



Curriculum Newsletter

GOLDSBOROUGH and SICKLINGHALL Federation

Sicklinghall Silver Birch June - July 2021

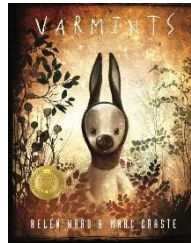


The Christian / Human Values we are exploring this half term are: **Wisdom and Compassion**

Our 'Big Thinking' SMSC Questions for this half term are: 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

- We will continue our work inspired by **Varmints**. We will develop our understanding of a **wider range of conjunctions** and using **adjectives** and **adverbs** in our stories as we write **Varmints - Part 2**.
- The final outcome will be:** to plan and write our own 'Overcoming the Monster' story including **direct speech, expanded noun phrases** and a variety of **different sentence types**.
- Next, we will explore **explanation texts** linked to the **environment** thinking about using a **formal tone**, using features such as **subheadings and bullet points** to organise our work.
- The outcome** will be a written explanation of the **digestive system** linked to our Science work.
- Our reading will continue to focus on improving our fluency when reading aloud, alongside authorial **language choices** and using **deduction** and **inference** skills to work out what the purpose of a text is.



Maths

- In our Maths lessons, we will spend time focusing upon fractions, decimals and measures.
- The children in Year 3 will be taught to tell the difference between unit and non-unit fractions, finding fractions of an amount, and how to add and subtract simple fractions with the same denominator. In addition they will explore the relationship between decimals and fractions, in particular, tenths.
- Children in Year 4 will continue their work on fractions; finding the fractions of quantities, and applying their knowledge of fractions to problem solving activities. In addition, they will develop an understanding of how decimals and fractions are linked, particularly tenths and hundredths.
- Whilst the children in Year 4 develop a greater depth understanding of decimals numerically, children in Year 3 will explore decimals in real life context via measures, specifically mass and capacity.

How can I help?:

Ask your child to read aloud to you every day.

Consider as a family, the choices which can be made to help to take care of the environment.

Recommended Reads: The Lorax by Dr Seuss, How to Help a Hedgehog and Protect a Polar Bear by Jess French and Angela Keoghan, The Last Bear by Hannah Gold

What are language choice, inference and deduction skills?

Language choice – explain why the author has chosen a particular word or phrase. How does it make you feel? What does it remind you of? Does it sound like anything familiar?

Deduction: putting facts together from the text to make a conclusion about something

Inference: using knowledge of the world to understand more than what the writer says

How can I help?:

Children in Year 4 would normally have their Multiplication Check in June. It is important that they are fluent in their times tables to 12x12.

Ask your child:

What is the mass of the flour?

What is the capacity of the bottle?

How much will I have if I add 500g of flour to the 500g of sugar? What would this be in kg?

KIRF Target – Summer Term

Year 3 – I know the multiplication and division facts for the 3, 4 and 8 times table

Year 4 – I can multiply and divide single-digit numbers by 10 and 100.

Please see attached 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.

Curriculum: Key Skills, Knowledge and Enrichment

Topic – Geography

Our focus is: Local geography and key skills.

Skills / Knowledge to be developed:

Over the course of this term, we will be exploring the differences between cities and villages, particularly relating this to our local area. We will identify land use in different areas and compare them. The children will spend time exploring OS maps, learning about 4 figure grid references, and will have a go at creating their own by applying what they have learnt. Throughout the topic, children will be encouraged to consider the physical and human features of the different locations we study.



Greater Depth Challenges:

Begin to consider why Goldsborough and Leeds have been built where they have, suggest why the physical and human features of our village and Leeds are so different, recognise patterns on maps and explain what they show, explore more precise identification of locations with 6 figure grid references, and explain why certain areas have increased in population whereas others haven't.

Applied through:

Geography / English

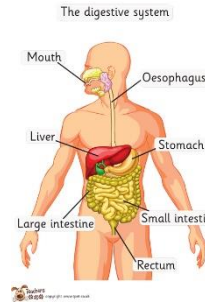
Science - Teeth and the Digestive System

Our focus is: Teeth and the digestive system.

