



Curriculum Newsletter

GOLDSBOROUGH and SICKLINGHALL Federation

Sycamore Class: April - May 2024



The Christian / Human Values we are exploring this half term are: Trust and Humility

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?

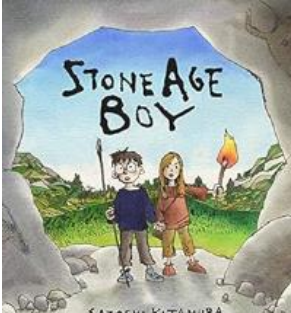
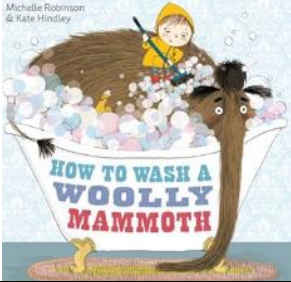
English

Our focus will be: Instructions and Narrative Writing

We will be writing instructions as well as a narrative text through exploration of our Stone Age to Iron Age topic this half term. The children will be exploring two texts in particular: How to Wash a Woolly Mammoth by Michelle Robinson as part of our writing instructions unit and Stone Age Boy by Satoshi Kitamura as part of our narrative unit. This will introduce the children to writing in different styles and genres and for different purposes.

Our reading will be an integral part of all curriculum areas as we focus on refining and improving our reading skills. In our Whole Class Guided Reading sessions we will be developing our reading speed as well as being able to infer meaning from the clues that are given within a text.

The outcome will be: to write a range of text types, carefully considering the features that are required to engage the intended audience.
To continue to read a broad range of interesting texts across the curriculum.

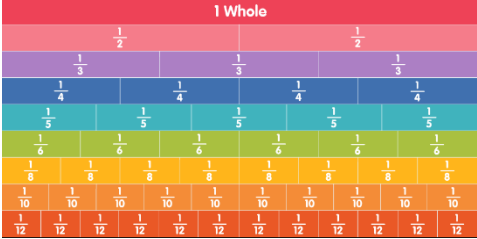
How can I help?

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, in particular instructions, and consider the format needed to appeal to an audience.

Maths

Our focus will be: Fractions and decimals

- In our Maths lessons we will be beginning to explore fractions and decimals.
- Year 3 children will learn that fractions are equal parts of a whole. They will learn that equal parts of shapes do not need to be identical but need to be equal in area. They will begin to see that decimal fractions are linked to other fractions. The number line is a useful representation that helps children to think about fractions as numbers.
- Year 4 children will begin to recognise that fractions can arise from solving problems, where the answer lies between two whole numbers. They will learn that fractions express a relationship between a whole and equal parts of a whole. Children should recognise this and speak in full sentences when answering a question involving fractions. Children will see that equivalency in relation to fractions is important.
- 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, 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.

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?

Homework

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 – History

Our focus is: Stone Age to Iron Age



Skills / Knowledge to be developed:

We will begin by using our **Chronological Understanding** to place Stone Age to the Iron Age on a time line. Using our knowledge and understanding of the time period we will describe how people lived during this time period and how it changed over time.

For their **Historical Enquiry** focus, they look at the different tools that were made for survival and how.

Greater Depth Challenges: Children will be able to compare Stone Age developments with those of other Ancient civilizations.

Applied through:

History/ English / Maths

How can I help?

Can children make comparisons between the way they live now at home and how people lived during the Stone Ages?

Science – Living Things

Our focus is: Living things and their Habitat

Skills / knowledge to be developed:

The children will recognise that living things can be grouped in a variety of ways.

They will explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Children will be able to recognise that habitats change and that this sometimes poses dangers to living things.



Working scientifically, the children will **gather, record, classify** and **present** data, in a variety of ways to help in answering questions.

Greater Depth Challenges:

The children will apply their understanding of habitats to their local and wider environment to deepen their knowledge.

Applied through

Classifying, observing, comparing, interpreting and recording.

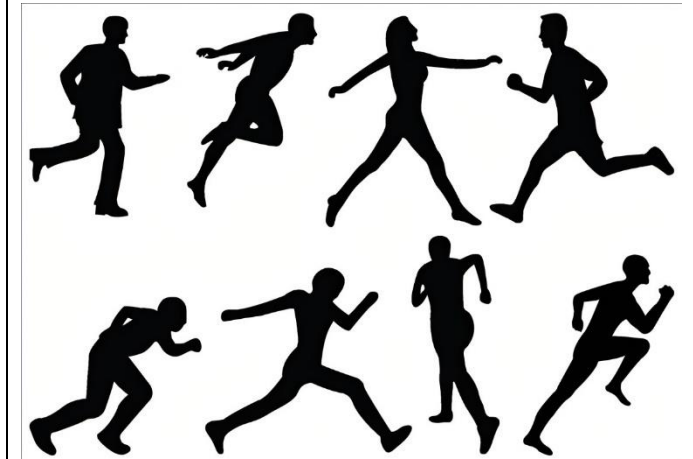
How can I help?

Can the children group living things in a variety of ways? Can children observe different habitats in their local area? Can children identify habitat changes which can pose dangers to living things?

P.E -

Our focus is: Athletic activities

This half term, the children will explore throwing, running and jumping both in isolation and combined.





