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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*** | **Pippin Class**  **Autumn Newsletter**  **September 2025** |
| Dear Parents/Carers,  A big, warm welcome to you all. It has been a pleasure to welcome you and your child last week. I am very proud of the way they have adapted and settled into school life.  I am excited for what this year will bring, guiding them through the start or their continuing journey at Curry Rivel. This term is the most exciting, with lots to celebrate.  This newsletter will give you a flavour of what the children’s learning will look like. 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.  A little message from us to you.  The time has come  They will be fine!  Starting a new school year for the very first time!  You’ve held their hand.  Now its our turn  To help them grow and watch them learn.  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. 

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Mrs Myhill Miss Laurence Mrs Morrisroe Mrs Monk Miss Pinkham

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|  | Mrs Monk |  |

**Notices:**

**At the beginning of the day, I will be standing at the top gate welcoming the children in. The children can also come through the bottom gate, through the bark if they are happy to come on in. If you wish to see me this allows the children to continue into school as I appreciate sometimes all being at one gate can cause delays.**

**Each morning before the start of the day you will see two trolleys by the fence. The black trolley will be for you to support the children, in putting their reading folder in the correct drawer. They are labelled the following:**

**Please change my book, My book doesn’t need changing and Please look in my reading record.**

**The children’s book should be changed if they have shared it more than once. Your child’s book may not need changing but you may have a message/letter you wish us to see, if so put their folder in the ‘Please look in my reading record’. By doing this it supports the children taking ownership of their reading, also allows us to save time and make sure all messages are received.**

**The blue trolley will also be out for the children to take out their drink, snacks and lunch.**

**Also at the end of the day, please can I ask that Pippin Parents stand on the bark area, we will line up and hand the children over to you. As you can imagine seeing everyone in the sea of faces between the older classes can get confusing for us and the children.**

**As the colder and wet weather begins to make an appearance please can I ask all children come to school with a named coat. The children can also bring in a pair of named wellies to keep at school if they wish. Another change we wish to make is that the children also bring in a pair of named slippers. This decision has been made as our learning involves lots of outdoor time. We often find during the wet weather, bark and mud sticks to the children’s shoes and as we have lots of areas of learning including rugs, carpets and cushions we find the classroom gets extremely messy. These slippers will stay in school and the children can choose to wear them when inside. When walking around the school, school shoes will be put back on.**

**Another change is that the Reception children will not be going out to play with the KS1 children at 10.30am. This change has been made as the children are often immersed in their learning choices and play outside in our Pippin area and often we stop this amazing learning for them to go outside the back.**

**In the summer term we will change this so they are ready for the transition into Year one. Children will continue to have lunch time play with KS1 as we also value the importance of mixing with older children.**

**Ou**r 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 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:**

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| Discrete learning. | |
| **English** | We will be taking part in Drawing Club where we will be   * 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** | Unlocking Letter and Sounds  Reception :Phase 2 and 3  Year 1 : Phase 4 Mastery and Phase 5a |
| **Maths** | Year R- NCETM  Number blocks counting cardinality |
| **PE** | Dance, Body Management, OAA and Manipulation and coordination. |
| **Music** | -Musical stories - EYFS  -Nativty |
| **RE** | What makes us special?  Special times. |
| **Computing** | Computing Systems and networks – Year 1  Data and information- Year 1. |

Reception and Year One joint planning:

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| Autumn 1 | Autumn 2 |
| All about me | Celebrations |
| * Settling in -school setting * Self portraits * Family * Pets * Body * Senses * Time line of growth. * Baby photos. | * Diwali * Birthdays- months of the year/days of the week. * Christmas * Bon fire night * Seasons |
| * Vet | * Diwali – parent visitor |
| Senses station | Christmas party |
| **Art**  **Lets get Crafty:**  Talk about their ideas and explore  different ways to record  them using a range of media.  Experiment in an exploratory way.  Cut, thread, join and  manipulate materials safely,  focussing on process over outcome.  Enjoy looking at and talking about art.  Talk about their artwork,  stating what they feel they did well. | **DT:**  **Nativity Puppets:**  Join fabrics together using pins, staples or glue.   * Design a puppet and use a template. * Join their two puppets’ faces together as one. * Decorate a puppet to match their design. |
| **Geography**  State that the UK stands for the United Kingdom.  Point to each country in the  UK on a map when prompted.  Verbally identify features within the school grounds.  Use and respond to directional language.  State that an aerial photograph is taken from above.  Recognise some familiar  features in aerial photographs.  Explain that symbols show features on a map.   * Add symbols to a map.   Identify how places on the school grounds make them feel. | **Geography**   * Name and locate the seven continents on a world map. * Locate the North and the South Poles on a world map. * Locate the Equator on a world map. * Describe some similarities and * differences between the UK and Kenya. * Investigate the weather, writing about * it using key vocabulary and * explaining whether they live in a hot or cold place. * Recognise the features of hot and cold places. * Locate some countries with hot or cold * climates on a world map. |
| * **History :** * **What is history?** * Create a personal timeline * by ordering three events * correctly on a simple timeline.   Use the vocabulary ‘before’  and ‘after’ when talking about their timeline.   * Recognise what is similar and * different between the ‘past’ and ‘now’. * Talk about three holiday memories. * Place one holiday memory * on a timeline. * Identify how people spend their holidays differently. * Describe what photographs * tell us about holidays in the past. * Identify similarities and * differences between holidays * in the past and now. * Order photographs on a timeline. * Ask one question about holidays in the past. * Find answers to simple questions about the past. * Identify features of holidays in the past. | **Art :**  **Painting and mixed media: Colour splash** :   * Name the primary colours. * Explore coloured materials to mix secondary colours. * Mix primary colours to make secondary colours. * Apply paint consistently to their printing materials * to achieve a print. * Use a range of colours when printing. * Mix five different shades of a secondary colour. * Decorate their hands using a variety of patterns. * Mix secondary colours with confidence to paint a plate. * Describe their finished plates. |
| **Science :**  **Animals, including humans: Sensitive bodies**  Draw and label human body parts.  Identify the body parts associated with each sense.  Compare and group body parts.  Begin to recognise patterns in data and use these  to answer questions.  Record data in a table.  Measure using non-standard units | **Science :**  **Making connections: Fairy-tale science**   * Compare and describe animal features. * Describe the properties of everyday materials. * Use natural materials to build a gingerbread man home. * Use the senses to observe and describe. * Use a stopwatch to measure and compare. * Order a simple method. * Plan how to carry out a test. * Decide what observations to record.   Show results in a block graph |

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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 so that the children that do 5 reads or more will join Mrs Pook at Pookys Café at the end of term to celebrate their success.

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, 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 twice as week on a

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: Wednesdays and Thursdays**

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](mailto: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 am very willing to help you, answer any questions or tall through any issues.

We will be organising a parents’ evening later in term.