



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Sycamore Class: September – October 2023



The Christian / Human Values we are exploring this half term are: **Kindness and Creation**
 Our 'Big Thinking' SMSC Question for this half term is: **How did people in the past show kindness?**
 Challenge: **What did they believe about creation?**

English

- Our first focus text this half term is **The Maya and Chichén Itzá** - a time traveller's guide to Ancient Maya. We will explore the features of persuasive writing in a non-fiction text. At the end of this unit, we will write our own piece of persuasive writing encouraging readers to visit Chichén Itzá.
- We will then move on to the traditional Maya folk tale **The Chocolate Tree**. We will write character descriptions using exciting vocabulary and retell the story in our own words.
- Our weekly reading lessons will focus on fluency and retrieval practise. We will be covering a range of fiction and non-fiction texts, including poetry.
- This half term, we will be reviewing and recapping some of our Key Stage 1 spellings and practising our handwriting of these. We will be learning new Year 3 and 4 spellings alongside these and looking for any patterns or rules we can find. Spelling tests will happen on Fridays – a list of your child's spellings for the half term can be found in their planners. Please ask if you require a new copy.

How can I help?:

- Encourage your child to keep a diary and write in it every day. Are they using full sentences? Can they add more detailed description about the things they are doing?
- Read daily with your child – all children have a book from the school scheme to share with you at home. Please record this in their planner!
- Practise spellings each week using the spelling strategies from the Spelling document accompanying this letter.

What are fluency and retrieval skills?

Fluency - reading the text quickly and accurately – we are aiming for 90 words per minute of an age appropriate text.

Retrieval – Finding key pieces of information by skimming (looking quickly at the text to find key words) and scanning (reading a small part of the text closely to understand detail).

Maths

- In our Maths lessons we will explore 'Place Value'
- | One Millions | Hundred Thousands | Ten Thousands | One Thousands | Hundreds | Tens | Ones |
|--------------|-------------------|---------------|---------------|----------|------|------|
| 1,000,000s | 100,000s | 10,000s | 1,000s | 100s | 10s | 1s |
- Year 3 will focus upon finding 10 or 100 more/less than a given number, and reading/writing numbers to 1000 in digits and words. They will also focus upon comparing and ordering numbers to 1000 using $<$, $>$ and $=$, and recognise place value of any 3-digit number.
 - Year 4 will focus upon developing their knowledge of roman numerals, partitioning numbers to 10,000 and finding 1,000 more/less. They will also explore rounding, ordering and comparing numbers, as well as extending their knowledge of negative numbers.
 - The children will also begin an 'addition and subtraction' unit. Year 3 will work with numbers within 1,000, whilst Year 4 will be challenged with numbers within 10,000.
 - Children will access **I See Reasoning, Mastery and Mastery with Depth** challenges which will encourage a greater depth of understanding. We will continue to challenge the children on their knowledge of Kirfs please see below.

How can I help?:

Children in Year 4 will have their Multiplication Check in June. It is important that they are fluent in their times tables to 12x12.


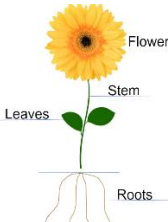

Ask your child: How do you write your age in roman numerals? What is 10,100,1000 more or less than ___? Can you read the thermometer? (To include negative numbers)

Homework





Each year group has their own set of Kirfs. Each week they will bring home a homework sheet which addresses these Kirfs. They will be collected in and marked in class on a Tuesday and filed in their maths folders.

Children will also be set 10 minutes of TTRS homework each week. Please support your child in completing their homework.

