



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation



'Working together to be the best that we can be'

Sycamore – April - June 2023

The Christian / Human Values we are exploring this half term are: Humility and Trust

Our 'Big Thinking' SMSC Questions for this half term are: 'How did people in the past develop trust? Have any significant people in this period of history demonstrated humility? Link: Inspirational People.

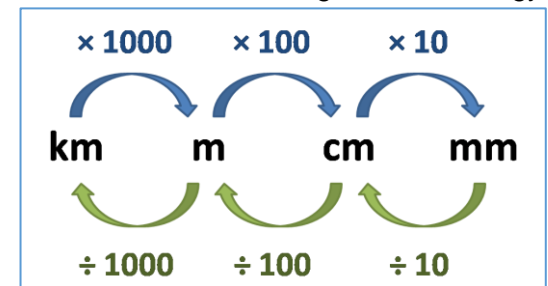
English

- We will be beginning the term by learning about the features of a biography as we learn about the life of **Ada Lovelace**. We will learn about tone and organising our work into paragraphs using **adverbial phrases** to describe time, **apostrophes for possession** and **pronoun reference chains**. Our SMSC questions will focus on the way that inventors and inspirational people show humility.
- The outcome will be:** to write a biography of Ada Lovelace.
- We will then explore the book **Barnabus Project** and create a narrative from the character's point of view including **direct speech** and **expanded noun phrases** to **show not tell**.
Our reading will be an integral part of all curriculum areas as we focus on improving our fluency when reading aloud, alongside authorial **language choices** and using **deduction** and **inference** skills to work out what the purpose of a text is.



Maths

- In our Maths lessons, we will spend time focusing on measures. The children will be taught the value of mm, cm and m, and will begin to convert between the different units. Children in Year 3 will focus on perimeter, whilst children in Year 4 will also explore area.
- In addition, we will explore fractions. Focusing particularly upon finding equivalent fractions, adding and subtracting fractions, and comparing them using $<$, $>$ and $=$. The children will be exposed to a range of mathematical vocabulary, and should be able to discuss their work using the terminology confidently, for example; denominator, numerator, unit fraction, non-unit fraction...
- We will continue to challenge the children by asking them to reason about questions, this will encourage a greater depth of understanding.



How can I help?:

Talk to your child about people you find inspiring. Can you find out together about important events in their lives and how these affected who they are today?

Recommended Reads: Goodnight Stories for Rebel Girls and Stories for Boys who Dare to be Different help to widen children's knowledge of the different ways people can succeed in life.

What are language choice, inference and deduction skills?

Language choice – explain why the author has chosen a particular word or phrase. How does it make you feel? What does it remind you of? Does it sound like anything familiar?

Deduction: putting facts together from the text to make a conclusion about something

Inference: using knowledge of the world to understand more than what the writer says.




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.

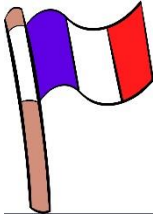

Ask your child:

What fraction of pizza do you have? Can you give an equivalent fraction?


Curriculum: Key Skills, Knowledge and Enrichment


Topic – History	Science - Sound	P.E
<p>Our focus is: The Industrial Revolution in Bradford.</p> <p>Skills / Knowledge to be developed: Over the course of this term, we will be exploring what happened during the industrial revolution in Bradford, and what effects it had on the local community. The children will focus upon what life was like at the time; specifically comparing the lives of a family in poverty and the family of a factory owner. They will also make links between the events of the Industrial revolution and the impact it had on life in Bradford and life in general today. During the last session of learning we will also make links with Leeds and the Cholera outbreak.</p>  <p>Greater Depth Challenges: Begin to lead my own investigation into life in the Industrial Revolution in Bradford by asking questions and using a variety of sources and evidence to answer these.</p> <p>Applied through: History / English</p>	<p>Our focus is: Sound</p> <p>Skills / knowledge to be developed: The children will identify how sounds are made and learn that this is caused by an object vibrating. They will recognise how sound travels to the ear. Children will identify patterns in pitch and volume and link this to the object, the vibration and the distance from the sound source.</p>  <p>Greater Depth Challenges: Children will apply their understanding of sound to explain how musical instruments work.</p> <p>Applied through: Classifying sound sources, exploring making and altering sounds, measuring sounds.</p>	<p>Our focus is: Striking and fielding/Swimming</p>  <p>Skills / knowledge to be developed: Children will learn to hit or strike a ball into spaces after a bounce. When fielding, they will learn to throw with increasing accuracy and play different roles within the team. They will develop their understanding of the games.</p> <p>Greater Depth Challenges: Begin to develop and apply their knowledge of tactics in a game situation.</p> <p>Applied through: Children will develop their techniques to play a variety of striking and fielding games including cricket and rounders in small teams.</p>
<p>How can I help? Discuss how Bradford was an important centre for woollen cloth, and to encourage the children to consider why. Ask the children to share what they have learnt in class about families living during the industrial revolution.</p>	<p>How can I help? Discuss how different objects/ instruments, vehicles are sources of sound and how sound waves travel through different mediums. Which are the most effective and fast mediums?</p>	<p>How can I help? Please ensure that children come in their PE kits for their allocated PE day. Earrings should be removed at home. They may also need sun cream and a sun hat depending on the weather.</p>

