



# Curriculum Newsletter

## GOLDSBOROUGH and SICKLINGHALL Federation

### Silver Birch: January - February 2022



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 be writing instructions as well as a narrative text through exploration of our Stone Age to Iron Age topic this half term. The children will be exploring two texts in particular: *How to Wash a Woolly Mammoth* by Michelle Robinson as part of our writing instructions unit and *Stone Age Boy* by Satoshi Kitamura as part of our narrative unit. This will introduce the children to writing in different styles and genres and for different purposes.
- 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 **Authorial Choice** and **Analysing Language** skills through our focused text *Stig of the Dump* by Clive King.

**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, in particular instructions, and consider the format needed to appeal to an audience.

#### What are Authorial Choice and Analysing Language skills?

**Authorial Choice:** understanding choices made by the author that impact style, structure and language to provide clues and suggestions that may impact the story later.

**Analysing Language:** identifying how language contributes towards meaning.

#### Maths

- In our Maths lessons we will recap our learning about written methods for addition and subtraction by checking our answers using estimation and inverse operation.
- We will then move on to multiplication and division and apply our calculation skills when exploring perimeter and area.
- Year 3 will focus upon 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?

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 1

Year 3 – I can recall facts about durations of time.  
**All children would benefit from working on this target.**

Year 4 – I can recognise decimal equivalents of fractions.

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 – Everyday Materials	P.E - Gymnastics
<p><b>Our focus is:</b> Stone Age to Iron Age</p>  <p><b>Skills / Knowledge to be developed:</b> We will begin by using our <b>Chronological Understanding</b> to place to Stone Age to the Iron Age on a time line. Using our knowledge and understanding of the time period, we will describe how people lived during this time period and how it changed over time. For their <b>Historical Enquiry</b> focus, the children will look at the different tools that were made for survival and how.</p> <p><b>Greater Depth Challenges:</b> Children will be able to compare Stone Age developments with those of other Ancient civilizations.</p> <p><b>Applied through:</b> History/ English / Maths</p>	<p><b>Our focus is:</b> Changing States</p> <p><b>Skills / knowledge to be developed:</b> The children will <b>compare</b> and <b>group</b> materials together, according to whether they are <b>solids</b>, <b>liquids</b> or <b>gases</b>.</p>  <p>They will also <b>observe</b> that some materials change state when they are heated or cooled.</p> <p><b>Working scientifically</b>, they will <b>gather</b>, <b>record</b>, <b>classify</b> and <b>present</b> data, in a variety of ways to help in answering questions.</p> <p><b>Greater Depth Challenges:</b> The children will apply their understanding of changing states to practical uses to deepen their knowledge.</p> <p><b>Applied through</b> Classifying, observing, comparing, interpreting and recording.</p>	<p><b>Our focus is:</b> Fundamental Movement Skills Indoors - Gymnastics</p>  <p>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 finishing in a standing position 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.</p> <p><b>Greater Depth Challenges:</b> 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><b>How can I help?</b> Can children make comparisons between the way they live now at home and how people lived during the Stone Age?</p>	<p><b>How can I help?</b> 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>	<p><b>How can I help?</b> 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.</p>

