



# Curriculum Newsletter

## GOLDSBOROUGH SICKLINGHALL Federation

### Goldsborough Class 1 November – December 2020

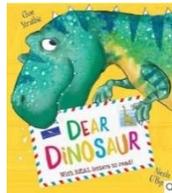


The Christian / Human Values we are exploring this half term are: Friendship and Kindness  
Our 'Big Thinking' SMSC Question for this half term is: 'How did people show kindness in the past?'

#### English Communication & Language

##### Skills / Knowledge to be developed:

The children are continuing with their phonics programme this term with a focus on confidently blending the sounds together that they have learnt so far. They continue to work 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.**



We will begin to look at some of the Phase 3 sounds later in the term, Application of phonics will be in areas of provision.

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

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- 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.

##### Greater Depth Challenges

- Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.

##### 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 are listed below:

**to, the, no, go, l**

Encourage mark making, drawing, designing, labelling.

#### Maths

##### 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. Through a wide range of activities they will acquire a deep understanding that will help them to meet their Early Learning Goals.



Maths challenges and application of number will be in areas of provision.

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

- 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.



##### Greater Depth Challenges

- Children estimate a number of objects and check quantities by counting up to 20.
- Developing Subitising (the ability to instantaneously recognise the number of objects in a small group without the need to count them).

##### How can I help?:

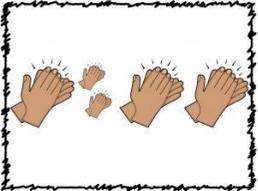
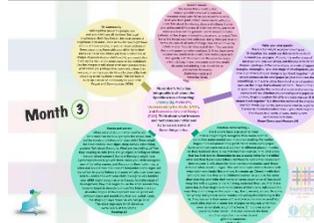
Numbers are all around us, so it is easy to incorporate number recognition and counting into daily life: try going on a number hunt, counting how many Lego bricks are in a tower and playing board games.

There are so many opportunities to work on number skills though 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?

## Curriculum: Key Skills, Knowledge and Enrichment

Expressive Arts and Design	Understanding the World	Physical Development
 <p><b>Skills / Knowledge to be developed:</b></p> <p>The children will look at a range of painting, drawing and printing skills this term.</p> <p><b>We are going to focus on the following Early Learning Goals this term.</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Experiencing and using primary colours to ensure they know their names. Allow for experimentation of mixing.</li> <li>Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</li> <li>Use drawings to tell a story from retelling or from imagination.</li> <li>Investigate different lines - thick, thin, wavy, straight.</li> <li>Explore different textures and experiment with mark making to illustrate these.</li> <li>Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?)</li> </ul> <p><b>Greater Depth Challenges</b></p> <p>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></p> <p>The children will understand about the role of a palaeontologist and they will follow their research enquiries about dinosaurs each week.</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 talk about past and present events in their own lives and in the lives of family members.</li> <li>To know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>To Comment on and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talk about why things happen and how things work.</li> <li>Shows care and concern for living things and the environment.</li> <li>Use technology safely and respectfully.</li> </ul> <p><b>Greater Depth Challenges:</b></p> <p>Children look closely at similarities, differences, patterns and change.</p>	<p><b>Skills / Knowledge to be developed:</b></p> <p>Listening skills, following instructions and space negotiation.</p> <p><b>We are going to focus on the following Early Learning Goals this term.</b></p> <p><b>Moving and Handling:</b></p> <ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements.</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> <li>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>Travels with confidence and skill around, under, over and through balancing equipment.</li> </ul> <p><b>Greater Depth Challenges:</b></p>  <p>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><b>How can I help?</b></p> <p>Encourage children to explain the art processes and materials they have been using to create the art pieces that they bring home.</p>	<p><b>How can I help?</b></p> <p>Discuss how museums and palaeontologists have helped historians develop a good understanding of Dinosaurs. Ask the children to share what they have learnt in class about the Dinosaurs.</p>	<p><b>How can I help?</b></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 may need additional layers, hats and gloves on Thursdays as we will be outside with Mr Atkinson.</p>

# Curriculum: Key Skills, Knowledge and Enrichment

Music	PSHE / Wellbeing	R.E.	Tapestry
 <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>TEAMS music sessions with Mr Hills every Friday.</p>	 <p><b>Skills / knowledge to be developed</b></p> <p><b>ELG: Self-confidence and awareness:</b> Children are confident to try new activities. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <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> <ul style="list-style-type: none"> <li>• talk about people who are special to them</li> <li>• say what makes their family and friends special to them</li> <li>• identify some of the qualities of a good friend</li> <li>• reflect on the question 'Am I a good friend?'</li> <li>• recall and talk about stories of Jesus as a friend to others</li> <li>• recall stories about special people in other religions and talk about what we can learn from them.</li> </ul>	<p>We add School Learning onto Tapestry to evidence the children's steps towards the Early Learning Goals.</p> <p>Please log home learning too as this is a wonderful way of helping staff and families celebrate their children's learning and development.</p> <p>Look out for the Tapestry Info Graphics that we will send monthly for EYFS development. We have attached September (Month 1), October (Month 2) and November (Month 3) for you to explore now you are familiar with Tapestry.</p>  <p><b>Coming Soon:</b> Your child will be given a log in for Spelling Shed so they can apply their phonics knowledge to spelling words.</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>Sing Maths and Phonics Songs with the children that are shared on Tapestry.</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 our termly RE focus on Helping Others and special people in their lives?</p> <p>Ask your child to tell you the nativity story.</p>	<p><b>How can I help?</b></p> <p>Any of the 'How can I Help?' sections are ideas that you could use at home and then share on Tapestry.</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.

W/c Mon 9th November – Parent/Carer Consultations via Teams or Telephone

Fri 13th Nov – ‘Wear Spots’ for Children in Need, £1 minimum donation

Mon 7th December – Flu immunisations, Health Team

Fri 11th December – Christmas Jumper Day

Fri 18th December – School closes, end of term

Mon 4th January – Training Day, school closed

Tues 5th January – School opens, Spring Term 1



COMING UP in Spring 1 – Phonics, Reading and Maths Workshops for Parents on Teams.

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 phone call.

Mrs Brearton, Mrs Mason and Mrs Brayshaw