

# Reception News

## 05.06.26

Dear Parents and Carers,

We hope you all enjoyed a fabulous break - we have had a great first week back at school. This is the last half term the children have in reception, and we can't believe how quickly that has come around. With that being said the children's days will look slightly different this half term to help with the transition into Key Stage 1. They will now have 4 carpet sessions throughout the day, 2 topic, 1 phonics and 1 maths as well as taking part in reading practice sessions and larger focus group activities. We have eased in gradually this week and the children have risen to the challenge of this new timetable amazingly.

This half term our topic is Under the Sea. We started our week off deciding all the things we wanted to learn about within this topic. The children came up with some brilliant suggestions and we can't wait to start answering them next week. This week we practised our sentence and list writing by writing about what we would pack if we went to the seaside. We have learnt about colour mixing to create the different shades of the ocean as well as how to keep ourselves safe in the sun and sea.

The Mastering Number Programme has developed the children's skills in subitising by giving them regular practice of recognising small numbers without counting. Subitising is important because it encourages the children to recognise small amounts efficiently (perceptual subitising) and to quickly see the 'numbers within' other numbers (conceptual subitising). Both skills will support the children in developing their understanding of the composition of numbers and will support greater fluency with calculation.

While this week's materials continued to provide further subitising practice within familiar contexts, a new focus will be on subitising beads on a rekenrek. This key piece of equipment will allow the children to continue to develop their subitising skills as they explore the structure of small numbers, while building a foundation for further work in Year 1.

This week's activities had a continued focus on using spatial language and visualisation. Encouraging the children to visualise and describe arrangements of objects will further deepen their number sense.

### Weekly Phonics

Phase 4 CVCC words with short vowels

New words practiced:

toast joint burnt paint spark boast bleed growl smart groan speech bright sport steep float train  
start flight green brown gloom spoon storm broom

Tricky word of the week:

what when there one

### Home Learning

This week I would like you to use the template provided (or make your own) and write me a postcard telling me what you got up to over the half term break. It can be only one sentence or, if you feel you can, write as much as you would like. Remember to use your phonics to help you write your words. Can you remember any of the tricky words we have learnt? Can you include what makes a super sentence? I can't wait to read your postcards!



Look Listen and Note:

Can the children tell you anything about the seaside?

Can the children talk about what they would pack for a seaside holiday?

Can the children talk about the sea?

Can the children explain how to keep safe in the sun?

Can the children explain how to keep safe in the sea?

Can the children say what the word addition means?

Can the children say how many there are in total?

Can the children record their findings in the form of a number sentence?

Can the children talk about and use the terms full, half full and empty?

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

Can the children write any tricky words?

Can the children write a sentence using a capital letter, finger spaces and a full stop?

Can the children talk about the different ways of mixing colours?

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

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 make a story map of 'The Snail and the Whale'?

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 great weekend!**

**Mrs Harrison**