



# Curriculum Newsletter

## GOLDSBOROUGH and SICKLINGHALL Federation

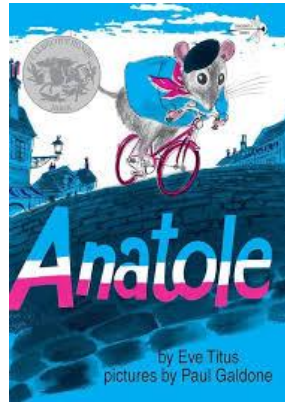
### Sycamore: March - April 2024



**The Christian / Human Values we are exploring this half term are: Endurance and Hope**  
 Our 'Big Thinking' SMSC Questions for this half term are: What difficulties have people had to endure around the world? What changes did they hope for?

### English

- We will be exploring a narrative this half term based on our topic of France called 'Anatole' by Eve Titus.
- We will be exploring characters and descriptive language used, as well as Authorial Intent and language choices that are made for effect. We will then consider how we can make choices in our own narratives that will have an impact on our audience.
- We will pay particular attention to writing speech using inverted commas, reported clauses and starting a new line when a new character is talking.
- Our reading will be an integral part of all curriculum areas as we focus on refining and improving our reading skills.

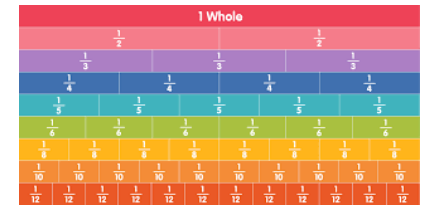


Our class text is 'Alice Éclair Extraordinaire – A spoonful of spying' by Sarah Todd Taylor. There are others in the series!

**How can I help?**  
 Ask your child about different text types and how their features are all different. To encourage your child to read a range of texts that we will study that they may not have encountered before for example newspaper reports. It will help the children realise that we are learning about real life texts.

### Maths


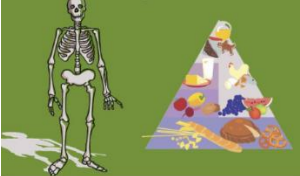

- In our Maths lessons we will continue to develop our understanding of multiplication and division, in particular using written methods to help us to calculate.
- We will develop our understanding of measurements of length beginning with estimation and conversion between metres, centimetres and millimetres. We will apply our calculation knowledge as we explore perimeters of shapes and Year 4 will learn how to calculate areas too.
- We will begin to learn about fractions by thinking about unit and non-unit fractions, tenths and move on to calculating equivalence between fractions.
- Times tables practise and number facts will be a priority with children regularly accessing White Rose Maths App, Thompson's Time Trials, TTRockstars and practising their tables in other ways in class.
- We will continue to challenge the children by asking them to reason about questions as this will encourage a greater depth of understanding.

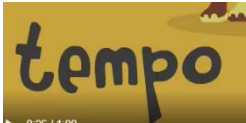



**How can I help?**  
 Children in Year 4 will continue to develop their knowledge of times tables to 12 x 12. It is important that they are fluent in their times tables to 12x12 before they start year 5. Use TTRS or [www.mrsthompson.co.uk](http://www.mrsthompson.co.uk) to help your child master these number facts


**KIRF Target – Spring Term 2**  
 Each year group has their own set of KIRFS per half term. Each week they will bring home a homework sheet which addresses these KIRFS. They will be collected in and marked in class on a Tuesday and filed in their maths folders. Children will also be set 10 minutes of TTRS homework each week. Please support your child in completing their homework.

## Curriculum: Key Skills, Knowledge and Enrichment

Topic – Geography	Science – Animals including humans	P.E -
<p><b>Our focus is:</b> France</p> <p><b>Skills / Knowledge to be developed:</b> We will begin by recapping the children's <b>Place Knowledge</b> of the 7 continents. They will develop their <b>Location Knowledge</b> by naming countries in Europe and describing where they are in relation to each other using a compass. Children will ask geographical questions about France and using maps, atlases and aerial images, will develop their <b>Fieldwork Skills</b> by locating different <b>Physical and Human Features</b>.</p>  <p>The children will use grid references to describe where things are and they will identify patterns on maps to develop their understanding of keys. They will bring all of these ideas together to create a sketch map.</p> <p><b>Greater Depth Challenges:</b> The children will create sketch maps of 2 contrasting areas, annotate digital maps and use up to 6 figure grid references to help them to locate geographical features more accurately.</p> <p><b>Applied through:</b> Geography / English / Maths/ IT</p>	<p><b>Our focus is:</b> Skeletons, muscles and nutrition</p> <p><b>Skills / knowledge to be developed:</b> Children will find out and describe the basic needs of all animals for survival.</p>  <p>They will describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.</p> <p>They will understand how muscles work in pairs to allow movement and maintain posture and learn about the importance of oxygen in muscles. They will develop their knowledge of the human skeleton and how it functions.</p> <p><b>Working scientifically,</b> the children will <b>gather, record, classify</b> and <b>present</b> data in a variety of ways to help in answering questions.</p> <p><b>Greater Depth Challenges:</b> The children will apply their understanding of changing states to practical uses to deepen their knowledge.</p> <p><b>Applied through</b> Classifying, observing, comparing, interpreting and recording.</p>	<p><b>Our focus is:</b> Fundamental Movement Skills Indoors - Dance</p> <p>Children will explore how to improvise freely and translate ideas from a stimulus into movement. They will repeat, remember and perform phrases building up to sequences of more complex movements.</p>  <p>They will share and create phrases with a partner and small group</p> <p><b>Greater Depth Challenges:</b> Children will take the lead when working with a partner or group. They will become more confident in using dance to communicate an idea.</p>
<p><b>How can I help?</b> Continent challenge: How many countries of Europe can you learn the names of together this half term? Can you name capital cities too?</p>	<p><b>How can I help?</b> Can children observe how we meet our needs to survive in everyday life?</p>	<p><b>How can I help?</b> Please ensure that children bring the correct kit to school with them every week. Have a kitchen disco and encourage your child to share the moves and routines they have been working on in school.</p>

