



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Cherry Blossom - Year 1 & 2 June – July 2024



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

Ethos question: 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 **Fair Trade/Jungle Explorers**. We have selected key texts to teach a variety of genres this half term. We will start with the information text from Oxfam called Go Bananas. We will follow this up with the story of **Bananas!** The children will write a **information report** based on the story and use a range of sentence types. They will use features such as headings and subheadings, bullet points and questions and think about their choice of vocabulary.

Later, we will read the story of **There's a Rang-Tan in my Bedroom**. When a little girl discovers a mischievous orangutan on the loose in her bedroom, she can't understand why it keeps shouting OOO! at her shampoo and her chocolate. But when Rang-tan explains that there are humans running wild in her rainforest, burning down trees so they can grow palm oil to put in products, the little girl knows what she has to do: help save the orangutans! The children will write **letters** to encourage others to help the planet and the orangutans. We will look at the text: **Day Monkey, Night Monkey**. The children will write a narrative base on the story. They will use descriptive language and write in the correct tense. 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**.



	Phase 5 graphemes	New tricky words
Week 1	/aʊ/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /il/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	

Phonics-Year One We will continue to focus on alternate sounds and new tricky words.

	Unit	Coverage	Prickly spellings	Homophones
Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son
Week 2				
Week 3	13	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole
Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Review	blue/blew

Year 2 Spellings will follow the Little Wandle sequence and focus on suffixes, contractions

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 on Place Value (within 100), Money and Time (year 1). Finishing off time before moving onto statistics and position and direction. (year 2).

Year 1:

The children will start to understand place value within 100, We will be exploring bigger numbers, revisiting previous knowledge and building on the foundations already in place. We will be partitioning bigger numbers into tens and ones, comparing numbers with the same tens and comparing any two numbers. Year 1 will then move onto money and finish the term by learning about time for example, before and after, days of the week, months of the year and hours minutes and seconds.

Year 2:

Children in year 2 will finish to consolidate time. Before moving onto statistic's where they will be exploring tally charts, block diagrams and pictograms. Using prior knowledge of our 2, 5 and 10 times table will help when interpreting and drawing pictograms involving a key. Children will finish learning about position and direction. This will involve describing movement, describing turns and exploring shape patterns with turns.

KIRF Target – Summer Term.

Year 1

- Count in different multiples including ones, twos, fives and tens.
- Tell the time to the hour and half past.
- Using the language: before and after, day, week, month and year.
- Use the number bonds and associated subtraction facts to 20.
- Know the value of different coins.
- Consolidation of fluency related to current topic and the children's needs.

Year 2

- Reading and writing numbers to a hundred (numerals and words).
- Comparing numbers to 100
- Know the multiplication facts and division facts for x2, x5 and x10.
- Count in 3s.
- Consolidation of fluency related to current topic and the children's needs

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.

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
www.mathsplayground.com

Curriculum: Key Skills, Knowledge and Enrichment

Topic- Geography

Our focus is: Fair Trade



In this unit the children will recap the continents and find out where bananas come from. The children will learn about Fairtrade and will be able to explain what Fair Trade is and name at least one Fairtrade product.

The older children will be able to explain what a Fair Trade organisation is and how they help farmers and workers. We will locate different countries that produce Fair Trade products and find them on a world map. E.g. Bananas, Chocolate and tea. Children will learn about the Equator and explain why bananas grow well there. They will create their own project to support Fair Trading.

During this topic the children will use many geographical skills such as:

- Using sources such as maps, atlases & globes to identify the UK's countries, the world's seven continents, oceans and Asia.
- Identifying simple compass directions of North South East and West.
- Using 4 compass directions & locational language to describe the features and routes on a map.
- Using simple geographical words to describe the human and physical features of countries that bananas grow and contrast these with UK features.
- Using maps & globes to locate hot & cold areas of the world in relation to the Equator and the North & South Poles.

Later in the topic, they will revisit their work on seasons and look at daily weather patterns in the UK.

To finish our Geography this year, we will move closer to home and take part in some field work around our school. The children will devise a simple map and construct a basic symbol based key for the map. They will use simple observational fieldwork skills to study the school and its grounds and use aerial photos to recognise landmarks and basic human & physical features of the local area.

Applied through: Geography lessons, discussions

How can I help?

Look for Fair Trade items in the supermarket and support these products. <https://www.fairtrade.org.uk/>

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. Gaining a deep understanding as to why an object is suitable for its use for example why is a saucepan metal and not plastic.

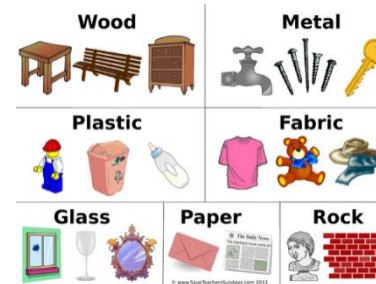
Year 1 will be able to distinguish between an object and the material which it is made. Identify and name a variety of everyday materials and describe the simple physical properties of a variety of everyday materials.

