@AbbottCommunityPrimary

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www.abbott.manchester.sch.uk

Reception Newsletter

Spring 2 2024

www.abbott.manchester.sch.uk/class/reception

Welcome back Reception friends!
Spring is finally in the air and I hope you managed to get outside during half term to spot some beautiful blossoms and daffodils that are beginning to bloom around us.

This half term we are entering the world of make believe!
There will be beanstalks and giants, glass slippers and fairy godmothers – we are going to get lost in traditional tales and let our imaginations run wild!

Although the days will be getting brighter and longer, please ensure your child comes to school with an appropriate coat. As part of the Early Years Foundation Stage Framework, we are expected to play outdoors in all weathers, and we need to ensure children are appropriately dressed for this.

Last half term I noticed more children coming into school wearing jewellery such as necklaces and bracelets. This is not allowed in school due to health and safety concerns.
Please remove all jewellery from your child when they are in school – only single stud earrings allowed.
Thank you as always for your continued support and cooperation.
Miss Burke

This term P.E will be every **Tuesday.**
Children will be getting changed for PE this term – please ensure that your child brings a PE kit to keep in school.

Please email with anything you wish to discuss: h.burke@abbott.manchester.sch.uk

Class Timetable

Reception Timetable

	08:45 - 09:00	09:00-10:00	10:00-10:30	10:30 -11:00	11:00-11:15	11:15- 11:50			12:00 – 13:00	13:00 – 13:10	13:10 – 13:40	13:40 - 14:40	14:40– 15:00	15:00 - 15:15
Mon	register calendar time table	phonics	Child initiated and adult led learning Indoor/outdoor	SNACK & Outside	literacy input	literacy focus group Child initiated and adult led learning Indoor/outdoor		Toilet & Hand Wash	LUNCH	Tooth Brushing	Maths input and focus group	Child initiated and adult led learning Indoor/outdoor +interventions	Tidy up time	Story/song & Home time
Tues		phonics	Child initiated and adult led learning Indoor/outdoor		literacy input	literacy focus groups Child initiated and adult led learning Indoor/outdoor	PE				Maths input and focus group	Child initiated and adult led learning Indoor/outdoor +interventions		
Weds		Phonics	Child initiated and adult led learning Indoor/outdoor		literacy input	literacy focus group Child initiated and adult led learning Indoor/outdoor					Maths input and focus group	Child initiated and adult led learning Indoor/outdoor +interventions		
Thurs		Phonics	Child initiated and adult led learning Indoor/outdoor		literacy input	literacy focus group Child initiated and adult led learning Indoor/outdoor					Maths input and focus group	Child initiated and adult led learning Indoor/outdoor +interventions		
Fri		Phonics	Child initiated and adult led learning Indoor/outdoor		literacy input	literacy focus group Child initiated and adult led learning Indoor/outdoor					UW input - Past and Present	Child initiated and adult led learning Indoor/outdoor +interventions		

