



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Sweet Chestnut - Year 1 & 2 September to October 2024

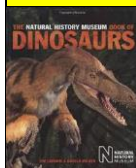


The Christian / Human Values we are exploring this half term are: Kindness and Creation

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



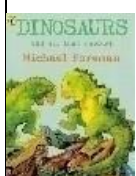
Our English planning is based around our topic **DINO SAURS ROAR!** We have selected key texts to teach a variety of genres this half term.

We will start with a non-fiction text on Dinosaurs. The children will write an **information report** on their choice of dinosaur.

Later, we will read the story of **Cave Baby**. The children will write **narratives** to retell the story of the baby and use adjectives to describe the animals in the story,



We will look at the text **How to Take Care of a Dinosaur**. The children will write a set of **instructions** to look after a dinosaur pet! The children will look at different types of homes using the book **Dear Dinosaur**. They will write their own letters to the Natural History Museum to find out about the Dinosaur bones that they have there.



The children will then read the book **Dinosaurs and all that Rubbish**. We will write a narrative based on this thought provoking text.

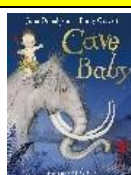
To link with our History topic, we will explore **Mary Anning**. We will perform a news report!



Later in the half term, we will explore Autumn through two fiction books: **Pumpkin Soup & Leaf Man**.

This half term, we will be teaching Phase 5 phonics to year 1 and new spelling patterns to year 2. We will focus on the correct spelling of **tricky words**.

Reading will be an integral curriculum area as we focus on refining and improving our reading skills. In year 1 we will focus on **decoding, prosody and comprehension**. In year 2 we will focus on increasing our **fluency; retrieving information** quickly and efficiently to answer questions, as well as **summarising and sequencing**



Maths

This half term we will be focusing **Place Value**.

Year 1 will be sorting, counting a representing object, moving onto numbers within 10.

They will be focusing on the five counting principles when assessing children's ability to count accurately.

The one-to-one principle: Children assign one number name to each object that is being counted.

The stable-order principle: When counting, the numbers have to be said in a certain order.

The cardinal principle: The final object in a group is the total number of objects in that group.

The abstraction principle: Anything can be counted, including things that cannot be touched, such as sounds and movements, for example jumps.

The order-irrelevance principle: The order in which they count a group of objects is irrelevant. There will still be the same number.



Year 2 will be focus on developing their knowledge of numbers to 100, partitioning numbers to 100 and finding more/less. They will also explore ordering and comparing numbers, as well as extending their knowledge of representing numbers using base 10, Numicon and ten frames.

The children will also begin an 'addition and subtraction' unit which will continue into Autumn 2. Year 2 will work on fact families to 20 and then 100. They will be adding and subtracting 2-digit and 1-digit numbers, crossing 10, then moving onto adding 3 1-digit numbers. Year 1 will begin using part whole models, number bonds within 10, subtraction, including word problems and reasoning questions.

How can I help?

Use the phonic keyring to recap all sounds learned so far in our phonic lessons. Read eBook/paper book at least 3x weekly and record notes in planner. Practise tricky words regularly. Practise common exception words and practise writing the words and sentences from the phonics homework sheet. Practise spelling tricky words on the keyring.

How can I help?

Regular use of Maths Shed, Numbots will support children's rapid recall of key facts. Short, regular practise of the KIRFS, in relation to a day-to-day activity will also support rapid recall.

Useful Websites: www.topmarks.co.uk www.mathsplayground.com

Curriculum: Key Skills, Knowledge and Enrichment

Topic- History



Our focus is: Dinosaurs & Mary Anning

Skills / Knowledge to be developed:

Children will learn what a dinosaur is, when it existed and how they became extinct. They will learn about the Triassic, Jurassic and Cretaceous period and find them on a timeline independently.

Later in the unit, they will find out who Mary Anning was and give a number of reasons to show why she was important.

They will be able to explain why Mary Anning wanted to be a palaeontologist and why she reacted as she did.

The children will be able to describe dinosaurs in a number of different ways and sort a range of dinosaurs into groups explaining how they sorted them.

We will learn about William Walker and talk about what he found and why it was important to more recent history.

The children will understand what a fossil is and how we can learn from an artefact.

Greater Depth Challenges:

The children may be able to use more complex time terms, such as 'BCE'/'AD' and period labels and terms. E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade' to explain when Dinosaurs existed.

They will look at the role of climate change in relation to what happened to the Dinosaurs demise and apply this concept to an animal today that faces extinction.

