



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Goldsborough Class 1 – 25th April- 27th May 2022



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

Our 'Big Thinking' SMSC Question for this half term is: How did people in the past develop trust? Have any significant people in this period of history demonstrated humility? Link: Inspirational People

English Communication & Language

Maths

Skills / Knowledge to be developed:

- The children are continuing the Little Wandle phonics programme this term. They will review Phase 3 sounds: ai ee igh oa oo ar or ur oo ow oi ear. They will also review Phase 3: er air words with double letters longer words.
- The children will look at words with two or more digraphs, longer words ending in -ing and compound words. Finally, we will begin to look at longer words with s in the middle /z/ s words ending -s words with -es at end /z/.

Application of phonics will be encouraged and supported in areas of provision, both outside and in the classroom.

No new Tricky Words, all previous words will be reviewed:

Is, I, the, put, pull, full, as, and, has, his, her, go, no, to into, she, push, he, of, we me, be, 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.
- 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.

Please complete the Little Wandle homework as this is a great revision for writing formation and also the tricky words.

Skills / Knowledge to be developed:

- This half term, we will continue to practise number recognition and ordering to 20 as well as addition and subtraction through the areas of provision in the classroom, outside and our daily maths sessions.
- We will be looking at number patterns, doubling, sharing, grouping and also finding out about odd and even numbers.
- The children will also be deepening their understanding about patterns and relationships and measurement.
- In spatial reasoning the children will have lots of opportunities to practise their matching, rotating, manipulating and visualising and building skills. They will complete this area of their maths learning with a topic on mapping.

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

- Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Explore and represent patterns within numbers to 10, including odds & evens, double facts and how quantities can be distributed evenly.

Greater Depth Challenges:

Children will estimate a number of objects and check quantities by counting up to 20. They will be solving practical problems that involve combining groups of 2, 5 and 10, or sharing into equal groups.

How can I help?

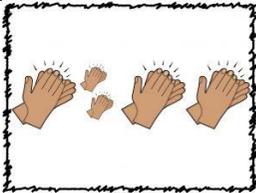
Do a jigsaw together – a fun way to develop spatial awareness and matching skills. Sort familiar objects and describing their differences and similarities. Making patterns and building models together is a great way to deepen their understanding of pattern.

Practise adding 2 numbers together and taking away using real life scenarios at home. Ask your child to tell you which number comes before 8 or after 12, and so on. Or ask your child to help write the numbers 1 – 20 and add the correct number of pictures?

Curriculum: Key Skills, Knowledge and Enrichment

Expressive Arts and Design	Understanding the World	Physical Development
<p>Skills / Knowledge to be developed:</p> <p>Textiles/collage</p>  <p>Handling, manipulating and enjoying using materials. Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down.</p> <p>Digital</p> <p>Being Imaginative: 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>We are going to focus on the following Early Learning Goals this term:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	<p>Skills / Knowledge to be developed:</p> <p>We will be finding out about Kings, Queens and Castles In History this term. Our significant individual will be Queen Elizabeth II as it is her Platinum Jubilee celebration event this summer.</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 know about similarities and differences between themselves and others, and among families, communities and traditions. • To know about similarities and differences in relation to places, objects, materials and living things. • To talk about the features of their own immediate environment and how environments might vary from one another. <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:</p> <p>We will be focused on throwing/jumping/running in isolation and target activities like skittles and throwing into a hoop this term. We will also look at dynamic and static balances.</p>  <p>We are going to focus on the following Early Learning Goals this term:</p> <ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Children show good control and co-ordination in small movements <p>Greater Depth Challenges:</p> <ul style="list-style-type: none"> • Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.
<p>How can I help?</p> <p>Experiment with collage design with things at home. Can children recycle materials and create their own collage?</p>	<p>How can I help?</p> <p>Share stories about Kings & Queens together and your own experiences visiting Castles. Can you visit a local castle together and write about your experience?</p>	<p>How can I help?</p> <p>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 will need hats and sun cream during this summer term.</p>

Curriculum: Key Skills, Knowledge and Enrichment

Understanding the World	Music	PSHE / Wellbeing	R.E.
<p>Skills / knowledge to be developed</p> <p>In Science this term we are looking at Everyday Materials.</p> <p>We are going to focus on the following Early Learning Goals this term.</p> <ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Shows care and concern for living things and the environment. • Developing an understanding of growth, decay and changes over time. (30-50m) • Looks closely at similarities, differences, patterns and change. (40-60m) 	 <p>Skills / knowledge to be developed</p> <p>We are going to focus on the following Early Learning Goals this term.</p> <ul style="list-style-type: none"> • Children will sing songs, make music and dance and experiment with ways of changing them. • Children talk about ideas and processes which have led them to make music. <p>Children are taught by a music specialist weekly.</p>	 <p>Skills / knowledge to be developed</p> <p>Our World -Adjusting to change in family life Caring for others. Developing self-confidence</p> <p>We are going to focus on the following Early Learning Goals this term:</p> <ul style="list-style-type: none"> • 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. 	 <p>Skills / knowledge to be developed</p> <p>Big Question: Where do we belong? What does it mean to belong to a faith community? (Christian, Muslim and Jewish People)</p> <ul style="list-style-type: none"> • Share and record occasions when things have happened in their lives that made them feel special. • Re-tell religious stories making connections with personal experiences. • Recall simply what happens at a traditional Christian infant baptism and dedication. • Recall simply what happens when a baby is welcomed into a religion other than Christianity. (Explore faiths within school initially). <p>We are going to focus on the following Early Learning Goals this term:</p> <ul style="list-style-type: none"> • 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?

Encourage your child to greet you and say goodbye in French. Can they share any other words, songs or phrases with you?

How can I help?

Encourage your child to share any songs they have learnt with you at home with our school family. We would love to hear them.

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/>

How can I help?

Talk about the different groups that your child may belong to e.g. swimming, Rainbows, Beavers, dancing, football, choir etc. and what they do together in these groups. Discuss how they feel in the group and who helps them to feel that they belong.

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.

Dates for your diary:

28th May – Bags to School

2nd May – Bank Holiday Monday – SCHOOL CLOSED

5th May – FROGS Disco

16th May – 20th May – Scholastic Book Fair

27th May – Break the rules day

27th May – Break up for Half Term Holidays

6th June – Staff Training Day – SCHOOL CLOSED

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