

Les Landes School

Rue des Cosnets
St Ouen
Jersey
JE3 2BJ



Reception

April 2026

Dear Parents,

I hope you had an enjoyable Easter break and that your children are ready for their final term in Reception.

We will continue to encourage the children to develop their skills of independence and organisation in preparation for the transition into Year 1.

This term we are planning to look at the topics of 'Growth', 'Mini beasts' and 'Under the sea'.

As it is the children's final term in Reception, we will be focussing on the Early Learning Goals as outlined below.

Listening, attention and understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

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- Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Number

- Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Past and Present

- Talk about the lives of the people around them and their roles in society.

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Creating with Materials:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Phonics

We will continue to practise the letter sounds (phonemes) previously learnt. We will work on instant recall of these sounds as well as bending them together to read words. We will continue to practise writing sounds correctly and segmenting words into sounds to spell them correctly. In addition, we will progress to sounding out and blending longer words including two-syllable words.

Water – Please ensure that your child has a bottle of water with them every day. If you wish to provide juice for your child to drink at lunchtime this must be put into their lunch box.

Name all items – Please check that all belongings brought into school are clearly named.

Forest School sessions – We will continue to use the Forest School area on a Friday. Please send your child into school wearing suitable clothing for Forest School (clothes which can get muddy). The Forest School area has wild areas in which brambles and stinging nettles may grow. Your child should wear trousers to protect their legs.

Sun Protection – We will be reminding your child to wear their sunhat when working outside. Please could you apply sun cream to your child before they come to school. If you feel that they need to have their own named sun cream in school, the sun sticks or sun cream applicators are much easier for the children to use. They will not be allowed to share sun cream with their friends.

Junk Modelling- Please only send in clean, small items as we don't have space to store larger items. Old envelopes, birthday cards, plastic bottle tops and corks are also useful resources for the children to have access to.

Seesaw –I will continue to put updates onto Seesaw so that you are aware of the learning that is taking place in school. These will now be weekly rather than daily. If your child has mastered a new skill, such as riding their bike without stabilisers, please upload a photo or video so that we can celebrate it with them at school. If they wish to post photos or videos of 'wow' moments onto their account please can you do it with them as a homework activity. They can also record themselves speaking to go with photos posted. You will not have access to your child's Seesaw account once they leave Reception. If you want to keep any photos or videos which have been added to their account, please make sure you download them before the end of the Summer term.

Homework

This should be done daily to support your child with the learning they are doing in school. Please continue to encourage your child to read through their sound and tricky word cards. It is very beneficial for them to be able to read these words on sight without having to decode them. Your child will continue to bring home a guided reading book which they should be able to read with confidence as they will have already worked on it in school. Praise them for their success when reading, and use it as an opportunity to identify sounds, tricky words, high frequency words and to discuss the story with them. Please sign the reading record when you have read with your child. The weekly vocabulary we are covering in drawing club will continue to be posted onto your child's Seesaw account. Please try to incorporate these words into everyday talk throughout the week. There will also continue to be occasional activities posted onto Seesaw for your child to engage with.

Important Dates

Monday – Library book changeover day.

Your child will only be allowed to choose a new book to take home if they return the book which they have already got signed out.

Tuesday – P.E. Children to come to school in their kit.

Friday – Forest School

Friday 15th May am– Visit to Westlands Farm – We will be asking for 3 parent volunteers to accompany us. Please let me know if you are available to help.

Wednesday 1st July pm– Rockpool ramble – We will be asking for a minimum of 3 parent volunteers to accompany us. Please let me know if you are available to help.

If you wish to discuss anything, please do not hesitate to contact me.

Ali Courtness

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