



# Curriculum Newsletter

## GOLDSBOROUGH SICKLINGHALL Federation

### Sycamore Class - November – December 2024



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 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.



### Maths

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



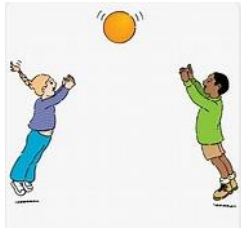
- Year 3 children will focus on adding within 1000, taking care when adding up to two three-digit numbers. They will be encouraged to check their answers via estimation and the inverse operation. This will be followed by a focus on equal grouping, and multiplying/dividing by 3, 4 and 8. The children 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 1000.
- 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.



**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?

**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.

## Curriculum: Key Skills, Knowledge and Enrichment

Topic - Geography	Science - Forces and Friction	P.E
<p><b>Our focus is:</b> The Lake District - Weather and Tourism.</p> <p><b>Skills / Knowledge to be developed:</b> Children will develop their <b>Location Knowledge</b> by understanding compass points and identifying different counties, including their own, Cumbria and bordering counties. They will build on their <b>Place Knowledge</b> 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><b>Greater Depth Challenges:</b> To suggest how the landscape of the Lake District may change in future.</p> <p><b>Applied through:</b> Geography / English</p>	<p><b>Our focus is:</b> Forces; Friction</p> <p><b>Skills / knowledge to be developed:</b> 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. They will also spend time using computer programs to create graphs and charts to present their findings.</p> <p><b>Greater Depth Challenges:</b></p> <p><b>Investigate:</b> the design of car tyres and <b>connect</b> this to the children's understanding of friction.</p> <div style="text-align: center;">  </div> <p><b>Applied through:</b> 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><b>Our focus is:</b> Tchoukball: 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 whilst playing Tchoukball.</p> <div style="text-align: center;">  </div> <p><b>Skills / knowledge developed:</b> Communication, determination, teamwork. Using 2 hands to catch a ball. Accuracy/speed of passing/throwing a ball</p> <p><b>Greater Depth Challenges:</b> To change speed and the direction of movement.</p> <p><b>Applied through:</b> Children will develop their confidence and control by playing a variety of activities/games.</p>
<p><b>How can I help?</b> Discuss why The Lake District is a popular tourist destination. Encourage the children to think about the positives and negatives of tourism.</p> <p>Share maps/atlas' with children to locate The Lake District. Can they see the mountains and Lakes?</p>	<p><b>How can I help?</b> 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><b>How can I help?</b> 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 PE days as we will be outside with Mr Colley.</p>

## Curriculum: Key Skills, Knowledge and Enrichment

Design Technology	Music	PSHE / Wellbeing	R.E.
<p><b>Our focus is:</b> Shell Structures</p> <p><b>Skills / knowledge to be developed:</b></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> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="flex: 1;"> <p><b>Greater Depth Challenges:</b></p> <p>To create high quality unique product, carefully considering the finished effect and the intended audience.</p> </div> <div style="flex: 1; text-align: center;">  </div> </div>	<p><b>Our focus is:</b> Rap, where we will be learning and performing a rap/song about bullying titled 'Stop!'.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p><b>Skills / knowledge to be developed:</b></p> <p>The children will listen to and appraise a variety of songs, including the song 'Stop' where they will be given the opportunity to move to the pulse and discuss the song and what they can hear. They will then participate in warm up games which include vocal warm ups, discover pitch and begin to clap and say rhythms back. Finally, they will learn to sing each part of the song, before performing it in its entirety.</p> <p><b>Greater Depth Challenges:</b></p> <p>Perform independently and with confidence using basic notation.</p> <p><b>Applied through:</b></p> <p>Music lessons.</p>	<p><b>Our focus is:</b> Respecting Ourselves and Others</p> <p><b>Skills / knowledge to be developed:</b></p> <p>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 the importance of respecting the similarities and differences between people.</p> <p><b>Greater Depth Challenges:</b></p> <p>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><b>Applied through:</b></p> <p>Discussion / Circle time / debate</p>	<p><b>Our focus is:</b> How do festivals and worship show what matters to a Muslim and to Jewish people?</p> <p><b>Skills / knowledge to be developed:</b></p> <p>Pupils will identify some beliefs about God in Islam. They will also make clear links between beliefs about God and worship and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all People. They will explore the Jewish festivals of Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.</p> <p><b>Greater Depth Challenges:</b></p> <p>They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.</p> <p><b>Applied through:</b> Discussion, role play and debate.</p>

