



# Curriculum Newsletter

## GOLDSBOROUGH and SICKLINGHALL Federation



### Goldsborough – Class 2 – March – May 2022



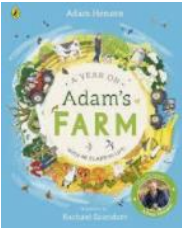
**The Christian Values we are exploring this half term are: Endurance & Hope**  
 Our 'Big Thinking' SMSC Question for this half term is: What difficulties have people had to endure around the world?  
 What changes did they hope for?

### English

- In our English lessons this half term we will be focusing on 3 texts: *The Tempest*, *Chicken Licken* and *Adam's Farm*.
- We will look at William Shakespeare's *The Tempest* focusing on oracy skills, increasing their spoken language skills through drama and role play. The children will be exploring key characters and deconstructing the story using simplified language.
- Chicken Licken* will be our focus tradition tale, looking at repetitive language, amongst other key features. The children will be rewriting the story in their own words and changing subtle details to make it their own.

- Adam's Farm* will be our focus non-fiction text, linking English, Topic and Science through seasonal changes. We will explore the features of a non-chronological report.
- The grammar focus will be on using a selection of subordinating conjunctions (when, if and then) in a sentence. We will also be exploring exclamation sentences and learning how to use exclamation marks effectively.



**How can I help?**  
 Daily reading of their reading 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?

**Spellings will be assessed and reissued every Friday, with notes on words that children found tricky made on Tapestry.**


### Maths

Measurement: Length and Height	Geometry: Year 1: Shape and Consolidation Year 2: Properties of Shape	Number: Year 1: Fractions and Consolidation Year 2: Fractions
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- In our Maths lessons this half term we will be focusing on measurement of length and height, 2D & 3D Shapes and Fractions
- Year 1 will look at non-standard units of measure
- Year 2 will look at standard units of measure (cm & m)
- Year 1 children will look 2D & 3D shapes and how to identify and name them.
- Year 2 will look at 2D & 3D shapes, their name and properties (vertices & faces)
- Year 1 will explore simple fractions: whole, half & quarter's
- Year 2 will use their knowledge of fractions to find fractions of numbers eg) a quarter of 16. Looking at unit and non-unit fractions eg)



Tyler has 16 cakes. He brings one quarter of them to school. How many did he bring?



The whole is \_\_\_\_\_





A quarter of \_\_\_\_\_ is \_\_\_\_\_

**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 – Spring Term**  
 The KIRF (Key Instant Recall Facts) target is now set for Spring 2  
**Year 1 – I know number bonds to 10**  
**Year 2 – I know multiplication & division facts for 10 times tables.**

