

# Reception Curricular Letter

## Autumn 2 2023 – Once upon a time

Dear Parents and Guardians,

Welcome back everybody! I hope you managed to have a peaceful and restful half term break. I must start by saying how proud I am of the children for how they ended last half term and how they have begun this one. They have shown resilience to the changes gone on within school and have settled beautifully back into classroom routines. They have already produced some excellent work across the curriculum, and I can't wait to see what they produce in the half term to come. I was really impressed by all the homework that was brought in at the end of the last half term and the homework that was posted onto Seesaw. It was clear to see how much effort had gone into producing work of such creativity and of such a high standard.

This curriculum newsletter will tell you all about the units and areas of learning being covered in this half term. All the children will be learning the same topics but will cover the specific year group expectations for Year R,1 and 2. Our topic this term is a History driver is called 'Once upon a time 'and many of our subjects will relate to this.

As with the start of all our topics, we discuss it with the children to find out what they already know and what they want to find out. This will form the basis of our weekly planning so that we can try to plan from the children's interests. If you have anything that you think may be of interest to our topic, then please let us know.

Reading books should be sent into school each day children will be given the opportunity to change these daily. We aim to read with children several times a week and we do encourage children to read at home regularly and to enjoy a shared read with adults. Reading certificates are given out on Fridays and the children are encouraged to read each book twice to build confidence.

We will continue to provide children with a piece of fruit, free of charge, each day. Toast is still available daily at 20p. If you would prefer your child to bring his/her own snack to school, please keep in mind that we are a healthy school and it should be a piece of fruit or veg.

Children are encouraged to bring a drinks bottle to school each day, **filled with water**. I have noticed some children have juice or flavoured water and school policy is water, in line with Change for Life initiatives.

Lunches must come in either a carrier bag that can be binned daily or a small lunch bag/box that can be cleaned easily.

All PE kit and school uniform must be **labelled**, so if lost, they can be easily returned to you.

Thank you once again for your support, it is very much appreciated. I have thoroughly enjoyed getting to know your children and am especially looking forward to watching them thrive and grow over what will be a truly sensational term. By continuing to work together, we can ensure that every child in the whole school flourishes. If you need any support, assistance or guidance please do send me a Class Dojo message. Don't forget you can see some of your child's learning journey on our Facebook page.

Many thanks,

Mrs Karen Barclay  
Class teacher

## The Half Term Ahead

**Role Play**  
Toy hospital

Toys from the  
past

Healthy Eating  
and exercise

**Maths number**  
investigation and  
formation

Read stories  
based on a  
school theme  
Make  
characters

Letter formation

Share books and be  
introduced to  
phonics books.

**Funky Fingers**  
Develop writing  
skills using multi-  
sensory approach

**PE**  
Gymnastics

### Days to Remember

#### Monday

Reading and Phonics  
books changed

Maths Games  
after school club

#### Tuesday

PE

Eco Club  
after school club

#### Wednesday

#### Thursday

Choir  
after school club

#### Friday

PE

Gymnastics  
after school club

## **PHONICS**

As an introduction to phonics, we will be reviewing oral blending and oral segmenting from phase 1 of the Red rose scheme. These two skills are the foundation for all future reading and writing and it's important that we spend time consolidating these skills before we start teaching the children their letter sounds. The skill of oral blending enables the children to push single sounds together so that they can hear whole words. The skill of oral segmenting enables the children to break down words into their smallest single sound components. After consolidating their phase 1 knowledge, we will move on to teaching the first set of sounds.

At Mossy Lea, we follow the Red Rose scheme to teach Phonics and use a variety of the songs and actions to compliment this. All children will be working for fifteen minutes every day in their phonics groups, and they will begin learning the sounds (phonemes) of the alphabet. Pupils will learn four sounds each week and in groups will practise saying, recognising, writing, and hearing sounds. Once the children know a few sounds, we can start putting them together to create simple CVC words for reading and writing i.e. (sat, pin and tap etc). Each new sound will be placed into your child's phonic book so they can practise at home. Parents are encouraged to discuss sounds and letter names, write lower- and upper-case letters and find objects which begin and end with each sound.

