

Reception News

26.09.25

Dear Parents and Carers,

We are about to enter week 5 of our first 8-week half term and the children are doing incredibly well adapting and learning all about school life. They are attending all assemblies now and enjoying being part of our school community. They are showing how independent they can be by organising themselves in the morning remembering to bring into class their diaries, water bottles and lunch boxes. Can you believe no one has dropped a tray of food yet in the lunch hall!

Our topic learning this week has had a focus on 'Me on the inside'. We started our learning thinking about what is inside our bodies. We learnt the names of our bones and how they are connected to make our skeleton. We got very creative and made our skeletons using straws - it was a very sticky activity! We completed our first writing task by labelling the characters in the story. Our primary focus when writing is the children recognising the initial sound in words e.g. if writing dog, they would write d. In the second half of our week, we focused on our feelings and emotions. We have discussed what a worry is and how they can get help in school if they are feeling worried. We introduced the children to Zones of Regulation and The Colour Monster and spoke about lots of strategies to help us stay in the green zone.

We have also started learning our song for the Harvest celebration. We are feeling very confident about it and can't wait to show us our singing skills.

This week, the children have engaged with activities that draw attention to the purpose of counting – to find out 'how many' objects there are. They have used subitising to identify the number in a set; they are now developing their counting skills to enable them to identify how many there are in a set that cannot be subitised. This connects subitising and counting to cardinality whereby the last number in the count tells us 'how many' things there are altogether. Using a 'circling' gesture to indicate all of the objects in a set has supported children to develop an understanding of cardinality. They have also practised developing 1:1 correspondence, by counting numbers at the same time as moving or tagging the objects. Using active gestures, such as indicating with a wand, has helped to make this link explicit. The children have also explored how all sorts of things can be counted, including sounds. Singing counting rhymes has given them opportunities to hear, join in with and develop their knowledge of the counting sequence.

Weekly Phonics

This week the children have learnt the following sounds.

i n m d

Please support the children in practising these sounds at home. Please refer to the separate document on the Acorn page that explains how we recognise, pronounce and write these sounds.

If you are unsure on pronunciation of sounds please visit the below link where there are videos.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Home Learning

For home learning this week I have sent home a pencil control booklet in the children's bags. This does not need to be completed in one go and you can dip in and out of it. Pencil control is a major component in helping to get the correct forms when writing letters so this is a great thing to practise at home.

Reminders:

- Please can we stress that it is strictly fruit or veg snacks in school.
- Next week our learning will focus on 'My Favourite Things'. On Wednesday (1st October) the children are invited to bring their favourite toy into school. Please can this be a practical option (no electronics or anything too precious).

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?

Can the children listen to the story and talk about what happens?
Can the children answer questions about the story?
Can the children say the name of selected body parts?

Do the children have a dominant hand?
Can the children hold a pencil with the correct grip?
Can the children use their phonics to identify the first sound in a word?

Can the children listen to a story and talk about it? (Ruby's Worry)
Can the children say what a worry is?
Can the children explain what the best thing to do with a worry is?

Can the children say how they would feel in specific scenarios?
Can the children say how they feel when they are feeling happy or sad?
Can the children think and talk about how others might feel?

Can the children subitise any numbers from 1-3?

Can the children verbally tell a story?
Can the children take turns to act out a story?

We hope you enjoy your weekend.

Mrs Harrison