



# Reception Newsletter

Autumn 2 2023

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Welcome back to the second half of the Autumn term!

I am so proud of the hard work and determination that our Reception children displayed last half term and I am so excited to see the progress they make over the next couple of months!

We will be developing our Knowledge and Understanding of the World, learning all about the changing seasons and the exciting celebrations that occur throughout Autumn and Winter. Many of you over the half-term holiday went on an Autumn walk and collected lots of natural treasures for us to explore back in the classroom. I want to take this time to thank you all for the support you provide your children at home – it really does make a difference!

For this half term, we will be introducing 'Family Fridays' across the EYFS. This is a chance for you to come into your child's classroom, talk to teaching staff and find out what we have been learning about. We will be sending more information about this soon. We will also be holding parents evening on the 21<sup>st</sup> and 22<sup>nd</sup> of November, please ensure you book a time slot via School Spider.

Now that Halloween and Bonfire Night are out of the way, we can start thinking about the most wonderful time of the year! We have a pantomime to watch at the theatre, craft days to enjoy and a Christmas play to perform!

Thank you as always for your continued support and cooperation.

Miss Burke

This term P.E will be every **Tuesday**.

Please bring your child's PE kit and trainers into school  
ASAP where it can stay until the end of term.

Please email with anything you wish to discuss: [h.burke@abbott.manchester.sch.uk](mailto:h.burke@abbott.manchester.sch.uk)

# Class Timetable



## Reception Timetable



	08:45 - 09:00	09:00- 09:10	09:10 - 09:30	09:30 - 10:30	10:30 - 10:45	10:45 - 11:40	11:40 - 12:00	12:00 - 13:00	13:00 - 13:10	13:10 - 13:30	13:30 - 14:40	14:40 - 15:00	15:00 - 15:15
M o n	M o r n i n g  T a s k	Register, calendar, visual timetable	CL & Literac y	Child initiated and adult led learning Indoor/outdoor	Maths	Child initiated and adult led learning Indoor/outdoor	T o i l e t  &  H a n d  W a s h	L U N C H	T o o t h  B r u s h i n g	phonics	Child initiated and adult led learning Indoor/outdoor	T i d y  &  H o m e t i m e	S t o r y  &  H o m e t i m e
T u e s		Register, calendar, visual timetable	CL & Literac y	Child initiated and adult led learning Indoor/outdoor	Maths	Child initiated and adult led learning Indoor/o utdoor				phonics	Child initiated and adult led learning Indoor/outdoor		
W e d s		Register, calendar, visual timetable	CL & Literac y	Child initiated and adult led learning Indoor/outdoor	Maths	Child initiated and adult led learning Indoor/outdoor				phonics	Child initiated and adult led learning Indoor/outdoor		
T h u r s		Register, calendar, visual timetable	CL & Literac y	Child initiated and adult led learning Indoor/outdoor	Maths	Child initiated and adult led learning Indoor/outdoor				phonics	Child initiated and adult led learning Indoor/outdoor		
F r i		Register, calendar, visual timetable	Family Friday	Child initiated and adult led learning Indoor/outdoor	Maths	Child initiated and adult led learning Indoor/outdoor				Utw	Child initiated and adult led learning Indoor/outdoor		



