



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Goldsborough- Oak - June - July 2024



The Christian / Human Values we are exploring this half term are: **Wisdom and compassion**
Ethos question: 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 focus is:
 This half-term pupils will learn about a range of genres including writing a persuasive advert, a review, an extract from an adventure narrative and a narrative poem. Students will examine genre features looking at a model example and comparative text to enable them to develop a good understanding of the genres purpose, and audience and how the genre features support this.
 Children will be encouraged to evaluate the impact of their use of language and punctuation on the reader and will continue to develop their editing skills using ARMS and COGS.

In our weekly reading lessons and reading starters across the curriculum we will cover all reading domains over this half-term.

RETRIEVE Understand, summarise, retrieve and record information from texts, including non-fiction.	INTERPRET Deduce, infer or predict information, events or ideas from text, justifying using the text.	CHOICE Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.	VIEWPOINT Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	PERFORM Show understanding through intonation, tone, volume and action when reading and performing poems and play-scripts.	REVIEW Discuss books read independently and as a group, justifying their views.
--	---	--	---	--	---

Students will be combining their knowledge of reading domains to be able to identify what domain a question is and to improve their accuracy when answering questions about a variety of texts.

This half term we have chose as a class to read Kensuke's Kingdom by Michael Morpurgo. We will be comparing the text with the trailer for the new film and analysing the stylistic features and intent of the author/ director.

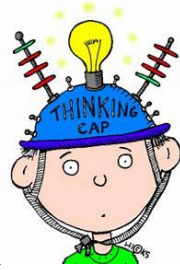
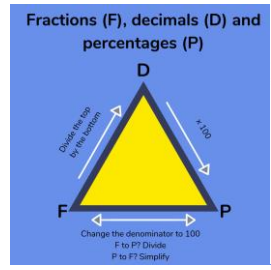


Maths

Our focus is: Problem solving, multi-step reasoning and recapping key concepts and topics.

We will begin by consolidating our existing knowledge of decimals and using the four operations: addition, subtraction, multiplication and division to solve problems with them.
 We will also work with negative numbers, deepen our understanding of converting between units, and finally calculate volume.

Threaded through all of these topics, we will be developing our ability to solve multi-step problems and identifying the most effective methods. We will also be improving our reasoning, spotting patterns and make generalisations when working on mathematical problems.



How can I help?

Reading

Children to read for a minimum of 15 minutes reading every night (logged by the children in their planner).

Spelling: Learn the list of spellings which are given to the children each half-term for the weekly Friday spelling test. The patterns change every week. The children should also be practicing their Year 5 and 6 statutory words, these can be found in their planners on page 100.

Recommended Reads:

Amazing Evolution: The Journey of Life by Anna Claybourne

Bandola: The Great Elephant Rescue by William Grill

The Variety of life by Nicola Davies

The Explorer by Katherine Rundell

Running wild by Michael Morpurgo

Kensuke's Kingdom by Michael Morpurgo

Running on the roof of the World by Jess Butterworth.

Poem from a green and blue planet by Sarbina Mahfouz

No ballet shoes in Syria by Catherine Burton

How can I help?

Regular use of Times Table Rock Stars 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., scaling the number of eggs when baking)

Useful Websites:

www.topmarks.co.uk

<https://www.iseemaths.com/lessons56/> (supports pupils reasoning and problem solving)

<https://www.bbc.co.uk/bitesize/subjects/z826https://nrich.maths.org/13786n>

[39](https://www.bbc.co.uk/bitesize/subjects/z826https://nrich.maths.org/13786n) (supports pupils reasoning and problem-solving skills)

<https://www.educationquizzes.com/ks2/maths/>

(has quizzes for each national curriculum objective for each year group)

KIRF Target – Summer 2

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

Our focus is: Island Life Asia



Skills / Knowledge to be developed:

This half term children will learn about life on the Asian islands. They will be able to name and locate the continent of Asia and countries within Asia. We will compare life on an island to life on the mainland. Children will be able to make links between people, places and environments and we will be focusing on the impact of tourism on the lives of the island people. We will consider the environmental challenges to the islands and potential solutions to reduce humans' impact on the environment.

