



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

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

Sycamore – June - July 2023



The Christian / Human Values we are exploring this half term are: **Wisdom and Compassion**

Our 'Big Thinking' SMSC Questions for this half term are: 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, we will be learning about poetry and explanation texts:



- We will be beginning the term by furthering our understanding about **Poetry**. We will be exploring a range of poems about 'the environment' such as 'Hurt no living thing' by Christina Rossetti, in order to write our own composition that will include a range of poetic devices such as: simile, metaphor, onomatopoeia, alliteration and personification. We will also be holding a debate about the environment in order to extend and consolidate our speaking and listening skills.

- We will then explore the book 'The shirt maker' to help us write a detailed and engaging **explanation text**. During this unit we will explore a range of relevant features to include in an explanation text such as facts, extended sentences, bullet points, subheadings and paragraphs. Our reading will continue to be an integral part of all curriculum as we focus on improving our fluency when reading aloud, alongside **authorial language choices** included in the text.

How can I help?:

Talk to your child about 'the environment'. Does your child understand the term 'pollution'? Hold discussions around this subject and link those to 'wisdom and compassion,' our key questions during this half term.

Recommended Reads: Explanation texts and/or poems about the environment.

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.

Maths

In our Maths lessons, we will spend time focusing upon shape, time and money:



- The children in Year 3 will be taught to identify turns, right angles and the correct terminology for position, i.e. parallel, perpendicular, horizontal and vertical. They will be taught to recognise and describe 2D shapes. When studying money, they will learn to add and subtract money, as well as understanding the concept of change.
- The children in Year 4 will be taught to identify different types of angles, compare and order angles, and to identify different types of triangles and quadrilaterals. When studying money, they will estimate with money, compare amounts of money and solve problems with amounts of money.

How can I help?:


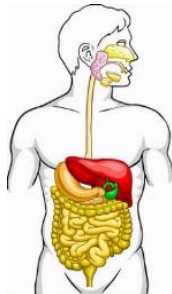

Children in Year 2 should be fluent in their 2, 5 and 10 times tables, whilst children in Year 3 should be fluent in their 3, 4 and 8 times tables. Please use TTRS and One-minute maths to develop their recall.

Children in Year 4 will have their Multiplication Check in June. It is important that they are fluent in their times tables to 12x12.

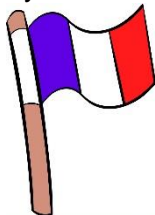



Ask your child:

- If I have £5.00 to buy _____, how much change will I have?
- How many different ways can you make _____?
- What shapes can you see in a certain picture?


