



# Curriculum Newsletter

## GOLDSBOROUGH SICKLINGHALL Federation

### Cherry Blossom - Year 1 & 2 April - May 2024

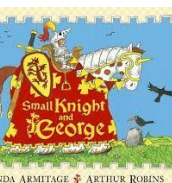
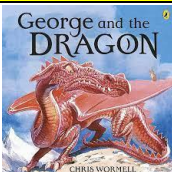
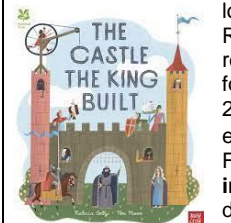
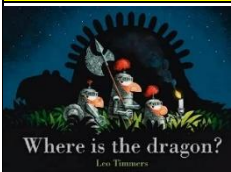


**The Christian / Human Values we are exploring this half term are: Humility and Trust**  
**Ethos question: How did people in the past develop trust? Have any significant people in this period of history demonstrated humility?**

#### English

The children will take part in a 2 week unit based on **Poetry**. They will explore description using their senses and start to use rhyming couplets. The children will look at the texts **George and the Dragon** and **Where is the Dragon?** to inspire their character description. At the end of the unit, they will write their own poems, describing the dragon using their senses. We will then read the book **Small Knight and George**. The children will write a **narrative** based on the story and use a range of sentence types. They will think about their choice of vocabulary. Year 2 will focus on their grammar, using subordination and description and the correct tense. This half term, we are focusing on the correct spelling of **tricky words** and will be looking for super spelling!

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**. For non-fiction, the children will read **The Castle the King Built**. We will create an **information text** to describe the people that lived and worked there and what they did. They will also use their history knowledge to support their writing.



#### Maths

This half term we will be focusing on multiplication and division (Year 1) and fractions (Year 2) before moving onto fractions (Year 1) and time (Year 2).

**Year 1:** Children will spend the first week of term completing their unit on measurement before moving onto multiplication and division. The children will start by counting in 2s, 5s and 10s. Following this they will move onto recognising equal groups and adding equal groups. Children will use prior knowledge when making doubles.

The children will finish the term with a unit on fractions. Children will be able to recognise and find half of an object or shape before moving onto finding half of a quantity. Finally repeating the same steps finding quarters.

**Year 2:** Children in Year 2 will complete their unit of work on measurement before moving onto fractions. We will recap their prior knowledge of equal and unequal parts. Year 2 will explore finding halves and quarters of quantities before moving onto recognising/finding a third. Following this, children will be exposed to unit fractions and non-unit fractions, finishing off with recognising the equivalence of a half and two-quarters and finding three quarters. The children will finish the term with a unit on time.

**KIRF Target – Summer Term.**

- Year 1**
- Use the number bonds and subtraction facts to 20.
  - Sequence events in chronological order.
  - Read time to hour and half past.
  - Doubles and near doubles.
  - Consolidation of fluency.
- Year 2**
- Tell time to five minutes, including quarter past/to. Know there are 60 minutes in an hour.
  - Compensating (taking one number to make the other number easier to add onto).
  - To know 1cm = 10mm. 100cm = 1m.
  - Recognise, find, name and write 1/3, 1/4, 2/4, 3/4
  - Recognise and write equivalence of simple fractions.
  - Count in halves to 10.

Continuing to revisit these is a great way of ensuring mathematical fluency. Please see the terms KIRF target letter for a complete list of revision targets and if you would like any support or ideas on how to further support embedding these targets please just ask.

**Year 1 Summer 1**  
Review Phase 5 GPCs for phonics screening check

Year 1 will be revising phase 5 sounds and recapping learning

**Year 2 Summer 1**

Unit	Coverage	Prickly spellings	Homophones
Week 1	8 Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear
Week 2	9 How can I spell the sound /zh/?	busy pretty	be/bee
Week 3	10 What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
Week 4			
Week 5	11 How can I show missing letters in a word?	Review	there/their/they're

Week 1	ay play a-e shake ea each e he	Week 4	ea head ir bird ou cloud oy toy
Week 2	ie pie i-e time o go o-e home	Week 5	i tiger a paper ow snow u unicorn
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	Week 6	ph phone wh wheel ie shield g giant

