

*"Healthy Trees Bearing Good
Fruit' Matthew 7:7*

Dear Parents/Carers,

A big Happy New Year to you all! I am excited to welcome the children back and continue our exciting year ahead. Spring term is always an exciting one. The children have settled in well during the Autumn term and are ready for the next step school journey.

I have a large collection of jumpers and cardigans left from last term, with no names. If you are missing any please come in and see, if not claimed by the end of the week they will go into spares/ to the PTA. I appreciate it's difficult for the children to keep their belongings together with all they have to remember, we try our best to remind them to put them into their bags but it doesn't always go to plan.

This newsletter will give you a flavour of what the children's learning will look like this term. It will also set out dates and information you may need including PE days.

Please feel free to contact me if you have any questions. You can reach us via Tapestry, the office, or the telephone. Our door is also always open.

Best wishes

Mrs Davies-Evans (Monday, Tuesday, Thursday and Friday) and Mrs Jenkins (Wednesday)



Support team

This is the team of adults who support Pippin class. Mrs Myhill will be helping in Pippin class daily, with Miss Laurence and Miss Pinkham who are 1.1 TA's. On a Tuesday afternoon, Mrs Myhill will teach the class with support from Mrs Morrisroe so that Mrs Davies-Evans can have her planning time. Mrs Monk is the school SENDCo.



Mrs Myhill



Miss Laurence



Mrs Morrisroe



Miss Pinkham



Mrs Monk

WHAT IS A KNOWLEDGE-RICH APPROACH?

'The accumulated wealth of human knowledge, and what we choose to pass on to the next generation through teaching in our schools (the curriculum), must be at the heart of education' (Amanda Spielman).



Knowledge underpins and enables the application of skills. We strive for children to learn skills alongside knowledge, ensuring that both are developed. At Curry Rivel Church of England Primary School and Little Pips Nursery we see knowledge and skills as intertwined. We believe that this is important for making the curriculum relevant and meaningful to pupils and for putting knowledge into context. We have looked at every curriculum area individually, as we recognise that each subject is unique and includes its own substantive knowledge, disciplinary knowledge and skills. We have sequenced the content of many of our subjects using 'rolling programmes' which ensure that whatever path a pupil takes through the school, the National Curriculum content is covered. More importantly, our curriculum is a 'spiral curriculum' in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity.

In Pippin Class this year, our learning will be taught through the topics highlighted below. This will support the Early Years Foundation Stage, ensuring each of the seven areas of development is fulfilled through high-quality experiences and rich play opportunities.

The National Curriculum will be embedded through this sequence of planning, allowing the Year Ones to fulfil their learning requirements. This will be taught through the topics; however, the outcomes of the eleven subjects of the National Curriculum will weave throughout to ensure all learning is covered

Knowledge Organisers for Maths and Topic will be sent home. You can use a knowledge organiser in different ways: Read through it together, discuss their understanding.

Our learning:

Discrete learning.	
English	<p>We will be taking part in Drawing Club where we will be</p> <ul style="list-style-type: none">• Immerse children in the world of story and show them the joy of who you are• Share a treasure trove of vocabulary with children to open up the playground of language to them.• We will share a range of texts, tales and animations.
Phonics	<p>Unlocking Letter and Sounds Reception :Phase 3 Mastery Year 1 : Phase 5 A mastery and Phase 5 B</p>

Maths	<p>Year R- NCETM</p> <p>Number blocks counting cardinality</p> <p>Year 1 -</p> <p>Recognise, compose, decompose and manipulate 2D and 3D shapes Numbers 0 to 10</p> <p>Additive structures</p> <p>Addition and subtraction facts within 10</p>
PE	<p>Gymnastics</p> <p>Manipulation and Coordination</p>
Music	Music and movement.
RE	<p>Special places.</p> <p>What makes the world special.</p>
Computing	Programming unit 1

Reception and Year One joint planning:

Spring 1	Spring 2
Love is all we need	Fantastic food
<ul style="list-style-type: none"> Family tree Valentine's day Feelings Favourite toys- new and old. 	<ul style="list-style-type: none"> Food tasting Where food comes from Hygiene Teeth brushing Balanced diet Baking
<ul style="list-style-type: none"> Granny old toy. 	<ul style="list-style-type: none"> Dentist
valentines	Food around the world

Year one National Curriculum:

