

Dear Parents,

Welcome back to the second half of the Spring term. I hope you had an enjoyable half term break. The children have asked to learn about space next half term so we will be making rockets, writing alien words and reading lots of space related fiction and non fiction books. The children are looking forward to taking part in their first World Book Day at school and then later in the term, learning about Easter. 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

Important dates

Wednesday 1st March: Ash Wednesday Service 9.30

Thursday 2nd March: World Book Day (dress up as your favourite book character).

Good Shepherd Fundraising Week.

Tues 11th April: Passion Play performed by Junior children (2pm in the school hall).

Thurs 6th April: Easter Bonnet Parade

Thurs 6th April: Night Movie
 Wednes- 12th April: School



Key skills to focus on this half term

This half term, we are focussing on developing the following skills:

Communication and Language:

- Encourage the children to listen carefully and follow instructions.
- Ensure that the listener is given the appropriate information they need when speaking with another person.

Physical Development:

- Encourage the children to dress/undress themselves, put on coats and fasten them, and put away their own things.
- Develop fine motor skills with lots of practise cutting, using a pencil or a paintbrush and picking up small objects with pincer fingers.
- Throwing and catching a large ball.

Literacy:

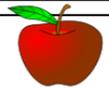
- Read and write our key words including tricky words.
- Say the letter names and recognise capital letters.
- Segment and blend words for reading and writing.
- Practise writing letters and forming them correctly.

Maths:

- Say one more/less than a given number, then increase to two more/less.
- Use the language of addition



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

Reading Records

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

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.

Thank you for your continued support in helping the

PE

This half term, we will be doing PE on a Friday. These sessions may be outdoors so please ensure that your child has an outdoor kit (dark blue jogging pants, and a plain dark blue jumper).

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.



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.

Each Thursday at 2.45pm, we hold a Celebration Assembly, when we celebrate the achievements of children from each class with parents, family and friends. The children will also attend Mass as a whole school, as well as having the opportunity to have a class Mass either in Church or in their classrooms.

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 the Good Shepherd Appeal for Nugent



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 continue with our 'Gathering' topic. We will learn about how and why people gather, and the joy in gathering together to celebrate Mass.

As we look forward to Easter, we will learn about 'Growing'. We will learn

Literacy

- To share a range of stories, information books and poems (Whatever Next, Q Pootle 5, Man on the Moon).
- Retell and sequence story events.
- To use non fiction books to find out about space.
- To segment and blend words with three sounds.
- To continue to learn the alphabet.
- To continue to match capital letters to lower case letters.
- To read and write simple sentences.
- To read and write phase 2 key words securely.
- To read phase 3 tricky words.
- To learn phase 3 sounds.

Personal, Social and Emotional Development

- To explore feelings and experiences that make us feel certain emotions.
- To share with friends.
- To explore how to be a good friend— *The Rainbow Fish*—make a friendship bracelet.

Physical Development

- *Space rockets*: To learn to adjust speed (gradually slowing down/speeding up) and changing direction to avoid obstacles.
- *Astronaut training*: To climb over and under obstacles, and balance appropriately.
- To control a ball when bouncing and throwing it.
- To use scissors with increasing control.
- Space suit: To practise fastening buttons.

Mathematics

- To count to 20 and order the numbers.
- To find the total number of items in two groups by counting all of them.
- To find out how many is left after taking away.
- To use the language of more and fewer to describe two sets of objects.
- To use number words for order e.g. first, second, third.
- To use everyday language related to time, order and sequence familiar events.
- To use coins to solve everyday problems.
- To begin to count in tens.
- To engage with activities to learn about weight.

Space



Communication and Language

- To talk about stories/events in sequence and to say why events have happened.
- *Guess the astronaut*: To learn to give the information that the listener needs.
- To play games, following the instructions

Understanding of the world

- To use computers to find out about space.
- To engage with computer programs: Sparky the alien.
- To find out about the moon landings.

Expressive Arts and Design

- Planet paint: To explore colour mixing, investigating colours and shades.
- To experiment with different tools to create different effects with paint.
- Learn and sing songs e.g. Five little aliens.
- To investigate movement for a moon walk and perform.
- To investigate the different sounds that can be made from tapping, banging, shak-

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.