



# Curriculum Newsletter

Bramham Shadwell Federation  
Class 5 February – March 2019

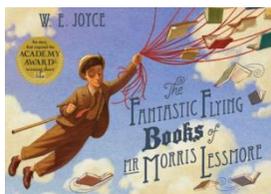
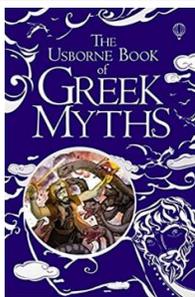


All our learning in class this half term will be focused around the question:

**How did people treat others in the past?**

## English

- The focus will be on grammar, punctuation and spelling activities linked to a range of books including **Greek Myths** linked to our history topic of Ancient Greece, and '**The Fantastic Flying Books of Mr Morris Lessmore**' by W.E.Joyce, which is linked to our SMSC of **Thinking of Others**.
- Children will explore the use of **parenthesis** to add detail to their sentences.
- Children will also explore the use of **reported and direct speech** which will lead them to write a **newspaper report** about the day Morris Lessmore discovered books.
- Children editing and improving their own work as they respond to their targets will be a continued focus.



**The outcome will be:** to write a newspaper report.

### How can I help / information for helping

#### What is parenthesis?

Parenthesis is additional information added into a sentence as an explanation or an afterthought; this can be a word, a phrase or a clause. Parentheses can be shown using two **brackets**, two **commas**, or two **dashes**. When a parenthesis is completely removed, the sentence is still grammatically correct. E.g. **Mr Morris Lessmore (who likes to help others) brings joy to all through the love of reading.**

#### What is direct and indirect speech?

**Direct speech** is when the exact words spoken are reproduced in inverted commas (speech marks). **Indirect speech** is when the general points of what someone has said are reported, without the use of speech marks. It is sometimes called reported speech.

## Maths

- The focus will be learning about **fractions, decimals, percentages**.
- Children will look at the representation of amounts as fractions, decimals and percentages using concrete resources.
- Children will compare and find equivalents across fractions, decimals and percentages. **E.g.  $1/5 = 0.2 = 20\%$**
- Children will compare, add, subtract and round to the nearest whole number and decimal point.
- Children will then advance on to exploring word problems that include fractions, decimals and percentages and require a mixture of operations to be used.
- 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.

Look at decimal representations in the real world for example adding and subtracting money by paying at the shop or finding the correct change.

### KIRF Target – Spring Term 2

#### I can recall metric conversions.

Children should know the following facts:

- 1 kilogram = 1000 grams
- 1 kilometre = 1000 metres
- 1 metre = 100 centimetres
- 1 metre = 1000 millimetres
- 1 centimetre = 10 millimetres
- 1 litre = 1000 millilitres

The secret to success is practising **little and often**. Children should consider real life examples in which these conversions are used such as when baking or measuring liquids.

