



A Typical Day



St Thérèse
of Lisieux

Catholic Multi Academy Trust

Our Mission Statement

St Norbert's strives to nurture and develop the whole child;

Love of God, Love of another and Love of Life itself.

ST. NORBERT'S
CATHOLIC PRIMARY SCHOOL

Our day starts by meeting our friends on the playground

We gather together for our morning prayer. We make the sign of the cross together.



We learn how to take turns



We use a visual timetable to show our days learning. As we complete a learning activity we peel it off to show what learnings left.

During the day we have 'carpet times' where we develop language acquisition, learn new knowledge and skills. We have our own learning time too, where we get to apply that knowledge and skill.



We learn how to become independent

We play games to develop our listening skills

At playtime, we have a range of fruit and vegetables so that we stay healthy and get lots of energy for our learning.

At lunchtime your child can have a hot school meal by farm kitchens or bring their own pack lunch



Curriculum areas they can look forward to



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Continuing with birth to five, children will continue to develop within their age and stage. The areas of learning and the end of year expectations are:

We enjoy developing children's interests, but have carefully organised learning into topics to ensure children learn a breath of knowledge and skill. Our topics are; good to be me, people who help us, castles, around the world, farms, and minibeasts. We also look at key events throughout the year.

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development (PSED)	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	Self-Confidence and Self-Awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Communication and Language (C&L)	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development (PD)	Moving and Handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and Self-Care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Literacy	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Maths	Number	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	People & Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design	Exploring & Using Media & Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

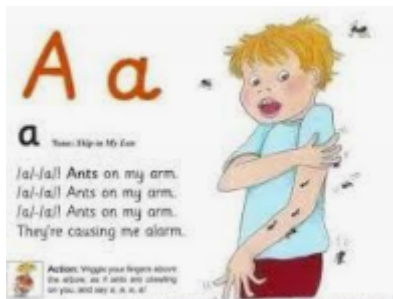


Phonics and Early Reading

ST. NORBERT'S CATHOLIC PRIMARY SCHOOL

Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to learn to read words and to spell words.

Through our knowledge organisers, parent pocket guides and support material on tapestry, we share how you can support your child with phonics at home.

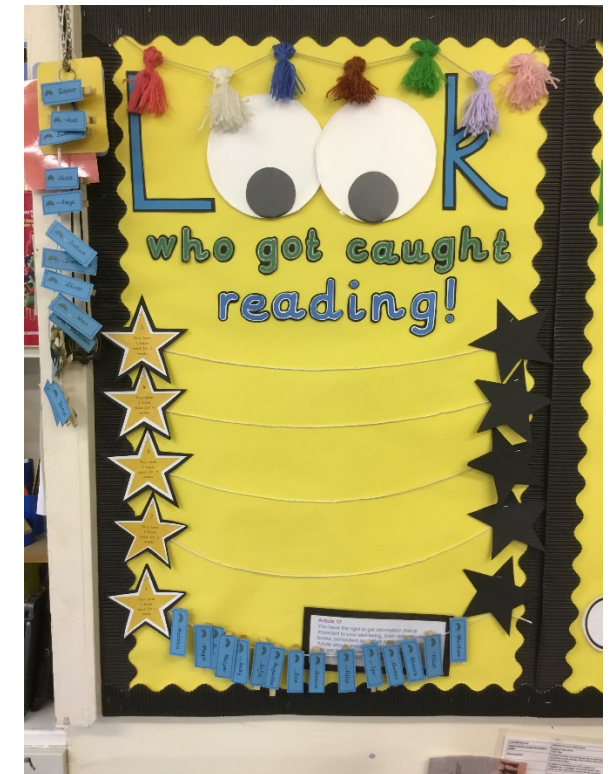


Phonics is made fun by stories and songs with actions that help children to remember each phoneme and their grapheme/s. By learning sets of letters we can quickly blend and segment words for reading and writing.