Curriculum: Key Skills, Knowledge and Enrichment			
Design Technology	Music	PSHE / Wellbeing	R.E.
<p><b>Our focus is:</b> Food technology/ Making bread</p> <p><b>Skills / knowledge to be developed:</b> Children will explore existing breads and create design criteria for creating their own. The children will design their own bread based on their own criteria. The children will combine and create their own bread being careful to weigh ingredients carefully and combining them to create a dough. Once the children have finished, they will evaluate their bread against their design criteria.</p> <p><b>Greater Depth Challenges:</b> To consider the tastes they are combining. Will this be successful for their audience? To create varied designs taking care to annotate them.</p> <p><b>Applied through:</b> Dazzle Days in Design Technology</p> 	<p><b>Our focus is:</b> Charranga, <i>Lean on Me</i></p> <p><b>Skills / knowledge to be developed:</b> Children will listen to a variety of pieces of music. They will listen and respond to the music commenting on the pulse, tempo and dynamics of the music.</p>    <p><b>Greater Depth Challenges:</b> Can the children create their own pulse? Can they use the terminology correctly?</p> <p><b>Applied through:</b> Discussion and singing together.</p>	<p><b>Our focus is:</b> Money and work</p> <p><b>Skills / knowledge to be developed:</b> The children will explore common misconceptions and gender stereotypes related to work. We will challenge stereotypes through examples of role models in different fields of work e.g. women in STEM. The children will also explore some of the skills needed to do a job, such as teamwork and decision-making.</p>  <p><b>Greater Depth Challenges:</b> Identify positive and negative factors in relation to physical, mental and physical health.</p> <p><b>Applied through:</b> Discussion, circle time and debate.</p>	<p><b>Our focus is:</b> Easter and Why is the Bible important to Christians today?</p>  <p><b>Skills / knowledge to be developed:</b> Children will learn about the Big Story in the Bible which helps Christians to understand how to live a good life.</p> <p><b>Greater Depth Challenges:</b> Explain why people sometimes make the wrong choice and suggest how they can make things right.</p> <p><b>Applied through:</b> Discussion and debate.</p>
<p><b>How can I help?</b> Encourage children to weigh and make items at home using their cooking skills. Can they read the scales accurately? What happens if they don't combine the ingredients correctly?</p>	<p><b>How can I help?</b> Ask your child to share the songs they are learning with you</p>	<p><b>How can I help?</b> For more information about Neurodiversity Celebration Week you can visit: <a href="http://neurodiversityweek.com">Neurodiversity Celebration Week (neurodiversityweek.com)</a></p>	<p><b>How can I help?</b> Ask your child to tell you about the main events of the Easter story.</p>

Curriculum: Key Skills, Knowledge and Enrichment			
Computing		MFL - French	
<p><b>Our focus is: Searching and Creating content using MS Word</b></p> <p><b>Skills / knowledge to be developed:</b> Children will learn how to carry out safe searches using Google and will consider the key words they search for. They will learn how to access MS Word via TEAMS. Children will develop their word processing skills by inserting pictures, typing and editing text.</p> <p><b>Greater Depth Challenges:</b> Children will compare results across search engines and develop their understanding of page rankings.</p> <p><b>Applied through:</b> The creation of poster for PSHE</p>	<p><b>How can I help?</b> Search for things together on the internet using safe search.</p> <p>Support your child to create a fact file in MS Word or similar as part of their Learning Log Homework.</p>	<p><b>Our focus is:</b> La Jolie Ronde – animals.</p> <p><b>Skills / knowledge to be developed:</b> Children continue to develop their conversational skills by asking and answering questions about different animals. They will learn the names of animals and will be able to talk about which pets they own or like.</p> <p><b>Greater Depth Challenges:</b> Children will model pronunciation and lead small group activities.</p> <p><b>Applied through:</b> 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> 

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 by the children and noted in their Home School Diary). Online Read Theory quizzes help to build comprehension skills; complete at least 3 per week.</li> <li>• <b>KIRF Targets:</b> See related letter and weekly homework tasks</li> <li>• <b>Times tables:</b> Please use TTRockstars to access the weekly sessions.</li> <li>• <b>Spellings:</b> 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.</li> </ul> <p><b>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</b></p>	<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>19<sup>th</sup> February – Return to school  20<sup>th</sup> February – Young Voices concert.  26/27<sup>th</sup> February – DT Dazzle days in Sycamore class.  4<sup>th</sup> March – World Maths day  7<sup>th</sup> March – World Book Day  14<sup>th</sup> March – Easter Service  15<sup>th</sup> March – Red Nose Day  22<sup>nd</sup> March – Break up at 3:15 for Easter.</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 and Miss Henderson