

Reception News

23.01.26

Dear Parents and Carers,

We are continuing on with our topic of 'Once Upon a Time' and this week our focus has been 'The Gingerbread Man'. We started with being introduced to a gingerbread man and welcoming him into our class. I then told the children the story of the Gingerbread man and we discussed how this was our magical element. The children then learnt this using the Talk for Writing approach, which involves telling the story along with actions to help the children learn it off by heart. After learning the story, we mapped it out, drawing pictures and writing the common phrases to tell the story. The children have done fantastically with this and can now tell the story and identify the key features within. As you know we then had some trouble midweek when our gingerbread man escaped, the children used their phonic and sentence knowledge to write for a different genre – posters. We finished our week by making our own gingerbread. We learnt about the importance of being safe in the kitchen and how to stop the spread of germs. We discussed instructions and recipes and looked at different quantities. Then it was finally time to bake – the classroom looked like it had survived a snowstorm at the end of the session but the smell of the gingerbreads baking made it all worthwhile. We patiently waited for them to cool and then the fun of decorating them began. I hope the children enjoyed eating their creations.

This week the children have consolidated their understanding of the composition of 5. Composing and decomposing numbers involves the children investigating part-part-whole relations, e.g. seeing that 5 can be made of 3 and 2. The children have deepened their understanding of a 'whole' being made up of smaller parts through practical experience, in this case moving frogs from a log to a pool in a nursery rhyme. They have begun to recognise that numbers can be made by combining parts in different ways, and have been encouraged to make links by considering similarities and differences in the ways of making 5. A key focus has been partitioning 5 (splitting it into parts) and considering the missing parts; the children have been encouraged to visualise numbers within 5 and to work out how many are hidden when they know the whole number in a set.

Weekly Phonics

Sounds of the week:

ur (burn), ow (cow), oi (coin), ear (near)

Tricky words of the week:

my, by, all

This term we are progressing onto phase 3 of the phonics sounds. Each digraph/trigraph will come with a catch phrase to help the children make connections e.g., ee – sheep in a jeep. This is quite a big step up in their phonic knowledge and will require lots of practice to keep up with the pace. Please do as much practice as you can using the guides that are sent home.

Home Learning

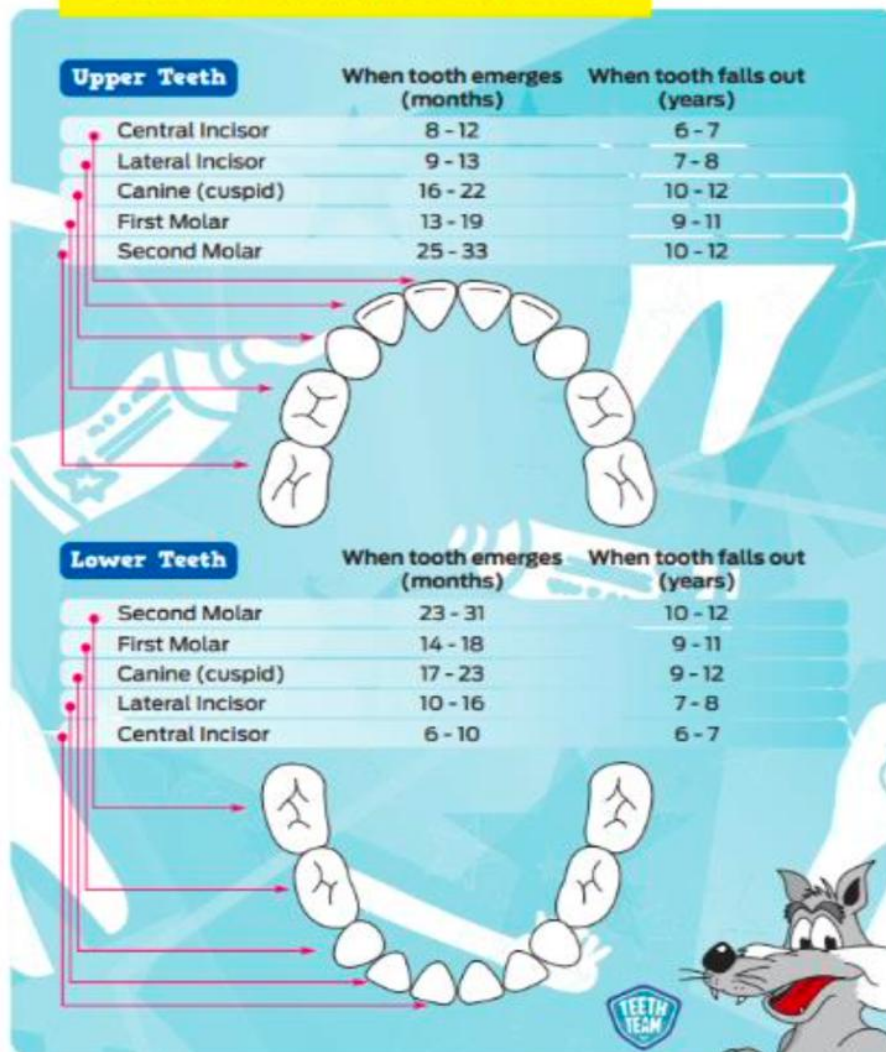
This week's home learning encourages children to design their own gingerbread person, using their imagination and creativity to make it unique. An outline is attached separately for those who wish to use it, or children may simply draw their own from scratch. We can't wait to see your creations. If you would like an extra challenge you can label your gingerbread person.

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. This week our oral health activity will be separate to our newsletter. You will find a separate document on the website to download. This is a game to practise brushing your teeth.

Primary Teeth Development Chart

This chart shows when children's primary teeth (also known as baby teeth) are most likely to erupt (break through the gums). Please note that eruption times can vary from child to child.



Look Listen and Note:

Can the children re-tell the story of The Gingerbread Man?

Can the children talk about the events in the story?

Can the children describe what equipment they use?

Can the children gather resources to make their own characters?

Can the children apply their phonic knowledge to their writing?

Do the children use a capital letter, finger spaces and a full stop?

Can the children form the letters correctly?

Can the children say who the author, illustrator and characters are?

Can the children talk about fiction and non-fiction texts?

Can the children explain what a traditional tale is?

Can the children say what the features of traditional tales are? Can they identify these within this tale?

Can the children talk about instructions, and say what we use them for?

Can the children describe what equipment they use?

Can the children follow a recipe?

Can the children explain how to keep safe when cooking?

Can the children respond to a story?

Can the children verbally tell a story?

Can the children take turns to act out a story?

We hope you have a lovely weekend.

Mrs Harrison