

Reception News

13.03.26

Dear Parents and Carers,

This week the children have been learning the story of 'The Little Red Hen'. We looked closely at the story and the children are doing brilliantly at remembering key features of a text. We always start our reading sessions by looking at the features on the front cover and deciding if the book is fiction or non-fiction. We know that fiction books are made up stories and non-fiction books are full of facts and we can tell by if the front cover has pictures or photographs on the front. We have learnt the language of front cover, title, author and illustrator and know what these words mean. Once we read the book we talked about the behaviour of the characters and thought about why the author had used that outcome. We realised that the other characters were not showing our school values of kindness or respect but the Little Red Hen was very aspirational! We then learnt about the process of making flour and all the steps that a loaf of bread goes through before they go to the shops. We loved making our own bread rolls and made sure we followed the instructions carefully. We challenged ourselves and we wrote the instructions so we could remember the recipe for next time. We were so proud of our work we have put it in our publishing books!

This week, the children have consolidated their understanding of the composition of numbers by investigating the numbers within 7. Composing and de-composing numbers involves the children investigating part-part-whole relations, e.g. seeing that 7 can be made of 5 and 2. The children have deepened their understanding of a whole being made up of smaller parts through games and practical experiences, such as investigating the number of ducks on a pond. They are beginning to recognise that numbers can be made by combining parts in different ways, and were encouraged to make links by considering similarities and differences in the various ways of making 7. A key focus has been on partitioning 7 (splitting it into parts) and thinking about the missing part.

Weekly Phonics

This week we have been focusing on words that have two or digraphs within them e.g. sharp, march, sheet.

Our phase 3 tricky words to practise:

no of to into she he we

We have also been practising writing a sentence independently. Can the children hold the sentence in their head and then use their phonics to write it down?



Make sure to look through the photo gallery on the Acorn page of the school website to see some of our learning in action!

Home Learning

Phonics

For home learning this week we would like you to practice the phase 2 and 3 sounds using the sound mats provided. Along with the sounds please go through the tricky words that can be found in the phonics yearly overview on the Acorns page of our school website.

Can the children use their phonics and tricky words to write 3 sentences? E.g.,
I went to the shops.

What a magical time it has been having our ducklings in school. They arrived last Tuesday morning and the children got a very big surprise to see five eggs waiting for them. They spent Tuesday watching them very carefully for any tiny crack. Unfortunately Peanut the duckling hatched overnight. Before they had even been born these ducklings were loved with numerous drawings being created and left on top of their cage for them. By Thursday morning we had two ducklings and we were so incredibly lucky to watch a further two hatch during the day. Friday our fifth duckling Crumble joined the gang. We have been so lucky to watch the ducklings as they have hatched and grown. It is amazing how quickly they change. I think everyone would agree that watching them have their first swim was the best part of this journey!

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 remember the features of instruction writing? E.g., Use of numbers and bossy verbs.

Can the children use new vocabulary appropriately?

Can the children retell parts of the story of The Little Red Hen?

Can the children talk about what the story of The Little Red Hen taught them?

Can the children explain how to stay safe when cooking?

Can the children explain how it is important to have clean hands and equipment?

Can the children follow a set of instructions?

Can the children give a set of instructions?

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

Can the children find the total number by combining two groups?

Can the children count on from the first given number to find the total?

Can the children respond to a story?

Can the children verbally tell a story?

Can the children take turns to act out a story?

Have a fantastic week!

Mrs Harrison