



Curriculum Newsletter

GOLDSBOROUGH and SICKLINGHALL Federation

Goldsborough - Sycamore: June - July 2024



The Christian / Human Values we are exploring this half term are: **Wisdom and Compassion**

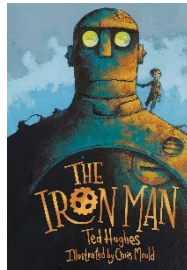
Our 'Big Thinking' SMSC Questions for this half term are: What wisdom have people had in different localities that have led to local or global changes? How do people in different local and global communities show compassion?

English

In our English lessons, we will be exploring the classic book, "Iron Man" by Ted Hughes. We will delve into the language used in the text, examining the verbs, conjunctions, adjectives, and adverbials of time and place that bring the story to life.

Next, we will be putting on our detective hats to identify the features of a newspaper, and then we will write our own newspaper opening paragraph, recreating the excitement of Hogarth's encounter with Iron Man.

The final outcome will be to plan and write our own stories. We will include dialogue, ensuring accuracy with punctuation and inverted commas. To add depth to our writing, we will incorporate subordinating conjunctions to expand our ideas and adverbials of time and place to add vivid descriptions.



To finish off this topic, we are going to work on writing descriptions, setting and character. Children are then going to use technology to generate the setting and character using AI based on their descriptions.

How can I help?

Ask your child to read aloud to you every day.

What are the language choices – explain why the author has chosen a particular word or phrase. How does it make you feel? What does it remind you of? Does it sound like anything familiar?

Prediction – Can you predict what will happen next?

Can you write a description for a setting or a character of that book? Use AI to generate an image. Canva or DeepAI image generators are both available online.

Maths

In our Maths lessons, we will spend time focusing upon shape, time and money:

- The children in Year 3 will be taught to identify turns, right angles and the correct terminology for position, i.e. parallel, perpendicular, horizontal and vertical. They will be taught to recognise and describe 2D shapes. When studying money, they will learn to add and subtract money, as well as understanding the concept of change.



- The children in Year 4 will be taught to identify different types of angles, compare and order angles, and to identify different types of triangles and quadrilaterals. When studying money, they will estimate with money, compare amounts of money and solve problems with amounts of money.




How can I help?

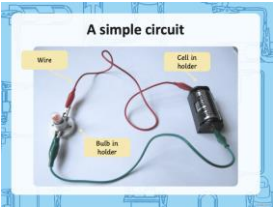



Ask your child:



- If I have £5.00 to buy _____, how much change will I have?
- How many different ways can you make _____?
- What shapes can you see in a certain picture?


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 - Geography	Science	P.E -
<p>Our focus is: Great Britain</p>  <p>Skills / Knowledge to be developed: Children will develop a greater understanding of what Great Britain and the United Kingdom are, as well the defining features of England, Ireland, Scotland and Wales.</p> <p>All children will have the opportunity to develop a greater understanding of what physical and human features are, and they will be able to identify these across Great Britain.</p> <p>All children will explore what 4-figure grid references are, and use them to locate different landmarks. They will also have the opportunity to deepen their understanding of the compass points, by giving directions to move between two locations.</p> <p>Greater Depth Challenges: To use the 8 point compass to give directions to move between two locations. To locate parts of the country and what they are known for, i.e. tourism, trade links, transport, and to be able to explain why.</p> <p>Applied through: Geography/ Maths</p>	<p>Our focus is: Electricity</p>  <p>Skills / knowledge to be developed: The children will identify common appliances that run on electricity and construct a simple series electrical circuit and be able to name its basic parts.</p> <p>They will also identify whether or not a lamp will light, based on whether or not the lamp is part of a complete loop with a battery and recognise that a switch opens and closes a circuit.</p> <p>Finally, the children will recognise some common conductors and insulators and associate some metals with being good conductors.</p> <p>Working scientifically, they will gather, record and present data, in a variety of ways to help in answering questions. They will also set up simple practical experiment, reporting on and drawing simple conclusions.</p> <p>Greater Depth Challenges: True or False? Everything on Earth either conducts or doesn't conduct electricity, including humans.</p> <p>Applied through Observing, comparing, interpreting, presenting and recording.</p>	<p>Our focus is: Outdoor athletics</p> <p>Skills / knowledge to be developed: Children will learn to throw, run and jump in isolation and in combinations. They will develop running at different speeds and changing speed and direction. This will be applied to running and relay races. Children will learn to throw in different ways with the aim of hitting a target.</p>  <p>Greater Depth Challenges: Begin to develop a greater understanding of the techniques required to achieve a longer/higher jump, and a further and more accurate throw.</p> <p>Applied through: Children will develop their techniques and will demonstrate them during relay events in class and during our Sports Day activities.</p>
<p>How can I help? To encourage your child to develop their map skills by following the route when travelling in the car.</p>	<p>How can I help? Help your child to recognise electrical appliances in the home. Think about how appliances work - battery or electric?</p>	<p>How can I help? Please ensure that children bring the correct kit to school with them every week. All jewellery must be removed before participating in PE.</p>

