

## Gosforth Park First School

#### Together we make a difference

As part of this term's topic '*Together we make a difference'*, the children will be designing a new school logo. We will be testing some of these out in the newsletter in the next few weeks.

This week's was designed by Lara in Orange Class.

#### www.gosforthpark.newcastle.sch.uk

## Autumn 2

Next half term children will be learning about...

#### **EYFS**

Let it Snow

## Key Stage 1

• The Great Fire of London

## Key Stage 2

• The Victorians

Please see the topic overviews (below) for more information (also available on the front page and in the curriculum section of the school website).

## Parent Consultations

Due to COVID restrictions, we will not be holding our usual face to face parents evenings. Instead we will be holding 10 minute phone appointments with your child's class teacher next week.

Appointments will take place on the following dates from 8:30am - 5:00pm.

### Nursery and Reception

Tuesday 20<sup>th</sup> October

#### Green, Orange and Yellow Class

Monday 19<sup>th</sup> October

#### Indigo, Violet and Blue Class

Wednesday 21<sup>st</sup> October

We hope you found the new system easy to book.

Teachers will attempt to ring twice before moving on to the next call.

Appointments cannot be any longer than 10 minutes as other parents will be awaiting calls.

#### 16<sup>th</sup> October 2020 Issue 4 Autumn Term 1

#### COVID-19

#### Birthday Treats and Gifts

Unfortunately, we are unable to accept treats in school. Please do not send in birthday treats or birthday gifts to be passed on to other children in school.

We will of course celebrate your child's birthday but we want to limit non-essential items on site and the passing of items from home/school.

#### Updated Guidance

Please see attached updated guidance for families with children and a poster with information regarding the local COVID alert level which is currently high (full size versions attached and on the website).





#### **Hot Lunches**

We will begin returning to hot lunches after half term. We will be reintroducing these a year group at a time as we adjust to new systems in light of COVID. Reception and Year 1 will have hot lunches from Monday 2<sup>nd</sup> November. We will be starting WB 2<sup>nd</sup> November with menu Week 2.

#### Dates

Please remember Friday 23<sup>rd</sup> October is a training day.

School closes on Thursday 22<sup>nd</sup> October and reopens on Monday 2<sup>nd</sup> November.

# Early Years Curriculum Overview

	Confidence	lence	Creativity	, i	Community	Chal	Challenge
	Playing an	Playing and Exploring (Engagement)		Active Learning (Motivation)		Creating and Thinking Critically (Thinking)	cally (Thinking)
•• • • • • • • • • • • • • • • • • • •	Being willing to 'h Enjoy achieving w to do Keeping on trying	iave a go' hat they set out	<ul> <li>Choosing ways to do things</li> <li>Having their own ideas</li> </ul>	•••	Finding out and exploring Playing with what they know	•••	Being involved and concentrating Making links
Mag.	JL.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic:	Together we make a	Let it Snow	Space	Super Heroes	Traditional Tales	Under the Sea
EXES	Intent	Together we make a Difference enables children to build relationships, get to know their new teachers and foster new friendships after lockdown. Teachers are able to assess childrens likes and dislikes to inform future planning. Children build on their prior knowledge of the school environment, their local area and the wider community. Through relating to childrens' prior knowledge and experiences, Gosforth Park pupils make a smooth and successful transition into their new phase of education.	Let it Snow encourages children to observe changes from Autumn to Winter and develop a greater understanding of the world around them. Our diverse and changing community is explored as our pupils experience a range of celebrations and festivals from different cultures. Children can reflect on their first hand experiences of changes during the Autumn and Winter months and bring their prior knowledge to the classroom; making links and working creatively.	Space challenges our childrens' imaginations and creativity through an abstract but exciting concept. Childrens' confidence grows as they are immersed within a classroom filled with limitless possibilities. They can role-play as astronauts and travel to far away planets, design and build spaceships and solve problems related to space missions that they have to complete! At this point in the year, the childrens' reading and writing skills are on the verge of takeoff and this topic will enable them to do so.	Super Heroes builds on the creative aspects of previous topics and engages all learners at a vital time in the academic year.  Children are now enjoying achieving what they set out to do and learning to persevere to complete more complex teacher-led challenges.  Boys are inspired concentrate for longer periods and to read and write about their favourite heroes. Links to this topic across all areas of provision provide opportunities for creative and critical thinking.	Traditional Tales brings an endless range of opportunities to the classroom during the Summer term. These timeless stories are constantly rehearsed, repeated and learned by the children, giving them the foundations they need to become future storywriters and develop a lifelong love of reading. Children learn about growth and change through links with scientific concepts of plants and life cycles. The outdoor environment comes alive as children retell traditional tales, plant their own beanstalks and observe tadpoles in their natural habitat.	Under the Sea consolidates a year of learning through a range of new and familiar experiences. The most able learners are challenged to exceed their early learning goals while others can practice and secure their skills ready for the transition into Year One. Children are playing and exploring independently while beginning to crave the additional challenge and concentration that teacherled input and activities bring. Key texts become more complex and stretch childrens' comprehension and understanding.
	Key Texts:	Colour Monster Together Silly Billy	One Snowy Night (Percy the Park Keeper) One Snowy Night Dear Santa	Whatever Next Aliens Love Underpants Living in space (non fiction)	Supertato Super Worm Real Life Super Heroes (Non-Fiction)	The Three Little Pigs Little Red Riding Hood The Gingerbread Man	The Storm Whale Rainbow Fish My Granny is a Pirate



