



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Sweet Chestnut - Year 1 & 2 November to December 2024



The Christian / Human Values we are exploring this half term are: Friendship & Forgiveness
How do people celebrate friendship and demonstrate forgiveness in different localities?

English



Our English planning is based around our topic **Pirates/The Caribbean**. We have selected key texts to teach a variety of genres this half term. We will start with the story of **Rama and Sita**, linking to the recent festival of Diwali. The children will write a character portrait and recount. Later, we will read the story **Pirate Pete**. The children will write **narratives** based on this fun story. We will look at the text **The Night Pirates**. The children will write **persuasive letters**. We will explore the Caribbean through the stories **The Field** and **Caribbean Dream**. We will create some **explanation texts**. The children will then move onto seasonal texts and take part in some **poetry** linked to the story **Pick a Pine Tree**. Finally, we will explore the story **Mog's Christmas Calamity**. The children will use the text to write their own narrative..

This half term, we will be teaching more 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**.

Little Wandle phonic and spelling lesson overviews are below:

Year 1 Autumn 2

	Phase 5 graphemes
Week 1	/ur/ ir bird /igh/ i tiger /oo/ /yoo/ ue blue rescue /yoo/ u unicorn
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ ow claw
Week 5	Grow the code: /igh/ ie i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ ie e-e ea /oo/ /yoo/ ew u-e u ue

Year 2 Autumn 2 Bridge to spelling

	Coverage
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

How can I help?

Use the phonic keyring to recap all sounds learned so far in our phonic lessons.
Read 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.

Maths

This half term we will be focusing on **Addition and Subtraction** and **Shape**.

Year 1 will be learning their number bonds within and to 10, exploring them practically to help them learn them by heart. They will also learn about fact families, introducing written number sentences with the total at the beginning and at the end. They will be representing these number sentences in many different ways including part whole models, ten frames and bar models.

Here are seven pieces of fruit.

Put the fruit into a part-whole model.
Complete the sentences.
_____ is the whole.
_____ is a part, _____ is a part and _____ is a part.

Here is a ten frame.

How many yellow counters are there?
How many red counters are there?
How many counters are there in total?
Complete the number sentence.
_____ + _____ = 10

In their shape unit, **Year 1** will be learning about 3D and 2D shapes by recognising and sorting them. They will also be exploring patterns with 2D and 3D shapes.

Give children a selection of 3D shapes and ask them to build a tower.
Encourage them to think about these questions:

- Which shapes are the best for the bottom of the tower?
- Which shapes can only go on the top of the tower?
- Does it matter which way round a shape is placed?

Draw base 10 and write numerals to complete the table.

10 less	Number	10 more
2	12	
	37	

types and using practical resources to support them.

In their shape unit, **Year 2** will be recapping recognising and sorting 2D and 3D shapes. They will also be looking at vertices and lines of symmetry of 2D shapes, moving onto the edges and faces of 3D shapes.

Here is Ben's method for working out 26 + 5

Jo is looking at this shape.

This shape is a square.

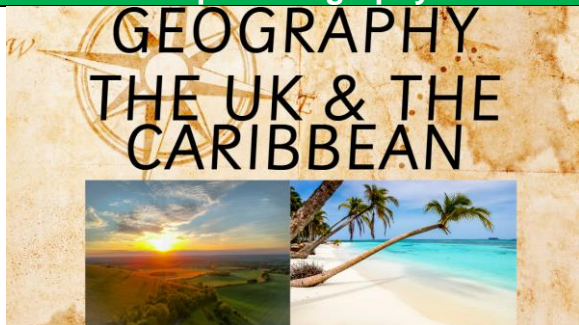
Do you agree with Jo?
Why?

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- see homework book and activities.
Useful Websites: www.topmarks.co.uk www.mathsplayground.com

Curriculum: Key Skills, Knowledge and Enrichment

Topic- Geography



Our focus is: The UK and The Caribbean Villages, Cities, Continents and Oceans

Skills / Knowledge to be developed:

Year One will be able to explain that England, Scotland, Wales and Northern Ireland make up the United Kingdom.

They will learn that London is the capital of England, and they will be able to find the UK on a world map.

The children will be able to use world maps and globes to begin to identify the continents and oceans. They will practise finding the Caribbean on a world map and compare it to the UK.

As they become more confident, they will learn how to find the UK and the seas surrounding it – North Sea, English Channel, Irish Sea, Celtic Sea and Atlantic. They will be able to name some key features of the countries of the UK as well as being able to locate the Caribbean on a map and find Jamaica. The children will be able to name the 7 continents and 5 oceans of the world with support.

