



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Cherry Blossom - Year 1 & 2 June to July 2023



The Christian / Human Values we are exploring this half term are Wisdom & Compassion

What Wisdom have people had in different localities that have led to local or global changes?

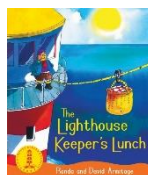
How do people in different local and global communities show compassion?

English

Our English planning is based around our topic **Seasides**. We have selected key texts to teach a variety of genres this half term.

We will start with the story of the **The Lighthouse Keeper's Lunch**.

The children will write a **narrative** based on the story and use a range of sentence types. They will use adjectives, describe setting and character feelings and think about their choice of vocabulary. Year 2 will focus on their grammar, using subordination and description and the correct tense as well as using commas in a list. The children will invent a disgusting sandwich to scare away the seagulls!

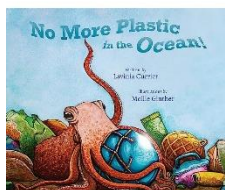


Later, we will read the story of **Somebody Swallowed Stanley**.

The children will write **diaries** to retell the story of Stanley's week.

They will practise spelling the days of the week and write in the first person using descriptive language and adventurous vocabulary.

We will look at the text **No More Plastic in the Ocean**. The children will write an report on what we can do to help to keep the ocean tidy.



Finally we will read **Day at the Beach**. The children will revisit their **instruction writing** skills and write How to Make a Super Sandcastle.



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**.

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 **Year 1** will be focusing on Place value within 100, Money and Time. They will be exploring oral counting of numbers 50 to 100, both forwards and backwards. We will formally explore coins for the first time, discussing equivalence, showing children that a 20p coin is equivalent to twenty 1p coins and also two 10p coins.

Year 2 will be focusing on Time, Statistics and Position and Direction. We will be introducing telling the time to 5minute intervals and exploring different ways of displaying data, for example tally charts and pictograms. We will also be discussing methods for remembering which way is left and which way is right.

KIRF Target – Summer Term

Year 1 – I can tell the time

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

Children need to be able to tell the time using a clock with hands. This target can be broken down into several steps:

- I can tell the time to the nearest hour.
- I can tell the time to the nearest half hour.

Year 2 – I can tell the time

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.




- I can tell the time to the nearest hour.
- I can tell the time to the nearest half hour.
- I can tell the time to the nearest quarter hour.
- I can tell the time to the nearest five minutes.

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- Geography	Science -	P. E
<div style="text-align: center;">  </div> <p>Our focus is: Seaside's</p> <p>Skills / Knowledge to be developed:</p> <p>This term we will begin to name and locate a number of seaside resorts of the UK using a map. We will be able to locate Whitby on a map and begin to locate some other seaside resorts e.g. Filey and Scarborough</p> <p>We will be able to describe and classify a wider range of human and physical features from the seaside. For example the sea, beach, houses, boats, lighthouse, beach hut, rock pools, pebbles, seashells and pier.</p> <p>We will be able to use key words to describe a seaside location. E.g. beach, coast and Ocean. We will be able to explain that seaside resorts can be found in the UK and worldwide and give examples like Bondi Beach in Australia and Crane Beach in the Caribbean.</p> <p>Greater Depth Challenges:</p> <p>To identify different human environments, such as the local seaside area & contrasting settlements such as a village & a city.</p> <p>Applied through: Geography lessons, discussions</p>	<p>Our focus is: Materials- we will continue to explore this topic over the next few weeks.</p> <div style="text-align: center;">  </div> <p>Skills / Knowledge to be developed:</p> <p>Year 1 will be able to distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock and describe the simple physical properties of a variety of everyday materials. They will also be able to compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Year 2 will be able to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. They will also find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Greater Depth Challenges:</p> <p>Experiment with changing the shape of solid objects. Compare and contrast the properties of materials and use this to explain why certain materials are used for a particular purpose.</p> <p>Applied through:</p> <p>Science lessons, discussion, understanding and explaining the concepts in detail. Exit card quizzes and tasks.</p>	<p>Our focus is: Striking and Fielding</p> <div style="text-align: center;">  </div> <p>Skills / knowledge to be developed:</p> <p>This half term we are looking at developing skills around striking and fielding, for example throwing, catching, stopping and picking up a rolling ball and hitting.</p> <p>The aim is to use these skills to play a game of Scatterball. The children will look at tactics and plan how to use these skills. They will learn how teams work effectively.</p> <p>Applied through:</p> <p>Weekly PE lessons with Mr Colley (Sporting influence)</p>
<p>How can I help?</p> <p>Discuss with your child what seaside's they have visited, can you help them locate them on the map? Share things they might see at the seaside (smells, sounds, noises) and activities they might do (visit a pier, seaside funfair, puppet show)</p>	<p>How can I help?</p> <p>Discuss Questions like:</p> <ul style="list-style-type: none"> Paper is unsuitable for a boat. Do you agree or disagree? Always, sometimes, never – the shape of wood can be changed through squashing, bending, twisting or stretching. True or false – some fleece jackets start as plastic bottles. 	<p>How can I help?</p> <p>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.</p>

