Reception Half Termly Overview – 2026/2027 – Autumn 2

Dear Parents and Guardians,

Welcome to the second half of the Autumn term! After a super start in Reception last half term, the children are excited to return to school and continue their learning. This half term the children will be learning about important celebrations and how people celebrate different faiths and special days. They will also be taking part in Road Safety Week and Anti-Bullying Week with lots of activities planned to support this learning. This overview will outline what the children will via email teachers@socps.co.uk.

Kind regards, Miss Morris.

Catholic life of the school

At St Oswald's, we always try to be helpful and support our local and wider communities particularly at this time of the year. Our super School Councilors are helping us to support 'Operation Christmas Child' again this year, Information has been sent out, and all shoeboxes need to be dropped off at school by Monday 16th November. Visit **www.samaritans-purse.org.uk/what-we-do/operation-christmas-child** to find out more. Thank you for your support.

Once Advent begins, we will start our class 'Advent Prayer Bag', to share in some reflective time with their family about the Christmas story. More information will follow closer to the time.

The Wednesday Word is available online for each child, every Wednesday. Please look out for this on the website or click here and share it with your child.

Reception Class Key Dates

Tuesday 3rd November: Judaism Day
Wednesday 11th November: Class Remembrance Reflection
15th to 21st November: Road Safety Week
Monday 16th to Friday 20th November: Anti-bullying Week
Sunday 29th November: Advent begins
Wednesday 9th December: EYFS Nativity Performance
Friday 11th December: Christmas Jumper Day
Friday 16th December: Christmas Dinner Day
Monday 14th December: Santa Dash
Thursday 17th December: Christmas Mass/Carols
Friday 18th December: School closes for the Christmas break.

Reading at St. Oswald's

This half term we will be continuing our Phonics and reading learning and routines. Below is a reminder of the books your child will bring home, the days that they will be changed and the school reading expectations.

The children will bring home:

* One **decodable book** on a **Thursday**, to be returned the following **Monday.** 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).
* One **sharing book** (library book) on a **Monday**, to be returned the following **Monday.**

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 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 and fill in their reading record.
* **A sharing book (library 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! Please remember to write your comments in your child's reading record.

Reading at home expectations

We ask that all children share/read a book with an adult each evening for 10 minutes. This can be reading a book and/or reading sounds and key words sent home in the reading folder. It is important for your child to have reading time with you so that they can gain further confidence in their reading skills from you and also helps you to keep up to date with how they are doing with their learning.

You can visit 'Little Wandles' website (our accredited Phonics scheme) 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 website is **www.littlewandlelettersandsounds.org.uk/resources/for-parents.** Thank you to all parents and guardians for your continued support to help your child to learn to read and in joining us to instil a lifelong love of books! We continue to work together, to keep reading a pleasurable experience for all our children and embrace the 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.

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Religious Education

Each week the children will continue to take part in RE lessons taught using guidance from the Religious Education Directory (RED) which all Catholic schools in the Archdiocese of Liverpool are following.

This half term the children will complete their second topic called 'Promise and Prophecy'. They will hear stories such as The Annunciation, the birth of Jesus and the Shepherds visit the manager. They will learn about the Advent Wreath, the tradition of the crib to tell the story of Jesus' birth and how Advent is celebrated by people in different ways.

As part the RED, the children develop an awareness of the world they live in and an appreciation of other faiths. This half term, the children will learn about Judaism, with a focus on Hannukah.

P**lease see the RE newsletter on the school website for more information.**

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. ***Please do not include any food containing nuts.*** A piece of fruit will be offered to every child in Key Stage 1 at afternoon playtime.

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 your child during daily routines, modelling good sentences and explaining new vocabulary.
- 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 shoes, model for them what to do when problems are encountered e.g. the coat is inside out, the shoes are on the wrong feet.
- Encourage them to talk in sentences (e.g. if your child says 'drink', model an appropriate sentence back t
- them such as 'Can I have a drink please?')
- Count at every opportunity (e.g. walking up the stairs, counting the number of carrots on their plate during
- meals). Encourage them to use the number names in the correct order (e.g. 123456 etc) and ensure they
- count one object at a time.

Thank you for supporting helping your child to learn. Any extra help you can give is very much appreciated!