| Topic – (History)  | SITE  | P.E   |
|--|---|---|
| <p><b>Focus:</b> our history topic this half term will focus on how people treated each other in Ancient Greece, linked to our SMSC of thinking of others. We will compare this with how we treat each other in society today.</p>  <p><b>Skills / Knowledge to be developed:</b><br/>Historical enquiry will be developed through using a range of sources and artefacts to collect evidence and investigate how the Ancient Greek civilisation lived in comparison to our lives today. Historical interpretation will be developed through thoughtful discussion of how the Spartans are now regarded as brutal fighters but in Ancient Greek times, they were seen as heroic, brave and fierce. This links to our SMSC of thinking of others.</p> <p><b>Applied through:</b><br/>Topic lessons, guided reading lessons based on Greek Myths.</p> | <p><b>Focus:</b> Properties of materials. The outcome will be through our SITE project which is to design and make a pair of Greek sandals.</p> <p><b>Skills / knowledge to be developed:</b><br/>Children will compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal) and their response to magnets. Insulators and conductors will be a key focus this term with experiments which explore which material insulates ice.</p> <p><b>DT links:</b><br/>Our SITE project will build on our understanding of the suitability of different materials for a range of purposes. The Greek sandals will demonstrate the children’s knowledge of this through the selection of suitable materials to ensure they are durable, comfortable and flexible.</p> <p><b>Computing links:</b><br/>Children will look at coding. They will design, write and debug a programme using Espresso. They will use this knowledge to create a cross-curricular game connected to Ancient Greeks.</p> | <p><b>Focus:</b><br/>P.E this half term will focus on orienteering, net and ball skills.</p> <p><b>Skills / knowledge to be developed:</b><br/>They will work together in teams to complete different tasks. This will allow them to become competitive and work with different people with a focus on developing team work.</p> <p><b>Applied through:</b><br/>Children will develop their techniques through structured P.E lessons, participating in team games and taking on individual responsibility within their team.</p> <p>P.E. this term will be on a Thursday morning.</p>  |
| <p><b>How can I help / information for helping</b><br/>Discuss key vocabulary for our topic e.g. Parthenon, empire, chiton, myth and legend. Research causes of Greek wars and the impact that they have on today. Read and explore a range of Greek Myths and Legends.</p>  | <p><b>How can I help / information for helping</b><br/>Discuss key vocabulary and how these terms are used in everyday life e.g. insulator, conductor, durable and thermal. Observe changes of state in everyday life such as when cooking.</p>   | <p><b>How can I help / information for helping</b><br/>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:</b> numbers and colours.<br/> <b>Skills / knowledge to be developed:</b><br/>           Explain different Mathematical vocabulary in French learning how to say numbers up to 100.</p> <p><b>Applied through:</b><br/>           Using the 'Jolie Ronde' scheme of work, playing games and singing songs.</p>  | <p><b>Focus:</b> singing.<br/> <b>Skills / knowledge to be developed:</b><br/>           We will learn the song 'Stop Bullying' using the Charanga program. We will explore how this is linked to our SMSC of thinking of others and continue to embed the importance of raising awareness of anti-bullying.</p> <p><b>Applied through:</b> Music lessons and whole school singing practise.</p> | <p><b>Focus:</b> drugs, alcohol and tobacco education.<br/> <b>Skills / knowledge to be developed:</b> We will look closely at the theme 'Thinking of Others', as well as how to treat ourselves. We will learn about the risks associated with drugs, alcohol and tobacco, gaining an understanding of the different influences connected with these.</p> <p><b>Applied through:</b><br/>           PSHE lessons, circle time.</p> | <p><b>Focus:</b> Should we forgive others?<br/> <b>Skills / knowledge to be developed:</b><br/>           developing children's knowledge of forgiveness and reconciliation in their lives and in Christianity. Children will explore stories from the New Testament and how they are a guide of values and commitments for Christian people.</p> <p><b>Applied through:</b> Circle time, RE lessons, discussion.</p> |
| <p><b>How can I help / information for Helping</b><br/>           Discuss what the children have learnt and get them to teach someone else in their family.</p>  | <p><b>How can I help / information for Helping</b><br/>           Encourage your child to practise singing at home.<br/>           Discuss how this song links to our SMSC of thinking of others with a focus on how bullying someone would make them feel.</p>  | <p><b>Mindmate Lesson:</b><br/>           This term our Mindmate lesson will be about 'feeling good and being me'.<br/> <b>How can I help / information for Helping</b><br/>           Discuss the risks associated with drugs, alcohol and tobacco.</p>  | <p><b>How can I help / information for Helping</b><br/>           Encourage children to think about how they themselves can forgive others and can relate to stories in the New Testament and other religious texts. Encourage them to be aware of alternative religions and beliefs.</p>   |

| Homework   | Any Other Information / Dates for the Diary   |
|--|---|
| <p><b>Ongoing Homework</b></p> <ul style="list-style-type: none"> <li>• <b>KIRF target:</b> See maths section</li> <li>• <b>Reading:</b> a <b>minimum</b> of 15 minutes reading every night (logged by the children and noted in their reading record).</li> <li>• <b>Times Tables:</b> see Homework Log Sheet</li> <li>• <b>Spellings:</b> 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></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.</b></p> <p><b>Maths / English Homework</b><br/>           Homework is distributed on alternative weeks.<br/>           Homework is given out on a Thursday, to be returned the following Tuesday.<br/> <b>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</b> 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>Monday 4<sup>th</sup> March</b> – Young Shakespeare<br/> <b>Thursday 7<sup>th</sup> March</b> – World Book Day<br/> <b>w/c Monday 11<sup>th</sup> March</b> – Fairtrade Week<br/> <b>Friday 15<sup>th</sup> March</b> – Red Nose Day<br/> <b>Wednesday 27<sup>th</sup> March</b> – Parent Teacher consultations<br/> <b>Thursday 28<sup>th</sup> March</b> – Mother's day gift shopping for children</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 post regular 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 Cammiss, Mrs Benjamin and Mrs Whitaker