**Reception Teaching and Learning Newsletter**

Messages:

The induction days all went very smoothly and we are so happy that all of the children have settled into their new classes so well.

Each Friday we will send home the dinner menu please can you send it back the following Monday so the lunch staff have plenty of time to organise the orders.

Please remember to pick your children up at 1pm each Wednesday.

**Peek at our Half Term...**

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| Maths | | |
| **What we already know**  \*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. | **What we are going to learn**  \*Count up to three or four objects by saying one number name for each item.  Recognise some numerals of personal significance.  \*Recognises numerals 1 to 5.  Counts actions or objects which cannot be moved  \*Count out up to six objects from a larger group.  \*Selecs the correct numeral to represent 1 to 5, then 1 to 10 objects.  \*Use the language of ‘more’ and ‘fewer’ to compare two sets of objects. | **Activities you can do at home**  Complete your Purple Mash/Maths homework weekly   Find sets of objects around the house and outdoors – like 3 spoons,6 stones  Find different numbers in the environment. |
| Reading | | |
| **What we already know**  Hear and say the initial sound in words.  Enjoy an increasing range of books. | **What we are going to learn**  \*Continue a rhyming string.  \*Hear and say the initial sound in words.  \*Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  \*Link sounds to letters, naming and sounding the letters of the alphabet.  \*Begin to read words and simple sentences.  \*Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.  \*Enjoy an increasing range of books | **Activities you can do at home**  \*Complete your Reading and Phonics homework weekly  \*Read with an adult regularly throughout the week. |
| Writing | | |
| **What we already know**  Give meaning to marks they make as they draw, write and paint.  Hear and say the initial sound in words. | **What we are going to learn**  Give meaning to marks they make as they draw, write and paint.  \*Begin to break the flow of speech into words.  \*Continue a rhyming string.  \*Hear and say the initial sound in words.  Segment the sounds in simple words and blend them together.  \*Link sounds to letters, naming and sounding the letters of the alphabet.  \*Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  \*Write own name and other things such as labels, captions.  \*Attempt to write short sentences in meaningful contexts. | **Activities you can do at home**  \*Complete your writing homework weekly  \*Practise writing your name.  Do lots of everyday writing like shopping lists and messages. |
| Understanding the World | | |
| **What we already know**  Enjoy joining in with routines.  \*Look closely at similarities, differences.  Complete a simple program on a computer. | **What we are going to learn**  Enjoy joining in with family customs and routines.  Know about similarities and differences between themselves and others, and among families, communities and traditions  Talk about features of their own immediate environment and how environments vary  Complete a simple programme on a computer | **Activities you can do at home**  Talk to your family about family celebrations  Complete topic homework each week |

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| Expressive Arts and Design | | |
| **What we already know**  \*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.  Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | **What we are going to learn**  Begin to build a repertoire of songs and dances.  \*Explore the different sounds of instruments.  \*Explore what happens when you mix colours.  \*Understand that different media can be combined to create new effects.  \*Manipulate materials to achieve a planned effect.  \*Construct with a purpose in mind, using a variety of resources.  \*Create simple representations of events, people and objects.  \*Play alongside other children who are engaged in the same theme. | **Activities you can do at home**  Use what materials you have at home to create an image of your local environment. |
| **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**  Initiate conversations, attends to and takes account of what others say.  \*Explain own knowledge and understanding, and asks appropriate questions of others.  \*Take steps to resolve conflicts with other children, e.g. finding a compromise  \*Confident to speak to others about own needs, wants, interests and opinions.  Describe self in positive terms and talk about abilities.  Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.  \*Aware of the boundaries set, and of behavioural expectations in the setting.  \*Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.  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 | **Activities you can do at home**  \*Play a range of board games at home for example Snakes and Ladders. |
| Language and Communication | | |
| **What we already know**  Maintain attention,  cncentrate 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. | **What we are going to learn**  \*Maintain attention, concentrate and sit quietly during appropriate activity.  \*Two-channelled attention –listen and do for short span.  Respond to instructions involving a two-part sequence.  \*Understand humour, e.g. nonsense rhymes, jokes.  \* Follow a story without pictures or props.  \*Listen and respond to ideas expressed by others in conversation or discussion.  Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  \*Use language to imagine and recreate roles and experiences in play situations.  \*Link statements and sticks to a main theme or intention.  \*Use talk to organise, sequence and clarify thinking, ideas, feelings and events.  \*Introduce a storyline or narrative into their play. | **Activities you can do at home**  Talk with your child while they are doing an activity |

Reminders: All of our home learning will be set on a Wednesday. This will be put on our class page on the website so you are aware of when it needs to be handed in. Please read with your child at least 3 times a week and record your comments in their reading diary.

Important events this term:

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*