



# Curriculum Newsletter

## GOLDSBOROUGH SICKLINGHALL Federation

### Goldsborough - Sweet Chestnut Class - Autumn 1 2022



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

#### English

Our English planning is based around our topic '*Dinosaur Roar*', Time Travellers. We have selected key texts to teach a variety of genres this half term.

We will be learning about the features of a letter, focusing on the formality and language of **letter writing** as we plan and write a series of letters based on *Dear Dinosaur*.

*Cave Baby* will allow us to write **recounts**, label different types of animals and describe animals using adjectives.

We will write **instructions** to describe how to look after an egg based on the story 'How to look after your dinosaur'.

Reading the story *Dinosaurs and all that Rubbish* will encourage the children to discuss the merits of keeping our Earth clean. They will create a **persuasive poster** to encourage humans to look after the earth.

We will be orally rehearsing and accurately writing sentences with a capital letter and full stop (**Year 1**), and including commas in lists, adjectives and adverbs (**Year 2**) will be a focus of independent writing. Understanding verb tenses and accurately using the correct one will also be important. **Year 1** will write sentences that have suitable spaces between words and begin to use 'and' to join two sentences. **Year 2** will be focusing on using commas in lists and improving a noun phrase by adding one or more adjective. Both year groups will be learning how and when to use a question mark in their writing. **Year 2** will be focusing on using commas in lists and improving a noun phrase by adding one or more adjective.

Reading will be an integral curriculum area as we focus on refining and improving our reading skills. In **Year 1** we will focus on decoding, prosody and comprehension. In **Year 2** we will focus on increasing our **fluency; retrieving information** quickly and efficiently to answer questions, as well as **summarising** and **sequencing**.



#### Maths

In our Maths lessons we will explore 'Place Value' and 'Addition and Subtraction'

In Place Value **Year 1** will be focussing on sorting, ordering, and comparing objects, groups and numbers.

**Year 2** will focus on developing their knowledge of numbers to 100, partitioning numbers to 100 and finding more/less. They will also explore ordering and comparing numbers, as well as extending their knowledge of representing numbers using base 10, Numicon and ten frames.

The children will also begin an 'addition and subtraction' unit which will continue into Autumn 2. **Year 2** will work on fact families to 20 and then 100. They will be adding and subtracting 2-digit and 1-digit numbers, crossing 10, then moving onto adding 3 1-digit numbers. **Year 1** will begin using part whole models, number bonds within 10, subtraction, including word problems and reasoning questions. We will continue to challenge the children by asking them to reason about questions, this will encourage a greater depth of understanding.

#### KIRF Target – Autumn Term

Year 1 – I know number bonds for each number to 6

Year 2 – I know doubles and halves of numbers to 20.

Please see attached KIRF target letter for a complete list of revision targets and if you would like any support or ideas on how to further support embedding these targets please just ask.

#### How can I help?

Year 1

Use the phonic keyring to recap all sounds learned so far in our phonic lessons.  
 Read eBook 3x weekly and record notes in planner.

Year 2

Practise common exception words and practise weekly spellings.  
 Read at least 3x a week and record notes in planner.

#### How can I help?


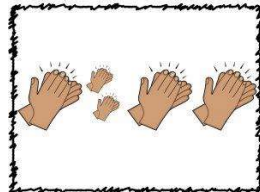


Regular use of Maths Shed, Numbots and Times Table Rock Stars (Year 2 only) will support children's rapid recall of key facts. Short, regular practise of the KIRFS, in relation to a day-to-day activity will also support rapid recall. (E.g., double the number of eggs when baking, how many more sweets needed to make 6, etc)

Useful Websites: [www.topmarks.co.uk](http://www.topmarks.co.uk) [www.mathsplayground.com](http://www.mathsplayground.com)


