



Curriculum Newsletter

GOLDSBOROUGH and SICKLINGHALL Federation

Sicklinghall - Silver Birch: March - April 2022



The Christian / Human Values we are exploring this half term are: Endurance and Hope

Our 'Big Thinking' SMSC Questions for this half term are: What difficulties have people had to endure around the world? What changes did they hope for?

English

- We will be exploring a narrative this half term based on our topic of France called '*Anatole*' by *Eve Titus*. We will be exploring characters and descriptive language used, as well as Authorial Intent and language choices that are made for effect. We will then consider how we can make choices in our own narratives that will make an impact on our audience.
- We will focus on newspaper recounts and the features specific to this style of genre. We will be writing our own newspaper recounts about the Easter story considering different perspectives such as the disciples, Roman soldiers and bystanders.
- Our reading will be an integral part of all curriculum areas as we focus on refining and improving our reading skills. In our Whole Class Guided Reading sessions we will be developing our **deduction** and **inference** skills to work out what is happening in a text.

The outcome will be: to write a range of text types, carefully considering the features that are required to engage the intended audience.

To continue to read a broad range of interesting texts across the curriculum.

How can I help?

Ask your child about different text types and how their features are all different. To encourage your child to read a range of texts that we will study that they may not have encountered before for example newspaper reports. It will help the children realise that we are learning about real life texts.

BBC iReporter is a great resource for helping children to understand how real-world journalism works. In BBC iReporter you're a BBC journalist covering breaking news and have to decide whether or not to post things on social media. It's real-world and it's exciting. It will help young people to understand the pressures on journalists to be accurate and at the same time, publish news in a timely manner.

What are inference and deduction skills?

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

Maths

- In our Maths lessons we will continue to develop our understanding of multiplication and division, in particular using written methods to help us to calculate.
- We will develop our understanding of measurements of length beginning with estimation and conversion between metres, centimetres and millimetres. We will apply our calculation knowledge as we explore perimeters of shapes and Year 4 will learn how to calculate areas too.
- We will begin to learn about Fractions by thinking about unit and non-unit fractions, tenths and move on to calculating equivalence between fractions.
- Times tables practise and number facts will be a priority with children regularly accessing White Rose Maths App, Thompson's Time Trials, TTRockstars and practising their tables in other ways in class.
- 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?

Children in Year 4 will continue to develop their knowledge of times tables to 12 x 12. It is important that they are fluent in their times tables to 12x12 before they start Year 5.

Spend some time working with your child to help them to tell the time using an analogue clock. Ask them what time it will be in 1 hour? Half an hour? 20 minutes?




KIRF Target – Spring Term 2




Year 3 – I can tell the time.

ALL CHILDREN WOULD BENEFIT FROM WORKING ON THIS TARGET.

Year 4 – I know the multiplication and division facts for the 9- and 11-times tables.

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	Science – Animals including humans	P.E -
<p>Our focus is: France</p> <p>Skills / Knowledge to be developed: We will begin by recapping the children's Place Knowledge of the 7 continents and 5 oceans.</p> <p>They will develop their Location Knowledge by naming countries in Europe and describing where they are in relation to each other using a compass. Children will ask geographical questions about France and using maps, atlases and aerial images, children will develop their Fieldwork Skills by locating different Physical and Human Features.</p>  <p>They will use grid references to describe where things are and they will identify patterns on maps to develop their understanding of keys. They will bring all of these ideas together to create a sketch map.</p> <p>Children will use IT to present their learning about the capital of France, Paris.</p> <p>Greater Depth Challenges: The children will create sketch maps of 2 contrasting areas, annotate digital maps and use up to 6 figure grid references to help them to locate geographical features more accurately.</p> <p>Applied through: Geography / English / Maths/ IT</p>	<p>Our focus is: Skeletons, muscles and nutrition</p> <p>Skills / knowledge to be developed: The children will notice that animals, including humans, have offspring that grow into adults..</p> <p>They will find out and describe the basic needs of all animals for survival.</p> <p>Children will describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.</p>  <p>Working scientifically, they will gather, record, classify and present data, in a variety of ways to help in answering questions.</p> <p>Greater Depth Challenges: The children will apply their understanding of changing states to practical uses to deepen their knowledge.</p> <p>Applied through Classifying, observing, comparing, interpreting and recording.</p>	<p>Our focus is: Fundamental Movement Skills Indoors - Dance</p> <p>Children will explore how to improvise freely and translate ideas from a stimulus into movement. They will repeat, remember and perform phrases building up to sequences of more complex movements.</p>  <p>They will share and create phrases with a partner and small group and perform these during the lessons.</p> <p>Greater Depth Challenges: Children will take the lead when working with a partner or group. They will become more confident in using dance to communicate an idea.</p>
<p>How can I help? Continent challenge: How many countries of Europe can you learn the names of together this half term? Can you name capital cities too?</p>	<p>How can I help? Can children observe how we meet our needs in order to survive in everyday life?</p>	<p>How can I help? Please ensure that children bring the correct kit to school with them every week. Have a kitchen disco and encourage your child to share the moves and routines they have been working on in school.</p>

