

Reception Class

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Dear Parents and Carers,

Welcome to Worfield, we hope that you had a good summer and are ready for the exciting year ahead of us. The children will, over the next three weeks get to know the routines of the classroom and the layout of the school. The following outlines your child's learning opportunities across the Early Years Curriculum and offers ideas for supporting your child at home.

What's our topic?

Topics in Early Years are mainly driven from children's interests & as they are inquisitive at how things work, we thought we would create a 'Things That Move' topic. We have an additional Longitudinal Topic that covers a range of festivals and celebrations over the course of the year which we will investigate and celebrate as they occur.

English- Reading



A library book will be sent home each Wednesday for you to read with/to your child. Could you please ensure that this is returned each week to exchange. Once a reading scheme book and a reading record book have been given please bring both books to school every day.

- Some of these books will have words, some will not. Please encourage your child to look at the pictures, talk about them, make up a story and discuss the story.
- The content of the books will change according to children's needs and interests.
- Please can you share the books with your child daily and write a note in their reading record. It will really help your child to make excellent progress if you read a book to them at bedtime.
- Reading scheme books will be changed frequently, inline with how often your child is reading.

At Home: You can support your child further by looking at print in newspapers, magazines, leaflets, story books, nursery rhymes.

English- Writing



- Singing – learning our topic based songs and our seasonal songs
- Finding name cards in the environment – e.g. peg, trays, self-registering.
- Lots of mark making activities both inside and outside.
- Focusing on writing our names and forming our letters correctly. If your child can already write their name we will be looking at capital letters and surnames.
- Handwriting sessions will practice correct formation, size and position of letters.
- Reading and discussing a variety of texts from their interests & link in to our topic.
- Attending daily phonics lesson to learn about the sounds the letters make. This will help them with both their reading and their writing.

At Home: Practice writing their name in flour or sand and using magnetic letters to create words.

Mathematics – Numbers & Numerical Patterns

During the term your child will be recognising and counting with numbers and experimenting with shapes and objects by sorting and making simple patterns.

Your child will –



- Count in various ways such as count out loud, touch and count, move objects and count
- Recognise, name and order numbers from 0 to 10 then to 20 and beyond.
- Learn about names of shapes and use language such as round, points to describe them.
- Sort and match objects.
- Solve simple practical problems while playing.

At Home: See the sheet attached which has all the mathematical vocabulary to use at home also.

Personal, Social & Emotional Development –Self Regulation, Managing Self & Building Relationships

- Getting to know each other through circle time activities.
- Explore their feelings about starting a new class and school and getting to know the people around.
- Learn about themselves through their relationships with others.
- Taking it in turns share in the setting and to talk about their 'Chatter Boxes' while others will have an opportunity to ask them questions.

At Home: Help your child to fasten buttons and zips.

Physical Development – Gross and Fine Motor Skills

Your child will be attending Forest School and P.E sessions on alternate Mondays, during these sessions your child will:-

- Develop games skills, in particular rolling, throwing, kicking and catching to help develop their gross motor skills.
- Develop fine motor skills using a range of small and large equipment and have opportunities to handle tools, objects, construction and malleable materials.
- Learn how to use the equipment safely.
- Dress and undress themselves with little or no help.
- Please provide indoor pumps and wellies for Monday's sessions.



Understanding The World –Past & Present, People, Culture & Communities & The Natural World

Your child will be exploring and investigating their new environment over the course of this term. To support the topic, we will be planning forest school sessions which will provide opportunities to observe and identify features in the natural world and gain an awareness of cultures and beliefs of others. Your child will explore past and present modes of transport.

Expressive Arts and Design – Creating with materials & Being Imaginative and Expressive

- Learning new topic based songs
- Using a range of instruments
- Explore colour in paint mixing area and textures in tactile area - clay, corn flour, cornflakes, shaving foam etc.
- They will make models of families and homes using recycled material, collage and printing
- Explore role play in all provision areas. (Roleplay will be a house and then a farm shop).
- They will explore colour, texture, shape, form and space in two and three dimensions.

