



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

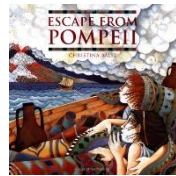
Sycamore - Spring 1: January - February 2023



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?

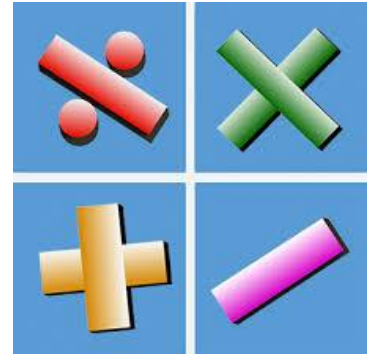
English

- We will be beginning the term by learning about the features that will enhance our narratives, focusing on the use of adjectives, adverbs, compound, complex sentences and paragraphs in our stories. We will use the book 'Escape from Pompeii' as our driving vehicle to borrow ideas from and learn further about the disaster that this ancient city experienced thousands of years ago.
- We will use this topic to approach related learning on natural disasters and we will hold a range of debates to further develop our communicational skills.
- Our reading will be an integral part of all curricular areas as we focus on increasing our fluency and being able to comment on authorial choices: Why has the author chosen to use this word? Which is the impact on the reader? Would other words/phrases cause the same effect?
- We will continue to read a broad range of interesting texts across the curriculum including information texts and poetry about 'Volcanoes'.
- The outcome will be: to write a story that includes a range of grammatical features and presents a clear structure with an introduction paragraph and a well-developed ending.



Maths

- In our Maths lessons we will explore 'Multiplication and Division'.
- Year 3 will focus upon developing their understanding of the 3, 4 and 8 times tables, improving their fluency of recall. The children will also spend time exploring relationships between numbers, such as multiplying and dividing by 10.
- Year 4 will spend time developing their recall of the 6, 7 and 9 times tables. Throughout the half term, the children will explore the relationship between numbers when multiplying and dividing numbers by 0, 1, 10, 100 and 1000.
- 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?:
 Share news reports with your child. Watch Newsround together and read articles from the Newsround Website and First News. Talk about the headlines, what do they think the story could be about? Can they spot the Who, What, When, Where, Why in the story?
 When reading use a Vocabulary sheet to explore challenging words with your child. Collins online dictionary is fantastic for definitions children can understand.

What are fluency, retrieval, summarising and sequencing 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).
Summarising – being able to explain the main points of a text briefly.
Sequencing – being able to place events in a text in order.

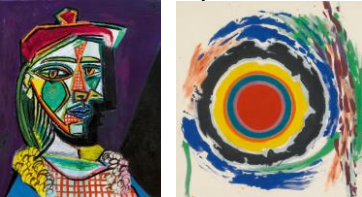
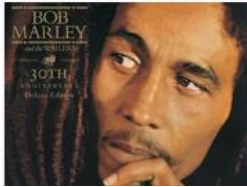

How can I help?:
 Children in Year 4 are likely to have their Multiplication Check in June. It is important that they are fluent in their times tables to 12x12. Try using www.mrsthompson.co.uk which emulates the actual assessment.
 Ask your child: (To relate their learning to real life situations). If I have four packs of 6 bread rolls, how many rolls will I have in total?

KIRF Target – Spring Term 1
 Year 3 – I can recall facts about durations of time.
 Year 4 – I can recognise decimal equivalents of fractions.
 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.

Curriculum: Key Skills, Knowledge and Enrichment

Topic – History	Science - Magnets	P.E
<p>Our focus is: The Roman Empire - 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 Roman Empire era on a timeline of familiar historical events. Using evidence, they will explore how the Romans lived, including their clothing, buildings and way of life as well as the worship of different Gods and Goddesses.</p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <p>Children will carry out a Historical Enquiry into how the Romans lived in Britain and what effect they had.</p> <p>They will develop their Historical Interpretation skills by exploring some key aspects of key events in the Roman time period.</p> <p>Greater Depth Challenges: Using accurate terminology, they will explain independently why a historical topic, event or person was distinctive or significant.</p> <p>Applied through: History / English</p> </div> <div style="flex: 1; text-align: center;">  </div> </div>	<p>Our focus is: Forces: Magnets</p> <p>Skills / knowledge to be developed: The children will spend time exploring magnetic forces and how they can act at a distance. They will observe how magnets attract and repel each other, as well as how they attract some materials and not others. The children will also compare and group everyday items, predicting whether or not the materials will be attracted to a magnet. They will also describe magnets using the scientific vocabulary 'poles, attract and repel' and predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Greater Depth Challenges: To use accurate scientific terminology to discuss and justify predictions and results of investigations.</p> <p>Investigate: The strength of magnets and explore whether size affects strength.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Applied through: Discussion, understanding, explaining and investigations. Linking their learning to real life - Where can I see magnets in the world around me?</p>	<p>Our focus is: Gymnastics; Agility, balance and coordination.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Skills / knowledge to be developed: The children will develop their ability to perform a range of balances on one foot. They will progress to perform sequences of balances, rolls and jumps to suit different types of apparatus. All children will spend time practicing rolls, aiming to land on their feet in a controlled way. They will work with a partner to create, repeat and improve a sequence with at least three phases.</p> <p>Greater Depth Challenges: Work with increased balance and control to complete several sequences which involves changes in speed, direction and shape.</p> <p>Applied through: Children will develop their confidence and control by playing a variety of football-based games.</p> <p style="color: blue;">Children will also take part in an indoor session with the class teacher – Yoga. The focus will be upon developing agility and balance.</p>
<p>How can I help? Discuss how we are still discovering things about the romans as we uncover new evidence/artefacts. Ask the children to share what they have learnt in class about the Romans.</p>	<p>How can I help? Discuss where they see magnets in real life, for example; fridge magnets, clasps, games.</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. They may need additional layers, hats and gloves as well as a spare coat or socks on Thursdays as we will be outside with Mr Colley.</p>

