



Curriculum Newsletter

GOLDSBOROUGH and SICKLINGHALL Federation

Goldsborough Class 4 April - May 2020



The Christian / Human Values we are exploring this half term are: Humility and Trust
 Our 'Big Thinking' SMSC Questions for this half term are: 'How did people in the past develop trust? Have any significant people in this period of history demonstrated humility? Link: Inspirational People.

English

- We will be beginning the term by learning about the features of a persuasive speech using a read, write perform unit – 'The Battle Cry'. We will learn about powerful language and organising our work into paragraphs using **adverbial phrases** to describe time, **repetition for emphasis, alliteration and metaphors**. Our SMSC questions will focus on the way that Rulers and inspirational people show humility and trust.
- The outcome will be:** written speech and performance
- We will explore emotive speeches and model writing one together using exciting sentences; **Who/why, modal verb of certainty**. We will prepare a performance using the following elements: **pace, pitch, power, pause, punctuation and passion**.
- Our reading will be an integral part of all curriculum areas as we focus on improving our fluency when reading aloud, alongside authorial **language choices** and using **deduction** and **inference** skills to work out what the purpose of a text is.



Maths

- In our Maths lessons, we will spend time focusing upon Understand percentages, comparing percentages as fractions and decimals, noticing equivalent F.D.P and ordering them, changing fractions to percentages.
- We will link prior learning by rounding decimals too.
- The children will be exposed to a range of mathematical vocabulary, and should be able to discuss their work using the terminology confidently.
- We will continue to challenge the children by asking them to reason about questions, this will encourage a greater depth of understanding.

Which number is represented on the place value chart?

| | | |
|------|--------|------------|
| Ones | Tenths | Hundredths |
| 0 | 0.5 | 0.05 |
| 0 | 1 | 2 |

There are ___ ones, ___ tenths and ___ hundredths.
The number is ___

Represent the numbers on a place value chart and complete the stem sentences.

0.28 0.65 0.07 1.26

Make the numbers with place value counters and write down the value of the underlined digit.

2.45 3.04 4.44 43.34

Dexter says there is only one way to partition 0.62

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  graph TD
    A(0.62) --- B(0.6)
    A --- C(0.02)
  
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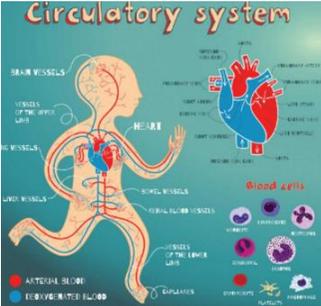
Prove Dexter is incorrect by finding at least three different ways of partitioning 0.62

How can I help?:
 Talk to your child about people who have been inspirational throughout history such as Nelson Mandela or Winston Churchill. Did these inspiring people give a motivational speech? Perhaps you could look them up online and listen to some of them. What language did they use and what impact did it have?
Recommended Reads:
<https://theteachingbooth.wordpress.com/2017/06/24/100-book-lists-for-primary-classroom/>
What are language choice, inference and deduction skills?
Language choice – explain why the author has chosen a particular word or phrase.
Deduction: putting facts together from the text to make a conclusion about something
Inference: using knowledge of the world to understand more than what the writer says

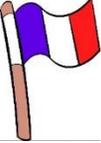
How can I help?:
 It is important that they are fluent in their times tables to 12x12; this was a target from Y4.
 Ask your child: to:
 Round money when shopping.
 Divide and multiply amounts by 10, 100 and 1000 e.g. £7.49
 Play 'odd one out' or FDP Bingo or other quizzes e.g. write 0.7 as a percentage.

KIRF Target – Summer Term
 Year 5 – square numbers up to 12 squared and their square roots.
 Year 6– revision of KS2 mathematical facts
 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.