At Home: Please support your child by hearing them say their Time for Rhyme each week there are 8 rhymes in total.

Homework Project-

"Chatter boxes"- We would like you to provide a box and over the next few days help your child to put in 5 things that will give the rest of the class some clues that will tell us something about your child such as:

- A photo of when they were born or very young
- A photo of themselves and family
- A picture of somewhere or someone they like to visit
- A toy that shows your child's interests e.g. plastic dinosaur, toy car, a Polly Pocket doll
- A picture of their favourite TV character
- If they have a pet, something that belongs to him/her
- A favourite story
- An empty wrapper to show what they like to eat
- Something they like to collect e.g. shells
- Anything else you can think of.



The children will take it in turns to show the contents of their "Chatter boxes" and we will encourage the others to ask questions. We are looking forward to seeing what's inside. They can bring them in any time over the course of the next 3 weeks and we will probably need to keep them for a few days, after which we will return everything safely back to you.

Morning Routines

We are encouraging your child to be independent by coming in and hanging their own coat up, putting their book bag in their drawers, placing their lunch order or lunchbox on the trolley, also remembering to place water bottles in the classroom by the sink. Every morning there will be 'Early Morning' activities on the tables, such as writing their name, threading activities, tracing, counting objects and ordering numbers.

Home/School Communication

We are excited about learning alongside your child and aim to involve you in their learning every step of the way! Staff will be available in the mornings, but as you can appreciate, we're all eager to start our learning. However if you wish to speak in more detail, staff will be more than happy to arrange a time which is convenient for everyone to contact via telephone. Additional information and dates may be found on the school website and Class Dojo.

End of Day Routines

Children will be reunited with parents / carers at the end of the day from the Early Years gate. Please note that we can only send children home with persons listed on the contact form, unless we have received a message via the office or a written note to advise otherwise.

If you have any questions, please feel free to chat or message us on ClassDojo with any member of the Reception team, who will try and help you! We are really looking forward to learning alongside you and your children this year.



Maths Vocabulary used in Reception Class

Here is a list of the specific maths words we will be using with all the children. We know that this will help to make good progress.

Using these words at home would also be helpful.



Adding and subtracting

add, more, and
make, sum, total
altogether
score
double
one more, two more, ten more...
how many more to make... ?
how many more is... than...?
take (away), leave
how many are left/left over?
how many have gone?
one less, two less... ten less...
how many fewer is... than...?
difference between is the same as

Counting

number
zero, one, two, three... to twenty and beyond
zero, ten, twenty... one hundred
none
how many...?
count, count (up) to
count on (from, to)
count back (from, to)
count in ones, twos... tens...
more, less, many, few
odd, even
every other
how many times?
pattern, pair
guess how many, estimate
nearly, close to, about the same as
just over, just under too many, too few, enough, not enough

Capacity

full / half full/ empty
holds
container

Length

length, width, height, depth
long, short, tall
high, low
wide, narrow
deep, shallow
thick, thin
longer, shorter, taller, higher... and so on
longest, shortest, tallest, highest... and so on
far, near, close

Time

days of the week: Monday, Tuesday...
day, week
birthday, holiday
morning, afternoon, evening, night
bedtime, dinnertime, playtime
today, yesterday, tomorrow
before, after
next, last
now, soon, early, late
quick, quicker, quickest, quickly
slow, slower, slowest, slowly
old, older, oldest
new, newer, newest
takes longer, takes less time
hour, o'clock
clock, watch, hands

3D Shapes

cube
pyramid
sphere
cone
cuboid
cylinder

2D Shapes

circle
triangle
square
rectangle
oblong
diamond
star
pentagon
hexagon

Problems involving 'real life' or money

compare
double
half, halve
pair
count out, share out
left, left over
money
coin
penny, pence, pound
price
cost
buy
sell
spend, spent
pay
change
dear, costs more
cheap, costs less, cheaper
costs the same as
how much...? how many...?
total