



Monday 7th September 2026

Dear Parents/ Guardians,

Welcome back to school and to a new academic year! I hope you have all had a lovely summer and a good break. The children have been sharing all the things they have done and the places they have been. It has been wonderful to hear all their news and see them settle back into school. I thought I would inform you of a few things that you will need to know about.

Curriculum Overview

At the end of this letter is an overview of the learning that has been planned for this term. In Science, we will be focusing on Animals including humans, Seasons, Light and Sound and learning about the famous scientist, Wilhelm Roentgen. In Geography we will be looking at maps of the world and learning about the different countries that make up the United Kingdom and the continent of Europe and in History, we will be learning all about the Egyptians.

Homework

Homework will be set on Thursdays via the Seesaw App (log ins for Seesaw can be found in their reading record books). If you are not using Seesaw, then it will be given directly to your child in their homework book, for it to be completed and handed in by Tuesday of the following week. We encourage parental involvement in homework, especially if your child is experiencing difficulties. However, if they do need further support, please advise them to come and see me, or via the Seesaw app or on the parent feedback on their homework sheet.

Phonics/ Reading

We will continue with our successful Little Wandle phonics/ reading scheme. Once the children are settled and reading groups commence, reading books will be sent home on a **Friday** to be returned on the following **Monday**. If possible, please spend some time listening to your child read with fluency and expression, write any comments and sign their reading record and return to school on Monday. It is also important to discuss what your child has read to help develop their reading comprehension skills.

Each month, the children will bring home a book and will be expected to complete a short book review about the book. The book review will be set as a piece of homework and instructions on how the review should be completed will be given at this time.

Maths Skills

For Maths, there is a need for quick recall of all times table facts up to 12 x 12 and an expectation that children have a bank of known key facts, which they can recall instantly. Each half term we will have a different focus on a set of Key Instant Recall Facts (KIRFs) and a copy will be sent home. Please spend some time each week helping your child to learn these facts as well as their times tables as these skills will be invaluable to their progress and ability to apply their Math's skills.



P.E. and Forest School

On a Monday afternoon, the children will have Forest School. Please refer to the bottom of the newsletter or the NEW school app to find out which dates your child will be involved in Forest School. On these days, children can wear their forest school clothes to school (old clothes – long sleeved top and trousers). They will also need to bring a 'bag for life' with their waterproof clothes and wellies to put on before they enter Forest School and a pair of socks to go home in, in-case water goes inside their wellies.

On Tuesday morning and Wednesday afternoon, your child will have P.E. For these lessons, your child will need to come into school wearing their P.E kit - a pair of navy/black/grey tracksuit trousers/jogging trousers/shorts/skort, a white t-shirt/polo shirt and daps/trainers. Their P.E kit is necessary to fully engage in planned physical activities and is expected by sporting organizations, so please ensure your child has their correct kit for lessons and that all items, including their school uniform, are clearly labelled. No jewellery is to be worn and earrings must be removed or covered.

Throughout the week, we will continue to do our Daily Mile (Run a Mile) to promote being active and having a healthy lifestyle and to help your child concentrate in the classroom. Please ensure that they have a pair of trainers or daps in school, that they can change into.

Uniform

Please ensure that all uniform and P.E. kit is clearly named, so that if any items of clothing are found, we can pass on to the child.

School Rules, House points and School Houses

As you are aware, the children are in houses (Red Dragons, Blue Pegasus, Golden Griffins, Green Phoenix). While half termly whole school events are planned, the children can be awarded house points for their homework, learning their spellings and times table facts, reading at home, TIPTOP learning behaviour and for applying the school rules of Being Safe, Ready and Respectful. Each house point is valued because each term the winning house enjoys a chosen activity, while the winning house at the end of the year enjoys a chosen morning/afternoon event.

During the summer term, new flooring has been laid in Key Stage One and other areas have been decorated. Our school looks great and we very much want the children to enjoy and benefit from the environment and the resources. Therefore, we will be encouraging the children to show respect and work together to look after the school, their books and equipment. This continues to be a school rule focus, whilst still being ready and being safe. We would appreciate your support with this.

I am looking forward to working together to ensure your child is happy, safe and that they achieve their full potential. Should you have any concerns or queries, please do not hesitate to contact me/email me – swilliams@goodrich.hereford.sch.uk or see me at the beginning/end of the school day.

Best wishes

Miss Williams



WOODPECKERS CLASS

- what we'll be exploring at school

As readers we will be consolidating our sounds and beginning to develop our fluency and accuracy in reading through; developing and extending our knowledge of vocabulary. We will also be encouraged to read for both study and pleasure. We will read, listen, comprehend and discuss a range of texts, including fiction, non-fiction and poetry.

Our class reading books this term will be *The Boy Who Grew Dragons* by Andy Shepherd and *The Time-Travelling Cat* and the Egyptian Goddess. We will also look at a range of fiction and non-fiction books linked to our different themes this term including *The Story of Tutankhamun* by Patricia Cleveland-Peck.

As writers, through cross-curricular links, we will be able to use knowledge learned and experiences felt to write different types of descriptions such as a character description or a setting description, a story, a set of instructions, a variety of recounts including a diary recount, an explanation and a piece of poetry.