Curriculum: Key Skills, Knowledge and Enrichment

Topic – History	Science - Living things and their habitat	P.E
<p>Our focus is: The Ancient Maya - knowledge and understanding of how people lived in the past.</p> <p>Skills / Knowledge to be developed: Children will develop their Chronological Understanding by locating the Ancient Maya on a timeline of familiar historical events. Using evidence, they will explore how the Mayans lived, including Mayan settlements, beliefs and daily life, and how it compares to today.</p> <p>Children will carry out a Historical Enquiry into the Mayan class structure, and the different roles in their communities.</p> <div style="text-align: center;">  </div> <p>They will develop their Historical Interpretation skills by exploring why there are different accounts of the same time period.</p> <p>Greater Depth Challenges: Can the children describe what happened to the Maya civilisation and make links to the development of the Spanish and British Empires.</p> <p>Applied through: History / English</p>	<p>Our focus is: Plants</p> <p>Skills / knowledge to be developed: The children will identify and describe the different parts of a flowering plant</p> <div style="text-align: center;">  </div> <p>Working scientifically, they will explore the requirements of plants for life and growth and investigate the way in which water is transported within plants.</p> <p>The children will complete the topic by exploring the part that flowers play in the lifecycle of flowering plants.</p> <p>Greater Depth Challenges: The children will apply their understanding of plants using investigational skills.</p> <p>Prove or disprove: That roots act like straws sucking up water for the plants.</p> <p>Applied through: Experiments, observations, comparisons, recording, reporting, labelling, sequencing, description and discussion.</p>	<p>Our focus is: Fundamental Movement Skills - Outdoors</p> <p>Skills / knowledge to be developed: Balance on one foot. Climb a set of wall bars (or similar). Perform a side-stepping gallop. Run at speed over a distance</p> <p>Greater Depth Challenges: Evaluate and recognise their own success. Improve on personal best and compete against a partner.</p> <p>Applied through: Children will develop their confidence through participation, evaluating their performances in order to demonstrate improvements.</p> <div style="text-align: center;">  </div>
<p>How can I help? Discuss how the beliefs of the Ancient Maya varied greatly to ours. Talk about how the ancient Maya have influenced our modern lives, i.e. chocolate. Ask the children to share what they have learnt in class about the Ancient Maya.</p>	<p>How can I help? Identify and discuss the different parts of a flowering plant. Explore the plants in your local area and begin to discuss the different types, where they are growing and in what conditions.</p>	<p>How can I help? Please ensure that children have PE kit (including trainers) for the whole week as other indoor and outdoor sessions might take place at alternative times.</p>

Curriculum: Key Skills, Knowledge and Enrichment

Art	Music	PSHE / Wellbeing	R.E.
<p>Our focus is: Drawing and Colour and Painting.</p> <p>Skills / knowledge to be developed: Children will explore creating line drawings, carefully considering perspective and composition. They will explore different ways of shading. The children will later add water colour to their line drawings, learning how to mix and match colours.</p> <p>Throughout the half term, children will explore the artwork of David Hockney and LS Lowry.</p> <p>The children will apply their skills of drawing and painting to creating a landscape of our local area inspired by the style of LS Lowry.</p> <p>Greater Depth Challenges: To explore mixing and matching of colours, taking time to perfect their colours by adding different hues and testing them until they are happy with the outcome.</p> <p>Applied through: Art.</p>	<p>Our focus is: Pop - Mamma Mia</p> <div style="text-align: right; margin-bottom: 10px;">  </div> <p>Skills / knowledge to be developed: The children will develop their listening skills by identifying the structure of a piece of music, the instruments and voices. They will also find the pulse within a piece of music. Through performing the children will develop how to copy back, play, and invent rhythmic and melodic patterns. They will also develop how to play instrumental parts accurately and in time, as part of the performance and sing in unison.</p> <p>Greater Depth Challenges: Identify changes in tempo, dynamics and texture. Make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p> <p>Applied through: Charanga Musical School Scheme</p>	<p>Our focus is: Families and Friendships, Safe Relationships.</p> <p>Skills / knowledge to be developed: The children will focus on exploring what the features of positive and meaningful relationships are, and how to seek help with friendships if they are feeling upset or lonely.</p> <p>The children will also explore how to stay safe online; such as recognising online risks and how people may behave differently when online rather than face-to-face.</p> <p>Greater Depth Challenges: Children can begin using a range of strategies to stay safe online. They can also use a range of strategies to develop positive relationships in school.</p> <p>Applied through: Discussion, Partner/Group work.</p> <div style="text-align: right; margin-top: 10px;">  </div>	<p>Our focus is: What do different people believe about God?</p> <p>Skills / knowledge to be developed: Be able to talk about what Christians, Muslims and Hindus believe about God and to identify similarities and differences. To be able to retell the story of Moses and the Burning Bush and explain what it means.</p> <p>Greater Depth Challenges: Explain how believing in God can be helpful in life but sometimes it can be challenging too.</p> <p>Applied through: Drama, writing and art.</p> <div style="text-align: right; margin-top: 10px;">  </div> <div style="text-align: right; margin-top: 10px;">  </div>
<p>How can I help? Ask your child if they can tell you about our artists of the topic – David Hockney and LS Lowry. Discuss how different colours can be used to reflect different moods – can your child spot any examples of this?</p>	<p>How can I help? Encourage your child to listen carefully to pop music and discuss the different voices and instruments that they can hear. Move along to the pulse of the music whilst listening.</p>	<p>How can I help? Encourage your child to talk about what they can do to stay safe on the internet. To encourage your child to share how they are feeling on a regular basis.</p>	<p>How can I help? Talk to your child about your beliefs and ideas about God and share stories that you know. We will be discussing how all beliefs (including not believing in any God) should be respected.</p>

