

## Weekly Learning Letter

**Friday 1<sup>st</sup> March 2024**

### This week in Reception:

We have had a very exciting and engaging week learning all about endangered animals as part of World Wildlife Week. The children have loved sharing their knowledge of endangered animals, discussing what is putting these animals at risk and what we can do to protect them. We have also talked about animals which are already extinct, including the (ever popular!) dinosaurs. This discussion has been a great impetus for a whole host of imaginative activities including making animal masks, designing and building habitats, pretending to be animals and creating stories about endangered animals. It has also inspired some children to write their own non-fiction books about animals and create posters and placards telling people to protect the animals. This morning, we ended our wildlife week with a school protest and encouraged everybody to 'save the animals!'.

### Phonics:

The children joined their new phonics groups, which each contain a mix of children from the three Reception classes. Some of the new phonics groups have been named (by the children!) Giraffe and Dinosaur Unicorns. Will/Shara's group will decide on a name next week. Please ask your child which group they are in. These new groups will focus on the particular areas of development the teachers have identified to best support each group of children e.g. more focus on blending or segmenting

**Giraffes:** We have been doing lots of blending practise, focusing specifically on the digraphs **th**, **sh** and **ch** (reading words like chip, shed, thud)

**Dinosaur Unicorns:** We have been reviewing the digraphs from last term and practising reading longer words.

**Will/Shara:** We have been reviewing the digraphs from last term, particularly focusing on writing these. We have also been chunking longer words.

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### Maths / Number:

This week we focused on the cardinality of number (knowing that the last number you say represents the number of items in the group) and composition of number 5 (how many ways this can be shared and divided). The children practised writing and sequencing the numerals and then matching these to different piles of objects. The language of 'more than...' was encouraged when comparing numbers such as '5 is more than 3'. They also explored different ways to record their findings – using the part, part, whole model for example (see picture in home learning suggestion for reference).

### Home learning ideas:

- Can your child tell you about their favourite endangered animal? Perhaps they could draw and write a fact sheet or poster to teach other people all about it.
- Use chinks or hoops outside to make a huge part-part-whole model. How many items can your child find? Many different ways can they divide the items between the two hoops? Can they write the total number in the third?
- Keep enjoying stories with your child! Maybe they can make up their own story and you can scribe for them? They may even want to write some of it themselves.



An example of the part part whole method.

### Reminders

#### Missing resources

We have noticed that a significant number of resources (child scissors, felted pens, pinecones, pompoms etc) have gradually disappeared from Reception. If you could happen to find any at home, we would be grateful if you can return them.

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### **Urgent request for junk modelling resources**

As a year group we are running very low on the resources the children use when junk modelling. We rely on families to donate their recycling to ensure that we have a steady supply of items for the children to craft with. If you are able to collect any of the following items at home, we would be incredibly grateful for your donations (no matter how few and far between they are!)

- Small cardboard boxes
- Plastic bottle tops
- Kitchen roll tubes
- Plastic vegetable/fruit punnets
- Anything else you think might be useful!

Have a great weekend!

The Reception Team

