



EDWARD FEILD PRIMARY SCHOOL

CURRICULUM NEWSLETTER 2022 AUTUMN 2

Value for term- Equality			
Dates for the term			
EYFS Christmas performances 6 th December pm 7 th December am Christmas Party date TBC	KS1 Christmas performances 14 th December am 15 th December pm 16 th December am Christmas Party date TBC	LKS2 17 th November 2022-Woodstock Museum Trip Kidlington Library Trip- 1 st November (Possums), 2 nd November (Koalas), 3 rd November (Kangaroos)	UKS2 10 th November – Year 5/6 Reading ambassadors at Oxfordshire Book Awards 10 th November – Cross Country Festival 25 th November – Cross Country Festival
Key information			
Forest School weekly Please have Forest School clothing and wellies in school each day. Library books changed, Eagles - Wednesday Kestrels - Thursday	Daily Forest School and PE clothing/footwear, a water bottle and a coat Weekly Reading books - Monday Spelling books - Thursday. Library books Huskies on Friday and in Penguins/Caribou on Wednesday	Please ensure you have your PE kit, water bottle and coat with you every day Homework is handed out every Tuesday and returned every Monday	Swimming-Every Friday Open access music- Every Thursday for Panthers Homework is handed out on a Friday and is due in the following Thursday
Whole Class Reading Texts			
EYFS Allan Ahlberg- Funny Bones Diwali Senses	KS1 Cloudy with a chance of meatballs by Judi Barrett Lost and found by Oliver Jeffers The Tin Forest by Helen Ward	LKS2 C.S. Lewis-The Lion, The Witch and the Wardrobe	UKS2 Maz Evans- Who let the Gods Out?
Phonics/Reading Curriculum			
EYFS Reception will be continuing to develop their grapheme and phoneme knowledge which will include some of the following: r h b f l j v w x y. Read decodable books using all sounds learnt.		How can you support your child's learning Practise sounds using games; I spy games and write corresponding letters. Read allocated reading book aloud to an adult and record sessions in yellow reading diary.	
KS1 Year 1 will continue to look at alternative graphemes for known sounds – ir, ie, ue, u, o, l, a, e, a-e, l-e, o-e, u-e, e-e, ew, aw Year 2 are growing their phonetic code – eigh, aigh, ye, ea, gn, kn, mb, ere, eer, su, si, dge, y, ge, ti, ssi, si, ci, augh, ou, oar, ore		How can you support your child's learning Practise segmenting and blending each of the spellings given weekly. Write each of your spelling words by forming every letter correctly on the line. The weekly spellings are updated on Spelling Shed Read allocated reading book aloud to an adult at least three times each week, recording successes and challenges in the yellow reading diary.	
KS2 Pupils will be developing their skills in the National Curriculum reading domains: vocabulary, inference, prediction, explanations, retrieval, summarising and sequencing using the class novel. In KS2, we are challenging the children to use P.E.E <i>Point:</i> answers the basic question <i>Explanation:</i> why? <i>Evidence:</i> can you prove that?		How can you support your child's learning -We recommend children read for 20 minutes a day, at least three times a week. Encourage children to read a variety of texts e.g., archaic, classics, diverse, non-fiction, non-linear sequence, complex plot, poetry. Concentrate on reading quality (it is not about reading lots) - read a variety such as leaflets, comics, recipes, instructions and even webpages! Try talking about reading, for example What do you think this word/phrase.... means? How do you think this character was feeling? Why do you think that? Can you explain why...?	

EF WRITING CURRICULUM

<p style="text-align: center;">EYFS</p> <p>Develop pencil grip and control Develop letter formation and begin to write CVC words Label parts of our body, write Christmas cards, Christmas lists and letters.</p>	<p>How can you support your child's learning Encourage mark making, make simple shopping lists and write their name</p>
<p>Every term, pupils will be writing a range of short and long pieces, having carefully considered the Audience they write for, the Purpose for their writing and the Effect this has on their reader. During each unit, children will be reading a range of texts to become familiar with what they will have to produce. They will also investigate the layout and language features of the text type they study, they will develop their sentence structures, including vocabulary choices for effect and use of varied punctuation.</p>	
<p style="text-align: center;">KS1</p> <p>In KS1 children will be inventing and describing their own unusual settings based on the town of Chewandswallow in the story Cloudy with a Chance of Meatballs. They will be writing first person accounts from The Tin Forest and creating posters for Lost and Found.</p>	<p>How can you support your child's learning Encourage short and active writing opportunities about things that your child has done or that interest them. Allow opportunities for children to reread their own writing back to you, when they might begin to notice spelling, punctuation or missing words.</p>
<p style="text-align: center;">KS2</p> <p>Some examples of the final pieces they will produce in LKS2 include a Sequel called 'The Next Night' which will be based on the picture book Leon and the place between by Graham Baker-Smith. They will also draft a persuasive letter to Mr Jackson to persuade him to plant a tree and a story for The Book Mountain, both based on The Land of Neverbelieve by Norman Messenger. In UKS2, Pupils will also be reading and analysing poetry by Paul Laurence Dunbar and performing poetry by Benjamin Zephaniah.</p>	<p>How can you support your child's learning Pupils require regular time on Spelling Shed to ensure they have learnt the statutory spellings and so that they become confident spellers. Regular reading supports writing in particular vocabulary development. Having a reflective journal or a vocabulary book can help pupils learning further. Providing writing opportunities at home can also develop skills, for example, writing notes, letters, stories and many others can improve grammar, punctuation and spelling.</p>

