



EDWARD FEILD PRIMARY SCHOOL

CURRICULUM NEWSLETTER 2023 SPRING 2

Value for the term- HEALTH

Dates for the term

Monday 20th February - first day back

Friday 31st March – last day of term

EFYS	KS1	LKS2	UKS2
TBC -Visit to the local library date 13 th March – observe changes in eggs TBC -Walk around Kidlington	23 rd February – YEAR 2 multi-skills festival at Gosford Hill School 13 th March – arrival of our living eggs 31 st March – in school history workshop with the National Archives	23 rd February - Ashmolean Museum 29 th March-am LKS2 Performance 1 30 th March –pm LKS2 Performance 2	Y5/6 Cycling group 3 starts: 24 th February Y5/6 Netball tournament: TBC Thursday 17 th March: World Book Day

Key information

<p>Forest School weekly Please have Forest School clothing and wellies in school each day.</p> <p>Library books - Eagles and Kestrels Wednesday</p> <p>Reading Books – please ensure they are in school each day.</p>	<p>Please ensure you have your PE kit, water bottle and coat with you every day. Forest School is once a fortnight.</p> <p>Weekly Reading books - Monday Spelling books - Thursday. Library books: Penguins/Caribou Wednesday Huskies Friday</p>	<p>Please ensure you have your PE kit, an optional healthy snack, water bottle and coat with you every day</p> <p>Homework is handed out every Tuesday and returned every Monday</p> <p>Library day-Wednesday Swimming- every Friday morning</p>	<p>Open access music- Every Thursday for Leopards Homework is handed out on a Friday and is due in the following Thursday</p>
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Whole Class Reading Texts

EFYS	KS1	LKS2	UKS2
<p>Jack and the Beanstalk Margaret Mayo</p> <p>The Three little Pigs Retold Patricia Seibert</p> <p>Let's Build a House by Mick Manning</p>	<p>Toby and the Great Fire of London Nash and Cope</p> <p>The Great Fire of London: An illustrated history of the Great Fire of 1666 Adams and Lewis</p>	<p>The BFG -Roald Dahl</p>	<p>The Weather Weaver- Tamsin Mori</p> <p>Opening doors (poetry): 'The song of Wandering Aengus' by W.B Yeats (Irish folklore)</p>

Phonics/Reading Curriculum

EFYS	<i>How can you support your child's learning</i>
<p>Reception will recap the following digraphs and trigraphs (two/three letters that make one sound) to develop their phonic knowledge. ai ee igh oa oo ar or ow oi ear air ur er, Read longer words using chunking method and words with double letters, eg hammer. Read decodable books using all sounds learnt.</p>	<p>Learn tricky words sent home (those that cannot be decoded) Read allocated reading book aloud to an adult and record sessions in yellow reading diary. Refer to the back of children's reading books for comprehension ideas.</p>

<p style="text-align: center;">KS1</p> <p>Year 1 will continue to look 'Grow their phonetic code' by learning alternative graphemes – or, u, oul, are, au, aur, oor, al, tch, ture, al, a, ear, ere, wr, st, sc, ch, ce, se, ze, Year 2 will continue to learn and apply spelling rules for adding suffixes tcho words -ed, -es, -ing, -ed, -er, -est.</p>	<p>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 and can be practised regularly. Read allocated reading book aloud to an adult at least three times each week, recording successes and challenges in the yellow reading diary.</p>
<p style="text-align: center;">KS2</p> <p>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</p> <p style="color: red; font-size: small;">Point: answers the basic question</p> <p style="color: blue; font-size: small;">Explanation: why?</p> <p style="color: green; font-size: small;">Evidence: can you prove that?</p>	<p>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...?</p>
EF WRITING CURRICULUM	
<p style="text-align: center;">EYFS</p> <p>Continue developing letter formation when writing digraphs. Following on from Jack and The Beanstalk we will write a bean diary noting any changes to the bean. Write about Our House</p>	<p>How can you support your child's learning Continue to encourage writing simple words using correct letter formation. Talk about what sort of things are in each room in your home.</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>To inspire and hook children on our new History unit, The Great Fire of London, in KS1 we will produce a diary entry from this event. Later in the term will be keeping diaries of how our chicks are growing before writing instructions on how to care for an egg to help other classes who might want to foster an egg!</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>At the beginning of the term, LKS2 children will be given the opportunity to share their historical knowledge about Romans, by planning and drafting their own newspaper articles about the Roman invasion. Later in the term, using the wordless picture book The Journey by Francesca Sanner, they will be writing a diary entry from the point of view of a refugee.</p> <p>UKS2 will continue to read the Weather Weaver and develop their grammatical skills through writing instructions, diaries and characterisations. Later in the term, they will be studying a poem titled 'The song of Wandering Aengus' by W.B Yeats. This will give them the opportunity to study poetic devices.</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, lists, letters, stories and many others can improve grammar, punctuation and spelling. Pupils need to ensure they punctuate their sentences accurately throughout thei writing.</p>
EF MATHS CURRICULUM	
<p style="text-align: center;">EYFS</p> <p>In maths children will compare groups of numbers up to 9 and now learn the composition of numbers 9 and 10</p> <p>They will consolidate previous knowledge of numbers 6 to 8 and learn their number bonds to 5 to aid quick addition. Games, tens frames and number lines will be used to support this.</p> <p>We will continue with addition and use counting on or back to find the answers. We will continue to rote count forwards and backwards from different starting point to support our addition.</p> <p>We will be looking at more complex patterns and explore the properties of 3D shape</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p>Add, altogether, forwards, backwards, begin, count on, cube, cylinder, cuboid, sphere, vertices, curved, group, compare, more, less, fewer, most popular,</p> <p>How can you support your child's learning Play board games such as snakes and ladders to support counting forwards or backwards.</p> <p>Explore shape within your environment which may include packaging from boxes after shopping.</p>
KS1	<u>VOCABULARY:</u>