Curriculum: Key Skills, Knowledge and Enrichment			
D&T	Music	PSHE / Wellbeing	R.E.
<p>Our focus is: Electrical systems: To design a light up model based on a British landmark.</p> <p>Skills / knowledge to be developed: The children will research, design and create a light up scene based on a British landmark. They will use tools accurately alongside electrical components to create a working circuit with a bulb. They will experiment with different switches to decide which they think is the most suitable for their project. They will then evaluate their product against their design criteria. Through the project, children will become more aware of the dangers of electricity, and will demonstrate respect whilst working with the electrical components.</p>  <p>Greater Depth Challenges: Applied through: D&T, discussion, evaluation.</p>	<p>Our focus is: Charanga - Reflect, Rewind and Replay</p>  <p>Skills / knowledge to be developed: This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p>The children will listen to and appraise a range of music from different genres and artists. They will also learn songs from different genres and artists. Finally, the children learn about a range of different composers.</p> <p>Greater Depth Challenges: Children will perform solos. Children will share their knowledge of different composers.</p> <p>Applied through: Singing, listening discussing and evaluating.</p>	<p>Our focus is: Growing and Changing</p>  <p>Skills / knowledge to be developed: The children will understand that everyone is an individual and that we can all make contributions. They will then gain an understanding that strengths and interests form part of a person's identity.</p> <p>They will learn that we change as we grow up and how to manage those changes.</p> <p>Finally, the children will gain an understanding of personal space and why it must be respected.</p> <p>Greater Depth Challenges: Children can articulately give their opinions and give reasons for these.</p> <p>Applied through: Discussion - listening and speaking and activities.</p>	<p>Our focus is: Arts and other faiths - Sikhism</p>  <p>Skills / knowledge to be developed: Children will be introduced to basic beliefs and practices of the Sikh faith. They will be given the opportunity to develop their own understanding of what they believe about belonging and making commitment and respond in an expressive and artistic way. Children will respond using different forms of creative expression.</p> <p>Greater Depth Challenges: Children will make links between the faiths and world views they are familiar with when reflecting on their responses to art and stories.</p> <p>Applied through: All children will produce a final piece of Art work and writing explaining what they have learned about Hinduism during the week.</p>
<p>How can I help? Parents can support their children at home by encouraging them to research different British landmarks together and discussing potential ideas for their light-up scene project.</p>	<p>How can I help? Listen to different styles of Music from different artists. Ask your child what they think. Do they like/dislike it and why.</p>	<p>How can I help? Discuss with your child how they are unique and that we can all make contributions e.g. in class discussions, giving our own opinion. Explain that as they grow there will be changes and that these are normal and happen to everyone. Reassure them that they can talk to you and any trusted adult, if they feel worried or have any questions.</p>	<p>How can I help? Ask your child about the stories they have shared and the art work they have explored. Share your own favourite pieces of art and talk about what it means and where it comes from.</p>

Curriculum: Key Skills, Knowledge and Enrichment		
Computing	MFL - French	
<p>Our focus is: Animation</p> <p>In computing children will learn how to use line draw tool to create animation using Keynote app on an iPad. They will be created an animated page from the book 'The Boy, The Mole, The Fox and the Horse'.</p> <p>Skills / knowledge to be developed: Children will be able to draw their own digital picture and be able to use the line draw animation. They will be able to add and format a text box.</p> <p>Greater Depth Challenges: Children will be able to record their voice reading their text aloud.</p> <p>Applied through: Creating an animated 'missing' page from the book 'The Boy, The Mole, The Fox and the Horse.'</p>	 <p>How can I help?</p> <p>Discuss different styles of drawing and animation that can be found in books. Ask why the author has chosen this style?</p> <p>Download the app keynote, practise using the app and how to use line draw tool.</p>	<p>Our focus is: La Jolie Ronde - Quel temps fait il.</p> <p>Skills / knowledge to be developed: Children will continue to develop their conversational skills by asking and answering questions about the weather. They will learn how to describe different weathers and will be able to talk about the weather in a short conversation.</p> <p>Greater Depth Challenges: Children will model pronunciation and lead small group activities.</p> <p>Applied through: Speaking and listening, songs and activities.</p>
		<p>How can I help?</p> <p>Encourage your child/children to share new vocabulary related to their new topic.</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.</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>3rd June - Return to school 7th June – Beekeeper visit at Goldsborough June - Year 4 MTC 12th June - Adventure Photography - Group photos 13th June - Sports Day 19th June - Reserve Sports Day (1) 24th June - Success Café Book Look 10th July - KS2 Production (9.15am - 10.30am) 10th July - KS2 Production- (6pm - 7pm) 15th July - last swimming session 19th July - School closes at 1:30pm 3rd September – Back to School</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