



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Cherry Blossom - Year 1 & 2 January to February 2024



The Christian / Human Values we are exploring this half term are Peace and Thankfulness
 What moments in history can you discuss where communities have wanted peace or have shown thankfulness?

English



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

We will start with the story **Here Come the Aliens!** and will focus on character portraits and **narrative** skills. We will compare the characteristics of the different aliens and create our own alien to describe. After this we will read the story of **The Night the Moon Went Missing**. The children will write a **newspaper report**. They will use revisit their **report** skills and think about their choice of vocabulary. Year 2 will practise creating noun phrases and the children will use a variety of adjectives and conjunctions to write super sentences. The children will practise their use of different punctuation, learn about different types of sentences including command, exclamation, question, and statement sentences. They will also learn about the suffixes -ly, less, ful and how to use them in their writing. Later, we will read the story of **Whatever Next!** The children will write their own **recounts** of the story and then use their skills to write their own **narrative** about a journey to the moon. Next, the children will read the story **One Giant Leap**. The children will practise their **information report** skills. They will write reports about Neil Armstrong as part of their History topic. We will finish the unit by writing a **narrative story telling** piece to linked to the story **Man on the Moon**. Year 2 will use subordination in their sentences and a range of sentence types.

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**.

Spring 1 Phase 5 graphemes

/ee/ y funny
 /e/ ea head
 /w/ wh wheel
 /oa/ oe ou toe shoulder
 /igh/ y fly
 /oa/ ow snow
 /lj/ g giant
 /fj/ ph phone
 /l/ le al apple metal
 /s/ c ice
 /v/ ve give
 /u/ o-e o ou some mother young
 /z/ se cheese
 /s/ se ce mouse fence
 /ee/ ey donkey
 /ool/ ui ou fruit soup

New tricky words

any many again
 who whole where two
 school call different
 thought through friend work

Year 2 Spring 1

	Unit	Coverage	Prickly spellings	Homophones
Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
Week 2				
Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
Week 4				
Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Review	where/wear

Maths

This half term we will be focusing on geometry for the first week. **Year 1** will move onto place value and finish with addition and subtraction within 20. **Year 2** will look at money and multiplication.

Geometry – (Shape)

Year 1 will explore recognising and name 3-D shapes, sorting 3-D shapes before moving onto recognising and naming 2-D shapes. They will then be sorting 2-D shapes, finishing off with patterns with 2-D and 3-D shapes.



Year 2 will be working on recognising and naming 2-D and 3-D shapes. They will also look at the sides, vertices and edges of 3D shapes, before moving onto symmetry.

Place Value and Measurement (money)



In Place Value **Year 1** will be focusing on sorting, ordering and comparing objects, groups and numbers. The children will be embedding and consolidating their place value understanding of numbers within 20.

Year 2 will be counting money in pence, pounds and developing their understanding of using notes and coins. They will also be choosing the correct amount of money, finding the change and making the same

amount, before moving onto solving two-step problems.

Addition and subtraction and multiplication

Year 1 will be consolidating and embedding all of the addition and subtraction knowledge from Autumn 2 term and using this within numbers to 20.

Year 2 will be focusing on making equal groups, recognising equal groups and adding equal groups. They will then progress onto multiplication sentences and using arrays.

Year 1 KIRFS for the half term:

- Counting in 10s
- Doubling to 10 – understanding the basic concept.
- Number facts up to 10 that haven't been covered. Step 6
- Reading and writing numbers to 100.
- Count to and across 100, forwards and backwards from any number.
- Recognise 2D and 3D shapes (circle, triangle, square, rectangle, cube, cuboid, sphere, pyramids).

Year 2 KIRFS for the half term:

- Classifying/sorting odd and even numbers
- Counting in 2s, 5s and 10s
- Using <, > and = to compare numbers to 100.
- Doubles to 10
- Identify and name pentagons, hexagons, octagons.
- Know and use edges, vertices and faces.

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 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: A Significant Event: The Moon Landing



Skills / Knowledge to be developed:

The children will answer the question 'Has man ever been to the moon and how can we know for sure?' They will learn who was the first man to set foot on the moon and find out facts about Neil Armstrong.

They will learn when Neil went to the moon and compare it to the date when the Great Fire of London was. They will create a timeline of Neil's life up until his flight to the moon.

We will discuss why the astronauts risked their lives to go to the Moon and how they got there. We will talk about the name of the spacecraft and rocket that thrust the spacecraft up to space. Children will look at photos and videos of Saturn V and Apollo 11 and learn facts about them and what it would have been like to fly inside them

After this they will find out about Buzz Aldrin and Michael Collins and their qualifications/role.

