



# Curriculum Newsletter

## GOLDSBOROUGH SICKLINGHALL Federation

### Sicklinghall - Cherry Blossom (Reception) - September - October 2022



The Christian / Human Values we are exploring this half term are: Kindness and Creation  
Our 'Big Thinking' SMSC Questions for this half term are: How did people in the past show kindness?  
Challenge: What did they believe about creation?

#### English Communication & Language

##### Skills / Knowledge to be developed:

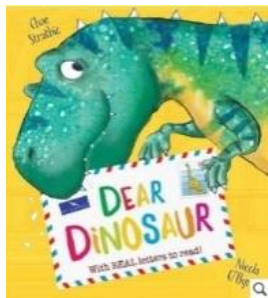
The children are beginning their phonics programme this term using the Little Wandle scheme. They will work through the Phase 2 sounds listed below in their daily phonics sessions. s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss.

##### Reading:

We will be working on initial sounds, helping children to read the sounds speedily, oral blending and CVC sounds. We will be listening to children read aloud, ensuring books are consistent with their developing phonic knowledge, reciting known stories and listening to stories with attention and recall.

##### Writing: This term we will focus on:

- Finding out the dominant hand
- Practising the tripod grip
- Mark making, giving meaning to marks and labelling.
- Making shopping lists
- Writing initial sounds and simple captions
- Using initial sounds to label characters / images
- Writing names labels, writing captions, lists, diagrams and messages.



#### Maths

##### Skills / Knowledge to be developed:

The children are learning through the Maths Mastery approach, this term's focus is on place value – numbers to 5 and addition and subtraction - sorting.

Each week, the children have a "Number of the Week" and they will have focused Maths sessions linked to this number. Through a wide range of activities they will acquire a deep understanding that will help them to meet their Early Learning Goals.

The children will also be spending lots of time on number related activities during their free flow activity time.



- Sorting, into same & different groups by colour, size & shape.
- Comparing amounts
- Counting by rote
- Counting out loud, clapping and counting, stamping, drumming, etc
- Counting rhymes and songs
- Using fingers to represent numbers
- Compare size, mass and capacity
- Exploring pattern

**How can I help?:**

Reading with your child every day is a great help and it will help them to embed the daily phonics teaching that they receive at school. Look for words that relate to the phonic sounds in their reading books in your own picture books. Discuss them together.

Look out for the tricky words that we focus on this term in school that the children cannot sound out. These are listed below:  
to, the, no, go, I

**How can I help?:**

Numbers are all around us, so it is easy to incorporate number recognition and counting into daily life: try going on a number hunt, counting how many Lego bricks are in a tower and playing board games.

There are so many opportunities to work on number skills though play and daily life. Ask your child to tell you which number comes before 3 or after 1, and so on. Or ask your child to help write the numbers 1 – 5 and add the correct number of pictures?

**Curriculum: Key Skills, Knowledge and Enrichment**

**Expressive Arts and Design**



**Skills / Knowledge to be developed:**

The children will look at a range of painting, drawing and printing skills this term.

**Painting**

- Naming, sorting & comparing colours
- Identifying the primary colours
- Using poster paints to mix colours
- Explore shade & tone using powder paints
- Explore light & dark

**Drawing**

- Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk
- Start with chunky pencils, wax crayons, chunky colouring pencils, poster paint
- Progress to felt tips, pencils, oil pastels, powder paint

**Greater Depth Challenges**

Children develop their own ideas through selecting and using materials and working on processes that interest them.

**Understanding the World**



**Skills / Knowledge to be developed:**

The children will understand about the role of a palaeontologist and they will follow their research enquiries about dinosaurs each week.

**Past and Present**

**The Natural World, animals and plants**

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary
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**Greater Depth Challenges:** Children to look closely at similarities, differences, patterns and change.

**Physical Development**



**Skills / Knowledge to be developed:**

Listening skills, following instructions and space negotiation.

**Fine Motor skills**


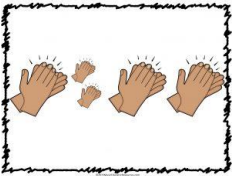


- Threading, cutting, weaving, playdough, Fine Motor activities.
- Manipulate objects with good fine motor skills
- Draw lines and circles using gross motor movements
- Hold pencil/paint brush beyond whole hand grasp
- Pencil Grip- Develop muscle tone to put pencil pressure on paper
- use tools to effect changes to materials Show preference for dominant hand
- Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.

