



# Welcome to Reception Year



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## Welcome to our school!

Hello and welcome to the first newsletter of this year. Each newsletter will give you information about what we are learning in school. This first term is very much about us getting to know your child and you getting to know us! We want to create a partnership with you so together we help your child to grow and learn.



## Reading at home:

The children will not be sent any reading books home for the first few weeks while we complete assessments and begin formal phonics teaching.

To start with the children will be sent books without words. Please use this as an opportunity to develop your child's language. You can talk about the pictures and what might be happening in the story. It will also help your child to understand how books work and they can learn to take care of books, holding them correctly and turning the pages carefully.

You will also get a home/school record book. Please take the time to sign it every time you share a school book with your child .

## Homework:

When your child brings home a reading book and Phoncs Homework Book, please hear them read every day and go over the phonic sounds and key words as often as possible.

Reading books need to be in school

**everyday!**

## Tapestry:

Don't forget to keep looking at your child's learning journey on Tapestry. We would also love to see our parent's adding observations so we can see how your child learns at home.

## School Website

[www.standrewsprimary.org.uk](http://www.standrewsprimary.org.uk)



Year **Reception**  
 Term **Autumn Term**  
 Subject Focus: **PSED**

# It's good to be me!



## Some special events this term:

**Stunning Start:** Finding out about ourselves, our families and what makes each of us special.



**Motivating Middle:** Sharing our 'It's good to be me!' special bags.

**Explosive End:** An Autumn walk—spotting and collecting Autumn treasures

## Reminders:

As children have access to the outdoor area at all times, please make sure they have a suitable warm/waterproof coat everyday.

Also, hats and gloves as it gets colder.



## Our School community:

As part of our learning for Understanding the World we will be taking short walks around our school grounds and in the local area.

This will allow the children to develop a sense of belonging and community. It also enables us to familiarise children with the area and local landmarks.

## PE Days:

The children will not be having PE lessons this term while they are settling into school.

We will let you know when they will begin PE lessons.

## Values Passport

Each month your child will be asked to focus on one of our values at home. Inside the passport there are suggestions on how your child can show the value. Fill the passport in and your child will receive a badge from school. We will then keep the passport until the end of the month and then hand it back. There is also a special 'Love Your Neighbour' badge that the children can earn— see your child's passport for more details!

## The value(s) we are practising this term are:

September – Love  
 October—Resilience



high aspirations  
 talent expectations  
 knowledge

skills curriculum  
 positive role model  
 children heritage

enthusiasm  
 outstanding progress  
 friendly purpose

relevant cultural experience  
 curiosity love of learning  
 love of literature range

### Communication and Language

**Listening Attention and Understanding:** We will be teaching children how to listen carefully and why listening is important. We encourage 'High 5 Sitting' so children know the expectations during carpet time learning. We will ask children questions to find out if they understand what has been said to them. We train staff to interact with children skillfully so they are scaffolding and supporting learning and not interfering—especially during their play!

**Speaking:**  
Everyday we will be introducing children to new vocabulary through the use of stories, rhymes and actions. We use a scheme called Talk 4 Writing which enables children to 'talk' through stories and internalise the language structures used. We support children with gaps in their language by following a language scheme in small groups.

### Literacy

**Reading** – Stories play a main part in our curriculum because they help to bridge the gaps of knowledge and experiences of the world around them whilst also developing imagination and teaching the children valuable skills.

**Writing** – Once assessments are complete we start teaching phonics. Children learn to orally segment (spell) words first before writing them. We teach letter formation using actions and ask children to write their own names daily.

### Expressive Arts and Design

We do lots and lots of singing which helps us to learn lots of new things as well as develop our self-confidence and social skills. Children create pictures and collage and investigate a range of materials and tools independently. They will also explore colours and colour mixing.

It's  
good to be  
me!  
“What  
makes me  
special?”

### Personal, Social and Emotional Focus: Me and My Relationships/Valuing Differences

We will focus on the following topics:

My special people

My feelings

Same and different

Different families and homes

Kindness and caring

### Maths

**Baseline assessment** Getting to know your child—building a picture of what they already know and can do.

**Match, sort and compare** Match and sort/compare amounts.

**Measure and patterns** Comparing mass, size and capacity and exploring simple patterns.

### Understanding the World

Talk about members of their families and community. Talking about families being different. Name and describe people who are familiar to them. Understand that some places are special to members of their community.

**RE**—Ourselves, our families and our communities; Where do we belong?

### Physical Development

Explore large movements outdoors—rolling/crawling/walking

Jumping/running/hopping/skipping/climbing

Develop body strength, co-ordination balance and agility.

Develop fine motor skills using a range of tools—threading/posting/prodding/drawing etc