

Weekly Learning Letter

Friday 8th March 2024

This week in Reception:

We have had a lovely time talking about our favourite books and characters to celebrate World Book Day. The children looked amazing in their costumes and loved pretending to be their characters. This week, the children learnt the difference between fiction and non-fiction books, using examples from our library and loved coming up with ideas to make their own books. The children learnt about authors and illustrators and where to find their names on a book. During World Book Day children were encouraged to talk about their costumes and share their books, the children loved having teachers from Year 6 read stories to them and had the opportunity to share stories with their reading buddies. We finished the day by doing a costume parade and show.

Phonics:

Giraffes: We have practised the digraphs **ck**, **ng** and **nk**. They are getting very good at blending words containing these. We also practised writing these sounds and lots of tricky words.

Unicorn Dinosaurs: We continued to review the phase 3 digraphs and trigraphs and practised reading longer words by using the 'chunk it up' method.

T-Rex: We continued to review the phase 3 digraphs and trigraphs and practised reading longer words by using the 'chunk it up' method. The children practised letter formation and applied their phonics knowledge to their writing.

Maths / Number

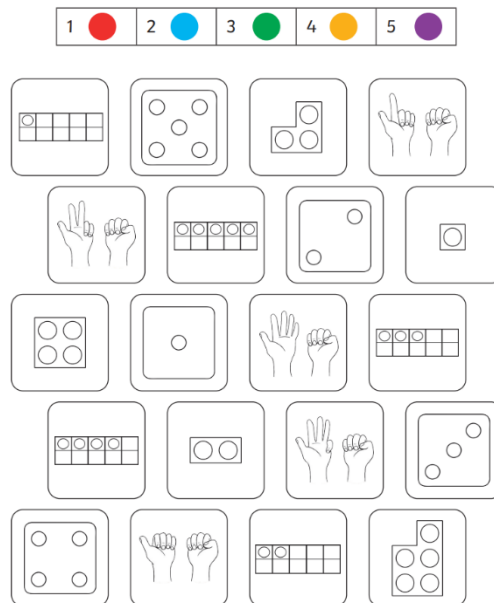
This week, we focused on the composition of number 7 and number formation from 1 to 5. We played 'sharing games' to understand how to split 7. The children learnt that 5 and 2 make 7 and used their fingers to show all the ways we can split 7.

The children practised writing numbers, paying attention to their characteristics to be able to use language to describe numbers. The children showed their number knowledge by representing numbers up to 5 in other ways like tally marks.

Weekly Learning Letter

Home learning ideas:

- Encourage your child to tell you about their favourite costumes from World Book Day using descriptive language.
- Make a non-fiction book about your child's favourite animal.
- Ask your child to represent numbers from 1 to 5 in different ways.



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 happen to find any at home, we would be grateful if you can return them.

Urgent request for junk modelling resources

Thank you to those of you who have brought in junk modelling this week – we are very grateful. Please keep it coming!

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

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Evidence Me

We understand that some of you would like to upload evidence of your child learning at home onto Evidence Me but are unsure what sort of things to include. Here are some example observations to give you some ideas.

Ash was playing in the garden and noticed some flowers. We talked about spring time and Ash said “flowers grow in spring!”. I asked what other signs of spring they could find and they pointed at some new leaves growing on a tree.



Bobby spotted a number 10 on the door of a house. They pointed at it and said “that’s number 10!”. They then counted from 1 all the way to 20. They enjoy recognising numbers.

Remember you are also welcome to upload videos of your child exploring, learning and playing.

Have a great weekend!

The Reception Team

