



Reception Teaching and Learning Newsletter

Messages:

Your child will be participating in the reception baseline assessment (RBA) within the first 6 weeks of starting reception. The purpose of the assessment is to provide the starting point for a new measure that will help parents understand how well schools support their pupils to progress between reception and year 6 / the end of key stage 2.

We will be sending home a letter about this soon but if you have any questions then please ask your child's teacher.

Peek at our Half Term...

Maths		
<p><u>What we already know</u></p> <ul style="list-style-type: none"> *Recognise some numerals of personal significance. *Recognises numerals 1 to 5. *Count up to three or four objects by saying one number name for each item. 	<p><u>What we are going to learn</u></p> <ul style="list-style-type: none"> *Count beyond ten *Understand the 'one more than/one less than' relationship between consecutive numbers. (fluent in five daily) *Matching and sorting items into categories such as colour, shape, size *Comparing amounts *Comparing size, mass and capacity *Making simple patterns 	<p><u>Activities you can do at home</u></p> <p>Complete your homework weekly on seesaw</p> <p>Find sets of objects around the house and outdoors – like 3 spoons, 6 stones</p> <p>Find different numbers in the environment.</p>
English		
<p><u>What we already know</u></p> <p>Give meaning to marks they make as they draw, write and paint.</p> <p>Hear and say the initial sound in words.</p>	<p>*Read individual letters by saying the sounds for them.</p> <p>*Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>*Read a few common exception words matched to the school's phonic programme.</p> <p>*Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p><u>Activities you can do at home</u></p> <ul style="list-style-type: none"> *Complete your homework weekly *Practise writing your name. *Do lots of everyday writing like shopping lists and messages. *Read with an adult regularly throughout the week. As well as your child's reading books from school please also read other books such as recipes, magazines, story books. *When writing at home with your child even if they are still mark making please ensure you give them praise as this is early writing and we want to encourage



	<p>*Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>*Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>the children to do this as much as possible.</p>
--	--	---

Understanding the World

<p><u>What we already know</u> Enjoy joining in with routines. *Look closely at similarities, differences. Complete a simple program on a computer.</p>	<p><u>What we are going to learn</u> *Talk about members of their immediate family and community.</p> <p>*Name and describe people who are familiar to them.</p> <p>*Comment on images of familiar situations in the past.</p> <p>*Draw information from a simple map.</p> <p>*Understand that some places are special to members of their community.</p> <p>*Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>*Describe what they see, hear and feel whilst outside.</p>	<p><u>Activities you can do at home</u> Talk to your family about family celebrations.</p> <p>Complete topic homework each week.</p> <p>When out for a walk or a drive encourage the children to talk about what they can see, if there is an opportunity ask them to describe how different objects feel such as leaves, conkers, twigs.</p>
--	--	--

Expressive Arts and Design

<p><u>What we already know</u> *Begin to build a repertoire of songs and dances. Explore what happens when they mix colours. *Understand that different media can be combined to create new effects. Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><u>What we are going to learn</u> *Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>*Create collaboratively, sharing ideas, resources and skills.</p> <p>*Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>*Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>*Develop storylines in their pretend play.</p> <p>*Explore and engage in music making and dance, performing solo or in groups.</p>	<p><u>Activities you can do at home</u> Use what materials you have at home to create an image of your local environment.</p> <p>When listening to music encourage your child to talk about the music and how it makes them feel. Is it a happy song or a sad song?</p> <p>When playing at home encourage the children to be imaginative. For example if they are playing with lego ask them if they are building a town and give them small figures to encourage them to act out storylines such as going to the shops.</p>
--	--	---



Personal Social and Emotional Development

What we already know

Initiate conversations, attend to and takes account of what others say
Confident to speak to others about own needs, wants, interests and opinions.
Aware of the boundaries set, and of behavioural expectations in the setting.

What we are going to learn

- *See themselves as a valuable individual.
- *Build constructive and respectful relationships.
- *Express their feelings and consider the feelings of others.
- *Show resilience and perseverance in the face of challenge.
- *Identify and moderate their own feelings socially and emotionally.
- *Think about the perspectives of others.
- *Manage their own needs.

Activities you can do at home

- *Play a range of board games at home for example Snakes and Ladders.
- *Encourage your child to say how they are feeling. There are lots of storybooks you can get which help children to learn different emotions.

Language and Communication

What we already know

Maintain attention, concentrate and sit quietly during appropriate activity.
Respond to instructions involving a two-part sequence.
Use language to imagine and recreate roles and experiences in play situations.

- *Understand how to listen carefully and why listening is important.
- *Learn new vocabulary.
- *Use new vocabulary through the day.
- *Ask questions to find out more and to check they understand what has been said to them.
- *Articulate their ideas and thoughts in well-formed sentences.
- *Connect one idea or action to another using a range of connectives.
- *Describe events in some detail.
- *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- *Develop social phrases.
- *Engage in story times. **2 Stories each day (different book types)**
- *Listen to and talk about stories to build familiarity and understanding.
- *Retell the story, once they have developed a deep familiarity with the text; some as

Activities you can do at home

- *Talk with your child while they are doing an activity.
- *If you come across a new word in your day to day life explain to the children what this word means.
- *Read lots of stories to your children, bedtime is the perfect time for this and really helps your child with their learning. If you need any recommendations for books please ask their teacher.



exact repetition and some in their own words.

- *Use new vocabulary in different contexts
- *Listen carefully to rhymes and songs, paying attention to how they sound.
- *Learn rhymes, poems and songs.
- *Engage in non-fiction books.
- *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Reminders:

Class 1 have PE on a Friday (outdoor).

Class 2 have PE on a Tuesday (indoor) and a Friday (outdoor).

Please send your child in their PE kit on these days wearing their PE kit.

Indoor P.E.

- A White T-Shirt
- Blue or Black Shorts/Jogging Pants or Leggings
- Black Pumps

Outdoor Games Kit

Unless the weather is extremely bad, children will have one outdoor session per week. They will need either a tracksuit or other clothes to change into. Children should also bring suitable shoes such as trainers.

During outdoor games lessons children should be wearing: -

- A White T-Shirt
- Blue or Black Leggings or Jogging Pants
- A Hooded Jacket
- Sensible Trainers (No Football Shoes/Boots)

We are looking forward to this term. Remember, if you wish to speak to your child's class teacher, please ring the office to book an appointment. *Miss Savage and Miss Bradshaw*