



# Curriculum Newsletter

## GOLDSBOROUGH and SICKLINGHALL Federation

### Goldsborough - Sweet Chestnut – June – July 2022



The Christian Values we are exploring this half term are: **Wisdom & Compassion**

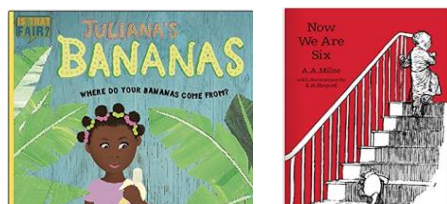
Our 'Big Thinking' SMSC Question for this half term is:

What wisdom have people had in different localities that have led to local or global changes?

How do people in different local and global communities show compassion?

#### English

In our English lessons this half term we will be focusing on one text called Julianne's Bananas & the poetry of AA Milnes 'Now We Are Six'



- We will begin by reading *Julianna's Bananas* and exploring non-chronological report writing. We will focus on improving our punctuation, past & present tense, contractions and conjunctions.
- Next, our focus text will be *Now We Are Six*, a collection of poetry by AA. Milnes. We will be exploring rhyming words, performance poetry and writing our own pieces too.
- Our grammar focus will be using accurate present and past tense verbs including the progressive form, using apostrophes for contractions and singular possession, and recognising that adverbs give additional information about the verb.

#### How can I help?

\*Daily reading of your child's book is essential to making good progress in phonics. You can also support your child's love of books by visiting your local library where your child can pick books they find interesting.

\*Encourage children to follow 'say it, write it, check it' for each sentence when writing at home. Has their sentence got a capital letter? Has their sentence got a full stop? Could they add a conjunction to make it more interesting? Try using 'because' and 'but' in your sentences.

**Spellings will be assessed every Friday**

**Spellings for the whole of half term have been sent home**

#### Maths

In our Maths lessons this half term we will be focusing on Measurement: weight, volume and temperature as well as consolidating and applying our prior knowledge through a range of simple Maths problems and investigations.

Measurement: Year 1: Weight and Volume Year 2: Mass, Capacity and Temperature	Year 1: Four Operations recap Year 2: Consolidation and Investigations	Consolidation
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#### Year 1:

Measuring/comparing weight and mass using terms such as heavier & lighter, then using non-standard units to compare and measure, capacity and volume. Addition, Subtraction, Multiplication & Division are the 4 operations that we will then re cap to ensure any gaps are filled.

#### Year 2:

Measuring/comparing mass in g/kg, comparing capacity, millilitres and litres, temperature.

Using and applying all learnt maths skills to complete investigations.

#### How can I help?

Enable your child to use **Numbots**. Login details are on the sticker in the back of their planner (it is the same as the TTRockstars Log in) Regular use of this will ensure clear embedding and fast recall of number facts.

**Use the ideas on the KIRF sheet to help support your child with this terms Key Instant Recall Facts.**

#### KIRF Target – Summer Term

(Key Instant Recall Facts)

**Year 1** – I know my number bonds for each number to 10

**Year 2** – I know the multiplication and division facts for the 5 times table

Continuing to revisit these is a great way of ensuring mathematical fluency. Please see the terms KIRF target letter for a complete list of revision targets.

## Curriculum: Key Skills, Knowledge and Enrichment

### Topic – Geography

**Our focus is:** Fair Trade

**Skills / Knowledge to be developed:**

**Year 1 children will** be able to explain what Fair Trade is and name a number of Fairtrade products.

They will be able to locate different countries that produce Fair Trade products and find them on a world map. E.g. Bananas, Chocolate and tea. They will be able to explain how to support Fair Trade.



**FAIRTRADE**

**Year 2 children will** be able to explain what a Fair-Trade organisation is and how they help Farmers and workers. They will be able to locate different countries that produce Fair Trade products (bananas, chocolate and tea) and explain why they grow well there.



**Greater Depth Challenges:** Children can use their skills and knowledge to persuade others why they should buy Fair trade products.

**Applied through:**

Geography / English / Art / Computing / Debate

### How can I help?

You can visit fantastic websites like:

[Home - Fairtrade Foundation](http://www.fairtrade.org.uk)

Have a look for fair trade products whilst on your supermarket trip.

