



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Goldsborough Class 1 September – October 2021



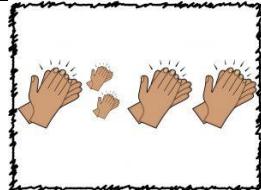
The Christian / Human Values we are exploring this half term are: Kindness and Creation

Our 'Big Thinking' SMSC Question for this half term is: 'How did people show kindness in the past?'

English Communication & Language	Maths
<p>Skills / Knowledge to be developed: The children are beginning their phonics programme this term with a focus on confidently blending the sounds together that they are learning each week. They are working through the Phase 2 sounds listed below in their daily phonics sessions: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss. Application of phonics will be encouraged and supported in areas of provision in the classroom.</p> <p>We are going to focus on the following Early Learning Goals this term.</p> <ul style="list-style-type: none"> They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Children listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. <p>Greater Depth Challenges</p> <ul style="list-style-type: none"> Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. <p>How can I help?</p> <p>Reading with your child every day is a great help and it will help them to embed the daily phonics teaching that they receive at school. Look for words that relate to the phonic sounds in their reading books in your own picture books. Discuss them together.</p> <p>School reading books - read each school book 3 times with your child. The first read through is time to focus on just decoding the words. The second read through is a chance to focus on the children's expression "developing their readers voice", it is great for you to model it for them. The third read through is a good time to ask lots of questions to check understanding. Use the tips and questions and revision words in the Big Cat Books to help with this, they are usually at the back of the book.</p> <p>Look out for the tricky words that we focus on this term in school that the children cannot sound out. These are our focus words for this half term: to, the, no, go, I</p> <p>Encourage mark making, drawing, designing, labelling.</p>	<p>Skills / Knowledge to be developed: The children are learning about place value using the Maths Mastery approach as they focus on numbers to 5, addition and subtraction and sorting. Each week they have a "Number of the Week" and they will have focused maths sessions linked to this number. Maths challenges and application of number activities will be in areas of provision.</p> <p>We are going to focus on the following Early Learning Goals this term.</p> <ul style="list-style-type: none"> Recognises numerals 1 to 5 and other numerals of personal significance. Recognise, create and describe patterns. Counts up to three or four objects by saying one number name for each item. Count actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. <p>Greater Depth Challenges</p> <ul style="list-style-type: none"> Developing subitising skills (the ability to instantaneously recognise the number of objects in a small group without the need to count them). <p>How can I help?:</p> <p>Numbers are all around us, so it is easy to incorporate number recognition and counting into daily life: try going on a number hunt, counting how many Lego bricks are in a tower and playing board games.</p> <p>There are so many opportunities to work on number skills through play and daily life. Ask your child to tell you which number comes before 3 or after 1, and so on. Or ask your child to help write the numbers 1 – 5 and add the correct number of pictures?</p>

Curriculum: Key Skills, Knowledge and Enrichment		
Expressive Arts and Design	Understanding the World	Physical Development
<p>Skills / Knowledge to be developed: The children will look at a range of painting, drawing and colour skills this term.</p> <p>We are going to focus on the following Early Learning Goals this term.</p> <ul style="list-style-type: none"> The children will experience and use primary colours to ensure they know their names. They will also experiment with mixing colours. Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons. Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. Explore different textures and experiment with mark making to illustrate these. Encourage accurate drawings of people that include all the visible parts of the body. <p>Greater Depth Challenges Children develop their own ideas through selecting and using materials and working on processes that interest them.</p> 	<p>Skills / Knowledge to be developed: We will be finding out about Houses and Homes in our topic this half term. We will follow the children's interest but some starting points will include looking at different types of homes and houses around the world. We will also explore animal homes and have lots of practical construction play opportunities.</p> <p>We are going to focus on the following Early Learning Goals this term.</p> <ul style="list-style-type: none"> To show interest in different occupations and ways of life. To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about why things happen and how things work. <p>Greater Depth Challenges: Children to talk about the features of their own immediate environment and how environments might vary from one another.</p> 	<p>Skills / Knowledge to be developed: Listening skills, following instructions and space negotiation.</p> <p>We are going to focus on the following Early Learning Goals this term.</p> <ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing equipment. <p>Greater Depth Challenges: Children can hop confidently and skip in time to music.</p> <p>Children will learn to get changed for P.E confidently, and will manage the obstacles on the Trim Trail and other P.E games with Mr Atkinson, our P.E Coach.</p> 
<p>How can I help? Encourage children to explain the art processes and materials they have been using to create the art pieces that they bring home.</p>	<p>How can I help? Ask the children to share what they have learnt in class about houses and homes. Can they explain their knowledge about materials to you and why certain materials are chosen for particular countries.</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. They may need additional layers, hats and gloves on Thursdays as we will be outside.</p>

Curriculum: Key Skills, Knowledge and Enrichment

French	Music	PSHE / Wellbeing	R.E.
 <p>Skills / knowledge to be developed</p> <p>The children will able to recognise and use simple greetings. (Bonjour/Au revoir/Monsieur/ Madame/mademoiselle)</p> <p>We are going to focus on the following Early Learning Goals</p> <ul style="list-style-type: none"> Children listen attentively in a range of situations. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <p>How can I help? Encourage your child to greet you and say goodbye in French. Can they share any other words, songs or phrases with you?</p>	 <p>Skills / knowledge to be developed</p> <p>To listen with attention to detail and recall sounds with increasing memory. To explore the rhythm, tempo and dynamics of different chants and rhymes.</p> <p>We are going to focus on the following Early Learning Goals this term.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>How can I help? Encourage your child to share any new rhymes or games they have learned.</p>	 <p>Skills / knowledge to be developed <u>ELG, Self confidence and awareness:</u> Children are confident to try new activities. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><u>ELG: Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> They work as part of a group or class, and understand and follow the rules. Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. <p>Greater Depth Challenges: Children know some ways to manage their feelings and are beginning to use these to maintain control.</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>Skills / knowledge to be developed</p> <ul style="list-style-type: none"> talk about people who are special to them say what makes their family and friends special to them identify some of the qualities of a good friend reflect on the question 'Am I a good friend?' recall and talk about stories of Jesus as a friend to others recall stories about special people in other religions and talk about what we can learn from them. <p>How can I help? Can they tell you about our termly RE focus on kindness? Encourage children to verbalise any acts of kindness they see or show to others.</p>

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.

Training Days – 6th and 7th September

Harvest Festival – 21st October

Harrogate Muslims Assembly - TBC

Children's photos and daily learning can be found on the Tapestry platform. Please add comments about your children's learning at home, I love to read them. If you have not used Tapestry before then please call in and have a chat with me after school.

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 or to request a phonecall.

Mrs Brearton