



Curriculum Newsletter

GOLDSBOROUGH and SICKLINGHALL Federation

Goldsborough – Sycamore: June - July



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

This term will begin with a narrative unit of work inspired by **The Iron Man**. We will develop our understanding of a **wider range of conjunctions** and improve our use of **adjectives** and **adverbs** in our stories, as we write a **monster inspired narrative**.

The final outcome will be: to plan and write our own 'Overcoming the Monster' story including **direct speech**, **expanded noun phrases** and using a variety of **sentence types**.



Next, we will explore **persuasive texts** linked to **British landmarks** thinking about using a **formal tone**. We will learn about the features of this text type by reading a range of leaflets and posters before producing our own piece using features such as **subheadings** and **bullet points** to organise our work.

The outcome will be a written information leaflet for a **British landmark**. Our reading will continue to focus on improving our fluency when reading aloud, alongside pupils answering questions covering a range of reading domains.

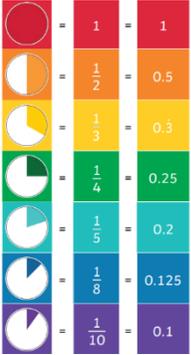
How can I help?:
Ask your child to read aloud to you every day.
Consider as a family, the choices which can be made to help to take care of the environment.

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.

Maths

In our Maths lessons, we will spend time focusing on fractions, decimals and measures.

- The children in Year 3 will be taught to tell the difference between unit and non-unit fractions, finding fractions of an amount, and how to add and subtract simple fractions with the same denominator. In addition, they will explore the relationship between decimals and fractions, in particular, tenths.
- Children in Year 4 will continue their work on fractions; finding the fractions of quantities, and applying their knowledge of fractions to problem solving activities. In addition, they will develop an understanding of how decimals and fractions are linked, particularly tenths and hundredths.



Whilst the children in Year 4 develop a greater depth understanding of decimals numerically, children in Year 3 will explore decimals in real life context via measures, specifically mass and capacity.

How can I help?
Children in Year 4 will continue to develop their knowledge of times tables to 12 x 12. It is important that they are fluent in their times tables to 12x12 before they start year 5.

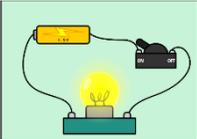
Spend some time working with your child to help them to tell the time using an analogue clock. Ask them what time it will be in 1 hour? Half an hour? 20 minutes?

KIRF Target – Summer Term 1

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 7x and 12x 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 – Geography	Science	P.E -
<p>Our focus is: What makes Great Britain great?</p> <p>Skills / Knowledge to be developed: Over the course of this term, we will be exploring the different human and physical landmarks of Great Britain. We will identify land use in different areas and compare them. The children will spend time exploring OS maps, and will have a go at creating their own sketch maps by applying what they have learnt. We will also be using our data handling skills to present information about the lengths of rivers and heights of mountains across the UK.</p> <p>Throughout the topic, children will be encouraged to consider the physical and human features of the different locations we study.</p>  <p>Greater Depth Challenges: Begin to consider how Great Britain has changed over time and why this may be. Produce more detailed maps of small areas using their knowledge of 4-figure grid references.</p> <p>Applied through: Geography / English</p>	<p>Our focus is: Electricity</p> <p>Skills / knowledge to be developed: The children will begin by identifying common appliances that run on electricity, considering whether they run off battery or mains power. They will construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers and identify whether or not a lamp will light in a simple series circuit.</p>  <p>They will be able to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. We will also explore conductors and insulators, and investigate which materials make the best conductors.</p> <p>Working scientifically, they will gather, record, classify and present data, in a variety of ways to help in answering questions.</p> <p>Greater Depth Challenges: The children will explore simple circuits solving problems with additional components where necessary.</p> <p>Applied through: Classifying, observing, comparing, interpreting and recording.</p>	<p>Our focus is: Net and Wall Team Games</p> <p>Children will develop the skills for net/wall games. They will learn how to direct the ball into a target area away from opponents.</p> <p>Children will develop their skills when playing games involving rackets. They will learn specific skills for games such as short tennis.</p> <p>Greater Depth Challenges: Children will take the lead when working with a partner or group. They will become more confident in their game skills.</p> 
<p>How can I help? Discuss the difference between rural and urban areas. Talk about the land use of these areas, i.e. why would we need to travel to a city?</p>	<p>How can I help? Discuss what appliances around the house use electricity. Talk about the dangers that electrical appliances can pose e.g. using a radio in the bathroom.</p>	<p>How can I help? Please ensure that children bring the correct kit to school with them every week.</p>

