding death and the afterlife.</p>	<p><b>How can I help / information for Helping:</b> Explore the different shadows that are produced by light and how they change depending on the direction of the light source.</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> we will learn how to ask and answer questions about ourselves in French. We will learn some of the customs around Easter in France and we will consolidate our understanding of numbers and colours.</p> <p><b>Skills / knowledge to be developed:</b> using key vocabulary in and conversational skills to answer questions such as “Comment t’appelles-tu?”</p> <p><b>Applied through:</b> Speaking and listening games and completing role play activities.</p>	<p><b>Focus is:</b> investigating a pentatonic scale and learning to improvise using our skills with the glockenspiel to play and accompany songs.</p> <p><b>Skills / knowledge to be developed:</b> Children continue to develop the skills of musical notation to read and play a pentatonic scale.</p> <p><b>Applied through:</b> Weekly singing assemblies and class teaching using musical instruments to learn how to play a simple accompaniment to a song.</p>	<p><b>Focus is:</b> understanding budgeting and the importance of managing money.</p> <p><b>Skills / knowledge to be developed:</b> children develop an awareness of sources of income, the different ways money can be spent and the importance of balancing needs with desires.</p> <p><b>Applied through:</b> Discussion / Circle time / debate</p>	<p><b>Focus:</b> continuing to explore Christian beliefs and what being a Christian means to me.</p> <p><b>Skills / knowledge to be developed:</b> Understanding of Easter and the importance of celebration across all religions.</p> <p><b>Applied through:</b> Learning about customs of festivals will be applied through written work and art.</p>
<p><b>How can I help / information for Helping:</b> Conversation vocabulary: Comment t’appelle-tu? Ca va? Comme ci comme ca, ca va bien, ca va mal, au revoir</p>	<p><b>How can I help / information for Helping:</b> Encourage children to talk about music and what it is that they like about it. Ask children to tap along to the steady beat and discuss the vocabulary: pitch, pulse, rhythm, texture and tone.</p>	<p><b>How can I help / information for Helping:</b> Discuss the importance of spending money wisely. Children will discuss life skills including self-awareness, self-regulation, motivation, empathy and social skills linking to making wise choices.</p>	<p><b>How can I help / information for Helping:</b> Use news articles to discuss religious festivals.  Ask children how their own experiences compare with the celebrations during religious festivals.</p>

Homework	Any Other Information / Dates for the Diary
<p><b><u>Ongoing Homework</u></b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> a <u>minimum</u> of 15 minutes reading every night (logged by the children and noted in their homework diary).</li> <li>• <b>KIRF target:</b> See additional KIRF sheet and maths section.</li> <li>• <b>Times Tables:</b> Homework Log Sheet (this will be stuck into your child's homework diary on a Monday).</li> <li>• <b>Spellings:</b> learn the list on Spellodrome (aim: 1000 points+) and words outlined as common errors on their Homework Log Sheet. Printed spelling lists will also be stuck into homework diaries on a Monday. <i>Please see the class teacher if your child has not logged information on the sheet.</i></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. The homework log will now be stuck into your child's reading record.</b></p> <p><b><u>Maths / English Homework</u></b> Homework is distributed on alternative weeks. 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 that they develop the skills of explanation and reasoning.</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>Thursday 7<sup>th</sup> March – World book day</b></p> <p><b>Monday 11<sup>th</sup> March – Fair trade week</b></p> <p><b>Friday 15<sup>th</sup> March – Red Nose day</b></p> <p><b>Wednesday 27<sup>th</sup> March – Parent Teacher consultations</b></p> <p><b>Thursday 28<sup>th</sup> March – Mother's day shopping for children</b></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>

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 Eales and Mrs Fell