EF MATHS CURRICULUM

<p style="text-align: center;">EYFS</p> <p>Exploring numbers to five and find ways to make the number.</p> <p>Number recognition to 5 and counting forwards and backwards. We use a range of concrete resources e.g. conkers and 5 frames to visually support recognition and values of number.</p> <p>Explore 2D shape and use mathematical language to describe them.</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p>Compare, fewer, more, before, after, corners, sides, curved, less,</p> <p>How can you support your child's learning Count everyday objects at home, e.g., pasta and look for numbers within the environment e.g., cars, house numbers</p>
<p style="text-align: center;">KS1</p> <p>Year 1 addition and subtraction to 20 to using a range of concrete resources (dienes, Rekenrek, counters) Year 2 addition and subtraction of 1- and 2-digit numbers to 50, using a range of concrete resources (dienes, Rekenrek, counters) money recognition with problem solving and reasoning.</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p>minus, take away, fewer, difference, penny, pence, pound, total, change, cost, price</p> <p>How can you support your child's learning Make sure your child is familiar with all the British coins and notes (it is better to use real coins than plastic ones). Keep a small collection of the smaller denomination coins to use for games and activities such as creating a shop or grouping and counting coins 1p, 2p, 5p or 10p</p>
<p style="text-align: center;">LKS2</p> <p>LKS2 children will be using a range of pictorials and the written column method to add and subtract 3-digit and 4-digit numbers For challenge, children will complete number sentences where there are one or more missing numbers, complete multi-step word problems, reasoning and problem-solving tasks. For support, embed and revisit previously taught objectives we use maths revision slides in each lesson</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p>Pictorials: dienes, counters, bar models, part-whole models Estimate, inverse, add, subtract, mental method, written method, column addition and subtraction, exchange, thousands, hundreds, tens, ones, sum, altogether, difference, subtraction, take away, arithmetic, missing box.</p> <p>How can you support your child's learning Practice adding and subtracting within 20</p>
<p style="text-align: center;">UKS2</p> <p>Formal written methods for multiplication and division Fractions: adding, subtracting, multiplying and dividing</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p>Multiplication, multiples, product, equals, division, factors, calculate, order, compare, part, equal parts, fraction, proper/improper fraction, mixed number, numerator, denominator, equivalent, reduced to, cancel, one whole, half, quarter, eighth, third, sixth, ninth, twelfth, fifth, tenth, twentieth, hundredth, thousandth</p>

