



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Sycamore Class - October – December 2022

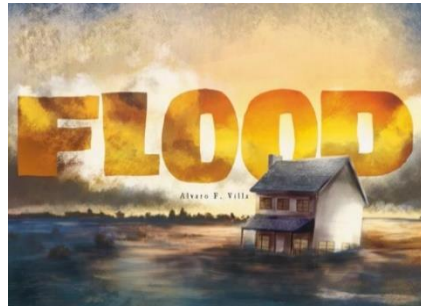


The Christian / Human Values we are exploring this half term are: Friendship and Forgiveness
 Our 'Big Thinking' SMSC Question for this half term is: 'How do people celebrate friendship and demonstrate forgiveness in different localities?'

English

This half term our English text will provide a cross curricular link to our Geography topic: The Lake District

- We will begin by exploring a picture book titled **The Flood** where we will use a range of speaking and listening skills to help us discover how the author wishes to portray a story. We will then create a narrative piece of writing to retell part of the story. This piece of writing will include a range of sentence types, adventurous vocabulary, direct speech and a range of conjunctions.
- Then, we will explore **persuasive texts** with the aim of creating an advert to encourage holidaying in the Lake District. This piece of writing will include adjectives, conjunctions and commas in a list. Evidence will also need to be included to back up information stated.
- Our weekly reading lessons will focus on summarising and sequencing.



Maths

In our Maths lessons we will explore addition and subtraction, followed by multiplication and division.

- Year 3 children will focus on adding within 1000, taking care when adding up to two three-digit numbers. They will be encouraged to check their answers via estimation and the inverse operation. This will be followed by a focus on equal grouping, and multiplying/dividing by 3, 4 and 8. The children will also become familiar with comparing number statements.
- Year 4 children will focus on adding numbers within 10,000. They will add and subtract numbers with up to 4 digits. This will be followed by a focus on multiplying and dividing by 6, 7 and 9. The children will also spend time familiarising themselves with the 11 and 12 times tables. They should also develop their fluency when multiplying and dividing by 0, 1, 10 and 100.
- 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?
 Look at picture books and ask your child to tell you what they can see, what they think has happened and what may happen next. Use the images in the book to encourage the use of adventurous language. Ask them how the characters may be feeling and how they would feel in a similar situation.
 When visiting local attractions collect leaflets and discuss the layout and features included. Discuss what the leaflet is trying to do and how.

What are summarising and sequencing skills?




Summarising – being able to explain the main points of a text briefly.
Sequencing – being able to place events in a text in order.

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.
 Ask your child:
 If this costs 10p and I want to buy 6, how much will it cost me?
 How can you check your answer?
 What other words mean the same as multiply and divide?





KIRF Target – Summer Term
 Year 3 – I can double and halve even numbers up to and including 100
 Year 4 – I know the multiplication and division facts for the 6 times table

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>Our focus is: The Lake District - Weather and Tourism.</p> <p>Skills / Knowledge to be developed: Children will develop their Location Knowledge by understanding compass points and identifying different counties, including their own, Cumbria and bordering counties. They will build on their Place Knowledge by learning about the Physical and Human features of The Lake District. Tourism will be an area that the children will investigate. They will learn what tourism is, what draws tourists to The Lake District and about the positive and negative impact of tourism on the area.</p> <div style="text-align: center;">  </div> <p>Greater Depth Challenges: To suggest how the landscape of the Lake District may change in future.</p> <p>Applied through: Geography / English</p>	<p>Our focus is: Forces; Friction</p> <p>Skills / knowledge to be developed: The children will spend time comparing how things move on different surfaces. They will also learn that some forces need contact between 2 objects. They will carry out a practical investigation to explore the effects of friction in action and will draw conclusions linked to the scientific ideas they have learned about.</p> <p>Greater Depth Challenges:</p> <p>Investigate: the design of car tyres and connect this to the children’s understanding of friction.</p> <div style="text-align: center;">  </div> <p>Applied through: Discussing, understanding, investigation and explaining the concepts in detail. Linking their learning to real life – where can I see examples of friction in the world around me? How does friction help or hinder in different situations?</p>	<p>Our focus is: Throwing and catching skills</p> <p>By throwing a ball underarm and overarm the children will be learning to develop their control and accuracy when passing a ball and how to catch a ball consistently. They will then transfer these skills when working as part of a team.</p> <div style="text-align: center;">  </div> <p>Skills / knowledge developed: Communication, determination, teamwork. Using 2 hands to catch a ball. Accuracy/speed of passing/throwing a ball</p> <p>Greater Depth Challenges: To change speed and the direction of movement.</p> <p>Applied through: Children will develop their confidence and control by playing a variety of activities/games.</p>
<p>How can I help? Discuss why The Lake District is a popular Tourist destination. Encourage the children to think about the positives and negatives of Tourism.</p>	<p>How can I help? Discuss where they see forces, for example; they may see lots of forces in action in a playground. Can they name the forces?</p>	<p>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</p>

