



Curriculum Newsletter

Bramham Shadwell Federation

Class 4 April - May 2019



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

How can I make a difference?

English

- The children will work towards creating a **formal letter**.
- They will explore different ways in which we can communicate, in particular looking at letter writing and deconstructing them to identify the features and purpose.
- As part of this, Class 4 will explore different **writing styles**, in particular looking at **formal and informal writing** and which one would be appropriate to use in different situations.
- Their grammar focus will be: using the correct use of **Standard English verb forms** in order that subjects and verbs agree.
- The children will also develop their understanding and use of **comparatives and superlatives**.
- The children will explore **different tenses** including the **past perfect**: was/were, is / are, is / am, had.
- Our geography topic is based on France; towards the end of term we will explore the purpose of **recounts** and use this as our cross-curricular piece; to write a recount about our school trip.

The outcome will be: to write a **persuasive and formal letter** linked with our Geography topic of France. We will be writing to Mrs Richards asking for a school trip to France to help our fieldwork and map skills.

Formal Letter vs. Informal Letter:
what style should you use?

Dear Sir/Madam ...
Dear Customer ...
Dear Fellow citizen ...
Dear friend ...

Maths

- Maths work this half term will focus on **decimals**.
- Firstly the children will recap how to write **tenths** and **hundredths** and compare numbers with the same number of **decimal places**.
- Next they will look at number patterns involving decimals and learn how to round decimals with one decimal place to the nearest whole number.
- Linked to last term's fractions topic, the children will learn to write **decimal equivalents of fractions**.
- Then children will learn how to divide 1- and 2-digit numbers by 10 and then 100.
- They will continue to solve simple measure and money problems involving decimal places 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 ...*
- Towards the end of the half term, the children will count amounts of money and write them using decimals.
- They will compare different amounts of money and round money to the nearest £ and to the nearest £10.
- We expect all the children to know **multiplication and division facts up to the 12 times table** for use in calculations and this will be worked on continuously throughout the year.
- Additionally, the KIRF target is outlined below; please help your child achieve this target.

How can I help / information for Helping:

Discuss different ways in which you communicate with people and how you choose when to be formal and informal. Share various types of letters received and points that can be included in their letters.

What are comparatives and superlatives?

The children will explore the use of changing adjectives such as; stranger/strangest, more wonderful/ most wonderful. Note: Children will have come across the spelling rules for the 'er' and 'est' suffixes in the Year 1 and 2 spelling content.

How can I help/ information for Helping

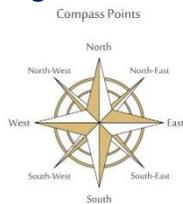
*Can you divide 7 by 10?
Can you round numbers up or down according to their decimal number?
Where do we use decimals?
Discuss money and measurement problems.*

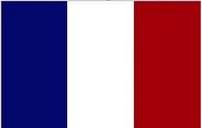
KIRF Target – Summer Term 1

I know the multiplication and division facts for the 7x and 12x tables.

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Topic – Geography	SITE	P.E
<p>Focus is: 'Looking all around me' We will explore: a region of France describing its features and compare maps from different regions. We will also look at human and physical features in the local area of Bramham.</p> <p>Skills/Knowledge to be developed: Children will have the opportunity to develop their map skills and understanding of compass points and grid references. They will also be able to participate in some fieldwork to identify human and physical features in Bramham.</p> <p>Art links: The children will research Claude Monet and the technique of impressionism; using this to create a picture of their local area.</p>	<p>Focus is: 'Living Things and their Habitats' Skills / knowledge to be developed: In Science, the children will learn how to group living things in a variety of ways. They will also explore and use classification keys to help them identify a variety of living things in the local and wider environment. Finally, they will learn about environmental changes and how these can pose dangers to living things. They will visit Meanwood Valley Urban Farm and experience pond dipping and a minibeast hunt, observing and learning about animals in their natural habitats.</p> <p>In DT the children will use the outdoor school environment to create a habitat for a chosen minibeast.</p> <p>In ICT the children will use Espresso computer coding to learn how computers use repetition and loops to do things over and over again.</p>	<p>Focus is: Invasion games Skills / knowledge to be developed: The children will learning fundamental skills including attacking and defending and then they will apply these into team game situations where they will be thinking tactically.</p> <p>Applied through: Weekly PE lessons which will be focusing on invasion games, learned through Tag Rugby and netball.</p>
<p>How can I help / information for Helping Discuss different features with your child; ask them- What is a human or physical feature? Help them with their compass skills- Which way is north? Can they remember how to read grid-references? Discuss how their local environment has changed.</p>	<p>How can I help / information for Helping When out on walks with your children, it is a great time to enjoy the environment and talk to them about the different types of plants, animals and animal habitats they can see and how nature renews itself every spring and summer.</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: Writing in French what their hobbies are; using grammatical aspects of this language.</p> <p>Skills / knowledge to be developed: The children will develop their vocabulary and written skills in French. Identifying their grammatical structures and how it translates.</p> <p>Applied through: Talk partners and group work. Written sentences in their  Jolie Ronde books.</p>	<p>Focus is: Blackbirds – The Beatles. Skills / knowledge to be developed: The children will explore the song Blackbirds with an integrated approach to music where the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. They will have the opportunity to perform their end pieces to one another.</p> <p>Applied through: Listening to a variety of music compilations and commenting on the styles, tempo, pitch and beats. Whole class singing, playing instruments</p>	<p>Focus is: Relationships; going through changes.</p> <p>Skills / knowledge to be developed: The children will learn about the changes when growing up and how their differences can be celebrated. They will be encouraged to acknowledge the achievements they have made and how change can be embraced.</p> <p>In MindMate, the children will explore life changes that they may experience and how to appropriately deal with the emotions that come with this.</p>	<p>Focus: What faiths make up our community? Skills / knowledge to be developed: The children will develop their understanding of the different religions that make up our school and wider community. We will also look at how they follow these religions and the different events celebrated.</p>

	and improvising with the song.	Applied through: Discussion / Circle time / Debate	Applied through: Class discussions / partner talk. 
How can I help / information for Helping Ask the children what they have been learning in French. Can they discuss their hobbies in French to you? Encourage the use of discussion and ask children to verbally recall key vocabulary.	How can I help / information for Helping Discuss different music genres with children. Ask them what the interrelated dimensions of music are and ask them what is involved when creating a piece of music; pitch, rhythm, dynamics, tempo, timbre, texture, structure, musical notation and instruments.	How can I help / information for Helping Discuss changes they may experience or have already experienced, particular milestones in their lives so far. Was this a good change? How did they feel? What changed?	How can I help / information for Helping Discuss different faiths in your community and events that are celebrated.

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). In their homework diaries the children are to log Red (words they don't know), Amber (words they have heard before but are unsure of) and Green (words they know and can use) words. • KIRF target: see maths • 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.</p> <p>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</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>Friday 3rd May – 'Tour de Yorkshire' going through Shadwell</p> <p>Tuesday 7th May – KS1 SATS to start</p> <p>Monday 13th May – KS2 SATS to start</p> <p>Tuesday 21st May – Y4 school trip to Meanwood Valley Urban Farm</p> <p>Monday 17th June – Healthy week begins</p> <p>Friday 21st June – Sports day</p> <p>Wednesday 17th July – Leaver's production 9.30am and 6.00pm</p> <p>Friday 19th July – Leaver's assembly at 2.00pm</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 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 Ings and Miss Mulumba