

Dear Parents,

Welcome back to the second half of the Spring term. I hope you had an enjoyable half term break. During this next half term, we are focussing on animal homes and will be learning about zoos, underwater creatures, pets and jungles. We will be having lots of fun in our indoor and outdoor role plays - inside there will be a vets surgery and outside a jungle safari. This overview will outline what the children will cover in the different areas of the curriculum, which is driven through their interests. If you have any concerns or problems, please do not hesitate to come in and see me at the end of the school day. Kind regards, Miss Morris.

Important dates

W/B Monday 29th February:
Good Shepherd Fundraising
Week.

Thursday 3rd March: World Book
Day (dress up as your favourite
book character).

Tuesday 21st March: Passion Play
(2pm in the school hall).

Wednesday 23rd March: School
closes for Easter weekend.

Tuesday 29th March: School re-
opens.

Friday 1st April: School closes
for end of term.



Key skills to focus on this half term

This half term, we are focussing on developing the following skills:

Communication and Language:

- Encourage the children to speak in sentences.
- Ensure that the listener is given the appropriate information they need when speaking with another person.

Physical Development:

- Encourage the children to dress/undress themselves, put on coats and fasten them, and put away their own things.
- Develop fine motor skills with lots of practise cutting, using a pencil or a paintbrush and picking up small objects with pincer fingers.

Literacy:

- Read and write our key words.
- Say the letter sounds and names.
- Practise writing letters and forming them correctly.

Maths:

- Say one more/less than a given number, then increase to two more/less.
- Use the language of addition (add, altogether) and subtraction (take away, left).

Can you help with these key skills this half term? Make it part of your everyday routines and have fun learning together.



Water bottles and snacks

WATER: We ask the children to bring water to school everyday (please no juice or flavoured water) in a bottle with a sports top to prevent any unnecessary spillage.



SNACKS: The children need to bring a healthy snack to school **Monday to Friday**. They can bring fruit or cereal bars for their snack and will be given the opportunity to eat their snacks during morning play-times. During afternoon playtime, the children are given the opportunity to choose a piece of fruit for their snack.

Reading Records

The Reading Record is an excellent way of letting me know how your child copes with their reading book. It would be very helpful if you can make a brief comment about your child's reading.

Information about if they enjoyed the book, their favourite characters, the words/sounds they recognised, if they could retell the story/main facts and say what they think may happen next, are very useful.



Things you can do at home

Below are a few things that you can do at home to help to support your child in school this half term:

- Share books with them each night and talk about what they have read/looked at. If you receive a Reading for Pleasure Pack, this is an excellent way to share the joys of reading with your child.
- Help them to learn to read and write their key words (located in the back of Reading Records).
- Help them to record their WOW moments/special events in their 'Special Moments' book.

Thank you for your continued support in helping the children make good progress. Any extra help you can give is very much appreciated.

PE

This half term, we will be doing PE on a Tuesday and a Friday. These sessions may be outdoors so please ensure that your child has an outdoor kit (dark blue jogging pants, and a plain dark blue jumper).

If your child wears earrings, they will need to be removed before coming to school or plasters will need to be provided to put over their earrings during PE.

Please ensure that your child has their clothes labelled. This helps them to locate their clothes if they misplace them and avoids them becoming upset.



Catholic life of the school

Each Tuesday two classes will join with the parish to celebrate Mass at 9am. Reception and Year 6 will join the parish on ????. Please look out for further information on the weekly newsletter or on the school website.

Before half term, the children took part in an Ash Wednesday Lenten service. They were encouraged to think about things they can do during Lent. In a special assembly, Mrs Orwin introduced the Mission Together charity work that is taking place this half term for children in Malawi.

Also this half term, the children will be involved in fundraising activities and raising awareness of local charities through the Good Shepherd Appeal for Nugent Care.

The Wednesday Word is available for every child to take home every Wednesday. Please look out for this and share it with your child. Additional copies are available at the school office.



Come and See



Each week the children take part in RE lessons taught from the 'Come and See' Religious Education programme, which all Catholic schools in the Archdiocese of Liverpool follow.

This half term we will continue with our 'Gathering' topic. We will learn about how and why people gather, and the joy in gathering together to celebrate Mass.

As we look forward to Easter, we will learn about 'Growing'. We will learn that Spring is a time for growing and that Lent is a time for growing in love to be more like Jesus.