Labelling

Please ensure that all uniforms, PE kits, book bags, wellies, shoes and snacks are clearly labelled with your child's name. All the children are wearing the same school uniform, so it is easy to get personal items mixed up. It is also important to label your child's snack so that do not become distressed if they can't find it.

Reading Records

The Reading Record (located in your child's reading folder) is an excellent way of letting me know how your child copes with their reading book. It would be very helpful if you could make a brief comment about your child's reading. These comments could be 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.

We recommend your child reads each night for approximately *10 minutes. This can include* talking about what might happen in the book, talking about the illustrations, reading words, spotting known letter sounds, discussing events, characters and facts.

PE

PE lessons take place each Monday and Friday. Please ensure your child has the correct kit in school for these sessions. Please take out earrings on PE days.

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

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

The correct PE uniform as above must be worn on both PE days.
If you have any issues with this, please let me know.

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Autumnal Celebrations



Literacy

Reading: Word Reading and Comprehension

*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.
* Sequence stories (3 main events) and talk about information read.
* Read individual letters by saying the sounds for them – Phase 2 phonics.
* Segment and blend CVC words and words ending in in 's' ('s') and 's' ('z'), consonant diagraphs.
* Read common exception words – Phase 2 (e.g. I, the).
*Begin to read simple phrases/sentences – Phase 2 graphemes.

Writing

* Understand directionality of print - Where to start writing (top to bottom) - Which way to continue writing (left to right) - Concept of a word and a letter - Correct orientation of letters and words.
* Write name correctly using a capital letter to start.
* Form lower-case letters correctly.
* Hear and say the initial sound in words
* Begin to spell some Phase 2 common exception words e.g. I, the.
* Begin to spell words by identifying the sounds and then writing the sound with letter.
* Begin to leave spaces between words.
* Write labels, lists and captions using known graphemes with secure letter formation.

Phonics focus: Continue to learn Phase 2 graphemes and consonant diagraphs e.g. ch, sh, the CVC words, phase 2 common misconception words, Phase 2 sentences.

Further parent support for Phonics:
www.littlewandlelettersandsounds.org.uk/resources/for-parents.

Communication and Language

Listening, Attention and Understanding

- *Understand a question or instruction that has two parts.*
- *Understand 'why' questions when involved in discussions about stories.*
- Understand how to listen carefully and why listening is important – modelling good listening, circle time activities.
- Learn new vocabulary – through new routines, school surroundings and resources.
- Begin to engage in story time – joining in with repeated refrains, vote for book of the week, comments about stories in reading area.
- Listen to and begin to talk about stories to build familiarity and understanding – reading sessions, circle time and story time.
- Listen carefully to rhymes and songs and begin to pay attention to how they sound – learning nursery rhymes.

Speaking

- Use new vocabulary throughout the day - through new routines, school surroundings and resources.
- Begin to ask questions to find out more and to check they understand what has been said to them.
- Begin to articulate their ideas and thoughts in well-formed sentence.
- Begin to connect one idea or action to another e.g. because, and.
- Begin to describe events in some detail – sharing of ideas about families and past experiences.
- Develop social phrases e.g. good morning, good afternoon, thank you, please can I have..?
- Begin to retell a simple story using some vocabulary learnt from the story.

Mathematics

Numerical Pattern and Number

- Recite numbers to 10.
- Count amounts to 5 using 1:1 correspondence.
- Subitise amounts up to 3 in different contexts.
- Match numerals and amounts to 5.
- Composition of numbers to 5 e.g. different ways to make 3, 5 and 5.
- Begin to explore number bonds to 5.
- Begin to double amounts to 5.
- Begin to develop marks to record amounts.
- Begin to form numbers 1-5.

Shape, Space and Measure

- Investigate 2D shapes by rotating/combining —circles, triangles, rectangles, squares.
- Recognise some 3D shapes.
- Follow instructions and describe an objects position.
- Use appropriate language to describe events in a day.

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Autumnal Celebrations



Personal, Social and Emotional Development
RHSE focus: Friendships

Self-Regulation:

- *Talk with others to solve conflicts.*
- *Help to find solutions to conflicts and rivalries.*
- Begin to express feelings and consider the feelings of others.
- Begin to set own goals and show resilience and perseverance in the face of challenge.
- Begin to identify and moderate own feelings socially and emotionally

Managing Self:

- Manage own self-care needs – hand washing, organising belongings.
- Develop confidence to try new activities and show independence.
- Begin to talk about the different factors that support their overall health and wellbeing: - regular physical activity, being a safe pedestrian—Road Safety Week.