	<p>How can you support your child's learning Learning multiplication facts and corresponding division facts Use TT Rockstars/ Doodle maths regularly</p>
EF WIDER CURRICULUM	
<p style="text-align: center;">EYFS</p> <p>Exploring the change of seasons Celebrations Senses and our bodies.</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p><i>skeleton, autumn, hibernate, change, temperature, spine, senses, seasons, skull, celebrate, special, different, persevere, patient, connected, dark, frightened, fact,</i></p> <p>How can you support your child's learning Autumn walks, discussing the weather, comparing activities we do at night-time and in the daytime, Looking at what clothes we wear in the different seasons, Being involved in preparation of food, Talking about what senses we use when doing different activities, singing songs related to the body- head, shoulders, knees and toes, skeleton dance.</p>
<p style="text-align: center;">KS1</p> <p>Geography: Hot and cold places Science: Properties of materials PSHE: Feelings and responses PE: Sending and receiving, gymnastics Art: Painting and colour-mixing RE: Christmas (Christianity) Computing: sorting and pictograms</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p><i>Map, globe, atlas, south pole, north pole, equator, material, hard, soft, stretchy, shiny, dull, rough, smooth, bendy, waterproof, absorbent, transparent, opaque, primary colour, secondary colour, nativity,</i></p> <p>How can you support your child's learning Share memories of family holidays (extended family too) Talk about the materials being used for different objects in and outside of the home. Make models using a range of materials and describe the properties using the vocabulary listed above. Discuss ways of being helpful at home and how this makes you feel Paint using primary colours mixed to make secondary colours.</p>
<p style="text-align: center;">LKS2</p> <p>History: Anglo-Saxons Science: Changing States PHSE: Relationships and Resilience PE: Swimming and Dance French: Musical Instruments DT: Cooking and Nutrition (Adapting a recipe) RE: Christmas (Christianity) Computing: Coding</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p><i>Timeline, chronology, CE, BCE, design, evaluate, gas, liquid, solid, evaporate, routine,</i></p> <p>How can you support your child's learning Visit Ashmolean Museum in Oxford Watch documentaries about Anglo-Saxons Cook together and discuss ingredients used, preparations and final products Create a dance routine Have discussions about resilience Find out what Christmas represents for different people</p>
<p style="text-align: center;">UKS2</p> <p>History: Ancient Greece Science: Continuing with Forces and Earth and beyond PSHE: Grief and family conflict French: My Home PE: tag rugby, swimming and indoor athletics RE: Sikhism and Christianity (Christmas)</p>	<p style="text-align: center;"><u>VOCABULARY</u></p> <p><i>Greek Empire, vase, Olympics, Alexander the Great, coins, fibula, pyxis, Homer, Hippocrates, Pythagoras, Parthenon, Aphrodite, Apollo, Ares, Artemis, Athena, Demeter, Dionysus, Hades, Hephaestus, Hera, Hermes, Hestia, Poseidon, Zeus.</i></p> <p>How can you support your child's learning Taking children to the library and reading about the Greeks Researching and reading about the Greeks Discussing and watching the Olympics Researching Greek menus and trying new recipes Playing Greek games</p>
OTB	
<p>EYFS Count forwards and backward to 10 YEAR 1 Number bonds to 10 and then 20 YEAR 2 Number bonds to 100 in 10s YEAR 3 Number bonds to 100, multiples of 5 YEAR 4 All number bonds to 100 YEAR 5 Number bonds to 1000 YEAR 6 Number bonds to 1</p>	<p>How can you support your child's mathematical fluency:</p> <ul style="list-style-type: none"> Counting daily in various steps, from different numbers, both forwards and backwards Counting in the steps of 2, 5, 10 (Year 1 and 2), 3,4,8 (Year 3), 6, 7, 9, 12 (Year 4). Daily practice of multiplication facts Daily practice of division facts, alongside multiplication (division is a more difficult concept to grasp for KS1 and LKS2)

HOMWORK

Our approach to setting homework reflects the wish to ensure that ALL children remain inspired to learn throughout their primary education, are able to make the most of opportunities to learn outside the school and that time at home is an opportunity to play, to pursue personal passions, as well as practise key skills, such as **reading, spelling and number facts** that need more repetition to embed than school allows. We believe parental involvement is essential, starting with Early Years until Year 4 and that in Year 5 and 6, parental involvement is desirable but not essential. For **reading**, we recommend EYFS children to read 10 minutes a day and KS1 and KS2 children to read for 20 minutes a day, at least three times a week. If children bring home a banded book, they read their book every day until fluent, then they can be asked **comprehension questions related to vocabulary or the other content domains**. For **spelling**, in EYFS, we make marks using letter formation templates and other optional exercises which we send weekly home. In KS1 and KS2, children practise their weekly spellings list on Spelling Shed or in their homework book. For example, LKS2 has a weekly spelling activity to do. For **OnTheBoil**, children will practise their year group's maths On the Boil objective. Sometimes children might have a written task on a worksheet (e.g Number Bonds), sometimes there would be more appropriate to practise their objectives verbally (e.g. Multiplications and Division facts) or using TT Rockstars or Purple Mash subscriptions. LKS2 children have a weekly **optional Wider Curriculum** task. Through this, we are creating opportunities for children to enrich their learning in various subjects and to explore in more depth the areas of learning they enjoy. **UKS2 children** have a **weekly English or Maths** task which offers an opportunity to embed their learning and quiz their understanding.

READING FOR PLEASURE

As a school, we want to enable all children to develop a love and appreciation of reading, and to become fluent and confident readers. We want to help them recognise that reading is a life-long skill and one that is essential to access learning throughout their lives. We encourage parents and carers to support children's reading development and help foster a love of books by regularly reading with them at home, discussing and sharing books. Here are some links with books our teachers recommend reading.

[Bookfinder: find children's books for every age | BookTrust](#)

[Diverse Voices - 80 Children's Books that Celebrate Difference | LoveReading4Kids](#)

[Booksfortopics: Reading for Pleasure](#)

[Primary School Reading Lists for Children aged 3-11](#)

SCHOOL PAID SUBSCRIPTION

<https://play.numbots.com/#/intro>

<https://www.spellingshed.com/en-gb/>

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/engaging-parents/>

<https://www.bbc.co.uk/cbeebies/shows/numberblocks>

<https://50thingstodo.org>

USEFUL DOCUMENTS TO READ

[Maths Vocabulary List](#) (you need to enter an email address to download):

[The Comprehensive Maths Vocabulary List for KS1 and KS2 \(Free Download\) \(thirdspacelearning.com\)](#)

[Reading and Writing Nutshells and Calculation Policy](#)

[Challenge Nutshell](#)