

Reception News

24.04.26

Dear Parents and Carers,

We have had another fantastic week in school. We have developed our outdoor gross motor area and the children have had so much fun moving tyres, using the roads and being imaginative in their play. We have added to our bug hotel and wormery and the children have loved using the magnifying glasses to try and hunt for bugs that are staying, and watching the food being eaten.

This week we have focused on the story of 'The Tiger Who Came to Tea'. We read, discussed and are now all able to retell the story. It is definitely a class favourite. We have discussed the importance of reading both fiction and non-fiction texts and are getting more confident at recognising the differences between the two texts. We have learnt lots of different facts about tigers and wrote down adjectives and sentences to describe tigers. We got creative and used our photos from the zoo to colour in accurate representations of tigers. We have also written our own recipes and then used these recipes to make smoothies in case the tiger came to visit us!

This week, the children have continued to develop their subitising skills (seeing the quantity without counting) in increasingly complex arrangements. Some arrangements are easier to subitise than others – e.g. a set of 6 dots arranged in a structured die pattern that exposes the double-3 pattern is easier to recognise than a random arrangement of 6 dots. A key focus this week has been the children developing understanding of doubles to support their subitising skills. By moving away from counting for sets that can be subitised, the children will develop their abstract understanding of number, which will help to support future calculation strategies. This week's sessions also continued to encourage the children to consider when they can subitise and when they might need to use counting as a strategy.

Another key focus this week has been the ongoing development of visualising skills: encouraging the children to look carefully at structured arrangements, such as those shown on dice and 10-frames, and then to close their eyes and explain what they see. Using spatial language and hand gestures to describe sub-groups within these arrangements will deepen the children's understanding of part–part–whole relations and allow them to further consider composition (the numbers within numbers).

Weekly Phonics

Short vowels CVCC and CCVC words e.g., damp and crab

Weekly tricky words:

some, come, love, do

Home Learning

This week we coloured in a tiger and then used this as the centre of our mind map to write adjectives/facts we could recall about the animal. For home learning this week can the children make a mind map for another jungle animal.

Step 1: Choose the animal you would like to learn about.

Step 2: Get creative! Make a representation of the animal in the centre of the page.

Step 3: Complete some research – look at some facts about your animal.

Step 4: Add the information you can recall to your mind map using your phonics skills.

Step 5: Bring your learning into school to share with your friends!

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 read/ write any tricky words?
Can the children say what an 'adjective' is?
Can the children say what a 'mind map' is?
Can the children say what a mind map is useful for?
Can the children write a sentence including a capital letter, finger spaces and a full stop?
Can the children use new vocabulary appropriately?

Can the children use their scissors effectively?
Can the children talk about the jungle?
Can the children talk about what they would see in the jungle?

Can the children say what the word 'retell' means?
Can the children retell the story of 'The Tiger who came to tea'?
Can the children use and explain the terms non-fiction, fiction, author, illustrator, character and title?
Can the children think of their own ideas?
Can the children tell you anything about a tiger?

Can the children talk about the different things that are healthy/ unhealthy for us?
Can the children say why some foods are healthier than others?
Can the children hold a knife safely to cut up some fruit?
Can the children talk about the taste of the different fruits?
Can the children say what instructions are?

Are the children able to identify the characteristics that make a good friend?
Are they able to discuss what the children in the negative scenarios could do differently?

Have a great weekend!

Mrs Harrison and the Acorn Team