Year 2 will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Greater Depth Challenges: The emphasis is on proving and explain 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 and developing skills to support Sports Day.

Throwing/jumping/running 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.






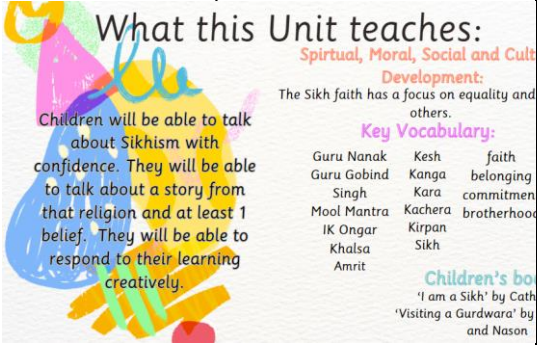
Children will be able to apply these developing skills into a range of activities.

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 a spare coat or socks on Thursday with Mr Colley.

Curriculum: Key Skills, Knowledge and Enrichment

DT	Music	PSHE / Wellbeing	R.E.
<p>We are focusing on Cooking and Nutrition: Designing and making their own healthy banana bread.</p>  <p>Skills / knowledge to be developed:</p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. <p><u>Knife Skills</u> Claw knife technique – soft foods e.g. cucumber. Snipping herbs in a jug using scissors.</p> <p><u>Baking Skills</u> All-in-one cake mixing. Scraping out a bowl with a spatula Dividing mixture into tins e.g. muffins. Handling and folding filo pastry.</p> <p><u>Other Skills</u> Mashing</p> <p>Greater Depth Challenge: Pupils will be able to evaluate their recipe identifying the strengths and possible changes independently.</p> <p>Applied through: DT lessons.</p>	<p>Our focus is: Reflect, Rewind and Replay</p> <p>Skills / knowledge to be developed: Listen and Appraise Musical Activities Perform the Song</p>  <p>Songs Explored: Peer Gynt Suite: Anitra's Dance by Edvard Grieg – Romantic.</p> <p>Bring Him Back Home (Nelson Mandela) by Hugh Masekela.</p> <p>Fly Me To The Moon sung by Frank Sinatra.</p> <p>From the Diary Of A Fly by Béla Bartók - 20th Century</p> <p>We Will Rock You by Queen</p> <p>Feel Like Jumping by Marcia Griffiths.</p> <p>Applied through: Singing, musical games, performing songs.</p>	<p>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 makes 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>Our focus is: Arts and Other Faiths</p>  <p>Skills / knowledge to be developed:</p> <p>Children will be able to talk about Sikhism with confidence. They will be able to talk about a story from that religion and at least 1 belief. They will be able to respond to their learning creatively. Children will notice and find out about religions and worldviews by asking questions, collecting ideas, talking about objects, people and materials. They will suggest meaning, retell stories and respond using different forms of expression.</p>  <p>Applied through: RE lessons, circle time, drama performances, music, dance, and a variety of art.</p>
<p>How can I help? Encourage discussions & evaluation language about different things that can be made from bananas.</p>	<p>How can I help? Explore different songs written by the same artists we are using. Words children need to know: Keyboard, bass, guitar, percussion, trumpets, saxophone, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.</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? Encourage discussions about different religions and worldviews. Talk about any special symbols or morals you believe and explain how other people may have different ideas/beliefs. Discuss how you might celebrate special times at home and explore different types of music and dance such as Bhangra.</p>

Curriculum: Key Skills, Knowledge and Enrichment

Computing

Our focus is: Programming – Robot Helper



Skills / knowledge to be developed: The children will be using software apps such as Scratch Jr. This project is put into two parts. Firstly, children have to create a 'helpful robot', which helps with chores they or friends might have to do around the house. Children will be able to write their own algorithms when in the apply stage. Children will be able to create simple programs in scratch to be the 'voice of the robot'.

Children will learn how an algorithm is a sequence of instructions for their robot. Children will complete a project plan during this stage. When the children come to the apply stage, this is when they can see if their algorithms are accurate. Part 2, once the children are confident with their accurate algorithms. In their best robot impression voice they will become the voice of the robot.

Applied through: Computing/Scratch Jr.

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/Spelling/Phonics

Please read with your child at least 3x weekly (logged by grownups and noted in their Home School Diary).

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

Use Numbots weekly to practise rapid recall skills.

<https://play.numbots.com/#/intro>

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:

11th June – Adventure photography (group photographs)

12th June – Sports Day

25th June – Success café after school

3rd July – New Starters

4th July – New Starters – Bring a packed lunch

19th July – Year 6 Leavers service.

19th July – Last day finish at 1:30pm

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