

# Reception News

## 03.10.25

Dear Parents and Carers,

This week our theme has been Marvellous Me – My Favourite Things, and the children have been busy exploring what makes each of them special. We began by sharing the things we like and dislike, learning that it's okay for everyone to have different favourites. The children then created beautiful painted front covers for their Learning Journey folders, showing off their creativity and individuality. Midweek, we had lots of fun bringing in favourite toys, listening to a story, and using our imaginations to think about the adventures we could go on together.

Later in the week, the children became "Food Scientists," bravely trying new foods and using their senses to describe what they saw, smelt, and tasted. Our curriculum goal is for the children to become a **Food Scientist** who is curious about different foods and textures. Who has learnt a range of dishes through combining simple ingredients together. Who has good knowledge about the types of food and those that are healthy and unhealthy.

To finish, we focused on recognising and managing our feelings, using stories and circle time to think about strategies for handling big emotions. It has been a wonderful week full of confidence-building, curiosity, and celebration of each child's uniqueness.

This week, the children have explored how numbers can be composed of 1s and, from this, have begun to investigate the composition of 3 and 4. Composing and de-composing numbers involves children investigating part-whole relations, e.g. seeing that 3 can be composed of 1 and 2. The children will learn from practical experience that a 'whole' is made up of smaller parts and is, therefore, bigger than its parts.

The children have experience of subitising small quantities and have used their skills to identify the numbers within 3 and 4.

They will begin to recognise that 3 and 4 can be made by combining sets in different ways. When children are able to compose and flexibly de-compose numbers mentally, they will become more fluent in their knowledge of number bonds, and be able to use these efficiently when calculating in KS1 and KS2.

### Weekly Phonics

Sounds of the week:

g o c k

Tricky word of the week:

**is**

Please support the children in practising these sounds at home.

### Home Learning

As a school we are taking part in a poetry competition. This week we are inviting you to participate in the competition, we will send all the entries off and if they are chosen they will be published in the Young Writers next book.

I have sent home the planning and entry form. You do not need to complete the planning side it is just there to help generate ideas. You can discuss the ideas with the children and then you can write for them up. Please send your entries back by **Wednesday 8<sup>th</sup> October**.

## Helicopter Stories

Each week we dedicate some time to promote Helicopter Stories. I wanted to give you some information on this so you can understand the process and our initiative on this.

About Helicopter Stories:

Helicopter Stories is about letting children's imagination fly. Helicopter Stories is based on the Storytelling and Story Acting curriculum of renowned Early Years practitioner Vivian Gussin Paley. During a Helicopter Stories session, children dictate their stories to an adult scribe. Later that same day, the whole class gather around a taped-out stage and the stories are acted out. The approach is suitable for children aged 2-7 years old.

Why Helicopter Stories?

Research has consistently shown that story-telling is a powerful tool for learning. As well as developing communication and language skills, stories further our personal, social and emotional development by helping us to make sense of the world and to make links between ourselves and others. Before becoming readers and writers, telling stories helps us to learn about language patterns, narrative structures and rich vocabulary, and most importantly, sparks and nurtures our imagination so that when we are able to write, we can express the unique stories and ideas we have swirling around in our heads! Helicopter Stories are used to facilitate and encourage all these marvellous skills. This approach turns children into storytellers and actors, as they re-enact their own unique stories in whole group sessions.

### Look Listen and Note:

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 sit and wait and take turns?  
Can the children talk about some of their favorite things?  
can listen carefully to a story.  
Can the children join in with parts of a story?  
Can the children talk about their favourite toy?  
Can the children answer questions about their toys?

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 use their eyes to look carefully at different foods?  
Can the children describe what a food looks, smells, and feels like?  
Can the children try a small bite of a new food, even if they're not sure they'll like it?  
Can the children talk about whether they liked the food or not and explain why?  
Can the children be a brave food explorer and keep an open mind?

Can the children talk about their feelings and think about the feelings of others?  
Can the children say how they are feeling?  
Can the children say what makes them feel better?

Thank you for all your support this week. We hope you have a lovely weekend.

*Mrs Harrison*