



# Curriculum Newsletter

## GOLDSBOROUGH SICKLINGHALL Federation

### Goldsborough Class 3 September – October 2021



The Christian / Human Values we are exploring this half term are: Kindness and Creation  
 Our 'Big Thinking' SMSC Question for this half term is: How did people in the past show kindness?  
 Challenge: What did they believe about creation?

#### English

- Our first week of English will explore the Colour Monster and learning new vocabulary to describe our emotions. We will focus on identifying word classes (nouns, verbs, adjectives and adverbs), developing more complex sentence constructions and finally writing about the Colour Monster's first day at school.
- We will then move on to the traditional Maya folk tale **The Chocolate Tree**. We will write character descriptions using exciting vocabulary and retell the story in our own words.
- Finally, we will explore a non-fiction text linked to our Science topic of plants and how they grow. We will explore how descriptive language is used differently in factual texts and how we can organise our work to help the reader.
- Our weekly reading lessons will focus on fluency and retrieval practise.
- This half term, we will be reviewing and recapping different ways of spelling the same sounds and practising our handwriting of these. Spelling tests will happen on Fridays but they will be a mixture of the sounds and words we have explored in class this week, rather than a set list.

#### How can I help?:

- Encourage your child to keep a diary and write in it every day. Are they using full sentences? Can they add more detailed description about the things they are doing?
- Read daily with your child – all children have a book from the school scheme to share with you at home. Please record this in their planner!
- Choose 7 words from the Y3/4 Statutory word list (p100 in planner) and practise them each week using the spelling strategies from the Spelling document accompanying this letter.

#### What are fluency and retrieval skills?

**Fluency** - reading the text quickly and accurately – we are aiming for 90 words per minute of an age appropriate text.

**Retrieval** – Finding key pieces of information by skimming (looking quickly at the text to find key words) and scanning (reading a small part of the text closely to understand detail).

#### Maths

- In our Maths lessons we will explore 'Place Value'
- | One Millions | Hundred Thousands | Ten Thousands | One Thousands | Hundreds | Tens | Ones |
|--------------|-------------------|---------------|---------------|----------|------|------|
| 1,000,000s   | 100,000s          | 10,000s       | 1,000s        | 100s     | 10s  | 1s   |
- Year 3 will focus upon finding 10 or 100 more/less than a given number, and reading/writing numbers to 1000 in digits and words. They will also focus upon comparing and ordering numbers to 1000 using  $<$ ,  $>$  and  $=$ , and recognise place value of any 3-digit number.
  - Year 4 will focus upon developing their knowledge of roman numerals, partitioning numbers to 10,000 and finding 1,000 more/less. They will also explore rounding, ordering and comparing numbers, as well as extending their knowledge of negative numbers.
  - The children will also begin an 'addition and subtraction' unit. Year 3 will work with numbers within 1,000, whilst Year 4 will be challenged with numbers within 10,000.
  - Children will access **I See Reasoning, Mastery and Mastery with Depth** challenges which will encourage a greater depth of understanding. We will continue to **challenge** the children on their knowledge of KIRFs please see below.

#### 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: How do you write your age in roman numerals? What is 10,100,1000 more or less than \_\_\_? Can you read the thermometer? (To include negative numbers)


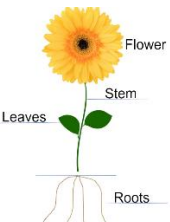

#### KIRF Target – Autumn Term

Year 3 – I can count on and back in 10s and 1s from any given number (below 3 digits)






