



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Sweet Chestnut - Year 1 & 2 September to October 2023

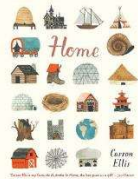


The Christian / Human Values we are exploring this half term are: Kindness and Creation

Our 'Big Thinking' SMSC Question for this half term is: How did people in the past show kindness?

Challenge: What did they believe about creation?

English

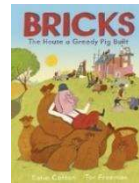


Our English planning is based around our topic **Homes, Structures and the Great Fire of London**. We have selected key texts to teach a variety of genres this half term.

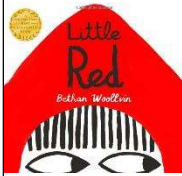
We will start with the story of the **Home**. The children will write a **instructions, lists and glossaries** based on the the different types of homes. They will write instructions on how to build a home.

Later, we will read the story of **Bricks**. The children will write **narratives** to retell the story of the house that the greedy pig built.

We will look at the text **Little Red**. The children will write a character portrait of Little Red and describe the characters and setting in the story.



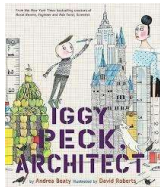
The children will look at different types of homes using the book **Iggy Peck, Architect**. We will explore descriptive language and new vocabulary in this exciting book.



The children will then move onto London texts and read the book **Katie in London**. We will learn how to write a postcard.



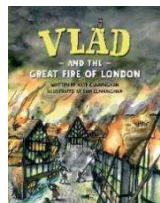
Finally, we will explore a text linked to our History topic, **Vlad and the Great Fire of London**. We will read, write and perform a **historical news report!**



This half term, we will be teaching Phase 5 phonics to year 1 and new spelling patterns to year 2. We will focus on the correct spelling of **tricky words**.



Reading will be an integral curriculum area as we focus on refining and improving our reading skills. In year 1 we will focus on **decoding, prosody and comprehension**. In year 2 we will focus on increasing our **fluency; retrieving information** quickly and efficiently to answer questions, as well as **summarising** and **sequencing**.

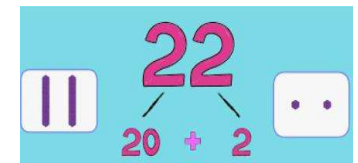


How can I help?

Use the phonic keyring to recap all sounds learned so far in our phonic lessons.
Read eBook/paper book at least 3x weekly and record notes in planner.
Practise tricky words regularly. Practise common exception words and practise writing the words and sentences from the phonics homework sheet.
Practise spelling tricky words on the keyring.

Maths

This half term we will be focusing **Place Value**.



Year 1 will be sorting, counting a representing object, moving onto numbers within 10.

They will be focusing on the five counting principles when assessing children's ability to count accurately.

The one-to-one principle: Children assign one number name to each object that is being counted.

The stable-order principle: When counting, the numbers have to be said in a certain order.

The cardinal principle: The final object in a group is the total number of objects in that group.

The abstraction principle: Anything can be counted, including things that cannot be touched, such as sounds and movements, for example jumps.

The order-irrelevance principle: The order in which they count a group of objects is irrelevant. There will still be the same number.

Year 2 will be focus on developing their knowledge of numbers to 100, partitioning numbers to 100 and finding more/less. They will also explore ordering and comparing numbers, as well as extending their knowledge of representing numbers using base 10, Numicon and ten frames.

The children will also begin an 'addition and subtraction' unit which will continue into Autumn 2. Year 2 will work on fact families to 20 and then 100. They will be adding and subtracting 2-digit and 1-digit numbers, crossing 10, then moving onto adding 3 1-digit numbers. Year 1 will begin using part whole models, number bonds within 10, subtraction, including word problems and reasoning questions.

How can I help?

Regular use of Maths Shed, Numbots will support children's rapid recall of key facts. Short, regular practise of the KIRFS, in relation to a day-to-day activity will also support rapid recall.
Useful Websites: www.topmarks.co.uk www.mathsplayground.com

Curriculum: Key Skills, Knowledge and Enrichment

Topic- History



Our focus is: The Great Fire of London

Skills / Knowledge to be developed:

Children will learn that The GFOL was in 1666, London which was the capital of the UK.

They will find out about Thomas Farriner, Samuel Pepys and King Charles II and understand their role in the event.