<ul style="list-style-type: none"> PSHE- <p>Family and relationships:</p> <p>Understand the need for rules for PSHE lessons.</p> <p>Understand that problems occur in friendships and that violence is never right.</p> <p>Understand what bullying is and what to do if it happens.</p> <p>Understand that families are all different and they offer each other support but sometimes they can experience problems.</p> <p>Understand how toys can reinforce gender stereotypes.</p> <p>Recognise male and female stereotyped characters.</p> <p>Understand that stereotypes arise from a range of factors, including explaining some which are associated with age.</p> <p>Understand that stereotypes about disabilities are usually untrue.</p>	<ul style="list-style-type: none"> PSHE- <p>Health and wellbeing:</p> <p>Use appropriate vocabulary to describe how they feel and recognise what these differences might look like and feel like.</p> <p>Describe situations that may provoke certain feelings.</p> <p>Use multiple colours to show how they can feel more than one emotion at a time.</p> <p>Describe how they would feel in a particular situation and understand that not everyone feels the same.</p> <p>Explain how rest and relaxation affects our bodies, including mental functions.</p> <p>Identify scenarios or think of examples where they could use relaxation to help manage their feelings.</p> <p>Describe their qualities and strengths.</p> <p>Recognise something they want to get better at.</p> <p>Describe their bedtime routine and why sleep is important.</p>
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<p>Understand that what they do and say has an effect on other people.</p> <p>Understand how to show that you are listening and describe what a good listener is.</p> <p>Understand that manners vary in different situations.</p> <p>Understand the similarities and differences there can exist between people and how to show respect for those who are different.</p> <p>Understand that families are all different and that the country people live in can influence these differences.</p> <p>Exploring how loss and change can affect us.</p>	<p>Understand that germs can be spread via our hands and how to wash hands properly.</p> <p>Know the five things they need to do when out in the sun to keep safe.</p> <p>Know people can be allergic to certain things and how to help with an allergic reaction.</p> <p>Understand that there are a range of people who help to keep us healthy.</p>
<p>History</p> <p>What is a monarch?</p> <p>Pupils who are secure will be able to:</p> <p>Recall that a monarch is a king or queen. Identify some of the monarch's roles. Explain that a king or queen is crowned in a special ceremony called a coronation. Name some of the main steps in the coronation ceremony. Use sources to explain how William the Conqueror became King of England. Explain how William the Conqueror kept order and conquered England. Explain how castles have changed over time. Identify that the power of monarchs has changed over time. Make comparisons between past and present monarchies.</p>	<p>Science</p> <p>Materials: Uses of everyday materials</p> <p>Name objects with the same use that are made from different materials.</p> <p>Name materials that are used to make objects with different uses.</p> <p>Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape.</p> <p>Name properties that make materials suitable for their use.</p> <p>Measure using non-standard units.</p> <p>Recording results in a table.</p> <p>Use data to answer a simple question.</p> <p>Record results in a block graph.</p>

<p>Science</p> <p>Materials: Everyday materials</p> <p>Name objects and identify the materials they are made from.</p> <p>Recognise that objects are made from materials that suit their purpose.</p> <p>Recall that a property is how a material can be described.</p> <p>Sort objects based on the materials they are made from.</p> <p>Group objects based on their properties.</p> <p>Suggest ways to test materials for their properties.</p> <p>Make predictions and recognise whether they were accurate.</p> <p>Use their observations to answer questions.</p> <p>Begin to recognise if a test is fair.</p>	<p>Weekly walk.</p>
<p>Visitors Revisit of skills and learning</p>	<p>Re visit of skills and learning</p>

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PROMOTING READING

A good ability in reading is fundamental to everything that the children will learn in class during the year, and regular practice is therefore the most important aspect of homework that he or she will have. Please keep in touch with us if you are experiencing difficulties with helping your child with this vital regular activity. For our part, we will let you know if there is insufficient reading practice taking place. (Daily home reading is expected as least 5 times a week). Here are some top tips:

- All children need to read some of their book aloud to you whatever their ability
- Agree daily targets with your child. E.g. 2 pages or 5 minutes.
- Discuss what your child is reading
- Read to your child regularly: this could be a book you have chosen together or could be your child's school book.
- Record all home reading in the reading diary.

Books that are sent home will match your child's phonic ability. Your child should be able to read 95% of this book independently. The books will be fully decodable. If your child still has gaps within a phase of phonics, they may receive the same book more than once to practice the specific phonics knowledge they need. This is not based on a set book banding.

- **1, 2, 3 Read with Me Approach:** This is an approach to support you with structuring your reading sessions at home. Your child's book will not be changed until it is

demonstrated that your child has shared this book three times. Please record this in the book log.

Books will now be changed **twice weekly**—on **Mondays and Thursdays**. This allows for the 3-read guidance to be fulfilled. We will be making a register of weekly reads.

Your child will bring home a **sharing book** every **Friday**. This is a book to share for pleasure, focusing on new vocabulary and storytelling. Please make sure this is returned weekly.

Homework in Pippin

The most important homework you can do is reading, at least 5 times a week. It is vital that this aspect of the homework routine is established quickly. Please ensure a grown-up has signed each home read as this is checked twice a week on a tapestry. Sometimes there may be a tapestry task, this will be published as a memo on tapestry, for example to bring in a special object from home, to make a Christmas decoration. Please also be aware that we have tapestry time on Tuesday, this is a time when we share the children's achievements/ adventures. Please upload any observations they wish to share.

PE Day: Tuesdays and Wednesdays

If your child is unable to do PE for any reason, please can you provide a note/letter or phone the school office. Pupils should wear their school PE kits into school on those days. School sweatshirts/cardigans please (No sports hoodies or sports tops). Jewellery and watches should not be worn for PE lessons. Earrings are not permitted to be worn and must be removed. As the term progresses and the weather stays cooler, black/navy tracksuit bottoms can be worn for outdoor PE. Please bare this in mind, as we will be doing PE outside for some topics.

Personal belongings

Please ensure that your child's belongings are all labelled with their name. We supply all the stationery your child needs so a pencil case is **not required**. Children should **not** bring toys and cuddly toys or other precious items to school.

Water bottles & Snacks

It is proven that children learn best when they are hydrated, so we encourage children to bring in a **labelled** bottle containing water for the classroom, each day. Ideally, a sturdy, sports cap re-useable bottle works best. The children are able to refill these throughout the school day. Children are encouraged to bring a snack for break time. Fruit and vegetables only please, due to allergies in school.

Communication

We can have quick conversations at drop-off and pick-up. If you require a longer or more sensitive conversation, please email the school (office@curryrivel.somerset.sch.uk) and your message will be forwarded to Mrs Davies-Evans /Mrs Jenkins You can also phone the school office to ask to speak with us, Please know that we are very willing to help you, answer any questions or talk through any issues.