

Reception Summer Newsletter

A massive hello to all Reception children and families!

Hope you are all doing amazingly well! We know it's hard at the moment, but we want you to know that we are still here for you if you need anything. Mrs Goodwin and I have missed all of you and cannot wait to see you again. At the bottom of this are Gold and Platinum challenges to keep you busy at home with lots of amazing learning. I just wanted to go through some things with you first.

Tapestry

Thank you to those of you who have been posting observations on Tapestry, it has been great to see all the amazing learning and things you have been up to. If you are not yet posting or accessing Tapestry regularly, please do! We love to see what you have been up to and we can help in any way you need. There are lots of things being posted up throughout the week by myself and Mrs Taylor to help with learning and activity ideas.

Story time

I post a video of myself reading a story to Tapestry every Monday and Friday (sometimes an extra on a Wednesday). So, make sure you get on and watch 😊 Latest one was 'Shark in the Park', a strong favourite!

Education City

Your child now has a login for www.educationcity.com which you can find on Tapestry. It has some great games and activities to help them along with their maths and English. I have set activities for each of them and these will be done again once they have completed them. Even though these are games, they will need your guidance to help them along. They are tablet friendly.

Home packs

Please keep using the home packs that were provided in the plastic clip wallet. These will cement their knowledge of reading, writing and maths. They need constant practice to make sure that knowledge is retained.

Read Write Inc

Every day on the 'Ruth Miskin' YouTube page they post a phonics video to help your child with their reading and writing which is only available for 24 hours. I know a lot of you have been accessing this, so if you have then brilliant! If you need some guidance on accessing these/which ones you want to watch just send me a message over Tapestry/email and I'll get back to you as soon as I can.

Transitioning to Year 1

I know it may be strange to think about, but at this point of the school year we would usually be starting to get them prepared for transitioning to year 1. We would have started more formal learning and sit-down activities to prepare them for this. I have created a list below of how you can help your child with preparing for this.

Paying attention and sitting for long periods

Reception to Year 1 is a big jump as they go from play mainly led by themselves to a more structured type of learning. They will have to sit and pay attention for longer periods of time. You can help by doing activities, board games, stories etc for longer periods of time and try to keep their concentration.

Reading

There is a big focus on reading when going into Year 1 and this will be a skill they need. They will need this for all subjects and throughout life so please make sure your child is reading once a day, with your help if needed.

Writing

Just like reading, writing will be a massive part of Year 1 and their lives. Get them to write about anything: shopping lists, names of their teddies, make up their own story, write a story they know.

(There are 2 videos on Tapestry labelled 'guiding your child's reading' and 'guiding your child's writing'. This outlines what level they are at and how you can get them to their next step. Please watch these.)

Pencil Control

Your child will soon or already does use a pencil every day. Make sure they are holding this pencil properly and using it effectively. When they are writing, try getting them to get the letters the same size, writing on the line and all letters formed correctly.

(If schools are closed until September, we will arrange some type of facetime transition meeting for you and your child. We will be able to look into this further when we know more information)

Early Learning Goal (ELG)

Below is the 7 area of learning in EYFS and what we expect children to achieve by the end of Reception, these are called the ELGs. I have put these on so you can see what we would ideally like to see from them. Children who meet goal are at 'expected' level. Some children may still be at the 'emerging' level of development which means they have not met the goal and others may be 'exceeding' the goal and already working at National Curriculum levels. If you would like further information around this about where your child is at, or you struggle with any of this just message me on Tapestry or email me (you can find this at the bottom).

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development (PSED)	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	Self-Confidence and Self-Awareness	Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
Communication and Language (C&L)	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development (PD)	Moving and Handling	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and Self-Care	Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Literacy (L)	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Understanding the World (UfW)	People and Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design (EA&D)	Exploring and Using Media and Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Gold challenges are what we are working towards in reception. Platinum challenges are getting us ready for Year 1!

I have included some Key Stage 1 subjects to get them ready.

Subject	Gold	Platinum
Maths	<ul style="list-style-type: none"> • Counting backwards and forwards to 20 • Be able to write all numbers up to 20 • Say what is one more/1 less than number up to 20 • Practice adding and subtracting in different ways • Practice and understand doubling and sharing • Know variety of 2D and 3D shapes 	<ul style="list-style-type: none"> • Practice number bonds to 10 until you can do these off by heart • Count in 2's 5's 10's • Count, read and write numbers to 50, then 100! • Begin to tell the time on a clock (half past, o'clock) • Look at money, its value and the different types of coins. Set up a shop in the house.
Literacy	<ul style="list-style-type: none"> • Do Read Write Inc Phonics Daily on YouTube • Watch the 'guiding your child's reading' and 'guiding your child's writing' on Tapestry, • Practice writing the green words provided, moving to doing these independently. • Draw a picture, can you write a short sentence about what is happening. 	<ul style="list-style-type: none"> • Write your own story, trying to keep on topic. How long can you write it? Can you then re-read it. • Read a full book for your level, can you recall and understand the story? • Re-write a popular story that you know, such as The Three Little Pigs • Write a letter to a family member/friend you can't see at the moment.
Science	<ul style="list-style-type: none"> • Search 'kids science experiments' on Pinterest. There are loads of great and fun ideas on there. • Cooking and baking is always good fun and learning! Discuss the different measurements, textures, smells, Lots of good maths and science. 	<ul style="list-style-type: none"> • With plants growing all around us now, have a look up at the different parts of the plant. Look up videos of them growing, what do the bees do? Can you write about these? Label the parts of a plant? • Look up different animals around the world, where are they from? What do they eat? Are they carnivores? Are they mammals? Who is your favourite?
History	<ul style="list-style-type: none"> • Look back at old pictures of themselves and old pictures of their family members. 	<ul style="list-style-type: none"> • Look back at pictures or relatives such as grandparents, black and white photos and discuss how things have changed.

Geography	<ul style="list-style-type: none"> Use google earth to look around the world, have a look at famous landmarks like the Pyramids, Eifel tower, great wall of china, wherever they want. Look up information about these places. 	<ul style="list-style-type: none"> Draw a picture of your favourite place that you found, can you write its name. Why was it your favourite? Look at different countries and distances from us. Can you follow your journey to school on google earth?
Languages	<ul style="list-style-type: none"> We used to say hello in different languages for the morning register. Can they practice these? French- Bonjour, Spanish-Ola Chinese – Ni Hao Japanese- Konnichiwa 	<ul style="list-style-type: none"> Can they learn some other words in another language? Like bye? In Key Stage 2 they start learning French, why not practice numbers 1-5 in French? Then 1-10

If you can't think of an activity to go with the challenge, or you think of something else, **Twinkl is still free** if you sign up with 'UKTWINKLHELPS' at www.twinkl.co.uk/offer and they have plenty of resources. For example, if you put in 'number bonds to 10' in Twinkl there are many sheets/games to play. Education City has a lot too!

Any activities that you do, please put them up on Tapestry! We love to see it! You can also email any nice things you do to infoatstwilfrids@gmail.com

If you need me for anything you can reach me on my school email at j.kennedy@st-wilfrids.manchester.sch.uk

Remember, I'm here if you have any questions or concerns about anything. You are all doing brilliantly, we really hope to see you all soon 😊

Mr Kennedy and Mrs Goodwin x