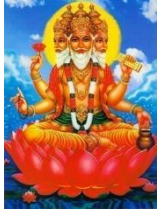
Year 4 – I know number bonds to 100

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 and their habitat  | P.E  |
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| <p><b>Our focus is:</b> The Ancient Maya - knowledge and understanding of how people lived in the past.</p> <p><b>Skills / Knowledge to be developed:</b><br/>Children will develop their <b>Chronological Understanding</b> by locating the Ancient Maya on a timeline of familiar historical events. <b>Using evidence</b>, they will explore how the Mayans lived, including Mayan settlements, beliefs and daily life, and how it compares to today.</p> <p>Children will carry out a <b>Historical Enquiry</b> into the Mayan class structure, and the different roles in their communities.</p> <div style="text-align: center;">  </div> <p>They will develop their <b>Historical Interpretation</b> skills by exploring why there are different accounts of the same time period.</p> <p><b>Greater Depth Challenges:</b> Can the children describe what happened to the Maya civilisation and make links to the development of the Spanish and British Empires.</p> <p><b>Applied through:</b><br/>History / English</p> | <p><b>Our focus is:</b> Plants</p> <p><b>Skills / knowledge to be developed:</b><br/>The children will <b>identify</b> and <b>describe</b> the different parts of a flowering plant</p> <div style="text-align: center;">  </div> <p><b>Working scientifically,</b> they will <b>explore</b> the requirements of plants for life and growth and <b>investigate</b> the way in which water is transported within plants.</p> <p>The children will complete the topic by exploring the part that flowers play in the lifecycle of flowering plants.</p> <p><b>Greater Depth Challenges:</b><br/>The children will apply their understanding of plants through the use of investigational skills.</p> <p><b>Prove or disprove:</b> That roots act like straws sucking up water for the plants.</p> <p><b>Applied through:</b><br/>Experiments, observations, comparisons, recording, reporting, labelling, sequencing, description and discussion.</p> | <p><b>Our focus is:</b> Fundamental Movement Skills - Outdoors</p> <p><b>Skills / knowledge to be developed:</b><br/>Balance on one foot.<br/>Climb a set of wall bars (or similar).<br/>Perform a side-stepping gallop.<br/>Run at speed over a distance</p> <p><b>Greater Depth Challenges:</b><br/>Evaluate and recognise their own success.<br/>Improve on personal best and compete against a partner.</p> <p><b>Applied through:</b><br/>Children will develop their confidence through participation, evaluating their performances in order to demonstrate improvements.</p> <div style="text-align: center;">  </div> |
| <p><b>How can I help?</b><br/>Discuss how the beliefs of the Ancient Maya varied greatly to ours.<br/>Talk about how the ancient Maya have influenced our modern lives, i.e. chocolate.<br/>Ask the children to share what they have learnt in class about the Ancient Maya.</p>   | <p><b>How can I help?</b><br/>Identify and discuss the different parts of a flowering plant.<br/>Explore the plants in your local area and begin to discuss the different types, where they are growing and in what conditions.</p>  | <p><b>How can I help?</b><br/>Please ensure that children have PE kit (including trainers) for the whole week as other indoor and outdoor sessions might take place at alternative times.</p>  |


## Curriculum: Key Skills, Knowledge and Enrichment

| Art  | Music  | PSHE / Wellbeing  | R.E.  |
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| <p><b>Our focus is:</b> Drawing and Colour exploration based on Ancient Maya Masks exploring the artist Picasso.</p>  <p><b>Skills / knowledge to be developed:</b></p> <p>Experiment with different grades of pencil and other implements. Plan, refine and alter drawings as necessary.</p> <p>Extend exploring colour mixing to applying colour mixing.</p> <p>Begin to apply colour using dotting, scratching and splashing to imitate and artist.</p> <p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p><b>Greater Depth Challenges:</b></p> <p>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.</p> <p>Think of innovative ways to enhance creativity and develop a style of their own.</p> <p>Evaluate work independently to assess and improve their own art.</p> <p><b>Applied through:</b><br/>Art, History</p> | <p><b>Our focus is:</b> Pop - Mamma Mia</p>  <p><b>Skills / knowledge to be developed:</b></p> <p>The children will develop their listening skills by identifying the structure of a piece of music, the instruments and voices. They will also find the pulse within a piece of music.</p> <p>Through performing the children will develop how to copy back, play, and invent rhythmic and melodic patterns. They will also develop how to play instrumental parts accurately and in time, as part of the performance and sing in unison.</p> <p><b>Greater Depth Challenges:</b></p> <p>Identify changes in tempo, dynamics and texture.</p> <p>Make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p> <p><b>Applied through:</b><br/>Charanga Musical School Scheme</p> | <p><b>Our focus is:</b> Me and My Relationships</p> <p><b>Wellbeing:</b> Ensuring that the children settle back into school/new classes and develop meaningful relationships with their peers and teachers.</p> <p><b>Skills / knowledge to be developed:</b></p> <p>The children will focus on their emotional wellbeing through the understanding of the changes that are taking place and will develop skills to help adapt to these changes.</p> <p>They will also gain an understanding of the different feelings that they are experiencing and who they can go to if they need help.</p> <p><b>Greater Depth Challenges:</b></p>  <p>Verbalise their emotions and independently use activities to regulate their emotions.</p> <p><b>Applied through:</b><br/>Discussion, Partner/Group work, Relax Kids, Cosmic Kids. Videos.</p> | <p><b>Our focus is:</b> What do different people believe about God?</p> <p><b>Skills / knowledge to be developed:</b></p> <p>Be able to talk about what Christians, Muslims and Hindus believe about God and to identify similarities and differences. To be able to retell the story of Moses and the Burning Bush and explain what it means.</p> <p><b>Greater Depth Challenges:</b> Explain how believing in God can be helpful in life but sometimes it can be challenging too.</p> <p><b>Applied through:</b> Drama, writing and art.</p>    |