## Curriculum: Key Skills, Knowledge and Enrichment


Topic – History	Science -	P. E
<p><b>Our focus is:</b> Dinosaurs and the Different Time Periods</p> <p><b>Skills / Knowledge to be developed:</b> Over the course of this term, we will investigate the life of Mary Anning and her life as a palaeontologist.</p> <p>Children will develop their <b>Chronological Understanding</b> by confidently identifying and sorting dinosaurs, and by sequencing events or objects in chronological order (Y1). Challenges will expect <b>Year 2</b> to sequence events &amp; objects in chronological order using a scale and terms about the passing of time (before, modern, long ago, then). They will develop <b>Historical Interpretation Skills</b> to make distinctions between aspects of their own life and past times and begin to identify different ways to represent the past. By learning <b>Historical Enquiry Skills</b>, the children will look at objects from the past and ask questions e.g. ‘What were they used for?’ and try to answer them. <b>Year 2</b> will be expected to ask their own questions about the past and use a wide range of information to answer them.</p> <p><b>Year 1</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Explain what a dinosaur is, when it existed and how they became extinct.</li> <li>✓ Name the Triassic, Jurassic and Cretaceous period on a timeline independently.</li> <li>✓ Say who Mary Anning was and say why she was important?</li> <li>✓ Explain why Mary Anning wanted to be a palaeontologist and why she reacted as she did.</li> <li>✓ Describe dinosaurs in a number of different ways.</li> <li>✓ Sort a range of dinosaurs into groups and explain how I sorted them.</li> </ul> <p><b>Year 2</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Explain the difference between Triassic, Jurassic and Cretaceous period on a timeline confidently.</li> <li>✓ Confidently identify, sort and describe a wide range of dinosaurs in a number of ways.</li> <li>✓ Explain the importance of the discovery by William Walker to recent history of the dinosaurs.</li> </ul> <p><b>Greater Depth Challenges:</b> To use accurate terminology: Triassic, Jurassic and Cretaceous periods. Explain why a T-rex couldn't eat a Diplodocus (they didn't exist in the same time period). Describe the key differences between then and now.</p> <p><b>Applied through:</b> History / English</p>	<p><b>Our focus is:</b> Animals Including Humans</p>  <p><b>Skills / knowledge to be developed:</b> <b>Year 2</b> will observe how animals have offspring which grow into adults and find out about and describe the basic needs of animals for survival (water, food and air). They will explore and compare the differences between things that are living, dead, and things that have never been alive and identify that most living things live in habitats to which they are suited. They will learn how different habitats provide for the basic needs of different kinds of animals and how they depend on each other. Also, they will discover how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p> <p><b>Year 1</b> will identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. They will name a variety of common animals that are carnivores, herbivores and omnivores and describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)</p> <p><b>Greater Depth Challenges:</b> <b>True or False (Prove):</b> carnivores are not hunted by other carnivores. <b>Proving and explaining why</b> a reptile cannot be confused with a mammal. For example, a polar bear cannot be a reptile because it is warm blooded and gives birth to live young, rather than laying eggs. <b>Suggest ways</b> that an animal's offspring (including humans) may be dependent on adults for some time.</p> <p><b>Applied through:</b> Discussing, understanding and explaining the concepts in detail. Exit card quizzes and tasks.</p>	<p><b>Our focus is:</b> Ball Skills, Object Control and Attacking and Defending</p> <p><b>Skills / knowledge to be developed:</b> Kick a ball accurately with control to pass and strike, develop awareness of space.</p> <p><b>Greater Depth Challenges:</b> Work with an increased number of players, smaller ball and target.</p> <p><b>Applied through:</b> Children will develop their confidence and control by playing a variety of football-based games.</p> 
<p><b>How can I help?</b> Discuss how museums and palaeontologists have helped historians develop a good understanding of Dinosaurs. Ask the children to share what they have learnt in class about Dinosaurs.</p>	<p><b>How can I help?</b> Discuss which group animals in our local environment would belong to and ask them to explain why or why they can't be part of a group.</p>	<p><b>How can I help?</b> 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. They may need additional layers, hats and gloves as well as a spare coat or socks on Thursday with Mr Colley.</p>

