



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Goldsbrough Class 1 – February - April 2022



The Christian / Human Values we are exploring this half term are: Endurance and Hope
 Our 'Big Thinking' SMSC Question for this half term is: **What difficulties have people had to endure around the world? What changes did they hope for?**
 Link: [Inspirational People](#)

English Communication & Language

Skills / Knowledge to be developed:
 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 will recap **all previous sounds learnt so far.**
Phase 3: New sounds in Spring 2

oo, ar, or, ur, ow, oi, ear, air, er
 Words with double letters dd, mm, tt, bb, rr, gg, pp, ff

Application of phonics will be encouraged and supported in areas of provision in the classroom and outdoors.
Phase 3 Tricky Words:
 Was, you, they, my, by, all, are, sure, pure

We are going to focus on the following Early Learning Goals this term.

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Read aloud simple sentences and books consistent with their phonic knowledge, including targeted common exception words.
- Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Greater Depth Challenges

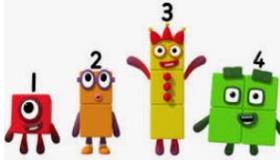
- Write simple phrases and sentences that can be read by others.

How can I help?
 Reading with your child every day is a crucial 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.

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 Spring 1 and the new ones listed above.

Maths

Skills / Knowledge to be developed:
 The children are learning about place value using the Maths Mastery approach as they continue to focus on numbers to 10 this half term. 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 all areas of provision.



In our lessons and our areas of provision, we are going to focus on the following areas of Maths this half term.

- Children will continue to apply the counting principles when counting to 9 & 10 (forwards and backwards)
- They will represent 9 & 10 in different ways. Arranging 9 or 10 items into small groups will support the children to conceptually subitise these larger numbers and explore their composition. E.g. I know it is 9 because I see 3, 3 and 3.
- Children will learn their number bonds to 10.
- They will be able to use 10 frames, fingers, partitioning frames and bead strings to subitise.
- We will recap previous learning about 2d shapes and explore 3d shapes.
- We will also look at repeating patterns.

Greater Depth Challenges
 To begin to understand the word pattern embedded within most of our number names, the children will also be given opportunities to practise counting beyond 20.

How can I help?
 Help your child to notice and name 2d and 3d shapes in the home and when you are out together. Encourage children to record their findings in shape activities.

Practise number bonds to 10 with your child.

Encourage them to form numbers to 10 correctly when writing them.

Curriculum: Key Skills, Knowledge and Enrichment

Expressive Arts and Design	Understanding the World	Physical Development
<p>Skills / Knowledge to be developed: The children will use their design and technology skills to make their own scarecrow this term.</p> <p>We are going to focus on the following this term: Developing, planning and communicating ideas.</p> <ul style="list-style-type: none"> 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>Working with tools, equipment, materials and components to make quality products.</p> <ul style="list-style-type: none"> 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>Evaluating processes and products</p> <ul style="list-style-type: none"> Communication and Language, Speaking: Children express themselves effectively. They develop their own narratives and explanations by connecting ideas and events. <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 Farming in our topic this half term. We will follow the children's interest but some of our starting points will include looking at the different types of farming and how farmers look after animals. As always, we will have lots of practical 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 comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. To develop an understanding of growth, decay and changes over time. To show care and concern for living things and the environment. To look closely at similarities, differences, patterns and change. To talk about some of the things they have observed such as plants, animals, natural and found objects. <p>Greater Depth Challenges: Children to discuss their experiences and combine this with knowledge read to them from books in their independent learning.</p>	<p>Skills / Knowledge to be developed: This term the children will be focusing on Dance during their PE lessons. They will be learning a range of movement skills and ways of travelling through dance using simple movement patterns.</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. Experiments with different ways of moving. 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. <p>Greater Depth Challenges: Children can create a sequence of dance movements and keep in time to music.</p> <p>Children will continue to learn to get changed for P.E confidently.</p> <div style="text-align: center; margin-top: 10px;">  </div>
<p>How can I help? Encourage children to explain the DT processes and materials they have been using to create their own work.</p>	<p>How can I help? Ask the children to share what they have learnt in class about Farming. Can they explain their knowledge with you?</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

French



Skills / knowledge to be developed

The children will be able to recognise and use Yes, no, please and thank you (oui, non, s'il vous plaît/ merci)

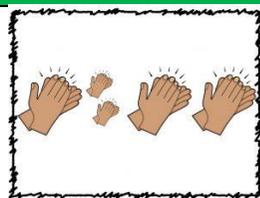
We are going to focus on the following Early Learning Goals

- Children listen attentively in a range of situations.

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?

Music



Skills / knowledge to be developed

To listen with attention to detail and recall sounds with increasing memory. To explore the rhythm, tempo and dynamics of different chants and rhymes.

We are going to focus on the following Early Learning Goals this term.

- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

How can I help?

Encourage your child to share any new rhymes or games they have learned.

PSHE / Wellbeing



Skills / knowledge to be developed

This term we look at Safety and Stranger Danger.

We are going to focus on the following Early Learning Goals this term:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

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/>

R.E.



Skills / knowledge to be developed

Big Question: Which places are special and why? (Church) What makes a place sacred? (Church focus) + Easter

The children will:

Talk about somewhere that is special to them, saying why.
Be aware that some religious people have places which have special meaning for them/others.
Recognise a place of worship and talk about the things that are special and valued in a place of worship.
Identify some significant features of sacred places.
Learn and use appropriate words to talk about their thoughts and feelings when visiting a church.

We are going to focus on the following Early Learning Goals this term:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

How can I help?

Can they tell you about the Easter celebrations? Can you talk about any experiences you may have had visiting religious places of worship?

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.

Thursday 3rd March - World Book Day

Friday 4th March - Young Shakespeare workshop

Monday 7th – 11th March – British Science Week

Tuesday 15th March – Class photos

Friday 18th March – Mothers Day Stalls – FROGS

Monday 21st – 25th – Neurodiversity week

Thursday 24th March – Easter Service – Letter to follow

Monday 28st March – Den Building

Tuesday 29th and Wednesday 30th March - Parent/career consultations

Monday 4th April- 8th April Residential

Friday 8th April - Break up for Easter Holiday

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