



GOLDSBOROUGH and SICKLINGHALL Federation

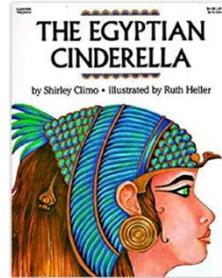
Goldsborough – Sycamore Class - September - October 2022



The Christian / Human Values we are exploring this half term are: Kindness and Creation
 Our 'Big Thinking' SMSC Questions for this half term are: How did people in the past show kindness?
 Challenge: What did they believe about creation?

English

- This half term our English texts will provide a cross curricular link to our History topic - The Ancient Egyptians.
- We will begin by exploring the text 'The Egyptian Cinderella' where we will create a character description using exciting vocabulary and a range of conjunctions within our sentences.
- We will then plan and rewrite our own 'Egyptian Cinderella' story which will include **direct speech**, **expanded noun phrases** and a variety of **different sentence types**.
- Next, we will explore **explanation texts** linked to thinking about how the process of mummification took place using a **formal tone**, using features such as **paragraphs, subheadings and bullet points** to organise our work.
- The outcome** will be a written explanation of the **mummification process** linked to our topic work.
- Our weekly reading lessons will focus on fluency and retrieval practise.



Maths

- In our Maths lessons this term, we will explore Place Value.
- Year 3 children will focus on finding 10 or 100 more/less than a given number, and reading/writing numbers to 1000 in digits and words. They will also focus on comparing and ordering numbers to 1000 using $<$, $>$ and $=$, and recognise the place value of any 3-digit number.

Thousands (Th)	Hundreds (H)	Tens (T)	Ones (O)
3	5	4	8

I = 1
V = 5
X = 10
L = 50
C = 100
D = 500
M = 1000

- Year 4 children will focus on developing their knowledge of partitioning numbers to 10,000 and finding 1,000 more/less. They will explore rounding, ordering and comparing numbers, as well as extending their knowledge of negative numbers. They will also explore Roman numerals.
- The children will also begin an 'addition and subtraction' unit which will continue into Autumn 2. Year 3 will work with numbers within 1,000, whilst Year 4 will be challenged with numbers within 10,000.
- 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?:

Encourage your child to keep a diary and write in it every day. Are they using full sentences? Can they add more detailed description about the things they are doing?
 Read daily with your child - all children have a book from the school scheme to share with you at home. Please record this in their planner!
 Practise the weekly spellings with your child. See the accompanying spelling list.

What are fluency and retrieval 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).

How can I help?:

Children in Year 4 will have their Multiplication Check in June. It is important that they are fluent in their times tables to 12x12.

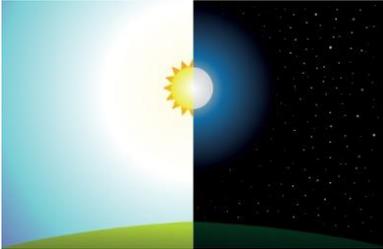
Ask your child: How do you write your age in roman numerals? What is 10,100,1000 more or less than ___?
 Can you read the thermometer? (To include negative numbers)

KIRF Target - Autumn Term

Year 3 - I can count on and back in 10s and 1s from any given number (below 3 digits)

Year 4 - I know number bonds to 100

Curriculum: Key Skills, Knowledge and Enrichment

Topic - History	Science	P.E
<p>Our focus is: The Ancient Egyptians</p> <p>Skills / Knowledge to be developed: We will begin by learning about when the Ancient Egyptians lived and placing this period of history on our class timeline. Over the course of the term will be exploring how the Egyptians lived, including their clothing, buildings and way of life. The children will have the opportunity to discover how the Egyptians worshipped a number of Gods and Goddesses and find out about the different powers they were believed to have had. The children will explore artefacts and evidence from the past to learn about Tutenkahmun, his life and why there are different ideas about how he might have died. They will also explore the idea of mummification and how Egyptians planned for the Afterlife.</p> <div style="text-align: center;">  </div> <p>Applied through: History / English</p>	<p>Our focus is: Light</p> <p>Skills / knowledge to be developed: The children will recognise that they need light in order to see things and that dark is the absence of light. They will also have the opportunity to explore how shadows are formed and why they change throughout the day. The children will also have time to discuss how light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>The children will plan and carry out an investigation, learning how shadows are formed and what causes them to change during the course of the day.</p> <div style="text-align: center;">  </div> <p>Applied through: Discussing, understanding and explaining the knowledge base as a class.</p>	<p>Our focus is: Football</p> <p>Skills / knowledge to be developed: Striking a ball, dribbling, attacking and defending - in isolation and combined.</p> <p>Applied through: Children will develop their skills individually and by playing a variety of games in small teams.</p> <div style="text-align: center;">  </div>
<p>How can I help? Discuss how mummification and the pyramids have helped historians develop a good understanding of the Egyptians. Ask the children to share what they have learnt in class about the Egyptians.</p>	<p>How can I help? Discuss how shadows are formed, and to spend time noticing how the shadows change over the duration of the day. Does the same thing happen each day? To discuss whether the moon is a source of light, or not.</p>	<p>How can I help? Please ensure that children have their PE kit in school all week. Earrings must be removed.</p>

