



Curriculum Newsletter

GOLDSBOROUGH and SICKLINGHALL Federation

Goldsborough – Class 3: April - May 2022



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

English	Maths
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- We will be exploring biographies this half term based on our topic of Modern Culture and History since the 1950s. We will be looking at the Little People, Big Dreams: Earth Heroes series and focusing on David Attenborough, Greta Thunberg and Jane Goodall. We will look at the features of a biography and then consider how we can make choices in our own writing that will make an impact on our audience.
- We will also be focusing on lyrical poetry and the rhythm and rhyme that makes up this style of poetry. We will be writing our own poems about mini-beasts (linked to our science topic) focusing closely on our language choice for impact.
- Our reading will be an integral part of all curriculum areas as we focus on refining and improving our reading skills. In our Whole Class Guided Reading sessions we will be combining all the skills we have learned this year to help us analyse a text.

The outcome will be: to write a range of text types, carefully considering the features that are required to engage the intended audience.
 To continue to read a broad range of interesting texts across the curriculum.

- In our Maths lessons we will be exploring fractions and decimals.
- Year 3 children will learn that fractions are equal parts of a whole. They will learn that equal parts of shapes do not need to be identical but need to be equal in area. They will begin to see that decimal fractions are linked to other fractions. The number line is a useful representation that helps children to think about fractions as numbers.
- Year 4 children will begin to recognise that fractions can arise from solving problems, where the answer lies between two whole numbers. They will learn that fractions express a relationship between a whole and equal parts of a whole. Children should recognise this and speak in full sentences when answering a question involving fractions. Children will see that equivalency in relation to fractions is important.
- Times tables practise and number facts will be a priority with children regularly accessing White Rose Maths App, TTRockstars and practising their tables in other ways in class.
- 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?
 Ask your child about different text types and how their features are all different. To encourage your child to read a range of texts that we will study that they may not have encountered before for example biographies. It will help the children realise that we are learning about real life texts.

How can I help?
 Children in Year 4 will continue to develop their knowledge of times tables to 12 x 12. It is important that they are fluent in their times tables to 12x12 before they start year 5.

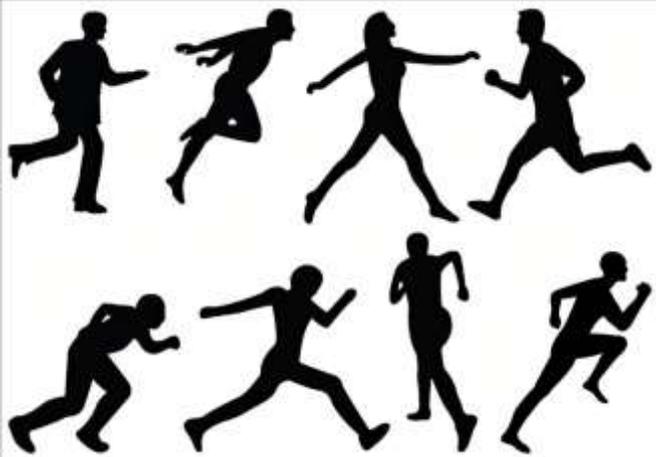
 Spend some time working with your child to help them to tell the time using an analogue clock. Ask them what time it will be in 1 hour? Half an hour? 20 minutes?

KIRF Target – Summer Term 1

 Year 3 – I can count in steps of 50 and 100 from any number.

 Year 4 – I know the multiplication and division facts for the 7x and 12x tables.

 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 – Living Things	P.E -
<p>Our focus is: Modern Culture and History – Changes since the 1950s</p>  <p>Skills / Knowledge to be developed: We will begin by using our Chronological Understanding to place events since the 1950s on a time line. Using our knowledge and understanding of the time period, we will describe how people lived during these time periods and how they changed over time.</p> <p>For their Historical Enquiry focus, children will look at how technology, fashion, vehicles, schools, foods, children's lives and music have changed.</p> <p>Greater Depth Challenges: Children will be able to compare each decade since the 1950s with modern day Britain.</p> <p>Applied through: History/ English / Maths / IT</p>	<p>Our focus is: Habitats</p> <p>Skills / knowledge to be developed: The children will notice that living things can be grouped in a variety of ways.</p> <p>They will explore classification keys that help group, identify and name a variety of living things in their local and wider environment.</p> <p>Children will be able to recognise that habitats change and that this sometimes poses dangers to living things.</p>  <p>Working scientifically, they will gather, record, classify and present data, in a variety of ways to help in answering questions.</p> <p>Greater Depth Challenges: The children will apply their understanding of habitats to their local and wider environment to deepen their knowledge.</p> <p>Applied through Classifying, observing, comparing, interpreting and recording.</p>	<p>Our focus is: Athletic activities</p> <p>Children will explore throwing, running and jumping both in isolation and combined.</p>  <p>They will look at different running styles, how to throw in different ways and hit a target, as well as different athletics jumps.</p> <p>Greater Depth Challenges: Children will take the lead when working with a partner or group. They will become more confident in their athletics skills.</p>
<p>How can I help? Share any memorabilia you may own from past decades since the 1950s. Discuss the changes within your lifetime.</p>	<p>How can I help? Can children observe different habitats in the local area?</p>	<p>How can I help? Please ensure that children bring the correct kit to school with them every week.</p>

