



Term: Spring 1 2026
Year group: Reception

Information for parents

"Yesterday is gone. Tomorrow has not yet come. We have only today. Let us begin. "
Saint Teresa of Calcutta

Making a new start

Dear Parents and carers,

A very happy new year to you all! We hope you managed to have a relaxed and restful Christmas break with your families and friends. We wish you and your family a blessed 2026.

As the new year brings resolutions, personal goals and renewed focus, this is a perfect time to remind your child of their targets from Parent/Teacher consultations, which took place in November. Please support your child in achieving these goals by encouraging them to develop their learning behaviours. The **8 learning behaviours** we focus on at school are:

Not giving up Being curious Having a go Co-operating Enjoying learning
Improving Using your imagination Concentrating

As mentioned in the **Wednesday Word**, (in reference to the Gospel for Sunday 11th January 2026-**Matthew 3: 13-17 The Baptism of the Lord**):

"January is traditionally the month of beginnings-a time for making a new start. In Church this Sunday we celebrate a special feast-The Baptism of the Lord.

In this Sunday's Gospel, John the Baptist didn't see the need to baptise Jesus, because Jesus was sinless. But Jesus insisted because he wanted to stand alongside the community-to help them make a new start and give them an example to follow.

Jesus, God's beloved Son, came for everyone to draw us all into his family so that we can become more like him and joyfully share in God's own life...

This new year presents an opportunity for us to make a new start. Ask your child if they have made any new starts in 2026. If so, how is it going? It may help your child if you mention any new starts or resolutions which you have made for 2026 and tell them how it's going for you. How does your new start help you or others? As we begin this new year, are there any new starts that we can make with our family, friends or with God?"

Dear Lord Jesus,
Please help me to be always ready to make a new start with you and with each other, as we start this
New Year
Amen

In school, we will also be helping our children to make 'a new start' by encouraging them to make choices that are aligned with our **Sacred Heart Ethos**.

Our Sacred Heart Ethos is structured using the **SACRED** acronym:

S: Service

A: Affection and Appreciation

C: Consideration and Co-operation

R: Reconciliation

E: Endeavour and Enjoyment

D: Dignity

Service	Helping others and the world (Being 'Pilgrims of the Earth'); We are guardians of God's creation. (CST link/s-Stewardship ; Preferential Option for the Poor ; Distributive Justice)
Affection and Appreciation	Showing loving kindness and care; being thankful for each other and the world around us. (CST link/s-Solidarity ; The Common Good)
Consideration and co-operation	Showing thoughtfulness, thinking about the views of others, and working together for the common good in school and the wider world. (CST link-Subsidiarity , Distributive Justice)
Reconciliation	Always being honest, listening to others, reflecting on choices & showing forgiveness and friendship. (CST link/s-Promoting Peace ; Participation)
Endeavour and Enjoyment	Always trying our best and finding joy in all that we do, for both ourselves and others. (CST link/s The Common Good)
Dignity	Recognising that everyone is special and unique-valuing and respecting ourselves and others (CST link/s Human Dignity ; The Common Good)

Teaching and Learning in the Reception Classes

Early Years Foundation Stage Prime Areas for learning



Personal, Social & Emotional Development

I will be learning about what it means to be a good friend to others; how to play cooperatively and how to negotiate successfully. I will be learning about my own and others feelings and consider what I need to do to make myself and others feel happy. I will become increasingly more independent in the classroom and learn what I need to do to be a motivated and successful learner. I will continue to share, take turns and care for my school environment.

Language and Communication

I will learn how to listen carefully to others, to ask appropriate questions and to answer others using complete sentences. I will learn how to describe characters and settings using a variety of interesting vocabulary. I will learn to retell stories I have heard in the correct sequence. I will hear stories read in a variety of languages.

Physical Development

I will continue to develop my independence in the classroom e.g. taking off and putting on my coat, shoes and socks. I will independently put on an apron for art and find the resources I need around the classroom.

Nursery & Reception will be working on the basic fundamentals of sport, such as spatial awareness and co-ordination through gymnastics and dance. Covering skills to develop strength, flexibility, balance, agility as well as creativity.



Religious Education

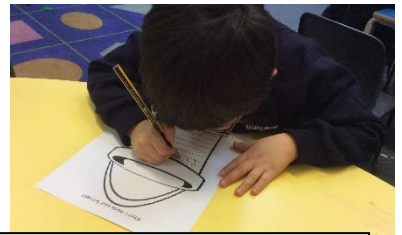
I will recall the special time of Christmas and how we celebrated the birth of Jesus. I will be learning that celebrations are part of everyone's life and that they bring people together. I will learn that on Sunday, the parish family gathers at Mass to celebrate God's love. I will think of all the things I have to be thankful for, at home and at school.



Early Years Foundation Stage Specific Learning Areas



Please ensure you arrive for school on time and that your child wears the correct Foundation Stage uniform, and remember to label **everything** to avoid confusion. Your child should not wear any jewellery or fancy hair bands to school. Please remove earrings on PE days.



Mathematics

In line with the rest of the school, I will be following the 'Maths Mastery' approach in maths lessons and following the scheme of 'White Rose'.

