



# Curriculum Newsletter

## GOLDSBOROUGH SICKLINGHALL Federation

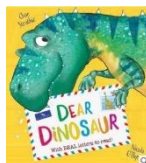
### Sicklinghall Cherry Blossom November – December 2020



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

- We will be learning about the features of a letter, focusing on the formality and language of **Letter writing** as we plan and write a series of letters based on Dear Dinosaur.
- Mark making for **EYFS**, orally rehearsing and accurately writing sentences with a capital letter and full stop (**Year 1**), and including commas in lists, adjectives and adverbs (**Year 2**) will be a focus of independent writing. Understanding verb tenses and accurately using the correct one will also be important. **Year 1** will write sentences that have suitable spaces between words and begin to use 'and' to join two sentences. **Year 2** will be focusing on using commas in lists and improving a noun phrase by adding one or more adjective. Both year groups will be learning how and when to use a question mark in their writing. **Year 2** will be focusing on using commas in lists and improving a noun phrase by adding one or more adjective.
- Reading will be an integral curriculum area as we focus on refining and improving our reading skills: including increasing our **fluency; retrieving information** quickly and efficiently to answer questions, as well as **summarising** and **sequencing**.



#### 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 many red cubes and how many green cubes are there?  
There are \_\_\_\_ red cubes.  
There are \_\_\_\_ green cubes.  
There are \_\_\_\_ cubes altogether.

Use the number track to compare the two numbers using words and inequality symbols.  
21 < 25    25 > 21    21 > 25    25 < 21  
21 is \_\_\_\_ than 25    25 is \_\_\_\_ than 21  
21 is \_\_\_\_ than 25    25 is \_\_\_\_ than 21

Match the representations to the correct numeral.  
12    7    10

#### How can I help?:

Using Spelling Shed and the spelling homework booklet to support your child's phonics and spelling development will greatly improve their writing independence.  
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.

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?

#### How can I help?:

Regular use of Maths Shed, 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.

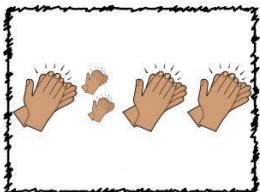


Please see attached KIRF target letter for a complete list of revision targets and if you would like any support or ideas on how to further support embedding these targets please just ask.