Greater Depth Challenges: Children will be able to explain both positive and negative impacts of tourism on island life considering different viewpoints.

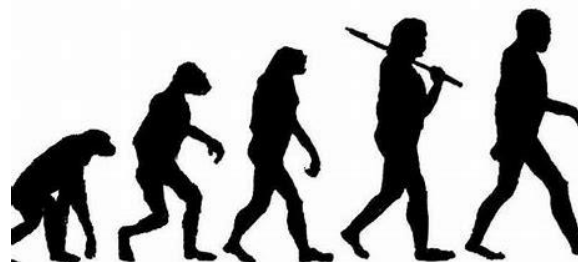
Applied through: Geography/ English

How can I help?

Look at a globe, atlas, Google Earth: Where is Asia? How many countries in Asia can you find? What are the names of the Islands in Asia? What are their capital cities? Can you name any of the physical features e.g. mountains, rivers? How have humans influenced the landscape on Asian Islands? How is climate change impacting Islands in Asia?

Science

Our focus is: Evolution and inheritance



Skills / knowledge to be developed:

This half term we are learning about Evolution and Inheritance. We will be focussing on how living things have changed over time. We will be exploring the concept of inheritance, and how characteristics are passed through generations. We will continue to develop our knowledge of adaption of plants and animals, learning how and why living things of all shapes and sizes have to adapt to survive. We will be also looking at the Charles Darwin's Theory of Evolution, and exploring the evidence that supports this.

Greater Depth Challenges: Children will be able to explain and discuss the arguments surrounding the Theory of Evolution and how it has affected Science and the wider world.

Applied through: Science/ English

How can I help?

Discuss what they have been learning in class at home. Talk about animals and living things in the surrounding area that have adapted to their habitats.

P.E

Our focus is: Athletics



Skills/knowledge to be developed:

The children I'll be focusing on their throwing, running and jumping skills in isolation, linked to athletics. We will also be playing a range of different sports and games, such as cricket.

Towards the end of the half term, the children will be focusing on practising their skills in preparation for sports day.

Greater Depth Challenges: Evaluate and recognise their own success, including supporting, evaluating and advising other children.


Applied through:

P.E lessons and Sports day activities.

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.

