

Dear Parents and Guardians,
 Welcome to St Oswald's Catholic Primary School! The children have made an excellent start at school and are keen to get involved with school life. They have settled in very well, are following new routines, are enjoying making new friends and are keen to explore the indoor and outdoor provision. The children are really enjoying playing in the woodland area and are quite keen to play on our school outdoor equipment! At lunch time, they have been very grown up having lunch together in the school hall and have been enjoying the delights of our school menu! 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 and see me at the end of the school day or contact my on eyfs@stoswaldscatholicprimary.co.uk. Kind regards, Miss Morris.

Catholic life of the school

On a Monday morning we, begin the week by gathering together and reflect on the week ahead and pray together. On Thursday, we have Celebration Assembly, when we celebrate the achievements of children from each class.

In class, the children will continue to plan and lead Collective Worship with their teacher on Tuesdays, Thursdays and Fridays.

The children will attend a variety of school masses/services, in Church and in school, throughout the year. The Wednesday Word is available online for each child, every Wednesday. Please look out for this and share it with your child.

Later in the term, each child in the class throughout the year will be given the opportunity to take home a prayer bag, to share in some reflective time with their family.

We will be collecting for the local Food Bank, each Monday in October. The children are asked, where possible, to bring in one item as a donation, as part of our Harvest Festival celebrations. Thank you for your support.



Reading



This year we have invested heavily in a new scheme, for 'Early Reading and Phonics'. The scheme is called 'Little Wandle Letters and Sounds Revised' and is on the Government accredited list for teaching phonics. You can visit their website for more information and look at the parent section, which will show videos of how the children will be taught to pronounce the different letters and sounds.

The children will bring home one decodable book, which they can read more fluently and will have practised in school the previous week. Any other book taken home will be a book to share with you, with you reading to or with your child. Please ensure that the decodable book is returned to school on time as other children will be relying on using the book, the following week. (A cost will be incurred for any books that are lost or damaged).

Supporting your child with reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home. There are two types of reading book that your child may bring home:

A reading practice book (Decodable phonic book)

This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

A sharing book (library book)

Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

Reading practice book

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy - your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise - celebrate their success! If they can't read a word, encourage them to have a go and then read it to them. After they have finished, talk about the book together. Please continue to complete reading record books each night, to communicate how your child has read or enjoyed a book with you.

Sharing book

In order to encourage your child to develop their vocabulary and to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together. **Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!**

For more information, you can access <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
 We look forward to working together, to keep reading a pleasurable experience for all our children and embracing the new scheme as we move forward together.

The school continues to run an early-doors reading and number club (£3) 8am - 8:45am each morning. We ask that children are in the club by 8.20am. Please pre-book, using the form on the 'Our School App'.

Information and dates to remember:

Monday 7th September - Reception start school.

Monday 4/11/18th October - Bring in a donation for the Food Bank.

Monday 4th October - World Animal Day.

Monday 4th—Friday 8th October - Judaism Week.

Thursday 7th October - National Poetry Day.

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 half term, the children will join the rest of the school and take part in Judaism Week. Our focus will be Hanukkah.

Please see the RE newsletter on the school website for more information.



How you can help your child

Below are a few little tips that you can help 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 (located in the Reading Folders).
- Talk to them about what they are learning in school using the topic web on page 3 of this document.
- Discuss any new vocabulary you come across at home, talk about its meaning and model using it.
- Encourage them to put their own coat and model for them what to do when problems are encountered e.g. the coat is inside out.
- Encourage them to talk in sentences (e.g. if your child says drink, model an appropriate sentence back to them such as 'Can I have a drink please?')

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.

Labelling

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

Also, morning snacks need to be labelled so your child can easily find the correct snack which prevents them getting distressed.

Book bags

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

Reading Folders will be in book bags from Monday 4th October.

Healthy School Initiative

As part of the healthy school initiative, we continue to encourage the children to be active at playtimes and improve their fitness by completing the 'Daily Mile'. This is done from a walking pace to a jogging/running pace as each child increases in speed and ability.