Curriculum: Key Skills, Knowledge and Enrichment			
Art	Music	PSHE / Wellbeing	R.E.
<p>Our focus is: Monet</p> <p>Skills / knowledge to be developed: Extend exploring colour mixing to applying colour mixing. Begin to apply colour using dotting, scratching and splashing to imitate the artists techniques. Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p>Greater Depth Challenges: Research an artist in greater depth and adapt ideas and processes into their own art displaying a higher level of technical skill with a broad range of tools and media. Think of innovative ways to enhance creativity and develop a style of their own. Evaluate work independently to assess and improve their own art.</p> <p>Applied through: Art, History</p>	<p>Our focus is: Charanga – Topics around the world - France</p> <p>Skills / knowledge to be developed: Children will listen to a variety of pieces of music of French origins including the National Anthem, the Can Can and Frere Jacques. They will listen and respond to the music commenting on the pulse, tempo and dynamics of the music. Finally they will learn to sing Frere Jacques as a round.</p>  <p>Greater Depth Challenges: Learn to play Frere Jacques on a keyboard.</p> <p>Applied through: Discussion and singing together.</p>	<p>Our focus is: My Healthy Lifestyle</p> <p>Skills / knowledge to be developed: Children will look at factors that affect physical, mental and emotional health. They will learn about what is meant by a healthy diet and how to make informed decisions about healthy eating and exercise.</p>  <p>During Neurodiversity Celebration Week we will be looking at what neurodiversity means and influential neurodiverse people in the world who have made a positive impact.</p> <p>Greater Depth Challenges: Identify positive and negative factors in relation to physical, mental and physical health.</p> <p>Applied through: Discussion, circle time and debate.</p>	<p>Our focus is: Easter and Why is the Bible important to Christians today?</p>  <p>Skills / knowledge to be developed: Children will prepare to lead the school community in our celebration of Easter through drama, music and narration. They will learn about the Big Story in the Bible which helps Christians to understand how to live a good life.</p> <p>Greater Depth Challenges: Explain why people sometimes make the wrong choice and suggest how they can make things right.</p> <p>Applied through: Discussion and debate.</p>
<p>How can I help? Monet took a lot of inspiration for his art work from natural landscapes – spend time outside appreciating the great outdoors.</p>	<p>How can I help? Ask your child to share the songs they are learning with you https://www.youtube.com/watch?v=QggSd_TFiEE https://www.youtube.com/watch?v=mdtBueVb7PE&list=PLxybjfxLKz_zAg7nvOA6-9CwcHj4rV6Lb&index=18</p>	<p>How can I help? For more information about Neurodiversity Celebration Week you can visit: Neurodiversity Celebration Week (neurodiversityweek.com)</p>	<p>How can I help? Help your child to learn their lines for the Easter Service. Ask them to tell you about the main events of the Easter story.</p>

Curriculum: Key Skills, Knowledge and Enrichment

Computing

Our focus is: Searching and Creating content using MS Word

Skills / knowledge to be developed:

Children will learn how to carry out safe searches using Google and will consider the key words they search for. They will learn how to access MS Word via the TEAMS. Children will develop their word processing skills by inserting pictures, typing and editing text.

Greater Depth Challenges: Children will compare results across search engines and develop their understanding of page rankings.

Applied through: The creation of fact files about Paris.

How can I help?

Search for things together on the internet using safe search.

Support your child to create a fact file in MS Word or similar as part of their Learning Log Homework.

MFL - French

Our focus is: La Jolie Ronde – animals.

Skills / knowledge to be developed: Children continue to develop their conversational skills by asking and answering questions about different animals. They will learn the names of animals and will be able to talk about which pets they own or like.

Greater Depth Challenges: Children will model pronunciation and lead small group activities.

Applied through: Speaking and listening, songs and games

Encourage your child to share the new vocabulary at home, including any songs they will have learnt as part of their lessons.



Any Other Information / Dates for the Diary

We encourage you to follow our school Twitter account @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 note, all dates are subject to change depending on current guidance.

