

Dear Parents and Guardians,  
 Welcome to St Oswald's Catholic Primary School! The children have made an excellent start at school and are keen to get involved with school life. They have settled in very well, following new routines, enjoying making new friends and are keen to explore the indoor and outdoor provision. The children are enjoying PE lessons and using the outdoor apparatus and bikes! At lunch time, they have been very grown up having lunch together in the school hall and enjoying the delights of our school menu. This overview will outline what the children will cover in the different areas of the curriculum this half term, which is driven through their interests. If you have any concerns or problems, please do not hesitate to come and see me at the end of the school day or contact me on [eyfs@stoswaldscatholicprimary.co.uk](mailto:eyfs@stoswaldscatholicprimary.co.uk).  
 Kind regards, Miss Morris.

**Catholic life of the school**

On a Monday morning we begin the week by gathering together to reflect on the week ahead and pray together. We also gather together as a Key Stage on Wednesday. On Thursday, we have Celebration Assembly, when we celebrate the achievements of children from each class.

In class, the children will take part in Prayer and Liturgy lead by the teacher on Tuesday, Thursday and Friday. These sessions gather the children together for 5 minutes to listen to a small piece of Scripture and they respond to it by words or actions.

The children will attend a variety of school Masses/services with their Prayer Buddies, in Church and in school, throughout the year. The Wednesday Word is available online for each child, every Wednesday. Please look out for this and share it with your child.

Later in the term, each child in the class will be given the opportunity to take home a prayer bag, to share in some reflective time with their family.

We will be collecting for the local Food Bank, each Monday in October. The children are asked, where possible, to bring in one item as a donation, as part of our Harvest Festival celebrations. Thank you for your support.



**Information and dates to remember:**

Mondays during October - Bring in a donation for the Food Bank.

Tuesday 3rd October - Reception Welcome Service 2pm

Monday 9th—Friday 13th October - Judaism Week.

Tuesday 1st October - Reception Welcome Service in Church 2.30pm.

Thursday 26th October—Reception's first Celebration Assembly.

Friday 27th October - End of half term, school closes 3.30pm.

A couple of years ago, we invested heavily in a new scheme, for 'Early Reading and Phonics'. The scheme is called 'Little Wandle Letters and Sounds Revised' and is on the Government accredited list for teaching phonics. You can visit their website 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 children will bring home one decodable book, which they can read more fluently and will have practised in school the previous week. Any other book taken home will be a book to share with you, with you reading to or with your child. 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).**

**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 will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

**A sharing book (library book)**

Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

**Reading practice 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. Please continue to complete reading record books each night, to communicate how your child has read or enjoyed a book with you.

**Sharing 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!**

For more information, you can access <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>  
 We look forward to working together, to keep reading a pleasurable experience for all our children and embracing the new 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. Please pre-book, using the form on the 'Our School App'.**

**Come and See**

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

This half term the children will complete their first topic called 'Creation and Covenant'. They will hear the story of creation, retell it simply and find all the beautiful things in their world that God created. They will learn about prayer, learn to make the Sign of the Cross and also about Baptism.

As part the RED the children will develop an awareness of the world they live in and an appreciation of other faiths. This half term, the children will join the rest of the school and take part in Judaism Week. Our focus will be Hanukkah.

Please see the RE newsletter on the school website for more information.



**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 them about what they are learning in school using the topic web on page 3 of this document.
- 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 model for them what to do when problems are encountered e.g. the coat is inside out.
- Encourage them to talk in sentences (e.g. if your child says drink, model an appropriate sentence back to them such as 'Can I have a drink please?')

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.

**Labelling**

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

Also, please send a healthy morning snack into school each day for your child. Please ensure the snack is labelled so your child can easily find the correct snack which prevents them getting distressed.

**Book bags**

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

Reading Folders will be in book bags from October.

**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. A piece of fruit will be offered to every child in Key Stage 1 at afternoon playtime.

**PE**

This half term, we will be doing PE on Mondays and Fridays. Please ensure your child has the correct kit in school for these sessions. Please take out earrings.

**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.

P.E will be outdoors if the weather allows each Friday.



# Marvellous Me



## Literacy

### Reading: Word Reading and Comprehension

\*To 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.

\* To develop phonological awareness - rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting.

\* To begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.

\* To read individual letters by saying the sounds for them - Phase 2 phonics.

\* To begin read a few common exception words - Phase 2 (e.g. I, the).

### Writing

\* To 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.

\* To write name correctly using a capital letter to start.

\* To use some of their print and letter knowledge in their early writing - letters from name, squiggles, shapes.

\* To begin to form lower-case letters correctly.

\* To hear and say the initial sound in words.

\* To write the initial letter sound in simple words (based on taught sounds).

\* To write names, labels and lists.

**Phonics focus:** Phase 2 graphemes - e.g. s, a, t, p

Further parent support for Phonics:

[www.littlewandlelettersandsounds.org.uk/resources/for-parents](http://www.littlewandlelettersandsounds.org.uk/resources/for-parents).

## Personal, Social and Emotional Development

**Focus learning : All About Me :** Share and communicate how they are feeling., know they belong to a family, my body, hygiene. safety in school.

### Self-Regulation:

\*To talk with others to solve conflicts.