Skills / knowledge to be developed:

The children will identify and name parts of the digestive system in humans, explaining their functions. They will also spend time identifying the different types of teeth in humans and their simple functions.

The children will complete the topic by interpreting and constructing food chains, identifying producers, predators and prey.



Greater Depth Challenges: Children will apply their understanding of the digestive system by relating how humans gain nutrition and suggest reasons why humans may suffer from digestive problems. They will also compare and contrast human teeth with those of a carnivorous animal.

Cite evidence of how diet is linked to the health of human teeth.

Applied through:

Experiments, labelling, sequencing, description, discussion.

P.E

Our focus is: Running, jumping and throwing in isolation and combination.

Skills / knowledge to be developed:

Children will learn to run at fast, medium and slow speeds, changing speed and direction. They will develop their throwing skills using different equipment and will aim to hit targets. Children will learn to jump in different ways and at different heights.

Greater Depth Challenges: Children will demonstrate the difference between sprinting and running over longer distances and use different take offs and landings when jumping. They will throw with accuracy and power into a target area.

Applied through:

Athletics activities including sprints, middle distance runs, relays, jumping for distance and height, hurdling, javelin and ball throwing activities.





<p>How can I help? Discuss the difference between rural and urban areas. Talk about the land use of these areas, i.e. why would we need to travel to a city?</p>	<p>How can I help? Discuss the meaning of the digestive system and the process of eating, exploring the different parts encountered. Using a mirror explore the teeth that they have and identify the different types and usage.</p>	<p>How can I help? Please ensure that children bring in their PE kit on Monday and they are taken home on Friday. Earrings should be removed at home or plasters provided. They may also need sun cream and a sun hat depending on the weather.</p>
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Curriculum: Key Skills, Knowledge and Enrichment

French	Music	PSHE / Wellbeing	R.E.
<p>Our focus is: La Meteo</p>  <p>Skills / knowledge to be developed: The children will be able to identify and name the different types of weather, as well as follow basic instructions. Children in Year 4 should be able to describe the weather on a given day, as well as say the temperature.</p> <p>Greater Depth Challenges: Begin to develop conversational language and pronunciation; they can ask others what the weather will be as well as answer the questions confidently. They will also develop their vocabulary and be able to name key items associated with the weather, i.e. hat, scarves, gloves.</p> <p>Applied through: Discussion and conversation.</p>	<p>Our focus is: Reflect, Rewind, Replay</p> <p>Skills / knowledge to be developed: Children will develop their understanding of the dimensions of music and how these affect the sound of the pieces of music. Children will be asked to respond to the music, explaining their thoughts and ideas about the pieces they listen to.</p> <p>Greater Depth Challenges: Comment on and compare the structures of the pieces we are listening to using correct terminology.</p> <p>Applied through: Listening to different pieces of Classical Music; watching short interviews with composers; watching short videos which explain the terminology linked to the dimensions of music, allowing them to explain their own ideas.</p> 	<p>Our focus is: Relationship Education</p> <p>Skills / knowledge to be developed: Children will learn about how they may grow and change as they get older. They will learn about how the media presents body image and consider the importance of valuing themselves and their achievements. Children will explore different kinds of families and discuss the importance of positive and healthy relationships. They will apply their ideas of how to deal with difficult situations, including where to seek help online and offline.</p>  <p>Greater Depth Challenges: Share ideas of ways to challenge negative behaviour online and offline which may be linked to stereotyping.</p> <p>Applied through: Discussion / Circle time / debate</p>	<p>Our focus is: Art and Other Cultures Week</p>  <p>How do people show their beliefs through art?</p> <p>Skills / knowledge to be developed: Children will explore key beliefs and traditions from Hinduism by asking questions; collecting and connecting ideas and different viewpoints; talking about objects, people and materials; retelling stories; giving thoughtful, reflective responses and suggesting meaning of art work, stories and music. They will respond using different forms of creative expression.</p> <p>Greater Depth Challenges: Children will make links between the faiths and world views they are familiar with when reflecting on their responses to art and stories.</p> <p>Applied through: All children will produce a final piece of Art work and writing explaining what they have learned about Hinduism during the week.</p>