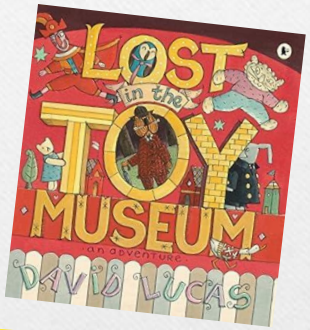
Curriculum Overview

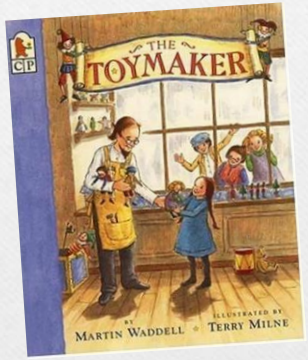
Area of Learning	Spring 2 - Success Criteria
Literacy	I can write simple captions and short sentences that can be read by others when writing for a purpose. I am beginning to use capital letters, finger spaces and full stops when writing captions and sentences. I can describe a character in a story using a range of adjectives to describe what he/she/it looks like. I can describe a setting in a story using adjectives to describe what it looks like. I am beginning to anticipate (where appropriate) key events in a range of stories. I can read simple phrases and sentences including a few exception words.
Maths	I can confidently recall number bonds to 5. I can recall some number bonds to 10. I can confidently use a whole-part model when identifying the composition of numbers up to 10. I am beginning to count up to twenty. I use concrete materials to work out subtraction problems by taking away from an amount. I am beginning to explore and work out problems using signs ('+' or '-').
Communication and Language	I can retell a story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words. I can apply knowledge of new vocabulary in response to a question. E.g. *Can you describe the wolf?* He is bad and scary. I can listen intently to and talk about stories demonstrating a good understanding of what has been read. I can hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Physical Development	I use my core muscle strength to achieve good posture when sitting and moving around. I can balance on one foot and hold for 3 seconds. I can climb safely onto a bench, balance when walking along it and jump landing on two feet. I understand the importance of warming up and cooling down before and after exercise. I can handle tools, objects, construction, and malleable materials safely and with increasing control. I am developing the foundations of a handwriting style which is fast, accurate and efficient.
Personal, Social and Emotional Development	I am beginning to set and work towards simple goals. I can wait for what I want and can control my immediate impulses when appropriate. I take ownership of my class, look after resources, and enjoy taking part in daily tasks. I remember classroom rules without prompts and reminders. I am increasingly independent in meeting my own care needs, e.g. brushing teeth, using the toilet, washing and drying hands thoroughly.
Understanding the World	I am beginning to identify similarities and differences between things from the past and present day. I can talk about my comparisons of toys from the past and present. I can name the four seasons and differentiate between each one. I can talk about my observations of the seasonal changes around me including the weather, temperature, and growth.
Expressive Art and Design	I look closely at natural objects, to create observational drawings, noticing its shape, form, and pattern. I enjoy exploring what happens when mixing primary colours to create secondary colours. I perform songs, rhymes, poems and stories solo or with others. I make use of props and instruments to enhance my performances.

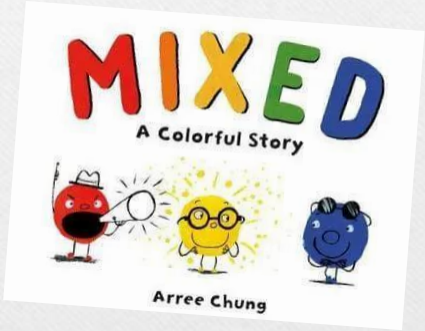
Reading

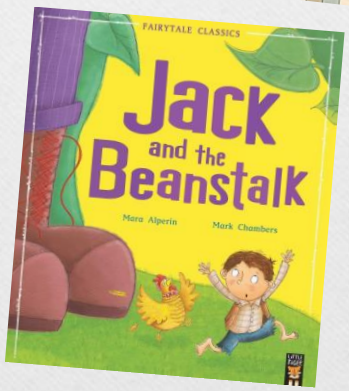
This half term, your child may start to bring home a sound blending book once they are secure with oral blending and segmenting – a skill which is learnt during phonics lessons. All children will bring home an independent reading book once we begin to access the school library.

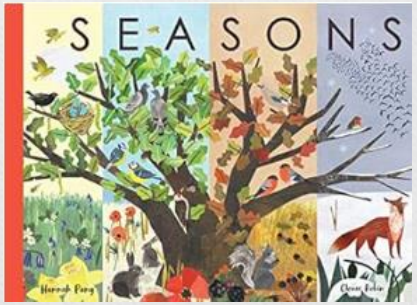
To further support independent reading for pleasure, take a look at the suggestions below that are linked to the topics and authors we are focusing on this half term. Many of these books can be found on Youtube to listen to at home if you do not have access to physical copies.

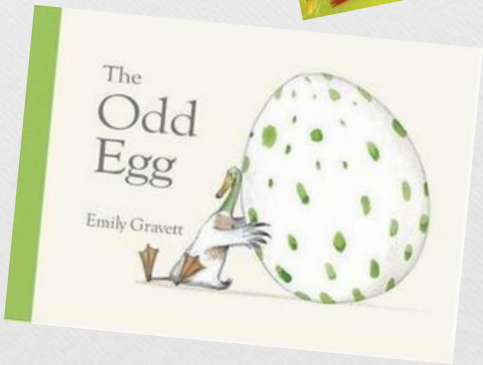












Home Learning

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

You will 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 Friday.

TAPESTRY
ONLINE LEARNING JOURNAL