



## EDWARD FEILD PRIMARY SCHOOL

### CURRICULUM NEWSLETTER 2023 SUMMER 1

#### Value for the term – TEAMWORK

#### Dates for the term

Monday 17<sup>th</sup> April - first day back  
 Monday 1<sup>st</sup> May – Bank Holiday (May Day)  
 Monday 8<sup>th</sup> May – Bank Holiday (King Charles’ Coronation)  
 Tuesday 9<sup>th</sup> May – Friday 12<sup>th</sup> KS2 SATS  
 Friday 26<sup>th</sup> May – last day of term

EYFS	KS1	LKS2	UKS2
	Swimming every Friday 27 <sup>th</sup> April – Sports Festival 15 <sup>th</sup> to 22 <sup>nd</sup>	Wednesday 17 <sup>th</sup> May-Thursdays 18 <sup>th</sup> May-Youlbury Residential	Tuesday 9 <sup>th</sup> May – Friday 12 <sup>th</sup> KS2 SATS

#### Key information

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

EYFS	KS1	LKS2	UKS2
<b>Mabels Magical Garden</b> Paula Metcalf <b>Life Cycle of a Seed/Frog</b> Jaspers Bean stalk Butterworth and Inkpen	<b>Where the Wild Things Are by Marice Sendak</b>	<b>The Boy who Biked the world by-Part one: On the road to Africa, by Alastair Humphreys</b>	<b>1001 Arabian Nights by Geraldine McCaughrean</b>

#### Phonics/Reading Curriculum

<b>EYFS</b> Read decodable books using all sounds learnt. This term we will be looking at Phase 4 cvcc words and reading longer words Phase 3 long vowel sounds, reading words with ing, ed, t and est and continue to build on reading tricky words.	<b>How can you support your child’s learning</b> Practise reading words and longer words seen in the environment. We enjoyed looking at the For Sale signs and road signs on our walk. 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.
<b>KS1</b> Year 1 will review the Phase 5 GPCs learnt this year to ‘Grow their phonetic code’ - a, ay, a-e, ea, e, i, ie, i-e, o, ow, o-e, ue, ew, u-e, u, aw, ir, ou, oy, ph, wh, g	<b>How can you support your child’s learning</b> 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>Year 2 will continue to learn and apply spelling rules for adding suffixes, including – ness, -less, -ment, - ful</p>	
<p style="text-align: center;"><b>KS2</b></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 to answer your questions.</p> <p style="margin-left: 20px;"><b>Point:</b> answers the basic question <b>Explanation:</b> why? <b>Evidence:</b> can you prove that?</p>	<p><b>How can you support your child's learning-</b> 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;"><b>EYFS</b></p> <p>Write simple life cycle of a frog or minibeast Write a description of a minibeast using clues for “What Am I?” Continue developing letter formation when writing digraphs.</p>	<p><b>How can you support your child's learning</b></p> <p>Go on a bug hunt and record what minibeasts you have seen and where they were found. Write shopping lists or party invitations.</p>
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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 style="text-align: center;"><b>KS1</b></p> <p>To celebrate, inspire and hook children with King Charles’ Coronation, KS1 children will be applying their grammatical skills to write invitations, poems and their own ideas about what they would do if they were king! We will focus on how to write in the first person.</p>	<p><b>How can you support your child's learning</b></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>
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<p style="text-align: center;"><b>KS2</b></p> <p>LKS2 will be reading The Boy Who Biked the World by Alastair Humphreys. They will explore the concept of Journeys in fantasy lands and create an imaginary world of their own. Inspired by the poem Little Land by Robert Louis Stevenson, they will write their own poem and will draft a descriptive paragraph of a fantasy land.</p> <p>UKS2 will be reading 1001 Arabian Nights by Geraldine McCaughrean. They will develop their skills in writing narrative, poetry and descriptive writing. They will be studying the author’s style and how readers are hooked; addressing the reader and how tension is created in stories.</p>	<p><b>How can you support your child's learning</b></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. Pupils need to ensure they punctuate their sentences accurately throughout their writing.</p>
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## EF MATHS CURRICULUM

