



# Curriculum Newsletter

## GOLDSBOROUGH SICKLINGHALL Federation

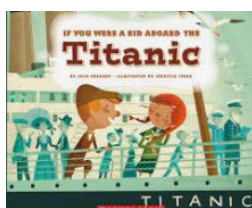
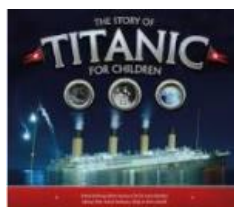
### Class 2 April – May 2021



The Christian / Human Values we are exploring this half term are: **Humility and Trust**  
 Our 'Big Thinking' SMSC Question for this half term is: 'Have any significant people in this period of history demonstrated humility?'

#### English

- We will be beginning the term by learning about the features of an **explanation** and looking at good examples of explanations. This will prepare us for writing our own explanation on 'How the Titanic Sank'. We will use a range of age appropriate texts to develop our knowledge of the Titanic, to support our explanation writing.
  - After we have written explanations, we will be learning about **reports**, their features and the importance of chronological order. This will lead into writing about what it would be like to be a child on board the Titanic before it sank.
  - Our grammar focus in **Year 1** for this half term will be making sure children can use the accurate present and past tense verbs.
- Year 2** will be focusing on beginning to use an apostrophe in a contraction (don't, can't, etc). Both year groups will use time conjunctions such as first, then, next and Y2 will also use adverbs such as suddenly.



#### Maths

- In our Maths lessons we will cover our 'Ready to Progress' unit on 'Addition and Subtraction'. This will give the children to opportunity to recap any learning they may have missed or struggled with during lockdown and develop their reasoning skills.
- Year 1** will be introduced to multiplication and division, in its practical form. They will be looking at 'groups of' and 'sharing' amounts practically using ten frames, part whole model and denes.
- Year 1** will also 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.
- Year 2** will be learning about measurement, with a particular focus on time.
- We will continue to challenge the children by asking them to reason about questions, this will encourage a greater depth of understanding.
- Year 2** will continue to develop their problem-solving skills looking at Mass, Capacity and Temperature.

Match the times to the clocks.

9 o'clock  
Two o'clock  
5 o'clock

**How can I help?:**  
 Using Spelling Shed and the spelling homework booklet to support your child's phonics and spelling development will greatly improve their writing independence.

Daily reading will help your child develop fluency, vocabulary knowledge and expression, so please try to read your child's book using the tips in the Big Cat book. Read the story twice, once for fluency and a second time to develop understanding.



Encourage children to follow 'say it, write it, check it' for each sentence when writing at home. Has their sentence got a capital letter? Has their sentence got a full stop?

**How can I help?:**  
 Regular use of Maths Shed, Numbots and Times Table Rock Stars (Year 2 only) 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. (E.g. double the number of eggs when baking, how many more sweets needed to make 6, etc)  
**Useful Websites:**  
[www.topmarks.co.uk](http://www.topmarks.co.uk)  
[www.mathsplayground.com](http://www.mathsplayground.com)

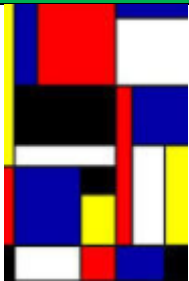
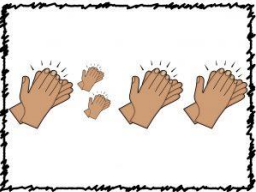


**KIRF Target –**  
**Year 1 –** I can tell the time to the nearest hour and half hour  
**Year 2 –** I can tell the time to the nearest hour, half hour, quarter hour and nearest 5 minutes

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. The children missed their previous Year KIRF in the summer last year, so make sure your child can do both.

