



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Willow – January- February 2022

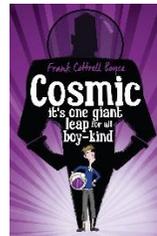


The Christian / Human Values we are exploring this half term are: Peace and Thankfulness

Our 'Big Thinking' SMSC Question for this half term is: What moments in history can you discuss where communities have wanted peace or have shown thankfulness?

English

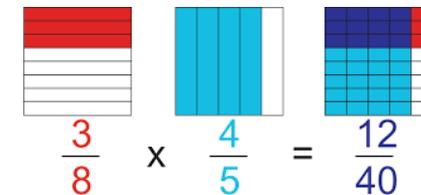
This half term we will be focusing on narrative writing and biographies.



- Our class text for this half term will be Cosmic by Frank-Cottrell-Boyce which we will enjoy together at the end of each day.
- This half-term students will write a sci-fi narrative and a biography. We will begin by exploring the features of a sci-fi narrative and comparing a variety of sci-fi stories. We will learn new Alan Peat sentences and grammar skills including using the subjunctive, before planning, writing and editing our own sci-fi narrative.
- Pupils will use their knowledge of Mother Shipton, which will be developed in topic lessons to write a biography. Students will compare autobiographies and biographies. We will learn how to use Alan Peat sentences and grammar skills including semi-colons in our writing before planning, writing and editing our biography on Mother Shipton.
- Our weekly reading lessons will focus on analysing Authors choice of language and structure. Children will consider the impact of the authors decision on the reader. Children are also expected to describe what atmosphere the author has created and how.

Maths

Our focus is: Fractions, decimals and percentages.



- In Maths this half-term we will be learning to express the relationship between a whole and equal parts of a whole. Pupils should recognise this and speak in full sentences when answering a question involving fractions. For example, in response to the question 'What fraction of the journey has Tom travelled?' the pupil might respond, 'Tom has travelled two thirds of the whole journey. We will also be learning about how fractions are connected to the idea of ratio, decimals and percentages.
- We will be also learning the four operations within fractions, learning how to add, subtract, multiply and divide fractions by fractions and whole numbers.

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).

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.

Recommended Reads: The War of the Worlds by H.G.Wells, The Kid Who Came from Space by Ross Welford, Survival in Space: The Apollo 13 Mission by David Long, George's Secret Key to the Universe by Lucy and Stephen Hawking, The Jamie Drake Equation by Christopher Edge.

What is authors choice?

Children are expected to be able to identify and explain how meaning is enhanced through the authors choice of words, phrases and structure. Some examples of questions are:

- What is the purpose of subheadings?
- How did the author engage the reader?
- What is the authors point of view?
- The mood of the character changes through the text. Find and copy phrases to show this.
- What impression does this phrase give?
- What does the description suggest about the town?
- What atmosphere does the author create in this paragraph?
Explain how they do this.

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 skills)

<https://www.educationquizzes.com/ks2/maths/>

(has quizzes for each national curriculum objective for each year group)

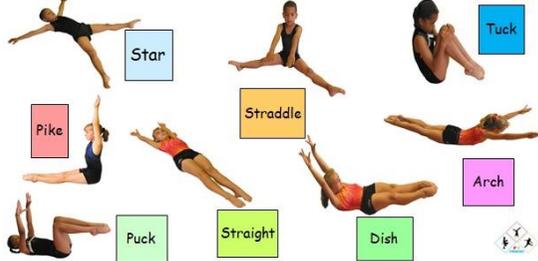
KIRF Target – Spring 1

Year 5 - *Equivalent fractions, improper/mixed fractions, counting, comparing and ordering fractions, adding/subtract/multiply fractions, fractions of an amount.*

Year 6- *Equivalent/simplifying fractions, comparing and ordering fractions, adding/subtract/multiply/divide fractions, four rules with fractions, fractions of an amount.*

