



# Curriculum Newsletter

**GOLDSBOROUGH SICKLINGHALL Federation**

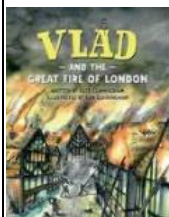
**Sicklinghall Cherry Blossom September – October 2021**



**The Christian / Human Values we are exploring this half term are: Friendship and Kindness**  
**Our 'Big Thinking' SMSC Question for this half term is: 'How did people show kindness in the past?'**

## English

- In our English lesson we will be looking at texts that relate to the Great Fire of London.
- The first key text we will study is 'The Anniversary Edition of the Great Fire of 1666'. This will reinforce their topic knowledge through an illustrated non-fiction text. We will focus on the use of coordinating conjunctions to compare London at present to the past, use role play to explore the historical characters and further embed the key punctuation skills like full stops, capital letter, question marks, and commas for Year 2. This will culminate into writing a diary entry from the Great Fire of London, from a cat's point of view.
- The second key text we will study is 'Vlad and the Great Fire of London'. In this unit we will be looking at adjectives and how they are key to narrative stories. We will be embedding the use of noun phrases when writing character descriptions, which will lead to our final piece of writing. We will retell the story from another character's perspective.



### How can I help?:

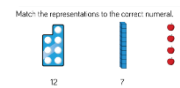
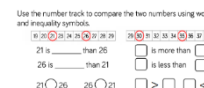
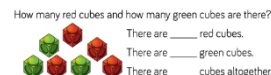
Year 1 (June) and Year 2 (November) will be completing their phonics screening this academic year. Daily reading of their reading book is essential to making good progress in phonics.

The coordination conjunctions we will be focusing on are 'and', 'but' and 'so'. We explain to the children that 'and' links two sentences together, 'but' is used when there is an opposite or different opinion and 'so' is used to show cause and effect.

Encourage children to follow 'say it, write it, check it' for each sentence when writing at home. Has their sentence got a capital letter? Has their sentence got a full stop?

## Maths

- In our Maths lessons we will explore 'Place Value' and 'Addition and Subtraction'



- In Place Value Year 1 will be focussing on sorting, ordering and comparing objects, groups and numbers.
- Year 2 will focus on developing their knowledge of numbers to 100, partitioning numbers to 100 and finding more/less. They will also explore ordering and comparing numbers, as well as extending their knowledge of representing numbers using base 10, Numicon and ten frames.
- The children will also begin an 'addition and subtraction' unit which will continue into Autumn 2. Year 2 will work on fact families to 20 and then 100. They will be adding and subtracting 2-digit and 1-digit numbers, crossing 10, then moving onto adding 3 1-digit numbers. Year 1 will begin using part whole models, number bonds within 10, subtraction, including word problems and reasoning questions.
- We will continue to challenge the children by asking them to reason about questions, this will encourage a greater depth of understanding.

### How can I help?:

Regular use of Numbots and Times Table Rock Stars (Year 2 only) 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. (E.g. double the number of eggs when baking, how many more sweets needed to make 6, etc)

#### Useful Websites:

[www.topmarks.co.uk](http://www.topmarks.co.uk)  
[www.mathsplayground.com](http://www.mathsplayground.com)



### KIRF Target – Autumn Term

Year 1 – I know number bonds for each number to 6


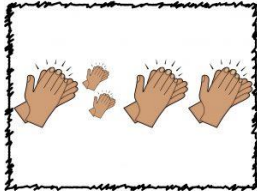


Year 2 – I know doubles and halves of numbers to 20.



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 – History	Science -	P.E
<p><b>Our focus is:</b> The Great Fire of London</p> <p><b>Skills / Knowledge to be developed:</b> Children will be able to place events and people in chronological order from the time of the Great Fire of London. They will be able to plot a timeline and use dates and historic vocabulary. They will know what caused the Great Fire of London and can link it to Science e.g. explaining that the conditions that fire needs to burn: oxygen, heat and fuel source.</p>  <p><b>Greater Depth Challenges:</b> Talk about legislation e.g. laws around house building, about the chronology of the event in detail and the decisions that had an impact on it spreading. For example, at 3am the Lord Mayor goes to look at the fire but decides it is not too bad so goes back to bed.</p> <p><b>Applied through:</b> History / English</p>	<p><b>Our focus is:</b> Animals Including Humans</p> <p><b>Skills / knowledge to be developed:</b> Year 1 pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment. They should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p> <p>Year 2 pupils should be introduced to the basic needs of animals for survival. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth.</p> <p><b>Greater Depth Challenges:</b> The emphasis is on proving and explaining why. For example, a polar bear cannot be a reptile because it is warm blooded and gives birth to live young, rather than laying eggs.</p> <p><b>Applied through:</b> Discussing, understanding and explaining the concepts in detail.</p>	<p><b>Our focus is:</b> Fundamental Movement Skills and Outdoor Adventurous Activities (OAA)</p> <p><b>Skills / knowledge to be developed:</b> In our fundamental movement skill lessons, we will be learning to master basic movements such as running, jumping, throwing and catching through fun, themed lessons. In our OAA lessons we will be beginning to follow and give instructions, communicate ideas and listen to others and work as part of a team.</p>  <p><b>Greater Depth Challenges:</b> Begin to plan and attempt to apply strategies to solve problems, reflecting on their decisions.</p> <p><b>Applied through:</b> P.E lessons with Mr Atkinson and with their class teacher.</p>
<p><b>How can I help?</b> Discuss the key people from history involved in the Great Fire of London, for example, Thomas Farriner, Samuel Pepys and King Charles II.</p>	<p><b>How can I help?</b> Discuss which group animals in our local environment would belong to and ask them to explain why or why they can't be part of a group.</p>	<p><b>How can I help?</b> 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 Thursdays as we will be outside with Mr Atkinson.</p>

