

Dear Parents,

Welcome back to the second half of the Spring term. I hope you had an enjoyable half term break. The children have asked to learn about 'Space' this half term so we will be making rockets, writing alien words and reading lots of space related fiction and non-fiction books. The children are 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 problems, please do not hesitate to come in and see me at the end of the school day.

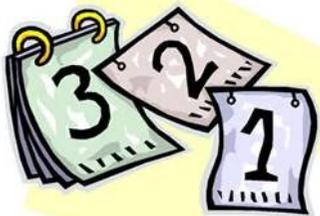
Important dates

Wednesday 6th March: Ash
Wednesday Mass 9.30am in Church.

Thursday 7th March: World Book Day (dress up as your favourite book character)

Monday 11th March: Family and Individual Photographs.

Monday 18th March: Good Shepherd Fundraising Week.



Reading

By the end of the Reception, all children are expected to do the following to achieve the 'Reading Early Learning Goal':

- Read and understand simple sentences independently.
- Use letter sound knowledge to decode regular words and read them accurately.
- Read some common irregular words (tricky words).
- Show understanding when talking to others about what they have read.

To help your child to reach these goals and read with confidence you could do the following things:

- Before they start reading the words, ask them to look at the pictures throughout the book with you. Can they tell you what is happening before reading the words?
- When reading the words, if they are stuck, ask them if the word looks like a word they know. Can they pick up on the repetitive language in the book?
- If they read a word incorrectly, read back what they said. Ask them does that sentence make sense?
- At the end of the book, ask your child what they enjoyed about the story or about any facts they have learned, see if they can relate it to their own experiences in any way.

We recommend your child reads each night for approximately 10

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

Reading Records

The Reading Record books are 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.



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 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).



Catholic life of the school

During Lent the children will be involved in fundraising activities and raising awareness of local charities through the 'Good Shepherd Appeal' for Nugent Care and also be raising funds for 'Mission Together' which supports international charity work, with our little red 'Missio' boxes, which should be returned after the Easter holidays. More information will follow on the weekly newsletter.

We will also be giving the children an opportunity to take a 'Lenten Prayer Bag' home to share with their family.



PE

This half term, we will be doing PE on a Friday. Please ensure that your child has the correct PE kit in school.

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 to locate their



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



Literacy

- To share a range of stories, information books and poems (Whatever Next, Q Pootle 5, Goodnight Spaceman).
- Retell and sequence story events.
- To use non-fiction books to find out about space.
- To segment and blend words with three sounds.
- To continue to learn the alphabet.
- To continue to match capital letters to lower case letters.
- To read and write simple sentences.
- To read and write phase 2 key words securely.
- To read phase 3 tricky words.
- To learn phase 3 sounds.
- To write letters, postcards, stories, lists and posters related to the space topic.

Mathematics

- To count to 20 and beyond.
- To begin to understand the value of the digit in numbers above 10.
- To count an irregular arrangement 10+ objects.
- To begin counting on to add amounts.
- To find out how many is left after taking away.
- To write number 1 - 9 (using correct formation) in a range of contexts.
- To begin to record some number sentences using some correct symbols.
- To use everyday language related to time, order and sequence familiar events.
- To use coins to solve everyday problems.

Personal, Social and Emotional Development

- To explore feelings and experiences that make us feel certain emotions.
- To explore how to be a good friend—The Rainbow Fish.
- To find ways to negotiate problems with friends.
- To talk confidently about the things we are good at.

Physical Development

- *Space rockets:* To learn to adjust speed (gradually slowing down/speeding up) and changing direction to avoid obstacles.
- *Astronaut training:* To climb over and under obstacles, and balance appropriately.
- To control a ball when bouncing and throwing it.
- To use scissors with increasing control.
- Space suit: To practise fastening buttons.
- Happy alien: To find out how to keep our bodies fit and healthy.

Space



Communication and Language

- To talk about stories/events in sequence and to say why events have happened.
- *Guess the astronaut:* To learn to give the information that the listener needs.
- To play games, following the instructions carefully.
- To explore new topic related language and use

Understanding of the world

- To use computers to find out about space.
- To engage with computer programs: Sparky the alien.
- To program a 'Beebot' — *a journey on the Moon.*
- To find out about past events e.g. first man on the moon, Tim Peake.

Expressive Arts and Design

- Planet paint: To explore colour mixing, investigating colours and shades.
- To experiment with different tools to create different effects with paint.
- To investigate movement for a moon walk and perform.
- To investigate the different sounds that can be made from tapping, banging, shaking and pressing instruments and objects.

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

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:

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.

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.

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.

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:

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: