



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Willow - November – December 2023



The Christian / Human Values we are exploring this half term are: **Friendship and Forgiveness**
 Our 'Big Thinking' SMSC Question for this half term is: **How do people celebrate friendship and demonstrate forgiveness in different localities?**

English



In English this half-term we will be exploring the features an adventure narrative and a newspaper article.

The outcome will be to apply all sentence, punctuation, and vocabulary skills to plan and write an adventure narrative based on Edmund Hilary and Tenzing Norgay's journey climbing Mount Everest. We will also be writing a newspaper article about Edmund Hilary and Tenzing Norgay becoming the first recorded climbers to reach the summit of Mount Everest.

Our class text will be 'Survivors' it is a collection of short stories about courageous survivors individuals from Ernest Shackleton to Colby Coombs.

We will also be reading a 'A Murder Most Unladylike' as our reading for pleasure book which was selected by the class last half term in our Book World Cup.



Maths

Our focus is: Multiplication and Division.

- Year 5 and 6 will be consolidating their knowledge of formal written methods of multiplication and division, multiplying up to 4-digit numbers by two-digit whole numbers using the formal written method of long multiplication. In addition, they will be able to divide numbers up to 4 digits by a single digit before Year 6 progress to the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
- We will continue to offer problem solving opportunities for children to apply their understanding in a real-life context. We will challenge the children by asking them to reason about questions, this will encourage a greater depth of understanding.
- We will then move onto developing our knowledge of fractions, comparing and ordering fractions, converting mixed numbers to improper fractions, and adding and subtracting fractions. Year 6 will finish the term multiplying and dividing fractions.

$$\begin{array}{r} 128r3 \\ 5 \overline{) 643} \\ \underline{5} \\ 14 \\ \underline{10} \\ 43 \\ \underline{40} \\ 3 \end{array}$$

$643 \div 5 = 128r3$

Challenge:
 A 50cm length of wood is cut into 4cm pieces.
 How many 4cm pieces are cut and how much wood is left over?

Fill in the blanks to represent the problem as division:

Fill in the blanks to represent the problem as multiplication:

A 1 m piece of ribbon is cut into equal pieces and a piece measuring 4 cm remains.
 What might the lengths of the equal parts be?
 In how many different ways can the ribbon be cut into equal pieces?

Improper Fraction to Mixed Number

Divide the numerator by the denominator: $\frac{8}{3} \rightarrow 8 \div 3 = 2r2$

The gives you the whole number and the remainder is the numerator of the fraction: $2\frac{2}{3}$

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?

Children to Read for a minimum of 15 minutes reading every night (logged by the children and noted in their Planner).

Recommended Reads: King of the Cloud Forests by Michael Morpurgo, Echo Mountain by Lauren Wolk, The Brockenspectre by Linda Newbery, When the mountains roared by Jess Butterworth and Dragon Mountain by Katie and Kevin Tsang.

What are summarising skills?

Fluency - reading the text quickly and accurately – we are aiming for 90 words per minute of an age-appropriate text.

Summarising- To be able to summarise the main ideas from a text.

- What happened after___?
- Can you summarise the text in three sentences?
- Can you number these events 1-5 in the order they happened?
- What is the main point of this paragraph?
- What is the main message/theme?
- What does the first/last part of the text focus on?

Spelling: Learn the list of spellings which are given to the children each half-term. The patterns change every week. The children should also be practicing their Year 5 and 6 statutory words, these can be found in their planners.

How can I help?

