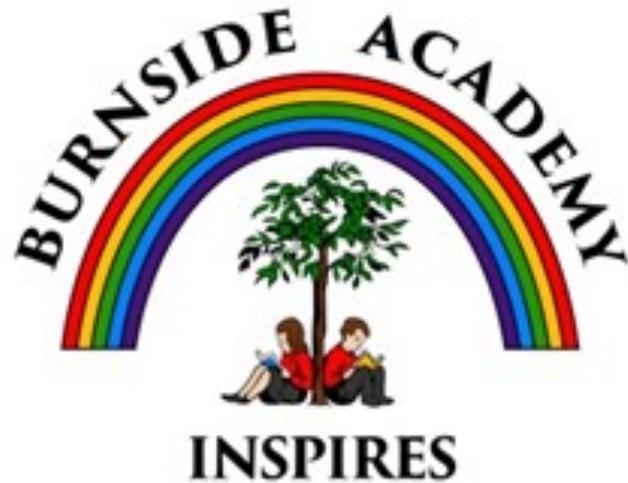


# Home & School

Burnside Academy  
Where Learning Comes First

## Welcome to Reception



Dear Parents

Welcome to the Autumn term. We hope you had a great summer holiday and are looking forward to the exciting events ahead in Reception.

We hope that by working together we can make your child's first term in Reception a happy and productive one, offering them a nurturing environment with interesting activities and experiences.

Coming up this term we will be learning lots of new skills and knowledge linked to our topic's

### 'Bears' and 'Fairytales'

If you have any queries, please do not hesitate to have a word with me (the best time is at 3.15 pm) - I will be happy to speak to you and/or make an appointment for a more lengthy discussion.

We look forward to working with you to give your child the best possible Reception experience.

Thank you for your continued support

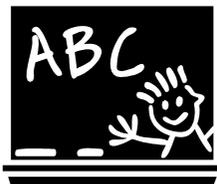
*Mrs Haughton*

Please look inside

# *Let's work together!*



## SOME REMINDERS



**Start of the day** - We would be grateful if you would ensure that your child arrives on time for school. The Foundation Stage gate opens at 8.45.am. Children arriving late can often become distressed and take longer to settle into the day. If your child is taking a while to settle we can be flexible on the length of the session.

We ask you drop your child off using positive words and body language as children pick up if you are feeling distressed about leaving them.

**End of the day** - Reception children can be collected at 3.15pm. Reception children must be collected by an adult . Please inform us if someone new will be collecting your child. If they are unknown to us we will not allow your child to go with them.

**Uniform** - We would be grateful if all items could be clearly labelled! Please also label hats, gloves and wellies. Any items found will be kept in the cloakroom until the end of half term– please feel free to have a look!

**Please provide your child with a pair of wellies so that they can access the outdoor area during inclement weather.**

**Reading** – We encourage you to read to your child on a regular basis. Reading stories from picture books introduces new language to your child and also encourages them to ask questions about things.

**Home Learning**—We will be holding a parent information session in the Autumn term detailing how you can help your child with their communication, language and listening skills.

Thank you for your support, it really makes a difference!

This is what we are learning this half term!	
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>Children are aware of their own feelings. They begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>Children can usually tolerate delay when needs are not met immediately and understand their wishes may not always be met. They can usually adapt their behaviour to different events, social situations and changes in routine.</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Children can listen to others one to one or in small groups. They listen to stories with increasing interest and attention. They join in with repeated rhymes and stories.</li> <li>Children respond to simple instructions, e.g. to get or put away an object. They start to understand 'why' and 'how' questions.</li> <li>Children can retell simple past events. They begin to use more complex sentences to link thoughts e.g. using <i>and</i>, <i>because</i>.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Children enjoy rhyming and rhythmic activities. They show awareness of rhyme and join in with stories and songs in one to one and small group situations. Children develop some favourite songs and rhymes, poems or jingles. They repeat words or phrases from familiar stories. They fill in missing words or phrases in a known rhyme, story or game e.g. Humpty Dumpty sat on a ...</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Children use some number names accurately in play. They can select a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. They recite some number names in sequence. Children use some language of quantities, such as 'more' and 'a lot'. They create and experiment with symbols and marks representing ideas of number.</li> <li>Children notice simple shapes and patterns in pictures. They begin to categorise objects according to properties such as shape or size. They begin to use the language of size.</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Children have a sense of own immediate family and relations. In pretend play they imitate everyday actions and events from own family. They begin to have their own friends.</li> <li>Children enjoy playing with small-world models such as a farm, garage or train track. They notice detailed features of objects in their environments.</li> <li>They seek to acquire some basic skills in turning on and operating some ICT equipment.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Children move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>Children begin to make-believe by pretending. They use movements to express feelings. They sing to self and make up simple songs. They experiment with blocks, colours and marks.</li> </ul>