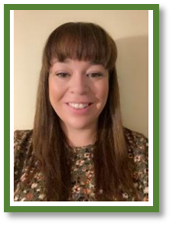
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| **Curry Rivel**  **Church of England**  **Primary School** | ***O:\New Logo and Web Images\JPEG\CR logo Purple +txt_renamed_32721.jpg***  ***‘‘Healthy Trees Bearing Good Fruit’ Matthew 7:7*** | **Discovery Class**  **Autumn Newsletter**  **September 2025** |
| Dear Parents/Carers,  Welcome back to the start of another school year! I hope you’ve had a wonderful, relaxing break filled with well-earned downtime and memorable moments with family and friends. It’s lovely to be back, and I’m really looking forward to working with your children as they take the next step in their learning journey.  This newsletter is designed to give you a sense of what to expect in the term ahead. Communication is very important to me; although the beginning and end of the day can be busy, please don’t hesitate to contact me via the school office if you have any questions or concerns. We’ll also have a parents’ evening later this term, which will give us a chance to catch up in more detail.  I believe it’s important for you to have an understanding of what a typical school day looks like. Below, you’ll find a copy of our class timetable for this term. You may find it helpful when chatting with your child about what they’ve been learning each day.  I’m really looking forward to working alongside you to help your child continue to grow in confidence, self-esteem, and positive attitude as we begin this new school year. I truly hope your child enjoys their time in Discovery Class.  C:\Users\ellie.martin\Desktop\IMG_8016.PNG  Best wishes,  Miss Martin | | |

**Support team**

This is the team of adults who support Discovery class. Mrs Ainsworth is our class Teaching Assistant. Miss Klimpke (Mon – Weds) & Miss Steele (Thurs – Fri) are 1:1 Teaching Assistants in our class. Mrs Monk is the school SENDCo.

|  |  |  |
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|  | Miss Steele | Mrs Monk |



Mrs Ainsworth

Miss Klimpke

**Our Ambitious Curriculum at Curry Rivel Church of England Primary School**

Our curriculum is a ‘knowledge-rich’ and ‘sticky’ curriculum, based on the teaching of core concepts and skills.

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 Discovery Class this term, we will be studying the following units of work**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **English** | **Term 1:** Leon and the Place Between  The Barnabus Project  **Term 2:** Black Dog  The Iron Man |  | **Science** | **Term 1:** Energy - Light and shadows  **Term 2:** Animals including humans - Movement and nutrition |
| **Maths** | **Year 3:** Add and subtract across 10, numbers to 1,000  **Year 4**: Recap of column addition & subtraction, numbers to 10,000, perimeter, 3,6,7,9 x table, multiplicative relationships |  | **French** | **Term 1:** French greetings with puppets  **Term 2:** French adjectives of colour, size and shape |
| **PE** | **Term 1:** Dance and netball  **Term 2:** Netball and OAA |  | **Design Technology** | Textiles - Fastenings |
| **Art** | Drawing - Painting and mixed media Prehistoric painting |  | **Personal Social Health Economic Education (PSHE)** | Online Safety |
| **RE** | **Term 1:** Are all religions equal?  **Term 2:** What makes some texts sacred? |  | **History** | How have children’s lives changed? |
| **Computing** | Computing systems and networks |  | **Geography** | Who lives in Antarctica? |
| **Music** | Samba and carnival sounds and instruments |

Knowledge Organisers for Maths, Science, History and Geography will be sent home. You can use a knowledge organiser in different ways: Read through it together; discuss tricky vocabulary; quiz your child on the knowledge they have acquired; play true and false games with the facts.

**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 4 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. 10 pages or 20 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.

**ACCELERATED READER**

We use a reading scheme called Accelerated Reader for Key Stage 2, and for some pupils in Year 2, once they have progressed through the phonetically decodable books.

As the children bring their reading books home you will notice a system of levelling books. The number on the front of the book indicates the reading level (which has been determined by the results of a reading assessment that all the children have completed). This enables us to have a much firmer understanding of the children’s progress. You will also hear about ‘quizzes’. This enables the monitoring of the children’s comprehension and whether they’ve understood their reading – not just read the words. Throughout the term, we will continue to celebrate and support the children with their reading habits and their comprehension skills.

Your child’s decimal reading range corresponds to books, which aim to challenge your child yet be decodable without your child getting frustrated or losing understanding. Teachers will adjust reading ranges at their discretion.

Children should aim to score at least **80%** on a quiz in school to show that they have generally understood their reading text.

If your child is concerned that they are finding this tricky, they could try any of these:

* Choose a shorter book.
* Choose a book, which they prefer and find more engaging.
* Ask to read more of their text with an adult, who will help them to infer the meaning of new vocabulary and show them how to summarise whilst reading.

**Homework in Discovery Class**

The most important homework you can do is reading, as 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 on a Friday. This year we are planning weekly spelling tests where spelling will need to be practiced for homework- details to follow. Times Tables are also a crucial skill for the children as they move forward through their education, particularly with Year 4 children taking part in the statutory Multiplication Check at the end of this year. The children should log on to TTRS and play for at least 20 minutes per week; as above, this is checked on a Friday.

**PE Day: Tuesday and Friday**

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 fruit or vegetables **only** for a breaktime snack.

**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](mailto:office@curryrivel.somerset.sch.uk)) and your message will be forwarded to me. You can also phone the school office to ask to speak with me. Please know that I am very willing to help you, answer any questions or talk through any issues. We will be organising a parents’ evening later in term.