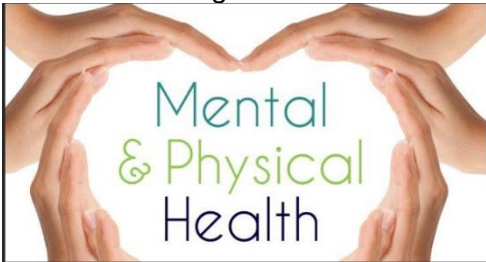
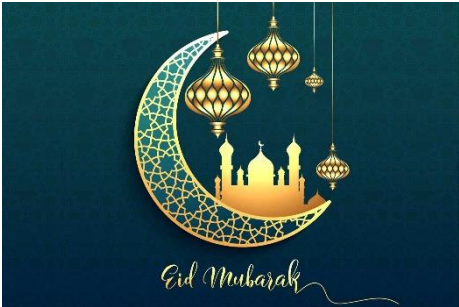
They will look at different running styles, how to throw in different ways and hit a target, as well as different athletics jumps.


Greater Depth Challenges:


Children will take the lead when working with a partner or group. They will become more confident in their athletics skills.

How can I help?

Please ensure that children bring the correct kit to school with them every week.

Curriculum: Key Skills, Knowledge and Enrichment			
Art	Music	PSHE / Wellbeing	R.E.
<p>Our focus is: 3D Form, Sculpture</p> <p>Skills / knowledge to be developed: Our two focus artists for this half term are: Barbara Hepworth and Jill Townsley. Children will be exposed to a range of their work and discover how 3D forms can be created. After studying the artists, the children will design and create their own 3D sculpture using clay. They will explore a range of tools and techniques. Once the sculpture is complete the children will evaluate their piece of art.</p>  <p>Greater Depth Challenges: Research an artist in greater depth and adapt ideas and processes into their own art displaying a higher level of technical skill with a broad range of tools and media. Think of innovative ways to enhance creativity and develop a style of their own. Evaluate work independently to assess and improve their own art.</p> <p>Applied through: Art, discussion, evaluation.</p>	<p>Our focus is: Charanga - Blackbird</p> <p>Skills / knowledge to be developed: Children will explore how the words and music tell a story. They will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Children will develop an understanding of the history of music and recognise sounds of musical instruments, timbre and basic musical structure.</p>  <p>Greater Depth Challenges: Link the music they are learning to the different decades they are from.</p> <p>Applied through: Discussion and singing together.</p>	<p>Our focus is: Physical Health and Mental Wellbeing</p>  <p>Skills / knowledge to be developed: Children will learn to accept that they will feel a wide range of emotions depending on the situation. They will discover that there are healthy and unhealthy choices to be made and understand what is meant by a healthy, balanced diet and lifestyle. Children will also discover how their choices and habits can affect them physically and mentally.</p> <p>Greater Depth Challenges: Children will personally identify and participate in making the right choices for their own physical and mental wellbeing.</p> <p>Applied through: Discussion, group activities, scenarios.</p>	<p>Our focus is: Ramadan and Eid-al-Fitr – Why are festival important to religious communities?</p> <p>Skills / knowledge to be developed: Children will recognise and identify differences between religious festivals and other celebrations.</p> <p>Greater Depth Challenges: Discuss and present their own responses about the role of festivals in Britain today.</p> <p>Applied through: Discussion and debate.</p> 
<p>How can I help? Explore the artists Barbara Hepworth and Jill Townsley. What do they feel about their pieces of art - likes and dislikes. What are the similarities and differences between the two?</p>	<p>How can I help? Discuss how music has changed over time. Discuss what was your favourite song from when you were a child and what is your favourite song now?</p>	<p>How can I help? Clarify what they understand by physical and mental wellbeing. Discuss the choices they can make to enhance their physical and mental wellbeing.</p>	<p>How can I help? Discuss any festivals that you celebrate in your household. Which are religious and which are non-religious?</p>

Curriculum: Key Skills, Knowledge and Enrichment			
Computing		MFL - French	
<p>Our focus is: Video Creation</p> <p>Skills / knowledge to be developed: Children will create a video using 'Adobe Spark Video' app on iPads. They will learn how to sequence clips of mixed media in a timeline and record a voiceover.</p> <p>Greater Depth Challenges: Children will be able to edit the length of a video and be able to add text to a slide.</p> <p>Applied through: Creating a video about our school.</p>	<p>How can I help? Discuss videos and/or movies watched at home and how they are created. Download the free app 'Adobe Spark Video', practise using the app and have a go at creating a video at home.</p>	<p>Our focus is: La Jolie Ronde – Pets and hobbies.</p> <p>Skills / knowledge to be developed: Children continue to develop their conversational skills by asking and answering questions about different animals. They will learn new vocabulary that cover popular hobbies. Children will be able to express likes/ dislikes of leisure activities in oral and written form.</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>How can I help? Encourage your child to share the new vocabulary at home.</p> 

Homework	Any Other Information / Dates for the Diary
<p>Ongoing Homework</p> <ul style="list-style-type: none"> • Reading: 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. • KIRF Targets: See related letter. • Times tables: Please use TTRockstars to access the weekly sessions. • 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. <p>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</p>	<p>We encourage you to follow our school X account (formerly twitter) @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>8th April - Training Day 9th April - Back to School 15th April - Swimming starts for Y3/4 16th April – Goldsborough School Den Building 17th April - Parent Consultations 29th April - Herd Farm Visit 1st May – Victoria School visit Goldsborough School. 6th May – Bank holiday 24th May - Break up for May half term</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