**Moving and Handling:**

- Climbing – outdoor equipment
- Different ways of moving to be explored with children.
- Changing for PE / Help individual children to develop good personal hygiene.

		<ul style="list-style-type: none"> <li>• <b>Greater Depth Challenges:</b> Children can hop confidently and skip in time to music.</li> </ul>
<p><b>How can I help?</b> Encourage children to explain the art processes and materials they have been using to create the art pieces that they bring home.</p>	<p><b>How can I help?</b> Discuss how museums and palaeontologists have helped historians develop a good understanding of Dinosaurs. Ask the children to share what they have learnt in class about the Dinosaurs.</p>	<p><b>How can I help?</b> Please ensure that children have PE kit (including trainers) for the whole week as other indoor and outdoor sessions might take place at alternative times. They may need additional layers, hats and gloves on Thursdays as we will be outside with Mr Colley.</p>

## Curriculum: Key Skills, Knowledge and Enrichment

French	Music	PSHE / Wellbeing	R.E.
<div style="text-align: center;">  </div> <p><b>Skills / knowledge to be developed:</b></p> <ul style="list-style-type: none"> <li>• The children will be able to recognise and use simple greetings.</li> <li>• (Bonjour/Aurevoir/Monsieur/ Madame/ mademoiselle)</li> </ul>	<div style="text-align: center;">  </div> <p><b>Skills / knowledge to be developed:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to music.</li> <li>• Discuss changes &amp; patterns as the music develops.</li> <li>• Sing in a group or alone, matching the pitch &amp; melody.</li> <li>• Sing a nursery rhyme.</li> <li>• Keep a steady beat, this may be whilst singing and tapping their knees, dancing to music or making their own music with instruments and sound makers.</li> </ul>	<div style="text-align: center;">  </div> <p><b>Skills / knowledge to be developed</b> <b>Families and Friendships</b> - build constructive and respectful relationships.</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	<div style="text-align: center;">  </div> <p><b>Skills / knowledge to be developed</b></p> <ul style="list-style-type: none"> <li>• Talk about people who are special to them.</li> <li>• Say what makes their family and friends special to them.</li> <li>• Identify some of the qualities of a good friend.</li> <li>• Reflect on the question 'Am I a good friend?'</li> <li>• Recall and talk about stories of Jesus as a friend to others.</li> <li>• Recall stories about special people in other religions and talk about what we can learn from them.</li> </ul>
<p><b>How can I help?</b> Encourage your child to teach you the names for the different colours? Are any similar to our language?</p>	<p><b>How can I help?</b> Encourage your child to share any new rhymes or games they have learned.</p>	<p><b>How can I help?</b> Talk with your child about their emotions and explore mindful moments using Relax Kids activities or Cosmic Yoga. <a href="https://www.relaxkids.com/">https://www.relaxkids.com/</a></p>	<p><b>How can I help?</b> Can they tell you about our termly RE focus on Helping Others and special people in their lives?</p>

### Any Other Information / Dates for the Diary

We encourage you to follow our school Twitter account @GS\_Federation.



We regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.

#### **DATES FOR THE DIARY:**

Tuesday 6<sup>th</sup> September - Return to School  
Tuesday 27<sup>th</sup> September – New starter coffee morning  
1<sup>st</sup> – 31<sup>st</sup> October – Black History Month  
Thursday 6<sup>th</sup> October – National Poetry Day  
Thursday 6<sup>th</sup> October – Den Building Day  
Monday 10<sup>th</sup> October – World Mental Health Day  
Tuesday 11<sup>th</sup> October – School Coffee Afternoon  
Wednesday 19<sup>th</sup> October – Harvest Festival – time TBC  
Break up for half-term: Friday 21<sup>st</sup> October

PTFA dates to follow – watch this space 🔄

Thank you, as always, for your continuous help and support. If you have any queries please do not hesitate to contact us or make an appointment at the office to arrange a meeting after school.

Miss Walsh, Mrs Johnson-Ware, Mrs Brown and Miss Hart