



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

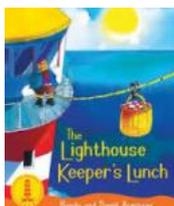
Goldsborough Class 2: June – July 2021



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?

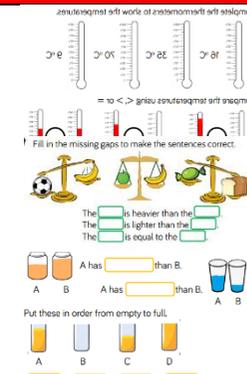
English

- Our English work will be linked to our coastal / seaside topic this half term.
- We will be beginning by learning about the features of **instructional texts**, with the aim of writing a set of instructions. This will include using and applying imperative verbs and time conjunctions. We will be working towards writing a set of instructions on 'How to Make Lunch for a Lighthouse Keeper'.
- We will then move onto features of a **narrative text**, with a focus on the Katie Morag stories. We will be developing the children's writing voice and recreating our own 'island stories'.
- We will also spend some time exploring **poetry** and writing our own seaside poems.
- The Year 1 grammar focus will be how and when to use an exclamation mark in their independent writing for 'exclamation sentences'.
- The Year 2 grammar focus will be using adverbs to give additional information and add detail to their independent writing. They will also learn the difference between question, statement, command and exclamation sentences to use in their writing.



Maths

- In our Maths lessons we will continue to explore Measure specifically Mass, Capacity, Temperature and Money.
- Year 1 will be focusing on comparing, describing and solving practical problems for mass/weight e.g.) heavier than & lighter than, for capacity and volume e.g.) full/empty/half full. They will also be measuring and recording mass/ weight, capacity and volume.
- Year 2 will focus on choosing and using appropriate standard units to estimate and measure mass (kg/g), temperature (Celsius) and capacity (litres/ml) to the nearest appropriate unit using scales, thermometers and measuring vessels. In addition, they will be comparing and ordering mass, volume/capacity and recording results using $>$, $<$ and $=$
- The children will also begin a 'Money' unit. Year 1 will focus on recognising and knowing the value of different denominations of coins and notes. Year 2 will focus on recognising and using symbols for pounds (£) and pence (p), combining amounts to make particular values. Finding different combinations of coins that equal the same amounts of money and solve simple problems in a practical context involving addition and subtraction of money, including giving change. We will continue to challenge the children by asking them to reason about questions, this will encourage a greater depth of understanding.



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.
 Year 1 (June) and Year 2 (November) will be completing their phonics screening this academic year. Daily reading of their reading book is essential to making good progress in phonics.

What are fluency, retrieval, summarising and sequencing skills?
Fluency - reading the text quickly and accurately – we are aiming for 90 words per minute of an age appropriate text.
Retrieval – Finding key pieces of information by skimming (looking quickly at the text to find key words) and scanning (reading a small part of the text closely to understand detail).
Summarising – being able to explain the main points of a text briefly.
Sequencing – being able to place events in a text in order.

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. **Use money with the children at home and role play shops.** Useful Websites:
www.topmarks.co.uk
www.mathsplayground.com

KIRF Target – Autumn Term

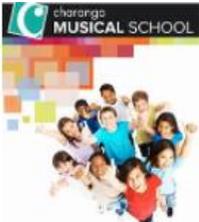
Year 1 – I know my number bonds for each number to 10
 Year 2 – I know the multiplication and division facts for 5 times tables.

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 –	Science -	P.E
<p>Our focus is: Seaside</p> <p>Skills / Knowledge to be developed: Over the course of this term, we will be investigating, describing and locating local and worldwide seaside locations. As well as classifying key features of places into 'natural' and 'man-made'. We will also use a range of information to describe a UK seaside resort (Whitby in Yorkshire)</p> <p>Greater Depth Challenges: Children will be challenged to name a number of seaside resorts of the UK using a map and describe and classify a wider range of human and physical features from the seaside. e.g. sea, beach, houses, boats, lighthouse, beach hut, rock pools, pebbles, seashells and pier. They will give more detail about how seaside resorts have changed over time and make comparisons between features of different beaches we have looked at this year.</p> <p>In addition to the above, Year 2 will also have to explain and apply knowledge to identify different human environments, such as the local seaside area & contrasting settlements such as a village & a city. They will be able to describe their features & some activities that occur there using a range of key vocabulary.</p> <p>Applied through: Geography/English</p> 	<p>Our focus is: Materials</p> <p>Skills / knowledge to be developed: Year 1 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>Year 2 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 or one type of object made from a range of materials e.g. a collection of spoons made of different materials.</p> <p>Greater Depth Challenges: 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. They will reason and justify their understanding about different questions that are posed e.g. 'Paper is unsuitable for a model boat. Do you agree or disagree?' They will use the areas of provision to test the hypothesis.</p> <p>Applied through: Discussion, challenges in areas of provision, True or False questions and hypotheses to test.</p>	<p>Our focus is: Throwing, Jumping and Running in Isolation</p>  <p>Skills / knowledge to be developed: The children will learn to hit a ball with control using an appropriate object and explore throwing and catching in different ways. They will experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p> <p>Year 2 (and challenges for Y1 will include) throwing a variety of objects with one hand and catching and controlling a ball in movement, working with a partner or in a small group to be able to hit a ball. They will be learning to jump from a stationary position with control to change speed and direction whilst running and remember to repeat and link combinations of skills where necessary.</p> <p>Greater Depth Challenges: The children will need to use their bodies and a variety of equipment with greater control and coordination whilst running. They will also begin to lead others in a simple team game using encouragement and coaching to support their team mates.</p> <p>Applied through: Athletics</p>
<p>How can I help? Ask the children to share what they have learnt in class about seaside locations both local and worldwide. Discuss different man-made and natural features locality and further afield as you travel. Could you visit the seaside?</p>	<p>How can I help? 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 and explain the reasons why? For example, Lego is made out of plastic because it is durable and waterproof.</p>	<p>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 sun cream applied at the start of the school day as lessons will be outside.</p>