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	Science	P.E
<p><b>Our focus is: <u>FARMING</u></b></p> <p><b>Skills / Knowledge to be developed:</b></p> <p><b>Year 1 pupils will</b> learn to explain some of the different types of farms, namely arable, livestock &amp; dairy. They will be able to identify some of the key features of a farm and will be able to describe where places are in relation to each other and use this information to draw a map and key. They will also be able to explain what happens on a farm during the 4 different seasons.</p> <p><b>Year 2 pupils will</b> learn to explain in detail what happens on each type of farm and consider why farms are so important. They will know the difference between rural and urban locations and be able to explain these differences. Children will also be able to explain in detail the affect the seasons have on animal and crop activities.</p> <p><b>Greater Depth Challenges:</b> Pupils can use their skills and knowledge to explore the impact of environmental changes on farming. Extending their questioning &amp; answering skills.</p> <p><b>Applied through:</b> Geography / English /Art / Computing / Debate</p> 	<p><b>Our focus is:</b> Living Things and Their Habitats</p> <p><b>Skills / knowledge to be developed:</b> <i>*Scientific Knowledge</i> <i>*Working Scientifically</i></p> <p>Year 1 will explore and compare the differences between things that are living, dead, and things that have never been alive. They will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>  <p>Year 2 will identify and name a variety of plants and animals in their habitats, including microhabitats. They will also be able to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>  <p><b>Greater Depth Challenges:</b> The emphasis is on proving and explaining why. For example, suggesting why an arctic fox would find it difficult living in a desert.</p> <p><b>Applied through:</b> Science lessons. Discussing, understanding and explaining the concepts in detail.</p>	<p><b>Our focus is:</b> Dance</p> <p><b>Skills / knowledge to be developed:</b> In dance the children will be exploring ways of travelling and movement through dance using simple movement patterns. They will perform simple choreographed dances to others. Pupils will establish sequences of actions and skills which have a clear beginning, middle and ending, move to music, copy dance moves and move safely in a space</p>  <p><b>Greater Depth Challenges:</b> Pupils will be able to compare feelings and emotions different movements and speeds are creating. They will also begin to link movements together to create a fluent dance phrase.</p> <p><b>Applied through:</b> PE / Games. Children will develop their techniques for movement and combine movements to make sequences.</p>
<p><b>How can I help?</b> Whilst out on walks with your children take a closer look at the types of crops being grown in the fields. Look out for different types of livestock. Discuss the different types of farms – arable, livestock &amp; dairy. When in the supermarket look out for all the different types of food that come from British farms</p>	<p><b>How can I help?</b> Discuss questions like:</p> <ul style="list-style-type: none"> <li>• Always, sometime or never – food chains end with a carnivore.</li> <li>• Give evidence why a glass bottle was never alive.</li> </ul>	<p><b>How can I help?</b> Please ensure that children have both an outdoor and indoor kit in school (including trainers) <b>for the whole week</b> 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</p>

## Curriculum: Key Skills, Knowledge and Enrichment

French	Music	PSHE / Wellbeing	R.E.
<p><b>Our focus is: Colours</b></p>  <p>Y1- identify 7 colours: red, blue, green, yellow, orange, white, black</p> <p>Y2 -correctly say the 7 colours from Year 1 plus 3 more colours: brown, pink, grey</p> <p><b>Skills / knowledge to be developed:</b> Respond to a range of songs and rhymes, following the written words. Recognise and respond to simple class instructions eg) sit down – assieds-toi Line up – file d’attente Use the French for colours</p> <p><b>Applied through:</b> Answering the register on a morning in French, singing songs in French and following simple instructions.</p>	<p><b>Our focus is: Zootime by Joanna Mangona</b></p> <p><b>Skills / knowledge to be developed:</b> Listen and Appraise Musical Activities Perform the Song</p> <p><b>Songs Explored:</b> Zootime by Joanna Mangona Kingston Town by UB40 Shine by ASWAD I.G.Y. by Donald Fagen Feel Like Jumping by Marcia Griffiths I Can See Clearly Now by Jimmy Cliff</p> <p><b>Applied through:</b> <i>*Musical Games:</i> Find the pulse, listen to the rhythm and clap back. Listen and sing back with added vocal warm-ups <i>*Play Instruments with the Song:</i> With or Without Notation: The notes the children will be using on glockenspiel are: Easy part - D and C Medium part - G, F and C <i>*Compose with the Song: Using your instruments</i> Children will begin to compose their own accompaniments to the song. <i>*Performing the Compositions</i> The children will perform their compositions in small groups.</p>	<p><b>Our focus is: My Healthy Lifestyle</b></p> <p><b>Skills / knowledge to be developed:</b></p> <p>The children will know the importance of personal hygiene and be able to wash my hands properly, regularly wash my body and clean my teeth twice a day.</p> <p>They will also understand what physical and mental health means and that all humans have it.</p> <p>They will know how to keep their body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing</p> <p><b>Greater Depth Challenge:</b> Plan a healthy eating and exercise routine for someone their age.</p> <p><b>Applied through:</b> Discussion / Circle time/debate/Relax Kids</p> 	<p><b>Our focus is: Christianity</b></p> <p>*What makes a place sacred? (Church focus) *Easter</p> <p><b>Skills / knowledge to be developed:</b> Children will be able to identify special symbols found in a place where people worship and be able to say something about what the symbols mean and how they are used. Pupils will be able to talk about ways in which the symbols and objects used in churches, show what people believe. They will also describe some of the ways in which people use music in worship.</p> <p><b>Greater Depth Challenge:</b> Pupils are able to debate and discuss different possibilities to questions posed.</p> <p><b>Applied through:</b> Lessons, discussion, debate and a visit to church.</p>
<p><b>How can I help?</b></p> <p><b>Watch with your child:</b> <a href="https://www.youtube.com/watch?v=YqeL4CFIuWQ">https://www.youtube.com/watch?v=YqeL4CFIuWQ</a></p>	<p><b>How can I help?</b> Explore different songs written by the same artists we are using.</p> <p>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>Look at the special celebration of Easter in different countries around the world. Explore websites such as: <a href="https://www.youtube.com/watch?v=-KVXRa6Lkxs">https://www.youtube.com/watch?v=-KVXRa6Lkxs</a></p>

