



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Oak - February – March 2024

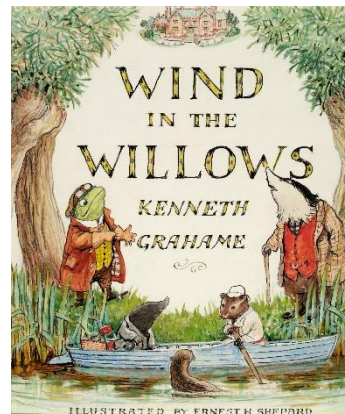


The Christian / Human Values we are exploring this half term are: Peace and Thankfulness

Our 'Big Thinking' SMSC Question for this half term is: What moments in history can you discuss where communities have wanted peace or have shown thankfulness?

English

In English this half term our focus book is the traditional tale of Wind in the Willows by Kenneth Grahame.



We will be using the characters and settings from the book to write our own descriptions. Our grammar focus is descriptive language, such as personification and similes and we will be looking at using a range of Year 5/6 punctuation: including colons and semi colons. The children will have the opportunity to write a range of descriptions based around the book and bring the story to life with their fantastic vocabulary and broad range of sentence structures.

We will then be going on to write a police report inspired by the trouble Mole gets into in the book. The children will be focusing on the formality of their writing.

Throughout this unit the children will be using a range of Alan Peat sentences including relative clauses and description: detail sentences.

Noun, which/where/who

Noun, which/where/who sentences begin with a noun then a comma followed by which or where or who

noun, (comma) tucked in information Final part of sentence— adds detail to the noun

Cakes, which taste fantastic, are not so good for your health.

Mr. Tims, who is my favourite teacher, is leaving the school soon.

De: De sentences (Description: Details)

A De: De sentence has 2 parts.

The **1st part** gives a description, the **2nd** gives further details.

The 2 parts are separated by a colon (:)

The vampire is a **dreadful creature** : it kills by sucking all the blood from its victims.

Snails **are slow**: they take hours to move the shortest of distances.

Maths

Our focus is: Fractions, decimals and percentages

Fraction	Decimal	Percentage	Image
$\frac{1}{2}$	0.5	50%	
$\frac{1}{4}$	0.25	25%	
$\frac{3}{4}$	0.75	75%	

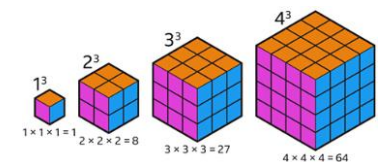
In Maths this half-term we will be learning to express the relationship between a whole and equal parts of a whole.

Year 6 will continue to develop their understanding of converting between fractions, decimals and percentages and explore problems involving FDP to deepen their understanding.

Year 5 will learn how to find fractions of amounts before moving onto finding simple fraction and decimal equivalents.

The children will then apply their knowledge of fractions, decimals and percentages to a range of word problems and mathematical challenges to embed and broaden their understanding.

For the remainder of the term, the class will be building on their knowledge of area and perimeter. We will recap prior knowledge before learning how to calculate the area and perimeter of rectilinear and compound shapes and estimating and calculating area. Year 6 will finish the term with a short unit on volume, finding the volume of different shapes.



Year 6 will continue to consolidate their learning of the KS2 curriculum through Maths lessons, booster sessions, Easter packs and individual support in specific areas.

How can I help?

Children to Read for a minimum of 15 minutes reading every night (logged by the children and noted in their Planner).

Recommended Reads:

Xanthe & the Ruby Crown by Jasbinder Bilan
The Final Year by Matt Goodfellow and Joe Todd-Stanton
Vi Spy: Licence to Chill by Maz Evans
Absolutely Everything by Christopher Lloyd
A Boy Called Hope by Lara Williamson

What are summarising skills?

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

Year 6 will be focusing on SATs style questions, evidencing their points using direct quotes from the text. This will help them master and feel confident about the 3-mark questions in SATs.

Spelling: Learn the list of spellings which are given to the children each half-term. The patterns change every week. The children should also be practicing their Year 5 and 6 statutory words, these can be found in their planners.

How can I help?

Regular use of Times Table Rock Stars will support children's rapid recall of key facts. Short, regular practise of the KIRFS, in relation to a day to day activity will also support rapid recall. (E.g. scaling the number of eggs when baking)

Useful Websites:

www.topmarks.co.uk

<https://www.iseemaths.com/lessons56/> (supports pupils reasoning and problem solving)

<https://www.bbc.co.uk/bitesize/subjects/z826https://nrich.maths.org/13786n39> (supports pupils reasoning and problem solving)

<https://www.educationquizzes.com/ks2/maths/> (has quizzes for each national curriculum objective for each year group)

KIRF Targets –




Year 5

- Value of each digit in a number with up to 3dp.
- Compare and order numbers with 3 decimal places.
- Know angles at a point (whole turn = 360° , and a straight line = 180°).
- Complete part-whole models with decimals to 1 whole
- Equivalence between fractions, decimals and percentages
- Number bonds to 1000 in 10, 100.
- Recall square numbers up to 12^2 and their square roots.






Year 6

- Multiplying 3 numbers.
- Finding the mean, mode and median.
- Calculating percentages.
- Naming the parts of circles, including radius, diameter and circumference, and know that the diameter is twice the radius.
- Converting between units for area, perimeter and volume.
- To know that angles of a triangle add up to 180° , and angles of a quadrilateral add up to 360° .