Applied through: History lessons, discussions

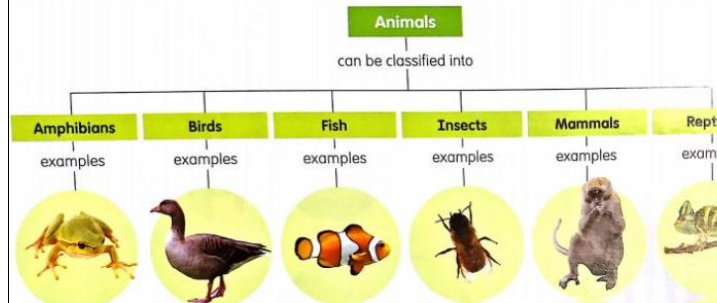
How can I help?

Look at a range of non-fiction books about Dinosaurs.

Explore the National Geographic Site:

<https://kids.nationalgeographic.com/animals/prehistoric>

Science -



Our focus is: Animals Including Humans (Animal focus)

Skills / knowledge to be developed: Year 1 pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment. They should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Year 2 pupils should be introduced to the basic needs of animals for survival. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth.

Greater Depth Challenges:

The emphasis is on proving and explaining why. For example, a polar bear cannot be a reptile because it is warm blooded and gives birth to live young, rather than laying eggs.

Applied through:

Science lessons, discussion, understanding and explaining the concepts in detail. Exit card quizzes and tasks.

How can I help?

Discuss which group animals in our local environment would belong to and ask them to explain why or why they can't be part of a group.

P. E

Our focus is: Football & Netball Skills



Skills / knowledge to be developed:

The children will be developing their coordination skills, with a focus on the ability to move with a ball at their feet. Children will develop by exploring different passing techniques with both their feet and hands.

By the end the children will be able to pass with accuracy, finding space and dodging.






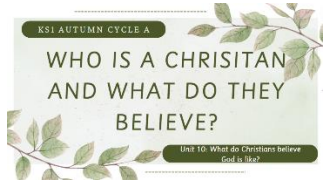
Children will develop teamwork, determination and respect.

Applied through: P.E lessons with Mr Colley and with class teacher.

How can I help?

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. They may need additional layers, hats and gloves as well as a spare coat or socks on Tuesday with Mr Colley.

Curriculum: Key Skills, Knowledge and Enrichment

ART	Music	PSHE / Wellbeing	R.E.
<p>We are focusing on the skill:</p>  <p>COLOUR, PAINTING AND DRAWING</p> <p>We will learn about the artist Paul Klee and explore their use of colour and paint.</p>  <p>Later the children will look at the drawing and artwork of Bridget Riley and develop their own drawing skills.</p> <p>Skills / knowledge to be developed</p> <p>We will ensure they know the names of all the colours and begin to introduce mixing of colours to make new colours. The children will find collections of colour – different sorts of green, blue, purple etc. and use language to evaluate – light/dark. Year 2 will begin to describe colours by objects – ‘raspberry pink, sunshine yellow’ and make as many tones of one colour as possible using primary colours and white. They will darken colours without using black and mix colours to match those of the natural world – colours that might have a less defined name. Children will draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Applied through: ART lessons</p>	<p>Our focus is:</p>  <p>Everyone!</p> <p>The children will learn to sing nursery rhymes and action songs: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes</p> <p>They will learn about Pulse and Rhythm as well as Pitch. Pulse (steady beat) is the foundation of all music, it is a musical heartbeat that never stops Rhythm is long and short sounds that happen over the pulse (steady beat) so, rhythm changes and pulse stays the same Pitch is high and low sounds.</p> <p>They will use the boom whackers and xylophones to play the first note of nursery rhymes: Wind the Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy and You Know It G, G + A</p>	<p>Our focus is:</p> <p>Families and Friendships</p> <p>Build constructive and respectful relationships</p> <p>Skills / knowledge to be developed:</p>  <p>Children will learn who care for them and the role these different people play in children's lives and how they care for them. They will learn what it means to be a family and how families are different, e.g. single parents, same sex families etc. They will learn about the importance of telling someone- and how to tell them- if they are worried about something in their family. They will also learn how to be a good friend and about different ways that people meet and make friends. We will teach strategies for positive play with friends and learn about what causes arguments between friends. Children will discover how to positively resolve arguments between friends and how to recognise-and ask for help- when they are lonely or unhappy or to help someone else.</p> <p>Applied through: PHSE lessons, circle time</p> <p>Wellbeing: We will use the colour monsters to explore how we feel each day and encourage children to share their emotions.</p> 	<p>Our focus is:</p>  <p>UNIT 1.1/UNIT 10 - WHO IS A CHRISTIAN AND WHAT DO THEY BELIEVE?</p> <p>Children will begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told.</p> <p>Skills / knowledge to be developed:</p> <p>Teaching in this unit will help children to understand that Christians see God as Father and Creator and Jesus as the Son of God and an inspiration to Christian people. This unit also allow pupils to study prayer, particularly the Lord's prayer. The children will talk about some simple ideas and about Christian beliefs. They will learn about Christian beliefs and talk about God and Jesus. They will re-tell a story that shows what Christians might think about God, in words, drama and pictures and suggest what it means. Later, the children will talk about issues of good and bad and right and wrong arising from the stories. The children will be encouraged to ask some questions about believing in God and offer some ideas of their own.</p> 
<p>How can I help?</p> <p>Look at different paintings by Klee and Riley and ask the children how the paintings make them feel. Which is their favourite?</p> <p>Talk about colours and name a variety of colours when you see them.</p> <p>Visit the local DIY store and borrow some colour swatches to explore the tones and range of colours!</p>	<p>How can I help?</p> <p>Sing a range of nursery rhymes at home!</p> <p>Look on this website: https://www.bbc.co.uk/teach/school-radio/articles/zhwdgwx</p>	<p>How can I help?</p> <p>Talk with your child about their emotions and explore mindful moments using Relax Kids activities or Cosmic Yoga. https://www.relaxkids.com/</p>	<p>How can I help?</p> <p>Talk with your child about different beliefs people may have, including how everyone is different.</p> <p>Read some stories from the Bible such as The Lost/Prodigal son, Jonah, The Lost Sheep.</p> <p>Discuss miracles, what are they, are they different to magic and why?</p> <p>Explain that everyone is special and has someone who is important to them, who guides them and helps them when they need. Who might this be for you and them?</p>