## Curriculum: Key Skills, Knowledge and Enrichment

Art	Music	PSHE / Wellbeing	R.E.
<p><b>Our focus is:</b> Colour/Painting</p> <p><b>Skills / knowledge to be developed:</b> We will be learning the names of primary colours and begin to introduce the mixing of colours to form new colours. Show variations of colour – different shades of blue, green, purple and to evaluate this, use language such as light/dark. We will be focussing on the artist Georgia O'Keefe, discussing and analysing her work.</p> <p><b>Greater Depth Challenges:</b> Widening their experiences by using colour on a large scale, A3/A2/ playground.</p> <p><b>Applied through:</b> Topic lessons and continuous provision.</p> 	<p><b>Our focus is:</b> Rhythm and Rap</p> <p><b>Skills / knowledge to be developed:</b> We will begin to recognise very basic style indicators and start to recognise the sound of different instruments. Learn how melody and words should be interpreted, how to sing with good diction and how to perform with a good sense of pulse and rhythm. We will also continue to respond to simple musical cues such as starting and stopping, follow a leader/conductor and explore and understand the differences between composition and improvisation.</p> <p><b>Greater Depth Challenges:</b> Perform with a good sense of pulse and rhythm.</p> <p><b>Applied through:</b> Music sessions in class.</p> 	<p><b>Our focus is:</b> Me and My Relationships/ Feeling Good and Being Me</p> <p><b>Wellbeing:</b> Self esteem</p> <p><b>Skills / knowledge to be developed:</b> The children should learn how to communicate their feelings about new experiences to others, recognise how others show feelings and know how to respond. The children should also be able to celebrate their strengths and set simple but challenging goals.</p> <p><b>Greater Depth Challenges:</b> Verbalise their emotions and independently use activities to regulate their emotions.</p> <p><b>Applied through:</b> Discussion / Circle time/debate/Relax Kids</p> 	<p><b>Our focus is:</b></p> <p><b>Skills / knowledge to be developed:</b> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. We will be re-telling a story about the life of the Prophet Muhammad, beginning to recognise some objects used by Muslims and suggest why they are important</p> <p><b>Greater Depth Challenges:</b> Make links between what the Holy Qur'an says and how Muslims behave. Ask some questions about God that are hard to answer and offer some ideas of their own.</p> <p><b>Applied through:</b> Discussion, role play and debate.</p> 
<p><b>How can I help?</b> When out and about, you could discuss the use of colour in our natural environment, questioning how different shades may be created in nature.</p>	<p><b>How can I help?</b> Encourage your child to share any new rhymes or games they have learned.</p>	<p><b>How can I help?</b> Talk with your child about their emotions and explore mindful moments using Relax Kids activities or Cosmic Yoga. <a href="https://www.relaxkids.com/">https://www.relaxkids.com/</a></p>	<p><b>How can I help?</b> You could talk about the key Islam festivals and discuss some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr</p>

Curriculum: Key Skills, Knowledge and Enrichment			
Computing		French	
<p><b>Our focus is:</b> Interactive Images and Coding</p> <p><b>Skills / knowledge to be developed:</b> Children will learn that when a computer does something it is following instructions called code. They will learn that code can represent objects and actions. They will also learn how to make objects move in a particular order, add their own images that move when clicked and how this relates to coding programs.</p>	<p><b>Greater Depth Challenges:</b> Independently program codes to perform more than one simple event, for example of series of movements.</p> <p><b>Applied through:</b> Computing, PSHE</p> 	<p><b>Skills / knowledge to be developed:</b> Understand simple praise words (e.g bravo, bien joue)</p> <p><b>Skills / knowledge to be developed:</b> Respond to simple, known songs with gestures eg head, shoulders, knees and toes. Respond with actions to stories read aloud and “play” with French vowel sounds through songs and games. Children will understand simple praise words (e.g bravo) and identify 7 colours: red, blue, green, yellow, orange, white, black exchange simple greetings in role play.</p>	<p><b>Greater Depth Challenges:</b> Begin to use learnt conversation to respond to peer in French.</p> <p><b>Applied through:</b> Weekly, practical French sessions</p> 

Homework	Any Other Information / Dates for the Diary
<p><b>Ongoing Homework</b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> a minimum of 15 minutes reading every night (logged by the children and noted in their Home School Diary).</li> <li>• <b>KIRF Target:</b> See attached letter.</li> <li>• <b>Maths:</b> Please use Numbots weekly to practise rapid recall skills.</li> <li>• <b>Spellings:</b> Learn the list of spellings which are given to the children each Friday. The patterns change every week. The children should also be practicing their Common Exception words, these can be found in their spelling homework booklets.</li> </ul> <p><b>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</b></p>	<p>We encourage you to follow our school Twitter account @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>TBC – Harrogate Muslims Assembly 22<sup>nd</sup> October – Harvest Festival</p>

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 Bartlett and Mrs Johnson-Ware