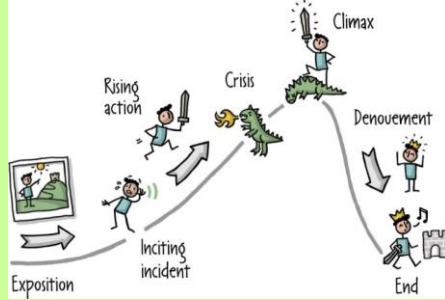
<p><b>How can I help?</b> To explore the use of nets in real life, i.e. a smarties tube, a cereal box, a Toblerone box...</p>	<p><b>How can I help?</b> Encourage your child to share the meaning behind the song that they are learning.</p>	<p><b>How can I help?</b> To encourage your child to talk about how we should treat others with respect.</p>	<p><b>How can I help?</b> Ask your child to talk to you about the five pillars of Islam. Can they tell you some features of a Mosque? Talk to your child about how an Eid celebration might be similar to festivals you celebrate as a family.</p>
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<p style="text-align: center;"><b>Curriculum: Key Skills, Knowledge and Enrichment</b></p>	
<p><b>Computing</b></p> <p><b>Our focus is:</b> Data Handling – Story Graphs</p> <p><b>Skills / knowledge to be developed:</b> Children will create their own sorting diagram, and they will complete a data handling activity with it using images and text.</p> <p>They will know how to create a feelings chart exploring a story or character’s feelings.</p> <p>The main app for the project will be Seesaw.</p> <p><b>Greater Depth Challenges:</b> The children will be able to change the background and the font of the text. Children will be able to add audio to explain different aspects of the story.</p> <p><b>Applied through:</b> The children will apply their knowledge to creating their own sorting diagram.</p>	<p><b>MFL - French</b></p> <p><b>Our focus is:</b> Recapping Greetings: asking and saying how you are, following simple classroom commands and addressing adults using the correct form.</p> <p><b>Skills / Knowledge to be developed:</b> The children will recap how to greet each other and explain how they are feeling. They will then learn how to say and follow simple classroom commands. Finally, they will learn how to address adults using the correct form.</p> <p><b>Greater Depth Challenges:</b> The children will become increasingly confident in using the language that they have learnt and will be able to independently demonstrate this throughout the school day.</p> <p><b>Applied through:</b> conversation, songs and games.</p>

### How can I help?

To encourage your child to look at different graphs. Ask your child to draw their own based on the book they are reading at home and label the axis correctly.

The following apps can be used: Seesaw, Pic Collage and Thinglink



### How can I help?

Encourage your child to share the new vocabulary at home, including any songs they will have learnt as part of their lessons.



### Homework

#### 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 letter that accompanies your child's homework at the beginning of each half term.
- **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.

### 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.



#### November

Monday 4<sup>th</sup> – Back to school.

Tuesday 5<sup>th</sup> – Dodgeball at Goldsborough, 3:30 – 4:30

WC 11<sup>th</sup> November – Primary Maths Challenge week/ Anti-bullying Week.

11<sup>th</sup>/12<sup>th</sup> November – DT Dazzle Days

Wednesday 13<sup>th</sup> – Open Day

Friday 15<sup>th</sup> – Children In Need Day

Wednesday 20<sup>th</sup> – Visit to Nell Bank

Thursday 21<sup>st</sup> – Flu vaccinations/FROGS Movie Night

Tuesday 26<sup>th</sup> – Cross country at Ashville College

Wednesday 27<sup>th</sup> – Pantomime

Friday 29<sup>th</sup> – Training Day

#### December

Wednesday 4<sup>th</sup> – Success Café, 3:30 – 4:30

Thursday 12<sup>th</sup> – Christmas Jumper Day/Christmas Dinner

	Monday 16 <sup>th</sup> – Enterprise Fair Tuesday 17 <sup>th</sup> – Nativity (10am - dress rehearsal, 1:30 - performance) Thursday 19 <sup>th</sup> – Christmas parties in class Friday 20 <sup>th</sup> – School closes at 1:30
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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 Henderson