They will discover that it started in a bakers shop on Pudding Lane and that King Charles II was the King at the time and Samuel Pepys kept a carefully recorded diary of the events.

Year 2 will know what caused the GFOL and will link it to Science e.g. explaining that the conditions that fire needs to burn: oxygen, heat and fuel source.

They will explain how fires were extinguished in the 17th century and explain an impact on us now that came from the GFOL e.g. that a Fire Brigade was developed.

Greater Depth Challenges:.

Children will talk about legislation e.g. laws around house building.

They will talk about the chronology of the event and the decisions that had an impact on it spreading, e.g. Sunday 2nd September 1666 1am – the fire begins 3am – the Lord Mayor goes to look at the fire but decides it is not too bad so goes back to bed 7am – the fire has spread 11am – the Mayor orders the pulling down of houses Midday – the fire can be seen 60 miles away in Oxford. Tuesday 4th September 1666 the fire reaches its peak. Wednesday 5th September 1666 the wind changes direction, blowing the fire towards the River Thames. Most of the remaining fires have been put out. Thursday 6th September 1666 – Final fires are extinguished

Applied through: History lessons, discussions

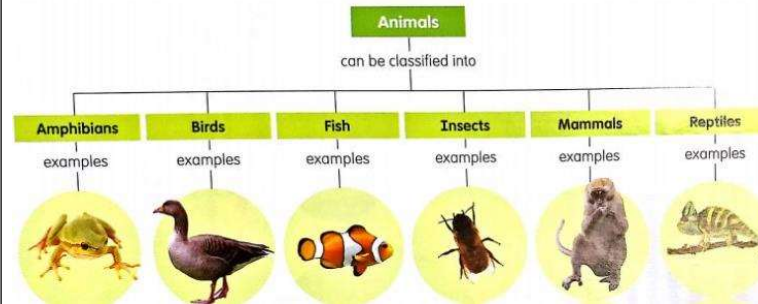
How can I help?

<https://www.youtube.com/watch?v=VarSSAwimU>

<https://www.youtube.com/watch?v=DSH81ji-uAk>

You could watch these videos and talk about them with your child. Search for Pudding Lane in London on Google Maps and look at pictures of London from 1666.

Science -



Our focus is: Animals Including Humans (Animal focus)

Skills / knowledge to be developed: Year 1 pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment. They should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Year 2 pupils should be introduced to the basic needs of animals for survival. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth.

Greater Depth Challenges:

The emphasis is on proving and explaining why. For example, a polar bear cannot be a reptile because it is warm blooded and gives birth to live young, rather than laying eggs.

Applied through:

Science lessons, discussion, understanding and explaining the concepts in detail. Exit card quizzes and tasks.

How can I help?

Discuss which group animals in our local environment would belong to and ask them to explain why or why they can't be part of a group.

P. E

Our focus is: Fundamental Movement Skills and Outdoor Adventurous Activities (OAA)



Skills / knowledge to be developed:

In our fundamental movement skill lessons, we will be learning to master basic movements such as running, jumping, throwing and catching through fun, themed lessons. In our OAA lessons we will be beginning to follow and give instructions, communicate ideas and listen to others and work as part of a team.






Greater Depth Challenges: Begin to plan and attempt to apply strategies to solve problems, reflecting on their decisions.

Applied through: P.E lessons with Mr Colley and with class teacher.

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 gloves as well as a spare coat or socks on Thursday with Mr Colley.

