



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

'Working together to be the best that we can be'

Sycamore – February - April 2023



The Christian / Human Values we are exploring this half term are: **Endurance and Hope**
 Ethos question: What difficulties have people had to endure around the world? What changes did they hope for?

English

- This half term we will be exploring two different genres: we will begin our English work by focussing on a '**Narrative**' unit based on the book '**The firework-maker's daughter**', by Philip Pullman. We will explore the story from different angles, developing our understanding of the different character's views and motives. We will put a particular emphasis on the use of dialogue (correctly punctuating direct speech) when we write our own final pieces. Secondly, we will embark on a '**Poetry**' unit to understand and learn further about a range of poetical features such as: onomatopoeia, personification, simile, metaphor, repetition and alliteration. We will read, analyse and perform a range of poems about volcanoes and introduce specific vocabulary related to this subject in order to enhance our poems detail and impact on the reader.
- The outcome will be:** to write the middle part of a story that involves a volcano description and a dialogue.
To write a volcano eruption poem that includes a range of poetical features we have studied.

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.
 Read poetry with your child. Discuss the meaning of each stanza and verse. What is the general subject? Which is the author's intention? What do you like about this poem and why?

Recommended reads –

Philip Pullman: 'Count Karlstein', 'Clockwork or all Wound Up', 'I was a rat, or the Scarlet Slippers'

Spellings –

Spellings will continue to be tested on Friday. Moving forward Year 3 pupils will be tested on 15 words weekly and Year 4 pupils on 20 words weekly. Please ensure your child is provided with plenty of opportunities to practise at home.

Maths

- In our Maths lessons we will explore 'multiplication and division' followed by 'Measurement'.
- Year 3 will focus further upon multiplying 2 digit by 1 digit numbers using formal written methods. They will then progress to dividing 2 digit numbers by 1 digit numbers via partitioning with part whole models.
- Year 4 will focus upon multiplying 3 digit by 1 digit numbers using formal written methods. They will then progress to dividing 3 digit numbers by a 1 digit number using partitioning, place value grids and short division.
- Whilst studying measurement, all children will explore length and perimeter, focusing upon converting between measures (mm, cm and m) and adding/subtracting lengths.
- 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 are likely to have their Multiplication Check in June. It is important that they are fluent in their times tables to 12x12.

Ask your child: Encourage your child to practice their times tables using TTRockstars regularly, as well as www.thompsonstimetrial.co.uk.

KIRF Target – Spring Term 2

Year 3 – I can tell the time.

Year 4 – I can multiply and divide single digit numbers by 10 and 100.

Please see the 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 – Geography

Science - Rocks

P.E

Our focus is: Natural Disasters – Earthquakes and Volcanic eruptions.

Skills / Knowledge to be developed:

Children will develop their **Locational Knowledge** by locating where the UK is in Europe in relation to other countries. **Using evidence**, they will explore where the majority of Volcanic eruptions and Earthquakes occur and why.

They will develop a greater understanding of what causes Natural Disasters, how countries work to better predict them, and how the after effects are managed.

Place Knowledge

of where the Arctic/Antarctic circles, equator and tropics of cancer and Capricorn are.

Greater Depth Challenges: Children will know countries in the 'ring of fire' and name places which have experienced volcanic eruptions and earthquakes.

Applied through:

Geography / English/ Maths



Our focus is: Rocks and soils.

Skills / knowledge to be developed:

Children will spend time exploring how fossils are formed in sedimentary rock. They will learn that some ancient organisms died, were covered soon after death, formed fossils and were then uncovered. Children will create their own process description with diagrams by cutting and pasting or draw their own diagrams and writing their own descriptions.

Children will look at a selection of rocks. They will make observational drawings and describe them with the help of a word bank. Children will try to identify the name of each rock and classify them using different criteria.

Greater Depth Challenges: Pupils will be able to explain the rock cycle as series of processes that create and transform the types of rocks in Earth's crust and outlines how each of the three major rock types—igneous, metamorphic, and sedimentary—form and break down.

Investigate: Children will be investigating the permeability of different types of soils and how this will influence the vegetation that grows in each.



Applied through:

Discussing, understanding, investigation and explaining the concepts in detail using scientific vocabulary. Linking their learning to real life – where can I see rocks in the world around me? What are rocks and soil used for?

Our focus is: Ball Skills, Object Control and Attacking and Defending



Skills / knowledge to be developed:

The children will learn to throw and catch a ball accurately with control.

They will be taught to be aware of the space around them and use it to support team-mates and to cause problems for the opposition.

Greater Depth Challenges: To work with an increased number of players, a smaller ball and target and to use their less dominant foot.

Applied through:

Children will develop their confidence and control by playing a variety of ball games.

How can I help?

Discuss how some countries are located in high risk areas, and what life must be like there. Ask the children what they have learnt in class about Volcanic eruptions and Earthquakes.

How can I help?

Discuss where rocks and soils can be used/found in real life. Explore the rock cycle in relation to our planet Earth creation and evolution.


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 Thursdays as we will be outside with Mr Colley.