<p>Year 1 and Year 2: In maths, the children will learn to find fractions of shapes and numbers, especially halves and quarters. They will also learn to measure length and height as well as weight and volume through practical activities, discussions and written activities.</p> <p>Both year groups will also learn to divide groups into 2s, 5s and 10s.</p>	<p><i>Half, double, quarter, fraction, pieces, capacity, cm, gram, kilogram, liter, milliliter, compare, groups, share, equal.</i></p> <p><i>How can you support your child's learning</i> Multiply and divide via the White Rose Hub One-Minute maths app, include the children when cooking (ml, l) and measure various objects around the house in cm. Practise sharing objects, food and other bits around the house into equal groups or portions. Use the words 'share' and 'divide'.</p>
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<p style="text-align: center;">LKS2</p> <p>Children will build on last term's knowledge about Multiplication and Division, and they will carry on reasoning and problem solving, using a range of pictorials to help them prove their thinking. Year 3s will be covering objectives like multiplying and dividing 2- digit numbers by 1-digit numbers, using related facts and linking multiplication and division. Year 4s will be covering objectives like multiplying and dividing 3-digit numbers, using factor pairs and exploring efficient ways of multiplying. To challenge their mathematical thinking, all children will be asked to explain their answers, verbally or in writing, using most appropriate mathematical vocabulary shared during the lesson. To deepen their understanding, they will also be asked to prove their thinking by using pictorials or different methods to solve a problem. To support their mathematical learning, we provide clear, small steps which are repeatedly followed until they consolidate the skill. Manipulatives and pictorials are available during each maths lesson. Revisiting previously taught content in maths represents a key approach to support, consolidate and challenge mathematical learning.</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p><i>Pictorials: arrays, number line, bar model, counters, Lots of, groups of, multiply, product, multiple, equal groups, share, divide, share/divide equally, fact family, factor, factor pairs, related facts, short multiplication, written method</i></p> <p><i>How can you support your child's learning</i> Practice the multiplication tables by making various groups of items, count in various steps of the table you practice, focus on one timetable at the time, practise the facts in fact families of 4 (including the division fact. Year 3 children especially need extra practice with division, so practicing times tables and their division facts at the same time supports their understanding.</p>
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<p style="text-align: center;">UKS2</p> <p>Pupils will continue to build their knowledge on understanding of fractions, decimals and fractions. Later in the term, they will be covering the objectives for perimeter, area, volume and statistics. The objectives for this half term are:</p> <ul style="list-style-type: none"> • Percentages as fractions and percentages as decimals • Equivalent fractions, decimals and percentages • Perimeter of rectangles, rectilinear shapes and polygons • Area of rectangles and compound shapes • Area of triangles and parallelograms • Volume of cuboids • Reading and interpreting line graphs, tables, pie-charts and timetables • Drawing pie-charts 	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p><i>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, proportion, ratio, in every, for every, to every, as many as decimal, decimal fraction, decimal point, decimal place percentage, per cent, %, area, covers, surface, square centimetre (cm²), square metre (m²), square millimetre (mm²), count, tally, sort, vote, survey, questionnaire, data, database, graph, block graph, line graph, pictogram, represent, group, set, list, chart, bar chart, bar line chart, tally chart, table, frequency table, Carroll diagram, Venn diagram, label, title, axis, axes, diagram, most popular, most common least popular, least common, mode, range, mean, average, median statistics, distribution, maximum/minimum value, classify, outcome</i></p> <p><i>How can you support your child's learning</i> Regular arithmetic will ensure that pupils remember formal written methods and recall number facts confidently: https://myminimaths.co.uk/</p>
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EF WIDER CURRICULUM

