

Dear Parents and Guardians,

Welcome to the second half of the Spring term! This half term our general theme is 'castles' which leads the children into learning about dragons and giants through stories and about the King and where he lives. The children showed interest in dragons and castles before half term so I think they will really enjoy this theme. This overview will outline what the children will cover in the different areas of the curriculum this half term but activities may change due to the interests of the children. If you have any concerns or problems, please do not hesitate to contact me on my email eyfs@stoswaldscatholicprimary.co.uk and then I can arrange a phone call with you. Kind regards. Miss Morris.

Catholic life of the school

Lent began on Wednesday 14th February during the half term break. During Lent, the children will be living the word of God by their involvement in fundraising activities and raising awareness of local and global charities e.g. Good Shepherd Appeal for Nugent Care and Cafod. More information will follow on the weekly newsletters about up and coming events.

Throughout this next half term the children will be given an opportunity to share God's Word with their family by taking a 'Lenten Prayer Bag' home to share Scripture and prayers. Please return the prayer bag on time for other children and families to share.

The Wednesday Word is available online for each child, every Wednesday. Please look out for this on the school app or website and share it with your child.



Our important dates

WC 26TH February: CAFOD Big Lent Walk Week
 Thursday 29th February - Year 1 Rejoice assembly.
 Friday 1st March - Celebration assembly
 7th March - World Book Day
 Saturday 16th March - Year 4 Mass at 4.30pm
 18/19th March: Good Shepherd fundraising.
 Tuesday 26th March - KS2 Passion play at 2pm.
 Wednesday 27th March - Easter bonnet parade
 KS1 - 9am/KS2 9.30am. School closes for Easter.
 Thursday 28th March - Inset Day for staff.
 Friday 29th March 2024: Good Friday
 Sunday 31st March 2024: Easter Sunday



Reading

The children will bring home:

* One **decodable book** on a **Thursday**, to be returned the following **Monday**. This book will have been shared with an adult three times during your child's reading practise sessions.

* One **decodable book** on a **Monday**, to be returned the following **Thursday**. This book will **not** have been shared with an adult before your child brings it home.

* One **sharing book** (library book) on a **Monday**, to be returned the following **Monday**.

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).



You can visit 'Little Wandle' website (our accredited Phonics scheme) 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 website is www.littlewandlelettersandsounds.org.uk/resources/for-parents. Look at the section title Reception Spring for the correct letters and sounds focus.

Thank you to all parents and guardians for your continued support to help your child to learn to read and in joining us to instil a life long love of books! We continue to work together, to keep reading a pleasurable experience for all our children and embrace the scheme as we move forward together.

Religious Education

Religious Education Directory 'To know you more clearly'

Branch 4: Desert to Garden

The children will hear different pieces of Scripture (the events from Holy Week) and immerse themselves in activities to help them know and understand these stories.

They will learn about:

- The season of Lent and Easter.
- Jesus dying on Good Friday and rising again on Easter Sunday.
- Easter as a celebration that Jesus is with us still.
- Easter as a celebration of new life.
- The Church using Purple and Ashes as signs of Lent and being sorry.
- Various cultures celebrating Easter in different ways e.g. Hot Cross Buns, eggs, parades.
- The children will begin to understand that we try to help others by what we do in Lent.



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 do to support your child in school this half term:

Communication and Language:

- Following instructions with 2 or more parts e.g. put the yellow pencil away, get a red pencil and draw a picture.
- Encourage them to speak in clear sentences e.g. I want to play with my Lego rather than pointing or using one word.

Physical Development:

- Dress/undress themselves, put on coats and fasten them, and put away their own things.
- Develop fine motor skills with lots of practise of cutting, using a pencil or a paintbrush and picking up small objects with pincer fingers.

Personal, Social and Emotional Development:

- Understand the meaning of unfairness and what sharing means.
- Be aware of how to interact with others in social situations e.g. don't prod someone when you want their attention, say their name.

Literacy:

- Recognise phase 3 diagraphs and trigraphs.
- 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 (add, altogether).



Book bags

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

Please check often that your child has their name on their book bag so that they can find it easily at home time.

We also politely ask that no keyrings are attached to your child's book bag as they are a distraction during whole class routines. Thank you for your support.

