



# Curriculum Newsletter

## GOLDSBOROUGH SICKLINGHALL Federation Goldsborough Class 3 November – December 2020



The Christian / Human Values we are exploring this half term are: Friendship and Kindness  
Our 'Big Thinking' SMSC Question for this half term is: 'How did people show kindness in the past?'

### English

- We will be beginning the term by learning about the features of a news report, focusing on the tone and language of **recount writing** as we plan and write a newspaper article. We will read and map out a news report about Pharaoh Tutankhamun's death whilst we explore SMSC questions about news reporting and how historical ideas have changed. We will use **subordinating conjunctions**, **adverbs** and correctly punctuated **direct speech** in our written reports.
- Our reading will be an integral part of all curricular areas as we focus on increasing our **fluency**; **retrieving information** quickly and efficiently to answer questions, as well as **summarising** and **sequencing** news reports and other texts.
- We will continue to read a broad range of interesting texts across the curriculum including our class novel **Varjak Paw**.
- The outcome will be:** to write a news report detailing Howard Carter's discovery of the tomb of Tutankhamun.



#### How can I help?:

Share news reports with your child. Watch Newsround together and read articles from the Newsround Website and First News. Talk about the headlines, what do they think the story could be about? Can they spot the Who, What, When, Where, Why in the story? When reading use a Vocabulary sheet to explore challenging words with your child. Collins online dictionary is fantastic for definitions children can understand.

#### What are fluency, retrieval, summarising and sequencing 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).

**Summarising** – being able to explain the main points of a text briefly.

**Sequencing** – being able to place events in a text in order.

### Maths

- In our Maths lessons we will explore 'Place Value'
- 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.

One Millions	Hundred Thousands	Ten Thousands	One Thousands	Hundreds	Tens	Ones
1,000,000s	100,000s	10,000s	1,000s	100s	10s	1s

**Mastering with Greater Depth**

5000 years ago Egyptians carved number symbols on their tombs.

I = 1  
 n = 10  
 e = 100

What is the value of these Egyptian numbers?

e n n n | | + e n n | | |  
 e e e n n n | | | | + e e n n n n | | | | | |

#### 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 double and halve even numbers up to and including 100

Year 4 – I know the multiplication and division facts for the 6 times table




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.

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**Curriculum: Key Skills, Knowledge and Enrichment**


Topic – History	Science - Living things and their habitat	P.E
<p><b>Our focus is:</b> The Ancient Egyptians - knowledge and understanding of how people lived in the past.</p> <p><b>Skills / Knowledge to be developed:</b> Children will develop their <b>Chronological Understanding</b> by locating the Ancient Egyptian era on a timeline of familiar historical events. <b>Using evidence</b>, they will explore how the Egyptians lived, including their clothing, buildings and way of life as well as the worship of different Gods and Goddesses.</p> <p>Children will carry out a <b>Historical Enquiry</b> into how Egyptians planned for the Afterlife. They will develop their <b>Historical Interpretation</b> skills by exploring different accounts of Tutankhamun's death and will <b>organise and communicate</b> their ideas about hieroglyphics.</p> <p><b>Greater Depth Challenges:</b> Using accurate terminology, they will compare areas of Egyptian civilisation with other eras of history studied previously.</p> <p><b>Applied through:</b> History / English</p>	<p><b>Our focus is:</b> Forces; Friction</p> <p><b>Skills / knowledge to be developed:</b> The children will spend time comparing how things move on different surfaces. They will also focus learn that some forces need contact between 2 objects. They will carry out a practical investigation to explore the effects of friction in action and will draw conclusions linked to the scientific ideas they have learned about.</p> <p><b>Greater Depth Challenges:</b> <b>Investigate:</b> the design of car tyres and <b>connect</b> this to your understanding of friction.</p>  <p><b>Applied through:</b> Discussing, understanding, investigation and explaining the concepts in detail. Linking their learning to real life – where can I see examples of friction in the world around me? How does friction help or hinder in different situations?</p>	<p><b>Our focus is:</b> Ball Skills, Object Control and Attacking and Defending</p>  <p><b>Skills / knowledge to be developed:</b> Kick a ball accurately with control to pass, strike and develop awareness of space. Learn different tactics and use them to support teammates and to cause problems for the opposition.</p> <p><b>Greater Depth Challenges:</b> Work with an increased number of players, smaller ball and target and use less dominant foot.</p> <p><b>Applied through:</b> Children will develop their confidence and control by playing a variety of football-based games.</p>
<p><b>How can I help?</b> Discuss how mummification and the pyramids have helped historians develop a good understanding of the Egyptians. Ask the children to share what they have learnt in class about the Egyptians.</p>	<p><b>How can I help?</b> Discuss where they see forces, for example; they may see lots of forces in action in a playground. Can they name the forces?</p>	<p><b>How can I help?</b> 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 Thursdays as we will be outside with Mr Atkinson.</p>

