



St Saviour's CE Primary School

Reception Class Newsletter Term 5 2025-26

Dear Reception Parents and Carers,

I hope everyone has had a great Easter holiday and are feeling refreshed and ready for sunny Summer 1!

We are all looking forward to Summer term as we have some exciting things planned for these weeks ahead! Please make sure to keep up to date with Arbor as any important information will be sent via the platform!

Reading

Just as a reminder, reading records and phonics books need to be brought to school every day. This is crucial so that the Reception staff are able to read that chosen book with your child at school. 'Reading for Pleasure' books – from our Book Corner - can be changed as and when needed by your child. The phonics books will be changed weekly every Friday. Please supply your child with a book bag if you have not already done so.

Homework

Weekly homework has been set for the students to complete. The homework guidance is uploaded to Tapestry for you to follow. One task is to be completed per week and evidence of this needs to be uploaded as an Observation on Tapestry e.g. photos, videos and blurb.

Spare clothes

Many students in Reception are beginning to run out of their spare clothes as the spare clothes bags have not been topped up. Please have a check of your child's spare clothes bag at dismissal just to make sure they have what they need. If your child has borrowed school clothes to wear in an emergency, please wash and return them as we have a very limited supply of spare clothes for the children.

PE Day

Our PE Day is on **Friday**. Please ensure your child comes into school in their **PE kit every Friday**. We continue to have structured outdoor play sessions in the afternoon which include playing games where children can develop their team work.

Water bottles and clothing

Children need to bring a water bottle every day. All water bottles, cardigans, jumpers, hats, scarves and book bags should be labelled. We have our own lost property box within Reception – if your child has lost any items in class please ask a staff member to go through the box. If your child has misplaced an item at Wrap Around or a club, please enquire via those channels.

Uniform

Please ensure your child is coming to school in the correct uniform. This includes wearing black shoes to school – they can be trainers, but only in solid black. If your child comes to school in welly boots due to the weather, please pack their school shoes as well for them to change into when they arrive. Students with long hair must also have their hair tied up as part of our School Uniform policy.



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Snack

We provide a snack for the children, so the children do not need to bring in food. If you would still like to send your child with a snack, we ask for only fresh fruit or vegetables.

Items Reception are looking for:

- Junk modelling items e.g. yogurt cartons, cardboard rolls, cereal boxes
- Plastic bottle caps e.g. from a milk bottle, coke bottle
- Bubble wrap

If you have any of these items at home that you could donate, we would very much appreciate it.

Please find below a list of the subjects and the content the children will be learning this term:

Subject	What the children will be learning
<p>Literacy</p> <p>Look Up – Nathan Bryon</p> <p>The Night Pirates – Pete Harris and Deborah Allwright</p>	<ul style="list-style-type: none"> • Texts: ‘Look Up!’ by Nathan Bryon, The Night Pirates by Pete Harris and Deborah Allwright. • The main outcomes with ‘Look Up!’ by Nathan Bryon, the children meet Rocket who is obsessed with space travel and all things space: it’s her dream • to be ‘the greatest astronaut, star-catcher and space-traveller’ ever. A NASA space-station/ training base is set up, for which the children make signs and captions and then the story ‘Look Up!’ is shared. The children create flyers, infer the characters’ feelings, advise the main character and then write a narrative sequel. • The main outcomes for ‘The Night Pirates’ by Pete Harris and Deborah Allwright are the children arrive to class to find a treasure map. They go on to hide and hunt for pirates before sharing the story. They write in role as pirates and then learn a song about being a pirate before being invited to join the Night Pirates - a job for which the children apply by writing letters. Once accepted, they are asked to help a character write a ‘How to be a Pirate’ guide.
<p>Phonics</p>	<p>Phase 4</p> <p>Reading and spelling of longer words using Phase 2 and 3 graphemes</p> <p>Reading and spelling of CVCC, CCVC, CCVCC words using Phase 3 graphemes</p> <p>Reading and spelling of polysyllabic CVCC, CCVC, CCVCC and compound words</p> <p>Reading words starting with prefix: un-</p>
<p>Maths</p>	<ul style="list-style-type: none"> • Revision of subitising and number bonds to 5 (and some to 10) • Comparison of quantities - Language of ‘more than’, ‘less than’ and ‘equal to’ to describe the relationships between numbers. • Composing and de-composing numbers by investigating part–part–whole relations. • Exploring odd and even numbers. • To explore the composition of numbers when 2 equal parts combine to make a whole and recalling some doubles facts. • To sort objects according to different criteria, building skills to support problem solving and the development of data analysis. • Develop confidence in counting strategies, including counting on from different starting numbers.



