

# Reception Newsletter

## Dates for your diary!

**24th Feb** - Inset day  
**5th March** - Ash Wednesday  
**5th March** - Parents evening  
**6th March** - World Book Day  
**6th March** - Parents evening  
**14th March** - Go Green for CAFOD  
**20th March** - Walking to Trent College  
**22nd March** - Big Lent Walk  
**4th April** - Break up for Easter (2 weeks)

Please check your children's diaries daily as we do put stickers in there with information on.

**PE and Forest Schools will be every Thursday afternoon. Please bring in PE kits and wellies (it gets pretty muddy in the winter in Forest Schools) and waterproofs to keep in school.**

## A message for parents

Welcome back! We hope you had a restful week.

This half term we are using the story 'Handa's Surprise' as well as learning about recipes and writing a recount of our local walk to Trent College to look for the signs of spring. This links to our Understanding the world topic as we are learning about the changes and processes in the world around us.

Please remember if you choose your child to bring their own snack to school that it is fruit or vegetables only. We also have nut allergies, therefore we are a nut free school.

## Writing

- \*Writes own name.
- \*Attempts to write phrases.
- \*Links taught graphemes (including digraphs taught) to phonemes.
- \*Naming and sounding those letters of the alphabet.
- \*Attempts to read their own writing back.

## Reception

# LENT 2

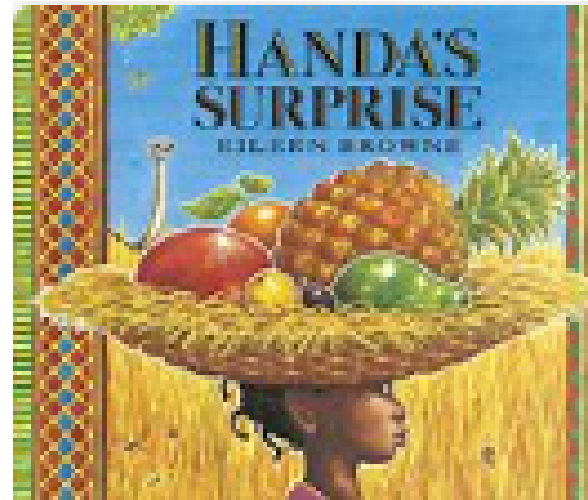
## Maths

- Finds some number bonds to 5
- Identify some subtraction facts of 5
- Identify some doubling facts to 5
- Begins to recognise the pattern of the counting system (11-19).
- Compares quantities to 10 knowing what is less or more.
- To use with increasing accuracy vocabulary involved in adding and subtracting (greater, less than, same, double, half, total, equals)

## Comprehension

- \*Continues a rhyming string.
- \*Uses more complex vocabulary and forms of speech in a logical sequence that are increasingly influenced by their experiences of books, rhymes and poems.
- \*Knows that information can be retrieved from different types of books. \*Describes main story events, setting and characters from a range of stories (from other cultures and times).
- \*Enjoys an increasing range of books and sharing with others

## Texts



## Reading

- Hears, says and can read phonemes/graphemes and digraphs within phase 3.
- Beginning to segment and blend some CVCC and CCVC words.
- Names and sounds most letters of the alphabet.
- Read up to 8 digraphs and a trigraph.
- Reads most phase 3 common exception words
- Begins to read simple sentences
- Re-reads books to build up confidence, fluency and understanding matched to phonics knowledge



# Past and Present The Natural World

EAD

Reception

LENT 2

## People, Culture and Communities (PCC)

- \*Begin to describe own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- \*Begins to know some similarities and difference between religious and cultural communities.
- \*Begin to explain similarities and difference between life in own and other countries using stories and non-fiction texts.

## The Natural World (TNW)

- \*Seasonal changes including a walk in the local area (4 weeks)
- \*Begins to talk about some important processes and changes in the natural world around them e.g effects of changing seasons.
- \*Looks closely at similarities, differences, patterns and change.

## Being Imaginative and Expressive

- \*Begins to build a repertoire of songs, rhymes, poems and stories.
- \*Extends play with other children who are engaged in the same theme.
  - \*Introduces a storyline or narrative into their play.
- \*Plays cooperatively as part of a group to develop and act out a story.
- \*Begins to perform songs, rhymes, poems and stories with others, and- when appropriate try to.

PSED

## Self-Regulation

- \*Aware of own feelings and can use the appropriate word/description.
- \*Beginning to regulate own behaviours making/suggesting appropriate changes to actions.
- \*Increasingly aware of boundaries set and behavioural expectations in the setting.
- \*Can negotiate and solve problems without heightened emotions, using words to negotiate or overcome

Forest School

To create habitats for  
minibeasts.

Introduce basic shelter building  
with adult support.

Communication & Language

## Listening, Attention & Understanding.

Maintains attention, concentrates and sits appropriately during an activity.  
Listen and do for a short span, using comments and actions in a small group.  
Able to follow a story without props or pictures.  
Responds to instructions involving two-part sequence. \*Responds and takes turns when communicating.  
Begins to ask why or how questions

## Speaking.

Participates and uses newly introduced vocabulary in 1:1/ small group contexts.  
Makes use of some introduced vocabulary from stories, rhymes and poems in their own storyline or narrative.  
Uses talk to organise, sequence and clarify thinking and ideas.  
Expresses their ideas and feelings using full sentences, using past and present tense