



EDWARD FEILD PRIMARY SCHOOL

CURRICULUM NEWSLETTER 2023 SUMMER 2

Value for the term – TEAMWORK			
Dates for the term			
Monday 5 th June - first day back Tuesday 18 th July – last day of term Please see the Friday letter for the many events happening this term			
EYFS	KS1	LKS2	UKS2
Key information			
Forest School weekly Please have Forest School clothing and wellies in school each day. Library books - Eagles and Kestrels Wednesday Reading Books – please ensure they are in school each day.	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 Swimming Friday mornings	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	Open access music- Every Thursday for Lions Homework is handed out on a Friday and is due in the following Thursday
Whole Class Reading Texts			
EYFS	KS1	LKS2	UKS2
What the Ladybird Heard – Julia Donaldson Farmer Duck - Martin Waddell	The Great Paper Caper – Oliver Jeffers The Last Wolf - Mini Grey	The Boy who Biked the world by-Part one: On the road to Africa, by Alastair Humphreys	1001 Arabian Nights by Geraldine McCaughrean
Phonics/Reading Curriculum			
EYFS	<i>How can you support your child's learning</i> Find any tricky words in books and write them. Treasure Hunt in books, magazines, looking for compound words 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.		
Read decodable books using all sounds learnt. This term we will be looking at words ending in suffixes, ing/ed/t/ie/er/est Longer words and compound words	KS1	<i>How can you support your child's learning</i> 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.	
Year 1 will continue to learn and apply all Phase 5 GPCs so they are ready to 'Grow their phonetic code' - /ai/, /n/, /m/, /ear/, /zh/, /j/, /i/, /j/, /sh/, /or/	Year 2 will continue to learn and apply spelling rules for the use of apostrophes for possession and contractions as well as learning homophones and near homophones.	KS2	<i>How can you support your child's learning</i> -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

<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>Point: answers the basic question Explanation: why? Evidence: can you prove that?</p>	<p>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>
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EF WRITING CURRICULUM

<p style="text-align: center;">EYFS</p> <p>Children will be writing about their favourite dinosaur and the characteristics of it and retell the trip to Farmer Gow's</p>	<p>How can you support your child's learning Write a simple list of events or description of what happened that day. Can you support recall and sequencing of the day?</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;">KS1</p> <p>To enhance our learning about growth KS1 children will be writing questions and creating alibis using The Great Paper Caper. They will then be helping Little Red Riding Hood and her friends in need to recover the wild days of the past.</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>
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<p style="text-align: center;">KS2</p> <p>LKS2 will continue to read The Boy Who Biked the World by Alastair Humphreys. This term, they will carry on exploring the concept of Journeys by immersing themselves in Aaron Becker's picture book called Journey and Naomi Howarth's The Crow's Tale.</p> <p>UKS2 will continue to read 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>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 their writing.</p>
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EF MATHS CURRICULUM