Curriculum: Key Skills, Knowledge and Enrichment


Topic – History	Science - Teeth and digestion	P.E
<p>Our focus is: Local geography and key skills.</p> <p>Skills / Knowledge to be developed: Over the course of this term, we will be exploring the differences between cities, towns and villages, particularly relating this to our local area. We will identify land use in different areas and compare them. The children will spend time exploring OS maps, and will have a go at creating their own by applying what they have learnt. Throughout the topic, children will be encouraged to consider the physical and human features of the different locations we study.</p>  <p>Greater Depth Challenges: Begin to consider why Goldsborough and Leeds have been built where they have, and why certain areas have increased in population whereas others haven't.</p> <p>Applied through: Geography / English</p>	<p>Our focus is: Teeth and digestion</p> <p>Skills / knowledge to be developed: Over the course of this unit, the pupils will be able to describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions. They will also construct and interpret a variety of food chains, identifying producers, predators and prey.</p>  <p>Greater Depth Challenges: Identify a range of reasons why the growth of a particular species may affect a range of animals.</p> <p>Applied through: Classifying sources, exploring, making, altering, analysing and observing.</p>	<p>Our focus is: Throwing, running and jumping/Swimming</p>  <p>Skills / knowledge to be developed: Children will learn to throw, run and jump in isolation and in combinations. They will develop running at different speeds and changing speed and direction. This will be applied to running and relay races. Children will learn to throw in different ways with the aim of hitting a target.</p> <p>Greater Depth Challenges: Begin to develop a greater understanding of the techniques required to achieve a longer/higher jump, and a further and more accurate throw.</p> <p>Applied through: Children will develop their techniques and will demonstrate them during relay events in class and during our Sports Day activities.</p>
<p>How can I help? Discuss the difference between rural and urban areas. Talk about the land use of these areas, i.e. why would we need to travel to a city?</p>	<p>How can I help? Discuss the main body parts associated with the digestive system. Compare the teeth of different animals (carnivores and herbivores) and consider reasons for the differences.</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: Names of fruit. Days of the week. Months of the year.</p>  <p>Skills / knowledge to be developed: The children will be able to identify and name a range of fruits, including pear, orange, prune, strawberry, tomato and banana. They will also learn the days of the week and the months of the year in order. They will understand and respond to questions about fruit/days of the week and months of the year.</p> <p>Greater Depth Challenges: Begin to develop conversational language and pronunciation; they can ask others what their favourite fruit is and understand the letter strings relating to eu and oi.</p> <p>Applied through: Discussion and conversation. Rhymes and songs.</p>	<p>Our focus is: Reflect, Rewind and Replay - Consolidation Unit</p> <p>Skills / knowledge to be developed: Each of the steps will introduce new learning activities and favourite songs from previous units. The Listen and Appraise will mainly consist of Classical works. Children will then be given the opportunity to choose and revisit their favourite songs from each previously taught unit.</p>  <p>Greater Depth Challenges: Can your child/children discuss the musical terminology that they have learnt throughout the academic year?</p> <p>Applied through: Listening to, appraising and performing songs.</p>	<p>Our focus is: Keeping Safe and Growing and Changing</p>  <p>Skills / knowledge to be developed: Children will explore how to Keep Safe in terms of Fire Safety and using medicines safely. During our Growing and Changing topic, all children will learn that all living things reproduce, and will learn the correct terminology for parts of the body, including external genitalia.</p> <p>Greater Depth Challenges: Children will feel confident discussing these topics and applying them to their own experiences.</p> <p>Applied through: Discussion / Circle time / debate</p>	<p>Our focus is: Art and Other Cultures</p>  <p>How do people show their beliefs through art?</p> <p>Skills / knowledge to be developed: Children will explore key beliefs and traditions from Hinduism by asking questions; collecting and connecting ideas and different viewpoints; talking about objects, people and materials; retelling stories; giving thoughtful, reflective responses and suggesting meaning of art work, stories and music. They will respond using different forms of creative expression.</p> <p>Greater Depth Challenges: Children will make links between the faiths and world views they are familiar with when reflecting on their responses to art and stories.</p> <p>Applied through: All children will produce a final piece of Art work and writing explaining what they have learned about Hinduism during the week.</p>
<p>How can I help? Encourage your child to recognise fruits in the home and tell you what they are in French. Ask them what day it is/what day it will be tomorrow/in 4 days etc. Can they tell you the day and month that their next Birthday falls on?</p>	<p>How can I help? Listen to a variety of music genres and ask your child/children to identify their favourite. Discuss why that music genre is their favourite. Do they prefer solo artists or groups? Do they prefer quiet or upbeat sounds? Etc.</p>	<p>How can I help? Talk together about the names for the different parts of the body, normalising the correct terminology and developing body awareness and body confidence.</p>	<p>How can I help? Arts and other Cultures will take place over two full days – 17th and 18th July. Ask your child about the stories they have shared and the art work they have explored. Share your own favourite pieces of art and talk about what it means and where it comes from.</p>

Curriculum: Key Skills, Knowledge and Enrichment

Design Technology		Computing
<p>Topic: Moving Pictures Our focus is: Levers and Linkages</p>  <p>Skills / knowledge to be developed: The children will research, design and create a moving picture scene based on levers and linkages. They will use tools accurately alongside split pins to create a range of lever and linkage mechanisms. They will experiment with linkages adjusting the widths, lengths and thicknesses of card used.</p> <p>Applied through: Creating a moving picture using a range of linkages and levers that they have researched.</p>	<p>How can I help?</p> <p>To encourage your child to explore these levers and linkages at home using card and split pins. You may borrow some split pins if you don't have any at home. Send us some pictures of what the children have created, we would love to share them on Twitter.</p>	<p>Our focus is: To use the app 'Garageband' to create or own soundtrack using different instruments.</p> <p>Skills / knowledge to be developed: The children will learn how to create soundtrack by considering the tempo, pitch, amplitude and duration of sounds.</p> <p>Applied through: Design, application, refining, evaluation and sharing of their projects.</p>
		<p>How can I help? Ask your children to create a range of soundtracks and compare them. Which one sounds better and why? Discuss where 'Garageband' may be used as an app in real life.</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). 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, this is optional. <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.</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>Dates for the diary:</p> <ul style="list-style-type: none"> Monday 5th June – return to school Monday 5th June – FROGS Bun sale Thursday 8th June – Sycamore Class village walk Monday 12th June – FROGS Father's Day stall Tuesday 27th June – School photo day Thursday 29th June – Sports Day Friday 30th June – FROGS dress down day for Tombola prizes Friday 30th June -Progress Book Cafe for parents (after school) Wednesday 5th July – Moving up day Friday 14th July – FROGS Summer Fair Monday-17th- Wednesday 19th July -Arts and other faiths project Friday 21st July – End of 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)