



# Curriculum Newsletter

## GOLDSBOROUGH and SICKLINGHALL Federation

### Goldsborough Class 4 June - July 2021



The Christian / Human Values we are exploring this half term are: **Wisdom and Compassion**  
 Our 'Big Thinking' SMSC Questions for this half term are: What wisdom have people had in different localities that have led to local or global changes? How do people in different local and global communities show compassion?

#### English

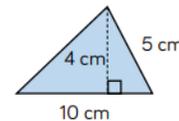
- We will be exploring the features of a recount (Biography) looking at the text 'The Extraordinary life of Greta Thunberg' by Devika Jina. This will include research, **deconstructing** the text and **reconstructing** using 'chopping up' and re-organising: modelling paragraphs to show **chronological order, past tense** and **time conjunctions**.
- The final outcome will be to** apply all sentence, punctuation and vocabulary skills to plan and write a Biography – 'The life of Greta Thunberg so far' using **third person** and a **range of descriptive language**.
- Next, we will explore **Instruction texts** linked to **climate change**, using features such as **imperative and bossy verbs, and adverbs for clarity**. **The outcome** will be a set of instructions on how we can make changes to save the Planet. (101 small ways to change the world – Lonely Planet kids).
- Our reading will continue to 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

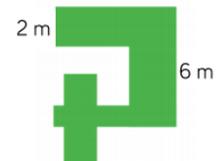
- In our Maths lessons, we will spend time focusing upon finding perimeter and area of both regular and irregular shapes. We will also focus on converting measurements and calculating volume.
- The children will be exposed to a range of mathematical vocabulary, and should be able to discuss their work 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.

To calculate the height of a triangle, you can use the formula:  
 $base \times height \div 2$   
 Choose the correct calculation to find the area of the triangle.



- $10 \times 5 \div 2$
- $10 \times 4 \div 2$
- $5 \times 4 \div 2$

How many different ways can you split this shape to find the area?



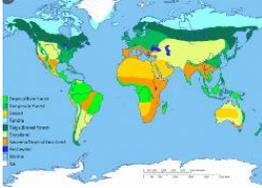
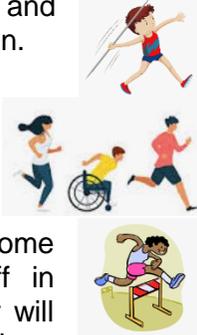
Throughout the half term, we will continue to revisit previously covered concepts.

**How can I help?:**  
 Ask your child to read aloud to you every day.  
 Consider as a family, the choices which can be made to help to make a difference to climate change.  
**Recommended Reads:** The Wonder Garden by Jenny Bloom and Kristina Williams, SeaBEAN by Sarah Holding  
**What are language choice, inference and deduction skills?**  
**Language choice** – explain why the author has chosen a particular word or phrase. How does it make you feel? What does it remind you of? Does it sound like anything familiar?  
**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

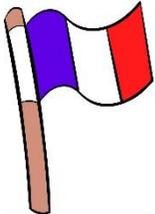
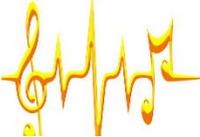
**How can I help?:**  
 Y5 Practise multiplication facts to 12 x 12 to encourage fluency. Learn the associated division facts by using Times Tables Rockstars.  
 Y6 Children can practise the standard written methods for addition, subtraction, multiplication and division. Practise multiplication and division facts to 12 x 12.