Building Relationships:

- Begin to see self as a valuable individual.
- Begin to build constructive and respectful relationships – celebrate different beliefs.

RSE (Journey in love)

The wonder of being special and unique'

Social and Emotional Focus: To recognise the joy of being a special person in my family.

Physical Development

Gross Motor Skills

*Revise and refine the fundamental movement skills: - *rolling - crawling - walking - jumping - running - hopping - skipping – climbing.*
*Begin to develop overall body-strength, balance, co-ordination and agility – balancing in a range of ways, large outdoor equipment, bikes.
*Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
*Begin to combine different movements with ease and fluency.
*Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
*Develop and control a range of skills including; *throwing, catching, kicking* – e.g. beanbag, large ball.
*Further develop the skills they need to manage the school day successfully: lining up and queuing, use of cutlery at mealtimes, jugs at water station, personal hygiene (hand washing, coughs and colds).

Fine Motor Skills

**Use a comfortable grip with good control when holding pens and pencils.*
**Use one-handed tools and equipment e.g. tweezers, scissors.*
* *Show preference to a dominant hand.*
*Develop fine motor skills so that they can use a range of tools safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
* Use a pencil and hold it effectively with correct pencil grip – pincer grip – strengthen grip.
*Continue to form lower case letters correctly using formation rhyme.

Get Set for PE

The children will develop their expressive movement, exploring space and how to use space safely. They will explore traveling actions, shapes and balances. The children will choose their own actions in response to a stimulus and given the opportunity to copy, repeat and remember actions. They will explore dance through the world around them and perform to others and begin to provide simple feedback.

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Autumnal Celebrations



Understanding of the World

Past and Present

- To describe changes over time through exploration of their baby photos.
- To sort photographs from the past and present—compare baby photo to current school photo.
- Talk about members of their immediate family and community e.g. celebrating with family.
- Name and describe people who are familiar to them e.g. community police officer.
- Talk about a past event e.g. the first Christmas.

People, Culture & Communities

- Begin to understand that some places are special to members of their community e.g. Diwali, Advent.
- Begin to recognise different beliefs and celebrate special times in different ways e.g. Diwali, Christmas.
- To find and name familiar features on a local map.
- To consider shapes and positions of features when making a map.
- To build and describe a model of a familiar place - Padgate Lane, Mary and Joseph'sjourney.

Natural World

- To use the senses to observe and talk about experiences whilst outside.
- To recognise features of Autumn.

Expressive Arts and Design

Creating with Materials

- *Develop their own ideas and then decide which materials to use to express them e.g. a barn for farm animals, Christmas celebration hat.*
- Safely use and explore a variety of materials and tools.
- Explore new techniques when creating firework paintings, celebration decorations, Christmas cards.
- Talk about new creations - a *barn for farm animals*
- Begin to return to and build upon previous learning e.g. celebration hats, cutting with scissors.

Being Imaginative & Expressive

- *Begin to develop complex stories using small world equipment e.g. celebrations at home, police station, Nativity*
- Begin to develop storylines in their pretend play based on familiar stories e.g. celebration themed home corner, the Nativity.
- Begin to listen attentively, move to and talk about music, expressing their feelings and responses e.g. nursery rhymes, celebration songs.
- Begin to watch and talk about dance and performance art e.g. Diwali celebration dance, Nativity role play.
- Sing in a group or on their own e.g. Christmas play songs.
- Begin to explore and engage in music making and dance e.g. Diwali stick dance.

Computing
Exploring Hardware

- Learn how to operate a camera to take photographs of meaningful creations or moments.
- Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary.
- Recognising that a range of technology is used in places such as homes and schools.

Charanga Music
My Stories

- Listen to new music, express thoughts and move in different ways to express your feelings.
- Using known nursery rhymes, explore finding the pulse in different ways.
- Explore high and low (pitch and improvisation using voices).
- Create own sounds (improvisation and composition with voices and instruments).
- Learn nursery rhymes by listening, singing along and doing actions.

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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.

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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.

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

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.

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.