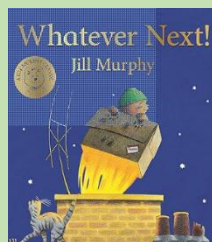




# Reception class NEWSLETTER 13.05.2024 Whatever Next!

## Dear Parents/Carers

This week, through stories we will continue our adventures ... into space!



Our story of the week is

### 'Whatever Next!'

We will enjoy reading this story throughout the week and we will learn to retell the story in our story area.

In literacy, we will learn to write a **list of items** we would take into space with us on our adventure.

Can you tell me,

What you would take with you to the moon?

Can you explain why?

Through our topic work, we will learn facts about different planets, and facts about Neil Armstrong.

Through our learning challenges, 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: Phonics

Little Wandle - Letters and Sounds  
Reception Phonics Home Learning



Phase 4 - Summer 1 Week 4

Focus - Root words ending in: **-ing -ed /t/id/ed/ -est**

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?

|         |          |          |          |
|---------|----------|----------|----------|
| bumping | snapping | jumping  | swimming |
| helped  | cracked  | grunted  | printed  |
| melted  | plumpest | freshest | softest  |

**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?

He jumped up and bumped his leg.

The frog hunted for food in the pond.

I have the softest blanket that there is.

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

out today

## Ways you can help at home: Maths.

In Maths, we will learn to name **2D and 3D shapes** and manipulating shapes to create shape pictures.

Can you describe the shapes you used in your picture?

Can you tell me the properties of the shapes?

**Faces, sides, corners, points...**

**At home,** encourage your children to find different shapes around their home or outside.

Use shapes and blocks/ lego to create shape pictures.

Don't forget to send us photographs of your shape pictures on Tapestry. We would love to see them!



## Birthdays

We would like to wish,

**Miya**



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



## Reception Class Race for Life

**23rd May 2.15pm**

Please see the letter and sponsor form sent home.





Here is a copy of the end of year Early Learning Goals for Reception class.

Each child in Reception must be assessed against the 17 Early Learning Goals by the end of June. Their class teacher will judge if they are meeting the level of development expected at the end of the EYFS.

Teacher will judge, if they are 'expected' or 'emerging' in their learning against the Early Learning Goals below.

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



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| <b>Phase 4 - Summer 1 Week 4</b><br><b>Focus - Root words ending in: -ing -ed /t/id/ed/ -est</b> |                                                                                     |

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| 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    |

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