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Dear Reception Families,

Last week the children learnt all about the importance of keeping their teeth clean and the role of the dentist. Many could talk about their own experiences of visiting the dentist. Mrs Morley's sister, who is a midwife, came to talk to the children about her job too, with a focus on looking after little babies. The children listened with sustained interest and asked some very interesting questions. Many of our children with baby brothers and sisters contributed brilliantly to the conversation!



### Learning

This week we will learn about local community 'superheroes' such as carers, recycling truck drivers and vets.

### Communication, Language & Literacy:

We will read the story A Superhero Like You by Dr Ranj.

We will learn some new vocabulary such as carer, explore, memories, siren and scientist. Can your child show you the actions we have learnt and explain the meaning?

We will draw and write about the character and setting.  
We will draw and write about people we see as 'superheros'.

We will continue to write phrases and sentences using the sounds and tricky words we have learnt. Here are some key phrases and sentence starters that are decodable and use learnt tricky words if you want to practice at home:

- I can see...
- It is a...
- Look, I can see the...
- The \_\_\_\_\_ is \_\_\_\_\_

### Phonics

We will continue to practice reading longer words using the 'chunking method'. This is where the word is broken into syllables or smaller chunks such as **s-u-n** / **s-e-t** or **l-a-p** / **t-o-p**. Children sound out each chunk individually and then the individual chunks are blended together to read the whole word. Below are some words you could practice together:

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Artsmark  
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**chicken**

**lemon**

**pocket**

**velvet**

**bedroom**

We will continue to practice reading the tricky words and try to use them within our writing. Please find below a list of the tricky words that the children need to be able to read. Also this week we will assess the sounds the children have learnt so far to see what they need to do more practice of in Spring 2.

### **Maths:**

This week in maths, we will be learning about time. Our learning will focus on sequencing events, days of the week, and using words like first, next, then, after and finally. We will make jam sandwiches and use these words to describe how we did it and sequence the steps.

One of our goals for the end of Reception, is for the children to be able to automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts). Number bonds are pairs of numbers which add up to a certain number. You can help your child to grasp this concept using everyday objects like toys, fingers or fruit, encouraging them to find "how many more" are needed to make 5.

Fun, simple activities for home:

- **Finger fun:** Show a number of fingers (e.g., 3) and ask your child how many more are needed to make 5 (2).
- **Toy Pairings:** Use 5 Lego bricks or toys, separating them into two piles to show different combinations.
- **Hidden Object Game:** Place 5 small items (like beads or coins) under a cup, take some away, and ask how many are hidden.

### **Other Areas of Learning:**

- **UW (Understanding the World)** – we will learn about 'superhero' workers such as an air ambulance driver, carer, vet and recycling truck driver. We will talk about our own experiences of seeing these kinds of workers locally and think about what we would like to do to help when we grow up.

- **PSED (Personal, social and emotional development)** – we will learn to understand the link between what I learn now and the job I might like to do when I'm older. This week is also **Children's Mental Health Week** – this year the focus is This is My Place. We will have discussions on belonging as the feeling of being a valued member of the class and school. Through these discussions we want to ensure every child feels cared for in the class environment and comfortable to be themselves.

- **EAD (Expressive arts and design)** – We will paint pictures of people who help us and design our own superhero capes.

- **PD (Physical development)** - we will continue to practice different ways of moving around.

### **Notices/reminders:**

- Thank you to all the families who posted baby photos on Tapestry. They are on display in Reception and the children have loved looking at them and guessing which of their friends they are!
- **A reminder that we are having a People Who Help Us dress-up day on Wednesday 11<sup>th</sup> February.** Your child can come to school dressed up as someone who helps us, for example a doctor, nurse, vet, firefighter, police officer, baker etc. Please ask if you have any questions.

- We are very excited that after half term, our Reception outdoor area will be getting a revamp! We will need to clear the area in preparation for this. If you are able to help us with this after school on Thursday 12<sup>th</sup> February please let your child's class teacher know. We really appreciate your support with this, thank you.

Kind Regards,

Mrs Morley, Mrs Duxon and Mrs Lewis

Phase 3 tricky word	Tricky part(s)	Why is it tricky?
was	a	The 'a' makes the sound <b>o</b> . <b>Learning so far:</b> For 'a', your child has learned the sound <b>a</b> as in 'cat'.
you	ou	Your child has not yet learned the different sounds made by the digraph 'ou'. Here, it makes the sound oo (as in 'food').
they	ey	Your child has not yet learned the different sounds made by the digraph 'ey'. Here, it makes the sound <b>ai</b> .
my by	y	The 'y' makes the sound <b>igh</b> . <b>Learning so far:</b> For 'y', your child has learned the sound <b>y</b> as in 'yap'.
all	a	The 'a' makes the sound <b>or</b> . <b>Learning so far:</b> For 'a', your child has learned the sound <b>a</b> as in 'cat'.
are	whole word	This is a rare spelling of the sound <b>ar</b> .
sure	whole word	The 's' makes the sound <b>sh</b> . The 'ure' makes two sounds ( <b>yoo</b> plus the schwa sound). <i>These are rare spellings for these sounds.</i>
pure	ure	The 'ure' makes two sounds ( <b>yoo</b> plus the schwa sound). <i>This is a rare spelling for these sounds.</i>

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
l	i	The 'i' makes the sound <b>igh</b> . <b>Learning so far:</b> For 'i', your child has learned the sound <b>i</b> as in 'pin'.
the	e	It is rare for 'e' to make the schwa sound at the end of a word.
put* pull full push	u	The 'u' makes the sound <b>oo</b> (as in 'book'). <b>Learning so far:</b> For 'u', your child has learned the sound <b>u</b> as in 'cup'.
and	nd	Your child has not yet learned how to blend together adjacent consonants.
her	er	Your child has not yet learned the digraph 'er'. <b>Note:</b> They will learn this digraph later in the Spring term.
go no	o	The 'o' makes the sound <b>oa</b> . <b>Learning so far:</b> For 'o', your child has learned the sound <b>o</b> as in 'dog'.
to into	o	The 'o' makes the sound oo (as in 'food') or the schwa sound, depending on context. <b>Learning so far:</b> For 'o', your child has learned the sound <b>o</b> as in 'dog'.
she he we me be	e	The 'e' makes the sound <b>ee</b> . <b>Learning so far:</b> For 'e', your child has learned the sound <b>e</b> as in 'egg'.
of	f	The 'f' makes the sound <b>v</b> . <i>This is a rare spelling for this sound.</i>



## RECEPTION SNACKS

*If your child brings a snack for break time at Saxon Primary School, please choose from the approved list: **fresh fruit or vegetables, dried fruit, plain rice cakes, breadsticks, plain crackers, plain pitta/wrap (no filling), yoghurt tube or a handful of sugar-free cereal.** Please make sure fruits, such as grapes, are sliced in half **vertically** (or ideally quartered.)*

*Please avoid snacks such as fruit winders, crisps, pastries and other high sugar/salt snacks. If the children do bring something in that is not a healthy snack, we will offer a piece of school provided fruit and send the snack home with the children.*

*Many thanks for helping us keep snack time healthy!*