Regular use of Times Table Rock Stars 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. scaling the number of eggs when baking)

Useful Websites:

www.topmarks.co.uk
<https://www.iseemaths.com/lessons56/> (supports pupils reasoning and problem solving)
<https://www.bbc.co.uk/bitesize/subjects/z826https://nrich.maths.org/13786n39> (supports pupils reasoning and problem solving)
<https://www.educationquizzes.com/ks2/maths/> (has quizzes for each national curriculum objective for each year group)

KIRF Target – Autumn Term 2


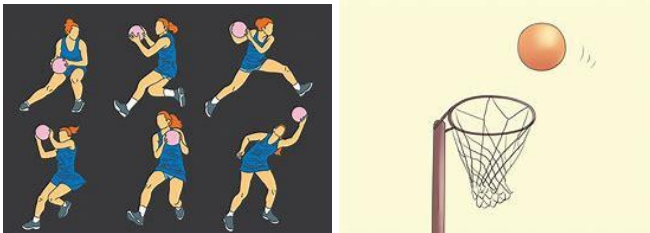
Year 5

- Compare and order numbers up to 1,000,000
- Count forwards/ backwards in steps of powers of 10 for any given number to 1,000,000.
- Multiply and divide by 10,100 and 1000 – integers. Identify place value of each digit of any number to 1,000,000.
- Use rounding to check answers.
- Recognise mixed numbers and improper fractions and convert from one to another.
- Multiply proper fractions and mixed number by whole numbers.
- Read roman numerals up to 1000.
- Consolidation of fluency related to current topic.




Year 6

- Compare and order numbers up to 10,000,000
- Read and write numbers to 10,000,000.
- To know the value of each digit.
- Multiply and divide by powers of 10.
- Identify common factors, common multiples, square, cubed and prime numbers.
- +/- fractions with different denominators and mixed numbers.
- Multiply simple pairs of proper fractions, writing the answer in the simplest form.
- Divide proper fractions by whole numbers
- Consolidation of fluency related to current topic.






Curriculum: Key Skills, Knowledge and Enrichment


| Topic – Geography | Science - Forces | P.E |
|--|--|---|
| <p>Our focus is: Mountains</p> <p>Skills / Knowledge to be developed: Over the course of this term, the children will be exploring how mountains are formed, finding out about the five main types of mountain and looking at examples of each from around the world.</p> <p>The children will also be learning about the mountain ranges and highest peaks in Europe; the highest peaks in the world (both above and under water) and the highest peak in our solar system!</p> <p>The children will also have the opportunity to explore how the tourist industry impacts the mountain environment and the people who live there.</p> <p>Greater Depth Challenges: Children will be able to name and locate the countries of Europe on a map and talk about their position in relation to each other. They will also be expected to draw comparisons between mountain ranges and give specific examples of where tourism has had both positive and negative consequences for the environment and those who live there.</p> <p>Applied through: Geography/English / Maths</p> | <p>Our focus is: Forces</p> <p>Skills / knowledge to be developed: children will learn that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. They will identify the effects of air resistance, water resistance and friction, that act between moving surfaces and learn to recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p>Greater Depth Challenges: Children will be challenged to further explore and explain their hypotheses using subject specific vocabulary using concept cartoons and challenge questions</p> <div style="text-align: center; margin: 10px 0;">  </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <p style="font-size: small; text-align: center;">PMA: What if we lived in a world with no friction?</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 2px; width: 45%;">Positive Statements</div> <div style="border: 1px solid black; padding: 2px; width: 45%;">Interesting Statements</div> </div> <div style="border: 1px solid black; padding: 2px; width: 100%; margin-top: 5px;">Moral Statements</div> </div> </div> <p>Applied through: Discussing, understanding and explaining the concepts in detail. Investigations and conducting fair tests.</p> | <p>Our focus is: Netball</p> <p>Skills / knowledge to be developed: Children will explore evasion skills used in netball, they will also be working on their passing accuracy and power. They will be looking at pivoting and shooting, netball specific skills that can be applied to other evasion games.</p> <p>Greater Depth Challenges: Children will be able to successful select the correct passing technique in the correct scenario of a game. Using a range of skills learnt to work successfully as a team to score points.</p> <p>Applied through: P.E lessons</p> <div style="text-align: center; margin: 10px 0;">  </div> |
| <p>How can I help? Look at an atlas with your child and discuss the European mountain ranges with them. What do they know about the positive and negative impact of tourism on a specific location?</p> | <p>How can I help? Discuss everyday examples of Forces – push and pull. What happens in tug of war or when a toy car is being pushed along the ground.</p> | <p>How can I help? 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.</p> |

