



Reception class NEWSLETTER 12.06.2023 Goodnight Spaceman

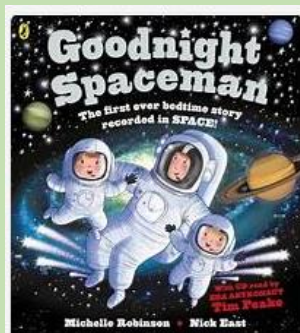
Dear Parents/Carers

This week, we will continue our space themed learning.

Our story of the week is 'Goodnight Spaceman' which we will enjoy reading throughout the week.

In literacy, we will learn to write a sentence to explain what happened in the story and learn to use 'and' to extend our sentences.

We must remember to use our writing rules...



Through our topic learning, we will learn facts about planets, Neil Armstrong and Tim Peake.

We will learn to order the planets, **compare** the different planets and talk about which planets we would like to live on, learning to give an explanation **WHY?**

Because.....

Ways you can help at home: Maths.

In Maths, we will be learning to automatically recall our number bonds up to 5, $0+5=5$, $1+4=5$, $2+3=5$, $3+2=5$, $4+1=5$, $5+0=5$ but also understanding how these number bonds will help us to understand our subtraction facts also. For example $-2+3=5$ so $5-3=2$. We will use our 5 frame to develop our understanding.

We will also compare quantities up to 10 in different contexts. Learning to recognise when a quantity is **greater than**, or **less than** or the **same** (equal) as the other quantity. We will encourage the children to use this vocabulary in their explanations.

At home, encourage the children to use the vocabulary. .. **greater than/ less than / the same (equal)** to compare quantities.

Subtraction facts - Find 5 toys - hide some toys under a towel. Can the children guess how many are hidden? So how many have been taken away? Can they use their knowledge of number bonds?

Ways you can help at home: Phonics

Little Wandle - Letters and Sounds Reception Phonics Home Learning

Phase 4 - Summer 2 Week 2

Focus - Long vowel sounds in words



Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school -

s	a	t	i	n	m	d	g
o	c	k	ck	e	u	r	h
b	f	l	ff	ll	ss	j	v
w	x	y	z	zz	qu	ch	sh
th	ng	nk	ai	ee	igh	oa	oo/oo
ar	or	ur	ow	oi	ear	air	er

We will be reading and writing words. Can you spot segment and blend these words and spot this week's phonemes?

street	screen	stair	strong
three	scoop	free	clear
slight	smear	spoil	clown

We will be reading sentences. Can you spot any tricky words? Can you segment and blend the words and look out for this week's phonemes?

I can see a crack on my screen.

The cat is stuck up the tree.

Three foxes ran out into the street in the night.

We will be practising tricky words. Can you spot the tricky part of the word?

are	pure	sure	little	were	was
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Birthdays

We would like to wish,

Jake
Spencer
Maisie



a very happy birthday!
Have a wonderful time celebrating.

Tapestry:

Don't forget to share your home learning and achievements at home with us on Tapestry.
Thank you, From the EYFS team





A copy of the end of Reception year Early Learning Goals

Communication and Language Listening, Attention and Understanding • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Personal, Social and Emotional Development Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.	Physical Development Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
Understanding the World Past and Present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Expressive Arts and Design Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Mathematics Number • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
		Literacy Comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.



Little Wandle - Letters and Sounds Reception Phonics Home Learning

Phase 4 - Summer 1 Week 4

Focus - Longer words / compound words



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b	f	l	ff	ll	ss	j	v
w	x	y	z	zz	qu	ch	sh
th	ng	nk	ai	ee	igh	oa	oo/oo
ar	or	ur	ow	oi	ear	air	er

We will be reading and writing words. Can you spot segment and blend these words and spot this week's phonemes?

farming	forest	blanket	children
freshness	present	windmill	lunchbox
shampoo	wooden	finger	printer

We will be reading sentences. Can you spot any tricky words? Can you segment and blend the words and look out for this week's phonemes?

We are strong and we sprint in the forest.

The shampoo smells of blossom.

The second chimpanzee got a present.

We will be practising tricky words. Can you spot the tricky part/parts of the word?

there	when	what	one
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