



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Sicklinghall Willow 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 to summarise information with a particular focus on recounts - letter writing and newspaper. We will identify the features by deconstructing a range of examples. **Sentence structure** and techniques to **link paragraphs together** will be vital skills for writing.
- The children will be **challenged** to write from different points of view and for different purposes in each text type. They will be taught accurate use of **brackets, dashes** and **commas** for **parenthesis** to **embed a clause** and commas for **fronted adverbials**.
- Improving **summarising** and **sequencing** will be a focus in Reading as well as developing **deduction** and **inference** skills to use clues in a text to build a conclusion.
- The challenging texts and picture books we will focus on are:** Goodnight Mr Tom by Michelle Magorian, The Harmonica by Tony Johnston and various newspaper reports from that period of history.



The outcomes will be:

- To write emotive recount letters based on evacuation.
- To write a newspaper report recounting the moment war was declared.

How can I help / information for helping:

Use the **knowledge organisers** sent home to recap facts and dates.
Discuss emotions and feelings throughout the war and help develop the children's vocabulary.
Practise active and passive voice in every day life.

What is parenthesis and passive/active voice?

Often you recognise the passive form when you see 'by' followed by the subject. Children should know that in an active sentence (you must do this carefully) the subject (you) comes before the object (this). In a passive sentence the **object** comes first and subject comes second, The verb doesn't move.

Passive: This must be done carefully by you. (Sometime the **subject** is left out of the passive sentence entirely). **You must do this carefully.**

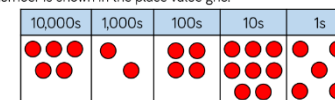
Active: The school arranged a visit.

Passive: A visit was arranged by the school.

Maths

- The focus is Place Value, specifically comparing and ordering numbers up to a million (Y5) and ten million (Y6). Further extension is applied to rounding to 10,000, 100,000 (Y5) and to the nearest million for (Y6).
- The children will revise the four operations and extend their skills in order to apply the techniques to solve calculations up to a million (Y5) or 10 million (Y6) including decimals.

A number is shown in the place value grid.

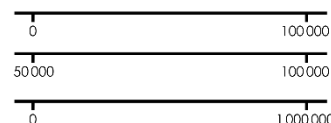


Write the number in figures and in words.

Children will access I See Reasoning activities and Mastery and Mastery with Depth Challenges:

Number lines

Show the position of **70 000** on each number line.



Mastery

What can we say about 48 000?

- It is less than 50 000.
- It is made of 40 000 and together.
- It is made of thousands.
- It is made of hundreds.
- It is made of tens.

True or False?

- 3999 - 2999 = 4000 - 3000
- 3999 - 2999 = 3000 - 2000
- 2741 - 1263 = 2742 - 1264
- 2741 + 1263 = 2742 + 1264
- 2741 - 1263 = 2731 - 1253
- 2741 - 1263 = 2742 - 1252

Explain your reasoning.

Using this number statement, 5222 - 3111 = 5223 - 3112 write three more pairs of equivalent calculations.

Pupils should not calculate the answer to these questions but should look at the structure and relationships between the numbers.

We will continue to **challenge** the children on their knowledge of KIRFs (key instant recall facts) from Autumn 1 and ask them to revise their next set for Autumn 2, please see below.

How can I help / information for helping:

Ask your child:
'Can you show me 8,045 (any number) in 3 different ways?
Words, counters using the place value mat above, 8000 + 40 + 5
Which column is missing?
Y6 to use numbers up to 10 million.


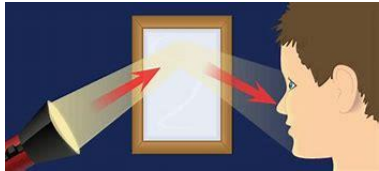

KIRF Target – Autumn 2

Please continue to revise and embed Autumn 1 and Autumn 2 KIRFs.




Year 5 – I know the multiplication and division facts for all times tables up to 12x12

Year 6 – I can identify common factors of a pair of numbers

Curriculum: Key Skills, Knowledge and Enrichment

Topic – History	Science - Light	P.E
<p>Our focus is: WWII - Knowledge & understanding of events, people and changes in the past</p>  <p>Skills / Knowledge to be developed: Children will develop their Chronological Understanding and sequence events on a complex timeline. Developing Historical Interpretation and Enquiry Skills will help them to discover how WWII started and ended and how people's interpretation of events differed. They will understand what the Blitz was and the reasons for the relentless attack. They will explore the Axis of Power, Allies and Neutral countries; children will be challenged to interpret how this differed depending on the perspective. Understanding the impact of the Holocaust, significant military events and the part Britain played will also be a key focus.</p> <p>Greater Depth Challenges: Children will be challenged to consider and explain how events impacted on different societies concurrently and how the impacts of WW2 and their importance on England today, stating relevant examples.</p> <p>Applied through: History / English / Maths / Art / Computing / Role Play/Music</p>	<p>Our focus is: Light</p> <p>Skills / knowledge to be developed: The children will be exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.</p>  <p>Through practical experiments, the children will explore different ways to demonstrate that light travels in straight lines and the behaviour of light, reflection and shadows.</p> <p>Greater Depth Challenges:</p> <p>Investigate: Does blocking light prove it travels? True or False: Light is invisible. Research and investigate: Why do objects, such as a pencil, appear to bend when placed in water?</p> <p>Applied through: Discussing, understanding and explaining what is happening with light around them. Applying their learning to real life.</p> <p>Discussing how a periscope worked to help soldiers view the battlefield from the trenches.</p>	<p>Our focus is: Ball Skills, Object Control and Attacking and Defending</p> <p>Skills / knowledge to be developed: To develop close control when moving with the ball. Children will be learning to develop their accuracy when passing.</p> <p>Greater Depth Challenges: Work with an increased number of players, smaller ball and target and use less dominant foot.</p> <p>Applied through: Children will apply their skills using a range of equipment (tennis balls / footballs). They will compare attacking and defending in a range of game situations.</p> 
<p>How can I help / information for helping: Quiz your child regularly using their WW2 knowledge organiser to embed key dates. Discuss experiences of WW2 from family members and research any family history from this period to immerse children in this topic. Encourage children to share memorabilia and memories at school.</p>	<p>How can I help / information for helping: Discuss light all around them at home. How does light travel? How are shadows formed? Is it ever properly dark? Why not? Make a shadow puppet.</p>	<p>How can I help / information for helping: Please ensure that children have both an outdoor and indoor kit in school (including trainers) for the whole week as other indoor and outdoor sessions might take place at alternative times.</p> <p>Discuss attacking and defensive strategies in a range of sporting events. What skills are demonstrated for ball control?</p>