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 - Space	P.E
<p>Our focus is: Tudor Knaresborough</p>  <p>Skills / Knowledge to be developed: At the beginning of term, the children will take part in a workshop exploring artefacts from the Tudor period and learning about what life might have been like for people at the time. We will continue by learning about the history of Knaresborough, finding out about the Castle and some of the famous people who lived in Knaresborough during the Tudor period. We will also be learning about the Kings and Queens of the Tudor period and how some of their decisions had consequences which can still be seen today. We will be continuing to develop our chronology skills and will be plotting key events from 1066 to today, including the Battle of Hastings, The Great Fire of London, the Tudor period and the building of Knaresborough Castle.</p> <p>Greater Depth Challenges: Children will be looking for similarities and differences between previous periods they have studied.</p> <p>Applied through: History/English</p>	<p>Our focus is: Space</p> <p>Skills / knowledge to be developed: This half term, the children will learn to describe the movement of the Sun, Earth and Moon to explain why we have day, night and the seasons. In addition, children will learn about and begin to describe planets in our solar system. They will have the opportunity to make first-hand observations of how shadows caused by the Sun change throughout the day. They will also consider the views of scientists in the past and evidence used to deduce shapes and movements of the Earth, Moon and planets before space travel</p>  <p>Greater Depth Challenges: Children will be challenged to explain their ideas and understanding on concepts using scientific vocabulary in detail. They will begin to understand the movement of the Earth and Moon relative to each other and to the Sun. Children will also consider the phases of the moon.</p> <p>Applied through: Discussions, carrying out investigations and conducting research.</p>	<p>Our focus is: Gymnastics</p> <p>Skills/knowledge to be developed: During PE lessons, the children will recap prior knowledge of gymnastics skills, before making complex extended sequences combining actions, balances and jumps and shapes.</p>  <p>Greater Depth Challenges: Children will be able to perform consistently and use subject specific vocabulary.</p> <p>Applied through: P.E lessons</p>
<p>How can I help? Encourage your child to talk about what they know about Knaresborough and our surrounding area. What would they like to find out about the history of our area? What sources of information could they use to learn?</p>	<p>How can I help? Go star gazing on a clear evening- can you identify any constellations? Research the different planets. Look at a globe together and discuss how the Earth spins on its axis.</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

Art	Music	PSHE / Wellbeing	R.E.
<p>Our focus is: Nicholas Hilliard</p>  <p>Skills / knowledge to be developed: Children will develop their skills and knowledge of specific artists. Considering colour for purpose, develop their realistic sketching skills by sketching a portrait of a significant figure learnt within school. This will also involve development of suitable equipment for tasks, for example size of paint brushed used for intricate detail.</p> <p>Greater Depth Challenges: Children will consider colour schemes, tone, light and shade when creating their portrait.</p> <p>Applied through: Practical lessons of development and creating a final portrait inspired by Nicholas Hilliard's art.</p>	<p>Our focus is: Singing with Mr Hills</p> <p>Skills / knowledge to be developed: Children will learn a variety of new songs with Mr Hills from the NYCC Wider Opportunities Music Service. They will focus on rhythm, dynamics, structure, tempo, pitch, and breathing to enable them to sing enthusiastically.</p>  <p>Greater depth challenges: The children will have opportunities to perform harmonies in small groups and solos.</p> <p>Applied through: Performing simple compositions.</p>	<p>Our focus is: Keeping safe</p>  <p>Skills / knowledge to be developed: Greater Depth Challenges: Children will be identifying strategies to keep themselves physically and emotional safe, including road safety, cycle safety, online safety and in the local environment. We will also be learning about substances such as alcohol, tobacco and drugs</p> <p>Applied through: Discussion, Partner/Group work, Relax Kids, Cosmic Kids. Videos. Emotional check-ins and meditation.</p>	<p>Our focus is: We will be exploring the question: Why do some people believe God exists?</p> <p>Skills / knowledge to be developed: Children will be able to define and describe the beliefs of theists, atheists, and agnostics. We will consider how believing in God shapes the lives of Christians. Children will use their knowledge to write a balanced argument discussing: Is God real?</p> <p>Greater depth challenges: children to enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples.</p> <p>Applied through: Group work, whole class discussion, and reflection.</p>
<p>How can I help? Talk to your child about the work of different artists. How is the work of Nicholas Hilliard different to other portrait artists?</p>	<p>How can I help? Encourage your child to sing the songs they have been learning to you. Can they teach you a verse?</p>	<p>How can I help? Talk with your child about their emotions and explore mindful moments using Relax Kids activities or Cosmic Yoga. https://www.relaxkids.com/</p>	<p>How can I help? Discuss what do people believe? Why do people believe different things? Children need to be able to define theist, atheist and agnostic.</p>

Curriculum: Key Skills, Knowledge and Enrichment

Computing	How can I help?
<p>Our focus is: Computer Science-Programming</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Skills / knowledge to be developed: Pupils will learn how to use sequence, selection, repetition and work with variables. In computer Science, pupils will work with various forms of input and output using block coding and python to create quizzes and games.</p> <p>Applied through: Computing</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>

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 attached letter. 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 on page 100. Weekly homework set to be completed in homework books. <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. We regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.</p> <div style="text-align: right;">  </div> <p>Please note, all dates are subject to change depending on current guidance from Public Health and the Local Authority.</p> <p>Thursday 6th January - Tudor workshop Monday 10th January - Science day Wednesday 26th January – Author visit (Dan Ingram-Brown) Tuesday 8th February – Internet Safety Day Wednesday 16th February – Den Building Thursday 17th February – PTFA Valentine’s Disco (Time TBC) Friday 18th February – Break up for half term</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 Fitzpatrick and Miss Kirby