

Reception News

01.05.26

Dear Parents and Carers,

This week we have focused on the story of The Very Hungry Caterpillar. We first shared the story together and discussed many of the features of the book e.g., if the book was fiction or non-fiction, the author, the illustrator, the characters, the meaning of the different vocabulary used. Together we mapped out the story and then the children had a chance to do this independently, drawing from their story telling skills. We then looked at a non-fiction text and gathered lots of information on butterflies before we got creative and made stained glass butterflies.

We then looked in detail at butterflies and their life cycle and the children made a representation of the 4 different stages they go through. We then used these representations to help us write about the life cycle. The children worked really hard to make sure they included capital letters, finger spaces and full stops as well as using the correct terminology.

Our excitement about our story this week has been helped by the arrival of 5 tiny caterpillars! It will be great watching how they grow and develop. It will be an amazing experience to see 3 of the 4 stages of the lifecycle unfold in front of our eyes.

This week, the children have consolidated their understanding of the composition of 5 and practised recalling the parts of 5 when 1 part is not visible. A key representation of the composition of 5 will be the fingers of 1 hand, and the children's attention will be focused on both the fingers that are 'up' and those 'folded down', connecting this to a rhyme about 5 kittens jumping 'down' from the bed. They were also encouraged to subitise when an arrangement does show 5, and when it does not.

In addition, the children have had an opportunity to build on previous work on the composition of 6 and 7 as '5 and a bit', and see that both 8 and 9 can be composed as '5 and a bit'. A range of representations in which 5 is visible as a clear part were used, including fingers, the double dice frame and the 10-frame. Discussing and comparing these representations enables children to generalise that each of the numbers 6 to 9 *can* have 5 as a part.

Weekly Phonics

Short vowels CCVCC CCCVC CCCVCC

Examples of words practiced:

Stamp, twist, spend, trust, crisp, blend, string, scrap, splat, scrunch, sprint

Tricky Words

were here little says

At the beginning of the week we sent the children home with their lines for our class assembly. Please could I ask you to support the children in learning their lines. This is a big performance for them as it is their first on their own without the older children there to help them along their way so any extra support you can give them to boost their confidence will be greatly appreciated.

Look Listen and Note:

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

Can the children retell the story of 'The Very Hungry Caterpillar'?

Can the children use and explain the terms non-fiction, fiction, author, illustrator, character and title?

Can the children say what a story map is useful for?

Can the children tell you anything about a caterpillar?

Can the children tell you anything about a butterfly?

Do the children use and apply the new terminology we have been discussing when talking about the lifecycle?

Can the children say what a life cycle is?

Can the children hear, say and write the sounds in the words?

Can the children form letters correctly?

Can the children read/ write any tricky words?

Can the children think of their own ideas?

Can the children say what a double is?

Have a brilliant weekend.

Mrs Harrison and the Acorn Team