

# Reception News

## 21.11.25

Dear Parents and Carers,

Our space learning this week has taken us to the moon! We started our week watching a clip of the man on the moon (John Lewis Christmas advert from 2015). It was quite a sad video and we spoke a lot about feelings and emotions. We also talked about the act of kindness that the girl showed him by sending him a telescope. On the clip we saw that the girl also wrote him a letter. We used this as our writing stimulus and wrote our own letters to the man on the moon. We were so impressed with the children's writing. They were able to remember the tricky words to and the and phonetically sounded out the words man, on and moon.

We have also been busy this week answering some of the questions the children asked to learn about space. We have learnt lots of facts about the moon and had lots of messy fun using different resources to create pictures of the moon that have a 3D effect.

One of our questions was 'why does the moon look different?' We have explored this further by learning why that is the case and what the different phases of the moon are called. Can the children remember any of the phases?

Composition of number is a key area of mathematics, and children need considerable and varied practice over time, based on meaningful experiences, to build their understanding of this concept.

This week, the children have been exploring composition by focusing on the preliminary skills: the concept of 'wholes' and 'parts'. By investigating their own bodies and familiar toys they have begun to understand that whole things are often made up of smaller parts and that a whole is, therefore, bigger than its parts.

Key language in this area can be tricky; clarity around a 'whole' and how it is different from a 'hole' needs to be made explicit. You can use gesture to support this. Further confusion can arise from other composition language, e.g. when do we mean 'a part' and how is this different from 'apart'? We have used lots of stem sentences to help consolidate our understanding of this language.

### Weekly Phonics

Sounds of the week:

z zz qu ch

Tricky word of the week:

no go to into

This week we have also learnt how to read words with 's' at the end (plurals and verbs) e.g., cats, naps, hits

We have now started to practise reading short sentences as a whole e.g. 'Hop in the back' and 'run in the sun'.

### Christmas is Coming!

We have also started the very important job of learning our nativity story and songs. We hope you enjoy hearing snippets of these songs before the big performances in December. If you would like to practise the songs the link them is here. <https://youtu.be/fjPXxfjA5MU>

The children have also come home with a slip letting you know the costumes they will need for their role. Please could you send them into school in a named carrier bag by the 1<sup>st</sup> December.

Thank you!



## Christmas Decoration Homework

### The PTA of Denham Village Christmas Tree Competition

This week's homework is to design and create a unique Christmas tree that will stand out from the rest.

All entries will then go on display and be hung with pride at our PTA Christmas fete to ensure we all have a very merry and festive time. ONE winning design from each year group will be chosen by Mrs Sharma and the teachers, and winners will be announced in the celebration assembly the following week.

The winning entries will all receive a prize.

#### Conditions

- The Christmas tree can be made from any material but it must be able to be hung from the ceiling and no bigger than A4 size.
- The Christmas tree must be decorated on both sides so it looks beautiful no matter which way you look at it.
- Please ensure your name and class are clearly written on the tree. You can do this by adding a gift label to it if you do not want to put it directly on your tree.
- Deliver your tree to your class teacher **no later than Thursday 27.11.25.**

#### Examples:



## 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. Try sharing this story with your child and discuss how they can keep their teeth healthy.

**Keeping our teeth healthy**  
**Tilly the tooth**

**1. Tilly was healthy and strong.**



**2. But she started to do things that were bad for her, like eating sweets and having too much sugar.**



**3. Tilly did not brush twice a day or go to the dentist.**



**4. Can you help Tilly feel better?**



**Activity time**

Jump up or wave your arms when you hear something that will make Tilly feel better. Sit down and shake your head when you hear something that will make her feel worse.

- Brushing twice a day
- Eating sweets
- Going to the dentist
- Drinking sugary drinks
- Swapping from high-sugar cereal to porridge or low-sugar cereals.



### Look Listen and Note:

Can the children say what the whole is when they see all the parts together?  
Can the children find and name a part of a whole object?  
Can the children tell that parts can be put together to make a whole?  
Can the children see that even when a whole is made, the parts are still there?  
Can the children use the words whole and part when I talk about objects?  
Can the children work with others to put parts together to make a whole (e.g. toy or puzzle)?

Can the children explain the features of a letter?  
Do the children have a dominant hand?  
Can the children hold a pencil with the correct grip?  
Can the children hear and write the sounds in the words?  
Can the children say what a sentence is?  
Can the children use Kung Fu actions to show the features of a sentence?

Can the children remember any facts about the moon?  
Can the children say what 'non-fiction' means?  
Can the children name the four phases of the moon?

Can the children describe the texture of the paint?  
Can the children explain why we have used the ingredients?

Can the children talk about why sharing is important?  
Can the children explain how sharing helps them and their friends get along?  
Can the children say how it feels when someone shares or doesn't share with them?  
Can the children use kind words to ask if they can share something?

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

*Mrs Harrison*