As terminologists we will learn spelling rules, punctuation and grammar rules through our written tasks above. We will learn to recognise and use taught terminology through discussion and practice.

As communicators, through various activities, including drama and discussions and debates we will learn to listen carefully and understand; speak with clarity and confidence; tell stories with structure and develop a wide and interesting vocabulary.

As athletes we will be developing our gross motor skills through controlling our bodies and a range of equipment. We will also focus on developing our agility, combining different skills e.g. throwing, catching, dribbling, passing and running with the ball and attacking and defending tactics, applying these skills to different invasion games such as netball, basketball, hockey and tag rugby. We will also work on our team building skills through outdoor and adventurous activities and orienteering. Through fitness activities, we will develop strength in a range of exercises and learn how to target specific muscle groups when exercising.

As musicians we will be taught music by a specialist teacher. We will learn to play a variety of instruments and extend our knowledge of musical skills including rhythm, pulse, tempo, pitch and dynamics through singing, listening and playing music.

As linguists we will begin to learn French, focusing on core vocabulary and phonetics through spoken language, reading and writing phrases and sentences, games and role play.

As computer technicians we will begin by looking at how information technology (IT) is used for good in our lives – at home and in society. We will discuss using technology responsibly and how to make smart choices when using it. We will also explore the concept of sequencing in programming through Scratch. We will create code to make more than one sprite (character) move, combine motion and sounds in one sequence, change costumes and backgrounds of a sprite, before designing and creating our own musical instrument using the skills we have learnt.

AUTUMN TERM LEARNING WEB

As mathematicians this term we will be developing our knowledge of number and place value focusing on numbers up to a hundred (Year Two) and up to a thousand (Year Three), before moving onto addition and subtraction. We will also look at statistics and properties of shape. We will develop the ability to:

- Recognise the place value of each digit in a two-digit number (10s, 1s).
- Read, write, order and compare numbers up to one hundred.
- Identify, represent and estimate numbers using different representations.
- Count in steps of two, three and five from zero, and in tens from any number, forward and backward.
- Recall and use addition and subtraction facts to twenty fluently and derive and use related facts up to one hundred.
- Add and subtract numbers using concrete objects, pictorial representations and mentally, including a two-digit number and ones, a two-digit number and tens, two, two-digit numbers and adding three one-digit numbers.
- Solve number and practical problems that involve all the above.
- Interpret, construct and present discrete and continuous data using appropriate graphical methods, including pictograms, tally charts, bar charts and tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity, comparing categorical data.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Compare and sort common 2-D and 3-D shapes and everyday objects.

Every day we will be practising and developing our fluency skills through Mastering Number sessions to build secure number sense, automaticity and flexibility with numbers up to twenty and beyond e.g. exploring numbers, number bonds, odds and evens, counting in tens. We will also practise and develop our mental maths skills through Minute Maths (addition and subtraction sums).

PSHE & British Values – As individuals and part of society we will explore friendships and respect. We will look at healthy and unhealthy friendships and explore respecting ourselves and others. We will then move onto mental health and well-being, where we will look at a range of feelings and their intensity and how this can change over time, including during times of different kinds of change and loss. We will learn simple strategies to help manage different emotions and support mental health and well-being.

As designers and engineers, we will study how design and technology has evolved over time and use our science knowledge to design and make healthy dips for snacks.

As theologians we will use Bible stories (Old Testament and New Testament), art, hymns, drama and discussions to answer the questions "What do Christians learn from the Creation story?" "Who is Jewish and how do they live?" "How do festivals and family life show what matters to Jewish people?" and "Why does Christmas matter to Christians?"

As scientists this term we will be developing our ability to:

ANIMALS INCLUDING HUMANS

As scientists this term we will be developing our ability to:

- Know that animals, including humans, have offspring which grow into adults.
- Know the basic stages in a life cycle for animals, including humans.
- Find out and describe the basic needs of animals, including humans for survival (water, food and air).
- Describe the importance for humans of exercise, a nutritious balanced diet and hygiene.
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Know how nutrients, water and oxygen are transported within animals and humans.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

SEASONS, LIGHT AND SOUND

- Observe changes across the four seasons.
- Observe and describe the weather associated with the seasons and how day length varies.
- Recognise that they need light in order to see things and that dark is the absence of light and that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object and find patterns in the way that the sizes of shadows change.
- Know how sound is made associating some of them with vibrating and what happens to a sound as it travels from its source to our ears.

THE UNITED KINGDOM AND EUROPE As **geographers** this term we will be looking closely at the countries that make up the United Kingdom and the continent of Europe. We will use maps to study the different countries in the United Kingdom and across Europe, look at similarities and differences between the countries, explore the physical features of the continent including mountains and rivers and compare the populations of countries.

EGYPTIANS As **historians** we will learn and explore various aspects of this period in history, including locating Egypt on a map, how they lived, artefacts and what they tell us about Ancient Egyptian life, their beliefs and burial rituals, and how they developed engineering skills that are used around the world today.

As artists we will be learning about the decorative style of Art Deco, which was popular during the 1920/30s. We will look at different styles and techniques inspired by Ancient Egyptian and Cubism, used by artists including Tamara de Lempicka to create our own designs



PLATINUM AWARD