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| <p><b>How can I help?</b><br/>Ask your child if they can tell you the different uses for Ancient Maya Masks.<br/>Discuss how different colours can be used to reflect different moods – can your child spot any examples of this?</p> | <p><b>How can I help?</b><br/>Encourage your child to listen carefully to pop music and discuss the different voices and instruments that they can hear.<br/>Move along to the pulse of the music whilst listening.</p> | <p><b>How can I help?</b><br/>Talk to your child about the changes that are going to take place. Discuss any worries and feelings that they may be experiencing and reassure them that they will be supported through the changes both at home and at school.</p> | <p><b>How can I help?</b><br/>Talk to your child about your beliefs and ideas about God and share stories that you know. We will be discussing how all beliefs (including not believing in any God) should be respected.</p> |
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## Curriculum: Key Skills, Knowledge and Enrichment

| Computing - Teams  | MFL - French   |
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| <p><b>Our focus is:</b> Online Safety</p> <p><b>Skills / knowledge to be developed:</b> The children will focus upon using technology safely, respectfully and responsibly. They will develop an understanding of what is acceptable and unacceptable behaviour when working online.</p> <p><b>Greater Depth Challenges:</b> Children will be able to access and navigate computers independently and act in line with safety guidelines if using online tools independently.</p> <p><b>Applied through:</b> Computing, PSHE</p>   | <p><b>Our focus is:</b> Les Monstres</p> <p><b>Skills / Knowledge to be developed:</b> The children will learn the names for different parts of the body. They will begin to use this newly developed vocabulary to describe themselves and others.<br/>Children in Year 3 will also focus upon reading and writing numbers in French up to 20, whilst the Year 4 will focus on numbers to 100.</p> <p><b>Greater Depth Challenges:</b> The children will become increasingly confident in building sentence structures using given stem sentences. They will also begin to vary these structures to develop their own.</p> <p><b>Applied through:</b> conversation, writing</p> |
| <p><b>How can I help?</b><br/>To remind your child of the importance of being safe online and checking your parental filters. The use of Social Media has an age restriction of 13.</p> <p>Visit Google's "<a href="#">Online Safety Tips for Parents - Be Internet Legends</a>" to access the information and resources that will be shared in class.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">   </div> | <p><b>How can I help?</b><br/>Encourage your child to share the new vocabulary at home, including any songs they will have learnt as part of their lessons.</p> <div style="text-align: center; margin-top: 20px;">  </div>   |

| Homework   | Any Other Information / Dates for the Diary   |
|--|---|
| <p><b><u>Ongoing Homework</u></b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> a minimum of 15 minutes reading every night (logged by the children and noted in their Home School Diary). Online Read Theory quizzes help to build comprehension skills; complete at least 3 per week.</li> <li>• <b>KIRF Target:</b> See attached letter.</li> <li>• <b>Times tables:</b> Please use TTRockstars to access the weekly sessions.</li> <li>• <b>Spellings:</b> Learn the list of spellings which are given to the children each Friday. The patterns change every week. The children should also be practicing their Statutory words, these can be found in their back of their planners.</li> </ul> <p><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. </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>6<sup>th</sup> &amp; 7<sup>th</sup> September - Teacher Training Days<br/> 20<sup>th</sup> September - Swimming starts for Years 3&amp;4 followed by weekly sessions on Mondays until 8<sup>th</sup> December (final session).<br/> 12<sup>th</sup> October <b>TBC</b> Harlow Carr visit – linked to Science topic<br/> <b>TBC</b> Harrogate Muslims assembly linked to RE<br/> 21<sup>st</sup> October – Harvest Service<br/> 22<sup>nd</sup> October - Break up for half term</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 or to request a phone call.

Mrs M Thompson, Mrs R Thompson and Mrs Robson.