



Curriculum Newsletter

Bramham Shadwell Federation
Class 3 - April - May 2019



All our learning in class this half term will be focused around the question:
Can I make a difference?

English

- The focus will be on developing aspects of grammar, spelling and punctuation within the context of our geography topic 'Looking All Around'.
- In **narrative work**, children will develop atmosphere through careful vocabulary choices when writing **expanded noun phrases** e.g. "an ominous-looking cloud".
- Children will explore different sentence types, thinking about the impact on the reader (e.g. short sentences, compound sentences, speech sentences) with a focus on using a wider range of **subordinating conjunctions**.
- Editing and improving their work as they respond to their targets will be a continued focus.
- During work on **debate**, children will use **persuasive features** (emotive language, lists of three, rhetorical questions) to write a convincing argument.
- **The texts we will focus on are:** The Varmints by Helen Ward, news articles relating to plastic pollution and the impact on the environment, and The Window by Jeannie Baker.
- **The outcome will be:** to write story using punctuation to effectively develop suspense writing; a structured argument for a class debate; character descriptions based on different perspectives.



Maths

- Children will continue to consolidate their understanding of the four operations; **addition, subtraction, multiplication and division**.
- We will begin by recognising different denominations of money – both **notes and coins**. We will develop concepts related to addition and subtraction of money using **number bonds as a key mental method**.
- Children will work on learning how to **tell and write the time** with increasing accuracy to the **nearest minute**. In addition to recording and comparing times in terms of seconds. Children will also be encouraged to use vocabulary such as **o'clock, a.m./p.m., morning, afternoon, noon and midnight**.
- As we develop our understanding of **money and time**, we will solve complex problems and children will continue to 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....**
- Children will end the term with focused understanding **angles**.
- Additionally, the KIRF target is outlined below; please help your child achieve this target.



How can I help / information for Helping

Discuss vocabulary with your child from their reading book – paying particular attention to red, amber and green words for your child. Encourage children to answer questions such as "Why did the author choose this word?"

What is a complex sentence? This is where children are using **two clauses** (a main clause and a subordinate clause). In Class 3 we are experimenting with writing complex sentences.

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).

Subordinating conjunctions: **Although, while, however, if, though, even though, because, until** and **since** are conjunctions used to join a main and subordinate clause.

Inverted commas to punctuate direct speech: "I enjoyed my day," Robert said.

Indirect speech without inverted commas: Robert told his mother that he enjoyed his day.

How can I help / information for Helping

What do I **add** to 5 to make 55? What is 17 **add** 100?
What is 100 **less** than 245?
What is 8 **add** 50?

Games: Make a simple bingo game where 50 or 100 has to be added to the called number.

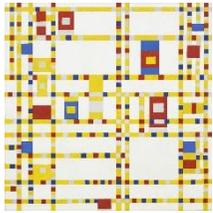
See it: Write out a few number sequences looking for patterns; 15, 65, 115, 165...

KIRF Target – Summer Term 1

Count on in 50s and 100s from any 1 or 2-digit number;

3, 53, 103, 153.....
15, 65, 115, 165
86, 186, 286, 386

The key to success is little and often. Can you practise these KIRFs while walking to school or during a car journey?

Topic – Geography and Art	SITE	P.E
<p>Focus: 'Looking all around me'. We will use the outdoor areas to develop our field work skills and use maps to identify land use.</p> <p>Skills / Knowledge to be developed: Giving directions using the eight compass points, reading and writing four figure grid references and using symbols and keys to interrogate maps.</p> <p>Art links: We will explore colour mixing and how geography can inspire art by studying Piet Mondrian's use of bold colour and lines in his Map of New York painting "Broadway Boogie Woogie."</p>  <p>Applied through: Geography / English / Maths / Art / Computing / Debate</p>	<p>Focus 1: Apply knowledge of animals, including humans to create 3D dancing skeleton, naming the bones.</p> <p>Skills / knowledge to be developed: identifying that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identifying that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Use observation and investigative skills to test hypotheses.</p> <p>Focus 2: design and create a simple presentation</p> <p>Applied through: Making a 3D dancing skeleton and naming the body parts.</p>	<p>Focus is: Team Games (tag rugby and netball).</p> <p>Skills / knowledge to be developed: Children will practise different skills related to netball and tag rugby.</p> <p>Using different ways to pass a ball will be a focus with children developing skills such as a chest pass, overarm pass and bounce pass.</p> <p>Applied through: Children will develop their techniques to play a variety of games in small teams.</p> 
<p>How can I help / information for Helping: Discuss simple directions when travelling between home and school or other familiar places. Encourage children to develop their understanding of left and right.</p>	<p>How can I help / information for Helping: Explain and discuss different types of food and why we need to eat healthy. Encourage children to jump, run, swing and bounce – noticing the impact on their bodies when they exercise.</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: Easter, colours and simple conversational skills</p> <p>Skills / knowledge to be developed: Discussing the Easter tradition in French. Naming colours and simple foods in French. Asking and answering questions e.g. "Quelle couleur est le crayon?"</p> <p>Applied through: Class games and participation in role play.</p>	<p>Focus is: Singing and learning a disco song from our Charanga unit about friendship, peace, hope and unity.</p> <p>Skills / knowledge to be developed: This combines skills in pitch, rhythm and pulse with playing accompaniment on glockenspiels and opportunities to improvise and compose.</p> <p>Applied through: Learning songs and performing as a class.</p>	<p>Focus is: Identity, society and democracy</p> <p>Skills / knowledge to be developed: developing the children's understanding different cultures and ways of life. We will consider the differences and similarities between ourselves and others and think about life in our own communities.</p> <p>Applied through: Discussion / Circle time / debate</p>	<p>Focus: How are beliefs expressed through the arts?</p> <p>Skills / knowledge to be developed: exploring how faith is expressed by people from different faiths through a variety of arts including music, visual art, drama and dance.</p> <p>Applied through: Discussion, written reflections and exploration of the arts.</p>
<p>How can I help / information for Helping: French colour vocabulary gris / bleu / jaune, vert, rouge, rose, marron, violet.</p>	<p>How can I help / information for Helping: Listen to music from other cultures around the world and discuss influences, likes and dislikes.</p>	<p>How can I help / information for Helping: Discuss the differences and similarities between people in Britain and around the world.</p>	<p>How can I help / information for Helping: Discuss how and why different people express their beliefs in different ways.</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). • KIRF target: See maths • Times Tables: Homework Log Sheet (now stuck into your child's reading record). • 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. The homework log will now be stuck into your child's reading record.</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>Monday 6th May – May Bank holiday</p> <p>Friday 24th May – May half-term begins</p> <p>Week commencing 17th June – Healthy Week</p> <p>Tuesday 18th June – Bramham Sports Day Bramham Sports assembly with parents – Wednesday 10th July at 2.15pm Shadwell Bramham KS2 production – Tuesday 16th July at 9.30am and 6.00pm</p> <p>Healthy week – week beginning 17th June Shadwell Sports day – Friday 21st June Sports assembly with parents – Thursday 11th July at 2.15pm Shadwell KS2 production – Wednesday 17th July at 9.30am and 6.00pm</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>

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 Richards