



# Curriculum Newsletter

## GOLDSBOROUGH and SICKLINGHALL Federation

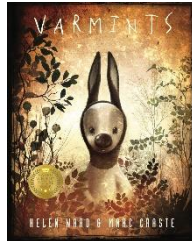
### Goldsborough Class 3 April-May 2020



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.

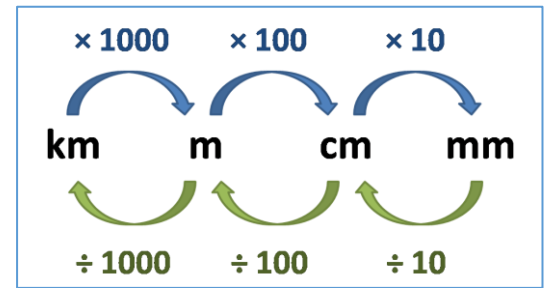
#### English

- We will be beginning the term by learning about the features of a biography as we learn about the life of **Ada Lovelace**. We will learn about tone and organising our work into paragraphs using **adverbial phrases** to describe time, **apostrophes for possession** and **pronoun reference chains**. Our SMSC questions will focus on the way that inventors and inspirational people show humility.
- The outcome will be:** to write a biography of Ada Lovelace.
- We will then explore the picture book **Varmints** and create a narrative from the character's point of view including **direct speech** and **expanded noun phrases to show not tell**.
- 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 measures. The children will be taught the value of mm, cm and m, and will begin to convert between the different units. Children in Year 3 will focus upon perimeter, whilst children in Year 4 will also explore area.
- In addition, we will explore fractions. Focusing particularly upon finding equivalent fractions, adding and subtracting fractions, and comparing them using  $<$ ,  $>$  and  $=$ . The children will be exposed to a range of mathematical vocabulary, and should be able to discuss their work using the terminology confidently, for example; denominator, numerator, unit fraction, non-unit fraction...
- 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?:**  
 Talk to your child about people you find inspiring. Can you find out together about important events in their lives and how these affected who they are today?  
**Recommended Reads:** Goodnight Stories for Rebel Girls and Stories for Boys who Dare to be Different help to widen children's knowledge of the different ways people can succeed in life.  
**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

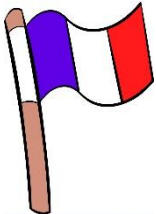
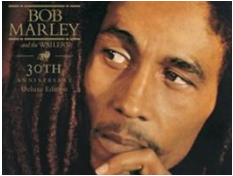


**How can I help?:**  
 Children in Year 4 would normally have their Multiplication Check in June. It is important that they are fluent in their times tables to 12x12.  
 Ask your child:  
 What fraction of pizza do you have?  
 Can you give an equivalent fraction?