## **READING**

Pupils will participate in whole class reading sessions with big books, take part in at least one guided group reading session a week and will have opportunities to read and discuss their books individually. Classroom activities will also develop the children's understanding of books and develop the strategies the children need to assist their reading. The books your child will bring home will include a phonics book, a phonetically decodable text based on their phonic phase and a book from the school library that your child will chose independently. Please share and talk together about what is happening in the story and encourage your child to look carefully at the sounds, words, and pictures. It is helpful if you can write in your child's reading record book if you have read or shared the books as this will help the staff to monitor the strategies your child uses to read. Your child will also bring home 'tricky word' or 'keyword' bookmarks, words that your child will be expected to recognise by sight. Please keep it in your child's book bag so it can be changed when necessary.

## **WRITING**

Pupils will continue to practise writing their names, remembering a capital letter at the beginning only. Each child will be encouraged to write their name on all pieces of work and as often as possible. We will be practising letter formation weekly using various tools such as pens, paint brushes, sand, chalk and play dough. In addition, all children will be participating in activities developed to improve their fine motor skills and their pencil control. Pupils will learn about some of the purposes we have for writing and will be given opportunities to write using their emergent writing and phonic strategies.

### Home Reading

We will change your child's reading books once a week on a Monday. Children have opportunities to read during daily phonics, as part of a group (guided reading) and independently with school staff. Please write the title of the book you have read with your child in their reading record (so we can aim to avoid sending the same book home twice) and add comments about your child's reading in the reading record book. **Children are expected to read at home with an adult every day whether it be 2 or 10 pages.** If your child reads their own books at home, please feel free to make a note of this in their reading records. Our reading records have a reward system where children can be awarded stickers by parents. When you have recorded their sticker award in their reading record we will back this up with a certificate that will be sent home.



<http://www.bugclub.co.uk/>

You can access online e-books for your child to read at home on Bug Club. The books have been selected for your child, according to the level they are reading. Usernames and passwords will be sent home shortly.

### MATHS

This term will focus mainly on developing your child's pre-counting skills. This will involve sorting items into groups, identifying similarities and differences and making patterns. We will spend much of our time asking the children to 'say what you see' and modelling giving answers using full sentences such as, 'They are the same because', 'They are different because' and 'I can see...'. On top of this we will begin to develop your child's ability to subitise amounts which means being able to identify how many items are in a group without counting. This is a skill which precedes counting and only applies to small groups up to an average of 5 objects

The children's mathematical development is furthered through whole class work, through focused activities in small groups with an adult and through play. This work is practical and fun with limited recording at this stage. Sessions will focus on children being provided with practical activities to help them compare, sort, match, sequence, and count. Through such first-hand experience, children will develop an understanding of numbers and use the appropriate mathematical language involved. We will count and calculate, recognise numbers, make sets, sort, and compare objects, and learn names and properties of 2D shapes. As well as a focused numeracy session the children will have opportunities during child-initiated play to play number games and to follow up ideas started during the lesson.

### **Seesaw**

Seesaw is a simple way for teachers and students to record and share what's happening in the classroom. Your child's teachers can send you photographs, videos, notes, links to websites and can upload documents. This can be to show you the work your child has done or to set work and share important information. There are two different ways to access Seesaw both as a parent and as a child, either using a laptop/ desktop computer, or through a phone or tablet by downloading the app. Seesaw can be accessed by parents or by children, and each option looks rather different. All comments, photos, videos, and notes added by parents or children will need to be approved by the class teacher before they are published. This is to ensure that safe and appropriate content is published for others to view.

A Tutorial of Seesaw Home Learning for Parents.

<https://www.youtube.com/watch?v=W9FyB1SCbeM>