Curriculum: Key Skills, Knowledge and Enrichment

Computing

Our focus is Animation – Creating our own cartoon.

Skills / knowledge to be developed:

The children will be able to create a simple animation to tell a story including more than one character and more than one scene. Children will create their own comic storyboards and learn how to electronically add these pictures to create their personalised cartoon. The children will be given some tinker time to explore the app 'seesaw' before planning and starting to design their desired outcome for their project.

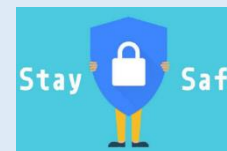


Using their designs children will spend a lesson creating their cartoon. Ready to share with the other children in the class. Children will then be given the opportunity linking with oracy to explain how they would improve their videos by using the pause button to change scenes, improving quality of voice recordings and editing clips in a more efficient manner.

Applied through: Computing lessons, linked to the English lessons.

How can I help?

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.

Make sure that your child is not accessing your device under your account (which has adult filters). The Shadow Puppet Edu app is free. You can download it at home so that children can practise and refine their skills!

Homework

Ongoing Homework

Phonics and Maths homework is optional but we appreciate your support.

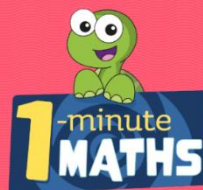
- Please read with your child at least 3x weekly (logged by grownups and noted in their Home School Diary).



1-Minute Maths (4.5)
White Rose Education Services Limited
Designed for iPad
★★★★★ 5.0 - 2 ratings
Free

Check out these 7 top reasons for using 1-minute maths!

1. Excellent practice – and no distractions.
2. A clear, intuitive process that children pick up straight away.
3. No login or internet access needed. Just download and play.
4. Enjoyable and motivating... How many can they get correct in one minute?
5. Helpful hints match those used in class.
6. Brilliant for building number fluency and confidence.
7. It's FREE!



Maths

- Use White Rose 1 minute maths: <https://whiteroseeducation.com/digital-tools>
- Use Numbots weekly to practise rapid recall skills. <https://play.numbots.com/#/intro>
- See Maths KIRFS that we are focusing on for this half term: In your child's homework book.
- 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 keep checking Seesaw for classroom updates and news.

Dates for the diary:

- 3/9/24: Training Day
- 4/9/24: School starts
- 10/9/24: PE Starts
- 11/9/24: Lunchtime football starts
- OCTOBER: BLACK HISTORY MONTH
- 1/10/24: Wellbeing walk with Mr Colley
- 7/10/24: Active photography in school
- 10/10/24: Phonics Information Evening for Parents 5pm
- 11/10/24: Fire Safety Talk
- 22/10/24: Parent Consultations 3.30-6pm
- 23/10/24: Parent Consultations 3.30-6pm
- 24/10/24 (1.30): Harvest Festival at Church
- 25/10/24: Break the Rules Day/Break up for Half 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 or to request a phone call.

Mrs Askew