



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Sweet Chestnut - Year 1 & 2 November to December 2023



The Christian / Human Values we are exploring this half term are: Friendship & Forgiveness
How do people celebrate friendship and demonstrate forgiveness in different localities?

English



Our English planning is based around our topic **Arctic Adventure**. We have selected key texts to teach a variety of genres this half term. We will start with the story of **Ice Bear**. The children will write an **information report** about polar bears. Later, we will read the story **How to Ride a Polar Bear**. The children will write **instructions** based on this fun story. We will look at the texts **Immi's Gift** and **The Last Polar Bear**. The children will write **narratives** and develop their story writing skills. The children will learn about the festival of **Diwali** and write **recounts** linked to the celebrations. They will also learn about the story of Rama and Sita. We will explore Remembrance through the story **Where the Poppies Grow** and create some **poetry** for the memorial. The children will then move onto seasonal texts and take part in a **Read, Write, Perform** unit called **A Letter to Father Christmas**. We will learn how to write a **letter** which asks questions, gives information and use formal letter language. Finally, we will explore a text linked to the season of Winter- **When Winter Comes**.

This half term, we will be teaching more Phase 5 phonics to Year 1 and new spelling patterns to Year 2. We will focus on the correct spelling of **tricky words**. Reading will be an integral curriculum area as we focus on refining and improving our reading skills. In Year 1 we will focus on **decoding, prosody and comprehension**. In Year 2 we will focus on increasing our **fluency; retrieving information** quickly and efficiently to answer questions, as well as **summarising and sequencing**.

Little Wandle phonic and spelling lesson overviews are below:

Year 1 Autumn 2

	Phase 5 graphemes
Week 1	/ur/ ur bird /igh/ ie pie /oo/ /yo/ ue blue rescue /yo/ u unicorn
Week 2	/a/ a go /igh/ i tiger /ai/ a paper /ee/ e he
Week 3	/ai/ a-e shake /igh/ ie time /oi/ o-e home /oo/ /yo/ u-e rude cute
Week 4	/ee/ e-e these /oo/ /yo/ ew chew new /ee/ ie shield /or/ ow claw
Week 5	Grow the code: /igh/ ie i-e /ai/ ay a e-e /oi/ oi o e-e /ee/ ie e-e ea /oo/ /yo/ ew u-e u ue

Year 2 Autumn 2 Bridge to spelling

	Coverage
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

How can I help?

Use the phonics keyring to recap all sounds learned so far in our phonic lessons.
Read eBook/paper book at least 3x weekly and record notes in planner.
Practise tricky words regularly. Practise common exception words and practise writing the words and sentences from the phonics homework sheet.
Practise spelling tricky words on the keyring.

Maths

This half term we will be focusing on **Addition and Subtraction and Shape**.

Year 1 will be learning their number bonds within and to 10, exploring them practically to help them learn them by heart. They will also learn about fact families, introducing written number sentences with the total at the beginning and at the end. They will be representing these number sentences in many different ways including part whole models, ten frames and bar models.

Here are seven pieces of fruit.

Put the fruit into a part-whole model.
Complete the sentences.
_____ is the whole.
_____ is a part, _____ is a part and _____ is a part.

Here is a ten frame.

How many yellow counters are there?
How many red counters are there?
How many counters are there in total?
Complete the number sentence.
_____ + _____ = 10

In their shape unit, **Year 1** will be learning about 3D and 2D shapes by recognising and sorting them. They will also be exploring patterns with 2D and 3D shapes.

Give children a selection of 3D shapes and ask them to build a tower.
Encourage them to think about these questions:

- Which shapes are the best for the bottom of the tower?
- Which shapes can only go on the top of the tower?
- Does it matter which way round a shape is placed?

Draw base 10 and write numerals to complete the table.

10 less	Number	10 more
2	12	
	37	

Year 2 will be using their number bond knowledge to help them learn number bonds within and to 100, adding and subtracting ones from numbers to 100, leading them to adding and subtracting 2-digit numbers. All of this will be taught through a variety of question types and using practical resources to support them.

Here is Ben's method for working out 26 + 5

In their shape unit, **Year 2** will be recapping recognising and sorting 2D and 3D shapes. They will also be looking at vertices and lines of symmetry of 2D shapes, moving onto the edges and faces of 3D shapes.

Jo is looking at this shape.

This shape is a square.

Do you agree with Jo?
Why?

How can I help?

Regular use of Maths Shed, Numbots 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- see homework book and activities.
Useful Websites: www.topmarks.co.uk www.mathsplayground.com

Curriculum: Key Skills, Knowledge and Enrichment

Topic- Geography

GEOGRAPHY ARCTIC ADVENTURE

LET'S GO EXPLORE/ARCTIC ADVENTURE



Our focus is: The Arctic

Skills / Knowledge to be developed:

The children will use maps and globes to locate places within the UK and a contrasting country- Greenland.

