

Dear Parents,

Welcome to St Oswald's Catholic Primary School! The children have made an excellent start at their new school and are keen to get involved with school life. They have settled in very well, are following new routines with ease and are enjoying making new friends. At lunch time, they have been very grown up selecting their own lunch and have been enjoying the delights of Mrs Bradbury's menu! In class, the children have been very enthusiastic and have enjoyed taking part in lots of activities. We have had an amazing start this half term and the children are thoroughly enjoying lots of new experiences. This overview will outline what the children will cover in the different areas of the curriculum this half term, 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

Reading

This year, your child will begin to learn more about books and how to read. Most children will begin by using the illustrations in books to help them retell a story, which often they do quite enthusiastically using their imagination! As the year progresses and the children learn key words and letter sounds, they will begin to recognise words and use their letter sounds to build words as they read.





In line with our school policy, the children will develop their reading in class throughout the week through shared whole class reading and guided group reading sessions. You will receive a reading record for you to record your child's reading at home. Please try to share your child's school book with them every night and write in the reading record about how you feel they have coped with the book/s. If your child reads any other reading material as well as their reading book from school, please also make a note of it in their reading record.

When sharing a book with your child, try to talk with them about what the book might be about, just from looking at the front cover. Share ideas about their thoughts and feelings after a few pages and see if they can make predictions about what might happen next. These little tips will help you to see if your child is understanding what they are reading.

St Oswald's runs an early doors reading club each morning during the week from 8am - 8:45am (£2 per day), which your child is welcome to join at any

Water bottles and snacks

As part of the healthy school initiative, 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.

We promote healthy snacks all week, Monday to Friday. The children can bring fruit or cereal bars for their snack and will be given the opportunity to eat **t h e i r** snacks dur- **i n g** morning **p l a y -** times. We  do have 

Labelling

Please ensure that all uniforms, PE kits and shoes are clearly labelled with your child's name.

Also, morning snacks need to be labelled so your child receives the correct snack and doesn't become distressed if they can't remember what they brought in.

Book bags

Your child will need their book bags in school in each day with their reading book and reading record inside.

PE

This half term, we will be doing PE on Wednesday mornings. Please ensure your child has the correct kit in school for these sessions.

On these days, if your child wears earrings, they will need to come to school without them in or plasters will need to be put over their earrings



before coming into school.

**Come and See**

Each week the children will 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 'Myself'. In this topic the children will learn about the importance of their name, and that God knows and loves them.

Before half term, we will begin the topic 'Welcome'. The children will explore what it means to welcome and they will learn about Baptism, a welcome into God's family.

As part of our religious scheme, the children will develop an awareness of the world they live in and an appreciation of other faiths. This term, the children will join the rest of the school and take part in Judaism Day. Our focus will be Hanukkah.

**Catholic life of the school**

On 11th October at 2.30pm we will be having a special service for our Reception children and parents to welcome you all into our school family. We look forward to Father Dave celebrating with us.

On a Monday, we start the week by gathering together to reflect on the week ahead and pray together. Each Thursday at 3pm, we hold a Celebration Assembly when we celebrate the achievements of children from each class with parents.

The Wednesday Word is available for each 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.



**Collective Worship**

In class the children will take part in Collective Worship on Tuesdays, Wednesdays and Thursdays. Collective Worship is a time when we reflect on a given theme together (e.g. my family, friends, Jesus) and share our thoughts and feelings in different ways.

They will also take part in a whole school Collective Worship every Monday to start the week and end the week with a Key Stage assembly on a Friday.



**How you can help your child**

Below are a few little tips that you can help with to support your child in school this half term:

- Share books each night and encourage them to talk about the books
- Help them to learn their letter sounds and key words (located at the back of the Reading Record).
- Talk to them about what they are learning in school using the topic web on page 3 of this document.
- Encourage them to dress/undress themselves and organise their own things when they arrive at school in the morning.

Thank you for your support in helping to settle the children into their new school. Any extra help you can give is very much appreciated.

**Maths**

- To recognise numerals 1-10 and write numerals 1-5.
- To count actions or objects up to 10 with correct 1 to 1 correspondence.
- To count 10 objects from a large set accurately.
- To practise 1 more/1 less than a given number.
- To learn counting rhymes.
- To use mathematical names for 2D shapes and describe them.
- To recreate patterns using shapes and colour.
- To measure length/height and order items.

**Literacy**

- To take part in rhyming activities using stories and poems.
- To link sounds to letters, and begin to segment the sounds and blend them together.
- To begin learning phase 2 Letters and Sounds (e.g. letter sounds s, a, t etc.).
- To read and retell stories with a repetitive pattern e.g. Bear Hunt, using the illustrations to help.
- Share stories and information books about bears.
- To make marks and give meaning to them e.g. label a bear, reply to an invitation to the house of the bears.

**Understanding of the World**

- To know what makes them unique, and can talk about their friends and family.
- To use computer software to paint a picture and programme a 'Beebot'.
- To know how people help us in school.
- To explore 'Autumn' and the changes that happen.

**Myself**



**Expressive Arts and Design**

- To explore different nursery rhymes and songs about names.
- To print different patterns e.g. bear prints, leaf prints.
- Play with other children in the Home Corner/The Bears House in the Woods.
- Experiment with sounds to add to stories e.g. Bear Hunt, Leaf Hunt.

**Physical Development**

- To travel with confidence around, over, under and through balancing and climbing equipment.
- To explore how to move like a bear!
- To use simple tools to change materials e.g. scissors, playdough tools.
- To develop healthy and hygienic routines.
- To show an understanding of the need for safety when playing with equipment e.g. den

**Communication and Language**

- Maintain attention when listening to stories.
- Respond to instructions in a two part sequence.
- Use language from bear stories to develop in the role play.
- Use talk to organise and sequence ideas, feelings and events.

**Personal, Social and Emotional Development**

- To talk about what they like and what they think.
- To be confident when making new friends.
- To describe how they feel and why they feel that way.
- To share with other children.

# 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.