

Dear Parents,

Welcome back to school for a fun Summer term! This half term the children have decided that they would like to learn about 'Dragons', so we are focussing our learning on dragon based stories. The children will have lots of fun reading in our castle, writing in the Dragon Post Office and learning about money in the Castle Café. Outside they will be using lots of large construction materials to make castles and build moats.

This overview will outline what the children will cover in the different areas of the curriculum. If you have any concerns or problems, please do not

### 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:

- Reading and writing our key words (located in the back of the Reading Record).
- Practising reading and writing simple sentences independently.

#### Maths

- Securely recognising numerals 11–20.
- Practising adding and subtracting two simple numbers (e.g.  $7 + 3$ ,  $9 - 2$ ).
- Doubling and halving amounts to 10.

### Learning at home

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 each time you read with them. 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.



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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.

### Information and dates to re-member



May - Year 2 'Special Work.'

Mon 6<sup>th</sup> May - May Bank Holiday, school closed.

Mon 13<sup>th</sup>-16<sup>th</sup> May - Year 6 SATs week

Tues 21<sup>st</sup> May - May Procession 2pm in Church

Fri 24<sup>th</sup> May - School closes for half term

### 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.

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. Read school books and your own favourite stories for home.
- 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.
- Share their learning with them by completing the weekly tasks in their 'Learning at Home' book.
- Practise adding and subtracting small amounts.
- Encourage them to dress/undress independently.

PE



This half term, we will be doing PE on a Friday.

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.

Catholic life of the school

On a Monday morning, we start the week by gathering together to reflect on the week ahead and pray together. On Friday, we join together as a Key Stage for Collective Worship. In class the children will continue to assist me in leading Collective Worship on Tuesdays, Wednesdays and Thursdays. Each Thursday at 3pm, we hold a Celebration Assembly, when we celebrate the achievements of children from each class with parents, family and friends.

This term we are looking forward to the May Procession when we crown the statue of Our Lady. Later in the term (June), 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 Holy Communion early in the half term and then celebrating this special time with the whole school on St Peter's and Paul's Celebration Day in June. Please keep the children in your thoughts and prayers at this special time.



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**

- To share a range of stories, poems and non-fiction texts about the topic ('There is no dragon in this story', 'Dragon Post', Fairy tales, Castles).
- Retell and sequence story events using a story map.
- To understand story events and answer 'how' and 'why' questions about stories.
- To read and write simple sentences independently.
- To confidently read and write phases 2 and 3 tricky words.
- To confidently match capital letters to lower case letters.
- To confidently apply phase 3 sounds to reading and writing.
- To write captions, letters, postcards, stories, lists and posters related to the castle topic.

**Mathematics**

- To confidently count amounts to 20 and order the numbers.
- To count beyond 20 using a visual cue.
- To accurately count an irregular amount up to 20.
- To estimate amounts and then check by counting.
- To count in twos and begin to count in tens.
- To find one less than amounts to 20.
- To add amounts by counting on and subtract amounts by counting back.
- To know the months of the year.
- To recognise coins, pay correct amounts and use coins to solve everyday problems.
- To double and halve simple amounts.
- To sort shapes by different criteria e.g. sides, corners.
- To explore how long/tall objects are.

**Personal, Social and Emotional Development**

- To develop confidence in sharing ideas and talking about their own achievements in larger groups.
- To take part in circle time activities to talk about their own and others' behaviour, and its consequences.
- To take account of one

**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.

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**Communication and Language**

- To listen to stories, anticipating key events and respond to what they hear appropriately.
- To play games, following several instructions/ actions carefully.
- To create own narratives by connecting ideas

**Expressive Arts and Design**

- *Decorate the castle:* To explore colour mixing, investigating colours and shades.
- To make models of castles and dragons with different materials, large and small scale e.g. junk modelling.
- To role play stories and real life scenarios using appropriate language and ideas e.g. Castle Café, small world castle.
- *Dance at the ball:* To investigate movement for the 'ball' and perform.

**Understanding of the world**

- To find out about castles and how life was different in the past.
- To learn about the Queen and explore how she has changed over time.
- To engage with computer programs: Label a castle.

# 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.