They will use world maps, atlases and globes with growing confidence and use aerial photographs to identify places and features.

Children will locate the seven continents and the Arctic circle.

They will identify physical and human features of the Arctic, name animals that live in the Arctic and compare the temperature of the Greenland to the UK.

They will describe the differences between summer and winter in the Arctic and name some of the countries within the Arctic Circle.

Greater Depth Challenges:

The children will be able to explore Arctic cities and the countries they are found in. They will be able to identify all 8 countries found in the Arctic Circle. Children will identify many similarities and difference between Greenland and where we live.

The children will produce an information video about the Arctic to show their knowledge.

Applied through: Geography lessons, discussions

How can I help?

Explore a range of websites, books and videos which relate to the Arctic (North Pole).

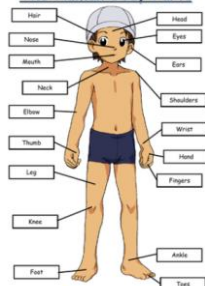
Find out some facts about different animals that live in the Arctic.

<https://youtu.be/UPBEvLijbBE>

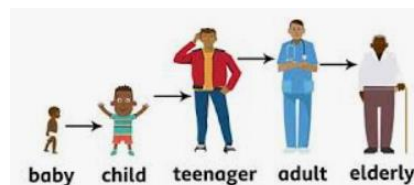
Watch Frozen Planet (BBC1)

Science -

The Human Body Parts



Our focus is: Animals Including Humans (Human Focus)



Skills / knowledge to be developed:

Year 1 children will be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 children should notice that animals, including humans, have offspring which grow into adults. They will be able to explain the main differences between adult humans and babies. They will also be able to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Greater Depth Challenges:

Year 1 may Be able to explain why the sense of touch is so important to a blind person. Year 2 may be able to suggest some ways that a human offspring is dependent for some time on adults.

Applied through:

Science lessons, discussion, understanding and explaining the concepts in detail. Exit card quizzes and tasks.

How can I help?

Discuss what adjustments could be made around school or your home to support a blind person, exploring the importance of all our senses.

Discuss our focus scientist **Patrica Bath** and what makes her a noteworthy scientist.

P. E

Our focus is: Netball



Children will master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Skills / knowledge to be developed:

Children will explore and demonstrate passing and receiving with different equipment. Children will be able to make a successful pass under low pressure.

We will explore footwork used in Netball.

Children will be taught how to create space on the court to receive a pass.

Children will start to establish an understanding of attacking and defending principles.

Greater Depth Challenges:

Children will be able to use a range of passes in a game-based scenario.

We will enable children to use the correct footwork with some success in a competitive situation.

They will communicate and receive a pass to retain possession of the ball.


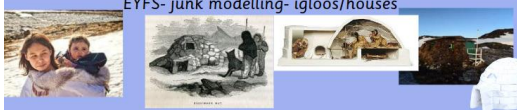
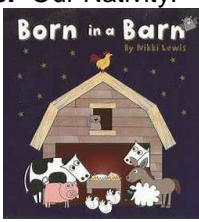



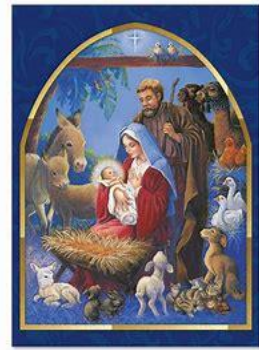
Children will attempt to apply attacking and defending principles into a match situation.

Applied through: P.E lessons with Mr Colley and with class teacher.

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 gloves as well as a spare coat or socks on Thursday with Mr Colley.