As well as being read to, we read at school and develop an understanding of books. We encourage reading at home. We send home reading books and support materials to help your child. We reward children who read at home with a certificate and a prize at the end of each term.

the	no
to	go
I	into

We also teach children that some words and tricky as they do not make their normal sound. These we learn by sight and are called tricky words.





RE in Reception



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We have our own prayer area, where we can reflect and complete missions. On our prayer table we have our bible. Our prayer table changes with our topics and always displays our big question which we can talk about and reflect upon. The big question will be sent home, so you can talk about it too.



Through our topics we learn key vocabulary, signs and symbols. We reflect on those wonder moments too.



cross



candle

We learn to make the sign of our faith.

In the name of the Father,

And of the Son,

And of the Holy Spirit.

Amen



We join the school for worship, we listen and reflect on what we have heard and always leave with a mission.

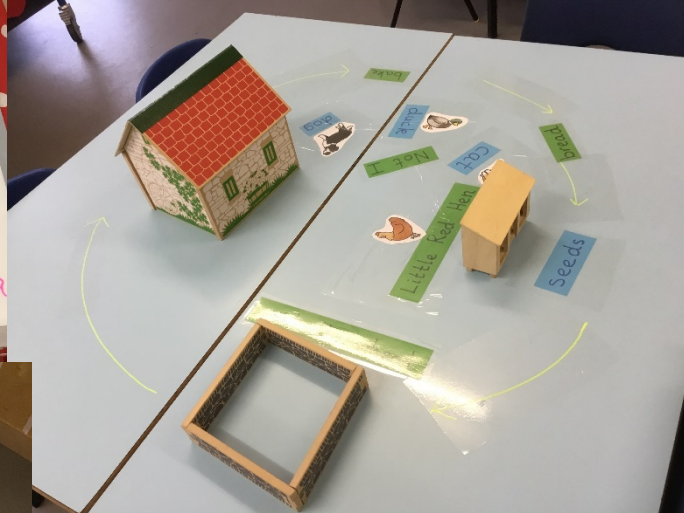
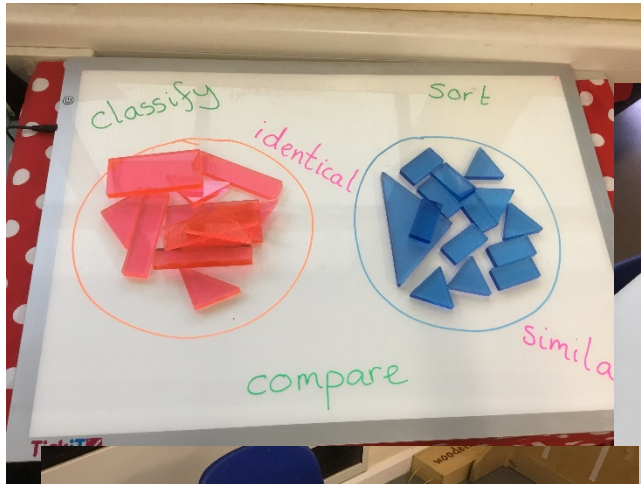


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Our Classroom

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We have fun challenges to complete during our own learning time that develop our language, turn taking, independence knowledge and skill.



Tapestry



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What Is Tapestry?

- An Online learning journal system that helps show an holistic view of your child.
- We record children's progress and activities using tablet devices and PCs.
- You as parents can view your child's journal on mobile devices and on a home computers, and can make observations of their own using a secure login system.

In Reception we use tapestry to share with you your child's achievements. We use it as a communication tool to share useful weblinks, and support material to help your child continue their learning at home. We also ask, as you know your child best to upload learning you see at home too!

Why Are We Using Tapestry?

- It creates a two way communication between us (the EYFS team), and you (the parents and carers).
- We can upload flexible media meaning you can see pictures and videos of your child's learning. We remark on the remarkable!
- Greater opportunities to extend your child's learning at home – you can view and support with next steps.
- You can share where learning continues at home.

What Does It Look Like?