# Curriculum: Key Skills, Knowledge and Enrichment

Art	Music	PSHE / Wellbeing	R.E.
<p><b>Our focus is:</b> Drawing and Colour exploration based on Stone Age cave paintings.</p>  <p><b>Skills / knowledge to be developed:</b></p> <p>Experiment with different grades of pencil and other implements. Plan, refine and alter drawings as necessary. Extend exploring colour mixing to applying colour mixing. Begin to apply colour using dotting, scratching and splashing to imitate and artist. Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p><b>Greater Depth Challenges:</b></p> <p>Research an artist and adapt ideas and processes into their own art displaying a higher level of technical skill. 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, History</p>	<p><b>Our focus is:</b> Singing with Mr Hills</p> <p><b>Skills / knowledge to be developed:</b></p> <p>Children will learn a variety of new songs with Mr Hills from the NYCC Wider Opportunities Music Service. They will focus on rhythm, tempo, pitch and breathing to enable them to sing enthusiastically.</p>  <p><b>Greater Depth Challenges:</b> Opportunities to explore harmonies.</p> <p><b>Applied through:</b> Performing simple compositions.</p>	<p><b>Our focus is:</b> Keeping Safe</p> <p><b>Skills / knowledge to be developed:</b></p> <p>Children will consider different areas of everyday life and how they can keep themselves safe in a variety of situations.</p> <p>They will learn about risks, practise evaluating them and consider what can be put in place to make something less risky. We will be practising what to say and do if we need to call 999.</p>  <p>Internet Safety Day is on February 8<sup>th</sup> and we will focus on how to keep ourselves safe when playing games and interacting with others online.</p> <p><b>Greater Depth Challenges:</b> Demonstrate how to reduce risks and explain strategies for dealing with peer pressure in different circumstances.</p> <p><b>Applied through:</b> Discussion, circle time and 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></p> <p>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></p> <p>Have a go at making art from only natural materials like they would have in the Stone Ages.</p>	<p><b>How can I help?</b></p> <p>Ask your child to share the songs they are learning with you</p> <p><a href="https://www.youtube.com/watch?v=QqgSd_TFiEE">https://www.youtube.com/watch?v=QqgSd_TFiEE</a></p> <p><a href="https://www.youtube.com/watch?v=mdtBueVb7PE&amp;list=PLxybjfxLKz_zAg7nvOA6-9CwcHj4rV6Lb&amp;index=18">https://www.youtube.com/watch?v=mdtBueVb7PE&amp;list=PLxybjfxLKz_zAg7nvOA6-9CwcHj4rV6Lb&amp;index=18</a></p>	<p><b>How can I help?</b></p> <p>Explore the Safer Internet Day resources for parents and use some of the conversation starters to talk to your children about their online experiences.</p> <p><a href="https://www.goldsboroughprimary.co.uk/safer-internet-day-resources-parents-and-carers">https://www.goldsboroughprimary.co.uk/safer-internet-day-resources-parents-and-carers</a></p>	<p><b>How can I help?</b></p> <p>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:** Computer Science:  
Problem Solving

**Skills / knowledge to be developed:**

The children will use 'Scratch' online software to practice algorithms.

The children will design, write and debug programs that will accomplish specific goals.

**Greater Depth Challenges:**

**Applied through:** The children will apply their knowledge to creating algorithms for 'etch-a-sketch' and programming 'knock knock jokes'.

**How can I help?**

To encourage your child to show you what they have produced using their Espresso login.

Facebook, Snapchat and TikTok all have a minimum age of 13. Roblox and Facetime are suitable for Under 13.

### 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.



### 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.

**Monday 10<sup>th</sup> January** - Science day

**Thursday 27<sup>th</sup> January** – Nell Bank

**Wednesday 26<sup>th</sup> January** – Author visit (Dan Ingram-Brown)

**Tuesday 8<sup>th</sup> February** – Internet Safety Day

**Wednesday 16<sup>th</sup> February** – Den Building

**Thursday 17<sup>th</sup> February** – PTFA Valentine's Disco

**Friday 18<sup>th</sup> February** – Break up for half term

### Homework

**Learning Log Homework for this half term:**

Find out about an area of early life which interests you and present it creatively. You could answer one of these questions:

What is Stonehenge and why it was important?

What was life like in Celtic times?

Who was Boudicca?

What was the most important invention from the Stone, Bronze and Iron Ages?

**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
<b>Compulsory KS2:</b>			
<b>KS2 Reading Book (Y3, Y4, Y5 and Y6)</b>	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.
<b>KS2 Read Theory (Y3, Y4, Y5 and Y6)</b>	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.
<b>TTRS – Y3</b>  <b>2x, 5x, 10x, 3x, 4x 8x</b>  <b>TTRS – Y4</b> <b>The above tables plus 6x, 7x, 9x, 11x, 12 x</b>	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.  <b>This is a National Test for Year 4 children.</b> 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.
<b>TTRS – Y5 and Y6</b> 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.
<b>KIRFs (Y3, Y4, Y5 and Y6)</b>	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.
<b>KS2 Spelling (Y3, Y4, Y5 and Y6)</b>	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.

<b>Optional KS2:</b>			
<b>Schofield and Sims Reading comprehension sheet. (Y3, Y4, Y5 and Y6)</b>  <b>OR SATs Style Comprehension Questions.</b>	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.
<b>Schofield and Sims Maths Fluency sheet – sections A, B and C. (Y3, Y4, Y5 and Y6)</b>  <b>Maths Reasoning sheet.</b>	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