



# Curriculum Newsletter

## GOLDSBOROUGH and SICKLINGHALL Federation

### Silver Birch: January - February 2024



The Christian / Human Values we are exploring this half term are: **Peace and Thankfulness**  
 Our 'Big Thinking' SMSC Question for this half term are: What moments in history can you discuss where communities have wanted peace or shown thankfulness?

#### English

- We will begin the term by learning about the features of a biography as we learn about the life of **David Attenborough, Nelson Mandela and Greta Thunberg**. We will learn about tone and organising our work into paragraphs, using **adverbial phrases** to describe time, **relative pronouns** to add detail and **other varied sentence structures** using the Alan Peat sentence types.
- The children will write their own biography about their chosen inspirational person, carefully considering the features that are required to engage the intended audience.
- We will move onto creating our own poetry inspired by Blue and Green planet by Sabrina Mahfouz. The children will explore a range of poetic devices to create their own poem.



#### Maths

- In our Maths lessons we will explore multiplication and division.
- Year 3 will focus on equal grouping, and multiplying/dividing by 3, 4 and 8. The children will become familiar with comparing number statements and consider ways of recording their work when numbers are too large to multiply mentally.
- Year 4 children will focus on multiplying and dividing by 6, 7 and 9. They will also spend time familiarising themselves with the 11 and 12 times tables. They will begin to use efficient written methods for multiplying and dividing.
- 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?**  
 Ask your child about different text types and how their features are all different. To encourage your child to read a range of texts to help widen their knowledge of different genres.

To encourage your child to read some of the '*Little Dreams, Big People*' books. They are biographical and will support your child in understanding the biographical style and the features used.



**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.  
 Use TTRS or [www.mrsthompson.co.uk](http://www.mrsthompson.co.uk) to help your child master these number facts.

**Homework**  
 Each year group has their own set of KIRFS per half term. Each week they will bring home a homework sheet which addresses these KIRFS. They will be collected in and marked in class on a Tuesday and filed in their maths folders.  
 Children will also be set 10 minutes of TTRS homework each week. Please support your child in completing their homework.

## Curriculum: Key Skills, Knowledge and Enrichment

### Topic – History

**Our focus is:** Modern Culture and History



**Skills / Knowledge to be developed:**

We will begin by using our **Chronological Understanding** to place events since the 1950s on a time line. Using our knowledge and understanding of the time period we will describe how people lived during these time periods and how they changed over time.

For their **Historical Enquiry** focus, children will look at how technology, fashion, vehicles, schools, foods, children's lives, music have changed

**Greater Depth Challenges:** Children will be able to compare each decade since the 1950s with modern day Britain.

**Applied through:**

History/ English / Maths / IT

**How can I help?**

Share any memorabilia you may own from past decades since the 1950s. Discuss the changes within your lifetime.

### Science – Everyday Materials

**Our focus is:** Changing States

**Skills / knowledge to be developed:**

The children will **compare** and **group** materials together, according to whether they are **solids**, **liquids** or **gases**.



They will also **observe** that some materials change state when they are heated or cooled.

**Working scientifically**, they will **gather**, **record**, **classify** and **present** data, in a variety of ways to help in answering questions.

**Greater Depth Challenges:**

The children will apply their understanding of changing states to practical uses to deepen their knowledge.

**Applied through**

Classifying, observing, comparing, interpreting and recording.

**How can I help?**

Exploring changing states in everyday life for example: the changes in state of water from gas to liquid to solid. What does this look like at home? Can they find more examples?

### P.E -

**Our focus is:** Fundamental Movement Skills  
Indoors - Gymnastics



Children will explore how to balance on one foot and adopt sequences to suit different types of apparatus and criteria.




They will learn to complete a forward roll and land on their feet whilst working in a controlled way. They will work with a partner to create, repeat and improve a sequence with at least three phases that includes changing speed and direction as well as a range of shapes.

**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.

**How can I help?**

Please ensure that children bring the correct kit to school with them every week. Encourage your child to share the moves and routines they have been working on in school.