<p style="text-align: center;"><b>EYFS</b></p> <p>*In maths children will consolidate number bonds to five then ten. *Children will learn to recognise and order numbers to 20 and have some understanding of how they are made up. Children will use bingo games, part part whole models, tens frames and number lines to support this.</p> <p>*We will be consolidating subtraction and addition and continue to use counting on or back to find the answers. We will be practising subtraction in different contexts linked to familiar stories. First 5 got on the bus, then 2 more got off at the next stop, now there are 7 on the bus. *Children will understand that shapes can be combined and separated to make new shapes and investigate how many ways a shape can be built using smaller shapes</p>	<p style="text-align: center;"><b><u>VOCABULARY:</u></b></p> <p><b>Rotate, combine, turn, first, before, after, tangrams, order, match, estimate, subtract, minus, takeaway, add, bigger, smaller, more</b></p> <p><b>How can you support your child's learning</b></p> <p>Play board games such as number bingo or race to 20 Make us simple maths stories using foods “You have 5 grapes on your plate, eat two, how many do you have?” Can children make a square using different shapes? You can either draw it, use your wooden blocks or different coloured beads or wool</p>
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<p style="text-align: center;"><b>KS1</b></p> <p>In maths, the children will be extending their fluency and understanding of place value and the four number operations. They will be creating and interpreting pictograms and tally charts. They will also learn about movement with position and direction through practical activities, discussions and written</p>	<p style="text-align: center;"><b><u>VOCABULARY:</u></b></p> <p>left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside, whole, half, quarter and three-quarter turns, clockwise and anticlockwise.</p>
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<p>representations. 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><b>How can you support your child's learning</b>  Add, subtract, multiply and divide via the White Rose Hub One-Minute maths app.  Practise using language of movement and motion (as above) through roleplay, discussion and board games.  Year 2 practice the multiplication tables by making various groups of items, count in equal steps, focus on one timetable at the time, practise the facts in fact families to make multiplication and division facts.</p> <p>For example, a fact family could be <b>10 2 5</b>  So  <math>10 = 2 \times 5</math>, <math>10 = 5 \times 2</math>, <math>10 \div 2 = 5</math>, <math>10 \div 5 = 2</math></p>
<p style="text-align: center;"><b>LKS2</b></p> <p>Children will revise all topics covered so far in Maths, including Place Value, Addition and Subtraction and Multiplication and Division Methods. This will be done throughout the week, whilst using our Maths Revision slides. Also, at the end of each week, children will have an Arithmetic lesson to help them embed previous content. Fractions will be introduced this term, using visuals like bar models and number lines. Children will be supported to understand counting in fractions, the whole, the denominator, unit and non-unit fractions, equivalent fractions, comparing and ordering fractions. 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.</p>	<p style="text-align: center;"><b><u>VOCABULARY:</u></b></p> <p><b>Pictorials: number line, bar model, fraction wall</b>  <b>Fraction, whole, part of the whole, numerator, denominator, equal part, unit fraction, non-unit fraction, half, quarter, equivalent fraction, simplifying, convert, mixed number, improper fraction,</b></p> <p><b>How can you support your child's learning</b>  Talk about fractions in real life situations (e.g how much is half of this cake, half of 10, is a third larger than a half)</p>
<p style="text-align: center;"><b>UKS2</b></p> <p>The following topics will be covered:</p> <ol style="list-style-type: none"> <li>1. Algebra</li> <li>2. Shape and space</li> <li>3. Position and direction</li> <li>4. Decimals</li> <li>5. Negative numbers</li> <li>6. Converting units</li> </ol> <p>Pupils will continue to complete weekly arithmetic tests to secure their knowledge of the four operations and explain their answers to ensure they have sound understanding.</p> <p>In class, we ensure that pupils have every opportunity to consolidate their learning by revising key concepts.</p>	<p style="text-align: center;"><b><u>VOCABULARY:</u></b></p> <p><b>3D, three-dimensional, cube, cuboid, pyramid, sphere, hemi-sphere, spherical, cone, cylinder, cylindrical, prism, tetrahedron, polyhedron, octahedron, 2D, two-dimensional, circle, circular, semi-circle triangle, triangular, equilateral triangle, isosceles triangle, scalene triangle, square, rectangle, rectangular, oblong, pentagon, pentagonal, hexagon, hexagonal, heptagon, octagon, octagonal Polygon, quadrilateral, position, over, under, underneath, next to, opposite, apart, between, middle, edge, centre, Corner, direction, journey, route, map, plan, origin, coordinates, clockwise, anti-clockwise, compass point, north, south, east, west (N, S, E, W), north-east, north-west, south-east, south-west (NE, NW, SE, SW), horizontal, vertical, diagonal, parallel, perpendicular, x-axis, y-axis, quadrant, whole turn, half turn, quarter turn, rotate, rotation, angle, ...is a greater/smaller angle than right angle, acute, obtuse, reflex, degree, angle measurer, compasses, protractor</b></p> <p><b>How can you support your child's learning</b>  Regular arithmetic will ensure that pupils remember formal written methods and recall number facts confidently:  <a href="https://myminimaths.co.uk/">https://myminimaths.co.uk/</a></p>