I will learn to read and write numbers to 10 and beyond.

I will be learning how to compare numbers to 5.

I will be looking at the composition of numbers 4, 5, 6, 7 and 8 using resources such as Numicon and objects in our environment.

This half term in Maths, I will also learn how to compare and explore mass, length, weight and capacity using water, sand, lentils, weighing scales and various sized containers.

All activities will be taught using fun and hands on resources where the children are encouraged to 'give things a go'

Literacy

Reading- I will listen to a variety of stories about superheroes, princesses and princes such as, Supertato. I will use our 'Police Station' home corner area to help me roleplay different stories.

Writing- I will learn how to write all my letters correctly and continue to learn my letters and sounds in order to read and write. I will learn about different forms of writing such as narratives, captions and labels. I will learn that people are able to write in different ways all over the world and in a variety of languages. I will use colourful semantics to help me write down some sentences.

Understanding the World

I will be talking about past and present events in my own life and the lives of other family members.

I will be looking closely at the similarities, differences, patterns and changes in myself, in others and in the environment. I will look for signs of and learn to describe and compare the weather and the seasons. I will be learning about different occupations and ways of life. I will be looking at and thinking about similarities and differences between myself and that of a superhero/king or queen.

Expressive Arts and Design

I will be learning how to retell a story through role play and use my imagination in art and dance to recreate the stories I have read. I will be learning to listen to different types of music and think about how the music makes us feel. I shall be matching movements to the music and learn a simple dance. I will create my own superhero portrait, combining different media and resources.

Your child will need to bring their school bag everyday with their name written on the label. Please ensure your child brings his or her reading book to school every day. You may find it useful to attach **one** small, sensible key ring to your child's bag that will help them to identify it quickly.

Please read with your child everyday and write a comment in their reading diary. Remember to bring his/her reading book to school every day. Phonics books are given to your child on a Thursday and they are to be returned on the following Monday. We will also be sending home an extra book for your child to read for fun with the family. These will be chosen by your child and changed every Friday. Please help your child to complete the weekly activities we send home to support their understanding of phonics and maths and bring them in their bag everyday.

Your child's teacher is always here to help so, if you have any questions please do come and see me😊

Please find attached a breakdown of what the children will be learning each week.

Homework in/out	Monday	Tuesday	Thursday	Friday
What?		Maths in		Maths out
What?		Literacy out		Literacy in
What?	Phonics book to be brought back to school.		Phonics book to be handed out	
What?				'Reading for Fun' books to be changed

Week Beginning	Literacy	Maths	Other
Week 1 5/1/26	Supertato Creating own Super Potatoes or Carrots. Who?, doing?, what? Colourful Semantics Sentences.	Subitising to 5	If you have any empty tubes, cardboard boxes etc that we could use for junk modelling could you please bring it into your class teacher. Please can tubes/tubs or plastic bottles be washed out before bringing them into school 😊
Week 2 12/1/26	Supertato week 2 Who?, doing?, what? Colourful Semantics Sentences. Children being encouraged to write own sentences using their phonics.	1 more 1 less Exploring composition of numbers to 5.	13/1/26 – Phase 3 Phonics session for parents in the hall.
Week 3 19/1/26	Billy and the Beast Who?, doing?, what? Colourful Semantics Sentences. Children being encouraged to write own sentences using their phonics.	Comparing Mass and Capacity	20/1/26 - Phonics drop in session 23/1/26 - EYFS Family Learning session linked to Communication and Language
Week 4 26/1/26	Billy and the Beast Who?, doing?, what?, where? Colourful Semantics Sentences. Children being encouraged to write own sentences using their phonics. Children to start thinking about using writing targets – capital letters, finger spaces, full stops.	Growing 6, 7 and 8 Count objects, actions and sounds 6, 7 and 8. Link the number symbol with its cardinal value. Compare numbers.	27/1/26 - Phonics drop in session
Week 5 2/2/26	Elephant in my kitchen Who?, doing?, what?, where? Colourful Semantics Sentences. Children to start thinking about	Growing 6, 7 and 8 Count objects, actions and sounds 6, 7 and 8.	23/1/26 - Phonics drop in session

	using writing targets – capital letters, finger spaces, full stops.	Link the number symbol with its cardinal value. Compare numbers.	
Week 6 9/2/26	Elephant in my kitchen week 2 Everyday Superheroes in our lives. If I were a Superhero I would...	Looking at Length, weight and time.	Last day of school 13.2.26 Half term 16-20 February 2026

Below is a copy of how we mark the children's work. The children are becoming familiar with the symbols and what they mean. We would encourage you to use this at home also.

	Finger spaces
A	Capital letters
<u>at</u>	Writing on the line
?	Have you written it? (Independently) Does it make sense?
●	Full stop
	Using your phonics
@	Correct letter formation

PE is an essential part of the curriculum. We are lucky enough to have specialist teachers and coaches. Any absences from PE need to be explained in a letter.
PE day for Reception is on a Wednesday.

Please remember to remove your child's earrings on a Tuesday evening.

Kind regards,
Mrs Newman