Curriculum: Key Skills, Knowledge and Enrichment


Topic – History	Science	P.E
<p>Our focus is: World Geography</p>  <p>Skills / Knowledge to be developed:</p> <p>In geography this half term we are looking at being able to name and locate the major countries, cities and physical characteristics. We will also be looking at identifying the position and significance of the latitude and longitude, the tropics and time zones of a range of different countries.</p> <p>We will be studying specific countries and how they have changed over time, studying maps from different centuries.</p> <p>Throughout this unit we will be developing our map and atlas skills.</p> <p>Greater Depth Challenge: will be able to identify how a place had changed over time and use evidence to explain why.</p> <p>Applied through: Geography Lessons and Carlton Lodge residential through orienteering.</p>	<p>Our focus is: Earth and Space</p>  <p>Skills / knowledge to be developed: The children will complete the unit on Earth and Space before creating a double paged spread to showcase their scientific knowledge.</p> <p>Greater Depth Challenges: Children will be challenged to use a range of sentence types and punctuation and include detailed scientific vocabulary.</p> <p>Applied through: Science and English</p>	<p>Our focus is: Dance</p>  <p>Skills / knowledge to be developed: In PE we are looking at choreography; creating and designing our own dance routines. They will be looking at the main themes of dancing; unison, musicality, expression and interpretation.</p> <p>Greater Depth Challenges: will be able to evaluate their own and other performances and think of ways to adapt.</p> <p>Applied through: P.E lessons</p>
<p>How can I help? Look at Maps together (Google Earth, atlases, OS maps) What can you locate? What do the symbols mean? What rivers can you identify? What mountains can you locate? Discuss geographical events in the news.</p>	<p>How can I help? Discuss with your child what they have learnt and begin to think about how their knowledge can be used to create a double page spread. Research Earth and Space for new ideas</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

DT	French	PSHE / Wellbeing	R.E.
<p>Our focus is: Night Lamps with electrical circuits.</p>  <p>Skills / knowledge to be developed: Children will be designing and making their own night lamps. We will be looking at different types of electrical circuits and using the most effective.</p> <p>Greater Depth Challenges. Will be effective in their evaluation throughout the design and making process. They will adapt their design accordingly.</p> <p>Applied through: DT Dazzle Days</p>	<p>Our focus is: Easter</p>  <p>Skills / knowledge to be developed: Children will learn the core vocabulary associated with Easter and produce an Easter card.</p> <p>Greater depth challenges: To recognise how sounds are presented in written form and notice the spelling of familiar words.</p> <p>Applied through: Listening and responding to simple stories, finger rhymes and songs. Experimenting with the writing of short words.</p>	<p>Our focus is: Media Literacy and Digital Resilience</p> <p>Skills / knowledge to be developed: Children will learn about the different types of media and their purposes, including how content can be designed to manipulate people's emotions. As a result of this the children will learn how to assess which search results are most reliable and be able to recognise unsafe and/or suspicious online content and how to report it.</p> <p>They will also learn how social media sites have age restrictions and why and understand rules and laws relating to sharing online content.</p> <p>Greater Depth Challenges: Children will use topic specific vocabulary when discussing and participating in knowledge-based tasks. They will also put into practice what they have been taught if using social media platforms.</p> <p>Applied through: Discussion, partner/group work and specific knowledge-based tasks.</p> 	<p>Our focus is: What is most important to Christians and Humanists?</p>   <p>Skills / knowledge to be developed: Children will be able to describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. They will also be able to explain Christian beliefs linked to redemption and suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>We will be also studying the Easter Story and Holy Week throughout Easter Service.</p> <p>Greater depth challenges: Will be able to link their learning to apply ideas about what really matters in life for myself; including ideas about fairness, freedom, truth, peace.</p> <p>Applied through: RE lessons</p>
<p>How can I help? Research different designs for night lamps.</p> <p>A message will be going out to request for a glass jar to help with their DT project.</p>	<p>How can I help? Encourage your children to share what they have been learning in class. Can they teach you the days of the week and the months of the year?</p>	<p>How can I help? Talk with your child about 'peer pressure' and that it is O.K to say no if someone asks them to do something that they don't want to do.</p> <p>Discuss how it is important to speak to a trusted adult if they feel uncomfortable or concerned about anything they are experiencing.</p>	<p>How can I help? Discuss what do people believe? Why do people believe different things? Children need to be able to define theist, atheist and agnostic</p>

Curriculum: Key Skills, Knowledge and Enrichment

Computing	How can I help?
<p>Our focus is: Animation</p> <p>Skills / knowledge to be developed: Children will plan, script and create a 3D animation to explain a concept or tell a story. They will be able to choose and create different types of animations to best explain their learning.</p> <p>Applied through: Computing lessons</p>	<p>To remind your child of the importance of being safe online and checking your parental filters.</p> <p>The use of Social Media has an age restriction of 13.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div>

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 Planner). Children have a read theory login (in planners). Read theory helps pupils develop their reading comprehension. Children should be completing a couple of reading theory comprehensions a week at home. KIRF Target: See weekly homework tasks and list of KIRFS in Maths section. Maths: Please use Times Tables Rockstars weekly to practise rapid recall skills. Spellings: Learn the list of spellings which are given to the children each half-term. The patterns change every week. The children should also be practicing their Year 5 and 6 statutory words, these can be found in 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. We regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.</p> <div style="text-align: right;">  </div> <p><u>Key dates:</u></p> <p>19th February – Return to school 20th February – Young Voices concert. 29th February - Team building day with Sicklinghall and Admiral Long at Goldsborough 4th March – World Maths day 7th March – World Book Day 14th March – Easter Service 15th March – Red Nose Day Monday 18th – 22nd March – Residential 22nd March – Break up at 3:15 for Easter.</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.
 Mrs Athey.