Year Two will be able to explain that England, Scotland, Wales and Northern Ireland make up the United Kingdom and name their capitals – London, Edinburgh, Cardiff, Belfast. They will be able to find the UK and the seas surrounding it – North Sea, English Channel, Irish Sea, Celtic Sea and Atlantic and explain what direction they are in (N, E, S, W).

They will identify some similarities and differences between the countries of the UK and identify national flags and emblems. They will identify some physical and human geographical similarities and differences between the UK and the Jamaica explain why I think there are differences. Year Two will use aerial photographs and a variety of maps to locate places and landmarks independently. They will independently name the 7 continents and 5 oceans and explain where the UK and Jamaica are in the world.

Greater Depth Challenges:

Children will be able to use a world map, atlas or globe to locate the continents & oceans relative to the Equator/ North & South Poles.

They will use a range of maps and satellite images to locate and identify the 4 countries and capital cities of the UK and surrounding seas.

Applied through: Geography lessons, discussions

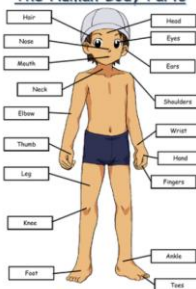
How can I help?

Support your child to look at atlases, maps, satellite images and Google Maps to find areas of the world that they may be interested in.

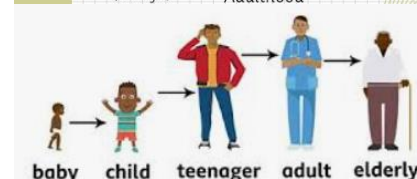
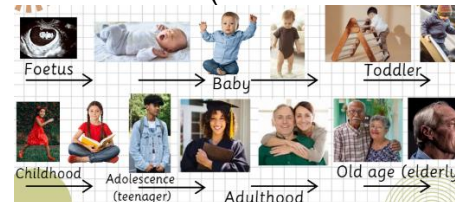
Explore some landmarks in the four countries of the UK.

Science

The Human Body Parts



Our focus is: Animals Including Humans (Human Focus)



Skills / knowledge to be developed:

Year 1 children will be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 children should notice that animals, including humans, have offspring which grow into adults. They will be able to explain the main differences between adult humans and babies. They will also be able to describe the importance for humans of exercise, eating the right amounts of different types of food, sleep and hygiene.

Greater Depth Challenges: Year 1 may be able to explain why the sense of touch is so important to a blind person. Year 2 may be able to suggest some ways that a human offspring is dependent for some time on adults.

Applied through:

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

How can I help?

Discuss what adjustments could be made around school or your home to support a blind person, exploring the importance of all our senses.

P. E

Our focus is: Netball



Children will master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Skills / knowledge to be developed:

Children will explore and demonstrate passing and receiving with different equipment. Children will be able to make a successful pass under low pressure.

We will explore footwork used in Netball.

Children will be taught how to create space on the court to receive a pass.

Children will start to establish an understanding of attacking and defending principles.

Greater Depth Challenges:

Children will be able to use a range of passes in a game-based scenario.

We will enable children to use the correct footwork with some success in a competitive situation.

They will communicate and receive a pass to retain possession of the ball. Children will attempt to apply attacking and defending principles into a match situation.

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 Thursday with Mr Colley.

Curriculum: Key Skills, Knowledge and Enrichment

DT



We are focusing on the skill: Puppets

Skills / knowledge to be developed:

Year One will identify a target market and ensure their design matches the audience. They will generate ideas with limited guidance through talk and drawings based on my own experiences and design purposeful, functional and appealing product based on given design criteria (with support).

Year One will model ideas of simple 2D templates out of card and paper and use the appropriate techniques, as shown by a teacher. They will learn how to measure, mark out, cut and shape card and textiles when supported and use scissors and a hole punch safely. They will assemble, join and combine materials/components together using temporary methods, such as glue/tape and staples and use simple finishing techniques to improve the appearance of their product, i.e. paint, adding accessories.

Year Two will identify a target market, research what they like and apply this a design criteria and end product. They will generate ideas independently through talk and drawings based on my own experiences. They will design purposeful, functional and appealing products, based on given design criteria and independently make designs using the appropriate techniques. They will show that they can measure, mark out, cut and shape card and textiles with greater independence. Year Two will assemble, join and combine materials/components together using sewing and show increasing accuracy.

Applied through: DT lessons and DT Dazzle Days

How can I help?

Play with a variety of puppets at home so children can explore different designs. Practise using a hole punch, scissors, stapler.

Year Two: Use a running stitch at home to sew two pieces of material together.

Music

Our focus is: Our Nativity!



We will be learning a range of songs as part of our nativity performance in December. We will add actions and perform the different songs to an audience.

Pupils will be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select, and combine sounds using the inter-related dimensions of music.