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Understanding the World	<ul style="list-style-type: none">• Explore the natural world around them – including the wider world and Outer Space.• Draw information from a simple map.• Recognise some similarities and differences between life in this country and life in other countries.• Describe what they see, hear and feel whilst outside. <p>Topic: Community People.</p> <ul style="list-style-type: none">• Beginning focus on who helps us in our community. Children are encouraged to learn about who helps them in their daily lives and the important roles these individuals play in society.• Progression of Topic – Police Officers; Doctors and Nurses; Mechanics; Firefighters; Paramedics; Postal Workers.
RE What makes a place special?	<ul style="list-style-type: none">• Which places are special to you and why?• Why might a church be special to Christians?• Why might a mosque be special to Muslims?• What do all places of worship have in common? <p>Educational Visits will take place across the term.</p>
Expressive Art and Design	Visual Art: Painting – exploring paint type / brushes & tools / manipulating modelling materials.
PE	<ul style="list-style-type: none">• Co-ordinate limbs to carry out defined movements and actions.• Reproduce movements with a ball bilaterally.• Rolling a ball with accuracy.• Reproduce movements with a ball bilaterally with feet.• Practise making contact with a ball using feet and legs.• Coordinate feet to practice hop, step and jump sequences.• Send and stop objects using hands and feet.
PSED	Learning in our Personal, Social and Emotional Development will be interwoven into our Continuous Provision (free flow time) as well as weekly PSED Circle Times.
Music Singing	Songs with Sequence using: EYFS Song Bank, London Rhymes, Jolly Music

Thank you, parents and families, for your continued support.



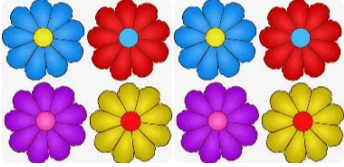



Kind regards,

Miss Whitehead

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Summer 1 Home Learning

<p>Can you paint / draw a photo of what you would like to be when you are older?</p> <p><i>One day I will be a ...</i></p> <p>*WHEN I GROW UP I WANT TO BE A * TEACHER!</p>	<p>Take a photo of you in a place that is special to you! Can you tell me why it is special?</p> 	<p>Go for a walk with a grown up. Can you spot any signs of spring? What can you see?</p> 
<p>Can you collect some natural resources (flowers / leaves / sticks) and count how many you find? Can you double the amount?</p> 	<p>Draw a circle on a piece of paper. Choose a number between 1 and 20. Can you add that number of petals your circle? Make sure you count the petals to check you have the right number! How many flowers can you draw?</p> 	<p>Listen to our tricky word songs! Can you practise them at home? Can you write the tricky words down?</p> <p>Tricky Words and Sight Words Song https://youtu.be/R087IYrRpgY</p> <p>Phase 4 Tricky Words Song Sight Words Song for said, have, like, come, some, what, when</p>
<p>Use your phonic skills for reading! Ask an adult to create a list for you with household items (hat, toy, chair, sink etc). Can you find them all?</p> 	<p>Visit an exciting place outside! This could include a museum, a botanical garden, a famous London Park! What can you find there?</p> 	<p>Can you research someone who helps us in our community? What do they do? Can you tell me some facts about their roles!</p> 