Curriculum: Key Skills, Knowledge and Enrichment

| Topic – History | Science - Living things and their habitat | P.E |
|---|---|---|
| <p>Our focus is: The Anglo-Saxon and Viking struggle.</p> <p>Skills / Knowledge to be developed: Exploring what happened during this period from AD410 to AD1066. The children must be able to show the period on a timeline and point out at least 3 key date milestones; name and locate the Scandinavian countries on a map and explain aspects of daily life in the Viking period in these areas (clothing, boats, key vocabulary – Danelaw, Danegeld etc). They will explain how and why the Vikings came to Britain and the key struggles they faced when the Vikings came to Britain. They must know who Alfred the Great is and recall some facts about his ruling; and to explain key facts about the Battle of Hastings including at least 1 artefact and archaeological fact and the impact this had on the Vikings at that time. The children will know who William the Conqueror is and several facts about him.</p>  <p>Greater Depth Challenges: Children will be able to relate the struggles between Vikings and Anglo Saxons to other period of time throughout a wide historical timeline and compare similarities and differences, using evidence to justify their reasons. They children will be able to explain the significance of William the Conqueror and his impact.</p> <p>Applied through: A written 'Double Page Spread', Writing a 'Battle Cry' in English and Art</p> | <p>Our focus is: Animals including humans</p> <p>Skills / knowledge to be developed: children will be able to Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Children will also research the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>  <p>Greater Depth Challenges: Consider the concept of Human Blood Pressure and relate this to diet and lifestyle. Children will also use Scientific knowledge and understanding to reason and debate statements such as. 'You are what you eat. Children will also be encouraged to relate transportation of water in humans to their knowledge and understanding of plans.</p> <p>Applied through: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> | <p>Our focus is: Striking and fielding</p>  <p>Skills / knowledge to be developed: Children will learn to hit or strike a ball into spaces after a bounce. When fielding, they will learn to throw with some accuracy and play different roles within the team. They will develop their understanding of the games.</p> <p>Greater Depth Challenges: Begin to develop and apply their knowledge of tactics in a game situation.</p> <p>Applied through: Children will develop their techniques to play a variety of striking and fielding games including cricket and rounders in small teams.</p> |
| <p>How can I help? Discuss how and why the Vikings came to Britain. How did this affect the lives of the Anglo-Saxons. Ask the children to share what they have learnt in class about Alfred the Great and William the Conqueror.</p> | <p>How can I help? Discuss and explore how the circulatory system works and learn some key vocabulary to help label diagrams. Explore gestation periods of other animals and compare to humans.</p> | <p>How can I help? Please ensure that children come in their PE kits for their allocated PE day. Earrings should be removed at home or plasters provided. They may also need sun cream and a sun hat depending on the weather.</p> |

Curriculum: Key Skills, Knowledge and Enrichment

| French | Music | PSHE / Wellbeing | R.E. |
|---|---|--|--|
| <p>Our focus is: MFL La Jolie Ronde-Il y a+</p> <p>Il y a + buildings on the high street un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements, une boulangerie</p>  <p>Skills / knowledge to be developed: The children will be able to identify and name buildings on the high street in French, making simple sentences. Children should be able to recite a short text with accurate pronunciation</p> <p>Greater Depth Challenges: Begin to develop conversational language and pronunciation; appreciating and being able to discuss the similarities between French and English high streets.</p> <p>Applied through: Discussion and conversation.</p> | <p>Our focus is: Dancing in the Street</p> <p>Skills / knowledge to be developed: Children will listen to and appraise different Motown songs. They will identify instruments, find the pitch and rhythm and consider the structure of the song. Children will learn to recognise the style indicators of Motown.</p>  <p>Greater Depth Challenges: Comment on and compare the structures of the songs we are listening to using correct terminology.</p> <p>Applied through: Performing songs using clapping riffs.</p> | <p>Our focus is: Mental health and well-being and physical health and well-being. The children will learn about a wide range of emotions and feelings and how these are experienced in the body. Pupils will learn what mental health is.</p> <p>Skills / knowledge to be developed: Children will identify ways that people can look after their mental health and understand the importance of being healthy physically, emotionally & mentally</p> <p>Greater Depth Challenges: To be able to understand and discuss issues of mental well-being in a sensitive manner.</p> <p>Applied through: Discussion / Circle time / debate</p> |  <p>Our focus is: Judaism</p> <p>Skills / knowledge to be developed: Children will explore the teachings of Judaism and understand the origins of Judaism through a mini project learning key vocabulary and the significance of the Torah and Shema. They will also be discussing and exploring our school vision and values to embed their knowledge.</p> <p>Greater Depth Challenges: Explain what it is to be Jewish and make links to our school values. To explain similarities in ways in which key beliefs make a difference to life in two or three religions. To consider and evaluate the significance of the three key ideas studied, in relation to my own ideas.</p> <p>Applied through: Discussion and debate, mind map, film.</p> |
| <p>How can I help? Encourage your child to teach you the names for the different buildings. Are any similar to our language?</p> | <p>How can I help? <u>Listen to Motown classics and appraise them as a family:</u> I Can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard It Through the Grapevine by Marvin Gaye Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder The Tracks of My Tears by Smokey Robinson and the Miracles</p> | <p>How can I help? Explore and recognise how images & campaigns in the media & social media do not always reflect reality & can affect how people feel about themselves e.g. body image, eating issues. Support children to share their opinions on things that matter to them.</p> | <p>How can I help? Talk to your child about different faiths. Look at examples of Judaism and explore the reasons why Jewish people believe they have a special relationship with God.</p> |

