



WEEKLY PARENT Information NEWSLETTER – Reception 4 May 2015

- On Monday 4 May we will start to collect the children from the Key stage two play ground and bring them into the classroom. The teachers will be outside at 8.20am where the classes will line up on the playground just outside the Early Years Cubs entrance alongside the rest of the school. This is an important part of the transition process from Reception into Year One, building the children's independence, helping them learn to come into school and unpack by themselves confidently. **Please note that Parents are still welcome to come inside with their children.** Please ensure that your child is here for the start of the school day so that they can be part of this important routine and we can maximize learning.

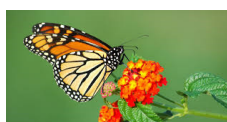


- On **Wednesday 27 May at 9am** parents are invited to a meeting in Stage One to share arrangements for the childrens transition into year one. Please save this date.
- Thank you for your support with our **tricky word challenge**. The children are really keen and it is great to see how they sport their tricky words in their books.
- **Book Fair** - Open for parents for Early Years to choose with children on Thursday and Friday 8:00-10:30am and 3:30 - 4:30pm

Learning Theme; Changes!

We are now beginning our last big theme of Reception: Changes. We will aim to celebrate all the changes that the children have undergone this year and begin to look forward to new challenges whether in our school next year or on adventures further away.

We will look closely at the world around us and notice changes that are happening everywhere from the buildings we see shooting up in Shanghai, to our own growth or the sunflowers we plant in our garden outside. We will be working hard with Key Stage One staff to prepare the children for their transition to Year one.



Our Big Question this week will be ; **How will it change?**

This week we will launch our new theme by encouraging the children to talk about different creatures and objects that change, tadpoles, babies, even ice. We will encourage the children to describe the changes and make links between them. **Why does it change? How does it change?**

Then we will focus on seeds and seedlings- planting and sequencing simple seed growth pictures. The children will talk and sing about what they notice then write simple

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sentences to go with the pictures. We will share the following song with the children: *A Tiny Seed was Sleeping*. It is going to be really interesting to see which direction the childrens' interests will take us!

Development Outcomes

ELG The world:

They make observations of animals and plants and explain why some things occur, and talk about changes.

ELG+ Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in.

Writing Children use their phonic knowledge to write words in ways which match their spoken sounds.

They write simple sentences which can be read by themselves and others.

Communication and language Children follow instructions involving several ideas or actions.

They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Vocabulary:

Plant, seed, grow, water, sunlight, change, predict, leaves, shoots, roots, stem,

Phonics

Sharks

This week the sharks will learn the digraphs ar (car) and or (short). We will read and write the sounds in words. We will continue to spot ai, ee, igh, oa and oo in words.

Octopus

We will review the sounds j, v, w, x, y, z, zz and qu. Reading and writing them in words.

Jellyfish

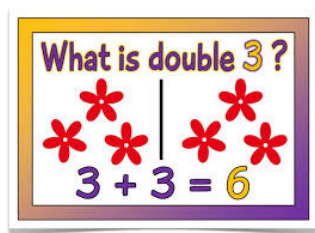
We will be working on simple words out loud, hearing and saying the main sounds we can hear e.g. vet becomes v-e-t.

Pufferfish.

We will review previously learnt sounds and start to learn some alternative spellings for ai (rain) and ee (see) ay (play) and ea (meal).

Mathematics;

This week we will introduce the children to the idea of changing a number by doubling it. We will encourage them to count out an amount of objects and then make it the same again. This will be very practical with the children rolling dice to find out their own double facts to 10 and beyond. This is something you can practice at home too, using fingers and everyday objects to help the children practise this vocabulary.



Development outcomes

They solve problems, including doubling.

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Vocabulary

Double, same, again, total, count, repeat. 'Double 2 is 4. 2 and 2 make 4.'

Please let us know if you have any questions or comments.

Many thanks again.

The Reception Team.