

Dear Parents,

Welcome back to the final half term of the year! This half term we will be learning about the world and how precious it is. We will be focussing on different places around the world and learning about different cultures and weather in those places. Outside we will be having fun in the three little pigs role play in the woodland and investigating the different materials that we can make things out of. 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. Kind regards., Miss Morris.

### Important dates

Walking Day - Sat 25<sup>th</sup> June  
St Peter and Paul Celebration  
- Wed 29<sup>th</sup> June  
Rec school trip- Mon 4<sup>th</sup> July  
Parents Evening- Wed 13<sup>th</sup>/  
Thurs 14<sup>th</sup> July  
Sport's Day- Fri 15<sup>th</sup> July  
Year 6 Leavers Mass - Tues  
19<sup>th</sup> July, 9.30am  
Year 6 Leaving assembly-  
Thurs 21<sup>st</sup> July  
School closes for the Sum-  
mer holidays - Thurs 21<sup>st</sup> July  
at 3.30pm



### 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 using appropriate language.
- Talking about places we have been to and the places our families have been to.

#### Literacy:

- Read and write our key words (located in the back of the Reading Record).

#### Maths:

- Recognising numerals 11–20 and beyond. Counting in tens and fives.
- Practise subtracting two simple numbers.
- Using the language of heavy, light, heavier, lighter.

*Can you help with these key skills this half term? Make it part of your everyday routines and have fun learning together.*

### 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. Please label your child's snack to prevent them becoming distressed if they can't remember what they brought with them.

### Reading Records and Special Moment Books

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. 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.

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.



End of EYFS and transition to Year 1

The children will be taking part in transition activities over the next six weeks to help them prepare for their move from Early Years Foundation Stage to Year 1.

During this last half term, the children will visit the Year 1 classroom and get to know the new environment. The children will take place in circle time activities to discuss the things they are looking forward to and to give them the opportunity to talk about anything that is worrying them.

In July you will receive the EYFS profile which will inform you of your child's achievements in Reception.

PE

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

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.

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.

*Please ensure that your child has their clothes labelled. This helps them to locate their clothes if they misplace them and avoids them becoming upset.*



Catholic life of the school

Each Tuesday two classes will join with the parish to celebrate Mass at 9.30am. Please look out for further information on the weekly newsletter or on the school website.

This term we are looking forward to Padgate Walking Day when local schools and churches come together to celebrate the annual Walk of Faith. Also we will be taking part in the 'Day of Many Colours' in support of Mission Together's fundraising 'to provide a safe and loving environment for children around the world to receive an education'. See the Mission Together website for further information. . Please return 'Missio' money boxes by 1<sup>st</sup> July.

The Wednesday Word is available for every 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.



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:

**Friends:** How they make friends and how Jesus had good friends; what Jesus told us about friendship.

**Our World:** What we love and wonder about our world; God gave us the world.

**Literacy**

- Read 'The Three Little Pigs', 'The Runaway Chapti', 'Handa's Hen' and 'No More Room for Baby Roo'.
- To share non fiction books about different countries around the world.
- To continue to learn phase 3 sounds and the alphabet.
- To segment and blend words to read and write words.
- To retell stories in order using story maps.
- To write leaflets, labels, captions, speech bubbles and stories.

**Personal, Social and Emotional Development**

- To explore how they have grown up.
- To take part in circle time activities to talk about different feelings.
- To talk about moving to Year 1.

**Our World**



**Mathematics**

- To count beyond 20, count in tens and fives.
- To practise number bonds to 10.
- To find out how many is left after taking away.
- To recognise coins, pay correct amount and give change, and use coins to solve everyday problems.
- To double and halve simple numbers.
- To continue and make patterns.
- To investigate objects that are heavy and light.

**Understanding of the world**

- To use ICT to follow directions.
- To learn how they have changed and grown up, and how we can care for ourselves.
- To explore healthy foods—fruit and vegetables.
- To explore animals that live in other countries.
- To explore the properties of different materials.
- To recognise how places visited are different to Warrington.

**Expressive Arts and Design**

- To role play stories such as 'The Three Little Pigs' and act out working in a travel agents .
- To make 'Rangoli' patterns.
- Listen to and create African music..
- To sing action songs (Incy Wincy spider, Old Macdonald), play rhythm games, change sounds and perform.

**Communication and Language**

- To connect events and ideas when talking about experiences.
- To retell events in sequence and to use appropriate language when talking about them.

**Physical Development**

- To show increasing control over an object when pushing, patting, throwing and catching.
- To use simple tools to effect changes to materials.
- To handle tools, objects, construction and malleable materials safely and with increasing control.

# 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.