## Curriculum: Key Skills, Knowledge and Enrichment

Art	Music	PSHE / Wellbeing	R.E.
<p><b>Our focus is:</b> Drawing, Painting and Colour with a particular focus on the artist Beth Adoutte – Natural Art</p> <p><b>Skills / knowledge to be developed:</b> Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’. Continues to explore applying colour with a range of tools for enjoyment. Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Experiment with the visual elements; line, shape, pattern and colour.</p> <p><b>Greater Depth Challenges:</b> Mix colours to match those of the natural world – colours that might have a less defined name.</p> <p><b>Applied through:</b> Topic lessons and continuous provision.</p> <div style="text-align: center;">  </div>	<p><b>Our focus is:</b> Rhythm and tempo</p> <p><b>Skills / knowledge to be developed:</b> To listen with attention to detail and recall sounds with increasing memory. To perform as an ensemble by clapping or using percussion with increasing accuracy, fluency, control and expression. To explore the rhythm, tempo and dynamics of different chants and rhymes.</p> <p><b>Greater Depth Challenges:</b> Perform independently and lead a clapping chant or rhyme.</p> <p><b>Applied through:</b> Music sessions in class</p> <div style="text-align: center;">  </div>	<p><b>Our focus is: Families and Friendships</b> Build constructive and respectful relationships. We will talk about the different roles in a family and people who care for them. The children will learn about different family structures and the importance of a trusted adult. We will talk about how to be a good friend, and the different ways that we can make friends. Children will learn positive strategies for effective play and resolving arguments.</p> <p><b>Wellbeing:</b> We will revisit the story of The Colour Monster and take part in daily check ins to share our emotions. The children will share relaxation moments and skills within in Relax Kids area in the classroom.</p> <div style="text-align: center;">  </div> <p><b>Skills / knowledge to be developed:</b> The children should learn how to communicate their feelings about new experiences to others, recognise how others show feelings and know how to respond. The children should also be able to celebrate their strengths and set simple but challenging goals.</p> <p><b>Greater Depth Challenges:</b> Verbalise their emotions and independently use activities to regulate their emotions.</p> <p><b>Applied through:</b> Discussion / Circle time/debate/Relax Kids</p>	<p><b>Our focus is:</b> Who is a Christian and what do they believe?</p> <p>Harvest</p> <div style="text-align: center;">  </div> <p><b>Skills / knowledge to be developed:</b> This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. We will look at stories about Jesus and stories that Jesus told. We will help children to understand that Christians see God as Father and Creator and Jesus as the Son of God and an inspiration to Christian people. Lastly, we will study prayer and in particular the Lord’s prayer. Yr. 1 &amp; 2 children will:</p> <ul style="list-style-type: none"> <li>✓ Talk about some simple ideas about Christian beliefs about God and Jesus.</li> <li>✓ Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</li> <li>✓ Talk about issues of good and bad, right and wrong arising from the stories.</li> <li>✓ Ask some questions about believing in God and offer some ideas of their own.</li> </ul> <p><b>Greater Depth Challenges:</b> Make links between what Jesus taught and what Christians believe and do.</p> <p><b>Applied through:</b> Discussion, role play and debate.</p>
<p><b>How can I help?</b> When using the colours in discussion at home, encourage children to use more specific descriptions of colour, rather than just ‘blue’ (ocean blue).</p>	<p><b>How can I help?</b> Encourage your child to share any new rhymes or games they have learned.</p>	<p><b>How can I help?</b> Talk with your child about their emotions and explore mindful moments using Relax Kids activities or Cosmic Yoga. <a href="https://www.relaxkids.com/">https://www.relaxkids.com/</a></p>	<p><b>How can I help?</b> Using a suitable children’s Bible (e.g., The Lion Storyteller Bible or New International Children’s Version), share stories that show the importance of Jesus to Christians e.g., a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus.</p>

## Curriculum: Key Skills, Knowledge and Enrichment

Computing	How can I help?
<p><b>Our focus is Digital Literacy &amp; E Safety Skills / knowledge to be developed:</b> Children will learn the common uses of information technology beyond school. We will discover how to use technology safely and respectfully, and the importance of keeping personal information private. The children will identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><b>Applied through:</b> Computing, PSHE</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> <p>Make sure that your child is not accessing your device under your account (which has adult filters).</p> <div style="text-align: right;">  </div>

Homework	Any Other Information / Dates for the Diary
<p><b><u>Ongoing Homework</u></b></p> <ul style="list-style-type: none"> <li><b>Reading:</b> a minimum of three times weekly (logged by grownups and noted in their Home School Diary).</li> <li><b>KIRF Target:</b> See attached letter.</li> <li><b>Maths:</b> Please use Numbots or Maths Shed weekly to practise rapid recall skills.</li> <li><b>Spellings Yr. 2:</b> 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 Common Exception words, these can be found in their spelling homework booklets.</li> </ul> <p><b>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</b></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> <div style="text-align: right;">  </div> <p><b>Children do not need to bring in anything from home into class e.g. pencil cases, stationary or toys. We have everything they need for lessons in school.</b></p> <p><b>DATES FOR THE DIARY:</b></p> <p>Tuesday 6<sup>th</sup> September - Return to School          1<sup>st</sup> – 31<sup>st</sup> October – Black History Month          Monday 3<sup>rd</sup> October – Den Building Day          Thursday 6<sup>th</sup> October – National Poetry Day          Monday 10<sup>th</sup> October – World Mental Health Day          Monday 10<sup>th</sup> October – School Coffee Afternoon          Thursday 20<sup>th</sup> October – Harvest Festival – time TBC          Break up for half-term: Friday 21<sup>st</sup> October</p> <p>FROGS dates to follow – watch this space 😊</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.

Please keep checking Tapestry for classroom updates and news.

Mrs Askew & Mrs Mason