

Reception News

Spring 1 Week 5 – 3rd February 2023

What have we been learning?

- ◆ In our Phonics sessions this week we have been learning the last of our digraphs & trigraphs - we have learnt so many and done so well! We have looked at **air** and **er**. We tasted mini chocolate eclairs for **air** and gingerbread men biscuits for **er**. We have been practising writing these sounds in words too!
- ◆ We have thinking about the **9ness of 9** in our maths sessions. We have looked at different groups of 9 objects & also the different ways that 9 can be represented.
- ◆ The children have been learning lots of facts about polar bears. They have asked lots of super questions about the North Pole and about polar bears too! They each wrote their own a sentence about a polar bear and they were encouraged to think about an adjective to describe the bear too (e.g. *It has got big teeth*). This week we have also made polar bear masks, with the children cutting out their masks independently, and have drawn polar bears using the Tux Paint program on the classroom computers.

Polar bears, polar bears everywhere!

Having fun on the Balance Bikes

A point to note...

We have now reached the end of the new sounds which your child will be learning whilst they are in Reception. So, from this week onwards, we will be recapping the trickier digraphs (2 letters making 1 sound) and trigraphs (3 letters making 1 sound) within our daily Phonics sessions to ensure that the children can use them independently in their reading and their writing. As such, your support with continuing to use their brown Sound Book at home in order to ensure that your child is able to recognise all of our taught sounds is very much appreciated.

Homework

Literacy

- Sounds - especially new sounds **er** and **air** and practise correct formation of letters.
- Reading books - *please write us a comment every week to let us know how your child manages at home with their reading books. We really do value your comments.*
- Sight words - It helps the children to become much more fluent with their reading if they are able to recognise taught "tricky words" without needing to blend them. For example, they should now be beginning to recognise words like **is, it, in, and, on, as & has** as they are reading independently.

Maths

- **I Spy number 9** - can your child find & draw a circle around all the different ways of representing number 9?