**Year 2 spelling focus**

**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.

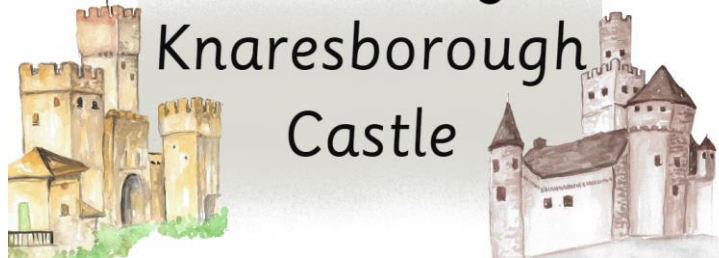
**How can I help?**  
 Regular use of White Rose one minute maths and Numbots will support children's rapid recall of key facts. Short, regular practise of the KIRFS, in relation to a day-to-day activity will also support rapid recall.  
 Useful Websites: [www.topmarks.co.uk](http://www.topmarks.co.uk) [www.mathsplayground.com](http://www.mathsplayground.com)

## Curriculum: Key Skills, Knowledge and Enrichment

### Topic- HISTORY

**Our focus is:**

# We are learning about Knaresborough Castle



**Skills / Knowledge to be developed:**

The children will learn about when the castle was built and will be able to explain how King John improved the castle. We will talk about some of the key events that happened at the castle using a timeline. The children will discover who built the King's Tower and will learn what it was like to live in a castle as a King or Queen.

We will talk about the different kinds of rooms that would have existed in the castle and what still remains. The children will describe the key differences between the castle in the past and the present.

Later, we will talk about the castle defences and which parts of the castle were used in defence. The children will explore a range of artefacts so that they can discuss what it would have been like to work in a medieval castle.

We will find out why the castle changed over the years and why it is on ruins now. The children will discover what happened to the stone from the original castle.

**Greater Depth Challenges:**

The children will discuss how jobs within the castle differ to the jobs that are available today.

They will be able to explain why the castle is still important to Knaresborough now even though it is in ruins.

**Applied through: History lessons, discussions**

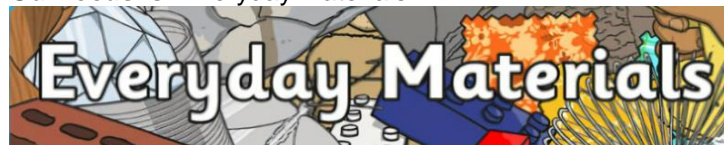
**How can I help?**

Take a walk around the ruins and discover some facts about the castle.

Follow the Knaresborough Castle Facebook group for facts and pictures of the castle.

### Science -

**Our focus is:** Everyday Materials



**Skills / Knowledge to be developed:**

Children will focus on the use of everyday materials including wood, plastic, glass, metal, water and rock. Together we will explore which objects can be bent, twisted, stretched and manipulated and begin to realise why an object is suitable for its use for example why is a saucepan metal and not plastic.

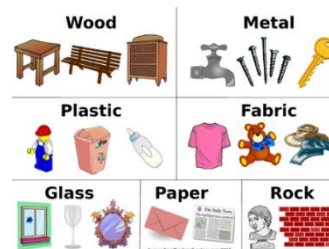
Year 1 will explore, compare and describe the simple physical properties of a variety of everyday materials. They will compare and group materials based on their simple physical properties.

Year 2 will identify and compare the suitability of a variety of everyday materials,

**Greater Depth Challenges:** The emphasis will be on proving and explaining why, for example suggesting why a certain material would be better for a specific task.

**Applied through:**

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



**How can I help?**

Discuss questions like:

- What material would be best for an umbrella?
- What properties are needed for a window?

<https://www.bbc.co.uk/bitesize/articles/zdpftrd>

### P. E

**Our focus is:** Throwing, jumping and running.



This half term in PE EYFS and KS1 are focusing on throwing/jumping/running skills in isolation and combination.

**Target activities**

- Aiming towards a target.
- Skittles.
- Throwing into a hoop.

**Skills / knowledge to be developed:**

Children will be exploring ways of mastering basic movements including running, jumping throwing and catching. As well as developing balance, agility and co-ordination.