Literacy

- To share animal stories and poems (Dear Zoo, Rumble in the Jungle, The Rainbow Fish).
- Retell and sequence story events.
- To use non fiction books to find out about pets.
- To segment the sounds in three letter words (CVC) and blend them together.
- To continue to learn the alphabet.
- To continue to match capital letters to lower case letters.
- To write known key words.
- To learn phase 3 sounds.
- To write letters, postcards and posters to or about animals.

Personal, Social and Emotional Development

- To explore feelings and experiences that make us feel certain emotions.
- To share with friends.
- To explore how to be a good friend— *The Rainbow Fish*— *make a friendship bracelet.*

Physical Development

- *Animal moves!* To learn to adjust speed (gradually slowing down/speeding up) and changing direction to avoid obstacles.
- *Animal moves!* To climb over and under obstacles, and balance appropriately.
- To control a ball when bouncing and throwing it.
- To use scissors with increasing control.
- To continue to form recognisable lower case letters with pencils, paintbrushes and piping bags.

Mathematics

- To count to 20 and order the numbers.
- To find the total number of items in two groups by counting all of them.
- To find out how many is left after taking away.
- To use the language of more and fewer to describe two sets of objects.
- To use number words for order e.g. first, second, third.
- To use everyday language related to time, order and sequence familiar events.
- To use coins to solve everyday problems.
- To create a bar chart about pets.

Animal Homes



Communication and Language

- To talk about stories/events in sequence and to say why events have happened.
- *Guess the animal.* To learn to give the information that the listener needs.
- To speak in clear sentences in order to sequence and clarify.

Understanding of the world

- To use computers to find out about underwater creatures and zoo animals.
- To investigate how we can care for animals.
- To use ICT to create patterns.

Expressive Arts and Design

- To explore colour mixing, investigating different shades of blue.
- To experiment with patterns found on animals.
- Learn and sing animal songs.
- To perform animal moves to a jungle sound e.g. Down in the jungle.

Reception End of Year Expectations

Communication and Language

Listen and Attention:

To listen attentively in a range of situations.

To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

To give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding:

To follow instructions involving several ideas or actions.

To answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking:

To express themselves effectively, showing awareness of listeners' needs.

To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

To develop their own narratives and explanations by connecting ideas or events.

Understanding of the world

People and communities:

To talk about past and present events in their own lives and in the lives of family members.

To know that other children don't always enjoy the same things, and are sensitive to this. To know about similarities and differences between themselves and others, and among families, communities and traditions.

The world:

To know about similarities and differences in relation to places, objects, materials and living things.

To talk about the features of their own immediate environment and how environments might vary from one another.

To make observations of animals and plants and explain why some things occur, and talk about changes.

Technology:

To recognise that a range of technology is used in places such as homes and schools.

To select and use technology for particular purposes.

Physical Development

Moving and handling:

To show good control and co-ordination in large and small movements.

To move confidently in a range of ways, safely negotiating space.

To handle equipment and tools effectively, including pencils for writing.

Health and self-care:

To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Mathematics

Numbers:

To count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

To add and subtract two single-digit numbers and count on or back to find the answer.

To solve problems, including doubling, halving and sharing.

Shape, space and measures:

To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

To recognise, create and describe patterns.

To explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Personal, Social and Emotional Development

Self-confidence and self-awareness:

To be confident to try new activities, and say why they like some activities more than others.

To be confident to speak in a familiar group, talk about their ideas, and will choose the resources they need for their chosen activities.

To say when they do or don't need help.

Managing feelings and behaviour:

To talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

To work as part of a group or class, and understand and follow the rules.

To adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships:

To play co-operatively, taking turns with others.

To take account of one another's ideas about how to organise their activity.

To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Literacy

Reading:

To read and understand simple sentences.

To use phonic knowledge to decode regular words and read them aloud accurately.

To read some common irregular words.

To demonstrate understanding when talking with others about what they have read.

Writing:

To use their phonic knowledge to write words in ways which match their spoken sounds. To write some irregular common words.

Expressive Arts and Design

Exploring and using media and materials:

To sing songs, make music and dance, and experiment with ways of changing them.

To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative:

To use what they have learnt about media and materials in original ways, thinking about uses and purposes.

To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.