Children will be encouraged to drink water throughout the day. We have a Water Station in our classroom that is easily accessible for the children and has fresh drinking water available for the children to independently pour into the own cup at any point during the day.

A healthy snack needs to be brought into school each day and the children will be given the opportunity to eat their snack during morning snack time. A piece of fruit will be offered to every child in Key Stage 1 at afternoon playtime.

PE

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

PE Uniform: white plain t-shirt, royal blue shorts and black trainers (seasonal).

PE Cold weather - navy plain tracksuit tops (**no hoods**), jogging pants and black trainers will be needed.

P.E will be outdoors if the weather allows.

Maths

- * Recite numbers to 10, in order and starting from different numbers.
- * Count objects, actions and sounds up to 5.
- * Subitise 3 / 4 objects.
- * Continue, copy and create repeating patterns.
- * Begin to compare length.

Literacy

- * Understand the five key concepts about print:
1. Print has meaning 2. The names of the different parts of a book 3. Print can have different purposes 4. Page sequencing 5. Left to right and from top to bottom.
- * Continue to develop phonological awareness - rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting.
- * Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.
- * Read individual letters by saying the sounds for them - Phase 2 phonics.
- * Begin to read a few common exception words - Phase 2 (e.g. I, the).
- * Write name correctly.
- * Use some of their print and letter knowledge in their early writing.
- * Begin to form lower-case letters correctly.

Expressive Arts and Design

- * Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- * Develop their own ideas and then decide which materials to use to express them.
- * Continue to explore colour and colour mixing.
- * Safely use and explore a variety of materials and tools.
- * Talk about new creations.
- * Take part in simple pretend play.
- * Begin to develop complex stories using small world equipment.
- * Begin to listen attentively, move to and talk about music, expressing their feelings and responses.
- * Sing in a group or on their own.
- * Begin to explore and engage in music making.

Communication and Language

- * Understand a question or instruction that has two parts.
- * Understand 'why' questions.
- * Understand how to listen carefully and why listening is important.
- * Learn and use new vocabulary throughout the day.
- * Begin to engage in story time.
- * Listen to and begin to talk about stories to build familiarity and understanding.
- * Listen carefully to rhymes and songs and begin to pay attention to how they sound.
- * Begin to ask questions to find out more and to check they understand what has been said to them.
- * Begin to connect one idea or action to another using a range of connectives.

Marvellous Me



Personal, Social and Emotional Development

- * Talk with others to solve conflicts.
- * Help to find solutions to conflicts and rivalries.
- * Begin to express feelings and consider the feelings of others.
- * Manage own self-care needs.
- * Develop confidence to try new activities and show independence.
- * Begin to talk about the different factors that support their overall health and wellbeing: being a safe pedestrian.
- * Begin to see self as a valuable individual.
- * Begin to build constructive and respectful relationships.

Physical Development

- * Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.
- * Begin to develop overall body-strength, balance, co-ordination and agility.
- * Begin to confidently and safely use a range of large and small apparatus indoors and outside in a group.
- * Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.
- * Use a comfortable grip with good control when holding pens and pencils.
- * Use one-handed tools and equipment, for example, making snips in paper with scissors.
- * Develop small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils, paintbrushes, scissors, knives, forks.

Understanding of the World

- * Begin to make sense of their own life-story and family's history.
- * Begin to comment on images of familiar situations in the past (homes).
- * Talk about members of their immediate family and community.
- * Name and describe people who are familiar to them.
- * Begin to understand that some places are special to members of their community.
- * Begin to recognise that people have different beliefs and celebrate special times in different ways.
- * Explore the natural world around them.
- * Describe what they see, hear and feel whilst outside.
- * Understand the effect of changing seasons on the natural world around them.

EYFS Early Learning Goals—Page 1

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out on this page.

The Prime Areas of Learning

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

EYFS Early Learning Goals—Page 2

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out on this page.

The Specific Areas of Learning

Understanding of the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.