**KIRF Target – Summer Term**  
 Year 3 – I can count in steps of 50 and 100 from any number  
 Year 4 – I know the multiplication and division facts for the 7 and 12 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 – History	Science - Living things and their habitat	P.E
<p><b>Our focus is:</b> The Industrial Revolution in Leeds.</p> <p><b>Skills / Knowledge to be developed:</b> Over the course of this term, we will be exploring what happened during the industrial revolution in Leeds, and what effects it had on the local community. The children will focus upon what life was like at the time; specifically comparing the lives of a family in poverty and the family of a factory owner. They will also make links between the events of the Industrial revolution and the impact it had on life in Leeds and life in general today.</p>  <p><b>Greater Depth Challenges:</b> Begin to lead my own investigation into life in the Industrial Revolution in Leeds by asking questions and using a variety of sources and evidence to answer these.</p> <p><b>Applied through:</b> History / English / Art</p>	<p><b>Our focus is:</b> Sound</p> <p><b>Skills / knowledge to be developed:</b> The children will identify how sounds are made and learn that this is caused by an object vibrating. They will also recognise how sound travels to the ear. The children will identify patterns in pitch and volume and link this to the object, the vibration and the distance from the sound source.</p>  <p><b>Greater Depth Challenges:</b> Children will apply their understanding of sound to explain how musical instruments work and answer thought provoking questions such as: <i>True or False: Higher notes are louder than lower notes.</i></p> <p><b>Applied through:</b> Classifying sound sources, exploring making and altering sounds, measuring sounds.</p>	<p><b>Our focus is:</b> Striking and fielding</p>  <p><b>Skills / knowledge to be developed:</b> 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><b>Greater Depth Challenges:</b> Begin to develop and apply their knowledge of tactics in a game situation.</p> <p><b>Applied through:</b> developing techniques to play a variety of striking and fielding games including cricket and rounders in small teams.</p>
<p><b>How can I help?</b> Discuss how Leeds was an important centre for Woollen cloth, and to encourage the children to consider why. Ask the children to share what they have learnt in class about families living during the industrial revolution.</p>	<p><b>How can I help?</b> Discuss and explore everyday sounds that can be heard both indoors and outdoors. Experiment by creating sounds using voices and musical instruments. <b>Discuss</b> how else sounds can be made and sounds in nature – how can Whales and Dolphins hear each other?</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> Vive le Sport</p>  <p><b>Skills / knowledge to be developed:</b> The children will be able to identify and name a range of sports in French, as well as the days of the week. Children in Year 4 should be able to say what day they carry out certain sports using a full sentence.</p> <p><b>Greater Depth Challenges:</b> Begin to develop conversational language and pronunciation; they can ask others when they take part in certain sports as well as answer the questions confidently.</p> <p><b>Applied through:</b> Discussion and conversation.</p>	<p><b>Our focus is:</b> Three Little Birds – Reggae music</p> <p><b>Skills / knowledge to be developed:</b> Children will listen to and appraise different reggae songs. They will identify instruments, find the pulse and consider the structure of the song. Children will learn to sign a song and will create their own moves to a song.</p>  <p><b>Greater Depth Challenges:</b> Comment on and compare the structures of the songs we are listening to using correct terminology.</p> <p><b>Applied through:</b> Performing songs using signs and actions.</p>	<p><b>Our focus is:</b> My future</p>  <p><b>Skills / knowledge to be developed:</b> To understand that my friends and I may have different opinions. To know actions affect themselves &amp; others. I know that discrimination can hurt people's feelings.</p> <p><b>Greater Depth Challenges:</b> To be able to understand and discuss the link between discrimination and uncomfortable feelings. To discuss the lives of the rich compared to the poor during the Industrial Revolution (topic link).</p> <p><b>Applied through:</b> Discussion / Circle time / debate</p>	<p><b>Our focus is:</b> What can we learn from religions about deciding what is right and wrong?</p>  <p><b>Skills / knowledge to be developed:</b> Children will explore the teachings of Christianity, Humanism and Judaism. They will compare the ideas of these different faiths and worldviews. They will also learn about the life of Desmond Tutu.</p> <p><b>Greater Depth Challenges:</b> Explain similarities between the codes for living and make links to our school values. The children can give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. They can compare the teachings of the faiths studied and identify similarities and differences.</p> <p><b>Applied through:</b> Discussion and debate, biographical writing.</p>
<p><b>How can I help?</b> Encourage your child to teach you the names for the different sports? Are any similar to our language?</p>	<p><b>How can I help?</b> Listen to reggae music together and discuss the instruments you can hear. Suggested songs – Jamming, Bob Marley and the Wailers; Walking on Sunshine, Katrina and the Waves;</p>	<p><b>How can I help?</b> Explore and discuss how we can all have our own views and opinions and this does not mean that one person is right and the other is wrong. To discuss the importance of treating everyone with respect regardless of their differences.</p>	<p><b>How can I help?</b> Do you have a set of family rules? Where did these come from? Talk to your children about these ideas, can they make links to the faiths and worldview we are learning about?</p>

## Curriculum: Key Skills, Knowledge and Enrichment

Art	Computing
<p><b>Our focus is:</b> Line, shape and texture <b>Artist study:</b> LS Lowry</p> <p><b>Skills / knowledge to be developed:</b> The children will develop the skills of line drawing using different pen thicknesses to create different effects. They will also explore how the use of shapes and textures can add detail to their artwork</p> <p><b>Greater Depth Challenges:</b> Children will successfully use a range of media for impact and effect.</p> <p><b>Applied through:</b> Creating a piece of artwork inspired by LS Lowry, focusing upon the use of line, shape and texture.</p>	<p><b>How can I help?</b></p> <p>To encourage your child to explore different pieces of artwork by LS Lowry. What do they like/dislike about his work?</p> <p>Explore different media and materials to create different effects.</p> <p><b>Our focus is:</b> Searching and creating content.</p> <p><b>Skills / knowledge to be developed:</b> The children will use search technologies effectively to research the Industrial Revolution, then create content to teach others about it.</p> <p>They will understand how search results are selected and ranked. They will use MS Publisher to record their findings for others.</p> <div style="text-align: center;">  </div> <p><b>Greater Depth Challenges:</b> 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><b>Applied through:</b> Creating a Publisher document and understanding research skills and reliable sources.</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>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, Publisher and PowerPoint, to insert images, save files and open them from their file destination.</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 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.</li> <li>• <b>Spellings:</b> Learn the list for the current week from the half termly spelling grid. These will link up to the <b>Spelling Shed</b> homework set online.</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>Thursdays – PE day. 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>W/C April 19<sup>th</sup> – Assessment week</b>  <b>April 20<sup>th</sup> – After School Club closed for staff training</b>  <b>May 3<sup>rd</sup> – May Day Bank Holiday (school closed)</b>  <b>May 10<sup>th</sup> and 12<sup>th</sup> – Parent Consultation Meetings</b>  <b>May 28<sup>th</sup> – school closes, half term and reopens on 7<sup>th</sup> June</b></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 Thompson & Mrs Robson