

Dear Parents/Carers,

I write this wishing you all well and a very warm welcome to Curry Rivel Primary School. One week already complete and it has been a pleasure to get to know and work with your children. I am excited for what this year will bring! Already the children have settled into their new class beautifully and are already impressing us with their brilliant behaviour and learning!

It is hoped that this newsletter gives you an insight of what you can expect from the term ahead. Communication is so important, and although the beginning/end of the day does not allow for long conversations, you can always contact me via the school office or a phone call, or by adding an observation to Tapestry where I can reply. I will also upload a weekly 'Sharing Letter' to Tapestry,



which will give you an overview of the types of things we will be doing each week. This will also contain reminders and notices! **Thank you so much** for your support already!

Miss Bullen

SUPPORT TEAM

It is always good to know which other adults are supporting our class, so here is the support team:

Miss Godfrey is our class Teaching Assistant (HLTA).

Mrs Monk is our school SENDCo. She will be working alongside the Pippin staff team and is contactable via the school office if you have any queries.

Mrs Langford is the school ELSA (Emotional Literacy Support Assistant), working across the school.

Miss Godfrey will be covering the class on a Thursday afternoon, teaching Science and outdoor learning, and PSHE.



Miss Ellie Godfrey
(Class HLTA)



Mrs Paula Griffin
(1:1 TA)



Mrs Zoe Cousins
(1:1 TA)



Mrs Rachel Trott
(1:1 TA)



Mrs Emily Langford
(ELSA)



Mrs Charlotte Monk
(SENDCO)

Our Ambitious Curriculum at Curry Rivel Church of England Primary School

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 term, we will be studying the following units of work:

English	<u>Narratives:</u> <u>Where the wild things are</u> <u>Cave Baby</u> <u>Look up!</u> <u>Poetry:</u> <u>Julian is a mermaid</u>
Maths	- <u>Maths</u> - Previous Reception experiences and counting within 100 <u>Maths</u> - Comparison of quantities and part-whole relationships Numbers 0 to 5
PE	- <u>PE-Body management</u> <u>PE-Cooperate and solve problems</u>
Music	<u>Music-Nativity</u> <u>My Musical heartbeat</u>
RE	<u>Unit One - Incarnation - Special me - Who are we? (AMV)</u>

Science and outdoor learning	<u>Seasonal changes</u> <u>Plants</u>
Computing	<u>E-Safety (Linked to PSHE)</u>
Design Technology	<u>Cooking and Nutrition - Making Soup and fruits and vegetables</u>
Personal Social Health Economic Education (PSHE)	<u>PSHE- Online safety</u> <u>Privacy and Security</u> <u>Health and Wellbeing</u>
History Geography	<u>History -Changes in Technology</u> <u>Geography- How does the weather affect our lives? (Local link)</u>
Art	<u>Art- Craft and design - Lets get crafty</u>

The phonics scheme we follow as a school is Unlocking Letters and Sounds. Year One and Reception are taught this separately in a dedicated phonics lesson each day.

Early Years Foundation Stage:

Autumn One:

Autumn Two:

Curricular Goals	Settle in to school and become a confident learner	Develop Independence
Important events	Roald Dahl day – 13th Sept Black history month – Oct 1 st World animal day – Oct 4 th Oct 10 th - Space week Oct 21 st - National hero day. Oct 16 th - World food day Oct 23 rd -Harvest	Bonfire Night - 5th Nov Remembrance Day - 11th Nov Nursery Rhyme Week - November 16 - November 20 Diwali - 12th Nov 2023 Odd Socks Day - November 13th Christmas Jumper Day - 8th Dec Hanukkah - 18th Dec-26th Dec

Please see the Knowledge Organiser/s for History, Geography, Maths and Science and use to discuss what your child is learning in school; 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.

Supporting reading at home:

Daily home reading is expected at least 4 times a week. Reading records and books will be monitored/changed 3 times a week. Monday, Wednesday and Friday. Books will be changed if your child has finished their book and read it more than once. Please sign or initial and record any comments or unfamiliar vocabulary, which will help school to build on the reading you are doing at home. If your child does not read at least 4 times over the week, the children will read during Friday lunchtime and an adult will listen to them read to support their reading development. Please do not hesitate if you need support with assisting reading at home.

In order for children to become confident, fluent and enthusiastic readers, it is essential that we teach and give them opportunities to develop *all* of these skills.

For our early readers, this will mean using different books in different ways:

You can focus your 4 reads a week on these skills.