Curriculum: Key Skills, Knowledge and Enrichment			
Art	Music	PSHE / Wellbeing	R.E.
<p>Our focus is: Printing and Digital Media</p> <p>Skills / knowledge to be developed: Children will explore the printing process. They will use their sketchbooks to record patterns and textures. Children will also explore the mono printing process on a variety of papers. Children will also explore digital art media and how technology can be utilised to create art.</p> <p>Greater Depth Challenges: Research an artist in greater depth and adapt ideas and processes into their own art displaying a higher level of technical skill with a broad range of tools and media. Think of innovative ways to enhance creativity and develop a style of their own. Evaluate work independently to assess and improve their own art.</p> <p>Applied through: Art, History</p>	<p>Our focus is: Charanga – Blackbird</p> <p>Skills / knowledge to be developed: Children will explore how the words and music tell a story. They will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Children will develop an understanding of the history of music and recognise sounds of musical instruments, timbre and basic musical structure.</p>  <p>Greater Depth Challenges: Link the music they are learning to the different decades they are from.</p> <p>Applied through: Discussion and singing together.</p>	<p>Our focus is: My Future</p>  <p>Skills / knowledge to be developed: Children will begin to look at money matters such as saving, financial challenges and attitudes towards money.</p> <p>They will learn about a range of jobs carried out by people they know. They will explore how to develop their skills for their future.</p> <p>Greater Depth Challenges: Identify their own strengths, areas for improvement and set high aspirations and goals for themselves.</p> <p>Applied through: Discussion, circle time and debate.</p>	<p>Our focus is: Ramadan and Eid-al-Fitr – Why are festival important to religious communities?</p> <p>Skills / knowledge to be developed: Children will recognise and identify differences between religious festivals and other celebrations.</p> <p>Greater Depth Challenges: Discuss and present their own responses about the role of festivals in Britain today.</p> <p>Applied through: Discussion and debate.</p> 
<p>How can I help? Explore printing techniques at home – which every-day objects can children use to create different prints?</p>	<p>How can I help? Discuss how music has changed over time. Discuss what was your favourite song from when you were a child and what is your favourite song now?</p>	<p>How can I help? Discuss your job with your child – what skills do you have that make you well suited to your role?</p>	<p>How can I help? Discuss any festivals that you celebrate in your household. Which are religious and which are non-religious?</p>

Curriculum: Key Skills, Knowledge and Enrichment			
Computing		MFL - French	
<p>Our focus is: Searching and Creating content using PowerPoint.</p> <p>Skills / knowledge to be developed: Children will learn how to carry out safe searches using Google and will consider the key words they search for. They will learn how to access MS PowerPoint via TEAMS. Children will develop their word processing skills by inserting pictures, typing and editing text.</p> <p>Greater Depth Challenges: Children will compare results across search engines and develop their understanding of page rankings.</p> <p>Applied through: The creation of a PowerPoint about changes since the 1950s.</p>	<p>How can I help? Search for things together on the internet using safe search.</p> <p>Support your child to create a PowerPoint or similar as part of their Learning Log Homework.</p>	<p>Our focus is: La Jolie Ronde – je suis un musicien.</p> <p>Skills / knowledge to be developed: Children continue to develop their conversational skills by asking and answering questions about different animals. They will learn the names of instruments and will be able to talk about which music they like.</p> <p>Greater Depth Challenges: Children will model pronunciation and lead small group activities.</p> <p>Applied through: Speaking and listening, songs and games</p>	<p>Encourage your child to share the new vocabulary at home, including any songs they will have learnt as part of their lessons.</p> 

Any Other Information / Dates for the Diary

<p>We encourage you to follow our school  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. Swimming continues for Years 3 & 4. Weekly sessions on Mondays. 28th April – Young Voices 28th April – Bags to School 2nd May – Bank Holiday Monday – SCHOOL CLOSED 5th May – FROGS disco 16th May – 20th May – Scholastic's Book Fair 27th May – Break the Rules Day 27th May – Break up for half term 6th June – Staff Training Day – SCHOOL CLOSED</p>
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Homework

