



Curriculum Newsletter

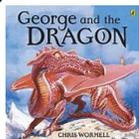
GOLDSBOROUGH and SICKLINGHALL Federation

Goldsborough – Class 2 – April – May 2022



The Christian Values we are exploring this half term are: Humility & Trust
 Our 'Big Thinking' SMSC Question for this half term is: How did people in the past develop trust?
 Have any significant people in this period of history demonstrate humility?

English

- In our English lessons this half term we will be focusing on 2 texts: The Queens Knickers & George and the Dragon
- 

- We will look at The Queens Knickers and explore persuasive writing by writing a letter to The Queen.
With a grammar focus on adjectives, expanded noun phrases, exclamations and contractions.
 - When our focus text is 'George and the Dragon' we will be continuing to develop our story mapping skills, our re-telling skills and our ability to write alternate endings .
Our grammar focus will remain the same, focusing on more complex sentences, adjectives, expanded noun phrases, exclamations and contractions.

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? Try using 'because' and 'but' in your sentences.

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

Maths

Summer	Geometry: Position and Direction	Measurement: Time	Year 1: Place Value recap
			Year 2: Problem solving

In our Maths lessons this half term we will be focusing on Geometry, Measurement, Place Value and Problem Solving

Geometry
 Year 1 will describe whole, half, quarter and three-quarter turns and will focus on describing position using language such as on top of, in front, behind etc
 Year 2 will build on this by describing whether turns are clockwise or anti-clockwise
 And will apply their mathematical vocabulary when describing patterns in shapes.

Time
 Year 1 will focus on telling the time to the hour and half past the hour.
 Year 2 will progress to using quarter to, quarter past and time to the nearest 5 minutes.

Place Value & Problem Solving
 Year 1 & Year 2 will consolidate their learning of Place Value & Problem Solving

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 can tell the time o'clock & half past the hour

Year 2 – I can tell the time o'clock & half past, quarter past & 5 minute intervals

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 – History

Science

P.E

Our focus is: Castles, Kings & Queens

Skills / Knowledge to be developed:

Year 1 pupils will learn to explain why William I was known as William the Conqueror. They will be able to tell at least one thing that Henry VIII and will be able to explain some simple facts about Queen Victoria.



Year 2 pupils will learn to understand some of the key developments of the Victorian age and be able to talk about some of the key events in Queen Victoria's life. They will be able to use vocabulary such as monarch, succession and parliament



Greater Depth Challenges: Pupils can use their skills and knowledge to discuss some of the changes between the Kings & Queens and how they ruled. They will be able to understand democracy at a simple level.

Applied through:

History / English / Art / Computing / Debate

How can I help?

You can visit fantastic websites like:

<https://www.bbc.co.uk/bitesize/topics/zkrkscw>

Or try taking a trip to The Royal Armouries in Leeds

Our focus is: Materials and their properties

Skills / knowledge to be developed:

*Scientific Knowledge

*Working Scientifically

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



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



Year 2 will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find 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>

Our focus is: Racket Skills



And our focus is: Throwing, jumping & running

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: Pupils will be able to apply these developing skills 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>Our focus is: Happy Birthday Song</p>  <p>Y1 & Y2: Learn how to sing the Happy Birthday song in French</p> <p>Skills / knowledge to be developed: Respond to a range of songs and rhymes, following the written words.</p> <p>Applied through: Singing French Happy Birthday song when it is a class members birthday.</p>	<p>Our focus is: Friendship Song by Joanna Mangona and Pete Readman</p> <p>Skills / knowledge to be developed: Listen and Appraise Musical Activities Perform the Song</p> <p>Songs Explored: Count On Me: Bruno Mars We Go Together: Grease soundtrack You Give A Little Love: Bugsy Malone That's What Friends Are For: Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John You've Got A Friend in Me: Randy Newman</p> <p>Applied through: <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>Our focus is: My future.</p>  <p>Skills / knowledge to be developed:</p> <p>Year 1 children will be able to recognise and celebrate their own strengths and interests. Year 1 will also develop an understanding of different jobs and to be able to recognise notes and coins. They will also learn about budgeting.</p> <p>Year 2 children will be able to describe their strengths and achievements. Year 2 will be able to recognise the difference between need and wants when making decisions and what to spend money on. They will also learn about budgeting.</p> <p>Greater Depth Challenge: Children to be able to identify and explain the strengths they can contribute to a team activity.</p> <p>Applied through: Discussion / Circle time/debate/Relax Kids</p>	<p>Our focus is: Christianity, Muslim, Judaism</p> <p>1.7 What does it mean to belong to a faith community?</p> <p>Skills / knowledge to be developed: Talk about what is special and of value about belonging to a group that is important to them. Show an awareness that some people belong to different religions. Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean Identify two ways people show they belong to each other when they get married Respond to examples of co-operation</p> <p>Greater Depth Challenge: Pupils are able to give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences Identify some similarities and differences between the ceremonies studied</p> <p>Applied through: Lessons, discussion, debate and a visit to church.</p>
<p>How can I help?</p> <p>Watch with your child:</p> <p>https://www.youtube.com/watch?v=YUfzrKLfDXO</p>	<p>How can I help?</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>How can I help?</p> <p>Talk with your child and explore resources such as; https://www.bbc.co.uk/bitesize/subjects/zmpfb9q</p>	<p>How can I help?</p> <p>Explore different faiths with your child.</p>

Curriculum: Key Skills, Knowledge and Enrichment

Art / DT

Our focus is: Textiles & Collage
Topic: Weaving

Y1
Explore colour in weaving. Build on skills of using various materials to make collages –using some smaller items. Use texture to provide information – e.g. manmade/natural materials

Y2
Develop skills of overlapping and overlaying to create effects. Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. Simple appliqué work attaching material shapes to fabric with running stitches. Start to explore other simple stitches - backstitch, cross-stitch. Use various collage materials to make a specific picture on their woven background



Greater Depth Challenge: Pupils will be able to evaluate their weaving identifying the strengths and possible changes independently.

Applied through:
Making a woven picture.

How can I help?
Encourage discussions & evaluation language about different things that can be made from weaving.

Computing

Our focus is: Programming

Skills / knowledge to be developed:

Y1

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

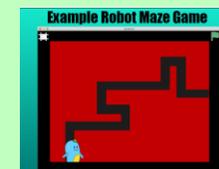
Y2

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

Applied through:
Pupils will 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.



Please note, all dates are subject to change depending on current guidance from Public Health and the Local Authority.

2 nd May – Bank Holiday Monday – SCHOOL CLOSED

16 th May – 20th May – Scholastic Book Fair

16th May – 20th May – Y2 SATS week

18th May – Bags to school

27th May – Break the rules day

27th May – Break up for Half Term Holidays

6 th June – Staff Training Day – SCHOOL CLOSE

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