## Curriculum: Key Skills, Knowledge and Enrichment

Topic – History	Science -	P.E
<p><b>Our focus is:</b> The significant event in History – the sinking of the Titanic, and other modes of travel throughout history.</p>  <p><b>Skills / Knowledge to be developed:</b> The children will be investigating the sinking of the Titanic using timelines to understand what led to the ship sinking and the key events in the building of the ship. We will also be looking at different types of transport and how they have evolved over time. Children will link their knowledge and understanding in this topic, to their knowledge about the Wright Brothers.</p> <p><b>Greater Depth Challenges:</b> They will compare and explain the similarities and differences between the different classes on board the Titanic. Children will also be able to confidently make comparisons and suggest a number of similarities and differences about the different modes of transport throughout history. They will suggest links between the changes in transport and why this occurred, e.g. the hot air balloon – the aeroplane that could fly alone for 5 mins – the passenger airline.</p> <p><b>Applied through:</b> History / English</p>	<p><b>Our focus is:</b> Materials</p> <p><b>Skills / knowledge to be developed: Year 1</b> will be learning to describe the properties of different materials; sort objects and materials using a range of properties and choose an appropriate method for testing an object for a particular property.</p> <p><b>Year 2</b> pupils will be deepening their understanding of materials and their properties, classifying objects made of one material in different ways e.g. a group of objects made of metal and classifying in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials.</p> <p><b>Greater Depth Challenges:</b> Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters. Explain why the given materials are or are not suitable for that purpose. Children will investigate which materials started off as plants. They will use their Scientific reasoning to answer questions such as: <i><b>Always, sometimes, never:</b> the shape of wood can be changed through squashing, bending, twisting or stretching?</i></p> <p><b>Applied through:</b> Discussing, understanding and explaining the concepts in detail.</p>	<p><b>Our focus is:</b> Racket Skills</p> <p><b>Skills / knowledge to be developed:</b> The children will be developing their throwing &amp; catching skills by tracking a ball and getting in line with the ball. They will also begin to strike a static ball and a moving ball. This will help them to acquire and develop control over a ball and their basic movements. They will be learning these skills through games linked to tennis and rounders.</p>  <p><b>Greater Depth Challenges:</b> Begin to lead others in a simple team game using encouragement and coaching to support their team mates. By Y2 the children may start to develop an understanding of tactics and begin to use them in game situations.</p> <p><b>Applied through:</b> P.E lessons with Mrs Atkinson</p>
<p><b>How can I help?</b> Discuss how museums and scientists have helped historians develop a good understanding of the Titanic wreckage. Ask the children to share what they have learnt in class about the Titanic.</p>	<p><b>How can I help?</b> Discuss the properties of everyday materials you have at home, using words like heavy, light, absorbent, float, sink, waterproof. Can children identify what objects are made out of, for example, Lego is made out of plastic.</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. As they weather changes they may need sun cream, a sun hat and sunglasses (plastic only for safety) 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> Pattern through Mondrian</p>  <p><b>Skills / knowledge to be developed:</b> To develop and awareness and discussion of patterns around them by going on shape and pattern hunts. This will lead into looking at natural and manmade patterns, discussing and comparing their similarities and differences. The children will experiment by creating repeating patterns on paper using drawing or printing of own design. They will also experiment by arranging, folding, repeating, overlapping patterns.</p> <p><b>Greater Depth Challenges:</b> Discuss regular and irregular patterning – what does it mean?</p> <p><b>Applied through:</b> Topic lessons and continuous provision.</p>	<p><b>Our focus is:</b> Rhythm? Banana Rap</p>  <p><b>Skills / knowledge to be developed:</b> Children will start to use correct musical language during discussion, e.g. pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. The children will begin to understand the purpose of the song and context within history. They will also start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</p> <p><b>Greater Depth Challenges:</b> Children will begin to recognise very basic style indicators and start to recognise the sound of different instruments. <b>Styles include:</b> South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical.</p> <p><b>Applied through:</b> Charanga music lessons</p>	<p><b>Our focus is:</b> My Future</p>  <p><b>Wellbeing:</b> Being the same, being different</p> <p><b>Skills / knowledge to be developed:</b> The children should begin to understand empathy and start to empathise with others &amp; how they may be feeling. They will be able to identify positive things about themselves, celebrating their strengths. They will be able to say what they enjoy about school and things they do outside of school.</p> <p><b>Greater Depth Challenges:</b> To become aware of stereotypes and that everyone does not have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)</p> <p><b>Applied through:</b> Discussion / Circle time/debate/Relax Kids</p>	<p><b>Our focus is:</b> How can we care for others and for the world and why does it matter? (Christian, Muslim and Jewish People)</p> <p><b>Skills / knowledge to be developed:</b> The children will be using active learning opportunities to investigate engaging stimuli on being a caring member of society. They will be learning about uniqueness and how different religions (and non-religious people) value people.</p> <p><b>Greater Depth Challenges:</b> Can the children identify the similarities and differences between the different religious values? Can give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories ? Can the children answer the title question thoughtfully, in the light of their learning in this unit?</p>  <p><b>Applied through:</b> Discussion, role play and debate.</p>
<p><b>How can I help?</b> When out and about, encourage children to be aware, to discuss and compare patterns you see in their environment, for example, animal skin, symmetry of a butterfly.</p>	<p><b>How can I help?</b> Encourage your child to share any new rhymes or games they have learned. Listen to different style of Music noted above.</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> <a href="https://www.youtube.com/channel/UC5ulZ2KOZZeQDQo_Gsi_qbQ">https://www.youtube.com/channel/UC5ulZ2KOZZeQDQo_Gsi_qbQ</a></p>	<p><b>How can I help?</b> Talk to your child about what it is to be a caring member of society and what you can do as a family to be caring members of society.</p>

## Curriculum: Key Skills, Knowledge and Enrichment

Computing	How can I help?
<p><b>Our focus is: Information Technology:</b> Creating Content</p> <p><b>Skills / knowledge to be developed:</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to organise, store and retrieve digital content.</li> <li>Use technology purposefully to create and manipulate digital content</li> </ul> <p><b>Greater Depth Challenges:</b> Extend from using Word to using Power point</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.</p> <p>Encourage children to use the keyboard to type up information.</p> <p>There are may 'keyboard' practise apps &amp; games that help to make this fun</p> <p><a href="http://www.abcya.com">www.abcya.com</a> – keyboard games</p>

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).</li> <li><b>KIRF Target:</b> See attached letter.</li> <li><b>Maths:</b> Please use Numbots or Maths Shed weekly to practise rapid recall skills.</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 Common Exception words, these can be found in their spelling homework booklets.</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 look at the Class pages on the school website to see what the children have been doing, and 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> <p><b>W/C April 19<sup>th</sup></b> – Assessment week  <b>April 20<sup>th</sup></b> – After School Club closed for staff training  <b>May 3<sup>rd</sup></b> – May Day Bank Holiday (school closed)  <b>May 10<sup>th</sup> and 12<sup>th</sup></b> – Parent Consultation Meetings  <b>May 28<sup>th</sup></b> – school closes, half term and reopens on 7<sup>th</sup> June</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 Zoom meeting after school.

Mrs Bagshaw, Miss Nutter and Mrs Brayshaw