

Dear Parents and Guardians,
 Welcome to the second half of the Spring term! This half term our general theme is 'Animals in hot places' which will include children learning about zoo animals and jungle animals. This overview will outline what the children will cover in the different areas of the curriculum this half term. If you have any concerns or problems, please do not hesitate to contact me via the teachers email or speak to us at the gate at drop off or pick up. Kind regards. Miss Morris, Mrs Fitzsimmons, Miss Bogdanska and Miss Appleton

Catholic life of the school

Lent began on Wednesday 18th February and during this special time 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.

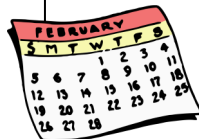
Throughout this next half term the children will be given an opportunity to share God's Word with their family, by taking a 'Lenten Prayer Bag' home to share scripture and prayers. Please return the prayer bag on time, for other children and families to share.

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.



Information and dates to remember:

- Tuesday 24 February - Y4 Parent Holy Communion Meeting in church - 15.15
- Saturday 28 February - Y4 First Communion Mass - 16.30
- Tuesday 3 March - Y1 Phonics Meeting - 14.50
- Wednesday 4 March - PCSO Becky & Bethan to KS1 & Lower KS2 talk about internet safety
- Thursday 5 March - World Book Day
- Thursday 5 March - Y4 First Holy Communion Meeting 14.45
- Friday 6 March - EBSA Coffee Afternoon 2pm—3.15pm—IT Suite
- Monday 9 & Tuesday 10 March - Parent Consultation Meetings
- Sunday 15 March - Mother's Day
- Tuesday 17 March - Big Lent Walk
- Thursday 19 March - Y4 First Holy Communion
- Saturday 21 March - 20 April - PAN Art - Golden Square
- Tuesday 31 March - KS1 Service/ KS2 Stations of the Cross
- Tuesday 31 March - Break up for Half Term



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 share books with adults for pleasure. The sharing book is a book for you to enjoy together.



Read the book to them and 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 both have fun!

Your child will receive a book each Monday and Thursday. Please return books on time to be changed. Unfortunately if a book is not returned on time, we cannot change your child's book until we receive it. Your child will have a reading record where you can record comments about how much your child enjoyed the book and any comment they may make about it. Your child's Key Person will record one reading experience that they have had with your child each week and add next steps for your child, when they feel it is appropriate.

How to keep up to date

It is important to know what is going on in school and how your child is doing. These are the best ways to keep up to date:

- *The weekly newsletter - Each Friday our school publishes a newsletter, to keep parents up to date with events in school that have happened and future events. These newsletters are available to download from the school website and the school app.
- *The 'OurSchoolsApp' - Simply download the 'OurSchoolsApp' to your mobile phone and keep up date with events in school.
- *School Facebook page.
- *Nursery class blog shared on Evidence Me each Friday.
- *'Evidence Me' by 2Simple - We observe your child learning and we sometimes log these observations on our 2simple app. These observations will not be shared daily. When observations are logged, they will be shared during the week.
- * Half term curriculum overview.
- *Termly RE newsletter on the school website.

If you change your address, phone number or email address, please let us know so we can keep your information up to date on our computer system.

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 help to support your child in school this half term:

- Share books each night and encourage them to talk about the books.
- 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 carry their own bag to school and put their own coat on.
- If your child isn't fully toilet trained, continue to work on this.
- Encourage them to talk in simple phrases/sentences rather than pointing or making noises.

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.

Remember that the children are all wearing the same clothes so items must be labelled so that we can help them.

Book bags

Your child will need their book bag in school in each day.

Evidence Me

Evidence Me is used to record your child's learning. You will receive some observations of your child so you can see what they are learning about. They will not be shared daily.

Blog

A weekly blog will be uploaded to Evidence Me and the school website on a Friday. Children with permission to have their photos on the school website may be included in the blog.

Healthy School Initiative

Children will be encouraged to drink water throughout the day. We have a Water Station in our provision that is easily accessible for the children and has fresh drinking water available.

A healthy morning snack will be provided each day at cost of £10 per half term. The children will share their snack with their Key Person. They will prepare it and eat together as a group. A piece of fruit will be offered to every child in the afternoons.



PE

This half term, we will be doing PE on Tuesdays and Thursdays. Please ensure your child has the correct kit in school for these sessions and take out any 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 Thursday.



Animals in hot places



Literacy - Quality texts— 'Monkey and Me' and 'Jungle Jamboree'.

Reading: Word Reading and Comprehension

- Join in with Phase 1 activities:
 - Listen to, remember and talk about different sounds: Environmental Sounds, Instrumental Sounds & Body Percussion.
 - Enjoy and join in with rhymes and songs, tuning in and paying attention - begin to develop an awareness of words that sound the same.
 - Begin to identify / hear initial sounds in words.
 - Explore and begin to talk about different vocal sounds.
 - Begin to orally blend and segment words with support.
- Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary.
- Continue to develop an understanding of the five key concepts about print:
 - handle books carefully & correctly
 - name some book parts
 - print has meaning & recognise some new logos
 - begin to understand the difference between a word and a letter
 - follow the print from left to right
 - begin to use 1-1 correspondence
 - know where to start reading.
- Read own name without visual prompts in a range of contexts.
- Sequence letters in own name.
- Develop
 - oral rehearsal
 - memory.

Writing

- Add some marks to their drawings, which they give meaning to.
- Begin to use some print/letter knowledge in writing e.g.
 - symbols - lines, circles
 - left to right & top to bottom.
- Engage in purposeful writing.
- Use a comfortable pencil grip with some control.
- Form vertical and horizontal straight and wavy lines.