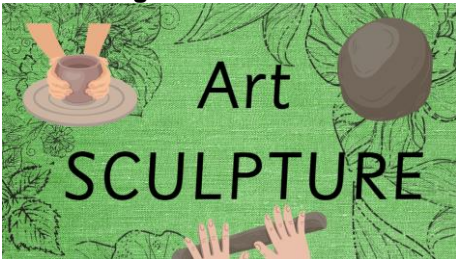

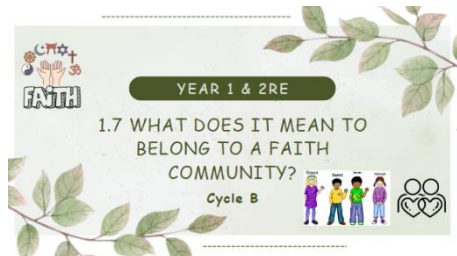
Children will be able to apply these developing skills into a range of activities.

**Applied through: Weekly PE lessons with Mr Colley (Sporting influence)**

**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 clothes as well as spare socks for their session with Mr Colley.

## Curriculum: Key Skills, Knowledge and Enrichment

ART	Music	PSHE / Wellbeing	R.E.
<p><b>We are focusing on</b></p>  <p><b>Skills / knowledge to be developed:</b></p> <p>The children will study and talk about Beth Adoette's work and have the opportunity to experiment with natural materials.</p> <p>They will look at Brendan Jamieson's sculptures made out of sugar and compare Beth's work with Brendan's.</p> <p>The children will have opportunities to create a sculpture using sugar lumps.</p> <p>Later in the unit, they will learn new skills during a clay workshop.</p> <p>They will learn how to roll, pinch and join clay.</p> <p>They will then use these skills to create a sculpture of a dragon out of clay.</p> <p>They will also create a 3d clay tile and add simple relief decoration linked to our current topic to inspire their designs.</p> <p><b>Applied through:</b> ART lessons.</p>	<p><b>Our focus is:</b> Your Imagination</p>  <p><b>Skills / knowledge to be developed:</b></p> <p><i>Your Imagination</i> is a pop song by Joanna Mangona and Pete Readman.</p> <p>The children will be taught through an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p><b>Applied through:</b> Singing, musical games, performing songs.</p>	<p><b>Our focus is:</b> Physical Health and Mental Wellbeing.</p> <p><b>Skills / knowledge to be developed:</b></p> <p>We will be learning how to keep healthy including diet, exercise, hygiene routines and sun safety.</p> <p>We will talk about what it means to be healthy and why it is important. The children will learn about healthy and unhealthy foods, including sugar intake and about physical activity and how it keeps people healthy.</p> <p>The year 2 children will also talk about routines for maintaining good physical and mental health, why sleep and rest are important for growing and keeping healthy. They will learn that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies.</p> <p>For our mental health, the children will learn ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others and how to manage big feelings including those associated with change, loss and bereavement</p> <p><b>Applied through:</b> PHSE lessons, assemblies</p>	<p><b>Our focus is:</b> What does it mean to belong to a faith community?</p>  <p><b>Skills / knowledge to be developed:</b></p> <p>This investigation enables pupils to think about belonging. They will learn about how religious people show they belong to their faith community. They will learn about ways babies are welcomed in religions and the promises made at weddings. They will think about their own network of belonging and how we all belong to someone.</p> <p>The unit will engage pupils in enquiry into significant human questions which religion and world views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p><b>Applied through:</b> RE lessons.</p>
<p><b>How can I help?</b></p> <p>Look at a variety of sculptures online or in the surrounding areas. Talk about what they are made out of and what the children think of them.</p> <p>Practise using malleable materials to create their own sculptures such as playdough, salt dough and clay.</p>	<p><b>How can I help?</b></p> <p>Listen to other examples of Pop songs.</p> <p>Supercalifragilisticexpialidocious from Mary Poppins.</p> <p>Pure Imagination from Willy Wonka &amp; The Chocolate Factory soundtrack.</p> <p>Does your child like this style of music?</p>	<p><b>How can I help?</b></p> <p>Talk with your child about their emotions and explore mindful moments using Relax Kids activities or Cosmic Yoga.</p> <p><a href="https://www.relaxkids.com/">https://www.relaxkids.com/</a></p> <p>Encourage your child to make healthy food choices, look after their health and wellbeing.</p> <p>Encourage physical activity and talk about how it helps our bodies and minds.</p>	<p><b>How can I help?</b></p> <p>Talk with your child about belonging, where do they belong? Who is in their family/their special people? Do they do any clubs such as football or gymnastics etc. Talk about how they were welcomed into the world, or have they ever been to a Christening etc. Share any photographs or mementoes with them and discuss the importance of them. Your child will also be asked to bring in a memento from when they were a baby, so you could make this decision with your child. They will then show and tell this in class at the start of the unit.</p>