### Science

**Our focus is:** Materials and their properties

**Skills / knowledge to be developed:**

*\*Scientific Knowledge*

*\*Working Scientifically*

**Year 1 will** continue to explore, compare and describe the simple physical properties of a variety of everyday materials.



They will compare and group together a variety of everyday materials based on their simple physical properties.



**Year 2 will** continue to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. They will also out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

**Greater Depth Challenges:**

The emphasis is on proving and explaining why. For example, suggesting why a certain material would be better suited for a specific task.

**Applied through:**

Science lessons. Discussing, understanding and explaining the concepts in detail.

### How can I help?

Discuss questions like:

- What material would be best for an umbrella?
- What properties are needed for a window?

<https://www.bbc.co.uk/bitesize/articles/zdpftrd>

### P. E

**Our focus is:** Throwing, jumping & running and developing skills leading up to support Sports Day

Throwing/jumping/running in isolation and combination  
Target activities – Aiming towards a target

- Skittles
- Throwing into a hoop

**Skills / knowledge to be developed:**

In PE the children will be exploring ways of mastering basic movements including running, jumping, throwing and catching. As well as developing balance, agility and co-ordination



**Greater Depth Challenges:** Children will be able to apply these developing skills effectively into a range of activities.

**Applied through:**






PE / Games. Children will develop their techniques for balance, agility and co-ordination.

### How can I help?

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.

Please make sure the children have warm clothes for outdoor PE as we will always endeavour to be outside

## Curriculum: Key Skills, Knowledge and Enrichment

French	Music	PSHE / Wellbeing	R.E.
<p><b>Our focus is:</b> Counting numbers to 10</p> <div style="text-align: center;">  </div> <p><b>Y1 &amp; Y2:</b> Learn how to count to 10 in French</p> <p><b>Skills / knowledge to be developed:</b> To know the French words for numbers 1 - 10.</p> <p><b>Challenge:</b> To continue counting beyond 10.</p> <p><b>Applied through:</b> Singing French number songs.</p> <div style="text-align: center;">  </div>	<p><b>Our focus is:</b> Reflect, Rewind and Replay</p> <p>This unit consolidates the knowledge and skills which have been acquired over the course of the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <div style="text-align: center;">  </div> <p><b>Skills / knowledge to be developed:</b> Listen and Appraise Musical Activities Perform the Song</p> <p><b>Songs Explored:</b> *Peer Gynt Suite: Anitra's Dance by Edvard Grieg – Romantic *Bring Him Back Home (Nelson Mandela) by Hugh Masekela *Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque *Fly Me To The Moon sung by Frank Sinatra. *From the Diary Of A Fly by Béla Bartók - 20th Century *We Will Rock You by Queen *Fantasia on Greensleeves by Vaughan Williams - 20th Century</p> <p><b>Applied through:</b> Music lessons</p>	<p><b>Our focus is:</b> RHSE</p> <div style="text-align: center;">  </div> <p><b>Skills / knowledge to be developed:</b> Children will learn to understand and respect the differences and similarities between people. They will learn about the biological differences between male and female animals and their role in the life cycle. Children will learn about growing from young to old and that they are growing and changing. They will learn that everybody needs to be cared for and ways in which they care for each other.</p> <p><b>Greater Depth Challenge:</b> Explore ways which they can support the older and younger members of our community.</p> <p><b>Applied through:</b> PSHE lessons Discussion / Circle time/debate/Relax Kids</p>	<p><b>Our focus is: Christianity, Muslim, Judaism</b></p> <p>What is special about our world? Art &amp; Other Faiths Week</p> <div style="text-align: center;">  </div> <p><b>Skills / knowledge to be developed:</b> The children will have the opportunity to talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. The children will discuss their ideas about how to look after other people, animals and plants.</p> <p>During Art and Other faiths Week, we will focus on art in Sikhism, exploring a variety of works of art before creating our own.</p> <p><b>Greater Depth Challenge:</b> Children are able to give examples of ways in which believers express concerns and compassion for the world, animals &amp; plants.</p> <p><b>Applied through:</b> RE lessons and Art and Other Faiths Week.</p>
<p><b>How can I help?</b></p> <p><b>Watch with your child:</b></p> <p><a href="https://www.youtube.com/watch?v=wogBQG7LG8s">https://www.youtube.com/watch?v=wogBQG7LG8s</a></p>	<p><b>How can I help?</b></p> <p>Explore different songs written by the same artists we are using. Words children need to know: Keyboard, bass, guitar, percussion, trumpets, saxophone, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.</p>	<p><b>How can I help?</b></p> <p>Talk with your child and explore resources such as; <a href="https://www.youtube.com/watch?v=J85JT6c1LYU">https://www.youtube.com/watch?v=J85JT6c1LYU</a> which looks at conflict resolution.</p>	<p><b>How can I help?</b></p> <p>Explore different faiths with your child.</p>