Curriculum: Key Skills, Knowledge and Enrichment

Art	Music	PSHE / Wellbeing	R.E.
<p>Our focus is: Colour and printing</p> <p>Skills / knowledge to be developed: The children will begin by exploring the work of Picasso and Kenneth Noland considering their use of colours and techniques.</p> <div style="display: flex; justify-content: space-around;">  </div> <p>They will then explore making a printing block or poly print to make a two colour print. They will focus upon printing on different materials, and creating accurate repeating patterns.</p> <p>The children will continue to work on their understanding of primary colours, secondary colours, tints and tones and use these to create a mood in my painting. They will spend time exploring and using different equipment to paint with and investigate mark making.</p> <p>Greater Depth Challenges: To explore the work of different artists and comment on their effectiveness using the new vocabulary they have been introduced to.</p>	<p>Our focus is: Reggae through the song 'Three Little Birds' by Bob Marley.</p> <div style="text-align: center;">  </div> <p>Skills/knowledge to be developed: All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.</p> <p>Greater Depth Challenges: Perform independently and with confidence.</p> <p>Applied through: Performing simple compositions in class during weekly music lessons.</p>	<p>Our focus is: Being part of a community and Media Literacy and Digital Resilience.</p> <p>Skills / knowledge to be developed: The children will spend time exploring what it means to be part of a community, and how to make and maintain respectful friendships. They will move onto exploring what cyber bullying is, and how to spot the risks of using the internet.</p> <p>Greater Depth Challenges: The children will develop a great understanding of how the work they do in class can be applied to real life situations, supporting others by drawing links between real life situations and the learning objectives.</p> <p>Applied through: Discussion/ Circle time/ Debate.</p> <div style="text-align: center;">  </div>	<p>Our focus is: To explore the symbolism, actions and objects involved when people pray in different religions and explain why members of each faith pray.</p> <p>Skills/ knowledge to be developed: Children will become familiar with Hindu and Islamic beliefs and traditions. They will know about the Mandir as a place of worship, the different gods and what they represent and ways that Hindus express their faith and celebrate festivals.</p> <p>They will know about Christian places of worship, stories associated with the faith and how Christmas is celebrated.</p> <p>Greater Depth Challenges: Explain their own ideas and thoughts about the meaning of pray and the importance of respecting the traditions and experiences of believers as they pray.</p> <p>Applied through: Discussion, role play and debate</p>
<p>How can I help? Spot different textures when you are out. Can they describe the textures? Can they create their own prints using materials at home?</p>	<p>How can I help? Encourage your child to share any new learning. Spend some time together listening to Reggae music: What makes it different? How does it make them feel?</p>	<p>How can I help? To encourage your child to explore different ways of paying for good, and to understand what a budget is.</p>	<p>How can I help? Ask your child to tell you about how other faiths pray. If they would like to, support your child in creating their own prayers.</p>

Curriculum: Key Skills, Knowledge and Enrichment

Computing – coding

Our focus is: Coding. We will use the programme 'Discovery Education' to learn about coding skills.

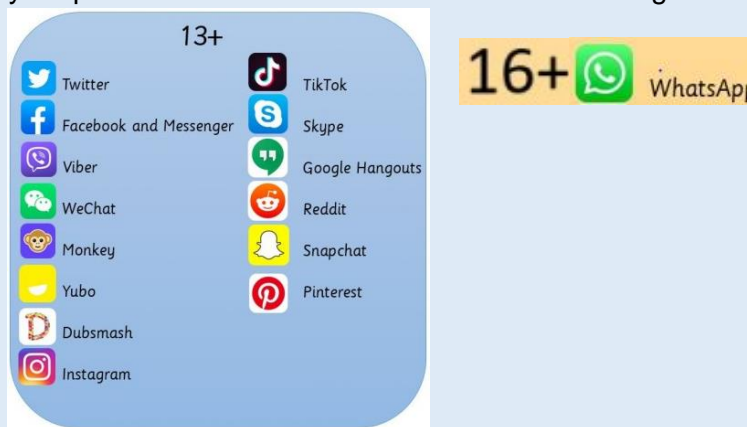
Skills / knowledge to be developed: We will learn how to get the most out of 'Block Coding' through a structured programme of levels and lessons that will support children in their step by step understanding. We will learn that programs execute by following clear instructions and respond to inputs to do different things.

Greater Depth Challenges: Children will find out how to get creative and design their own apps and games in the free code area.

Applied through: Computing.

How can I help ?

To remind your child of the importance of being safe online and checking your parental filters – most Social Media has an age restriction of 13.



Homework

Ongoing Homework

- **Reading:** a minimum of 15 minutes reading every night (logged by the children and noted in their School planner). Online Read Theory quizzes help to build comprehension skills; complete at least 3 per week.
- **KIRF Target:** See attached 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. Please use Spelling Shed to access the weekly spelling games.

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.



Tuesday 3rd January – Training Day

Tuesday 10th January – Clay workshops (all classes)

Wednesday 4th January – Departure Day for the Romans

Wednesday 11th January – Trip to Victoria School, Keighley

Wednesday 8th February – Young Voices choir at Sheffield Arena

Friday 10th February – School closes for Half term.

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 via Teams or to request a phone call.

Mrs Thompson and Miss Dobson