Communication and Language

Listening, Attention and Understanding

- Understand simple questions - 'who', 'what' and 'where'.
- Understand some 'why' questions related to own experiences.
- Enjoy listening to stories and remember some key events/characters.
- Begin to shift attention from one thing to another when needed / given a prompt.
- Begin to follow a two part instruction.
- Continue to learn new rhymes / songs and develop a repertoire.
- Begin to listen to others in a small group.

Speaking

- Join in with simple text retelling using some actions.
- Begin to retell a simple past event in the correct order.
- Begin to express a point of view.
- Begin to use a wider range of vocabulary, linked to routine / theme / text.
- Join in with rhyme/song actions and props and fill in some missing words.
- Continue to develop use of different tenses, not always correct.
- Begin to use longer sentence of 4/6 words.
- Begin to join sentences using 'and'.
- Use talk to organise selves / play.

Personal, Social and Emotional Development

Self-Regulation:

- Talk about their feelings using words like 'happy', 'sad' and begin to other words (e.g. frustrated, scared, pleased, worried, excited, calm, lonely, angry).
- With support begin to understand and talk about how others might feel and the reasons why.

Managing Self:

- Begin to select and use activities & resources to achieve a set goal.
- Develop independence within self-care routines.
- Increasing follow classroom routines and rules (with reduced adult guidance).

Building Relationships:

- Play with one or more other children.
- Take part in pretend play with one or more children.
- Begin to share and take turns.
- Begin to extend and elaborate play ideas.
- With support, begin to help to find solutions to conflicts and talk to others to resolve conflicts.

Expressive Arts and Design

Creating with Materials

- Manipulate resources to create a home for an animal.
- Draw using different tools, exploring circles and lines.
- Create a collage using ripping and scrunching techniques.
- Explore the different textures of materials to create different effects.

Being Imaginative & Expressive

- Join in with songs by singing and performing actions.
- Use musical instruments in different ways to create different sounds.
- Begin to respond to what they heard, expressing own thoughts / ideas.
- Take part in pretend play, using objects to represent something else.
- Begin to develop more complex stories using small world.
- Begin to make imaginative & complex small worlds.
- Begin to remember entire simple rhymes / songs.
- Make movements to music.



Animals in hot places



Mathematics

Numerical Pattern and Number

- Name / talk about patterns & continue / talk about a ABAB pattern.
- Join in with number rhymes to 5 using props / fingers.
- Recite numbers to 5.
- Use fingers to represent numbers with increasing accuracy.
- Use some number names in play.
- Sort & match objects accordingly e.g. size/shape.
- Begin to copy and continue a pattern - ABAB, including actions, body percussion, objects.
- Begin to compare quantities using language e.g. more than / fewer than.
- Fast recognition / subitise objects up to 2.
- Begin to count up to a set of 5 objects (1-1).
- Begin to represent numbers with marks.

Shape, Space and Measure

- Begin to combine shapes to make new ones.
- Select some shapes appropriately for tasks.
- Talk about shapes and patterns.
- Compare objects using appropriate vocabulary according to size - big / little / smaller.
- Begin to use some language of time within the daily routine e.g. before, after, then, first.
- Begin to describe a familiar route using spatial prepositions.
- Begin to describe a sequence of events.

PE : Dance

To explore different body parts and how they move.

To express and communicate ideas through movement exploring directions and levels.

To move with control and co-ordination, linking, copying and repeating actions.

Daisy, our Sports Coach, will lead the PE lesson on a Tuesday morning.

RSE (Journey in love)

'The wonder of being special and unique'

Physical Focus:

To recognise that we are all different and unique.

Understanding of the World

Past and Present

- Talk about an event in the future.
- Talk about what happened at a past event.
- Begin to use sequencing vocabulary e.g. before, next, after, end.
- Continue to show an interest in different occupations e.g. vet.

People, Culture & Communities

- Begin to know that there are different countries in the world.
- Begin to name some animals living in hot places explore different animal habitats.

Natural World

- Begin to use all their senses in hands on exploration of natural materials.
- Talk about what they see, continuing to use a wider vocabulary.
- Begin to understand the need to respect and care for the natural environment.
- Explore how materials can change when they heat up and cool down.

Physical Development

Gross Motor Skills

- Continue to develop movement skills - walking, running, jumping & climbing.
- Continue to develop balancing skills - at a low level.
- Begin to negotiate space.
- Learn to hop.
- Begin to learn to skip.
- Continue to develop riding skills - scooter / trike / balance bike.
- Continue to develop ball skills - rolling, kicking and throwing.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Begin to experiment with different ways of moving, developing - Upper body strength - Balance - Upper arm movements - Crossing the midline - Bilateral coordination.
- Begin to collaborate with others to manage large items.
- Begin to remember some sequences / patterns of movement related to music and rhythm.
- Increase independence getting dressed and undressed.

Fine Motor Skills

- Use some one-handed tools and equipment e.g. mark making tools, scissors.
- Continue to develop a comfortable grip with good control when holding pens/pencils.
 - upper body strength and balancing upper arm movements crossing the midline
 - bilateral coordination.

EYFS Nursery Expectations Page 1

These are the outcomes expected by the end of a child's time in Nursery.

The Prime Areas of Learning

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas

EYFS Nursery Expectations Page 2

These are the outcomes expected by the end of a child's time in Nursery.

The Specific Areas of Learning

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone - for example, "The bag is under the table," - with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns - stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...

Understanding of the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Literacy

- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.