Curriculum: Key Skills, Knowledge and Enrichment

French	Music	PSHE / Wellbeing	R.E.
<p>Our focus is: Class instructions, numbers and colours.</p>  <p>Skills / knowledge to be developed: The children will be able to identify and name a range of commands, as well as numbers and colours. Children in Year 4 should be able to construct a simple sentence expressing like and dislike.</p> <p>Greater Depth Challenges: Begin to develop conversational language and pronunciation; they can ask others to carry out simple class instructions and respond to questions.</p> <p>Applied through: Discussion and conversation.</p>	<p>Our focus is: Bringing Us Together – Disco Music</p> <p>Skills / knowledge to be developed: Our focus song will incorporate the values of friendship, peace, hope and unity.</p> <p>Children will be given the opportunity to listen to and appraise different disco songs. They will also identify instruments within the song, find the pulse of the song and consider how the song has been constructed. They will then will learn to sing and perform the song together.</p>  <p>Greater Depth Challenges: Comment on and compare the structures of the songs we are listening to using the correct terminology.</p> <p>Applied through: Listening to, appraising and performing the song.</p>	<p>Our focus is: Physical Health and Mental Wellbeing</p>  <p>Skills / knowledge to be developed: Children will explore how they have the opportunities to make healthy and unhealthy choices in their lives, and that these can impact them physically and mentally.</p> <p>Greater Depth Challenges: Children will begin to transfer these skills and their new learning to their own lives.</p> <p>Applied through: Discussion / Circle time / debate</p>	<p>Our focus is: What can we learn from religions about deciding what is right and wrong?</p> <p>Skills / knowledge to be developed: Children will explore the teachings of Christianity, Humanism and Judaism. They will compare the ideas of these different faiths and worldviews. They will also learn about the life of Desmond Tutu.</p> <p>Greater Depth Challenges: Explain similarities between the codes for living and make links to our school values.</p> <p>Applied through: Discussion and debate, biographical writing.</p> 
<p>How can I help? Encourage your child to teach you how to give instructions in French? Are any words similar to our language?</p>	<p>How can I help? Listen to disco music together and discuss how the songs are structured. Suggested songs Village People: YMCA, Bee Gees: Stayin Alive, Carly Rae Jepsen: Call Me Maybe Tones and I: Dance Monkey.</p>	<p>How can I help? Talk together about making choices concerning a healthy balanced diet, and a healthy balanced active lifestyle.</p>	<p>How can I help? Do you have a set of family rules? Where did these come from? Talk to your children about these ideas, can they make links to the faiths and worldview we are learning about?</p>

Curriculum: Key Skills, Knowledge and Enrichment

Art		Computing	
<p>Our focus is: Pattern Artist study: Willie Birch and Jasper Johns.</p>  <p>Skills / knowledge to be developed: The children will explore pattern in the environment around them, experimenting with different processes to create a range of repeated and irregular patterns. They will spend time considering the artwork of other artists including Willie Birch, M.C. Escher and Jasper Johns. They will explore how pattern has been used to add interest and originality, using it to influence their final piece.</p> <p>Applied through: Creating a tessellated pattern influenced on Escher. Each tessellated tile will reflect a range of patterns created using different media.</p>		<p>Our focus is: To become familiar with the app Keynote.</p> <p>Skills / knowledge to be developed: The children will create their own digital self-portrait using the app 'Keynote'. They will use a range of tools, pens, brushes and effects to create a digital image understanding that abstraction is focusing on important information. We will discuss how people can represent themselves in different ways online and ways in which someone might change their identity depending on what they are doing online (e.g: gaming, using an avatar, social media, etc).</p> <p>Applied through: Photography and digital art, computational thinking, self-image and identity.</p>	
<p>How can I help? To encourage your child to consider pattern in the world around them. To support your child in having a go at creating different patterns using a range of processes.</p>		<p>How can I help? To remind your child of the importance of being safe online, and checking your parental filters. To encourage your child to carry out research into a personal interest – giving them the opportunity to practice their skills.</p>	

Homework	Any Other Information / Dates for the Diary
<p>Ongoing Homework</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 attached letter. 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 week. The patterns change every week. The children should also be practising their Year 3 and 4 statutory words, these can be found in their planners on page 100. Weekly homework set to be completed in homework books. 	<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>Dates for the diary: Monday 17th April Training Day – School Closed Friday 21st April – FROGS St. George's Day Dress Up Monday 24th April – FROGS Bun Sale Monday 24th April – Easter Experience with Reverend Stroma Tuesday 25th April - Tom Palmer author visit Wednesday 26th April – Sharon Glasswell – Author Assembly Wednesday 26th April – Parent Carer Consultations (Sycamore Class only) Thursday 27th April – STRIKE day – School Closed</p>

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

Tuesday 2nd May – STRIKE day – School Closed

Thursday 4th May – Bradford Industrial Museum visit

Friday 5th May – FROGS Kings and Queens Coronation Dress Up Day

Sunday 7th May – Goldsborough Church Coronation Service - Choir

Monday 8th May Bank Holiday – School Closed

Friday 19th May - Freestyle football skills workshop

Wednesday 24th May – Road Safety Assembly

Friday 26th May - Break up 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.

Mrs Thompson & Miss Dobson (GPS)