## Curriculum: Key Skills, Knowledge and Enrichment

Art	Music	PSHE / Wellbeing	R.E.
<p><b>Our focus is:</b> Drawing Patterns based on Egyptian Cartouche exploring the artists Klee and Gaudi.</p> <p><b>Skills / knowledge to be developed:</b> Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. Look at natural and manmade patterns and discuss. Search for pattern around us in world, pictures, objects. Use the environment and other sources to make own patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground. Use sketchbooks to design own motif to repeat. Create own patterns using ICT.</p> <p><b>Greater Depth Challenges:</b> Research an artist in greater depth and adapt ideas and process 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><b>Our focus is:</b> Rhythm and tempo</p> <p><b>Skills / knowledge to be developed:</b> To listen with attention to detail and recall sounds with increasing memory. To perform as an ensemble by clapping or using percussion with increasing accuracy, fluency, control and expression. To explore the rhythm, tempo and dynamics of different chants and rhymes.</p> <div style="text-align: center;">  </div> <p><b>Greater Depth Challenges:</b> Perform independently and lead a clapping chant or rhyme.</p> <p><b>Applied through:</b> TEAMS music sessions with Mr Hills every Friday.</p>	<p><b>Our focus is:</b> Celebrating Difference <b>Wellbeing:</b> Ensuring children are focused and ready to learn considering the current climate.</p> <p><b>Skills / knowledge to be developed:</b> The children will spend time learning about the importance of managing their emotions. They will learn about the different parts of the brain, and the need to address worries before their brain is ready to learn. They will explore a range of strategies from Relax Kids that can be used to help regulate themselves, when feeling overwhelmed. They will also build up their self-esteem through the Relax Kids activities.</p> <p><b>Greater Depth Challenges:</b> Verbalise their emotions and independently use activities to regulate their emotions.</p> <p><b>Applied through:</b> Discussion / Circle time / debate/Relax Kids</p> <div style="text-align: center;">  </div>	<p><b>Our focus is:</b> Why are festival important to religious communities?</p> <p><b>Skills / knowledge to be developed:</b> Be able to recount the stories of Diwali and the Nativity. Compare the celebrations which surround these important events in the Hindu and Christian calendars commenting the beliefs expressed and similarities and difference between them.</p> <p><b>Greater Depth Challenges:</b> Explain their own ideas about festivals in Britain today and the beliefs and values expressed in these events.</p> <p><b>Applied through:</b> Discussion, role play and debate.</p> <div style="text-align: center;">  </div>
<p><b>How can I help?</b> Spot patterns on your nature walks/ Discuss regular and irregular – what does it mean? Are any patterns in nature symmetrical?</p>	<p><b>How can I help?</b> Encourage your child to share any new rhymes or games they have learned.</p>	<p><b>How can I help?</b> Talk with your child about their emotions and explore mindful moments using Relax Kids activities or Cosmic Yoga. <a href="https://www.relaxkids.com/">https://www.relaxkids.com/</a></p>	<p><b>How can I help?</b> Ask your child to tell you the story of Diwali. Can they tell you what is similar about this and the story of Jesus' birth?</p>

## Curriculum: Key Skills, Knowledge and Enrichment

Computing - Teams	How can I help ?
<p><b>Our focus is:</b> Online Safety and learning how to use MS Teams.</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. The children will also be taught how to use MS Teams so that they are prepared in the event of remote learning.</p> <p><b>Greater Depth Challenges:</b> Children will be able to access and navigate Teams independently and act in line with safety guidelines if using online tools independently.</p> <p><b>Applied through:</b> Computing, PSHE</p>	<p>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>Encourage your child to be responsible in the chat section of their Class Team. Ensure that their assignments are completed.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">   </div>

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 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. Please use Spelling Shed to access the weekly spelling games.</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. We regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.</p> <div style="text-align: right; margin-bottom: 10px;">  </div> <p>w/c Mon 9th November – Parent/Carer Consultations via Teams or Telephone            Fri 13th Nov – ‘Wear Spots’ for Children in Need, £1 minimum donation            Mon 7th December – Flu immunisations, Health Team            Fri 11th December – Christmas Jumper Day            Fri 18th December – School closes, end of term            Mon 4th January – Training Day, school closed            Tues 5th January – School opens, Spring Term 1</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 via Teams or to request a phone call.

Mrs Thompson, Mrs Robson, Mrs Smirthwaite and Miss Bancroft