

Dear Parents and Guardians,
 Welcome back to the final half term of the year! This half term we will be learning about transport on both land and sea from the past and present day. We will be starting our transition work with the children and visiting Year 1, to experience it before September. More information about this will follow later in the half term. This overview will outline what the children will cover in the different areas of the curriculum. If you have any concerns or problems, please do not hesitate to contact me on the teacher email and I will arrange a catch up with you. Kind regards, Miss Morris.

Catholic life of the school

On a Monday morning we, begin the week by gathering together as a school and reflect on the week ahead and pray together., on Wednesday we do this as a Key Stage. On Friday, we have Celebration Assembly, when we celebrate the achievements of children from each class.

On Tuesdays, Thursdays and Fridays, the children will continue to take part in Classroom Prayer and Liturgy.

We are looking forward to Padgate Walking Day when local schools and churches come together to celebrate the annual 'Walk of Faith' on Saturday 20th June.

We will also take part in the 'Day of Many Colours' on Thursday 26th June in support of Mission Together fundraising 'to provide a safe and loving environment for children around the world to receive an education'.

The Wednesday Word is available for every child every Wednesday. Please look out for this and share it with your child.

Information and dates to remember:

*20th June : Padgate Walking Day

*23rd June: Reception & Y1 Knowsley Trip

*27th June: St Peter and Paul Feast Day celebrations / Day of Many Colours

*3rd and 10th July: Transition visits to Reception for children moving to a new class in September.

*July (Date TBC) : Teddy Bears Picnic

*17th July : School closes for summer holidays.



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 Wandles' 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 lifelong 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.

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'.

Religious Education

Each week the children will take part in RE lessons taught using guidance from the Religious Education Directory (RED).

This half term the children will complete their sixth topic called 'Dialogue and Encounter'. The children will learn about Jesus as their friend and know that Jesus has lots of friends all over the world. They will be introduced to saints and learn about St Peter and St Paul. The children will also learn about being good neighbours through developing their understanding religions and faiths in the community where they live and go to school.

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



How you can help your child

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 use a connective to enable speaking in longer sentences.

Physical Development:

- Fasten and unfasten buttons on items of clothing.
- Develop handwriting skills by practicing correct letter formation regularly.

Personal, Social and Emotional Development:

- Understand the different feelings they have and to express them appropriately.
- Talk about healthy lifestyles (healthy food, exercise, sleep) and model good practice.

Literacy:

- Recognise with confidence phase 3 digraphs and trigraphs.
- Segment and blend words for reading and writing.
- Read and write simple sentences containing known sounds.

Maths:

- Say one more/less than a given number, then increase to two more/less.
- Count amounts beyond 10 accurately.
- Orally count beyond 10 and recognise the pattern in numbers.
- Double and halve amounts up to 10.



Summer term—things to remember

During the summer term, please ensure that your child has suncream applied before school for the day ahead and that they bring a cap to school. School caps are available from the school office and can be paid for on ParentPay.

If the weather does change to wet conditions, please send a waterproof coat into school with your child so that they can still access outdoor learning.

Please be mindful of name labels that have fallen off clothing by this stage. The children are all wearing the same uniform and PE kits, so it can be hard to locate the correct item of clothing for a child who has misplaced an item of clothing if there is no name label.

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

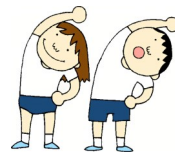
This half term, we will be doing a PE session on a Tuesday and an outdoor equipment PE session on a Friday. Please ensure your child has the correct PE uniform in school for these sessions.

PE Uniform: white plain t-shirt, royal blue shorts and black trainers (seasonal).

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

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.





Transport: land and sea



Literacy

Quality texts: 'Someone Swallowed Stanley' and 'One hundred decker bus'.

Reading: Word Reading and Comprehension

- To listen to a story, expanding new vocabulary.
- To anticipate some key events in stories.
- To learn some simple poems and rhymes and identify the rhyming words.
- To retell simple story events using some sequencing vocabulary - next, after, first.
- To engage in non-fiction books about sea-life and learn new vocabulary linked to the theme.
- To talk about information learned from the non-fiction book.
- To identify capital letters at the start of sentences and full stops at the end of sentences.
- To read aloud sentences containing known sounds and common exception words.
- To know the names of letters of the alphabet.

Writing

- To form lowercase and capital letters correctly.
- To orally rehearse caption or sentence before writing.
- To write simple sentences using known GPCs starting with a capital letter and ending with a full stop.
- To orally rehearse caption or sentence before writing.
- To write story events, postcards and factual information that can be read by others.