<p style="text-align: center;">EYFS</p> <p>Science: Explore materials. Testing different materials for different purposes. Observing changes to our Bean plant. Music; Tempo/speed in music, singing new songs PHSE: Looking after ourselves and the environment. Art and Design: Design and create a building. Geography; Walk around Kidlington to compare building and see the amenities. History: Exploring Kidlington and how its changed. R.E: Celebrating Easter</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p><i>How can you support your child's learning</i></p> <p>Discuss the properties of materials found in the household eg. Table, fridge. To support the children with our 'Teeth Care Challenge' as we are looking to become more independent in taking care of ourselves. Talk and play 'How many can you see.....' or 'Eyespy' when going for a walk. Discuss the features of your house.</p>
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<p style="text-align: center;">KS1</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p>..... <i>How can you support your child's learning</i></p>
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<p>History: The Great Fire of London (events beyond living memory) Science: Are all animals alike? PSHE: similarity and difference, including growing up. PE: net and wall games Art: collage - Stain glass window silhouettes RE: Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday? Computing: animated story books</p>	<p>Share memories of family holidays in UK, particularly London Talk about the different animals that they have experienced first-hand, including the similarities and differences. Explore a range of moving picture books – how have the mechanisms been constructed and how do the moving parts effect the enjoyment of the book? Discuss ways of being healthy at home. Practice giving clear and concise instructions.</p>
<p style="text-align: center;">LKS2</p> <p>History: The Romans Science: Sound and Light PHSE: Physical, Emotional and Mental Wellbeing PE: Swimming and Tag Rugby French: Vegetables and Ancient Britain Art: Mosaic RE: Christianity-Jesus' miracles and Easter Computing: Touch typing and Spreadsheets Music: Recorder, Singing lessons will include LKS2 Production songs</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p><i>Roman Empire, emperor, gladiator, timeline, invade, expand, Boudica, Julius Caesar, villa, aqueduct, amphitheatre, bath house, mosaic, Roman Numerals, vibrate, volume, pitch, ear, pattern.</i></p> <p><u>How can you support your child's learning</u> Visit Ashmolean Museum in Oxford Watch documentaries /videos/read articles or information books about The Romans Talk about the things we inherited from Romans or visit well-known sites (aqueducts, Roman baths, cathedrals, etc) Spot, draw or make mosaics using a range of materials Go swimming for fun Have discussions about what can we do to stay happy, stress free Do activities like walking, drawing. Listen to audio books or calming music Find out what Easter represents for different people Go to a classical music concert or listen to classical music and discuss the various musical instruments you can hear Read information about sound and light and ask well-thought questions about it</p>
<p style="text-align: center;">UKS2</p> <p>Geography: Climate zones Science: Properties of materials PSHE: Project 10 PE: Yoga and Tennis French: Planets DT: constructing a bridge RE: Stories from Sikhism Computing: Game creator Music: Singing, First Access</p>	<p style="text-align: center;"><u>VOCABULARY</u></p> <p><i>Tropical, sub-tropical, dry, desert, semi-arid, temperate, warm temperate, cool temperate continental, polar, core, properties, evaporation, filtration, sieving, irreversible, reversible, magnetism, electricity, conductor, insulator, transparency, translucent, opaque.</i></p> <p><u>How can you support your child's learning</u> Using https://education.nationalgeographic.org/resource/all-about-climate discuss climate zones Watch documentaries /videos/read articles or information books about climate zones Yoga at home https://cosmickids.com/ for relaxation and mindfulness Visit a gurdwara List different materials at home: solids, liquids and gases</p>
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<p>EYFS Find one more or less than a given number YEAR 1 doubling and halving numbers YEAR 2 Division facts for 2, 5, and 10 YEAR 3 Multiplication facts for 3,4, 8 YEAR 4 Multiplication facts up to x12 YEAR 5 Multiplication and division facts YEAR 6 Multiplication and division facts</p>	<p><u>How can you support your child's mathematical fluency:</u></p> <ul style="list-style-type: none"> Counting daily: I count, you count. Adult says 2, child says 3 and continue. 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 home weekly. 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 **On The Boil**, 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](#)