

Dear Parents,

Welcome back to an exciting first half term in 2018. I hope that you all had a peaceful and relaxing Christmas and would like to wish you a happy and healthy new year. All the staff in Reception would like to take this opportunity to thank you for the kind gifts, cards and messages. We were once again overwhelmed by your generosity. This half term we have lots of exciting things to do. At the end of January, we are having our first Rejoice Class Assembly and we will be celebrating all of the things we have learnt at our new school. In class, we are going to be exploring winter weather and cold places around the world, investigating water and ice and learning about Artic and Polar animals.

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

Reading

The children are working very hard at learning to read and are showing a developing interest in books. We are working with the children to make them aware of the range of strategies involved in reading.



Letter sounds are important, but they are not the only way to learn to read. Try a few of these ideas with your child:

- Give them the book upside and the wrong way round. Can they hold the book correctly and turn the pages left to right?
- Ask them to point to the title. Can they guess what it might say using the illustration on the front cover?
- 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.

It is important that children experience lots of different types of reading, such as reading the TV guide, instructions on a board game, names of products when in the supermarket, spotting words on road signs etc. These can also be logged in the Reading Record as evidence of your child's reading experiences.

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

- Read and understand simple sentences independently.

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 everyday. 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.



Book bags

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

Reading Records

The Reading Record is an excellent way of letting me know how your child copes with their reading book. It is 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. I look in Reading

PE

This half term, we will be doing PE on a Wednesday. Please ensure your child has the correct kit in school (blue shorts, white t-shirt and pumps). No outdoor PE sessions are planned for this half term.

If your child wears earrings, they will need to be removed before coming to school or

plasters will need to be removed before coming to school or



need to be removed before coming to school or

Important dates

Thursday 25th January: Reception Rejoice Class Assembly 9am in the school hall.

Wednesday 14th February: Parents' Evening 3:30 to 6pm (school closes at 3pm).

Thursday 15th February: Parents' Evening 5:30 to 8pm.

Appointment request slips will be available soon.

Catholic life of the school

Each day the children will take part in collective worship. Whole school collective worship begins our week every Monday, followed by class collective worships led by the teachers and children on Tuesday, Wednesday and Thursday. On Fridays there is a key stage assembly.

The school will be joining the parish on Wednesday 14th February for Ash Wednesday Mass. For more information, see the weekly newsletter.

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.

Also this term the children will be involved in charity work during Lent. We will be taking part in fundraising activities and raising awareness of local charities through



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.
- 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.
- Encourage them to fasten buttons and zip up their coats.

Thank you for your continued support in helping the children make good progress. Any extra help you can give is very much appreciated.

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 'Celebrating'. The children will learn about what it means to celebrate and about how the parish family celebrates. We will be celebrating our learning in our very first Rejoice Class Assembly.

In February we will begin our next topic 'Gathering'. We will learn about how and why people gather, and the joy in gathering together to celebrate Mass.

Literacy

- To share winter stories and poems (The Snow Queen, Percy the Park Keepers' Snowy Night, Rabbit and Bear). Retell and sequence story events.
- To use non-fiction books to find out about winter, polar bears and penguins.
- To continue a rhyming string.
- To write clearly identifiable letters.
- To segment the sounds in three letter words (CVC) and blend them together.
- To learn phase 3 letters and sounds.
- To learn the alphabet.
- To begin to match capital letters to lower case letters.



Personal, Social and Emotional Development

- To share ideas about how we can help others and show that we care.
- To develop ways to solve problems when they arise.
- To explore feelings and experiences that make us feel certain emotions.



Physical Development

- *Let's be a train toot toot!* To learn to adjust speed (gradually slowing down/speeding up) and changing direction to avoid obstacles.
- To use scissors, keys in padlocks, screw tops on bottles with increasing control.
- To practise opening and fastening buttons, and tying scarves.
- To continue to form recognisable lower case letters with pencils, paintbrushes and piping bags.

Communication and Language

- To develop language about winter and water, and apply to play.
- To talk about stories/events in sequence and to say why events have happened.
- To increase attention when involved in conversations and when playing



Mathematics

- To count confidently with numbers to 20 and begin to count beyond.
- To order numbers to 20 on a number line.
- To take part in practical activities to add and subtract.
- To find one more/less than a given number to 20 and then beyond.
- To use the language of more and fewer to describe two sets of objects.
- To use mathematical names for 2D and 3D shapes and describe them.
- To order objects by their capacity.
- To recognise patterns and continue them.
- To solve problems about numbers.



Winter



Understanding of the world

- To talk about how animals/birds survive in the winter, and explore how we can help them.
- To investigate the weather in the North and South poles.
- To find out about animals that live in cold places.
- To explore how we keep warm during the winter.
- To investigate water and how we can change it.

Expressive Arts and Design

- To explore water sounds using real instruments and those made from recycled materials.
- To explore what happens when they mix colours.
- To listen to music and describe how it makes you feel, then paint the picture of the feeling.
- To design and make penguins and snowflakes.
- To play with a group to develop a narrative (winter café role play, Arctic



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.