Curriculum: Key Skills, Knowledge and Enrichment			
DT	Music	PSHE / Wellbeing	R.E.
<p>Our focus is: Electrical Circuits</p> <p>Skills / knowledge to be developed: Children will use what they are learning in science in order to create their own structure including an electrical circuit. They will plan and replicate a British landmark considering their materials, how it will be created and how they will make it light up, move or make a sound through the use of a circuit. Children will consolidate their knowledge of the plan, make, evaluate DT format.</p>  <p>Greater Depth Challenges: Research British landmarks and how they can be replicated through different structures.</p> <p>Applied through: DT, Geography</p>	<p>Our focus is: Reflect, Rewind, Replay</p> <p>Skills / knowledge to be developed: Children will develop their understanding of the dimensions of music and how these affect the sound of the pieces of music. Children will be asked to respond to the music, explaining their thoughts and ideas about the pieces they listen to.</p> <p>Greater Depth Challenges: Comment on and compare the structures of the pieces we are listening to using correct terminology.</p> <p>Applied through: Listening to different pieces of Classical Music; watching short interviews with composers; watching short videos which explain the terminology linked to the dimensions of music, allowing the m to explain their own ideas.</p> 	<p>Our focus is: Relationship Education</p> <p>Skills / knowledge to be developed: Children will learn about how they may grow and change as they get older. They will begin to learn about how the media presents body image and consider the importance of valuing themselves and their achievements. Children will explore different kinds of families and discuss the importance of positive and healthy relationships. They will apply their ideas of how to deal with difficult situations, including where to seek help online and offline.</p>  <p>Greater Depth Challenges: Share ideas of ways to challenge negative behaviour online and offline which may be linked to stereotyping.</p> <p>Applied through: Discussion / Circle time / debate</p>	<p>Our focus is: Art and Other Cultures How do people show their beliefs through art?</p>  <p>Skills / knowledge to be developed: Children will explore key beliefs and traditions from other cultures by asking questions; collecting and connecting ideas and different viewpoints; talking about objects, people and materials; retelling stories; giving thoughtful, reflective responses and suggesting meaning of art work, stories and music.</p> <p>Greater Depth Challenges: 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>Applied through: All children will produce a final piece of Art work and writing explaining what they have learned about Hinduism during the week.</p>
<p>How can I help? Explore printing techniques at home – which every-day objects can children use to create different prints?</p>	<p>How can I help? 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>How can I help? Explore the NSPCC PANTS rule and talk about this with your children. 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>How can I help? 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			
Computing		MFL - French	
<p>Our focus is: Searching and Creating content.</p> <p>Skills / knowledge to be developed: Children will learn how to carry out safe searches using Google and will consider the key words they search for and how to make these more precise. Children will develop their word processing skills by inserting pictures, typing and editing text.</p> <p>Greater Depth Challenges: Children will compare results across search engines and develop their understanding of page rankings.</p> <p>Applied through: The creation of a tourism leaflet for a British landmark.</p>	<p>How can I help? Search for things together on the internet using safe search.</p> <p>Support your child to create a PowerPoint or similar as part of their Learning Log Homework.</p>	<p>Our focus is: La Jolie Ronde – Quel temps fait il.</p> <p>Skills / knowledge to be developed: Children continue to develop their conversational skills by asking and answering questions about the weather. They will learn the how to describe different weathers and will be able to talk about the weather in a short conversation.</p> <p>Greater Depth Challenges: Children will model pronunciation and lead small group activities.</p> <p>Applied through: Speaking and listening, songs and games</p>	<p>Encourage your child to share the new vocabulary at home, including any songs they will have learnt as part of their lessons.</p> 

Any Other Information / Dates for the Diary

<p>We encourage you to follow our school Twitter account @GS_Federation.</p>  <p>We regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.</p>	<p>Please note, all dates are subject to change depending on current guidance. Swimming continues for Years 3 & 4. Weekly sessions on Mondays.</p> <p>14.06.22 – Class Photos 15.06.22 – Den Building 30.06.22 - Sports Day 07.07.22 – Transition Day in school 11.07.22 - KS2 End of Year Production 22.07.22 – End of term</p> <p>Return to School – Tuesday 6th September</p>
--	---

Homework

Learning Log Homework for this half term: Our topic next this half term is What makes Great Britain great?
Over this half term children can choose one of their favourite British landmarks (human or physical) and present information about the location however they choose. This could be a leaflet, a Power point or a poster.

Thank you, as always, for your continuous help and support. If you have any queries, please do not hesitate to contact myself or make an appointment at the office to arrange a meeting after school.

Mrs Thompson, Miss Nutter and Mrs Bowes