Curriculum: Key Skills, Knowledge and Enrichment

DT	French	PSHE / Wellbeing	R.E.
<p>Our focus is: Creating and baking vegetarian spring rolls</p>  <p>Skills / knowledge to be developed: Children will be learning about and preparing dishes linked to our topic this half term. This will include the skills of following a recipe, selecting ingredients, measuring, cooking and presenting their dish.</p> <p>Greater Depth Challenges: Children will be able to evaluate the designs of their food and packaging, considering how they would scale recipes up or down. They will follow instructions precisely and be able to evaluate their cooking skills, including adapted individual items.</p> <p>Applied through: DT lessons/ Geography</p>	<p>Our focus is: French destinations</p>  <p>Skills / knowledge to be developed: Children will be able to name world countries in French and describe where they would like to go holiday, giving reasons for their choice. They will develop a greater understanding of French culture including creating a presentation on the Tour de France.</p> <p>Greater depth challenges: To be able to make a presentation to the class in basic French.</p> <p>Applied through: French lessons</p>	<p>Our focus is: SRE</p> <p>Skills / knowledge to be developed:</p> <p>Year 5: The children will be learning about ways in which children grow and develop in puberty – physically and emotionally. They will understand about periods and understand how girls manage their periods, learning how to be respectful of this. They will recognise, as they approach puberty, how people’s emotions change at that time and how to deal with their feelings. Children will become aware of different types of relationships, developing their understanding of what makes a healthy relationship, both on and offline.</p> <p>Year 6: The children will be developing their understand of the physical and emotional changes I will go through at puberty and will recap their learning on menstruation from the previous year. The children will learn about human reproduction including conception and recognise the challenges of discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability).</p> <p>Greater Depth Challenges: To be able to process all new information and understand the effects these have on other people around them.</p> <p>Applied through: PSHE and RHSE lessons.</p>	<p>Our focus is: Art and other faiths week</p>  <p>Skills / knowledge to be developed: Children will be able to describe the beliefs and symbols of a range of world religions.</p> <p>Our main focus this half term will be Sikhism. The children will know the key beliefs of Sikhism and how they influence Sikhs’ daily lives, and the importance of Guru Nanak, the five Ks, and the festival of Baisakhi.</p> <p>We will explore a range of art and architecture from the Sikh faith before creating our own work inspired by the Sikh religion.</p> <p>Greater Depth Challenges: To be able thoughtfully respond to ideas about communities, values and respect explaining how these can impact believers and non-believers alike.</p> <p>Applied through: RE</p>
<p>How can I help? Exploring different food at home, talking about different cultures and how food differs. Look at food packages and discuss positive and negatives about them.</p>	<p>How can I help? Duolingo is a free app that can help children learn French. It has lessons, stories and quizzes in French children can complete.</p> 	<p>How can I help? Talk with your child about what they have learnt, their emotions and how this change makes them feel.</p>	<p>How can I help? You can visit places of worship as a family whether in person or online at: https://www.reonline.org.uk/specials/places-of-worship/videos.htm</p>

Curriculum: Key Skills, Knowledge and Enrichment

Computing

Our focus is: Information technology (searching)



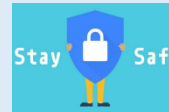
Skills / knowledge to be developed: Children will learn how to refine searches and gain an understanding of how search engines algorithms rank websites. We will learn how to be discerning when evaluating digital content focusing on deciding whether news articles are spreading misinformation or disinformation. Children will also learn about the power of data and what happens to information when they upload it e.g. an image online is collected.

Applied through: Computing

How can I help?

To remind your child of the importance of being safe online and checking your parental filters.

Most Social Media has an age restriction of 13.



Homework

Ongoing Homework

- **Reading:** a minimum of 15 minutes reading every night (logged by the children and noted in their Planner). Children have a read theory login (in planners). Read theory helps pupils develop their reading comprehension. Children should be completing a couple of reading theory comprehensions a week at home.
- **KIRF Target:** The half-termly KIRF support students' development of fluency in mathematics. They should practise learning the KIRFS for the half-term. See attached letter.
- **Maths:** Please use Times Tables Rockstars weekly to practise rapid recall skills.
- **Spellings:** Learn the list of spellings which are given to the children each half-term. The patterns change every week. The children should also be practicing their Year 5 and 6 statutory words, these can be found in their planners.
- Weekly homework set to be completed in homework books.

Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.

Any Other Information / Dates for the Diary



We encourage you to follow our school X account (formerly Twitter) @GS_Federation.

We regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.

Diary dates for the half term:

- 6th June – Year 6 visit to Mission Out
- 12th June – Class Photographs
- 13th June – Sports Day
- 17th and 18th June – DT Dazzle Days
- 19th June - Royal Menu Lunch
- 20th June – Year 5 and 6 SRE Day with Jos McLaren
- 26th June – Transition Workshop with Reverend Lisa.
- 27th June – Year 5 and 6 SRE Day with Jos McLaren
- 28th June – FROGS Summer Fair
- 3rd July - Year 6 KJHS Transition day
- 3rd July - Year 6 Nidderdale Transition day
- 10th July – 9.15am and 6.30pm “The Greatest Show” performances.
- 11th July- Year 6 St Aiden’s Transition Day.
- 18th July – 10.30am Leavers’ Service and family picnic.
- 19th July – Last day of academic year – 1.30pm school closes.

3rd September – Return to School

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 Hargreaves