Curriculum: Key Skills, Knowledge and Enrichment

DT	Music	PSHE / Wellbeing	R.E.
<p style="text-align: center;">We are focusing on the skill: Cooking and Nutrition</p> <p>We will research different types of vegetable wraps. We will create product reviews and decide on our favourite wraps. The children will create their own annotated designs based on design criteria and exploring the initial designs considering the possible appearance, smell, taste and texture. We will model the practical cutting and preparation skills and the children will have a supervised go at cutting. Later the children will plan the make and create their product focusing upon the skills they have learned.</p> <p>Skills / knowledge to be developed</p> <p>All children will understand where food comes from. They will explain why good hygiene is important when cooking and follow safe procedures for food hygiene.</p> <p>Children will use the basic principles of a healthy and varied diet to prepare dishes and use basic food handling, hygienic practices and personal hygiene.</p> <p>Year One will use the claw knife technique – soft foods e.g. cucumber, snip herbs in a jug using scissors, and scrape out a bowl with a spatula</p> <p>Year Two will use the bridge knife technique – harder foods e.g. apple, grate soft foods e.g. cheese, and spread with a table knife e.g. butter.</p> <p>Applied through: DT lessons</p>	<p style="text-align: center;">Our focus is: Classical Music</p>  <p>We will be looking at the history of music, consolidate or learning and learn some of the language of music.</p> <p>Our focus songs and their themes will be:</p> <p>Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque From The Diary Of A Fly by Béla Bartók – 20th Century Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic The Robots (Die Roboter) by Kraftwerk – Contemporary</p>	<p style="text-align: center;">Our focus is: Keeping safe Growing and Changing</p> <p>Children will talk about the different factors that support their overall health and wellbeing. We will focus on how children see themselves as a valuable individual and how they can show resilience and perseverance in the face of challenge as they transition to the next year group.</p>  <p>Skills / knowledge to be developed:</p> <p>We will learn how rules and age restrictions help us; and how we can keep safe. Children will be taught to recognise what makes them unique and special. We will discuss our feelings and how we can manage these when things go wrong.</p> <p>We will explore safety in different environments and learn about the risks at home. We will also find out what to do in an emergency. Lastly, we will look at what happens when we grow older, the children will name age appropriate external body parts. They will talk about how change make us feel and how we can embrace the challenges as we grow older.</p>  <p>Applied through: PHSE lessons, circle time</p> <p>Wellbeing:</p>	<p style="text-align: center;">Our focus is: What is special about the world?</p> <p>Skills / knowledge to be developed:</p> <p>We will talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. We will re-tell stories, talking about what they say about the world, God, human beings.</p> <p>Children will think about the wonders of the natural world, expressing ideas and feelings and talk about what people do to mess up the world and what they do to look after it. The children will experience and explore the wonders and beauty of the natural world and lifecycles of new life, growth and decay; explore the idea that the world is special and that some people believe it was created by God. They will use stories to talk about creation, acting out stories and role-play stories from faiths about care for animals and the world. E.g. From Islam: 'Muhammad and the thirsty camel' (talk about how the camel felt; whether they have ever done something they are sorry for).</p> <p>We will also take part in an Arts/Faith week. The children will find out about religions and worldviews and respond using different forms of expression and create clay sculptures. They will notice and find out about religions and worldviews by: asking questions; collecting ideas; talking about objects, people and materials; suggesting meaning and retelling stories. They will learn about Buddhism and create a clay Buddha.</p>
<p>How can I help? Practise cutting, spreading and grating at home! Can the children help you to prepare food, cut up their own fruit or vegetables?</p>	<p>How can I help? Practise identifying instruments they can hear in songs when listening to the radio at home or in the car. Discuss the tempo and rhythm of the songs.</p>	<p>How can I help? 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? Explore other religions in the community in which you live. Look at a children's Bible and read some of the stories together. Find out a fact about Buddhism to share with the class.</p>

Curriculum: Key Skills, Knowledge and Enrichment

Computing

Our focus is Animations using Scratch Jnr

Skills / knowledge to be developed:

With ScratchJr, children can program their own interactive stories and games. In the process, they learn to solve problems, design projects, and express themselves creatively on the computer. The children will be able to understand what algorithms are, know how to write simple algorithms, understand the sequence of algorithms is important and know how to debug simple algorithms. They will also know how to create a simple program on a digital device e.g. Bee Bot or tablet, know how to use sequence in programs and know how to locate and fix bugs in their program.



Applied through: Computing

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).
- **KIRF Target:** See attached letter.
- **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:

- 5th June – return to school
- 14th June – Seaside Workshop at Sicklinghall
- 15th June – KS1 and EYFS Dodgeball match at Sicklinghall – parent transport.
- 16th June – School Photo Day
- 27th June – Sports Day
- 4th July – Reserve Sports Day
- 4th and 5th July – Moving Up Days 9:30am – 1:30pm (lunch in new class groups)
- 7th July – 3:30pm – Summer Bash
- Monday-17th- Wednesday 19th July -Arts and other faiths project
- Friday 21st June – End of 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 Bartlett