Curriculum: Key Skills, Knowledge and Enrichment

| DT | French | PSHE / Wellbeing | R.E. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Our focus is: Frame structures</p>  <p><i>Using straws</i></p> <p>Skills / knowledge to be developed:</p> <p>Children will identify a purpose for their product and draw up a design. They will plan and select tools and materials for a purpose and learn the correct way to use these tools safely. They will learn how to evaluate their design against the original specification.</p> <p>Greater Depth Challenges: children will further explore alternative methods if the first structure fails, and they will evaluate this process using specific subject vocabulary.</p> <p>Applied through: Dazzle DT days, DT will be taught over two full days, allowing the children to get fully immersed into their project.</p> | <p>Our focus is: Days of the Week and Months of the Year</p> <table border="1" style="font-size: small; width: 100%;"> <tr> <th style="background-color: #00b050; color: white;">DAYS OF THE WEEK</th> <th style="background-color: #00b050; color: white;">LES JOURS DE LA SEMAINE</th> <th style="background-color: #00b050; color: white;">Months of the Year Mois de l'année</th> </tr> <tr> <td>Monday <small>Mon</small></td> <td>lundi <small>lan</small></td> <td>January <small>Jan</small></td> </tr> <tr> <td>Tuesday <small>Tue</small></td> <td>mardi <small>mar</small></td> <td>February <small>Fév</small></td> </tr> <tr> <td>Wednesday <small>Wed</small></td> <td>mercredi <small>mer</small></td> <td>March <small>Mars</small></td> </tr> <tr> <td>Thursday <small>Thurs</small></td> <td>jeudi <small>jeu</small></td> <td>April <small>Avril</small></td> </tr> <tr> <td>Friday <small>Fri</small></td> <td>vendredi <small>ven</small></td> <td>May <small>Mai</small></td> </tr> <tr> <td>Saturday <small>Sat</small></td> <td>samedi <small>sam</small></td> <td>June <small>Juin</small></td> </tr> <tr> <td>Sunday <small>Sun</small></td> <td>dimanche <small>dim</small></td> <td>July <small>Juillet</small></td> </tr> <tr> <td></td> <td></td> <td>August <small>Août</small></td> </tr> <tr> <td></td> <td></td> <td>September <small>Sept</small></td> </tr> <tr> <td></td> <td></td> <td>October <small>Oct</small></td> </tr> <tr> <td></td> <td></td> <td>November <small>Nov</small></td> </tr> <tr> <td></td> <td></td> <td>December <small>Déc</small></td> </tr> </table> <p>Skills / knowledge to be developed:</p> <p>Children will learn the days of the week through listening to a story and participating in a finger rhyme. They will then learn the months of the year through listening to a rap.</p> <p>Greater depth challenges: Children will play with language and begin to use it throughout the school day.</p> <p>Applied through: listening and responding to simple stories, finger rhymes and songs.</p> | DAYS OF THE WEEK | LES JOURS DE LA SEMAINE | Months of the Year Mois de l'année | Monday <small>Mon</small> | lundi <small>lan</small> | January <small>Jan</small> | Tuesday <small>Tue</small> | mardi <small>mar</small> | February <small>Fév</small> | Wednesday <small>Wed</small> | mercredi <small>mer</small> | March <small>Mars</small> | Thursday <small>Thurs</small> | jeudi <small>jeu</small> | April <small>Avril</small> | Friday <small>Fri</small> | vendredi <small>ven</small> | May <small>Mai</small> | Saturday <small>Sat</small> | samedi <small>sam</small> | June <small>Juin</small> | Sunday <small>Sun</small> | dimanche <small>dim</small> | July <small>Juillet</small> | | | August <small>Août</small> | | | September <small>Sept</small> | | | October <small>Oct</small> | | | November <small>Nov</small> | | | December <small>Déc</small> | <p>Our focus is: Safe Relationships</p> <p>Skills / knowledge to be developed:</p> <p>Children will gain an understanding of what an unhealthy relationship is and how to say no if someone is putting pressure on them to do something that they don't want to do (E.g. peer pressure with smoking or vaping / being someone's girlfriend/boyfriend).</p> <p>They will also be learning about giving and asking for permission (consent), with regards to acceptable and unacceptable physical touch (E.g. respecting personal space / hugging).</p> <p>Greater Depth Challenges: Children will use topic specific vocabulary when writing and discussing. They will also put into practice what they have been taught.</p> <p>Applied through: Discussion, partner/group work, videos and emotional check ins.</p> | <p>Our focus is: Christianity (Arts and Architecture/charity and generosity)</p>  <p>Skills / knowledge to be developed: children will learn to describe and make connections between examples of religious creativity (Churches) and explore religious teachings, charities and ways of expressing generosity. They will write a big debate based upon the question, is art and architecture or charity and generosity more important in religion?</p>  <p>Greater depth challenges: children to reflect on their own experiences and explore the question of how important Art and charity is to the Christian faith.</p> <p>Applied through: Group work, whole class discussion, art and reflection.</p> |
| DAYS OF THE WEEK | LES JOURS DE LA SEMAINE | Months of the Year Mois de l'année | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>How can I help? Research different frame structures and their purpose (tents/shelters/wigwam) What shape is the most effective and which material would work better.</p> | <p>How can I help? Encourage your children to share what they have been learning in class. Can they teach you the days of the week and the months of the year?</p> | <p>How can I help? Talk with your child about 'peer pressure' and that it is O.K to say no if someone asks them to do something that they don't want to do. Discuss how it is important to speak to a trusted adult if they feel uncomfortable or concerned about anything they are experiencing.</p> | <p>How can I help? Explore Christian architecture and paintings together and discuss what you like about them. Talk to your child about charities and what it means to be generous not only in financial terms.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Curriculum: Key Skills, Knowledge and Enrichment