**KIRF Target – Summer Term**  
 Y5 Children should know all multiplication and division facts up to 12x12  
 Y6  
 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 – Geography	Science - Electricity and Circuits	P.E
<p><b>Our focus is:</b> Climate and Climate Change</p>  <p><b>Skills / Knowledge to be developed:</b> Over the course of this term, we will be exploring Climate zones, biomes and vegetation belts. Throughout the topic, we will be exploring <b>types</b> of biome, longitude and latitude of their location, relating to time zones. Children will be encouraged to consider the physical and human features of a biome.</p> <p><b>Greater Depth Challenges:</b> Children will explore why there are a set number of biomes and explain why. They will need to <b>explain climate change with examples</b> and consider the impacts of climate change from differing viewpoints, offering well thought out ideas for change. Year 6 will be further extended by comparing two types of biome in detail, with examples of climate, animal life and countries within it and they will provide well thought out ideas for change.</p> <p><b>Applied through:</b> Geography / English/ Drama / Speaking and Listening</p>	<p><b>Our focus is:</b> Changing Circuits</p> <p><b>Skills / knowledge to be developed:</b> Children will make circuits and then represent them in circuit diagrams, applying component symbols appropriately. They will predict, observe and describe the effect of changing the number and voltage of cells used in a series circuit. Children will investigate the outcome of placing various components into an electrical circuit.</p> <p><b>Greater Depth Challenges:</b> Children will be able to find and rectify faults, justify their reasoning using appropriate scientific vocabulary. They will be able to hypothesise in response to open ended questions and theories e.g. How do the images of recognised symbols relate to their function? Suggest why a bulb or buzzer may stop working when the voltage is increase.</p>  <p>Applied through:</p> <p>Prediction, experiments, labelling, sequencing, description, discussion, proving, disproving.</p>	<p><b>Our focus is:</b> Running, jumping and throwing in isolation and combination.</p>  <p><b>Skills / knowledge to be developed:</b> Children will explore the best pace for a running event and learn to use a range of jumps showing some technique and control at take-off in jumping activities. In addition, they will show accuracy and good technique when throwing for distance. Year 6 will further develop exchanging a baton with success, perform jumps for height and distance using good technique and show accuracy and good technique when throwing for distance.</p> <p><b>Greater Depth Challenges:</b> Understand how stamina and power help people to perform well in different athletic activities. Lead a partner or small group through short warm-up routines. Select and apply the best pace for a running event</p> <p><b>Applied through:</b> Athletics activities including sprints, middle distance runs, relays, jumping for distance and height, hurdling, javelin and ball throwing activities.</p>
<p><b>How can I help?</b> Research Equator, continents, time zones, longitude and latitude. Discuss climates around the world and what has been the human impact on our climate?</p>	<p><b>How can I help?</b> Discuss where circuits may be used in the world around us. How does having electrical circuits help us/make life easier?</p>	<p><b>How can I help?</b> 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><b>Our focus is:</b> A La Plage</p>  <p><b>Skills / knowledge to be developed:</b> The children will be able to Use nouns, verbs and adjectives to describe a beach scene in a presentation and be able to order and pay for ice-creams.</p> <p><b>Greater Depth Challenges:</b> Begin to confidently use vocabulary learnt in conversational language with a partner to describe a beach scene.</p> <p><b>Applied through:</b>  Discussion and conversation.</p>	<p><b>Our focus is:</b> Reflect, Rewind, Replay</p> <p><b>Skills / knowledge to be developed:</b> When listening to the music, children will find and internalise the pulse using movement confidently and independently. They will learn to understand the pulse and its role as the foundation of music.</p> <p><b>Greater Depth Challenges:</b> Comment on and compare the structures of the pieces we are listening to using correct terminology.</p>  <p><b>Applied through:</b> Listening to different pieces of Western Classical Music; watching short interviews with composers; watching short videos which explain the terminology linked to the dimensions of music, allowing them to explain their own ideas.</p> 	<p><b>Our focus is:</b> Relationship, Sex, and Health Education.</p> <p><b>Skills / knowledge to be developed:</b> Children will learn about how to understand the physical and emotional changes they will go through at puberty. They will learn how to look after their body and health as they go through puberty. Year 5 will identify positive achievements and identify their strengths, areas for improvement and set goals while Year 6 will also explain what I am worried about and what I am looking forward to in Year 7.</p> <p><b>Greater Depth Challenges:</b> to be able to discuss the changes in emotions and feelings and relate them to changes they are going through.</p> <p><b>Applied through:</b> Discussion / Circle time / debate</p>	<p><b>Our focus is:</b> Art and Other Cultures Week <b>How do people show their beliefs through art?</b></p>  <p><b>Skills / knowledge to be developed:</b> Children will explore key beliefs and traditions from <b>Judaism</b> by asking questions; collecting and connecting ideas and different viewpoints; explaining why different viewpoints matter; talking about objects, people and materials; retelling stories; giving thoughtful, reflective responses and suggesting meaning of art work, stories and music. They will respond using different forms of creative expression.</p> <p><b>Greater Depth Challenges:</b> Children will make links between the faiths and world views they are familiar with when reflecting on their responses to art and stories.</p> <p><b>Applied through:</b> All children will produce a final piece of Art work and writing explaining what they have learned about Judaism during the week.</p>
<p><b>How can I help?</b> Encourage your child to teach you the names for the different features of a beach in French. Are any similar to our language?</p>	<p><b>How can I help?</b> Share pieces of classical music with your children. Talk about the instruments which you can hear and discuss how it makes you and your child feel, can they explain why? Move along to the pulse of the music whilst listening.</p>	<p><b>How can I help?</b> Tell your child the positive things you value about them and ask them to tell you about the things they hope to achieve in the next school year. Discuss how they can make these things happen.</p>	<p><b>How can I help?</b> Art and Other Cultures week will take place from the 5<sup>th</sup> July. Ask your child about the stories they have shared and the art work they have explored. Share your own favourite pieces of art and talk about what it means and where it comes from.</p>