# Curriculum Overview

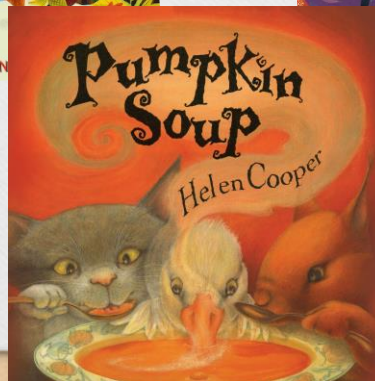
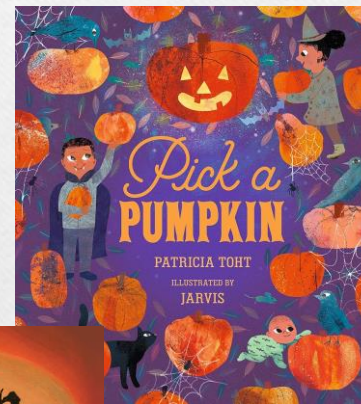
Area of Learning	Autumn 2 - Success Criteria
<b>Literacy</b>	<p>I can write one word labels (Label pictures e.g. character description)</p> <p>I can write for a purpose - a list (shopping list, Christmas list)</p> <p>I show an awareness of rhyme in a story or song, identifying rhyming pairs..</p> <p>I understand and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p>I am beginning to link sounds to some frequently used digraphs, e.g. sh, th, ch</p> <p>I can read a few common exception words matched to Read Write Inc. Phonics (I, the, of).</p>
<b>Maths</b>	<p>I can name and describe 2D and 3D shapes and their properties.</p> <p>I show awareness of 3D shape similarities and differences between objects.</p> <p>I can identify numbers which are one more/one less than a given number.</p> <p>I am developing an awareness of composition, recognising numbers are composed of smaller numbers.</p>
<b>Communication and Language</b>	<p>I understand how to listen carefully and why listening is important.</p> <p>I understand and follow complex instructions with multiple parts.</p> <p>I can understand and respond to questions such as who; why; when; where and how</p> <p>I can retell a story once I have developed a deep familiarity with the text.</p> <p>I engage in non-fiction books and begin to use vocabulary associated with these texts.</p>
<b>Physical Development</b>	<p>I can use climbing equipment safely and competently.</p> <p>I can grasp and release with two hands to throw and catch a large ball, beanbag or object.</p> <p>I am beginning to show a preference for a dominant hand.</p> <p>I can form recognisable letters independently.</p> <p>I can manipulate a range of tools and equipment in one hand.</p> <p>I can describe the effects of physical activity on the body.</p>
<b>Personal, Social and Emotional Development</b>	<p>I can work as part of a group or class, and understand and follow the classroom rules.</p> <p>I am beginning to build constructive and respectful relationships and friendships.</p> <p>I am beginning to negotiate and solve problems by playing cooperatively and taking turns with others.</p> <p>I show confidence in my own ideas and show persistence and resilience in the face of challenge.</p>
<b>Understanding the World</b>	<p>I am beginning to understand that people have different beliefs and celebrate special times in different ways.</p> <p>I can talk about some of the things I have observed such as weather, plants, animals and found objects.</p> <p>I am beginning to understand some important processes and changes in the natural world around me such as when seasons change.</p> <p>I can talk about what materials we wear in Autumn/Winter to keep us warm and dry.</p> <p>I know that information can be retrieved from digital devices on the internet.</p>
<b>Expressive Art and Design</b>	<p>I can sing in a group or on my own, matching the pitch and following the melody. (Christmas Show performance)</p> <p>I can play cooperatively with other children who are engaged in the same theme, building on and extending our ideas.</p> <p>I am developing my confidence to use one handed tools such as scissors when snipping and cutting paper, tape, string.</p>



# Reading

This half term, your child may start to bring home a sound blending book once they are secure with oral blending and segmenting – a skill which is learnt during phonics lessons. All children will bring home an independent reading book once we begin to access the school library. Please read at least 10 minutes to your child every day! I cannot stress the importance of reading to your children and the difference it makes to their learning and language development.

To further support independent reading for pleasure, take a look at the suggestions below that are linked to the topics and authors we are focusing on this half term. Many of these books can be found on Youtube to listen to at home if you do not have access to physical copies.





# Home Learning

All homework will be set, monitored and marked on Tapestry.  
Tapestry can be downloaded from the app store on your mobile device.

You all now have your own log in, in order to access your child's homework and upload photos or videos of your child's learning at home.

If you are having any issues accessing Tapestry, please speak to a member of staff on the door or email Miss Burke.

Homework will be set every Friday to be completed by the following Thursday.

