



Ludlow Primary School

Reception Newsletter 1

September 2023



Welcome

We hope that you have all had a wonderful summer break and have had lots of fun. We are so excited to be working with all our new families this academic year.

Welcome to the first of our half termly newsletters. The newsletter is designed to keep you up to date with what is happening in Reception, what your child is learning and for us to share with you some of the great work they are doing throughout the year. **This is a slightly longer newsletter than you will normally receive as it contains some additional important information.**

It is important that you know that you can talk to us about your child's education. If you need to discuss a matter – or just want reassurance of how your child is doing – please do not hesitate to speak to us at home time or make an appointment to see us, either through Class Dojo or through the school office.

We would also like to know of any issues which might affect your child at school; again, this helps us to gain an understanding of how we can support them.

All communication this year will be through Class DoJo. We will no longer be using Tapestry. We feel that Class DoJo is an easier way to send you photos via your child's Portfolio and to let you know how your child is getting on daily. Click here for a short video explaining Portfolios: <https://youtu.be/uG7-axyuUcg> Dojo is a two-way platform so you are also able to upload photographs of your child on to their Portfolio. We love to see what they are up to in their spare time as this gives us extra insight of them and helps us to plan activities linked to their interests.

Routines

The first few weeks of Reception are filled with us getting to know your child and ensuring that they are settled, happy and motivated to learn. We teach them the simple morning routines of putting their own things away and settling themselves into an activity.

The Autumn Term timetable looks like this:

Reception Timetable Autumn 1 2023

	8.40-8.50	8.50-9.00	9.00-9.45	9.45-10.00	10.00 – 10.45	10.45-11.30	11.30-11.45	11.45-12.30	12.30-1.00	1.00-2.30	2.30-2.45	2.45-3.05
Monday	Doors open and children come into school for table activities	Register Maths Meeting Wall	RWI Phonics	Snack	Whole class literacy input and supporting activities.	Whole class maths input and supporting activities.	Story and Lunch preparation (toilet and wash hands)	Lunch	Topic	Continuous Provision Readers/interventions Talk Boost/Handwriting	Talk Through Stories	Story and Home
Tuesday					Whole class literacy input and supporting activities.	Whole class maths input and supporting activities.			Music	Continuous Provision Readers/interventions Talk Boost/Handwriting	Talk Through Stories	Story and Home
Wednesday					Whole class literacy input and supporting activities.	Whole class maths input and supporting activities.			RE	Continuous Provision Readers/interventions Talk Boost/Handwriting	Talk Through Stories	Story and Home
Thursday PPA					Whole class literacy input and supporting activities.	Whole class maths input and supporting activities.			PPA PSHE	PPA Continuous Provision Readers/interventions Talk Boost/Handwriting	PPA Talk Through Stories	Story and Home
Friday					Whole class literacy input and supporting activities.	Whole class maths input and supporting activities.			Topic	Praise Assembly	CP	Talk Through Stories
					Continuous Provision	Continuous Provision						

What are we learning?

Our overriding theme is: "This is me!"

Special celebrations: Starting school and Harvest

Key Talk for Writing Text: The Little Red Hen

Talk for Writing was developed by the author Pie Corbett. It is a whole school approach to develop our children as readers, writers, speakers and listeners. It enables children to read and write independently for a range of purposes and a variety of audiences. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. The approach moves from children being supported by the teacher and teaching assistants using shared writing and guided teaching towards children writing independently and creatively.

Each story/text is supported by a wide range of engaging activities linked to the story to enhance the children's learning.

Phonics

Read Write Inc. is the phonics scheme followed at Ludlow Primary School. Like all phonics schemes, it teaches children the sounds in English, the letters that represent them, and how to form the letters when writing. *Read Write Inc. Phonics* includes reading books written using only the letters they have learnt at each level (and a small number of separately taught tricky words/high frequency words). The children will quickly feel confident and successful.

Please follow the link for more information <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

In the next few weeks you will be invited into school for a Phonics Workshop to get an idea of how we teach phonics and how you can help your child at home.

Talk Through Stories

Talk Through Stories extends and deepens children's comprehension and vocabulary in reception, Year 1 and 2.

In reception we read two books per half-term. These are the stories for this half-term and the vocabulary words we will be learning. (The children do not have to be able to read these words.)

Owl Babies	Six Dinner Sid
	
hunting silent fuss bounced swooped brave flapped	discovered slip out unlike tough damp suspicious believed furious

Maths

In maths we follow Maths Mastery which has been developed by the National Centre for the Excellence of Teaching Mathematics. This scheme incorporates the use of Numberblocks to support learning – which the children love!

Mastering Number

Reception Overview

Term 1	Term 2	Term 3
<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none">• identify when a set can be subitised and when counting is needed• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills• spot smaller numbers 'hiding' inside larger numbers	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none">• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals• begin to identify missing parts for numbers within 5• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame• focus on equal and unequal groups when comparing numbers	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none">• continue to develop their counting skills, counting larger sets as well as counting actions and sounds• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame• compare quantities and numbers, including sets of objects which have different attributes• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

In addition, we also use the White Rose Maths Scheme. White Rose is a fun way to learn maths with exciting, fun activities for the children. You can find out more about White Rose here:

<https://whiterosemaths.com/parent-resources>

Some Ways to Help Your Child to Learn at Home

1. Help your child to make sense of the world around them.
2. Do fun activities at home.
3. Let them use scissors to snip at paper or even leaves outside.
4. Have mealtimes together.
5. Be interested in and positive about your child's learning.
6. Have healthy snacks available.