Curriculum: Key Skills, Knowledge and Enrichment

ART	Music	PSHE / Wellbeing	R.E.
<p>We are focusing on the skill:</p>  <p style="text-align: center;">COLOUR, PAINTING AND DRAWING</p> <p>We will learn about the artists Kandinsky and Mark Rothko and explore their use of colour and paint.</p> <p>Later the children will look at the drawing and artwork of Georgia O’Keefe and develop their own drawing skills.</p> <p>Skills / knowledge to be developed</p> <p>We will ensure they know the names of all the colours and begin to introduce mixing of colours to make new colours. The children will find collections of colour – different sorts of green, blue, purple etc. and use language to evaluate – light/dark. Year 2 will begin to describe colours by objects – ‘raspberry pink, sunshine yellow’ and make as many tones of one colour as possible using primary colours and white. They will darken colours without using black and mix colours to match those of the natural world – colours that might have a less defined name. Children will draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Applied through: ART lessons</p>	<p>Our focus is:</p> <p style="text-align: center;">Hey You!</p>  <p style="text-align: center;">This unit of work covers the style of Hip-Hop! The children will be introduced to the following songs:</p> <ul style="list-style-type: none"> • Hey You! by Joanna Mangona • Me, Myself And I by De La Soul • Fresh Prince Of Bel Air by Will Smith • Rapper’s Delight by The Sugarhill Gang • U Can’t Touch This by MC Hammer • It’s Like That by Run DMC <p>Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes. We will finish with a performance!</p>	<p>Our focus is:</p> <p style="text-align: center;">Families and Friendships</p> <p style="text-align: center;">Build constructive and respectful relationships</p> <p>Skills / knowledge to be developed:</p> <div style="display: flex; align-items: center;">  <div> <p>Children will learn care for them and role these different people play in children’s lives and they care for them.</p> <p>They will learn what it means to be a family and how families are different, e.g. single parents, same sex families etc.</p> <p>They will learn about the importance of telling someone- and how to tell them- if they are worried about something in their family.</p> <p>They will also learn how to be a good friend and about different ways that people meet and make friends. We will teach strategies for positive play with friends and learn about what causes arguments between friends. Children will discover how to positively resolve arguments between friends and how to recognise-and ask for help- when they are lonely or unhappy or to help someone else.</p> </div> <div style="margin-left: 10px;"> <p>who the</p> <p>how</p> </div> </div> <p>Applied through: PHSE lessons, circle time</p>  <p>Wellbeing: We will use the colour monsters to explore how we feel each day and encourage children to share their emotions.</p>	<p>Our focus is: Who is a Muslim and what do they believe?</p> <div style="text-align: center;">  </div> <p>Skills / knowledge to be developed:</p> <p>Children will talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. They will identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like. Children will talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah and re-tell a story about the life of the Prophet Muhammad. They will recognise some objects used by Muslims and suggest why they are important. Children will learn what a mosque is and what happens there. We will discuss what matters to Muslims and what matters to us.</p>
<p>How can I help?</p> <p>Look at different paintings by Kandinsky and Rothko and ask the children how the paintings make them feel. Which is their favourite? Talk about colours and name a variety of colours when you see them. Visit the local DIY store and borrow some colour swatches to explore the tones and range of colours!</p>	<p>How can I help?</p> <p>Share your style of music with your child. Do you like any Hip-Hop songs?</p>	<p>How can I help?</p> <p>Talk with your child about their emotions and explore mindful moments using Relax Kids activities or Cosmic Yoga. https://www.relaxkids.com/</p>	<p>How can I help?</p> <p>Talk about your own views and religion (if you have one). What special events do you celebrate? Do you have a special book, special place? Encourage respect and tolerance for all religions and way of life.</p>

Curriculum: Key Skills, Knowledge and Enrichment

Computing

Our focus is Animation

Skills / knowledge to be developed: The children will be creating their own cartoon using the PuppetPals and Seesaw app. They will be learning to create a simple animation to tell a story using more than one character. They will also be learning to create scenes in their animation.

Applied through: Computing lessons, linked to the English and Topic focus.



How can I help?

To remind your child of the importance of being safe online and checking your parental filters.



The use of social media has an age restriction of 13.

Make sure that your child is not accessing your device under your account (which has adult filters).

The Shadow Puppet edu app is free. You can download it at home so that children can practise and refine their skills!

Homework

Ongoing Homework

- **Reading:** please read with your child at least 3x weekly (logged by grownups and noted in their Home School Diary).
- **Maths:** Please use Numbots or Maths Shed weekly to practise rapid recall skills.

Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.

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.

Dates for the diary:

- 4th & 5th September - Teacher Training Days
- Sunday 1st October – Black History Month begins
- Thursday 5th October – National Poetry Day
- Monday 9th October – Dark Nights and Fire Safety talk from the Fire Service
- Tuesday 10th October – Venture Photography in school
- Tues 17th / Weds 18th October – Parent/Carer Consultations
- Thursday 26th October – Harvest Festival at St. Mary's Church – details TBC
- Friday 27th October – Break the Rules Day

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 or to request a phone call.

Mrs Askew