Curriculum: Key Skills, Knowledge and Enrichment			
Art	Music	PSHE / Wellbeing	R.E.
<p><b>Our focus is:</b> Textiles and Collage</p> <p><b>Skills / knowledge to be developed:</b> To use colour in weaving to express an idea. To be aware of the materials they are using, i.e. are they delicate, fragile, tough, durable? To 'draw' with a wider variety of stitches, using a needle with a small eye and fine thread. To use tie dye or batik to create patterned materials.</p> <p><b>Greater Depth Challenges:</b> 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><b>Applied through:</b> Art lessons</p>	<p><b>Our focus is:</b> Stop! – A song/rap about bullying.</p> <p><b>Skills / knowledge to be developed:</b> The children will develop their listening skills by focusing on listening to and copying back rhythm and pitch. They will explore the messages in the lyrics and write their own song based on the theme of bullying. They will perform their composition to the class.</p> <p><b>Greater Depth Challenges:</b> Make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p> <p><b>Applied through:</b> Charanga Musical School Scheme</p> 	<p><b>Our focus is:</b> Living in the Wider world</p> <p><b>Skills / knowledge to be developed:</b> To explore why we have rules and laws in society. To learn about human rights and to identify the basic rights for children. To know that we also have rules and responsibilities. To know that knowing someone online differs from knowing someone in person, and what to do if they are worried about any contact online.</p> <p><b>Greater Depth Challenges:</b> To know that with every right comes a responsibility and to be able to understand this in relation to real life situations.</p> <p><b>Applied through:</b> Discussion / Circle time / debate</p> 	<p><b>Our focus is:</b> Why do some people think that life is a journey?</p> <p><b>Skills / knowledge to be developed:</b> Children will think about the significant events which take place in people's lives. They will learn about the celebrations and ceremonies which take place linked to birth and commitment in the Christian and Hindu faiths. They will compare these with each other and the secular events which take place in the UK today.</p> <p><b>Greater Depth Challenges:</b> Explain the similarities and differences between ceremonies of commitment and the underlying beliefs connected to these.</p> <p><b>Applied through:</b> Discussion and debate.</p> 
<p><b>How can I help?</b> Encourage your child to share the different stitching techniques at home.</p>	<p><b>How can I help?</b> Encourage your child to listen carefully to pop music and discuss the different voices and instruments that they can hear. Move along to the pulse of the music whilst listening.</p>	<p><b>How can I help?</b> Continue to encourage your child to discuss their emotions, and to encourage them to talk about their rights.</p>	<p><b>How can I help?</b> Talk to your child about significant events in their family life. What celebrations have there been? E.g. Weddings, christenings, naming ceremonies. Please do share photos with them and us!</p>

## Curriculum: Key Skills, Knowledge and Enrichment

### Computing

**Our focus is: Micro:bits LED animation**

**Skills / knowledge to be developed:**

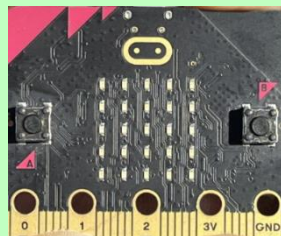
The children will use a Micro:bit, which are simple plug-in computers. They will practise their coding skills to program the Micro:bit to plan, design and run a led animation for another child in the class.

**Greater Depth Challenges:** Children will predict, test and refine their programming.

**Applied through:** The children will apply their knowledge to creating their own animation.

**How can I help?**

To encourage your child to discuss their ideas for their animation.



### MFL - French

**Our focus is:** La Jolie Ronde – Introducing yourself, saying how old you are and colours.

**Skills / knowledge to be developed:** Children continue to develop their conversational skills by asking and answering questions about their names and ages. They will learn the names of colours and identify the colours of objects around them.

**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.



### Homework

**Ongoing Homework**

- **Reading:** a minimum of 15 minutes reading every night (logged by the children and noted in their Home School Diary). Online Read Theory quizzes help to build comprehension skills; complete at least 3 per week.
- **KIRF Targets:** See related letter.
- **Times tables:** Please use TTRockstars to access the weekly sessions.
- **Spellings:** 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 Statutory words, these can be found in their back of their planners.

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

### 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.

- 8<sup>th</sup> January – Training Day
- 9<sup>th</sup> January - Back to School
- 11<sup>th</sup> January – York University workshop
- 15<sup>th</sup> January – Swimming starts for Y3/4
- 30<sup>th</sup> January – Visit to Victoria School
- Monday 5<sup>th</sup> - Friday 11<sup>th</sup> February - Children's Mental Health week
- 6<sup>th</sup> February - Safer Internet Day
- 9<sup>th</sup> February - School closes for half term
- 10<sup>th</sup> February - Chinese New Year



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.

Mrs Hamblin