

Dear Parents and Guardians,  
 Welcome to the Summer Term at St. Oswald's! The children are ready to continue with their learning and are thrilled to be back at school with their friends. This half term the children will be taking care of 10 caterpillars and seeing the life cycle of a butterfly unfold before their eyes! In this overview you will find an outline of what the children will cover in the different areas of the EYFS curriculum this half term. If you have any concerns or problems, please do not hesitate to contact me via email and then I can arrange a phone call with you. Kind regards, Miss Morris.

### Catholic life of the school

The children will continue to take part in whole school, key stage and classroom prayer and liturgy. We will also link up for prayer and liturgy/Mass with our Prayer Buddies in Year 6.

Our Travelling Nativity and Lenten Prayer Bags have been very successful and the children have enjoyed sharing the contents with their families. This half term we will begin our 'Ordinary Time' prayer bag for children to take home and share reflective time with their families.

This half term the children will take part in their first May Procession when we crown the statue of Our Lady. Later in the term (20th June), we will take part in the annual Walk of Faith when local schools and churches come together to celebrate Padgate Walking Day.

Our Year 4 children will be receiving the Sacrament of Holy Communion on 25th April and then celebrating this special time with all of the school on St Peter's and Paul's Celebration Day in June. Please keep the children in your thoughts and prayers at this special time.

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.

<http://www.wednesdayword.org/school/index.htm>

### Our important dates



- 16<sup>th</sup> April - Year 4 Sacrament of Reconciliation
- 25<sup>th</sup> April - Year 4 Holy Communion Mass 11am/1pm
- 4<sup>th</sup> May - Bank Holiday Monday
- 11-14<sup>th</sup> May - KS2 SATs week
- 11-15<sup>th</sup> May: Walk to school week
- 19<sup>th</sup> May - Sports Day
  - EYFS - 9.10-9.40am
  - KS1 - 9.45-10.30am
  - KS2 - 10.45-12.15pm
- 21<sup>st</sup> May - May Procession, 2.15pm
- 22<sup>nd</sup> May - Year 3 Class Assembly
- 22<sup>nd</sup> May - End of half term.

### 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 the '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](http://www.littlewandlelettersandsounds.org.uk/resources/for-parents). Look at the section title **Reception Summer** for the correct letters and sounds focus.

Thank you to all parents and guardians for your continued support, helping 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.

**The school continues to run an early-doors reading and number club, 8am - 8:45am each morning. We ask that children are in the club by 8.20am.**

### 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 fifth topic called 'To the ends of the Earth'. They will hear the story of Pentecost, retell it simply and learn about how this special time is celebrated in Church.

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 learn about the special celebration of Eid-Il-Fitr.

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 speak in clear sentences e.g. I want to play with my Lego and dinosaurs.

Physical Development:

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

Personal, Social and Emotional Development:

- Understand the different feelings they experience.
- 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 digraphs and trigraphs.
- Segment and blend words for reading and writing.
- Practice writing letters and forming them correctly.

Maths:

- Say one more/less than a given number, then increase to two more/less.
- Count amounts accurately.



Summer term—things to remember

During the summer term, be mindful of the different types of weather that we can experience. We do a lot of our learning outdoors in the early years and to ensure your child is safe and well equipped please remember:

- On warm, sunny days, please put **sun cream** on your child in a morning before school and provide a school cap. (Not nut based please e.g. coconut, due to possible nut allergies).
- If it is raining, or chilly, please still send your child to school with a coat that has a hood.
- Always have their cardigan or jumper with them even if it is in their book bag—the weather can change!

*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

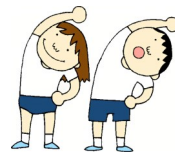
This half term, we will be doing a PE session on a Monday and an outdoor equipment PE session on a Friday. Please ensure your child has the correct PE uniform in school for these sessions.

**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.





# Lifecycles - insects and plants



## Literacy

### Reading: Word Reading and Comprehension

- To listen to a story, expanding new vocabulary.
- To anticipate some key events in stories.
- To retell simple story events using some sequencing vocabulary - next, after, first.
- To engage in non-fiction books about butterflies 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 Phase 3 sounds and common exception words.
- To know the names of letters of the alphabet.
- To read aloud sentences containing known Phase 3 sounds and common exception words.

### 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 create a poster about the lost caterpillars.
- To create an explanation of the lifecycle of a butterfly using simple sentences.