## Curriculum: Key Skills, Knowledge and Enrichment



Topic – History	Science -	P.E
<p><b>Our focus is:</b> Dinosaurs and the Different Time Periods</p> <p><b>Skills / Knowledge to be developed:</b> Over the course of this term, we will investigate the lives of Mary Anning and William Walker and discuss life as a palaeontologist.</p> <p>Children will develop their <b>Chronological Understanding</b> by confidently identifying and sorting dinosaurs, and by sequencing events or objects in chronological order (Y1). Challenges will expect <b>Year 2</b> to sequence events &amp; objects in chronological order using a scale and terms about the passing of time (before, modern, long ago, then). They will develop <b>Historical Interpretation Skills</b> to make distinctions between aspects of their own life and past times and begin to Identify different ways to represent the past. By learning <b>Historical Enquiry Skills</b>, the children will look at objects from the past &amp; ask questions e.g. "What were they used for?" and try to answer them. <b>Year 2</b> will be expected to ask their own questions about the past and use a wide range of information to answer them.</p> <p><b>Greater Depth Challenges:</b> To use accurate terminology: Triassic, Jurassic and Cretaceous periods. Explain why a T-rex couldn't eat a Diplodocus (they didn't exist in the same time period). Describe the key differences between then and now.</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: Year 1</b> pupils will explore and answer questions about animals in their habitat, understanding how to take care of animals in their local environment. They will become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p> <p><b>Year 2</b> pupils will be introduced to the basic needs of animals for survival and be introduced to the processes of reproduction and growth in animals using questions that help pupils to recognise growth.</p> <p><b>Greater Depth Challenges:</b> <b>True or False (Prove):</b> carnivores are not hunted by other carnivores. <b>Proving and explaining why</b> a reptile cannot be confused with a mammal. For example, a polar bear cannot be a reptile because it is warm blooded and gives birth to live young, rather than laying eggs. <b>Suggest ways</b> that an animal's offspring (including humans) may be dependent on adults for some time.</p> <p><b>Applied through:</b> Discussing, understanding and explaining the concepts in detail. Exit card quizzes and tasks.</p>	<p><b>Our focus is:</b> Ball Skills, Object Control and Attacking and Defending</p> <p><b>Skills / knowledge to be developed:</b> Kick a ball accurately with control to pass and strike, develop awareness of space.</p> <p><b>Greater Depth Challenges:</b> Work with an increased number of players, smaller ball and target.</p> <p><b>Applied through:</b> Children will develop their confidence and control by playing a variety of football-based games.</p>
<p><b>How can I help?</b> Discuss how museums and palaeontologists have helped historians develop a good understanding of Dinosaurs. Ask the children to share what they have learnt in class about Dinosaurs.</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> Drawing, Painting and Colour with a particular focus on the artist Beth Adoutte – Natural Art</p> <p><b>Skills / knowledge to be developed:</b> Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’.</p> <p>Continues to explore applying colour with a range of tools for enjoyment.</p> <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Experiment with the visual elements; line, shape, pattern and colour.</p> <p><b>Greater Depth Challenges:</b> Mix colours to match those of the natural world – colours that might have a less defined name.</p> <p><b>Applied through:</b> Topic lessons and continuous provision.</p>	<p><b>Our focus is:</b> Rhythm and tempo</p> <p><b>Skills / knowledge to be developed:</b> To listen with attention to detail and recall sounds with increasing memory. To perform as an ensemble by clapping or using percussion with increasing accuracy, fluency, control and expression. To explore the rhythm, tempo and dynamics of different chants and rhymes.</p> <div style="text-align: center;">  </div> <p><b>Greater Depth Challenges:</b> Perform independently and lead a clapping chant or rhyme.</p> <p><b>Applied through:</b> TEAMS music sessions with Mr Hills every Friday.</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> <div style="text-align: center;">  </div>	<p><b>Our focus is:</b> Why are festival important to religious communities?</p> <p><b>Skills / knowledge to be developed:</b> Be able to recount the stories of Diwali and the Nativity. Compare the celebrations which surround these important events in the Hindu and Christian calendars commenting the beliefs expressed and similarities and difference between them.</p> <p><b>Greater Depth Challenges:</b> Explain their own ideas about festivals in Britain today and the beliefs and values expressed in these events.</p> <p><b>Applied through:</b> Discussion, role play and debate.</p> <div style="text-align: center;">  </div>
<p><b>How can I help?</b> When using the colours in discussion at home, encourage children to use more specific descriptions of colour, rather than just ‘blue’ (ocean blue).</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> Ask your child to tell you the story of Diwali. Can they tell you what is similar about this and the story of Jesus’ birth?</p>

## Curriculum: Key Skills, Knowledge and Enrichment

Computing - Teams	How can I help?
<p><b>Our focus is:</b> E-Safety and learning how to use TEAMS.</p> <p><b>Skills / knowledge to be developed:</b> The children will focus upon using technology safely, respectfully and responsibly. They will develop an understanding of what is acceptable and unacceptable behaviour when working online. The children will also be taught how to use TEAMS so that they are prepared in the event of remote learning.</p> <p><b>Greater Depth Challenges:</b> Children will be able to access and navigate TEAMS independently.</p> <p><b>Applied through:</b> Computing, PSHE</p>	<p>To remind your child of the importance of being safe online and checking your parental filters.</p> <p>Check that your child has completed any assessments</p> <p>The use of Social Media has an age restriction of 13.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">   </div>

Homework	Any Other Information / Dates for the Diary
<p><b><u>Ongoing Homework</u></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 or Maths Shed 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> <div style="text-align: right; margin-right: 20px;">  </div> <p>w/c Mon 9th November – Parent/Carer Consultations via Teams or Telephone</p> <p>Fri 13th Nov – ‘Wear Spots’ for Children in Need, £1 minimum donation</p> <p>Fri 11th December – Christmas Jumper Day</p> <p>Fri 18th December – School closes, end of term</p> <p>Mon 4th January – Training Day, school closed</p> <p>Tues 5th January – School opens, Spring Term 1</p> <p>COMING UP in Spring 1 – Phonics, Reading and Maths Workshops for Parents on Teams.</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 via Teams or to request a phone call.

Miss Bartlett, Mrs Johnson-Ware and Miss Wood