1. Child to use word recognition, segmenting and blending the text to read aloud.
2. Fluency and prosody- Child and adult reads modelling fluency and expression using a storyteller voice.
3. Adult/child to read together discussing vocabulary throughout.
- 4 Child to re-read the book making sense of what has been read.

	What does this mean?	How do we do this?	What books do we use?
Word Recognition	Readers are able to decode words and read CEWs	<ul style="list-style-type: none">• Daily phonics lessons• Reading practice through guided reading lessons and individual reading	<ul style="list-style-type: none">• Fully decodable books that precisely match current phonics attainment
Fluency and prosody	Readers are able to read aloud without sounding out GPCs	<ul style="list-style-type: none">• Daily phonics lessons• Reading practice through guided reading lessons and individual reading• Adults model this when reading	<ul style="list-style-type: none">• Fully decodable books that precisely match current phonics attainment• Adults model using a range of books and texts
Vocabulary	Readers are introduced to a range of vocabulary	<ul style="list-style-type: none">• There will be some opportunities to introduce new vocabulary during phonics lessons and guided reading lessons• Richer vocabulary will be found by reading children a range of rich and powerful books, texts and poems	<ul style="list-style-type: none">• A rich range of books, texts and poems
Comprehension	Readers develop understanding of what they have read and make links with their own lives and the wider world through their reading	<ul style="list-style-type: none">• There will be some opportunities to develop comprehension skills during guided reading lessons• More opportunities will be found by reading children a range of rich and powerful books, texts and poems	<ul style="list-style-type: none">• A rich range of books, texts and poems

As well as the given decodable books encourage your child to read/ share a variety of fiction, non-fiction and poetry, including children's newspapers, magazines, signs and displays.

Notices for Autumn term:

- Science and Outdoor learning will be on Thursdays. Please wear school uniform on the top and old trousers and school shoes/ trainers. (If you can bring in a pair of named wellies to be kept in school that would be preferable, but not to worry we do have spare).
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- The PTA. has kindly given book bags. This needs to be brought in every day and can be used as a bag. Rucksacks are not needed as they take up a lot of room on their pegs.
- Baseline assessment (Please see attached) will start as of next week 11.9.23. This is a fun activity done 1:1 with each child in order for staff to get an idea of their current knowledge and abilities. This is a national assessment checkpoint.

Coming soon:

- Reading books; if your child is in Year 1, we will be reviewing last term's assessments for phonics and early reading and we will be sending out decodable books by the end of this week. If your child is in reception, books start as picture books. This is to support the children getting into the routine of reading 4 times a week. It also supports children with their comprehension skills as well as language and vocabulary skills.
- As Phonics and Early Reading lead, I will be offering a phonics evening to all parents and careers. I will provide information on how our phonics program supports the children in reading, writing and how we embed the program at school, and how you can support at home. I will send out dates and times via Tapestry and the school website soon.

PE Days: Wednesday 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/PE hoodies please (No other sports hoodies or sports tops please). Jewellery and watches should not be worn for PE lessons. As the term progresses and the weather gets colder, black/navy tracksuit bottoms can be worn for outdoor PE. Please bare this in mind, as we will be doing PE outside whenever possible and in many weather conditions!

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, vegetables or a sandwich for a break time snack. Please refrain from sweets and treats! A fruit/vegetable snack is provided for morning break as well as milk.

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 and should not be brought to school**. Children should **not** bring toys and cuddly toys or other precious items to school.

Homework in Pippin Class

- The most important homework you can do is reading, as least 4 times a week.
- Occasional tasks set by the teacher on 'Tapestry' supporting the Early Years Foundation Stage.
- Phonics on Spelling Shed.

Communication

Please email the school (office@curryrivel.somerset.sch.uk) and your message will be forwarded to me. You can also phone the school office to ask the class teacher to call you if you prefer. We appreciate that there is a wonderful family atmosphere here, and not being able to linger for chats is hard. You have been very complimentary about how we have kept you informed over the past year- continuing this will be vital. We will be organising a parents' evening before half term.

Pippin's Special Box

Welcome to the Pippin Class Special Box!

It is designed to give children the opportunity to share some things all about them, allowing their friends and adults to learn more about them. Each child will get the opportunity to take the box home.

Please can you spend some time with your child to choose the things that go in their special box, thinking about what they will be able to talk and answer questions about easily.

Some ideas....

Something from a special place...

Something special to them...

Something in their favourite colour...

A photograph of their special people...

One (please limit!) small special toy...

Something from their past...

Something from their favourite hobby...

The special box will be given out every Thursday, and will need to be in school ready to share by the next Thursday morning. We will put all the things in their book bags to be returned home afterwards.