## Curriculum: Key Skills, Knowledge and Enrichment

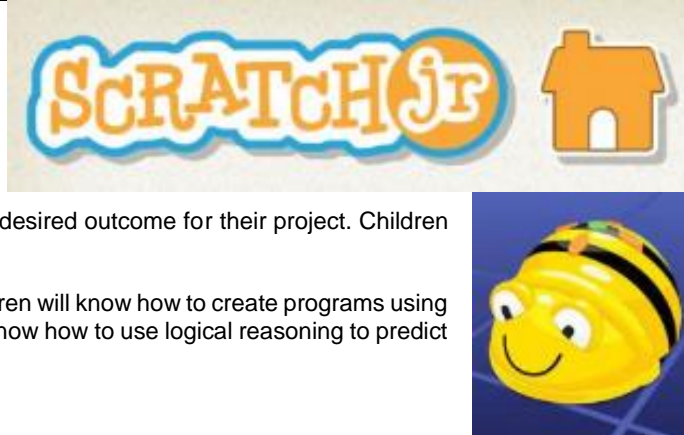
### Computing

**Our focus is: Programming – Knock Knock Joke.**

**Skills / knowledge to be developed:** The children will be using software apps such as ScratchJr. This project requires children to appear to interact in a knock knock joke. Children will be given time to tinker with the software before planning and starting by designing their desired outcome for their project. Children will revisit previous coding knowledge from using BeeBots.

Children will understand how programs follow precise instructions. Children will know how to create programs using different digital devices e.g. Bee Bot or ScratchJr. Finally, children will know how to use logical reasoning to predict the outcome of simple programs. !

**Applied through:** Computing/ScratchJr.



### 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).

### Homework

#### Ongoing Homework

##### Reading

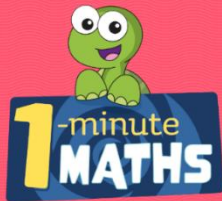
Please read with your child at least 3x weekly (logged by grownups and noted in their Home School Diary). They have a paper book and a different ebook for the week. Ebooks are updated on a Friday.

[Collins Ebooks \(collinsopenpage.com\)](https://www.collinsopenpage.com)

**Maths:** Use **White Rose 1 minute maths:** <https://whiteroseeducation.com/digital-tools>

Check out these 7 top reasons for using 1-minute maths!

1. Excellent practice — and no distractions.
2. A clear, intuitive process that children pick up straight away.
3. No login or internet access needed. Just download and play.
4. Enjoyable and motivating... How many can they get correct in one minute?
5. Helpful hints match those used in class.
6. Brilliant for building number fluency and confidence.
7. It's FREE!



**1-Minute Maths** 4+  
White Rose Education Services Limited  
Designed for iPad  
★★★★★ 5.0 + 2 Ratings  
Free

Yr 1: Numbots weekly to practise rapid recall skills. <https://play.numbots.com/#/intro>

Yr 2: Use Times Tables Rock Stars to practise times table fluency

<https://play.trockstars.com/auth/school/> Yr 2: Use this website to practise 2/5/10 times tables

<https://www.mrsthompson.co.uk/>

**See Maths KIRFS that we are focusing on for this half term:** In your child's homework book.

**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 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.

**Please keep checking Seesaw for classroom updates and news.**

Dates for the diary:

- Monday 8<sup>th</sup> April - Training Day
- Tuesday 9<sup>th</sup> April – Children return to school
- Tuesday 16<sup>th</sup> / Wednesday 17<sup>th</sup> April – Parent Consultations
- Thursday 18<sup>th</sup> April – Den Building Workshop
- Monday 6<sup>th</sup> May – Bank holiday
- Friday 24<sup>th</sup> May – Break up for May half term

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.

Miss Walsh