Phonics:

Phase 4 - long vowel sounds CVCC, CCVC, CCCVC and CCVCC .

Further parent support for Phonics:

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

Communication and Language

Listening, Attention and Understanding

- To sustain listening for a set activity.
- To engage with non-fiction books about oceans and transport.
- To listen to a range of stories, non-fiction and poems and rhymes.

Speaking

- To respond to what has been heard appropriately.
- To use new vocabulary to describe an object.
- To use a connective to give a reason.
- To retell a story using sequential language and picture prompts.
- To talk in clear, accurate sentences.
- To use the non-fiction texts to aid talk about oceans and transport.
- To use newly acquired vocabulary.
- To talk in organised sentences about events.

RSE (Journey in love) Spiritual Focus: To celebrate the joy of being a special person in God's family

Activities: Create a family tree with the names of the people in your family and show your special place in your family. Plan a collective worship celebrating the joys of being unique and special to God.

Mathematics

Numerical Pattern and Number

- To share amounts into equal groups.
- To recognise if a number is odd or even.
- To recall number bond facts to 5.
- To recognise and talk about patterns in numbers.
- To recognise if a number is odd or even.
- To recognise numbers 1 more/1 less than numbers to 10.
- To add two numbers together (number bonds to 10).
- To double amounts to 12.
- To use the language of time to describe events.
- To understand and use positional language.
- To investigate the composition of numbers to 10.
- To understand and use positional language.

Shape, Space and Measure

- To recognise 3D shapes, name them and describe their properties.
- To combine shapes to create new shapes.

Personal, Social and Emotional Development

Focus learning : We are all different

*Children's unique talents and qualities are celebrated and recognised with rewards.

Self-Regulation

- To express opinions about a subject.
- To discuss how different scenarios make us feel.

Managing Self

- To talk about foods that are healthy.
- To create a healthy snack.
- To develop awareness of road and railway safety.
- To know why exercise is important and the short term and long term impact it has on our bodies.

Building Relationships

- To be aware that everyone is unique.
- To value self.
- To celebrate others differences.

Physical Development

Gross Motor Skills

To continue to practise movement skills e.g. *jumping, running, hopping, skipping, climbing.*

To develop fluency in movements by moving from different heights with ease.

To explore movements such as skipping with a rope.

To hit a ball with a bat towards a target.

To kick a ball towards a target.

To continue to develop overall body-strength, balance, co-ordination and agility in weekly use of the outdoor apparatus.

To continue to practise using their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Fine Motor Skills

To continue to develop good scissor control.

To paint and draw with accuracy.

To use a knife and fork with control when cutting food.

To continue to develop a handwriting style, forming both lower case and upper case letters correctly.

Understanding of the World

Past and Present

To compare an event from the past to today.

To explore the occupations of train drivers.

People, Culture & Communities

To recognise / talk about how - some environments are different to the one in which they live.

To describe journey to school - name different types of transport, name familiar places passed each day, understand that not everyone has the same journey.

To use a simple map - begin to develop an awareness of signs and symbols on simple maps, find places of interest on a simple map, draw and create own maps using objects, pictures and signs/symbols.

To consider how similar or different life can be in other countries.

Natural World

To investigate objects that float and sink.

To be aware of the need to look after our planet.

To talk about the summer weather and make observations of the signs of summer in our environment.

PE
Ball Skills 2

To develop dribbling with hands.

To develop throwing and catching with a partner.

To develop dribbling a ball with your feet.

To develop kicking a ball to a target.

Expressive Arts and Design

Creating with Materials

To consider the work of an artist and talk about the painting.

To paint water effects using artistic techniques.

To create a collage in groups, working collaboratively together.

To design, create and talk about models of boats.

To mould dough to create sea creatures and different forms of transport and use tools to add details to the design.

Being Imaginative & Expressive

To listen attentively, move to and talk about music, expressing their feelings and responses.

To use instruments as a prop for a ocean themed performance.

To make use of props and materials when role playing characters in narratives and stories - a bus, preparing for a journey in the Home Corner.

Computing: Photography

To be able to look at photos and identify features.

To be able to take photos of a performance using a device.

Music

Charanga: Reflect, Rewind and Replay

To express views about music.

To find the pulse when listening to music.

To learn and perform songs.

To explore tempo.

To explore pitch.

To learn and perform songs.

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.