**Phonics:** Revise Phase 3 graphemes in longer words with two or more diagraphs, words ending in 'ing', 'es and compound words. Begin Phase 4 - short vowels CVCC and CCVC, root words ending in 'ing', 'ed', 'est'  
Further parent support for Phonics: [www.littlewandlelettersandsounds.org.uk/resources/for-parents](http://www.littlewandlelettersandsounds.org.uk/resources/for-parents).

## Mathematics

### Numerical Pattern and Number

- To count to and from 20 securely.
- To begin to order numbers 10-20.
- To begin counting beyond 10 using visual aids.
- To explore number bonds to 10.
- To begin to know 1 more and 1 less than numbers to 20.
- To compare numbers to 20 using appropriate language.
- To begin to subitise beyond 5, looking for patterns.
- To begin to subtract amounts to 10.
- To begin to add amounts to 10.
- To halve amounts to 12.
- To share amounts equally between groups.
- To write numbers 1-9 with increasing confidence.

### Shape, Space and Measure

- To name and describe 2D and 3D shapes.
- To use 2D shapes to create new shapes.

## Communication and Language

### Listening, Attention and Understanding

- To listen to a poem and share their thoughts about it.
- To identify rhyming words.
- To copy the rhythm of a poem by reciting a part of it.
- To engage with non-fiction texts and talk about their findings.
- To listen to and talk about stories with increasing attention and showing good understanding.
- To continue to learn and use new vocabulary in different contexts.

### Speaking

- To talk in organised sentences about real events and story events.
- To talk about the lifecycle of a butterfly using first, next, last to organise their thoughts.
- To talk about their favourite dinosaur and use a connective to explain why they like it.
- To use taught language to describe the dinosaur.
- To engage with non fiction texts and talk about their findings.
- To retell a simple stories that they are familiar with.

### 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.

## Personal, Social and Emotional Development

### Focus learning : Keeping 'Me' Healthy

\*Drink water after exercise. \*Talk about healthy and unhealthy food. \*Build a strong sense of self-worth.

### Self-Regulation

- To show sensitivity and respect for others beliefs and differences.
- To talk about how we feel in different situations.
- To understand the consequences of using unkind words or actions.

### Managing Self

- To understand that everyone needs exercise to keep their body healthy.
- To recognise how to take care of your body after exercise.
- To know the importance of drinking water daily.
- To select healthy foods for a balanced diet.
- To know the importance of healthy eating.

### Building Relationships

- To know how to make friends.
- To know how to be a good friend.
- To think of ways to solve problems and stay friends.
- To recognise that everyone is different.



## Lifecycles - insects and plants



### 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 of a caterpillar and a butterfly - large and small to music.

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 add details to paintings by controlling a thin paintbrush.

To use a knife and fork to cut food and eat 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 know that scientists help us to find out more about the world and the past.

To talk about how they have grown and changed.

#### People, Culture & Communities

To create own maps based on a known story.

#### Natural World

To begin to observe caterpillars over time and talk about their observations.

To explore the life cycle of a butterfly.

To begin to recognise different insects and sort them by their characteristics.

To use a magnifying glass to closely observe an insect.

To identify, name, observe and talk about different plants.

To name key parts of a plant - see plans above.

To make perfume using petals found on the ground.

To observe and compare and sort different types of seeds.

To spot seeds in different fruit and vegetables.

To plant some seeds, take care of them and watch them grow.

To find out what a plant needs to grow.

### PE

The children will develop skills by playing a variety of games. They will learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.

#### Key Skills

Physical: run, change direction, throw, catch, strike, balance, jump.

Social: communication, help others, respect, take turns, co-operation.

Emotional: perseverance, honesty, determination, manage emotions.

Thinking: comprehension, decision making, select and apply, reflection.

### Expressive Arts and Design

#### Creating with Materials

To create observational drawings of plants, flowers and insects.

To draw using a range of media e.g. chalk and oil pastels, watercolours, pencil, crayons.

To mix paint to match colours in nature.

To make and label models of plants and flowers.

To make a clay insect.

#### Being Imaginative & Expressive

To invent a song about a bug with a group.

To add movement to a song and perform.

To make and use props for the performance.

To take part in group role play activities to learn about how to take care of a pet.

### Charanga Music: Big Bear Funk

To listen to a variety of music and express views about it - e.g. Don't You Worry 'Bout A Thing, Superstition, I Feel Good. To the pulse and rhythm in different ways e.g. music, own voices, actions and instruments.

To explore high and low (pitch and improvisation with voices).

To sing songs, add actions and accompany with instruments.

To perform and evaluate the performances of their peers.

## 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.