## English

Eileen Browne, Toby and the Great Fire of London by Texts: Dogger by Shirley Hughes, Handa's Hen by Margaret Nash



Non-Fiction Writing



Newspaper Reports



Uses of everyday materials

Measurement: Money

Addition and Subtraction

Maths

Number: Multiplication

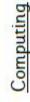


Art/DT

Silhouettes

## Music

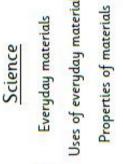
Sign to Sing



Information Technology

# Religious Education

Festivals of light





Light and Dark Pictures



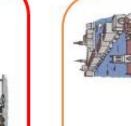
Fire, Fire!

Relationships: What is bullying?

PSHE



Team working skills



## Topic

The Great Fire of London

Challenge

Confidence

Cause and Consequence

Significant Historical Events

The Great Fire of Newcastle and Gateshead



Community





## English

Key texts: Street Child, The Steam Whistle Theatre
Company



Setting Description Diaries Newspaper Report

## PSHE

Relationships: How do we treat each other with respect?

# Physical Education

Team Working Skills



## Science

Electricity

Constructing Circuits

Conductors and Insulators

Electrical Safety

## Maths

Measurement: Length and Perimeter

Multiplication and Division: Arrays

Times Tables and Fact Families

## Art/DT

Designing and building working lamps
William Morris Patterns

## Music

Percussion, Glockenspiel, Ukulele

## Computing

Coding

# Religious Education

Christmas Journeys

## \*Confidence

Challenge

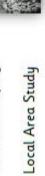




## Topic

Time, Change and Chronology

Historical Enquiry





## Covid Related Pupil Absence Guide

	Scenario	Action required
1	My child has COVID-19 symptoms:	DO NOT ATTEND SCHOOL
	<ul><li>High temperature</li><li>New continuous Cough</li></ul>	Ring school immediately.
	<ul> <li>Loss or change to sense of smell or taste</li> </ul>	Book a test <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-a-test-to-check-if-you-have-coronavirus/">https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-a-test-to-check-if-you-have-coronavirus/</a>
		Self-isolate everyone in your household while you wait for the test result.
2	The test result is negative	Ring school immediately.
		If well enough, your child can return to school on the following day (or the same day if possible).
3	The test result is positive	DO NOT ATTEND SCHOOL
		Everyone in your household must self-isolate for 14 days. The person who has a positive test must self-isolate for 10 days or until they are well (we will authorise 14 days self-isolation absence as we understand the practical difficulties in getting your children to school if you are self-isolating for 14 days)
4	My child is unwell with non COVID-19 related symptoms	Follow the usual school absence procedures.
5	Someone in my household has COVID	DO NOT ATTEND SCHOOL
	symptoms	Ring school immediately.
		Book a test <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-a-test-to-check-if-you-have-coronavirus/">https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-a-test-to-check-if-you-have-coronavirus/</a>
		Self-isolate everyone in your household while you wait for the test result.
6	Someone in my household has tested positive for COVID-19	DO NOT ATTEND SCHOOL
		Ring school immediately.
		Self-isolate everyone in your household for 14 days.
		The person who has tested positive must self-isolate for 10 days from the onset of symptoms.
7	NHS Test and Trace has identified my	DO NOT ATTEND SCHOOL
	child as being in close contact with someone who has tested positive for	Ring school immediately.
	COVID-19 <b>or</b> I know that my child has had close contact with someone who has tested positive for COVID-19	Your child will have to self-isolate for 14 days. Other members of your household do not need to self-isolate. If your child develops symptoms in the self-isolation period, follow the advice for scenario 1. If another member of the household develops symptoms, follow the advice for scenario 5.

8	We are returning from travel to a country where a period of quarantine is necessary.	Follow advice regarding the need to quarantine https://www.gov.uk/foreign-travel-advice and how to quarantine https://www.gov.uk/government/publications/coronavirus-covid-19- how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how- to-self-isolate-when-you-travel-to-the-uk Ring school immediately so that we are aware and so that we can agree a return to school date.
9	We have received medical advice that my child needs to resume shielding	DO NOT ATTEND SCHOOL  Ring school immediately.  Shield until you are informed that restrictions are lifted and shielding is paused again.
10	My child's school bubble has been told to self-isolate.	School will contact you to share the advice from Public Health England and to inform you of a return to school date and arrangements for remote learning.