**EF WIDER CURRICULUM**

<p style="text-align: center;"><b>EYFS</b></p> <p><b>Science:</b> Life cycles, and know the differences between living and non-living things  <b>Music:</b> Exploring tempo using nursery rhymes and movement games.  <b>PHSE:</b> Caring for others and minibeasts  <b>Art and Design:</b> Colour mixing and making collage with seeds  <b>Geography;</b> Walk to the pond to compare to previous visits and create environments for minibeasts in the garden.</p>	<p style="text-align: center;"><b><u>VOCABULARY:</u></b></p> <p><b><i>How can you support your child's learning</i></b></p> <p>When going for a walk look at where minibeasts are found and discuss, "Why do you think they are under the log or leaf?"</p> <p>Find things and make a list of things in the home and garden that are either living or non-living</p>
<p style="text-align: center;"><b>KS1</b></p> <p><b>History:</b> The history of the Monarchy  <b>Science:</b> Let's plant a food!  <b>PSHE:</b> Caring for others and sharing with others  <b>PE:</b> Swimming  <b>Art:</b> How do you make a print?  <b>RE:</b> Is Shabbat important to Jewish Children?  <b>Computing:</b> coding</p>	<p style="text-align: center;"><b><u>VOCABULARY:</u></b></p> <p><b><i>Leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem.</i></b>  <b><i>monarch / monarchy, kingdom, king / queen, royal, throne, crowned, reign, castle, significant, famous, special, modern, coronation Torah, Hebrew, Judaism, Jewish, scroll, yad, bless, Shabbat, Havdalah, blessing, challah, Creation, Creator, Kosher, Mitzvah</i></b></p> <p><b><i>How can you support your child's learning</i></b>  Discuss how your family or community is celebrating the Coronation of King Charles. Talk about the different foods that we can grow and maybe try planting some seeds! Explore the different ways that you care and share together as a family. Practice giving clear and concise instructions like those used when coding. Try vegetable printing using layers of colour.</p>
<p style="text-align: center;"><b>LKS2</b></p> <p><b>Geography:</b> UK  <b>Science:</b> Electricity  <b>PHSE:</b> Changes  <b>PE:</b> Tennis and Cricket  <b>French:</b> Fruits (Les fruits)  <b>Art:</b> Vincent van Gogh  <b>RE:</b> Sharing and Community  <b>Computing:</b> Email (including email safety)  <b>Music:</b> Beethoven</p>	<p style="text-align: center;"><b><u>VOCABULARY:</u></b></p> <p><b><i>Great Britain, Greater London, London Array, North Sea, UK – the main cities, counties and regions coastline, development, economy, energy source, industry, landmark, sustainable development, offshore, onshore, scale bar, electricity, circuit, conductor, insulator, conductor, switch, buzzer, battery.</i></b></p> <p><b><i>How can you support your child's learning</i></b>  Visit a Science Museum or an Art gallery  Watch documentaries /videos/read articles or information books about UK  Talk about electricity  Explore Tate online museum for a range of Art activities  Listen to various Beethoven pieces  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  Read information about sound and light and ask well-thought questions about it</p>
<p style="text-align: center;"><b>UKS2</b></p> <p><b>History:</b> Ancient Islamic Civilisation  <b>Science:</b> Animals including humans  <b>PSHE:</b> Relationships  <b>PE:</b> Athletics and Tennis  <b>French:</b> Healthy Living  <b>ART:</b> Textiles – Islamic cushions  <b>RE: Hinduism:</b> Beliefs and morals  <b>Computing:</b> 3D Modelling  <b>Music:</b> Singing, First Access</p>	<p style="text-align: center;"><b><u>VOCABULARY</u></b></p> <p><b><i>Caliph, Rebab, Zamr, Al-Shabba, House of Wisdom, Round city, Mosque, Mecca, Quran, Empire</i></b>  <b><i>How can you support your child's learning</i></b>  Using <a href="https://education.nationalgeographic.org/resource/all-about-climate">https://education.nationalgeographic.org/resource/all-about-climate</a> discuss climate zones  Watch documentaries /videos/read articles or information books about climate zones  Yoga at home <a href="https://cosmickids.com/">https://cosmickids.com/</a> for relaxation and mindfulness  Visit a gurdwara  List different materials at home: solids, liquids and gases</p>
<b>OTB</b>	
<p><b>EYFS</b> Number Bonds to 5 and 10  <b>YEAR 1</b> Lots of and groups of 2, 5 and 10  <b>YEAR 2</b> Multiplication and division facts for 2, 5, and 10  <b>YEAR 3</b> Division facts for 3,4, 8  <b>YEAR 4</b> Division facts up to x12</p>	<p style="text-align: center;"><b><u>How can you support your child's mathematical fluency:</u></b></p> <ol style="list-style-type: none"> <li>Counting daily: I count, you count. Adult says 2, child says 3 and continue.</li> <li>Counting in the steps of 2, 5, 10 (Year 1 and 2), 3,4,8 (Year 3), 6, 7, 9, 12 (Year 4).</li> </ol>

**YEAR 5 Arithmetic strategies**  
**YEAR 6 Arithmetic strategies**

3. Daily practice of multiplication facts
4. 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 **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](#)