<p style="text-align: center;">EYFS</p> <p>*In maths children will consolidate number bonds to ten *Children will learn to build numbers beyond ten, recognising eleven is a ten and a one, twelve is a ten and a two, and continue the patterns. *We will be exploring odds and evens and any patterns as well as halving and doubling. *We will be consolidating all skills learnt, composition, ordering and comparing. *Continue with spatial reasoning *2d and 3D shape names and properties These learning skills will be developed through games and a variety of materials and tens frames.</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p>Double, half, less, more, difference, odd, even, fair, equal, same as, compare, large, larger, smaller, subtract, addition, minus, composition, rotate, groups of, cylinder, sphere, cuboid, vertices, corners, edge, side, face, cube,</p> <p>How can you support your child's learning Count forwards and backwards to twenty. Share fruit, "how many will you have if we have four and we half them or share/divide them between 3 of us?" Look for door numbers, are they odd or even, what do we notice? Take a photo from unusual viewpoints. For example, under a tree or very high up or low down. Challenge the children to identify where the photo was taken.</p>
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<p style="text-align: center;">KS1</p> <p>In Maths, the children will be learning about movement with position and direction through practical activities, discussions and written representations. They will be learning to tell the time accurately and apply this understanding to everyday situations. 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</p>	<p style="text-align: center;"><u>VOCABULARY:</u></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. O'clock, half past, quarter past, quarter to</p> <p>How can you support your child's learning 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.</p>
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<p>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>Learn to tell the time to o'clock, half past, quarter to and quarter past. Then challenge yourself to tell the time to the nearest 5 minutes. 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 10 2 5 So $10 = 2 \times 5$, $10 = 5 \times 2$, $10 \div 2 = 5$, $10 \div 5 = 2$</p>
<p style="text-align: center;">LKS2</p> <p>Pupils will cover the following units:</p> <ul style="list-style-type: none"> • Time • Statistics • Properties of Shape • Mass and Capacity • Position and Direction 	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p><i>Pictorials: analogue and digital clocks, scales, bar charts, pictograms, coordinate grid</i> <i>Mass, grams, kilograms, capacity, volume, millimetres, litres, angles, measure, turns, horizontal, vertical, parallel, perpendicular, 2D and 3D shapes, polygons, quadrilaterals, lines of symmetry, coordinates, translation</i></p> <p><i>How can you support your child's learning</i> Use recipes to measure ingredients Discuss properties of 2D and 3D shapes Tell the time on both analogue and digital clock Convert units of measurement (e.g. how many hours in a day, how many grams in a kilogram, etc)</p>
<p style="text-align: center;">UKS2</p> <p>Pupils will be completing a range of mathematical investigations on the following topics:</p> <ul style="list-style-type: none"> • Multiplying by 11 • BODMAS • Square Numbers • Binary Numbers • Converting Units • Number Patterns • Area of Polygons 	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p><i>Multiply, multiplication, order of operations, brackets, order, division, addition, subtraction, square, binary, converting units, millimetres, centimetres, metres, litres, millilitres, 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, area, perimeter, number patterns.</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>
EF WIDER CURRICULUM	
<p style="text-align: center;">EYFS</p> <p>Science: Animal families, habitats and similarities, differences Music: Creating our own music with instruments and song, PHSE: The emotions we have and how to deal with them Art and Design: Finding different ways to secure materials when creating their design. Geography; look at maps to find our way round Forest School and Farmer Gow's. Look at parts of the world where dinosaurs were found? History; Who was Mary Anning and All about Dinosaurs</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p><u>Stable, barn, environment, habitat, history, past, secure, fasten, palaeontologist, joey, cubs, webbed, country, ocean, fossil,</u></p> <p style="text-align: center;"><u>How can you support your child's learning</u></p> <p>Talk about the animals you have at home and the environment they live in to survive. Would you be able to have a horse at home? Why? Look at story books and discuss what emotions the characters have and why. Draw a map as you go to the park, are all the features on your map</p>
<p style="text-align: center;">KS1</p> <p>Geography: How is life different in Mugaremeno Village? Science: Can plants live forever? PSHE: My emotions and Money choices PE: Swimming DT: Design and make a moving farm vehicle, RE: How are Rosh Hashanah and Yom Kippur important to Jewish children? Computing: How will a spreadsheet help me to share items fairly?</p>	<p style="text-align: center;"><u>VOCABULARY:</u></p> <p>Leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem. Africa, continent, country, town, city, mountain, desert, grassland, map, ocean, Sahara, temperature, tropics, village, weather, rainfall, safari, savannah, globe. Vehicles, wheels, axles, chassis, design, material, evaluate, Holiest day, head of the year, Rosh Hashanah, shofar, apples, pomegranate, fish head, honey, challah, Synagogue</p> <p><i>How can you support your child's learning</i> Talk about the different plants that you notice in the environment. Which are healthy? How do you know? Maybe try planting some seeds!</p>

<p style="text-align: center;">LKS2</p> <p>Geography: UK Science: Electricity PHSE: Celebrating diversity and Managing money PE: Sports Day training/ Tennis/Rounders French: In class and Habitats DT: Torches RE: Pilgrimage to the River Ganges Computing: Simulations and Branching Databases Music: The Beatles</p>	<p>Explore the different ways that you spend and save money. Try making your own junk modelling vehicles.</p> <p style="text-align: center;"><u>VOCABULARY:</u></p> <p><i>Torch, product, design, evaluate, criteria, function,</i></p> <p><i>How can you support your child's learning</i> Discuss about what being diverse means and the positive effects of diversity Identify the benefits of diversity by observing it in every-day life Show children coins and notes and give them the opportunity to pay in a shop Involve them in decision-making involving money Help them earn, save and spend Ask them to contribute to 'must have' purchases Show them a variety of torches Listen to a range of songs performed by The Beatles</p>
<p style="text-align: center;">UKS2</p> <p>History: Ancient Islamic Civilisation Science: Animals including humans and sex education for Year 6 PSHE: Relationships PE: Athletics and Tennis French: Healthy Living ART: Textiles – Islamic cushions RE: Hinduism: Beliefs and morals Computing: 3D Modelling Music: Singing, First Access</p>	<p style="text-align: center;"><u>VOCABULARY</u></p> <p><i>Caliph, Rebab, Zamr, Al-Shabba, House of Wisdom, Round city, Mosque, Mecca, Quran, Empire</i></p> <p><i>How can you support your child's learning</i> 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>
OTB	
<p>EYFS to Y6 Consolidation of previous OTB objectives</p>	<p style="text-align: center;"><u>How can you support your child's mathematical fluency:</u></p> <ol style="list-style-type: none"> 1. Counting daily: I count, you count. Adult says 2, child says 3 and continue. 2. Counting in the steps of 2, 5, 10 (Year 1 and 2), 3,4,8 (Year 3), 6, 7, 9, 12 (Year 4). 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)
<p>HOMEWORK</p> <p>Our approach to setting homework reflects the wish to ensure that <u>ALL</u> 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.</p>	
<p>READING FOR PLEASURE</p> <p>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.</p> <p>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</p>	
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](#)