Curriculum: Key Skills, Knowledge and Enrichment

Art	Music	PSHE / Wellbeing	R.E.
<p>Our focus is: The Yorkshire Artist Henry Moore</p> <p>Skills / knowledge to be developed: The children will learn about the artist and his life before analysing and critiquing his work. They will learn to control and experiment with particular qualities of tone, shade, hue and mood and use colour to express moods and feelings.</p> <p>Greater Depth Challenges: Identify suitable equipment for purpose – HB or 4 HB pencil, thick or thin brush.</p>  <p>Applied through: Their own version of an Anderson Shelter picture.</p>	<p>Our focus is: Rhythm and Tempo</p> <p>Skills / knowledge to be developed: To listen with attention to detail and recall sounds with increasing memory. To perform as an ensemble by clapping and using percussion with increasing accuracy, fluency, control and expression. To explore the rhythm, tempo and dynamics of different music linked to World War II</p>  <p>Greater Depth Challenges: Create and perform their own piece of rhythmic music thinking about the impact on the audience.</p> <p>Applied through: TEAMS music sessions with Mr Hills every Tuesday.</p>	<p>Our PSHE focus is: Celebrating Difference</p> <p>Wellbeing: Ensuring children are focused and ready to learn considering the current climate and that they have good self-esteem.</p> <p>Skills / knowledge to be developed: The children will spend time learning about the importance of managing their emotions. They will learn about the different parts of the brain, and the need to address worries before their brain is ready to learn. They will explore a range of strategies from Relax Kids that can be used to help regulate themselves, when feeling overwhelmed and to build up their own self-esteem.</p> <p>Greater Depth Challenges: Verbalise their emotions and independently use activities to regulate their emotions.</p>  <p>Applied through: Discussion / Circle time / debate/Relax Kids</p>	<p>Our focus is: Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>Skills / knowledge to be developed: Be able to express their own thoughts and feelings about some special places and understand different reasons why some buildings are sacred.</p> <p>Greater Depth Challenges: Outline how and why some Humanists criticise spending on religious buildings or art.</p> <p>Examine the title question from different perspectives, including their own.</p> <p>Applied through: Discussion and debate.</p>
<p>How can I help / information for helping: Research the works of Henry Moore and other artists examples of drawings/ images of WW2</p>	<p>How can I help / information for helping: Ask the children about World War II music and styles. What have they learned?</p>	<p>How can I help / information for helping: Discuss mental health and relaxation with your child and what they have learned in class – how does this apply in your home?</p>	<p>How can I help / information for helping Explore different examples of religious buildings and religious art.</p>

Curriculum: Key Skills, Knowledge and Enrichment

Computing - Teams

Our focus is: Online Safety and learning how to use TEAMS.



Skills / knowledge to be developed: The children will focus on strategies to use technology safely, respectfully and responsibly. They will develop an understanding of what is acceptable and unacceptable behaviour when working online and how to keep their personal information safe.

The children will also be taught how to use TEAMS so that they are prepared in the event of remote learning. This will include completing set assignments and quizzes in their Team - currently there is a WWII and Fire Safety quiz.

Greater Depth Challenges: Children will be able to explain what cyberbullying is and the effects this can have on a child's life. Children will be able to access and navigate TEAMS independently. Children will be able to review their own actions, consider how other people feel and act appropriately when accessing online platforms independently.

Applied through: Computing, PSHE discussions, Homework.

How can I help / information for helping:

To remind your child of the importance of being safe online and checking your parental filters.

Encourage your child to be responsible in the chat section of their Class Team. Ensure that their assessment quizzes are completed.

Discuss social media apps like TikTok and WhatsApp and explain about age restrictions.



WhatsApp



Homework**Ongoing Homework**

- **Reading:** a minimum of 15 minutes reading every night (logged by the children and noted in their Home School Diary).
- **KIRF target:** See attached letter.
- **TT Rockstars:** please use TT Rockstars to access the weekly sessions.
- **Spellings:** Learn the list of spellings which are given to the children each week. The patterns change each week. The children should also be practising their statutory words Y5/6. See separate sheet. Please access spelling shed for weekly spelling games.

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.

w/c Mon 9th November – Parent/Carer Consultations via Teams or Telephone

Fri 13th Nov – ‘Wear Spots’ for Children in Need, £1 minimum donation

Fri 11th December – Christmas Jumper Day

Fri 18th December – School closes, end of term

Mon 4th January – Training Day, school closed

Tues 5th January – School opens, Spring Term 1

Thank you, as always, for your continuous help and support. If you have any queries please do not hesitate to contact us to arrange a meeting via TEAMS or to request a phone call.

Mr Morris and Mrs Keyse