

Reception Autumn 1 Week 1 (First Full week)

The children have had an excellent first full week in Reception! I'm sure there were some very tired little ones by the end of the week, as they have been working incredibly hard and getting used to their new routines.

Many parents say to me, "*My child doesn't tell me anything!*" Please don't worry — this is very normal! Sometimes it can be difficult for young children to explain everything they have done during their busy day.

Each week, I will send you a **weekly overview** of some of the things the children have been learning and exploring. Of course, there is lots more learning happening throughout the week through **child-initiated play**, as well as working towards individual targets and developing important skills through our daily routines and interactions.

I will also include some **home learning ideas** for you to enjoy with your child. These may be simple activities, questions to discuss together, or things you can practise at home.

Thank you for your continued support. It has been wonderful to see the children settling in, building relationships and beginning to feel at home in Reception. We are so proud of them!

What did we learn this week?

PSED: Settling into the new environment – feel safe, secure and increasingly confident in the Reception classroom.

Building relationships – begin to form positive relationships with adults and other children.

Understanding expectations – begin to understand simple rules and boundaries and why they are important.

Maths: To recognise and say how many objects there are without counting (subitise) when shown 1, 2 or 3 objects.

To recognise quantities of 1, 2 and 3 within a larger set of objects.

Communication and Language / Understanding of the world:

- to listen attentively to a story and respond to questions about it.
- To recall key events and characters from *The Colour Monster*.
- To develop vocabulary related to emotions, such as *happy, sad, angry, worried, calm* and *confused*.
- To talk about their own feelings and experiences using simple sentences.

RE:

I can talk about the Christian story of how God created the world.

PD (FINE MOTOR): To develop pencil control and a comfortable pencil grip when drawing a self-portrait.

Home learning :

RE:

Go for a walk and look at all the amazing things God created. Who do you think he made this world for? (us)

Maths:

Quick looks: Show 1, 2 or 3 fingers for a few seconds and ask, *"How many can you see?"* Encourage them to say the amount without counting.

Dot patterns: Use dice, dominoes or homemade cards with 1–3 dots. Show the card briefly and ask, *"How many did you see? How did you know?"*

Everyday objects: Put 3 items on a plate, such as grapes, toy cars or buttons. Ask, *"How many are there?"* Then hide them and ask, *"How many did you see?"*

Spot 3: Look for groups of three during everyday activities—*"Can you see 3 flowers?"*, *"I can see 3 wheels on those toys!"*

CL/PSED:

Ask the children to share their balloon breathing and flower breathing exercises. We use these in class to calm ourselves before a lesson.