## Curriculum: Key Skills, Knowledge and Enrichment

Art / DT		Computing	
<p><b>Our focus is:</b> Mechanisms: Sliders and levers. <b>Topic:</b> To design and create a moving book about farm animals.</p>  <p>Children will work through their DT booklet which applies their designing, making and evaluating skills.</p>	<p><b>Greater Depth Challenge:</b> Pupils will be able to evaluate their moving parts books in detail, identifying the strengths and possible changes independently.</p> <p><b>Applied through:</b> Making a working moving parts book to show to other children.</p> <p><b>How can I help?</b> Encourage discussions &amp; evaluation language about different mechanisms used in moving parts books.</p>	<p><b>Our focus is:</b> Programming</p> <p><b>Skills / knowledge to be developed:</b> <b>Y1</b> Create and debug simple programmes</p> <p>Use logical reasoning to predict the behaviour of simple programmes.</p> <p><b>Y2</b> Create and debug simple programmes Use logical reasoning to predict the behaviour of simple programmes.</p> <p><b>Applied through:</b> Pupils will use Scratch Junior to create programs</p>	<p><b>How can I help?</b> You could explore the apps for this project at home. The apps are called Scratch Junior.</p>  

Homework	Any Other Information / Dates for the Diary
<p><b>Ongoing Homework</b></p> <ul style="list-style-type: none"> <li><b>Reading:</b> a minimum of 10-15 minutes reading every night (logged in their Home School Diary).</li> <li><b>KIRF target:</b> See attached letter.</li> <li><b>Spellings:</b> Learn the list of spellings provided in the Home School Planners every week. Spelling test will be every Friday.</li> <li><b>Optional Homework:</b> Sent out Thursday (stuck in Homework books if they are in school otherwise will be sent home loose)</li> </ul> <p><b>Please continue to log children's progress with these activities in your child's planner.</b> <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. We regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.</p> <p>Please note, all dates are subject to change depending on current guidance from Public Health and the Local Authority.</p>  <p><b>Thursday 3rd March</b> - World Book Day  <b>Friday 4th March</b> - Young Shakespeare workshop  <b>Monday 7th – 11th March</b> – British Science Week  <b>Tuesday 15th March</b> – Class photos  <b>Friday 18th March</b> – Mother's Day Stalls – FROGS  <b>Monday 28st March</b> – Den Building  <b>Monday 21st – 25th</b> – Neurodiversity week  <b>Thursday 24th March</b> – Easter Service – Letter to follow  <b>Tuesday 29th and Wednesday 30th March</b> - Parent/career consultations  <b>Friday 8th April</b> - Break up for Easter Holiday</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 after school.

Mrs Bagshaw