## Curriculum: Key Skills, Knowledge and Enrichment

Art		Computing	
<p><b>Our focus is:</b> Painting and colour <b>Artist study:</b> Jill Peltó</p> <p><b>Skills / knowledge to be developed:</b> The children will develop their skills for Controlling and experimenting with particular qualities of tone, shades, hue and mood.</p> <p><b>Greater Depth Challenges:</b> Children will further develop their understanding by considering artists' use of colour and application of it and applying this to their own work.</p> <p><b>Applied through:</b> Creating a piece of artwork inspired by Jill Peltó, focusing on the use of colour.</p>	<p><b>How can I help?</b></p> <p>To encourage your child to explore different pieces of artwork by Jill Peltó, discuss. How do the images depict climate by use of colour? Discuss their feelings about her work? What do they notice about the colours used? Why do they think she might have chosen these colours?</p> <p>Explore different media and materials to create different effects.</p> 	<p><b>Our focus is:</b> Searching for information and creating multimedia content.</p> <p><b>Skills / knowledge to be developed:</b> Children will be taught how to select, use and combine a variety of software (including internet services) using I Pads and laptops. They will collect, analyse, evaluate and present data and information by creating a multimedia presentation to showcase what they learnt about biomes and vegetation belts.</p> <p><b>Greater Depth Challenges:</b> Children will demonstrate that they can use technology independently and purposefully.</p> <p><b>Applied though:</b> Exploring a variety of search engines, recapping basic functions for formatting, font size and colour, inserting links into multimedia presentations.</p>	<p><b>How can I help?</b></p> <p>To remind your child of the importance of being safe online, and checking your parental filters.</p> <p>Provide opportunities for your child to use..... <b>what?</b></p>

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 and noted in their Home School Diary). <b>Read Theory</b> program – 15 minutes per week.</li> <li><b>KIRF target:</b> See attached letter.</li> <li><b>TT Rockstars:</b> Children will be set 15minutes 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.</li> <li><b>Spellings:</b> Learn the list for the current week from the spelling list in planner. These will link up to the <b>Spelling Shed</b> homework set online until June 30<sup>th</sup>.</li> </ul> <p><b>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.</b></p>	<p><b>The kit should be in school all week as children may do additional physical exercise. <u>Please ensure that earrings are removed or covered with plasters.</u></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>25<sup>th</sup> June</b> – School photographs  <b>2<sup>nd</sup> July</b> – Reports handed to parents  <b>6<sup>th</sup> July</b> – Sports day at 1pm (depending upon restrictions)  <b>7<sup>th</sup> July</b> – Transition afternoon for all children  <b>8<sup>th</sup> July</b> – Transition morning for all children  <b>13<sup>th</sup> July</b> – Reserve Sports day at 1pm (depending upon restrictions)  <b>23<sup>rd</sup> July</b> – Last day of term, 2pm finish  <b>26<sup>th</sup> July</b> – Training Day</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 Wastling and Mrs Greenin