

Reception News

17.10.25

Dear Parents and Carers,

This week in Reception, our learning has focused on understanding our feelings, friendships, and school life as part of our Marvellous Me – My School topic. We have been talking about how we feel at school and how to recognise different emotions, inspired by *The Colour Monster Goes to School*. The children shared what makes them feel happy or sad and expressed their feelings through drawings. We also explored how schools have changed over time, comparing classrooms from the past with those we know today, and discussing the similarities and differences. Our story of *Esza the Elephant* helped us think about how to be a good friend, how to welcome new people, and how to make up after disagreements. The children thought carefully about saying sorry, forgiveness, and the importance of kindness in keeping friendships strong. We were also very proud of everyone during our Harvest Celebration at church — they sang beautifully and represented our class so well.

Throughout the week, we have continued to build confidence with our name writing, letter formation, and listening and turn-taking during circle time. It has been a lovely week of sharing, caring, and celebrating our school community.

This week, the children have been building on their subitising skills. They are continuing to use 'perceptual' subitising – instant recognition – by saying the number of sounds that they can hear, such as claps or drum beats, without needing to count. They have been encouraged to look closely at small quantities and observe whether the quantity has changed or only the arrangement.

When investigating the shapes made by Numberblock Four and making similar arrangements, the children also began to develop their skills of 'conceptual' subitising. They were beginning to notice the sub-groups that can be perceived within a larger set, and recognise the whole at the same time. For example, they will see that Numberblock Four can be arranged with 2 blocks on top of another 2 blocks or as a line of 3 with 1 on top, and connect both to 4. This will further develop their understanding of part–whole relations.

The children have also been representing quantities in different ways by using a number of fingers on one hand. Some children will be able to show an amount 'all at once' while others will need a lot more practice to be able to do this.

Weekly Phonics

Sounds of the week:

h b f l

Tricky word of the week:

the

The children have now finished their learning for this half term and next week they will have a phonics assessment to help us continue their learning next half term.

Home Learning

We have been practising our cutting skills at school and lots of the children are struggling to hold the scissors correctly and navigate the paper. This is a tricky skill and the only way to improve is to get lots of practice in. Please can you support your child by completing cutting activities at home. In school, the children have access to scissors at all times. We have discussed how to use these safely and appropriately and they are very sensible when using them. We include lots of activities and opportunities for the children to practice these skills but extra help is always helpful. I have attached some cutting sheets that you can use or if you would prefer something more fun just allowing them to be creative and cut out their own visions is all great practice.

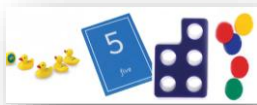
Importance of 10.

You may feel that your child can already count to 10 and therefore understands everything there is to know about counting to 10.

But have you considered:

- they may just know the numbers by rote.
 - they may not have grasped the 5-ness of 5.
 - they may not understand the numbers within numbers i.e., that 5 is made up of 3 and 2, 4 and 1?
- This is why it is crucial that children are given frequent opportunities to develop early number sense.

They need to experience and play with numbers in many forms, using all types of objects and in different patterns. They should be able to relate the number name to the digit picture and the written word and know that, for example, the value of all the representations below is 5.



The **conservation of number** i.e., knowing that 5 is always 5 (whether it refers to a number of sweets or elephants) is part of this, as is the ability to subitise.

Subitising defines the ability to recognise the number of a small group of objects without having to count them. Children who have played a lot of board games are often good at this because they are used to reading dice, but there are many other exciting ways for children to develop this skill. Any domino type activities or games with spots are good for this.

Early number sense includes awareness of **one-to one correspondence** – the ability to match one object to another object or number. As children begin to relate objects to numbers, they are developing this understanding. Many children come to school with the ability to say numbers in sequence and they really enjoy doing so (sometimes up to 100 or even more!). However, they often do not have awareness of one-to one correspondence. You can quickly tell when a child is not secure in this by getting them to count a number of objects. They may point to the objects, but race on as they count. It is a good idea to slow them down and get them to physically move each object as they say the next number.

Look Listen and Note: (Ideas of discussion points)

Can the children listen carefully to a story?

Can the children talk about what happened in the story of 'The Colour Monster goes to School'?

Can the children name different feelings (happy, sad, worried, excited, angry, calm) and identify when they feel this way at school?

Can the children talk about how their friends make them feel? Can they explain why?

Can the children identify ways that they can make new friends feel welcome?

Can the children talk about how to stay safe when outside of school?

Can the children talk about what happens to friendships when we argue?

Can the children explain that resorting to violence is never right?

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

Mrs Harrison