PE

This half term, we will be doing a PE session on a Tuesday and an outdoor equipment PE session on a Friday. Please ensure your child has the correct PE uniform in school for these sessions.

PE Uniform: white plain t-shirt, royal blue shorts and black trainers - **no laces**.

PE Cold weather - navy plain tracksuit tops (**no hoods or zips**), jogging pants and black trainers - **no laces**.

Please keep all PE uniforms plain e.g. no branded items.

Please take earrings out at home on PE days.

P.E sessions can take place both indoors and outdoors if the weather allows.



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.

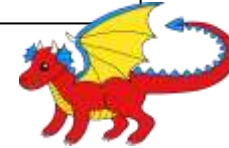
Children will be encouraged to drink water throughout the day. We have a Water Station in our classroom that is easily accessible for the children and has fresh drinking water available for the children to independently pour into the own cup at any point during the day.

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 EYFS and Key Stage 1 at afternoon snack time.





Who lives in a castle?



Literacy

Reading: Word Reading and Comprehension

- * Continue to develop phonological awareness - rhythm & rhyme; oral blending and segmenting.
- * Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- * Begin to anticipate some key events in stories.
- * Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- * To know when sentences do not make sense.
- * Know the names of letters of the alphabet.
- * Begin to read letter groups that represent one sound and say the sounds correctly.
- * Blend sounds into words to read simple words containing known Phase 3 graphemes.
- * Read some common exception words - Phase 3.
- * Read aloud sentences containing known Phase 3 sounds and common exception words.

Writing

- * Form lowercase and capital letters correctly.
- * Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants.
- * Continue a rhyming string e.g. ng, ow.
- * Begin to spell Phase 3 common exception words.
- * Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs from Phases 2 and 3.
- * Write captions and begin to write simple sentences using known GPCs (full stop, capital letter, word spacing).
- * Orally rehearse caption or sentence before writing.
- * Re-read what they have written to make sure it makes sense.
- * Write story events, posters, guide books and fact cards.

Further parent support for Phonics:

www.littlewandlelettersandsounds.org.uk/resources/for-parents.

Mathematics

Numerical Pattern and Number

- * Recite numbers to 20 in order and starting from any number.
- * Count objects, actions and sounds up to 10.
- * Subitise 5 objects (quick recall without counting).
- * Link the numeral with correct amount to 10 and place numbers 1-10 in order.
- * Understand 'one more/less than' to 10.
- * Explore the composition of numbers to 10.
- * Begin to use the vocabulary involved in subtraction e.g. take (away), leave, left, less, makes, altogether, sum, equals.
- * Use some language of halving e.g. share, the same number for everyone, halve.
- * Write numbers 1-9 with increasing confidence.

Shape, Space and Measure

- * Investigate 3D shapes.
- * Continue, copy and create repeating patterns.
- * Compare length and height of objects.

Communication and Language

Listening, Attention and Understanding

- * Listen to and talk about stories with increasing attention, demonstrated through good understanding e.g. rhyming stories, traditional stories.
- * Increasingly engage in non-fiction books and learn new vocabulary linked e.g. castles, Elizabeth II, Charles III - label, caption, contents, photo.
- * Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary (e.g. castles, the Queen, the King, farms, Spring).
- * Learn and use new vocabulary in different contexts.

Speaking

- * Ask questions to find out more and to check they understand what has been said to them.
- * Articulate their ideas & thoughts in well-formed sentences.
- * Connect one idea or action to another using a range of connectives e.g. because, and, then, so.
- * Describe events in some detail using some sequencing vocabulary.
- * Use talk to help work out problems, organise thinking & activities explain how things work/why things happen.
- * Develop and use social phrases with confidence.
- * Retell a simple story that they are familiar with - Jack and the beanstalk, George and the dragon.

Personal, Social and Emotional Development

Focus learning : A journey in love : *Ask questions and be curious about different ethnicities, races and cultures. *Explore a range of cultures, traditions and celebrations. *Respect and appreciation for everyone no matter their race, culture, religion etc. **Activities** : exploring clothes from different cultures and hats from different faiths through texts 'Hats of Faith' and 'Proudest Blue'.

