

Reception News - 19.09.25

Dear Parents and Carers,

We would like to take this opportunity to welcome you all to Reception. We hope you've had a lovely summer and are ready for the year ahead! We will be sending out a newsletter like this every week during term time to keep you up to date with all our learning throughout the week.

Over the last 2 weeks the children have begun to settle into Reception. They have been busy exploring the Reception areas and have enjoyed playing a range of games and participating in a range of activities in both the Reception classroom, school hall and outside area. The children have also been using the playground over the last few weeks. They have relished playing with each other and enjoyed mixing with the rest of the school during lunch time.

We have had a fantastic start to our topic of Marvellous Me. This week our focus has been 'me on the outside'. We have focused on naming our body parts and looking at similarities and differences between us all. We are building our understanding of all of us being different and being respectful to these differences. We want every child to feel like they belong in our class, and they are safe and nurtured no matter what. It is amazing how quickly they are beginning to understand the routines of our school. This week the children have been completing the Reception Baseline Assessments and approaching these tasks with great maturity.

This week, the children have been encouraged to quantify sets of objects by subitising, rather than counting. When subitising, children can say how many there are in a small group of objects by 'just seeing' and knowing straightaway without needing to count.

Subitising can be categorised as 'perceptual' or 'conceptual'. Perceptual subitising is used for very small sets of objects (initially up to about 3) and conceptual subitising is used when sub-groups can be perceived within a larger set and the whole is recognised, e.g. if 6 dots are arranged in a dice pattern, children may recognise this as 'two 3s' and know this is 6. Some arrangements are easier to subitise than others, e.g. a set of 3 dots arranged in a triangular pattern may be easier to recognise than a random arrangement, and children need to be exposed to many different arrangements.

The focus for this week is perceptual subitising. The activities this week have provided opportunities for children to:

- represent the number in a given set using different objects – e.g. showing the same number on their fingers
- name quantities with number words, (e.g. "I can see 3.")
- match sets to numerals
- make their own arrangements that can be subitised.

Weekly Phonics

This week's sounds are.

s a t p

Please support the children in practising these sounds at home. On the Acorn page there is a document on how we recognise, pronounce and form these sounds.

Home Learning

In school we are looking at 'Marvellous Me'. Please share some photographs with the children of your family celebrating a special event or talk to them about something that makes them special. What makes your family special? If possible, could the children bring in a copy of the picture and help them to learn some discussion points to share with the class? I have attached an example.

My family is special because we have a heart warrior in it (my son Ronny). We celebrated the day Ronny could leave hospital and meet all his family by having a big party and eating cake!



Reminders:

Please ensure that you name all your child's belongings. This will help us to support the children in finding anything that they misplace during the day.

Oral Health

The Government have asked that Early Years settings support parents with their child's oral health. Each fortnight we will share facts and tips on how you can support your child looking after their teeth.



What can I do to support my child?

- **Brush teeth twice a day:** A toothbrushing routine should commence as soon as your child's first tooth appears. Brush all teeth for at least 2 minutes twice a day including last thing at night before bed. If you choose to use a mouth wash or mouth rinse it is advised you do so at a different time to when you brush your teeth. Please note - even if your child joins in with a toothbrushing programme at their nursery setting or school it is still important that he/she also brushes their teeth at home twice a day.
- **Use fluoride toothpaste:** Fluoride toothpaste helps to strengthen teeth. If your child is under the age of 3 years use a smear of toothpaste that contains 1000 parts per million (PPM) fluoride. If your child is aged 3 years and over use a pea sized amount of toothpaste that contains 1350 – 1500 parts per million (PPM) fluoride. Encourage your child not to swallow toothpaste during and after brushing.
- **Adult supervision:** It is advised that children should be supervised and helped with toothbrushing until the age of 7 as they are not able to remove plaque effectively. To do this you may find it easier to stand or sit behind your child, cradling their chin in your hand so you can reach their top and bottom teeth more easily.
- **Toothbrushing actions:** Tooth brushing should be carried out using small circular movements. Start at the back of the mouth by gently placing the bristles of the brush so that they are touching the teeth and the gums. Use a small circular motion to gently massage the gums and clean the teeth. Slowly work your way forwards, repeating on both sides, top and bottom. Make sure you brush all surfaces of your child's teeth, paying special attention to the biting surfaces where food can stick and get trapped. Once tooth brushing has been completed there is no need to rinse, just spit out any remaining toothpaste. Remember - spit don't rinse.

Look Listen and Note: (Ideas of discussion points for WOW cards)

Can the children sit on their bottoms?
Are the children confident to talk to others?
Can the children talk about the classroom rules?
Are the children confident to speak in front of the group?

Do the children have a dominant hand?
Can the children hold a pencil with the correct grip?
Can the children create a simple representation of themselves?
Can the children choose colour for a purpose?

Can the children name parts of their body?
Can the children talk about what makes us different?
Can the children say what makes them special?
Can the children show different facial expressions?
Can the children describe the different Zones of Regulation?

Can the children subitise any numbers from 1-3?

Thank you for all your support this week. We understand that it can be hard for the children (and parents!) when they start school but the more positive, we can be when talking about school and all the fun things the children get to do, the easier it will be for the children to separate from you. We hope you enjoy your weekend.

Mrs Harrison