



Reception Newsletter

We hope you have had a restful summer. We wish to welcome you and your child on the start of their journey through education!

Autumn Term Topics

This half term your child will be learning:

All about me- learning about themselves, their family and their community.

Transport past and present- Learning about different types of transports all across the world and from the past and the present.



Important dates

Friday 26th September- Tempest Individual Photos

Thursday 23rd October- Harvest Festival St Peter's church

Thursday 11th December- Reception and year 1 Nativity

Friday 19th December- Christmas Church Service St Peter's Church

The Reception Team

Adults in our class are:

Miss M Spencer- Class Teacher

Mrs K Bocking- HLTA

Mrs J Partridge- TA

Miss Moughton- TA



We are looking forward to watching your child grow this year! If you have any concerns please contact Miss Spencer via email:

mspencer@anthonycurton.norfolk.sch.uk

Handy things to know:

- Please can you make sure everything your child owns is labelled, this includes shoes, P.E kit, lunch boxes and water bottles.
- P.E will be on We recommend bringing their kit into school on Monday and leaving it at school until Friday in case there are any timetable changes during the week.
- Please ensure your child brings a water bottle and coat to school **every day**. As they will have access to the outdoor area in all weathers. Children may bring their wellies and leave these at school if they wish.
- Reading books will be changed every **Tuesday** please ensure your child is reading regularly at home, and that you record this in their reading record. (more on how to help your child read below)
- To keep precious things safe, we kindly ask that children do not bring toys from home to school. We do show and tell on a **Friday Afternoon**, please be mindful of what your child brings for this. We are happy for them to show achievements outside of school, homework/things they have made, places they have visited.
- Please ensure your child has water, flavored water or no-added sugar squash in their bottle to keep our furniture fresh.
- Please read the end of year expectations attached as this will give you a good idea of what we expect your child to be able to do by the end of the year.
- Children are welcome to bring slippers to school, to wear in the classroom.
- Any medication such as inhalers must be taken to the office, as you will need to complete a form before they are stored at school.
- Please ensure your child has spare clothes at school **at all times**, we like to get messy in Reception!
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Slippers and Wellies

If your child would like to bring a pair of slippers and wellies to keep in school they are more than welcome! Please ensure these items are **named** so they don't get lost and children can easily find them!

Snack time!

We do provide fruit at school, however if your child would prefer, we are happy for them to bring in their own healthy snack. We ask that children do not bring in crisps, sweets or chocolate for their snack and that **all home snack pots are labelled** with their names.

-	Monday JP/CM	Tuesday JP/CM	Wednesday JP/CM	Thursday JP	Friday JP/CM
8:40-9:00am	Register and Morning Task				
9:00-9:20am	Question of the week (Teams)	Class Worship	Class Worship/Whole school Worship	Teacher Whole School Worship	Celebration Assembly (Teams)
9:20-9:30am	Days of the week and timetable				
9:30-10:00am	Exploring Time				
10:00-10:30am	Phonics				
10:30-10:45am	Snack time				
10:45-11:00am	Whole class Maths	Number Time	Number Time	Whole Class Maths	Number Time
11:00-11:30am	Exploring time (Maths)	Exploring time (Topic)	Exploring time (Literacy)	Exploring time (Topic)	Exploring Time (Phonics/handwriting)
11:30-11:45am	Tidy up, prayer and wash hands				
12:00-1:00pm	Lunch				
1:00-1:15pm	Whole Class Topic	P.E	Whole Class Literacy	Whole Class Topic	Whole class R.E
1:15-2:00pm	Exploring time (Maths, phonics)		Exploring time (Literacy, Phonics)	Exploring time (Topic, reading)	Exploring time (Phonics, reading)
1:15-2:45pm	Exploring time (Maths, phonics)	Exploring time (Phonics, reading)	Exploring time (Literacy, Phonics)	Exploring time (Topic, reading)	Exploring time (Phonics, reading)
2:45-3:00pm	Tidy up Time and Story Time				
3:00-3:15pm	Home Time Routine				

Useful Articles:

<https://www.bbc.co.uk/bitesize/articles/zbxbby9q>

<https://sounds-write.co.uk/support-for-parents-and-carers/>

<https://sounds-write.co.uk/free-resources/>

<https://home.oxfordowl.co.uk/reading/struggling-readers/>

<https://ictgames.com>

<https://www.topmarks.co.uk>

<https://debbiehepplewhitehandwriting.com/free-resources/>

EYFS Early Learning Goals:

Parent and Carers Guide

The Early Learning Goals (ELGs) are the goals or targets children are expected to achieve at the end of their reception year. They are not the curriculum, but an end point measure of what a child should be demonstrating at the end of the Early Years Foundation Stage. There are 17 ELGs across all the areas of learning as shown below.

Area of Learning	Aspect	Early Learning Goals
Communication and Language (C&L)	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development (PSED)	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

Area of Learning	Aspect	Early Learning Goals
Physical Development (PD)	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy (L)	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Maths (M)	Number	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Area of Learning	Aspect	Early Learning Goals
Understanding the World (Utw)	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
	The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design (EA&D)	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.