<p>How can I help? Encourage your child to teach you the names for the different types of weather in French? Are any similar to our language?</p>	<p>How can I help? Share pieces of classical music with your children. Talk about the instruments which you can hear and discuss how it makes you and your child feel, can they explain why? Move along to the pulse of the music whilst listening.</p>	<p>How can I help? Explore the NSPCC PANTS rule and talk about this with your children. Tell your child the positive things you value about them and ask them to tell you about the things they hope to achieve in the next school year. Discuss how they can make these things happen.</p>	<p>How can I help? Art and Other Cultures week will take place from the 5th July. Ask your child about the stories they have shared and the art work they have explored. Share your own favourite pieces of art and talk about what it means and where it comes from.</p>
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Curriculum: Key Skills, Knowledge and Enrichment

Art		Computing	
<p>Our focus is: Painting and colour Artist study: David Hockney</p>  <p>Skills / knowledge to be developed: The children will develop their knowledge of colour theory, learning about primary, secondary and tertiary colours and exploring the effects of using complementary colours in their own work.</p> <p>Greater Depth Challenges: Children will further develop their understanding of colour theory and artistic styles, before exploring new learning in their own work.</p> <p>Applied through: Creating a piece of artwork inspired by David Hockney, focusing on the use of colour.</p>	<p>How can I help?</p> <p>To encourage your child to explore different pieces of artwork by David Hockney, particularly some of his more recent abstract landscape works. What do they like/dislike about his work? What do they notice about the colours used?</p> <p>Explore different media and materials to create different effects.</p>	<p>Our focus is: Searching and creating content.</p> <p>Skills / knowledge to be developed: The children will use search technologies effectively to locate the cost of different activities in Leeds. They will develop a basic understanding of inputting a simple equation so that costs are calculated by the computer. The children will begin to realise that we can create simple programmes to make things easier.</p>  <p>Greater Depth Challenges: Children will demonstrate that they can use technology independently to purposefully create and organise their own spreadsheet.</p> <p>Applied through: Creating a MS Spreadsheet document with a specific focus.</p>	<p>How can I help?</p> <p>To remind your child of the importance of being safe online, and checking your parental filters.</p> <p>Provide opportunities for your child to use MS Excel to create their own Spreadsheets.</p>

Homework	Any Other Information / Dates for the Diary
<p>Ongoing Homework</p> <ul style="list-style-type: none"> Reading: a minimum of 15 minutes reading every night (logged and noted in their Home School Diary). Read Theory program – 15 minutes per week. KIRF target: See attached letter. 	<p>Thursdays – PE day. The kit should be in school all week as children may do additional physical exercise. <u>Please ensure that earrings are removed or covered with plasters.</u></p> <p>We encourage you to look at the Class pages on the school website to see what the children have been doing, and to follow our school Twitter account</p>

- **TT Rockstars:** Children will be set 15m worth of TTRS each week. The system automatically places children at their correct level. To progress children need to be answering their questions at speed and with accuracy.
- **Spellings:** Learn the list for the current week from the half termly spelling grid. These will link up to the **Spelling Shed** homework set online until June 30th.

Please continue to encourage children to log any comments and time spent in their planner – children earn House Points for each part that is fully completed.

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

@GS_Federation We regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.

7th June – School reopens

24th June – School photographs

25th June – PTFA Painting Pots Day

2nd July – Reports handed to parents

5th July – Sports day at 1pm (depending upon weather and restrictions)

7th July – Transition afternoon for all children

8th July – Transition morning for all children

12th July – Reserve Sports day at 1pm (depending upon restrictions)

23rd July – Last day of term, 2.00pm finish

26th July – Training 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 after school.

Miss Thompson and Miss Fielding