



# Reception Newsletter

Spring 1 2024

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Welcome back and a happy new year to you all! I hope you all had a fun-filled winter break and found time to rest and reset with your loved ones.

For this half term, we will be focusing on the important people in our communities who work hard to help up and keep us safe and well. We will be looking at our fire fighters, police officers and healthcare workers. We will also be diving into our local area, finding out where we live and where our school is based. We will be looking at our beautiful city of Manchester and finding out what the features of a city are.

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As winter is now well established, I want to take this time to remind you all to ensure your child comes to school with an appropriate winter coat, a hat, gloves and scarf. 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.

Thank you as always for your continued support and cooperation.  
Miss Burke

This term P.E will be every **Tuesday**.  
This half term children are taking part in dance sessions.

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 - 10:50	10:50 - 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
Mon	Morning Jobs	Register, calendar, visual timetable	CL & Literacy	Child initiated and adult led learning Indoor/outdoor	phonics	Child initiated and adult led learning Indoor/outdoor	Toilet & Hand Wash	LUNCH	Tooth Brushing	Maths	Child initiated and adult led learning Indoor/outdoor	Tidy up time	Story & Hometime
Tues		Register, calendar, visual timetable	CL & Literacy	Child initiated and adult led learning Indoor/outdoor	phonics	Child initiated and adult led learning Indoor/outdoor				Maths	Child initiated and adult led learning Indoor/outdoor		
Weds		Register, calendar, visual timetable	CL & Literacy	Child initiated and adult led learning Indoor/outdoor	phonics	Child initiated and adult led learning Indoor/outdoor				Maths	Child initiated and adult led learning Indoor/outdoor		
Thurs		Register, calendar, visual timetable	CL & Literacy	Child initiated and adult led learning Indoor/outdoor	phonics	Child initiated and adult led learning Indoor/outdoor				Maths	Child initiated and adult led learning Indoor/outdoor		
Fri		Register, calendar, visual timetable	Utw	Child initiated and adult led learning Indoor/outdoor	phonics	Child initiated and adult led learning Indoor/outdoor				Maths	Child initiated and adult led learning Indoor/outdoor		





# Curriculum Overview



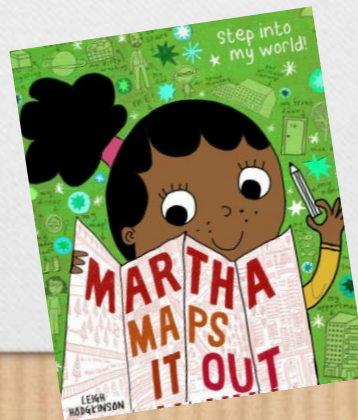
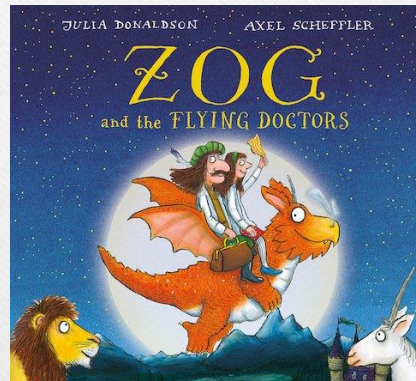
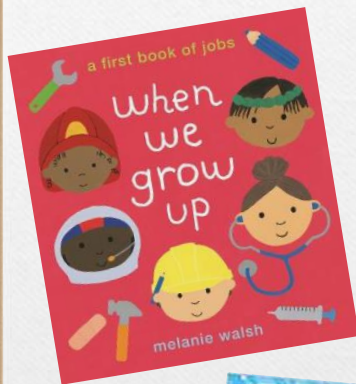
Area of Learning	Spring 1 - Success Criteria
Literacy	<ul style="list-style-type: none"><li>I can write simple captions that can be read by others.</li><li>I am aware that a sentence starts with a capital letter and ends with a full stop.</li><li>I understand and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</li><li>I demonstrate a good understanding of what has been read to me by retelling the key events from stories</li><li>I can read simple phrases and short sentences.</li></ul>
Maths	<ul style="list-style-type: none"><li>I can count in a stable order up to 10.</li><li>I can use a variety of concrete materials to represent numbers up to 10.</li><li>I can compare groups of objects within 10, saying when there are more or fewer.</li><li>I am developing confidence to use a whole part-part model when composing and decomposing numbers up to 10.</li><li>I can use mathematical vocabulary when comparing the measurement of length, height and weight.</li></ul>
Communication and Language	<ul style="list-style-type: none"><li>I understand how to listen carefully and why listening is important.</li><li>I am beginning to ask questions to find out more or for clarification.</li><li>I am beginning to articulate ideas and thoughts in well-formed sentences.</li><li>I can listen to and talk about non-fiction texts, demonstrating a deep familiarity with new knowledge and vocabulary.</li><li>I show an understanding that non-fiction books are based on facts.</li></ul>
Physical Development	<ul style="list-style-type: none"><li>To use balancing apparatus, skip, hop and begin to stand on one leg.</li><li>I can move my body confidently through exploration of jumping, rolling, and dancing.</li><li>I can talk about the physical changes to my body before, during and after physical activity.</li><li>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li><li>I can show awareness of healthy food choices and its impact on our body and teeth.</li></ul>
Personal, Social and Emotional Development	<ul style="list-style-type: none"><li>I know why it is important to be physically active.</li><li>I understand the importance of personal hygiene.</li><li>I know the people who can help me and keep me safe.</li><li>I am showing a growing sense of expressing my feelings, opinions and needs and listen to those of others.</li><li>I can talk about my own and others' behaviour and consequences.</li><li>I am beginning to resolve conflicts with other children by finding compromises.</li></ul>
Understanding the World	<ul style="list-style-type: none"><li>I show interest in different occupations and begin to understand the roles people have in our society.</li><li>I understand that a town is a big place with lots of people, homes, shops and transport.</li><li>I can name and talk about the town that I live in within the city Manchester (Collyhurst, Miles Platting, Ancoats, Blakely, etc)</li><li>I can create a simple map showing a route. (classroom to outdoor area).</li><li>I can draw information from a simple map and use appropriate language (near and far).</li><li>I can use a wide vocabulary when I am observing something that interests me.</li></ul>
Expressive Art and Design	<ul style="list-style-type: none"><li>I am exploring the artist Kandinsky and can create a picture inspired by their work.</li><li>I can draw and cut circles of different sizes.</li><li>I can combine materials using layering (sticking the circles of different sizes on top of one another).</li><li>I can create movement in response to music, stories and feelings.</li><li>I can create my own props to support my imagination during role play.</li></ul>



# 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.