The children will explore how the spacemen were able to get there and back safely and what Neil said when he set foot on the moon.

The children will then act out the scene using drama to show the moment that Neil walked on the moon.

Finally, they will discover what they did when they got to the Moon. They will find out what it would have been like for the astronauts and how they would have felt.

Greater Depth Challenges:

Children will understand some of the key developments of space travel up to the moon landing and will explain them confidently. They will talk about some of the key events in Neil Armstrong's life using a timeline. As an extra challenge, the children will explore some examples of recent space travel (Tim Peake) and explain how space travel has developed since the first moon landing.

Applied through: History lessons, discussions

How can I help?

Find out your own facts about Neil and the moon Landing.

Visit:

<https://www.natgeokids.com/uk/discover/science/space/tim-peake-interview/> and read Tim's interview with your child.

Ask older family members to recollect the event and share with your child.

Science -

Our focus is: Plants



Skills / Knowledge to be developed:

At the end of this science topic the children will be able to describe how plants need water, light and a suitable temperature to grow and stay healthy. They will also be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will be able to describe the basic structure of a variety of common flowering plants, including trees, and make comments on how seeds and bulbs grow into mature plants.

Greater Depth Challenges:

Children will use take a selection of (real) different flowering plants applying their knowledge to describe the structural features. Using information available to answer the question 'Are roots always at the bottom of plants?'. Year 2 will devise a way of proving that plants need certain conditions to grow.

Applied through:

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

How can I help?

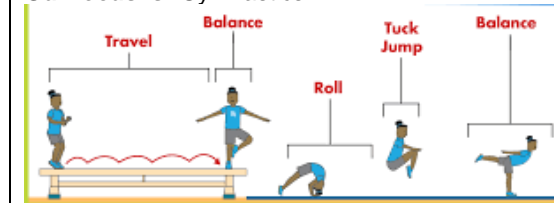
Look at plants and flowers that you may have at home. Compare them and describe their parts.

Talk about plants and trees around your home and name them.

Plant your own seed or bulb and watch it grow over time.

P. E

Our focus is: Gymnastics



Aesthetic Movement/Movement to Music

Skills / knowledge to be developed:

Children will be taught skills from gymnastics, rhythmic gymnastics and dance. They will explore a variety of themes, speed, height, direction and join movements together into phrases/motifs, using gymnastics rolls, balances and basic dance patterns. They will develop performance and evaluation skills, while continuing to develop agility, coordination, strength and general fitness.

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 layers, hats and gloves as well as a spare coat or socks on Thursday with Mr Colley.

Curriculum: Key Skills, Knowledge and Enrichment

Art

We are focusing on the skill of textiles and collage.



Our artist focus will be on Peter Thorpe's and Alma Thomas's space art. We will then look at the work of Anni Alber's and learn how to weave!

We will revisit the colour and painting skills we learnt last term. We will then move onto new skills and use simple paper and material to weave using a card loom. We will mix colours and paint strips of paper to weave with. The children will add objects to the weaving - buttons, twigs, dried flowers.

They will use texture to provide information – e.g. manmade, natural materials, a 'journey' of where they have been etc and sort according to specific qualities, e.g. warm, cold, shiny, smooth.

The children will discuss how textiles create things – curtains, clothing, decoration. Year 2 will develop their skills of overlapping and overlaying to create effects. They will use large eyed needles and learn how to sew using different thicknesses of thread and different sized running stitches to draw with. To finish they will use simple appliqué work attaching material shapes to fabric with running stitches. They will start to explore other simple stitches - backstitch, cross-stitch. All children will use various collage materials to make a specific picture.

Applied through: Art lessons, work to be displayed in an art exhibition at the end of the half term.

Music

Our focus is: In the Groove



In the Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week children will listen to and learn a different style of In the Groove

This unit includes teaching the children skills using;

Listen & Appraise apps
New progressive Warm-up Games
Flexible Games
Improvisation resources
A new compose tool

Skills / knowledge to be developed:

Applied through:

Singing, Musical games, performing songs

PSHE / Wellbeing

Our focus is: Belonging to a Community and digital literacy.

Skills / knowledge to be developed:

This unit includes teaching the children about rules in different situations (class rules, rules at home and rules outside). We will be



talking about different rights and responsibilities that they have in school and the wider community.

Children will learn about being a part of different groups, and the role they play in these groups e.g., class, team and faith groups. How a community can help people from different groups to feel included whilst exploring that different people have different needs linking into how we care for people, animals and other living things in different ways.