Self-Regulation

- * Express feelings and consider the feelings of others.
- * Set own goals and show resilience and perseverance in the face of challenge.
- * Identify and moderate own feelings socially and emotionally.
- * Think about the perspectives of others.

Managing Self:

- * Manage own self-care needs - own coats (fasten), accessories.
- * Know and talk about the different factors that support their overall health and wellbeing: - healthy foods and drinks, safety using tools.

Building Relationships

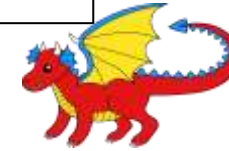
- * See self as a valuable individual - explore how we are all unique.
- * Build constructive and respectful relationships - working as part of a team to create an Easter garden.

RSE (Journey in love)

Physical focus : The Wonder of being special and unique.
To recognise that we are all different and unique - compare eye colour, hair colour, finger prints, thank you cards to God.



Who lives in a castle?



Physical Development

Gross Motor Skills

- *Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.
- *Begin to progress towards a more fluent style of moving, with developing control and grace.
- *Continue to develop overall body-strength, balance, co-ordination and agility - outdoor apparatus.
- *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- *Combine different movements with ease and fluency.
- *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- *Further develop and refine a range of ball skills including: using a bat to balance objects and aim an object towards a target.

Fine Motor Skills

- *Develop small motor skills so that they can use a range of tools competently, safely and confidently - modelling tools, weaving, threading, scissor control, knives and peelers for preparing fruit.
- *Begin to develop a handwriting style - lower case and upper case letters - using formation rhymes, developing speed and accuracy.

PE : REAL PE: Focus : Creative skills

Creative - observe and copy others movements.

*Skills - Co-ordination and counter balance with a partner.
Exploring ball skills.*

Computing: Sounds

To experiment in the music area of Mini Mash to combine sounds.
To use sound effects to add to a story.
To be able to record spoken words and play these back.

Continuous Spring topic: Safety and Privacy

Name people who can help with negative feelings. Begin to be aware of the impact of a lot of screen time.

Understanding of the World

Past and Present

- *Comment on and order images of familiar situations in the past - images of King Charles over time, Holy Week.

People, Culture & Communities

- *Recognise some environments that are different to the one in which they live—cities e.g. London.
- *Draw information from a simple map - London.

Natural World

- *Explore the natural world around them - changing season to Spring and growth around them, gardening.
- *Describe what they see, hear and feel whilst outside - changing weather and seasons, planting seeds.
- *Understand the effect of changing seasons on the natural world around them - Spring, farm animals (adult and baby).
- *Observe and interact with natural processes - observe cress seeds growing over a week, investigate the best material for the King/Queen's hat.

Expressive Arts and Design

Creating with Materials

- *Explore and use a variety of artistic effects to express their ideas - repeating patterns on Easter eggs,
- *Return to and build on their previous learning, refining ideas and developing their ability to represent them - Artist Paul Klee—castle prints.
- *Create collaboratively sharing ideas, resources and skills - junk modelling (castles), creating props for role play, design and create a crown then evaluate effectiveness.

Being Imaginative & Expressive

- *Talk about music, expressing their feelings and responses - 'Lovely Day', 'Beyond the sea', 'Singing in the rain'.
- *Sing in a group or on their own, increasingly matching the pitch and following the melody - 'Old McDonald', 'Incey Wincey spider', 'Hokey Cokey'.
- *Develop storylines in their pretend play by recounting known stories - group 'Jack and the beanstalk' role play, new puppy in the home corner.

Charanga Music:

- * Learn to sing nursery rhymes and action songs: 'Old McDonald', 'Incey Wincey spider', 'Hokey Cokey'.
- * Listen and respond to a range of music — 'Lovely Day', 'Beyond the sea', 'Singing in the rain', 'Frog's legs and dragon feet', 'Ain't no mountain high enough'.
- * Find the pulse and rhythm in different ways.
- * Explore high and low (pitch and improvisation with voices).
- * Create own sounds (improvisation and composition with voices and/or instruments).
- * Share and perform to apply knowledge and skills learnt.

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.

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.

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.

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.

The Specific Areas of Learning

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.