The children spend a lot of their time in the outside learning area where they have a wonderful time learning through the activities prepared for them. Please make sure that your child is always dressed appropriately for all weather situations. **Please ensure that your entire child's uniform is clearly named to avoid mix-ups.**

Drinks

We are encouraging the children to be as healthy as possible and this includes only bringing water to drink in their drinks bottles. Please do not send in juice.

PE

Wrens class will do PE on a Wednesday morning.
Robins class will do PE on a Thursday morning.

Please ensure that your child has a "named" PE kit in school at all times. These remain in school and come home each half term to be washed and returned.

We will also be learning to ...

Prime Areas of Learning		
Personal, Social Emotional Development	Physical Development	Communication & Language
<p>Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried.</p> <p>Explain to an adult what has happened when they are upset.</p> <p>“Bounce back” quicker after upsets and with more independence.</p> <p>Follow familiar, routine instructions independently.</p> <p>Use the toilet independently and wash their hands well, knowing why this is important.</p> <p>Undress independently for P.E., with help for buttons</p> <p>Do up their coat.</p> <p>Abide by most of the rules of the classroom.</p> <p>Try new activities independently or with peers. Join in with a group of children who are playing.</p> <p>Form some closer friendships and seek them out to initiate play.</p> <p>Speak to peers within a game or activity.</p> <p>Take turns, with adult support, e.g. when playing a board game.</p>	<p>Begins to run with more fluency, avoiding obstacles.</p> <p>Explores and develops confidence in different ways of moving, e.g. hopping.</p> <p>Independently uses climbing equipment, e.g. the trim trail.</p> <p>Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it. Uses a spoon or fork to eat with increased control and independence.</p> <p>Forms the pre-writing shapes.</p> <p>Forms all the letters of their names correctly.</p> <p>Forms recognisable letters for the full alphabet.</p> <p>Uses an effective (non-palmer pencil grip)</p> <p>Uses scissors to cut out a simple shape independently, e.g. circle/square.</p> <p>Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house. Washes hands independently.</p> <p>Understands that some foods are healthier for us and some are less so.</p> <p>Talks about how their body feels after exercise and knows that this activity is positive for our health.</p>	<p>Begins to use some active listening skills; face the speaker, body still, paying attention.</p> <p>Follows simple instructions well. E.g. Get a pencil, find your bag.</p> <p>Responds to a peers request (e.g. Can I have the ball?) and replies.</p> <p>Learn (and use) new words from familiar texts.</p> <p>Begins to answer “How” questions, e.g. How did this get broken?</p> <p>Offer their ideas in small group contexts, e.g. retelling a simple event in sequence.</p> <p>Use full sentences, sometimes with encouragement, to express complete ideas (e.g. “I like chocolate more than vanilla”, rather “chocolate better”)</p> <p>Ask questions when they don't understand instructions.</p> <p>Uses simple connectives in speech, e.g. and, but.</p> <p>Use new vocabulary from books and stories as they discuss/retell the story.</p> <p>Recite familiar rhymes/poems and join in with repeated refrains from stories.</p>

Specific Areas

Literacy	Maths	Understanding the World	Expressive Arts and Design
<p>Identify the characters and setting of a familiar book.</p> <p>Join in with the repeated refrain from a familiar story.</p> <p>Begin to use language from the story when discussing it.</p> <p>Say a sound for all Set 1 GPCS.</p> <p>Blend CVC words verbally.</p> <p>Write their name with correct formation.</p> <p>Form Set 1 letters recognisably.</p> <p>Segment CVC words verbally.</p> <p>Write the initial and middle sounds for a CVC word.</p>	<p>Subitise to 4.</p> <p>Discuss composition of numbers to 4, showing some automatic recall of number facts.</p> <p>Begin to recognise parts within numbers. E.g. Look at 4 buttons and say “I can see a group of 2 and another group of 2”</p> <p>Recite numbers to 20 confidently.</p> <p>Count back from 10.</p> <p>Demonstrate understanding of the cardinal principle when counting objects. Show accuracy when counting a group of up to 5/10 objects.</p> <p>Use and understand the terms more and fewer/less in practical contexts.</p> <p>Understand the term equal when comparing two groups of objects.</p> <p>Time - Understand yesterday/today/tomorrow.</p> <p>Recite days of the week.</p> <p>Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape</p> <p>Use shapes to make pictures/models.</p> <p>Measure - use and understand the terms short/tall, large/small.</p> <p>Sequence 4 items according to these criteria.</p>	<p>Talk about people around them in good detail, describing their roles, interests or news about them.</p> <p>Discuss past and upcoming events within their own family, e.g. “When I was a baby, I had a Christening” or “At my third birthday, I had a dinosaur cake”</p> <p>Understand that the past is the time “before now”. Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors.</p> <p>Share their experiences of local features of our community, e.g. playground, Tesco, the River</p> <p>Know the church is special to us as Christians.</p> <p>Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Make reference to changes to the natural world, weather and our habits.</p> <p>Make more careful observations (e.g. “The ice has melted; look it's a puddle now”) and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt.</p> <p>Make simple drawings of natural objects, e.g. leaf.</p>	<p>Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).</p> <p>Talk about what they like or could improve about what they have created.</p> <p>Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent “upstairs” when their pretend-play requires it.</p> <p>Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait.</p> <p>Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat.</p> <p>Keep a beat using a musical instrument or body percussion.</p> <p>Perform familiar sings/rhymes in small groups.</p> <p>Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks.</p> <p>Retell parts of familiar stories through use of puppets, toys, masks or small-world.</p>