Curriculum: Key Skills, Knowledge and Enrichment

DT	Music	PSHE / Wellbeing	R.E.
 <p>We are focusing on the skill: Structures Topic: To design and make a free-standing structure as a shelter. Focus: To create a free-standing structure that could be a house for an Eskimo using paper, straws. EYFS- junk modelling- igloos/houses</p>  <p>Skills / knowledge to be developed: Design Children will design purposeful, functional, appealing products for themselves, and other users based on design criteria. They will generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups. They will plan a stable structure for an Inuit to shelter in from the snow. They will use paper, straws and joining techniques to strengthen the materials provided. Make Children will select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate Children will explore and evaluate a range of existing products. They will evaluate their ideas and products against design criteria. Technical knowledge. Children will build structures, exploring how they can be made stronger, stiffer and more stable. Applied through: DT lessons and DT Dazzle Days</p>	<p>Our focus is: Our Nativity!</p>  <p>We will be learning a range of songs as part of our nativity performance in December. We will add actions and perform the different songs to an audience.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select, and combine sounds using the inter-related dimensions of music. <p>We will also experiment with pitch, tempo and pace and learn how to use our bodies to express emotion and meaning. We will perform our songs in church to an audience and sing as a group.</p> 	 <p>Our focus is: Safe relationships Respecting ourselves and others</p> <p>Skills / knowledge to be developed: The children will be able to recognise what kind and unkind behaviour looks like, including how it makes us feel. They will also be able to explain what bullying is and the difference between bullying and unkind behaviour.</p> <p>They will be able to understand how their behaviour might make others feel and what respect means. They will also know how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p> <p>Applied through: PHSE lessons, circle time</p>  <p>Wellbeing: We will use the colour monsters to explore how we feel each day and encourage children to share their emotions.</p>	<p>Our focus is: Special times Christmas, Christianity</p>  <p>Skills / knowledge to be developed: Children will be able to identify a special time they celebrate and describe its importance, explain what celebration means and describe how a festival is celebrated. They will be able to talk about ways in which Jesus was a special person who Christians believe is the Son of God. They will also be able to compare the Christian celebration of Christmas to the celebration of Easter and suggest similarities and differences. This will help them to explain why stories associated with Christmas are important to believers.</p> <p>Applied through: R.E lessons, collective worship and our nativity.</p>
<p>How can I help? Try box modelling or sculpting with paper at home. Look at ways that materials can be strengthened using rolling, folding, twisting techniques. Watch the BBC video below: https://youtu.be/sPhuwXB1ZLM Provide junk model materials for school to use in our research and make projects.</p>	<p>How can I help? Sing songs that invite your child to perform an action, such as a clap, stamp or jump, to help your child develop rhythm. Songs with repetition are particularly good. Make your own homemade instruments - it's fun and cheap and you can use any household object that makes a sound. www.youthmusic.org.uk Help your child to discover their voice in different ways - singing, whispering, talking, and humming. Add some of the musical elements being taught at this stage, such as high, low, loud, quiet, fast, slow, rhythm. Expose your child to as wide a range of music as you can.</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? Discuss family traditions you may have at home or traditions that grandparents may have had. Can they identify similarities and differences?</p>

Curriculum: Key Skills, Knowledge and Enrichment

Computing

Our focus is Presentation

Skills / knowledge to be developed: The children will be using the apps Chatterpix and Thinglink to bring their topic end point to life in the form of a moving character, which will voice the presented information they have learnt about the Arctic. This cross curricular project will also enhance their speaking and listening oracy skills, having them voice their own character.

Applied through: Computing lessons, linked to the English and Topic focus.



How can I help?

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



The use of social media has an age restriction of 13.

Make sure that your child is not accessing your device under your account (which has adult filters). The Shadow Puppet edu app is free. You can download it at home so that children can practise and refine their skills!

Homework

Ongoing Homework

Reading

Please read with your child at least 3x weekly (logged by grownups and noted in their Home School Diary). They have a paper book and a different ebook for the week. Ebooks are updated on a Friday. [Collins Ebooks \(collinsopenpage.com\)](http://collinsopenpage.com)

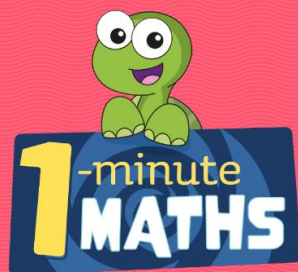
Maths

Use **White Rose 1 minute maths**: <https://whiteroseeducation.com/digital-tools>

The three-word code will be stuck in your child's planner.

Check out these 7 top reasons for using 1-minute maths!

1. Excellent practice — and no distractions.
2. A clear, intuitive process that children pick up straight away.
3. No login or internet access needed. Just download and play.
4. Enjoyable and motivating... How many can they get correct in one minute?
5. Helpful hints match those used in class.
6. Brilliant for building number fluency and confidence.
7. It's **FREE!**



1-Minute Maths
White Rose Education Services Limited
Designed for iPad
★★★★★ 5.0 x 3 Ratings
Free

Use Numbots weekly to practise rapid recall skills.

See Maths KIRFS that we are focusing on for this half term: In your child's homework book. **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 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.

Dates for the diary:

- 13th November** – Odd Socks Day
- 14th November** – Diabetes Awareness Day
- 17th November** – Children in Need (Wear yellow and spots)
- 20th November** – Road Safety Awareness Week
- 27th November** – No pens Day for GSFed
- 29th November** – Pantomime (Dick Whittington)
- 30th November** – Flu Vaccinations
- 1st December** – Rev Lisa Advent Workshop
- 6th December** – Success Café Book Look
- 7th December** – Christmas Jumper Day for Save the Children
- 19th December** – GPS Nativity 1:30pm for 1:45pm start
- 21st December** – Christmas Party Day
- 22nd December** – School Closes at 1:30pm

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 or to request a phone call.

Mrs Askew