Swimming continues for Years 3 & 4. Weekly sessions on Fridays until 8th April (final session before Easter holidays)

Thursday 3rd March - Word Book Day

Friday 4th March - Young Shakespeare workshop – The Tempest

Monday 7th – 11th March – British Science Week

Wednesday 16th March – Class photos

Monday 21st March – Den Building

Monday 21st – 25th – Neurodiversity week

Tuesday 29th and Wednesday 30th March - Parent/career consultations

Friday 8th April - Break up for Easter

Homework

Learning Log Homework for this half term: Our topic this half term is all about France. Your Learning Log homework could be about anything to do with the country. You might want to focus on:

- Famous artists e.g. Monet, Degas, Toulouse-Lautrec, Vallayer-Coster or Bonheur.
- Food – could you learn to cook a traditional French dish?
- Plan a holiday to France – Where would you go? What would it cost? What would you pack?
- What Is the weather like in France?
- Choose a city or area and create a tourist information leaflet about it.
- Explore French music – could you learn to play or sing something?
- Learn some more French! BBC Bitesize has some great resources <https://www.bbc.co.uk/bitesize/subjects/z39d7ty>

Key Stage 2 (Year 3 and 4 (Lower Key Stage 2) and Year 5 and Year 6 (upper Key Stage 2) Homework

Subject and Key Stage	Homework type	Reason	Frequency
Compulsory KS2:			
KS2 Reading Book (Y3, Y4, Y5 and Y6)	Own choice Reading Book. Big Cat Own choice book.	Building Fluency and understanding. vocabulary development. Gathering ideas for writing. Building general knowledge of the world.	Own book – 15 minutes every night. Child to log pages read in their planner. Big Cat – can be swapped when read.
KS2 Read Theory (Y3, Y4, Y5 and Y6)	Online This self-adjusts the level to make it harder or easier based on the number of correct answers.	Fluency and Retrieval of basic facts read. Reading a greater range of subject areas as they are short.	At least twice per week. Children can do as many as they choose to do.
TTRS – Y3 2x, 5x, 10x, 3x, 4x 8x TTRS – Y4 The above tables plus 6x, 7x, 9x, 11x, 12 x	Online Children need to complete questions in a specific time frame. They will not be allowed to move on by the system unless they do this.	By Year 4 children should be fluent up to 12 x 12. This means they should be able answer a table (and the associated division fact) instantly. e.g. $7 \times 6 = 42$ $42 \div 7 = 6$ $42 \div 6 = 7$	As often as possible but at least twice per week. This is a National Test for Year 4 children. 6 seconds per question – 25 questions. The 6, 7, 8, 9 and 12 times tables are more likely to be asked than the 2, 3, 4, 5, 10 or 11 multiplication tables. The STA state that there is a focus on these as these are the 'most difficult' multiplication tables.
TTRS – Y5 and Y6 All tables above with speedy recall.	Online Children need to complete questions in a specific time frame. They will not be allowed to move on by the system unless they do this.	The speed for completion is reduced and more questions are added.	As often as possible but at least twice per week until they are able to recall all tables within 2 seconds.
KIRFs (Y3, Y4, Y5 and Y6)	Key Instant Recall Facts in Maths.	To help increase speed of retrieval, fluency and making connections. E.g. $7 + 3 = 10$ leads to $70 + 30 = 100$ and then on $KS2\ 700 + 300 = 1000$ $700g + 300g = 1Kg$ $0.7 + 0.3 = 1.0$	Work on these regularly. A new one is sent each half term for each year group.
KS2 Spelling (Y3, Y4, Y5 and Y6)	A spelling list is sent home each week and the child will do a spelling test. Children should also work on learning and applying words from the Statutory Words List for Y3/4 and Y5/6.	Consolidation of a rule. In the test children will also be given several additional words that meet the rule but have not been on the list to check understanding not just rote learning.	Learn spellings in chunks 'little and often' encouraging lower case letter as the start (unless a proper noun) and accurate letter formation / joins.

Optional KS2:			
Schofield and Sims Reading comprehension sheet. (Y3, Y4, Y5 and Y6) OR SATs Style Comprehension Questions.	Paper Version Questions about a given text.	A wider range of tests. Support with Assessments. Check understanding of what has been read. Children should highlight the section of the text that relates to the question before answering it.	Alternate Weeks to Maths. Answer sheet sent home to promote self-marking and correcting. Put a * where a child has really struggled, and the Teacher will incorporate support in this area through lessons.
Schofield and Sims Maths Fluency sheet – sections A, B and C. (Y3, Y4, Y5 and Y6) Maths Reasoning sheet.	Paper Version Questions about a given text.	Coverage of all areas of maths where multiple steps are often needed to solve a question (especially in Section C). Support children will assessments. This will only build arithmetic and fluency not Mathematical Reasoning. Additional Reasoning questions may be sent linked to what has been covered in class for 'consolidation'.	Alternate Weeks to Reading. Answer sheet sent home to promote self-marking and correcting. Put a * where a child has really struggled, and the Teacher will incorporate support in this area through lessons.

Learning Log examples:



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