Curriculum: Key Skills, Knowledge and Enrichment


DT	PSHE / Wellbeing	R.E.
<p>Our focus is: Researching, designing, planning and making their own pizza to eat and enjoy.</p> <p>Skills / knowledge to be developed: The children will generate ideas for their own pizza based on their initial research. They will become confident in labelling their designs. Before starting, they will carefully plan the sequence the order of their make. The children will be taught a range of cooking skills including grating, peeling and cutting using the claw knife technique. Once they have created their product, they will evaluate their product against their own design criteria.</p> <p>Greater Depth Challenges: To develop independence when using a range of cooking skills, i.e. using the claw knife technique, seasoning to taste and when peeling soft vegetables.</p> <div style="text-align: center; margin-top: 10px;">  </div>	<p>Our focus is: Media Literacy and Digital Resilience, and Money and Work.</p> <p>Skills / knowledge to be developed: The class will study two topics this half term. During Media Literacy and Digital Resilience, they will spend time exploring how the internet can be useful, however there are rules they have to follow to stay safe. During Money and Work, they will explore what budgets are and how people make different spending decisions based on their income. The children will be made aware of how they can keep track of money and of the different methods of spending.</p> <div style="text-align: center; margin-top: 10px;">  </div> <p>Greater Depth Challenges: The children will develop a greater knowledge of the different rules of internet safety and will practice them when carrying out searches and using the internet independently.</p> <p>Applied through: Discussion/ Circle time/ Debate/Collective worship.</p>	<p>Our focus is: Why is Jesus inspiring to some people?</p> <p>Skills / knowledge to be developed: To understand how Christians can be inspired by Jesus and to ask questions raised by his stories. The children will identify the most important parts of The Easter Story and say why they are important.</p> <p>Greater Depth Challenges: Children will make connections between some of Jesus' teachings and the way Christians live today. The children will describe how Christians celebrate Holy Week and Easter Sunday and present their own ideas about the most important attitudes and values to have today, making links with Christian Values.</p> <p>Applied through: Discussion, role play, The Easter Service and debate.</p> <div style="text-align: center; margin-top: 10px;">  </div>
<p>How can I help? Encourage your child to share the techniques that they have learnt in school, and furthermore apply them when cooking tea/dinner alongside an adult.</p>	<p>How can I help? To help develop your child's awareness of money; where it comes from and how and why adults budget. To remind your child of the need to vigilant when using the internet, and to remind them of what they need to do if they are unsure about anything online.</p>	<p>How can I help? Ask your child to tell you The Easter Story. Can your child explain each of the Christian Values to you?</p>

Curriculum: Key Skills, Knowledge and Enrichment

Computing – Searching and Creating	How can I help ?
<p>Our focus is: ‘Coding’. We will continue to use the programme ‘Discovery Education’ to develop further our coding skills.</p> <p>Skills / knowledge to be developed: We will learn how to get the most out of ‘Block Coding’ through a structured programme of levels and lessons that will support children in their step by step understanding. We will learn that programs execute by following clear instructions and respond to inputs to do different things.</p> <p>Greater Depth Challenges: Children will find out how to get creative and design their own apps and games in the free code area.</p> <p>Applied through: Computing.</p>	<p>To encourage your child to explore a range of software, rather than sticking to the same type, for example; presenting their work via PowerPoint, Word and Publisher. All of these should be available from the children’s MS Office accounts.</p> <p>To continue to encourage your child to be responsible in the chat section of their Class Team. Ensure that they are accessing their remote learning via Teams and completing the work that they have been set.</p> <div style="text-align: center;">  </div>

Curriculum: Key Skills, Knowledge and Enrichment

Music	French
<p>Our focus is: The Dragon Song - a musical fable which shares the messages of kindness, respect, friendship, acceptance and happiness.</p> <p>Skills / knowledge to be developed: All the learning is focused around one song: The Dragon Song. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. The children will also confirm and develop their understanding of ‘Friendships’ through discussion and the answering of questions.</p> <p>Greater Depth Challenges: Performing independently with confidence.</p> <p>Applied through: Performing simple compositions in class during weekly music lessons. PSHE: Friendships - discussion, answering questions.</p>	<p>Our focus is: Understanding of useful language</p> <p>Skills / knowledge to be developed: The children will learn/recap the numbers 1-10. They will practice greetings such as good morning, good afternoon, hello, goodbye. We will then move onto classroom instructions and giving and asking for the time.</p> <p>Greater Depth Challenges: Participation in longer exchange.</p> <p>Applied through: Listening and responding to rhymes, imitating pronunciation and participation on short exchanges and songs.</p>
<p>How can I help? Encourage your child to share the musical fable and explain how the different messages are shared.</p>	<p>How can I help? Ask the children to share with you and practice what they are learning.</p>

Homework	Any Other Information / Dates for the Diary
<p><u>Ongoing Homework</u></p> <ul style="list-style-type: none"> • Reading: a minimum of 15 minutes reading every night (logged by the children and noted in their Planner). Children have a read theory login (in planners). Read theory helps pupils develop their reading comprehension. Children should be completing a couple of reading theory comprehensions a week at home. • KIRF Target: See attached letter. • Maths: Please use Times Tables Rockstars weekly to practise rapid recall skills. • Spellings: Learn the list of spellings which are given to the children each week. The patterns change every week. The children should also be practising their Year 3 and 4 statutory words, these can be found in their planners on page 100. • Weekly homework set to be completed in homework books. <p>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</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>DATES</p> <p>Monday 20th February – Return to school Monday 20th February - Holi Dance workshop Tuesday 28th February – Strike Day – Goldsborough School closed Thursday 2nd March - World Book Day Monday 13th March – FROGS Mother’s Day Stall on the playground Monday 13th – 17th March - Neurodiversity week 13th and 14th March - Parent/Carer Consultations Wednesday 15th March – Strike Day - Goldsborough School closed Thursday 16th March – Strike Day - Goldsborough School closed Friday 17th March – Red Nose Day Monday 20th March – FROGS St. Patrick’s Day – Dress in green Tuesday 21st March – World Down Syndrome Day Thursday 30th March – Easter Service at St. Mary’s Church (details TBC) Friday 31st March – School closes for Easter break (normal time)</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.

Mrs Thompson & Miss Dobson (GPS)