



EDWARD FEILD PRIMARY SCHOOL

CURRICULUM NEWSLETTER 2023 SPRING 1

Value for term- KINDNESS			
Dates for the term			
Wednesday 4th January - first day back Monday 13th – Friday 17th February - half term			
EYFS	KS1	LKS2	UKS2
Key information			
Forest School weekly Please have Forest School clothing and wellies in school each day. Library books changed, Eagles - Wednesday Kestrels - Thursday	Please ensure you have your PE kit, water bottle and coat with you every day. Forest School is once a fortnight. Weekly Reading books - Monday Spelling books - Thursday. Library books - Penguins/Caribou Wednesday Huskies Friday	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 Library day-Wednesday Swimming- every Friday morning	Open access music- Every Thursday for Leopards Homework is handed out on a Friday and is due in the following Thursday Year 6 Kilvrough 30 th January
Whole Class Reading Texts			
EYFS The Jolly Postman - Janet & Allan Alberg All Traditional Tales	KS1 Katie in London - James Mayhew A Bear Called Paddington – Michael Bond	LKS2 The BFG -Roald Dahl	UKS2 The Weather Weaver- Tamsin Mori
Phonics/Reading Curriculum			
EYFS Reception will begin using the following digraphs (two letters that make one sound) to develop their phonic knowledge. ai ee igh oa oo ar or ow oi ear air ur er, Read decodable books using all sounds learnt.		How can you support your child's learning Practise digraphs by finding them in words found in books and reading books 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.	
KS1 Year 1 will continue to look 'Grow their phonetic code' by learning alternative graphemes - y, ea, wh, oe, ou, ow, g, ph, le, al, c, ve, o-e, o, se, ce, ss, zz, e-e, e, ui, ey. Year 2 will begin to learn spelling rules for adding suffixes to words -ed, -es, -ing, -ed, -er, -est.		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 <p style="margin-left: 20px;">Point: answers the basic question</p> <p style="margin-left: 20px;">Explanation: why?</p> <p style="margin-left: 20px;">Evidence: can you prove that?</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...?	

EF WRITING CURRICULUM

<p style="text-align: center;">EYFS</p> <p>Develop pencil grip, control and letter formation Begin to develop writing using simple sentences containing words with taught digraphs Write and retell story of Goldilocks</p>	<p>How can you support your child's learning</p> <p>Encourage mark making using correct letter formation Gain confidence in writing simple sentences, eg letters to a friend or grandma, birthday cards with a message, labels for items, shopping lists</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 writing instructions to help Paddington settle into life in London. They will be writing first person recounts using Katie in London and descriptive settings for the city of London.</p>	<p>How can you support your child's learning</p> <p>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>To inspire and hook children on our new History unit, The Romans, in LKS2 we will produce a recount which will be based on the picture book Escape from Pompeii by Christina Balit and on couple of videos about this event. Later in the term will draft a persuasive letter to another child to persuade him/her to try a fruit or vegetable they haven't tried yet. In UKS2, some examples of final pieces will be writing a balanced argument, set of instructions (how to hunt for a cloud), characterisation to develop mood and appearance and description that includes figurative language.</p>	<p>How can you support your child's learning</p> <p>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.</p>

EF MATHS CURRICULUM

<p style="text-align: center;">EYFS</p> <p>Introduce numbers 5 to 10, composition of numbers and compare</p> <p>Addition with numbers under ten</p> <p>We will rote count forwards and backwards from different starting points.</p> <p>Finding one more or one less than a given number We use a range of concrete resources e.g., lego, sticks, 5 frames and number lines to understand how number grows</p> <p>Compare capacity and mass using a range of everyday objects, eg spoons, cups, pots and jugs, scales</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p>Compare, more, less, fewer, full, empty, half full, difference, add, combine, height, taller, tallest, shortest, shorter, what do you notice? How many, altogether,</p> <p>How can you support your child's learning</p> <p>Ask children to make comparisons holding items to estimate which feels the heaviest or lightest. Can they find something that is heavier than an apple or lighter than a carrot?</p> <p>When looking at addition use foods to support this eg; Give children 3 grapes and then 2 more, how many do they have altogether?</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</p> <p>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 to multiply and divide. Year 3s will be covering objectives which will support them to embed the 3,4- and 8-times tables and year 4s will be covering objectives which will support them to embed the 6-, 7-, 9- and 12-times tables. For challenge, children complete number sentences where there are one or more missing numbers, complete multi-step word problems, reasoning and problem-solving tasks. For support, to 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: arrays, number line, var model, counters Lots of, groups of, multiply, product, multiple, equal groups, share, divide, share/divide equally, fact family,</p> <p>How can you support your child's learning</p> <p>Practice the multiplication tables by making various groups of items, count in various steps of the table you practice, focus on one time table 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 fact at the same time supports their understanding.</p>

<p style="text-align: center;">UKS2</p> <p>Unit: Fractions, decimals and percentages The unit covers the following:</p> <ul style="list-style-type: none"> • understanding decimal notation • understanding decimals as fractions • rounding decimals • ordering and comparing decimals • multiplying and dividing by 10/100/1000 • multiplying and dividing decimals • Converting fractions to decimals • understanding percentages • percentages of amounts 	<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, %</i></p> <p>How can you support your child's learning Continue to revise the four operations including multiplication facts Use TT Rockstars/ Doodle maths regularly</p>
EF WIDER CURRICULUM	
<p style="text-align: center;">EYFS</p> <p>Observing the change of seasons and explore ice. Make porridge, observe the changes in ingredients, and discuss reasons for this. Look at the habitat of bears using Goldilocks and the Three Bears as a starter for this Compare the Jolly Postman's bike with the history of bikes.</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p><i>Ice, melt, heat, frozen, ingredients, mix, history, pedal, past, saddle, brakes, before, after, habitat, environment, tradition, beginning, ending, problem, solution,</i></p> <p>How can you support your child's learning Talk about any differences when cooking and reasons for this eg toast Look at parts of a bike and discuss why they are there. Discuss weather and why ice is around and where it comes from.</p>
<p style="text-align: center;">KS1</p> <p>Geography: Human and physical features of UK Science: Are all animals alike? PSHE: Health skin, healthy teeth, healthy me PE: Invasion games and dance DT: Mechanisms - making a moving story book RE: Was it always easy for Jesus to show friendship? Computing: Lego Builders – following instructions</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p><i>Human or physical features, UK, country, county, city, town, village, water, food, air, exercise, hygiene, germs, disease, animal body parts, of animals experienced first-hand from each group, lever, mechanism, slider, slot, guide or bridge, instruction, algorithm, debug, program,</i></p> <p>How can you support your child's learning 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>How can you support your child's learning 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: Earthquakes and volcanoes Science: Properties of materials PSHE: Project 10 French: Pets PE: Dance and Hockey RE: Stories from Sikhism</p>	<p style="text-align: center;"><u>VOCABULARY</u></p> <p><i>Crater, eruption, magma, volcano, molten, earthquake, epicentre, crust, mantle, core, properties, evaporation, filtration, sieving, irreversible, reversible, magnetism, electricity, conductor, insulator, transparency, translucent, opaque.</i></p> <p>How can you support your child's learning Taking children to the library and reading about earthquakes and volcanoes Research the 'Ring of Fire' Read about Mount Vesuvius</p>

OTB

EYFS Count forwards and backwards to 10 from different starting points

YEAR 1 counting in steps of 2, 5 and 10

YEAR 2 Multiplication facts for 3, 4 and 8

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

How can you support your child's mathematical fluency:

- Counting daily use; 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)

HOMEWORK

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 **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](#)