Share maps/atlas' with children to locate The Lake District. Can they see the mountains and Lakes?		gloves as well as a spare coat or socks on PE days as we will be outside with Mr Colley.
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Curriculum: Key Skills, Knowledge and Enrichment			
Design Technology	Music	PSHE / Wellbeing	R.E.
<p>Our focus is: Shell Structures</p> <p>Skills / knowledge to be developed:</p> <p>The children will consider the design criteria for creating a hanging mobile which features shell structures. They will then create their own annotated designs carefully considering the design criteria. Finally, the children will create their product and evaluate it against their criteria.</p> <p>Greater Depth Challenges: To create high quality unique product, carefully considering the finished effect and the intended audience.</p> 	<p>Our focus is: Glockenspiel – Stage 1</p> <p>Skills / knowledge to be developed: The children will learn about the language of music through playing the glockenspiel. The learning will be focused around exploring and developing playing skills through the glockenspiel. This is the first unit – there will be a subsequent unit next year.</p>  <p>Greater Depth Challenges: Perform independently and with confidence using basic notation.</p> <p>Applied through: Music lessons in class once per fortnight.</p>	<p>Our focus is: Respecting Ourselves and Others</p> <p>Skills / knowledge to be developed: To recognise respectful behaviours and model them in different situations. To learn what it means to respect themselves and why it is important to treat others with respect. To explore how the importance of respecting the similarities and differences between people.</p> <p>Greater Depth Challenges: To put what they have learnt into practise and to verbalise their thoughts articulately using vocabulary sensitively when discussing differences that may arise in real life.</p> <p>Applied through: Discussion / Circle time / debate</p>	<p>Our focus is: Why are festival important to religious communities?</p> <p>Skills / knowledge to be developed: Be able to recount the stories of Diwali and the Nativity. Compare the celebrations which surround these important events in the Hindu and Christian calendars commenting the beliefs expressed and similarities and difference between them.</p> <p>Greater Depth Challenges: Explain their own ideas about festivals in Britain today and the beliefs and values expressed in these events.</p> <p>Applied through: Discussion, role play and debate.</p>  
<p>How can I help? To explore the use of nets in real life, i.e. a smarties tube, a cereal box, a Toblerone box...</p>	<p>How can I help? Encourage your child to share any new learning.</p>	<p>How can I help? To encourage your child to talk about how we should treat others with respect.</p>	<p>How can I help? Ask your child to tell you the story of Diwali. Can they tell you what is similar about this and the story of Jesus' birth?</p>

Curriculum: Key Skills, Knowledge and Enrichment

Computing	MFL - French
<p>Our focus is: Programming and logical reasoning.</p> <p>Skills / knowledge to be developed: The children will use 'Espresso' online software to practice their coding skills.</p> <p>Year three will focus upon developing their knowledge of creating sequences and animation. Whilst Year 4 will explore variables and repetition, as well as loops.</p> <p>Applied through: The children will apply their knowledge to creating their own apps.</p>	<p>Our focus is: Numbers 1-10, greetings and saying how you are, classroom instructions, giving name and age and colours. (La Jolie Ronde)</p> <div style="display: flex; justify-content: flex-end; align-items: center; gap: 5px;"> <div style="border: 1px solid black; padding: 2px;">Blanc</div> <div style="border: 1px solid black; padding: 2px;">Noir</div> <div style="border: 1px solid black; padding: 2px;"></div> <div style="border: 1px solid black; padding: 2px; background-color: red; color: white;">Rouge</div> <div style="border: 1px solid black; padding: 2px; background-color: yellow;">Jaune</div> <div style="border: 1px solid black; padding: 2px; background-color: blue; color: white;">Bleu</div> <div style="border: 1px solid black; padding: 2px; background-color: purple;">Violet</div> <div style="border: 1px solid black; padding: 2px; background-color: orange;">Orange</div> <div style="border: 1px solid black; padding: 2px; background-color: pink;">Rose</div> <div style="border: 1px solid black; padding: 2px; background-color: gray;">Gris</div> <div style="border: 1px solid black; padding: 2px; background-color: green; color: white;">Vert</div> <div style="border: 1px solid black; padding: 2px; background-color: brown;">Marron</div> </div> <p>Skills / Knowledge to be developed: The children will learn numbers so that they can say their age. They will learn and understand instructions that can be used in the classroom, for example, listen, stand up, come here.</p> <p>Greater Depth Challenges: The children will become increasingly confident in saying, reading and writing colours in French. They will have the ability to say colours they like and dislike.</p> <p>Applied through: conversation, writing, songs, games.</p>
<p>How can I help?</p> <p>To encourage your child to show you what they have produced using their Espresso login.</p> <p>*Facebook, Snapchat and TikTok all have a minimum age of 13. Roblox and Facetime are suitable for Under 13.</p>	<p>How can I help?</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> <div style="text-align: center; margin-top: 20px;"> </div>

Homework

Any Other Information / Dates for the Diary

Ongoing Homework

- **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.
- **Times tables:** TT Rock stars weekly as well as learning a given times table each week. This times table will be tested the following Friday.

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.



October

Monday 31st October – FROGS – Break the Rules Day

November

Monday 7th – Friday 11th Book Fair in school

Tuesday 8th and Wednesday 9th November – Parents evening

Wednesday 23rd November – Nell Bank visit

Wednesday 30th November – Theatre Visit – Aladdin Panto

December

Monday 5th – Christmas Market – Children's Enterprise project – details TBC

Thursday 8th – Christmas Jumper and Christmas Dinner day

Monday 12th – Whole School Nativity – 1:30pm

Thursday 15th - Christmas Party afternoon in school (FROGS)

Friday 16th – School closes at 2pm

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 via Teams or to request a phone call.

Mrs Thompson and Miss Dobson