Curriculum: Key Skills, Knowledge and Enrichment

| Art | | Computing | |
|---|---|---|--|
| <p>Our focus is: Pattern, shape and repeats</p> <p>Artist study: Anglo-Saxon pattern</p> <p>Skills / knowledge to be developed: Children will consider different types of mark making to create pattern exploring shape and effect using pencil, pen and paint.</p>  <p>Greater Depth Challenges: Children will successfully use a range of media for impact and effect.</p> <p>Applied through: Creating a piece of artwork inspired by Anglo-Saxon pattern on crosses focussing upon the use of shape, repeats and embossing.</p> | <p>How can I help?</p> <p>To encourage your child to explore different pieces of Anglo-Saxon art work. What pattern can they see? can they recognise a repeated pattern. What does this mean?</p> <p>Explore different media and materials to create different effects. Try potato printing onto fabric – repeat a design.</p> | <p>Our focus is: Information Technology</p> <p>Skills / knowledge to be developed: The children will use search technologies effectively for historical enquiry to research the Topic. They will use it as a tool collecting, analysing, evaluating and presenting data to teach others.</p>  <p>Greater Depth Challenges: Children will demonstrate that they can use technology to purposefully to create and manipulate digital content; and to organise, store and retrieve digital content.</p> <p>Applied through: Creating a PowerPoint and understanding research skills and reliable sources.</p> | <p>How can I help?</p> <p>To remind your child of the importance of being safe online, and checking your parental filters.</p> <p>To encourage your child to carry out research into a personal interest – giving them the opportunity to practice their skills.</p> <p>Provide opportunities for your child to use word or PowerPoint, to insert images, save files and open them from their file destination.</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 and noted in their Home School Diary). Read Theory program – 15 minutes per week. • KIRF target: See attached letter. • TT Rockstars: Children will be set 15m worth of TTRS each week. The system automatically places children at their correct level. To progress children need to be answering their questions at speed and with accuracy. • Spellings: Learn the list for the current week from the list in planners. These will link up to the Spelling Shed homework set online. <p>Please continue to encourage children to log any comments and time spent in their planner – children earn House Points for each part that is fully completed. Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</p> | <p>Thursdays – PE day. Class 4 have both P.E lessons on Thursday afternoon. Please ensure that their P.E Kit is in school all week though rather than coming to school in their P.E Kit as there may be opportunities to do other Physical Activity. <u>Earrings must be removed or covered with plasters.</u></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>W/C April 19th – Assessment week April 20th – After School Club closed for staff training May 3rd – May Day Bank Holiday (school closed) May 10th and 12th – Parent Consultation Meetings May 28th – school closes, half term and reopens on 7th 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 meeting after school.

Mrs Ashford, Mrs Greenin and Mrs Wastling