Finishing off with digital literacy, why and how people use the internet, recognising the value internet plays in everyday life and recognising that some content on the internet is factual and some is for entertainment.

Applied through:
PHSE lessons, circle time



Wellbeing:

R.E.

Our focus is: Sacred books.



Skills / knowledge to be developed:

This unit enables pupils to investigate what we can learn from sacred books. We shall be exploring the Bible and the Qu'ran.

Children will start by identifying stories that are special to them, then begin to explore what a holy book is. We shall then explore stories further, by identifying what Jesus teaches about God in the parable of The Lost Sheep. Children will also explore the meanings behind an Islamic story. They shall find out what these teachings mean for believers.

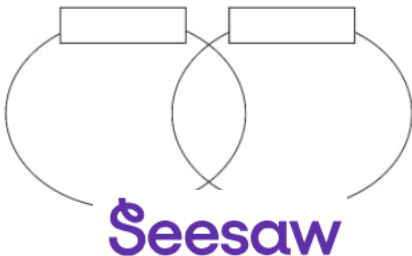

They shall learn how different holy books are treated and that some stories appear in more than one book.

Applied through:

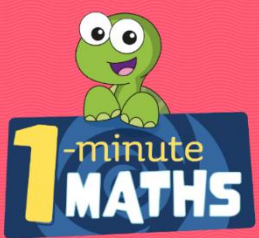

RE lessons, storytelling to explore questions, drama and performing

<p>How can I help? Year 1: Have a go at creating a collage at home. Can they stick natural resources together to create a picture? Can they create a simple weaving? Year 2: Have a go at simple running stitch at home! https://www.youtube.com/watch?v=KP3sPOOCQgq</p>	<p>How can I help? Listen to your favourite music at home and discuss the style. Share examples of Blues, Baroque, Latin, Bhangra, Folk and Funk so children learn a mix of styles.</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? Talk with your child about different cultures, people, communities and respect. Share stories about kindness and treating others equally.</p>
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Curriculum: Key Skills, Knowledge and Enrichment

Computing	How can I help?
<p>Our focus is Data Handling</p> <p>In Computing this half term the children will be using Seesaw to create Venn Diagrams. This will be linked to their Science, where they will classifying plants into garden plants and wild plants. They will use the information they gather in Science to complete their Venn Diagram in Computing. By the end of the unit, the children will be able to add text to label each choice, add images and resize them and add a voice over to explain what they have done.</p> <p>Skills / knowledge to be developed: Applied through: Computing/Seesaw</p> <div style="text-align: center;">  </div>	<p>To remind your child of the importance of being safe online and checking your parental filters.</p> <div style="text-align: right;">  </div> <p>The use of social media has an age restriction of 13.</p> <p>Make sure that your child is not accessing your device under your account (which has adult filters).</p>

Homework

Homework	Any Other Information / Dates for the Diary
<p><u>Ongoing Homework</u></p> <p>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)</p> <p>Maths Use White Rose 1 minute maths: https://whiteroseeducation.com/digital-tools</p> <div style="display: flex; align-items: center;"> <div data-bbox="91 1037 795 1340" style="background-color: #FF0000; color: white; padding: 10px; width: 30%;"> <p>Check out these 7 top reasons for using 1-minute maths!</p> <ol style="list-style-type: none"> 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! </div> <div data-bbox="537 1077 795 1316" style="text-align: center; margin: 0 10px;">  </div> <div data-bbox="817 1077 1321 1284" style="text-align: center; margin: 0 10px;">  <div style="font-size: 0.7em; margin-top: 5px;"> <p>1-Minute Maths <small>(4+)</small> White Rose Education Services Limited Designed for iPad ★★★★★ 5.0 • 2 Ratings Free</p> </div> </div> </div> <p>Use Numbots weekly to practise rapid recall skills. https://play.numbots.com/#/intro</p> <p>See Maths KIRFS that we are focusing on for this half term: In your child's homework book.</p>	<p><u>Any Other Information / Dates for the Diary</u></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><u>Please keep checking Seesaw for classroom updates and news.</u></p> <p>Dates for the diary:</p> <p>JANUARY 2024 Monday 8th January: Training Day Tuesday 9th January - Back to School</p> <p>FEBRUARY 2024 Monday 5th - Friday 11th February - Children's Mental Health week Tuesday 6th February - Safer Internet Day Friday 9th February - School closes for half term</p>

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

Saturday 10th February - Chinese New Year
Friday 9th February: Break up for half term, 3.15pm

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