## Curriculum: Key Skills, Knowledge and Enrichment

### Art / DT

**Our focus is: Design & Technology**  
**Topic: Cooking and nutrition:**  
 Preparing fruit and vegetables  
**Designing and making their own healthy banana bread.**

#### Progression of Skills

\*Use the basic principles of a healthy and varied diet to prepare dishes.  
 \*Understand where food comes from.

#### Knife Skills

Claw knife technique – soft foods e.g. cucumber

Snipping herbs in a jug using scissors

#### Baking Skills

All-in-one cake mixing

Scraping out a bowl with a spatula

Dividing mixture into tins e.g. muffins

Handling and folding filo pastry

#### Other Skills

Mashing



**Greater Depth Challenge:** Children will be able to evaluate their recipe identifying the strengths and possible changes independently.

#### **Applied through:**

Making banana bread

#### **How can I help?**

Encourage discussions & evaluation language about different things that can be made from bananas.

### Computing

**Our focus is: Programming**  
**Skills / knowledge to be developed:**

#### Y1

Strand	
Computational Thinking	<ul style="list-style-type: none"> <li>I understand the sequence of an algorithm is important</li> <li>I can write simple algorithms</li> </ul>
Coding/Programming	<ul style="list-style-type: none"> <li>I can create a simple program on a digital device e.g. Bee Bot or tablet</li> <li>I can use sequence in programs</li> <li>I can locate and fix bugs in my program</li> </ul>

#### Y2

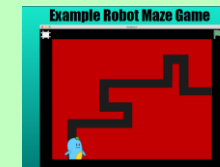
Strand	
Computational Thinking	<ul style="list-style-type: none"> <li>I can write algorithms for everyday tasks</li> <li>I can use logical reasoning to predict the outcome of algorithms</li> <li>I understand decomposition is breaking objects/processes down</li> <li>I can debug algorithms</li> </ul>
Coding/Programming	<ul style="list-style-type: none"> <li>I understand programs follow precise instructions</li> <li>I can create programs using different digital devices E.g. Bee Bot or Scratchjr on a tablet</li> <li>I can debug programs of increasing complexity</li> <li>I can use logical reasoning to predict the outcome of simple programs</li> </ul>

#### **Applied through:**

Computing lessons – Children will continue to use Scratch Junior to create programs

#### **How can I help?**

You could explore the apps for this project at home. The apps are called Scratch Junior.



### Homework

#### Ongoing Homework

- Reading:** a minimum of 10-15 minutes reading every night (logged in their Home School Diary).
- KIRF target:** See attached letter.
- Spellings:** Learn the list of spellings provided in the Home School Planners every week. Spelling test will be every Friday.
- Optional Homework:** Sent out Thursday (stuck in Homework books if they are in school otherwise will be sent home loose)

**Please continue to log children's progress with these activities in your child's planner.**

**Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.**

### Any Other Information / Dates for the Diary

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.



#### **Diary dates:**

14<sup>th</sup> June: Class photos  
 15<sup>th</sup> June: Den Building  
 30<sup>th</sup> June Sports Day  
 7<sup>th</sup> July – Transition Day in School  
 22<sup>nd</sup> July – School closes for the Summer

**Return to School: Tuesday 6<sup>th</sup> September**

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 Bagshaw, Mrs Mason & Mrs Brayshaw