We will also experiment with pitch, tempo and pace and learn how to use our bodies to express emotion and meaning. We will perform our songs in church to an audience and sing as a group.



How can I help?

Sing songs that invite your child to perform an action, such as a clap, stamp or jump, to help your child develop rhythm. Songs with repetition are particularly good.

Help your child to discover their voice in different ways - singing, whispering, talking, and humming. Add some of the musical elements being taught at this stage, such as high, low, loud, quiet, fast, slow, rhythm.

Expose your child to as wide a range of music as you can.

PSHE / Wellbeing



Our focus is:
Safe relationships
Respecting ourselves and others

Skills / knowledge to be developed:

The children will begin to learn what the word 'respect' means. We will have a focus on remembrance day before leading into why we have class rules and why it is important to be polite to others.

Throughout this unit Children will be able to draw upon previous learning on friendship and what makes a good friend both in school and within the wider community. We will discuss about the things they have in common with their friends, classmates and other people. How to play and work cooperatively in different groups and situations. Children will continue to share their ideas and listen to others, take part in discussions, and give reasons for their views

Applied through:
PHSE lessons, circle time

Wellbeing: We will use the colour monsters to explore how we feel each day and encourage children to share their emotions.



How can I help?

Talk with your child about their emotions and explore mindful moments using Relax Kids activities or Cosmic Yoga.

<https://www.relaxkids.com/>

R.E.

Our focus is: A World View (festivals and family life) and Jesus' Birth (The Nativity)



Skills / knowledge to be developed:

The children will explore how festival and family life show what matter to different faiths. They will learn about Diwali, a Hindu festival of light and Christmas, a Christian festival. We will explore the story of Rama and Sita through drama, drawing and oracy. We shall then look at Christmas, particularly the nativity and Jesus's birth, identifying the who, what, when, when and how questions of his birth. Throughout this unit children will be able to express themselves and draw on first hand experiences of Christmas and our Christmas Nativity performance. This unit will provide plenty of opportunities in provision for example, making clay Diya lamps and Rangoli patterns.

Applied through: R.E lessons, collective worship and our nativity.

How can I help?

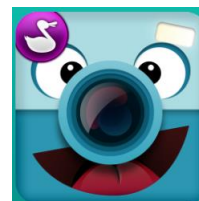
Discuss family traditions you may have at home or traditions that grandparents may have had. Can they identify similarities and differences?

Curriculum: Key Skills, Knowledge and Enrichment

Computing

Our focus is Video Creation – Animated Character.

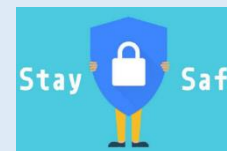
Skills / knowledge to be developed: At the end of this computing unit children will be able to animate a simple image in role and add filters and stickers to enhance an animation of a character. This will be achieved by using the software 'chatterpix'. The children will be given some tinker time to explore the app before planning and KS1 children will use 'seesaw' to evaluate. A lesson will be given for the children to record themselves in role as a character. Children can then plan for their new steps and ways to improve. Children will be successful by saving a picture from the internet, recording themselves as a character, adding a filter and saving their effort as a video to a camera roll.



Children will be given the opportunity linking with oracy.
Applied through: Computing lessons, linked to the English and Topic focus.

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).

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).

Maths

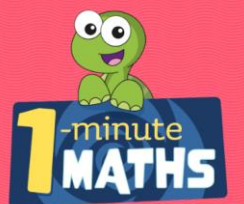
- Use White Rose 1 minute maths: <https://whiteroseeducation.com/digital-tools>
 - Use Numbots weekly to practise rapid recall skills. <https://play.numbots.com/#/intro>
- Logins are stuck on the front of planners.**
- See Maths KIRFS that we are focusing on for this half term: In your child's homework book.
 - Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.



1-Minute Maths 4.5
 White Rose Education Services Limited
 Designed for iPad
 ★★★★★ 5.0 + 3 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!



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.

Dates for the diary (Goldsborough KS1):

- 11th November: Anti Bullying Week
- 11-12 November: DT Dazzle Days
- 13th November: Open Day
- 15th November: Children in Need
- 21st November: Flu Vaccinations & FROGS Movie Night
- 26th November: Cross Country at Ashville College
- 27th November: Pantomime Afternoon/Evening
- 29th November: Training Day
- 4th December (3.30-4.30): Success Café
- 12th December: Christmas Jumper and Dinner Day
- 13th December: FROGS Christmas Event
- 16th December: Enterprise Fair
- 17th December: NATIVITY 1.30pm (Dress Rehearsal @ 10am)
- 19th December: Christmas Parties
- 20th December: School closes 1.30pm (no club)

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