Curriculum: Key Skills, Knowledge and Enrichment

Computing - Teams

Our focus is: Teachable Machine

Skills / knowledge to be developed: Teachable Machine is an online tool from Google which allows you to easily train your computer to recognise images, sound files or body poses. We will be investigating how more data can make a computer more accurate. We will also discuss how artificial Intelligence is used in the world around us.

Greater Depth Challenges: Children will be able to access and navigate computers independently and act in line with safety guidelines if using online tools independently.

Applied through: Computing, PSHE

How can I help?

To remind your child of the importance of being safe online and checking your parental filters. The use of Social Media has an age restriction of 13. To discuss with your child a range of uses of artificial intelligence in real life (its advantages and disadvantages.)

Visit Google's "[Online Safety Tips for Parents - Be Internet Legends](#)" to access the information and resources.



MFL - French

Our focus is: Numbers, instructions, food, greetings.

Skills / Knowledge to be developed: The children will learn further about day to day conversation including giving instructions and ordering food at a restaurant. They will begin to use this newly developed vocabulary through the understanding of songs, rhymes and poems.


Greater Depth Challenges: The children will become increasingly confident in building sentence structures using given stem sentences. They will also begin to vary these structures to develop their own.

Applied through: conversation, singing, reading, writing

How can I help?

Encourage your child to share the new vocabulary at home, including any songs they will have learnt as part of their lessons.



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 Home School Diary). Online Read Theory quizzes help to build comprehension skills; complete at least 3 per week. • KIRF Targets: See related letter. • Times tables: Please use TTRockstars to access the weekly sessions. • Spellings: Learn the list of spellings which are given to the children each Friday. The patterns change every week. The children should also be practicing their Statutory words, these can be found in their back of their planners. <p>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</p>	<p>We encourage you to follow our school Twitter account @GS_Federation. </p> <p>We regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.</p> <p>4th & 5th September - Teacher Training Days Monday 25th September – Mayan Experience Day at Goldsborough Sunday 1st October – Black History Month begins Thursday 5th October – National Poetry Day Thurs/Fri 5th/6th October – Canvas Camp at Sicklinghall Monday 9th October – Dark Nights and Fire Safety talk from the Fire Service Tuesday 10th October – Venture Photography in school Tues 17th / Weds 18th October – Parent/Carer Consultations Friday 20th October – Young Shakespeare presents Macbeth Thursday 26th October – Harvest Festival at St. Mary’s Church – details TBC Friday 27th October – Break the Rules Day</p> <p>*Year 3 and 4 will be swimming during the Spring and Summer terms this year</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 or to request a phone call.

Mrs R Thompson and Miss Henderson