

Reception News

08.05.26

Dear Parents and Carers,

Last 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.

This week we have focused on monkeys and apes. We first established the difference between a monkey and an ape and then learnt facts about 5 specific ones. These were chimpanzees, orangutans, gorillas, baboons, and spider monkeys. We got creative and gathered resources to make our favourite monkey or ape. We looked in detail at spider monkeys. We learnt that these animals are endangered and what this meant. The children felt strongly about protecting the spider monkeys and wanted to be able to help. We decided to make posters to help encourage people to do their part to save these animals.

We then made banana bread. The children were fantastic at measuring out the ingredients and setting timers and we were so impressed with their knowledge of keeping safe in the kitchen. We hope they enjoyed their slice!

This week, the children have reviewed the composition of the numbers 6 to 9 using the '5 and a bit' structure, and then explored how 10 can be composed. They will also develop a sense of the 'ten-ness of 10' by making their own collections of 10 objects.

When exploring how 10 can be composed of 2 parts, the focus is on developing the children's ability to subitise the parts in structured arrangements. A key representation to support this will be the double dice frame, which allows them to build on their experiences. The children were encouraged to recognise a larger part of 10 when it is presented in the '5 and a bit' structure, and then subitise the smaller part. They were also encouraged to see how finger patterns can be used to represent 2 parts of 10, using the 'fingers up and fingers down' approach that was used when exploring the composition of 5. The children can also be given opportunities to see the composition of 10 represented on a 10-frame.

Weekly Phonics

Phase 4 longer words

tantrum, forest, printer, chapter, blanket, blossom, shampoo, children, second, present, freshness, chimpanzee, windmill, sandpit, farming

Tricky Words

there when what one

Home Learning

Our home learning this week is linked to our maths fluency and comes as two tasks.

1. Write the numbers 0-20 on individual post-it notes and then shuffle them up. Can you create your own number track and put them all in order.
2. Close your eyes and get someone to take away a few numbers. Can you work out what the missing numbers are?



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 write a sentence including a capital letter, finger spaces and a full stop?

Can the children make a poster?

Can the children use new vocabulary appropriately?

Can the children say what the word endangered is?

Can the children use their scissors effectively?

Can the children select items to make their own apes or monkeys?

Can the children say what the different types of monkeys are?

Can the children say what the different types of apes are?

Can the children say some of the similarities and differences between monkeys and apes?

Can the children count to 20 in time to the beat?

Can the children recognise numbers to 20?

Can the children place numbers to 20 on a number track?

Can the children use the information to work out the missing numbers on a number track?

Can the children say what a tally chart is?

Can the children draw a tally chart?

Can the children say what instructions are?

Can the children write a set of instructions?

We hope you have a brilliant weekend!

Mrs Harrison and the Acorn Team