

Reception News

07.03.26

Dear Parents and Carers,

This week we have focused our learning on the story 'Rosie's Walk'. We read the story and thought carefully about the information the story was giving us. From the pictures we could tell the story was set on a farm and we made predictions about what might happen next in certain areas of the story. We thought carefully about the characters in the story and learnt that a fox wouldn't be out during the day because they are nocturnal and hunt for prey throughout the night. We used resources in the classroom to make our own representations of the characters and then used these to retell the story. We extended our learning into writing by adding thought bubbles to the characters. The children were keen to think about the different animals we would find on the farm and what their babies were called. We did a lesson on matching an animal to their young and the correct names for these. The children then labelled their pictures and did a fantastic job at using their phase 3 phonics.

We had an absolute blast celebrating World Book Day today. The children all looked fabulous wearing their outfits that represented their favourite characters. The theme for our day was 'think like a character'. We spent our day hot seating; the children truly became their character and did an amazing job of bringing them to life. We thought about when we love to read, and it was lovely to hear that the children love sharing special times with their grown-ups' reading stories at bedtime.

The theme for our learning this week is comparison. The comparison of quantities is something that children begin to do as babies. When comparing, children notice attributes and begin to understand the differences and similarities between them. The activities this week focused on further developing this innate skill as the children were encouraged to focus exclusively on ordinality: considering where numbers to 8 are in relation to each other.

Language is a key focus, and adults have been modelling the language of 'more than', 'less than' and 'equal to' to describe the relationships between numbers. This week, 'less than' is used instead of 'fewer than' when the focus is on each number's position in the counting sequence.

Weekly Phonics

er air mm zz tt pp nn ff bb

We have also been practicing how to read longer words by breaking them down into chunks
e.g. fan/tas/tic, sev/en, hel/met, com/ic, tim/id

Our phase 3 tricky words to practise:

full push and go no of

Home Learning

This week I would love to see you draw and colour a picture of a farm. Can you include all the features we have learnt about?

A farmer | Stables | A pond | A pig sty | Fields
| The animals that live in these places | Crops

Can the children use the appropriate colours to represent these.



Some children have been lucky enough to have received Arthur the Acorn home for the week; some are still patiently waiting for their visit. Below is the outline for who Arthur is and why he is coming to stay for the week.



Arthur the Acorn's Travelling Library

Arthur the Acorn loves books, and he loves to be read to! He will be travelling round the families of Acorn class with some books from his library that he thinks you will all enjoy.

When he comes to visit please look after Arthur and his books whilst he is with you and remember to return him and them safely to back to Acorn classroom.

I am always keen to develop links with parents in order to support your child's learning.

To promote an early love of books, I'd love to introduce Arthur's Travelling Library' - this lovely little bag, together with Arthur Acorn, will include some storybooks. The idea is to send the books home for a week, or a weekend, for you or a family member to read with your child and Arthur Acorn too!

By looking at the books, reading stories together, singing rhymes and songs, children will begin to develop a love of books. Reading and storytelling with children promotes brain development and imagination, develops language and emotions, and strengthens relationships.

Children often enjoy books, songs and stories with good rhyme, rhythm and repetition.

Reading stories with children has benefits for grown-ups too. The special time you spend reading together promotes bonding and helps to build your relationship with your child. Bedtime, bath time, on the train, on the bus, in the car, in the park, on the trampoline the list is endless! Any time is a good time for a story! You can make books part of your daily routine.

If you have older children, they can share books with you or your younger children, or you can all read together. Taking turns, holding the book the correct way, turning pages, asking questions and listening to answers are all important skills that will help children as they are learning how to read.

It is also lovely to share books with you that your child may have enjoyed in school, this forms a fantastic link between us, and if your child would like to share the bag at their childminders or afterschool club, please feel free to do so, links between settings are something I like to promote.

And of course, please do share any comments in the enclosed 'Good Times Book'. I would love to hear about your child and Arthur's time together. (Photos are welcomed too! Please feel free to email them to the school admin and I will print and add to the notebook along with your comments if you do not have access to a printer)

Look Listen and Note:

Can the children hold their pencils correctly and use them to form recognisable letters?

Can the children hear the sounds in the words?

Can the children write the sounds?

Can the children name the animals and their young and label the pictures?

Can the children think of their own ideas for what they would like to write in a speech bubble?

Can the children say what the word 'retell' means?

Can the children talk about the different kind of books? (Fiction and Non-Fiction)

Can the children use the language 'author', 'illustrator' and 'characters' and explain what these mean?

Can the children retell the story of 'Rosie's Walk'?

Can the children read information from the pictures in the book?

Can the children think of what the characters in the story might be saying?

Can the children say which object is long/short / tall/short?

Can the children describe which object is longer/shorter? How do they know?

Which objects are the same length as ___?

Can the children talk about time? What does this mean to them?

Can the children use any mathematical language around time? E.g., today, tomorrow, yesterday, minutes, seconds

What can you do in one minute?

How long does it take you to ...?

What is happening this evening/tomorrow/next week/at the weekend?

What happened yesterday/last week/last month/last year?

Have a great weekend and we will see you all next week.

Mrs Harrison