



Friday December 4th

This week we have really embraced the Christmas spirit. Both classes have got Christmas trees up which the children have helped to decorate. It has been lovely to see pictures of some of your Christmas trees at home on Tapestry, it makes the children really proud to share their photos with their friends.

We are going to keep book bags in school until Monday to minimise physical contact between home and school.

Next week we shall carry on preparing for Christmas and have lots of lovely activities planned.

Cygnets will have Forest School on Monday and PE on Friday. Goslings will have PE on Monday and Forest School on Wednesday.

Reading Please read Big Red Ed and The Red Bag from Rising Stars this week.

Top tip

Before you start reading books at home together spend some time looking at the cover together before reading the book. It really helps with the understanding of the book as a whole as well as encouraging prediction. This applies to story books as well as reading books. Please don't forget to read a story book to your child every day as well. This models good reading as well as developing a love of reading.

Phonics

We are continuing to consolidate the sounds we have taught so far. These are: **s a t p i n d g o c k c k e u r h b f f l i s s** Wow! Now they can use these sounds to start blending to read. How many 3 or 2 letter words can you make together using just these sounds? Please put them onto Tapestry!

Some children are confident with these sounds and are able to blend and segment successfully. We are extending these children by encouraging them to read and write short sentences and captions.

Please look at our website for more ideas to support your child with phonics. <https://www.meadowsfirst.co.uk/year-by-year/goslings-and-cygnets>

Mathematics In Maths we have been discussing time, including the days of the week and different times of the day e.g. morning, afternoon and evening.

Next week we will make a return to number themed Maths and will introduce symbols for 'addition' and 'equal to' using the + and = symbols. You can help at home in practical ways – use 2 plates to put objects in and draw + sign on a piece of card. On the 3rd plate put = sign and can your child work out how many altogether (they must touch and count each object)



For more 'Maths' guidance please see our help sheet below.

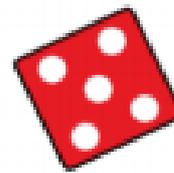
Activities to have a go at home:

On Tapestry you will find a sheet of Fine Motor activities to have a go with at home. These activities are designed to help children build up the muscles in their hands in order to assist them as their hands get ready to write. We have these sorts of activities available to the children in the classrooms all the time in various different guises. Knife and fork skills are also really important to practise. They will help your child to become more independent at lunchtime too.

Pencil Grip

If your child is choosing to hold a pencil at home, please make sure that they are holding it properly. By the time they start school most children should be using what is called a "Dynamic tripod grasp". We have attached a separate information sheet on Tapestry. At this stage wide pencils are more appropriate for little hands, as are easy flow pens, such as felt tips (avoid biro). Pencils with rubbers on the end are not particularly suitable as the weight of the rubber unbalances the pencil.

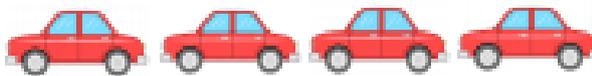
Maths in Reception



Maths in the early years: it is important that we spend a lot of time consolidating and teaching children to have a really good understanding of **number**. This guide will help you to understand how we teach maths and how you can support at home.

Counting principles

The one to one principle – means that children count every object just once and call out the number name as they do so (1 -2 -3)



The stable order principle – means that children understand when counting that numbers have an order: 1 then 2 then 3 then 4....

The cardinal principle – means that the final number said is the total number of objects in that group.

The abstraction principle – children realise that anything can be counted – such as claps and jumps and that you don't need to count them by touching them.



After spending a long time 'touch' counting, children are then ready to move on to counting things they can't always touch. Ask your child to count bangs on a drum, or claps, or clicks.

The order irrelevance principle – children begin to understand that no matter which way you count a group of objects, the number is always the same

It is important to start off counting **REAL** objects (apples/ buttons/ cars etc.) before moving to picture drawings. Start with the same colour and size, before adding slight changes (such as counting red **and** yellow bricks)

It is easier to count by lining up objects and touching each one as they count.

Sing number rhymes out loud so that children get used to the 'order' of numbers. Such as '1 2 3 4 5 once I caught a fish alive'

When counting a small group of objects, ask 'how many?' If your child says the final number without having to recount, then they understand this principle.



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This is a great website to use to help with counting

<https://www.bbc.co.uk/cbeebies/shows/numberblo>



[cbs](#)