



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation

Goldsbrough Class 1 Summer 1 2021



The Christian / Human Values we are exploring this half term are: Humility and Trust
Our 'Big Thinking' SMSC Question for this half term is: 'How did people in the past develop trust?'

English Communication & Language

Skills / Knowledge to be developed:

- We are now progressing through **Phase 3** of the Letters and Sounds Phonics Programme. This includes many more digraphs (2 letter sounds) and trigraphs (3 letter sounds).
- This half term the focus in English will be recounts. Key features of recounts include "sequencing words" such as first, then, next, after, finally. The children will also learn that recounts need to be written in the past tense which will tie in with them learning the phoneme "-ed" as in dropped and as in rained.
- We have an exciting start to the half term with a great recount stimulus when we are going on an imaginary trip on the Titanic! They will see a virtual tour of the inside of the boat, have an Edwardian style snack and sample some Edwardian dancing.
- During our reading sessions we continue to focus on the key skills of tracking with a finger, blending sounds, sounding out words that are not key words and reading back the sentence to check for sense. As mentioned, we also use these reading sessions for opportunities to review and teach phonemes as we progress through the scheme.

Greater Depth Challenges:

- Children will be able to describe the main events in the simple stories they have read. Children will be able to read phonically regular words of more than one syllable as well as many irregular but high frequency words.

Maths

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 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.

Greater Depth Challenges:

- Children will be exploring how to estimate, measure, weigh and compare and order objects and talk about properties, position and time.
- 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?:

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.

Use the tips and questions and revision words in the Big Cat Books.

Look out for the tricky words that we focus on this term in school that the children cannot sound out. These will be sent home each week so please practise spelling these together.

Play Phase 3 Letters and Sounds games:

<http://www.letters-and-sounds.com/phase-3-games.html>

Play Yes or No questions – ask your child to read a question and then answer it: *Can a duck quack?*

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.


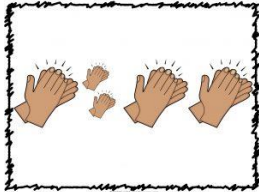


Ask your child to tell you which number comes before 8 or after 12, and so on. Or ask your child to help write the numbers 1 – 20 and add the correct number of pictures?

Play 'Part, Part, Whole' games with your child:

Curriculum: Key Skills, Knowledge and Enrichment

Expressive Arts and Design	Understanding the World	Physical Development
<p>Skills / Knowledge to be developed: Drawing and pattern.</p> <p>We are going to focus on the following Early Learning Goals this term.</p> <ul style="list-style-type: none"> • Begin to use a variety of drawing tools • Use drawings to tell a story from retelling or from imagination. Investigate different lines - thick, thin, wavy, straight. • 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. • Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train adding buttons / stones / blocks), bead threading patterns. • Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah. <p>Greater Depth Challenges</p> <ul style="list-style-type: none"> • To talk about the ideas and processes which have led them to make their images. 	<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 the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • 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 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 look closely at similarities, differences, patterns and change. <p>Greater Depth Challenges:</p> <ul style="list-style-type: none"> • To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>Skills / Knowledge to be developed:</p> <p>We continue with a focus on following instructions and rules; for the physical focus children will learn various skills including dynamic and static balances such as tight rope walking (on the floor!) and following the tracks as we become trains!</p> <p>With Mr Atkinson this term we will be focused on throwing/jumping/running in isolation and target activities like skittles and throwing into a hoop.</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 pattern design with things at home. Can children find something to base their irregular pattern design on from home for example a pets fur?</p>	<p>How can I help?</p> <p>Share stories about the journeys you have made with your child and how did you get there? What different forms of transport has your child had the experience of?</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

French	Music	PSHE / Wellbeing	R.E.
<div style="text-align: center;">  </div> <p>Skills / knowledge to be developed</p> <p>Understand simple praise words (e.g bravo, bien joue)</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 give their attention to what others say and respond appropriately. 	<div style="text-align: center;">  </div> <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. 	<div style="text-align: center;">  </div> <p>Skills / knowledge to be developed</p> <p>ELG, Self confidence and awareness:</p> <ul style="list-style-type: none"> Children are confident to try new activities, and say why they like some activities more than others. <p>ELG: Managing feelings and behaviour</p> <ul style="list-style-type: none"> They work as part of a group or class, and understanding and follow the rules. <p>Greater Depth Challenges:</p> <ul style="list-style-type: none"> Children are confident to speak to a class group. 	<div style="text-align: center;">  </div> <p>Skills / knowledge to be developed</p> <ul style="list-style-type: none"> re-tell religious stories making connections with personal experiences. share and record occasions when things have happened in their lives that made them feel special. recall simply what happens when a baby is welcomed into a religion other than Christianity.
<p><u>How can I help?</u></p> <p>Encourage children to say hello and goodbye to you in French. Practise singing some simple French songs together.</p>	<p><u>How can I help?</u></p> <p>Encourage your child to share any songs they have learnt with you at home with our school family. We would love to hear them.</p>	<p><u>How can I help?</u></p> <p>Talk with your child about their emotions and explore mindful moments using Relax Kids activities or Cosmic Yoga.</p> <p>https://www.relaxkids.com/ https://www.youtube.com/channel/UC5ulZ2KOZZeQDQo_Gsi_qbQ</p>	<p><u>How can I help?</u></p> <p>Discuss what it means to belong to a faith community with your child. If you have any friends or family that have experiences to share this would be great to hear about in school from your child.</p>

Any Other Information / Dates for the Diary



Tapestry is a vital tool in evidencing your child's learning journey and it works best when evidence is celebrated from learning the children do through play at school **and** at home.

Please **continue to post** pictures and videos of the children as they explore their learning at home and in

the outdoors in their time away from school. **If you need any help or a refresher on how to use this, please get in touch.**

Tapestry links for Home learning:

<https://tapestry.info/wp-content/uploads/sites/2/2021/02/Websites-for-Home-Learning-1.pdf>

Tips and ideas for **Prime** areas of learning:

<https://tapestry.info/infographic-library/infographics-early-years-prime-areas-of-learning.html>

Tips and ideas for **Specific** areas of learning:

<https://tapestry.info/infographic-library/infographics-early-years-specific-areas-of-learning.html>

Please ensure that their P.E Kit is in school all week as the children are doing really well learning to get dressed and undressed.

We encourage you to look at the Class pages on the school website to see what the children have been doing, and to follow our school Twitter account [@GS_Federation](https://twitter.com/GS_Federation)

We regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.

W/C April 19th – Assessment week

April 20th – After School Club closed for staff training

May 3rd – May Day Bank Holiday (school closed)

May 10th and 12th – Parent Consultation Meetings

May 28th – school closes, half term and reopens on 7th June

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 via Teams or to request a phonecall.

Mrs Brearton and Miss Mason