Curriculum: Key Skills, Knowledge and Enrichment

French	Music	PSHE / Wellbeing	R.E.
<p>Our focus is: Simple Greetings</p>  <p>Skills / knowledge to be developed: They will begin to point to written French words that they recognise.</p> <p>Recognise and use greetings. (Bonjour/ Au revoir/Monsieur/ Madame/ mademoiselle)</p> <p>Recall how to say my name. (Je m'appelle...)</p> <p>Greater Depth Challenges: Discover where French is spoken around the world</p> <p>Applied through: Discussion and conversation.</p>	<p>Our focus is: Reflect, Rewind and Reply</p> <p>Skills / knowledge to be developed: Listen and Appraise Classical music.</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Singing. Play instruments within the song. Improvisation using voices and instruments. Composition.</p> <p>Greater Depth Challenges: Discuss and reflect on music heard at home. Express their own opinions for different genres of music.</p> <p>Applied through: Discussion and Music lessons</p>  	<p>Our focus is: Relationship, Sex and Health Education as outlined in the recent RSHE / PSHE consultation.</p> <p>Wellbeing: Feeling Good and Being Me</p> <p>Skills / knowledge to be developed: Children should know about the changes that have happened to their bodies since birth and the process of growing from young to old, including how people's needs change. Children will discuss that there are different types of relationships including families, friends and others (this includes same sex families) and respect those differences.</p> <p>Greater Depth Challenges: Pupils should reflect, identify their strengths, identify areas for improvement & set high aspirations & goals.</p> <p>Applied through: Discussion / Circle time/debate/Relax Kids / Reading Books</p> 	<p>Our focus is: Art and Other Faiths Week</p> <p>Skills / knowledge to be developed: Children will notice and explore ideas traditions from Buddhism by asking questions; collecting ideas; talking about objects, people and materials; retelling stories and sharing their ideas about art work, stories and music. They will respond using different forms of creative expression.</p> <p>Greater Depth Challenges: Children will suggest meanings for the art work and stories they encounter.</p> <p>Applied through: All children will produce a final piece of Art work and writing explaining what they have learned about Buddhism during the week.</p> 
<p>How can I help? Encourage your child to teach you the names for the different colours? Are any similar to our language?</p>	<p>How can I help? Listen to different genres of music together and see how they make you feel.</p>	<p>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/</p>	<p>How can I help? Art and Other Cultures week will take place from the 5th July. Ask your child about the stories they have shared and the art work they have explored.</p>

Curriculum: Key Skills, Knowledge and Enrichment

Art	How can I help?	Computing -	How can I help?
<p>Our Focus is: Design - Developing, planning and communicating ideas.</p> <p>Skills/Knowledge to be developed: Identify a purpose for what they intend to design and make. Identify simple design criteria. Develop their design ideas through discussion, observation, drawing and modelling. All these skills will lead up to making an under the sea diorama.</p> <p>Greater Depth Challenges: Evaluate against their design criteria.</p> <p>Applied through: Art and Topic</p>	<p>Please keep hold of any shoe boxes you may have! You could talk to you child about what a diorama is, why it might be useful and what sea creatures they may include.</p>	<p>Our focus is: Information Technology – Creating content</p> <p>Skills / knowledge to be developed: Use technology purposefully to organise, store and retrieve digital content. Use technology purposefully to create and manipulate digital content.</p> <p>Greater Depth Challenges: children will confidently use transitions and design in PowerPoints</p> <p>Applied through: Computing, PSHE</p>	<p>Greater Depth Challenges: children will confidently use transitions and design in PowerPoints</p> <p>Applied through: Computing, PSHE</p>

Homework	Any Other Information / Dates for the Diary
<p>Ongoing Homework</p> <ul style="list-style-type: none"> • Reading: a minimum of 15 minutes reading every night (logged by the children and noted in their Home School Diary). • KIRF Target: See attached letter. • Maths: Please use Numbots or Maths Shed weekly to practise rapid recall skills. • Spellings: 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. <p>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</p>	<p>Please ensure that their P.E Kit is in school all week as the children are doing really well learning to get dressed and undressed. They are able to use their kits whenever P.E and we are not limited to one day for physical activity.</p> <p>We encourage you to look at the Class Page on the school website to see what the children have been doing, and to follow our school Twitter account @GS_Federation as we regularly post updates and photographs of what your children are learning.</p> <p>25th June – School photographs 2nd July – Reports handed to parents 6th July – Sports day at 1pm (depending upon restrictions) 7th July – Transition afternoon for all children 8th July – Transition morning for all children 13th July – Reserve Sports day at 1pm (depending upon restrictions) 23rd July – Last day of term, 2pm finish 26th July – 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 Bagshaw, Miss Nutter and Mrs Mason