

Dear Parents,

Welcome back after the October half term break! We have a busy half term ahead with lots of fun activities planned.

The children had a wonderful first half term in school so now we will be building on those experiences. This half term we will be investigating different celebrations and festivals that happen at this time of year, having Christmas fun in our little house in the woods when it becomes Santa's workshop and rehearsing our Nativity story for our first school performance.

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

This year, your child will begin to learn more about books and how to read. Most children will begin by using the illustrations in books to help them retell a story, which often they do quite enthusiastically using their imagination! As the year progresses and the children learn key words and letter sounds, they will begin to recognise words and use their letter sounds to build words as they read.



In line with our school policy, the children will develop their reading in class throughout the week through shared whole class reading and guided group reading sessions. You will receive a reading record for you to record your child's reading at home. Please share your child's school book with them every night and write in the reading record about how you feel they have coped with the book/s. If your child reads any other reading material as well as their reading book from school, please also make a note of it in their reading record.

When sharing a book with your child, try to talk with them about what the book might be about, just from looking at the front cover. Share ideas about their thoughts and feelings after a few pages and see if they can make predictions about what might happen next. These little tips will help you to see if your child is understanding what they are reading.

St Oswald's runs an early doors reading club each morning during the week from 8am - 8:45am (£2 per day), which your child is welcome to join at any time. If you would like further information, come and see me at the end of the

### Water bottles and snacks

As part of the healthy school initiative, 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.

*The children need a healthy snack each day of the week for break time.* The children can bring fruit or cereal bars for their snack and will be given the opportunity to eat their snacks during morn- i n g p l a y - times.



### Labelling

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

Also, morning snacks need to be labelled so your child receives the correct snack and doesn't become distressed if they can't remember what they have brought in.

### Book bags

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

### PE

This half term, we will be doing PE on a Tuesday. Please ensure that your child has the correct PE kit (blue shorts, white t shirt and pumps). If your child wears earrings, they will need to come to school without them in or plasters will need to be put over their earrings

be- fore com- ing into school.



**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 continuing with the topic 'Welcome'. The children will explore what it means to welcome and they will learn about Baptism, a welcome into God's family.

In December we will be exploring 'Birthdays'. We will be looking at what a birthday is and then learning about Advent and the birthday of Jesus. During this half term the children will take part in Judaism Day and learn about Hanukkah.

**Catholic life of the school**

This half term we will be performing our Nativity story for families and the local community on 6th and 7th December at 9am in the school hall. Further information will follow in the weekly newsletter and on the OurSchoolApp.

This half term we will be joining the rest of the school for assembly times. On a Monday, we gather together to reflect on the week ahead and pray together. Each Thursday at 3pm we hold a Celebration Assembly, when we celebrate the achievements of children from each class with parents.

The Wednesday Word is available for children to take home every Wednesday. Please look out for this and share it with your child. Additional copies are available at the school office.



**Collective Worship**

In class the children will take part in Collective Worship on Tuesdays, Wednesdays and Thursdays. Collective Worship is a time when we reflect on a given theme together (e.g. my family, friends, Jesus) and share our thoughts and feelings in different ways.

They will also take part in a whole school Collective Worship every Monday to start the week and end the week with a Key Stage assembly.



**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:

- Read with them each night and share lots of different kinds of books with them.
- Encourage them to talk about the books they read with you and the books you share with them.
- Help them to learn their key words (located in the back of Reading Records). Use the flashcards that were sent out during the first week back.
- Talk to them about what they are learning in school using the topic web on page 3.
- Encourage them to dress/undress themselves and organise their own things when they arrive at school in the morning.

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.

**Literacy**

- To continue a rhyming string.
- To continue to learn phase 2 Letters and Sounds.
- To identify and say the initial sound and final sound in words.
- To segment the sounds in simple words and blend them together and know which letters represent some of them when reading and writing.
- To read phase 2 tricky words.
- To use vocabulary and forms of speech that are influenced by their experiences of books.
- To continue to enjoy a range of books—fiction, poems and non-fiction texts about celebrations.
- To use the illustrations in books to retell the story/facts and read some simple key words.
- To recognise the story beginning, middle and end.
- To give meaning to marks they make as they draw, write and paint.
- To write labels and captions.

**Mathematics**

- To recite numbers in order to 20 and recognise numerals 1 to 10 and match amounts to them.
- To find the total number of items in two groups by counting all of them.
- To find one less than numbers to 10.
- To begin to represent numbers using fingers, marks on paper or pictures.
- To use mathematical names for 3D shapes, describe them and build models.
- To use everyday language related to time, and sequence familiar events e.g. before, later, soon.
- To use everyday language related to position e.g. under, next to.

**Personal, Social and Emotional Development**

- To recognise what makes them unique.
- To explain their own ideas and asks questions of adults and other children.
- To take on responsibility e.g. tidy up monitors, taking the register.
- To be confident in different social situations e.g. assembly, Nativity.
- To be aware of others' feelings and being sensitive towards them.

**Celebration time!**



**Understanding of the world**

- To explore how our environment changes in the Autumn.
- To learn about special times and events e.g. Diwali, Hanukkah, birthday, Christmas.
- To explore foods used in celebrations.
- To recognise differences in different families when they celebrate.

**Physical Development**

- To negotiate space successfully when playing, adjusting speed or changing direction to avoid obstacles.
- To move freely in a variety of different ways.
- To explore what our body does when we exercise.
- To develop scissor control and use other tools safely.
- To use a dominant hand and makes anti-clockwise movement.
- To begin to form recognisable letters.
- To understand the need for a varied, healthy diet.
- To develop skills of independence e.g. dressing and undressing for P.E, putting on own coat.

**Communication and Language**

- To use language to imagine and recreate roles and experiences in play situations.
- To talk about stories/events/celebrations in sequence.
- To listen to 2 step instructions and follow them.
- To begin to understand 'why' and 'how' questions.
- To listen with greater attention to stories responds to stories with refrains.
- To describe when something is using prepositions e.g. Eric the Elf.
- To use 'and' and 'because' to extend and clarify sentences.

**Expressive Arts and Design**

- To play alongside other children who are engaged in the same theme e.g. role play linked to celebration e.g. Diwali, Hanukkah and birthdays. Stable area for the Nativity, Santa's workshop outdoors.
- To move to music to express feelings and create movements in response to music e.g. Traditional Indian Dance.
- To explore colour and pattern e.g. Rangoli patterns.
- To explore colour/texture to make pictures e.g. firework pictures.
- Explore sounds through using instruments in different ways.

## 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.

### 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.

### 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

### 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

### 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.

### 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.