<p>Learning Log Homework for this half term: Our topic next half term is Modern Culture from the 1950s and Living Things and their Habitats. For your Learning Log homework we would like you to research Environmentalists since 1950 and the impact they have had on the world. You might want to focus on:</p> <ul style="list-style-type: none"> • David Attenborough • Greta Thunberg • Zunaira Malik • Wangari Maathai • Steve Backshall • Steve Irwin • Jane Goodall <p>A good website to find out more about different environmentalists for children is: https://conservationoptimism.org/portfolio-items/kids-corner/ You may wish to present your homework as a mindmap, a poster, a PowerPoint – however you would like!</p>

Key Stage 2 (Year 3 and 4 (Lower Key Stage 2) and Year 5 and Year 6 (upper Key Stage 2) Homework

Subject and Key Stage	Homework type	Reason	Frequency
Compulsory KS2:			
KS2 Reading Book (Y3, Y4, Y5 and Y6)	Own choice Reading Book. Big Cat Own choice book.	Building Fluency and understanding, vocabulary development, Gathering ideas for writing, Building general knowledge of the world.	Own book – 15 minutes every night. Child to log pages read in their planner. Big Cat – can be swapped when read.
KS2 Read Theory (Y3, Y4, Y5 and Y6)	Online This self-adjusts the level to make it harder or easier based on the number of correct answers.	Fluency and Retrieval of basic facts read. Reading a greater range of subject areas as they are short,	At least twice per week. Children can do as many as they choose to do.
TTRS – Y3 2x, 5x, 10x, 3x, 4x 8x TTRS – Y4 The above tables plus 6x, 7x, 9x, 11x, 12 x	Online Children need to complete questions in a specific time frame. They will not be allowed to move on by the system unless they do this.	By Year 4 children should be fluent up to 12 x 12. This means they should be able answer a table (and the associated division fact) instantly. e.g. $7 \times 6 = 42$ $42 \div 7 = 6$ $42 \div 6 = 7$	As often as possible but at least twice per week. This is a National Test for Year 4 children. 6 seconds per question – 25 questions. The 6, 7, 8, 9 and 12 times tables are more likely to be asked than the 2, 3, 4, 5, 10 or 11 multiplication tables. The STA state that there is a focus on these as these are the 'most difficult' multiplication tables.
TTRS – Y5 and Y6 All tables above with speedy recall.	Online Children need to complete questions in a specific time frame. They will not be allowed to move on by the system unless they do this.	The speed for completion is reduced and more questions are added.	As often as possible but at least twice per week until they are able to recall all tables within 2 seconds.
KIRFs (Y3, Y4, Y5 and Y6)	Key Instant Recall Facts in Maths.	To help increase speed of retrieval, fluency and making connections. E.g. $7+3 = 10$ leads to $70 + 30 = 100$ and then on KS2 $700 + 300 = 1000$ $700g + 300g = 1Kg$ $0.7 + 0.3 = 1.0$	Work on these regularly. A new one is sent each half term for each year group.
KS2 Spelling (Y3, Y4, Y5 and Y6)	A spelling list is sent home each week and the child will do a spelling test. Children should also work on learning and applying words from the Statutory Words List for Y3/4 and Y5/6.	Consolidation of a rule. In the test children will also be given several additional words that meet the rule but have not been on the list to check understanding not just rote learning.	Learn spellings in chunks 'little and often' encouraging lower case letter as the start (unless a proper noun) and accurate letter formation / joins.

Optional KS2:			
Schofield and Sims Reading comprehension sheet. (Y3, Y4, Y5 and Y6) OR SATs Style Comprehension Questions.	Paper Version Questions about a given text.	A wider range of tests. Support with Assessments. Check understanding of what has been read. Children should highlight the section of the text that relates to the question before answering it.	Alternate Weeks to Maths. Answer sheet sent home to promote self-marking and correcting. Put a * where a child has really struggled, and the Teacher will incorporate support in this area through lessons.
Schofield and Sims Maths Fluency sheet – sections A, B and C. (Y3, Y4, Y5 and Y6) Maths Reasoning sheet.	Paper Version Questions about a given text.	Coverage of all areas of maths where multiple steps are often needed to solve a question (especially in Section C). Support children will assessments. This will only build arithmetic and fluency not Mathematical Reasoning. Additional Reasoning questions may be sent linked to what has been covered in class for 'consolidation'.	Alternate Weeks to Reading. Answer sheet sent home to promote self-marking and correcting. Put a * where a child has really struggled, and the Teacher will incorporate support in this area through lessons.

Learning Log examples:



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 Thompson and Mrs Robson