Curriculum: Key Skills, Knowledge and Enrichment

French	Music	PSHE / Wellbeing	R.E.
<p>Our focus is: Counting and using numbers and greeting and responding to greetings.</p> <p>Skills / knowledge to be developed: The children will be able to count up to ten, ask and say how they are and ask for and give their name.</p> <div style="text-align: center;">  </div> <p>Applied through: Discussion and conversation.</p>	<p>Our focus is: R & B through the song 'Let Your Spirit Fly'.</p> <p>Skills / knowledge to be developed: The children will listen and appraise the song 'Let Your Spirit Fly' and other songs. They will learn and/or build on their knowledge and understanding about the interrelated dimensions of music through warm up games (including vocal warm ups), flexible games and learning to sing the song.</p> <p>Applied through: Performing simple compositions.</p>	<p>Our focus is: Families and Friendships and Safe Relationships.</p> <p>Skills / knowledge to be developed: The children will identify what makes a family and the features within family life. They will also focus on positive healthy relationships and look at strategies in building positive friendships.</p> <p>Applied through: Discussion / Circle Time / debate</p> <div style="text-align: center;">  </div>	<p>Our focus is: What does it mean to be a Hindu in Britain today?</p> <div style="text-align: right;">  </div> <p>Skills / knowledge to be developed: We will be exploring how Hindus show their faith and what it means to belong to the Hindu community. Children will learn and discuss similarities and differences between Hindu worship and worship in other religions.</p> <p>Applied through: Discussion.</p>
<p>How can I help? Encourage your child to teach you how to count to ten. Ask them to share the greetings vocabulary that they have learnt.</p>	<p>How can I help? Encourage your child to share any new compositions that they have learnt. To spend some time together listening to R&B music. What makes it different? How does it make them feel?</p>	<p>How can I help? To discuss that all families are different but they all provide love, care and support. To discuss positive relationships and how they can build and maintain positive friendships.</p>	<p>How can I help? Ask your child what they have learnt about other religions. What are the similarities and differences between them? Discuss your child's own views about God.</p>

Curriculum: Key Skills, Knowledge and Enrichment

Art		Computing	
<p>Our focus is: Pattern and Drawing Specific study: Ancient Egyptians</p> <p>Skills / knowledge to be developed: The children will look at natural and manmade patterns and discuss. They will learn about and practice making regular and irregular patterns.</p> <p>The children will search for pattern around them in world, pictures, objects. They will use the environment and other sources to make their own patterns.</p> <p>Applied through: Reproduction of Egyptian artwork or designing their own Egyptian art work.</p>	<p>How can I help? To encourage your child to explore different pieces of Egyptian pattern.</p>	<p>Our focus is: Digital literacy, E-Safety</p> <p>Skills / knowledge to be developed: The children will focus upon using technology safely, respectfully and responsibly. They will develop an understanding of what is acceptable and unacceptable behaviour when working online.</p> <p>Applied through: Computing, PSHE</p>	<p>How can I help? To remind your child of the importance of being safe online and checking your parental filters.</p> <p>The use of Social Media has an age restriction of 13.</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 Home School Diary). • KIRF target: See attached letter. • 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 Statutory words, these can be found in their back of their planners (pg108). 	<p>Monday afternoon – Swimming Thursday morning - PE day The kit should be in school all week as children may do additional physical exercise. <u>Please ensure that earrings are removed for both PE and swimming.</u></p> <p>Children don't need to bring anything into school from home e.g. pencil cases, stationary or toys. We have everything in school that they need for lessons. Children are very welcome to bring in a piece of fruit for their breaktime snack.</p> <p> We encourage you 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>DATES FOR THE DIARY:</p> <p>Tuesday 6th September - Return to School Wednesday 21st September – History to Life – Ancient Egyptians (in school) Thursday 29th – Friday 30th September – Wilderness Campout 1st – 31st October – Black History Month Monday 3rd October – Den Building Day Thursday 6th October – National Poetry Day Monday 10th October – World Mental Health Day Monday 10th October – School Coffee Afternoon Friday 14th October – Young Shakespeare visiting school – Twelfth Night Thursday 20th October – Harvest Festival – time TBC Break up for half-term: Friday 21st October</p> <p>FROGS dates to follow – watch this space 🐸</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.

Miss Dobson, Miss Hamblin and Miss Nutter