



# Curriculum Newsletter

## GOLDSBOROUGH SICKLINGHALL Federation

### Goldsborough Class - November – December 2021



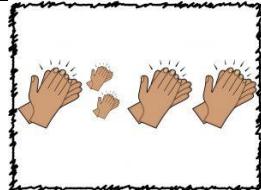
**The Christian / Human Values we are exploring this half term are: Friendship and Forgiveness**

Our 'Big Thinking' SMSC Question for this half term is: How do people celebrate friendship and demonstrate forgiveness in different localities?

English Communication & Language	Maths
<p><b>Skills / Knowledge to be developed:</b> The children are continuing their phonics programme this term with a focus on confidently blending the sounds together that they are learning each week. They are recapping the Phase 2 sounds from Autumn 1 and learning the Phase 3 sounds - <b>j, v, w, x, y, z, zz, q.</b> Application of phonics will be encouraged and supported in areas of provision in the classroom.</p> <p><b>We are going to focus on the following Early Learning Goals this term.</b></p> <ul style="list-style-type: none"><li>They use phonic knowledge to decode regular words and read them aloud accurately.</li><li>They also read some common irregular words.</li><li>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li><li>Children listen attentively in a range of situations.</li><li>They give their attention to what others say and respond appropriately, while engaged in another activity.</li><li>Children use their phonic knowledge to write words in ways which match their spoken sounds.</li><li>They also read and write some irregular common words.</li></ul> <p><b>Greater Depth Challenges</b></p> <ul style="list-style-type: none"><li>Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</li></ul> <p><b>How can I help?</b> Reading with your child every day is a crucial at this stage of Reception and it will help them to embed the daily phonics teaching that they receive at school. Please 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.</p> <p>Look out for the tricky words that we focus on this term in school that the children cannot sound out. We are recapping the words from Autumn 1 : <b>to, the, no, go, I.</b> New tricky words this term are - <b>he, we, me, be, was</b> Please continue to encourage mark making, drawing, designing, labelling.</p>	<p><b>Skills / Knowledge to be developed:</b> The children are learning about place value using the Maths Mastery approach as they continue to focus on numbers to 5 this half term. Each week they have a "<b>Number of the Week</b>" 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><b>We are going to focus on the following Early Learning Goals this term.</b></p> <ul style="list-style-type: none"><li>Counts up to three or four objects by saying one number name for each item.</li><li>Count actions or objects which cannot be moved.</li><li>Counts objects to 5, and beginning to count beyond 10.</li><li>Selects the correct numeral to represent 1 to 5.</li><li>Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Investigate 2d and 3d shapes and the children will look at simple measures of time.</li></ul> <p><b>Greater Depth Challenges</b></p> <ul style="list-style-type: none"><li>Developing subitising skills (the ability to instantaneously recognise the number of objects in a small group without the need to count them).</li></ul> <p><b>How can I help?:</b> Help your child to recognise 2d and 3d shapes in their environment. Go on a shape hunt together and encourage them to record what they find – photos are a lovely way to do this.</p> <p>Find simple, practical ways of encouraging your child to measure time. Eg. count the number of sleeps to a special occasion. Keep a simple diary of their daily routine at home. E.g. When do they get up, get ready for school, have breakfast etc.</p>