| Computing | How can I help? |
|---|---|
| <p>Our focus is: PowerPoint Skills</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Skills / knowledge to be developed: During this half term, the children will be developing their Microsoft skills by creating a PowerPoint presentation. The children will be making their presentations entertaining and interesting by adding a range of features and information. The children will then present their PowerPoint to the class.</p> <p>Applied through: Computing lessons</p> | <p>To remind your child of the importance of being safe online and checking your parental filters.</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;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> |

| Homework | Any Other Information / Dates for the Diary |
|---|---|
| <p>Ongoing Homework</p> <ul style="list-style-type: none"> • Reading: a minimum of 15 minutes reading every night (logged by the children and noted in their Planner). Children have a read theory login (in planners). Read theory helps pupils develop their reading comprehension. Children should be completing a couple of reading theory comprehensions a week at home. • KIRF Target: See weekly homework tasks and list of KIRFS in Maths section. • Maths: Please use Times Tables Rockstars weekly to practise rapid recall skills. • Spellings: Learn the list of spellings which are given to the children each half-term. The patterns change every week. The children should also be practicing their Year 5 and 6 statutory words, these can be found in their planners. <p>Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.</p> | <p>We encourage you to follow our school Twitter account @GS_Federation.</p> <div style="text-align: right; margin-right: 20px;">  </div> <p>We regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.</p> <p>Thursday 9th November – Social Media Kindness Day Friday 11th November – Remembrance Day Monday 13th November – Odd Socks Day for Anti-Bullying week Monday 14th November – Diabetes Awareness Day (wear blue to school) Mon 13th – Fri 17th November Anti-bullying Week Friday 17th November – Children in Need Day (wear patterns to school) Monday 20th November – Road Safety Awareness Day Tuesday 28th November – Success Café in school Wednesday 29th November – Pantomime visit – Dick Whittington Thursday 7th December – Christmas Dinner and Christmas Jumper Day (Save the Children) Wednesday 15th December – Enterprise Market Thursday 21st September – Christmas Party Day Friday 22nd December – School Closes for the Christmas Break at 1:30</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 after school.
 Mrs Richards and Miss Thompson