

Dear Parents,

Welcome back to the second half of the Spring term. I hope you had an enjoyable half term break. Before the half term break the children voted for the topic they would like to learn about next. They voted for the topic 'Princesses, Princes and Dragons'. We will be exploring this theme through different texts, both fiction and non-fiction, and exploring castles from the past. The children are also looking forward to taking part in their first World Book Day at school and then later in the term, learning about Easter.

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

Important dates

Thursday 1st March: World Book Day (dress up as your favourite book character).

Monday 12th—Friday 16th March :Good Shepherd Fundraising Week.

Tuesday 20th March - Movie Night 3.30-5.45pm.

Tuesday 27th March -Passion Play performed by Junior children (2pm in the school hall).

Wednesday 29th March: Easter Bonnet Parade for Key Stage 1

School for weekend. Children are



closes Easter. Children back in

Key skills to focus on this half term

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

Communication and Language:

- Encourage the children to listen carefully and follow instructions.
- 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.
- Throwing and catching a large ball.

Literacy:

- Read and write our key words including tricky words.
- Say the letter names and recognise capital letters.
- Segment and blend words for reading and writing.
- 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



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



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.
- 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 e.g. riding a bike without stabilisers, attending dance classes, eating something new, visiting a relative.

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. These sessions will be indoors so please ensure your child has the correct kit in school.

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.

Each day the children engage with our outdoor provision. If your child has not brought their wellies in, please could you provide them with a pair we can keep in school so that they can explore our woodland area. Thank you!



Catholic life of the school

The children 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 Sri Lanka.

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. During this week, the children can bring in things to sell e.g. cakes and can create games for children to engage with e.g. Guess the name of the teddy.

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 a range of stories and poems about the topic. Focus text: There is not dragon is this story.
- Retell and sequence story events.
- To use non fiction books to find out about castles.
- To read and write simple sentences.
- To write captions, letters, postcards, stories, lists and posters related to the castle topic.
- To continue to learn the alphabet.
- To confidently match capital letters to lower case letters.
- To segment and blend words with three sounds (phase 2 and 3 sounds).
- To read and write phase 2 key words securely and begin to read and write phase 3 key words.
- To read phase 3 tricky words.
- To confidently apply phase 3 sounds to reading and writing.

Mathematics

- To confidently count amounts to 20 and order the numbers.
- To accurately count an irregular amount up to 10.
- To estimate amounts and then checking.
- To confidently count in tens and begin to count in fives.
- To find the total number of items in two groups by counting all of them.
- To find 1 and 2 more and 1 and 2 less than an amount to 20.
- To use everyday language related to time, order and sequence familiar events.

Personal, Social and Emotional Development

- To explore feelings and experiences that make us feel certain emotions.
- To develop confidence in sharing ideas in larger groups.
- To explore how to solve problems, when they occur, with each other.

**Princesses',
Princes' and**



Understanding of the world

- To find out about castles and how their life was different to how it is now.
- To engage with computer programs: Label a castle.
- To find out about Komodo dragons and the environment they live in.

Physical Development

- *Horses and carriages:* To adjust speed and direction, avoid obstacles.
- *Knight training:* To explore how exercise helps keep our body healthy and fit.
- *Get ready for the ball:* To practise fastening buttons.
- *Healthy kingdom:* To find out the types of food to eat to keep our bodies healthy.
- To control a ball when bouncing, throwing it, and when using a bat.

Communication and Language

- To talk about stories/events in sequence and to say why events have happened.
- *Guess the character* To learn to give the information that the listener needs.
- To play games, following the instructions

Expressive Arts and Design

- *Decorate the castle:* To explore colour mixing, investigating colours and shades.
- To experiment with different tools to create different effects with paint.
- To make models of castles and dragons with different materials e.g. junk modelling.
- To play in 'role' in a group, developing an appropriate narrative.
- To investigate movement for the 'ball' and perform.

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.