Curriculum: Key Skills, Knowledge and Enrichment		
Expressive Arts and Design	Understanding the World	Physical Development
<p><b>Skills / Knowledge to be developed:</b> The children will use their DT skills this term to design a way of keeping a penguin's feet warm!</p> <p><b>We are going to focus on the following Early Learning Goals this term:</b></p> <p><b>Design - Developing, planning and communicating ideas.</b> Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.</p> <p><b>Working with tools</b> Exploring and using media and materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Moving and Handling: Handle equipment and tools effectively, including pencils for writing.</p> <p><b>Evaluating processes and products</b> Communication and Language, Speaking: Children express themselves effectively. They develop their own narratives and explanations by connecting ideas and events.</p> <p><b>Greater Depth Challenges</b> Children develop their own ideas through selecting and using materials and working on processes that interest them.</p>	<p><b>Skills / Knowledge to be developed:</b> We will be finding out about the Arctic and Antarctic in our topic this half term. We will follow the children's interest but some starting points will include looking at the animals that live at the North and South poles. We will also explore Inuit homes and find out about their culture. As always, we will have lots of practical play opportunities.</p> <p><b>We are going to focus on the following Early Learning Goals this term:</b></p> <ul style="list-style-type: none"> <li>To know about similarities and differences in relation to places, objects, materials and living things.</li> <li>To talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> </ul> <p><b>Greater Depth Challenges:</b> Children to talk about the features of their own immediate environment and how environments might vary from one another around the world.</p> 	<p><b>Skills / Knowledge to be developed:</b> Movement skills/ ways of travelling and movement through dance using simple movement patterns.</p> <p><b>We are going to focus on the following Early Learning Goals this term.</b></p> <ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements.</li> <li>Experiments with different ways of moving.</li> <li>They move confidently in a range of ways, safely negotiating space.</li> <li>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.</li> </ul> <p><b>Greater Depth Challenges:</b> Children can hop confidently and skip in time to music.</p> <p>Children will continue to learn to get changed for P.E confidently.</p> 
<p><b>How can I help?</b> Encourage children to explain the DT processes and materials they have been using to create their invention.</p>	<p><b>How can I help?</b> Ask the children to share what they have learnt in class about the Arctic and Antarctic. Can they explain their knowledge about the animals and people that live there?.</p>	<p><b>How can I help?</b> 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><b>Skills / knowledge to be developed</b></p> <p>The children will able to recognise and use simple greetings. (Bonjour/Au revoir/Monsieur/ Madame/mademoiselle)</p> <p><b>We are going to focus on the following Early Learning Goals:</b></p> <ul style="list-style-type: none"> <li>Children listen attentively in a range of situations.</li> </ul>	 <p><b>Skills / knowledge to be developed</b></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><b>We are going to focus on the following Early Learning Goals this term:</b></p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	 <p><b>Skills / knowledge to be developed</b></p> <p><b>This term we look at caring for others, making relationships and controlling emotions.</b></p> <p><b>ELG, Self confidence and awareness:</b></p> <ul style="list-style-type: none"> <li>- Children are confident to try new activities.</li> <li>- They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul> <p><b>ELG: Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>- They work as part of a group or class, and understanding and follow the rules.</li> <li>- Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> </ul> <p><b>Greater Depth Challenges:</b> Children know some ways to manage their feelings and are beginning to use these to maintain control.</p>	 <p><b>Skills / knowledge to be developed</b></p> <p><b>Big Q: How and why do we celebrate special times? (Christmas)</b></p> <ul style="list-style-type: none"> <li>• Talk about some religious stories recognise some religious words, e.g. about God.</li> <li>• Identify some of their own feelings in the stories they hear identify a sacred text e.g. Bible, Qur'an.</li> <li>• Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</li> <li>• Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</li> </ul>
<p><b>How can I help?</b></p> <p>Encourage your child to greet you and say goodbye in French. Can they share any other words, songs or phrases with you?</p>	<p><b>How can I help?</b></p> <p>Encourage your child to share any new rhymes or games they have learned.</p>	<p><b>How can I help?</b></p> <p>Talk with your child about their emotions and explore mindful moments using Relax Kids activities or Cosmic Yoga. <a href="https://www.relaxkids.com/">https://www.relaxkids.com/</a></p>	<p><b>How can I help?</b></p> <p>Can they tell you about the Christmas story? Can they explain why we celebrate Christmas?</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.

Please note, all dates are subject to change depending on current guidance from Public Health and the Local Authority.

Parent Consultations – 1<sup>st</sup> and 3<sup>rd</sup> November

Den building and visit to St Mary's Church – 10<sup>th</sup> November

Remembrance Day – 11<sup>th</sup> November

Anti-bullying Week – 15<sup>th</sup> – 19<sup>th</sup> November

Children in Need – 19<sup>th</sup> November

Christmas Nativity – December – **Dates and arrangements TBC**

Christmas Class party – **Dates and arrangements 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 phone call.

Mrs Brearton