\*To express feelings and consider the feelings of others.

\*To own goals and show resilience and perseverance in the face of challenge.

\*To identify and moderate own feelings socially and emotionally.

### Managing Self:

\*To manage organising belongings with increasing independence.

\*To develop confidence in trying new activities and show independence.

\*To talk about why washing hands thoroughly is good hygiene.

### Building Relationships:

\*To begin to see self as a valuable individual.

\*To begin to build constructive and respectful relationships.

## Mathematics

### Numerical Pattern and Number

\* To recite numbers to 10 in order and starting from any number.

\* To count objects, actions and sounds up to 5 with 1:1 correspondence.

\* To subitise 3 / 4 objects.

\* To use the language of more and fewer to describe amounts to 5.

\* To find, match and sort objects.

### Shape, Space and Measure

\* To continue, copy and create repeating patterns.

\* To recognise 2D shapes.

\* To compare and order objects according to their size, mass and capacity.

## Communication and Language

### Listening, Attention and Understanding

\*To understand a question or instruction that has two parts.

\*To understand 'why' questions when involved in discussions about stories.

\*To understand how to listen carefully and why listening is important - modelling good listening, circle time activities.

\*To learn new vocabulary - through new routines, school surroundings and resources.

\*To engage in story time - joining in with repeated refrains, vote for book of the week, comments about stories in reading area.

\*To listen to and begin to talk about stories to build familiarity and understanding - reading sessions, circle time and story time.

\*To listen carefully to rhymes and songs and begin to pay attention to how they sound - learning nursery rhymes.

### Speaking

\*To use new vocabulary throughout the day - through new routines, school surroundings and resources.

\*To begin to ask questions to find out more and to check they understand what has been said to them.

\*To begin to articulate their ideas and thoughts in well-formed sentence.

\*To begin to connect one idea or action to another e.g. because, and.

\*To begin to describe events in some detail - sharing of ideas about families and past experiences.

\*To develop social phrases e.g. good morning, good afternoon, thank you, please can I have...?

\*To begin to retell a simple story using some vocabulary learnt from the story.

## 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.



# Marvellous Me



## Physical Development

### Gross Motor Skills

- \*To revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.
- \*To begin to develop overall body-strength, balance, co-ordination and agility.
- \*To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- \*To begin to combine different movements with ease and fluency.
- \*To begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- \*To develop and control a range of skills including: *throwing, catching, kicking* using an object e.g. bean bag, large ball.
- \*To develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

### Fine Motor Skills

- \*To use a comfortable grip with good control when holding pens and pencils.
- \*To use one-handed tools and equipment, for example, making snips in paper with scissors.
- \* To show preference to a dominant hand.
- \*To 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.
- \* To use a pencil and hold it effectively with correct pencil grip - pincer grip - strength in grip.

## PE

### REAL PE Focus: Personal

### Fundamental Movement Skills:

**Co-ordination:** Foot work.

**Static Balance:** One leg.

### Personal Skills:

Working on simple tasks with others.

## Computing

- \*To begin to operate technology in the classroom e.g. computers, listening centre, CD player.
- \*To begin to interact with drawing software to create a picture.

## Understanding of the World

### Past and Present

- \*To name family members in images.
- \*To talk about family members using images for support.
- \*To handle objects from the past.
- \*To compare objects from the past to nowadays.

### People, Culture & Communities

- \*To recognise that people have different beliefs and celebrate special times in different ways - Judaism Week.
- \*To understand that some places are special to members of their community - Judaism Week.
- \*To draw group maps of the school.
- \*To explore the school environment, learning new vocabulary.

### Natural World

- \*To describe what they see, hear and feel whilst outside—Autumn weather, leaves, trees.
- \*To use books and recordings to find out about the Autumn.
- \*To sort leaves into categories.
- \*To make simple observations of themselves using a mirror.
- \*To identify facial features.
- \*To record their observations pictorially.
- \* To make simple observations of themselves and others.
- \*To sort images of people by certain characteristics.
- \*To label parts of the body.
- \*To use secondary sources to find out about who helps us care for our bodies.

## Expressive Arts and Design

### Creating with Materials

- \*To continue to explore colour and colour mixing..
- \*To safely use and explore a variety of materials and tools.
- \*To talk about new creations with an adult—making homes.
- \*To explore making marks with wax crayons, felt tips,, chalk and pencils.
- \*To investigate the marks and patterns made by different textures.
- \*To make controlled large and small movements.
- \*To compare different ways of making marks and drawing.
- \*To create a simple observational drawing - self portraits.

### Being Imaginative & Expressive

- \*To take part in simple pretend play based on caring for a new baby and home routines.
- \*To develop stories using small world equipment—community people, cars and trains, animals.
- \*To listen carefully, move to and talk about music, expressing their feelings and responses.
- \*To sing in a group or on their own when learning new rhymes and songs.
- \*To explore and engage in music making using instruments to accompany songs.

## Charanga Music: Me!

- \*Listen to a range of songs (e.g. Celebration, Our House) and talk about them.
- \*Learn to sing nursery rhymes (e.g. Pat-a-cake, 5 little ducks) and create actions.
- \*Find the pulse in a variety of ways (e.g. clapping, stamping).

## 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.

## 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.

### 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.

## 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.