

Dear Parents,

Welcome back to school for a fun Summer term! We have lots of exciting things planned to help us learn about growing. The children love role play and using their imaginations so we are having a Jack and the Beanstalk role play indoors and a Garden Centre outside. Outside the children will take part in junk modelling activities and mini-beast hunts. 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

*School is closed for the Bank Holiday on **Monday 2nd May** and for Polling day on **Thursday 5th May**.*

May Procession: ???? May

Class Mass: ????



Key skills to focus on this half term

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

Communication and Language:

- Retelling stories and events in sequence.
- Giving enough information so that the listener knows what is being asked or said.

Literacy:

- Read and write our key words (located in the back of the Reading Record).
- Practise writing simple words, listening to the first sound and so on.

Maths

- Recognising numerals 11–20.
- Practise subtracting two simple numbers.

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 playtimes. During afternoon playtime, the children are given the opportunity to choose a piece of fruit for their snack. Please label your child's snack to prevent them becoming distressed if they can't remember what they brought with them.

Reading Records and Special Moment Books

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.

Special Moment books are a way that you can share your child's WOW moments and interests with me. I collect them in every Monday so your child can share with the class if they have done anything different or special. Your child's Special Moments book will be back in their book bags as soon as possible.



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. 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.

All the children dress and undress themselves, and organise their own belongings. Try to practise these skills at home to help your child prepare for these sessions.

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 **3/5/16**. Please look out for further information on the weekly newsletter or on the school website.

This term we are looking forward to the May Procession when we crown Mary. Later in the term, we will take part in the annual Walk of Faith when local schools and churches come together to celebrate Padgate Walking Day. Also our Year 4 children will be receiving the Sacrament of Confirmation and Communion in May and then celebrating this special time with all of the school on St Peter's and Paul's Celebration Day later in the term. Please keep the children in your thoughts and prayers at this special time.



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 be learning about:

Good News: How everyone has Good News to tell and of Pentecost; the celebration of the Good News of Jesus.

Friends: How they make friends and how Jesus had good friends; what Jesus told us about friendship.

Literacy

- Read 'Jack and the Beanstalk', 'Jasper's Beanstalk', 'The Enormous Turnip', 'The Very Hungry Caterpillar', 'The Very Busy Spider', information texts about growing.
- To continue to learn phase 3 sounds and the alphabet.
- To segment and blend words to create words with three sounds.
- To explore further rhyming words through simple poems.
- To retell stories in order using story maps.
- To find information from non fiction texts.

Personal, Social and Emotional Development

- To explore how they have grown up.
- To take part in circle time activities to talk about different feelings.
- To share our interests with others and discuss how we all like different things.
- To work together to make models and care for plants.

Mathematics

- To count beyond 20, count in tens and fives.
- To practise number bonds to 10.
- To find out how many is left after taking away.
- To know the days of the week.
- To recognise o'clock on an analogue clock.
- To recognise coins, pay correct amount and give change, and use coins to solve everyday problems.
- To create a tally chart and group bar chart about mini-beasts/natural objects.
- To double simple numbers.

Growing



Understanding of the world

- To use computers to label plants and animals and paint pictures.
- To use ICT to follow directions.
- To grow cress—observe how seeds change, learn how to care for them.
- To explore mini-beasts in the environment.
- To learn about how caterpillars change.
- To learn how they have changed and grown up, and how we can care for ourselves.

Communication and Language

- To talk about how we are different to each other and share our interests.
- To listen to two step instructions and follow them.
- To retell events in sequence.

Expressive Arts and Design

- To role play stories such as 'Jack and the Beanstalk' and 'The Enormous Turnip'. To act out working in a garden centre.
- To use a variety of materials to make pictures of flowers and gardens.
- To sing action songs (Incy wincy spider, Old Macdonald), play rhythm games, change sounds and perform.

Physical Development

- To create a caterpillar-butterfly dance.
- To make bug hotel models out of junk material.
- To develop balancing skills on different types of equipment and practise skipping.
- To make a clay model of an insect e.g. a ladybird.

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.