



Keeping our families up to date with learning, events, resources and ideas for you and your child whilst in Reception at Goddard Park

Reception Newsletter

Issue:2

September 4th 2026

Welcome to Goddard Park

We hope that your children have enjoyed their first two, full days at Goddard Park and you enjoyed coming into school to see your children in their new classrooms. Thank you for completing the questionnaires helping us to find out what your children like to do. We will be using this information to ensure that we include these ideas in our classroom activities and events.

Do we have your child's Wellington Boots yet?

We have already started using the three woodland areas in school and as the weather gets wetter and colder, we will be using them more and more.

Please ensure that your child has a pair of Wellington Boots in school. If you do not have access to any, please let us know as we have plenty of spare pairs!

Has your child got a water bottle?

The classrooms still remain warm and we want our children to be able to have a drink when they want to. Therefore, we encourage them all to bring in a water bottle which we will store in the classroom for them to get a drink when they feel thirsty.

They will be sent home each day to be washed and refilled. Please encourage your child to bring in their water bottle.

Is your child's PE kit in school?

Our PE lessons are on Thursdays and Fridays and we want to ensure that all children learn to get changed independently.

Please ensure that their PE kit is in school by Thursday. Thank you!

White Horse Federation reading bag...

We hope that you have had a chance to look through your free book bag from The White Horse Federation and share the book with your child which was part of the pack too? Next week, your child will be visiting the school library and picking their first book to bring home. Whilst we know they will not be able to read it, please sit with them and share the book, talk about the pictures, read the story to them and then see if they can tell you the story using the pictures too.

Reading Record...

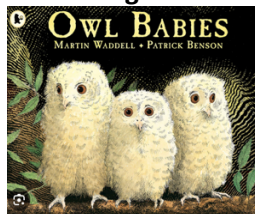
As part of the White Horse Reading Curriculum, we are providing you with a reading record. It is a small book which you can use to record what your child has read or shared with you, how often you have shared a book together and any other things you have done to encourage a love of reading at home. We will fill in the first box for you to show you how to do it, and then if you can carry it on, we can continue to change their books each week.

Rewarding your child for sharing books at home...

Every time your child shares a book with you at home, log it in their reading record. When they have 25 "reads" logged in their book, they will be rewarded with a certificate during our Friday Star Assembly. Please help us to help your child see reading as a fabulous activity and develop a real love for reading!

Why reading at home is important

As this is the first full week – we wanted to share with you some information which will help you and your child navigate the first few weeks of this term – with a particular focus on reading in school and reading at home.

Our class reading book last week:**Our class reading book this week:****Our Nursery Rhyme for this week:**

On Monday, your child will visit the school library and be able to pick a book to bring home for you to share together. It is really important that library books are returned to school each Monday so that, when we visit the library the next day, your child can return their book and pick a new one to bring home. Please use their reading record to share with us what activities you did with the book.

Fostering a love of reading is vital to every child's success. Each day in school, we will be reading a wide range of poems and picture books as well as learning songs and nursery rhymes – and repeating them to build a bank of stories, songs and poems which your children will love, re-enact in play and no doubt, share with you at home. This supports a love of reading at a very young age. We promote language rich learning environments at Goddard Park – whether inside or outside through opportunities, resources and classroom talk.

Reading at home together is vital for children to see the importance of reading beyond school and to continue to hear even more words and a greater range of vocabulary from the books shared with them. We would like you and your family to support the love of reading by sharing a book everyday with your child at home – it can be the same book, a poem, a song, but sharing is vital. Some important information which has recently been shared on the importance of reading to language development in children at 5 years old which we think is vital to share with you too:

The “million-word gap” for children who aren’t read to at home

Frequency of reading at home	Number of words your child will have heard	As you can see, it is vital for language development that children share books, poems, stories and rhymes - and are read to. We do not want you to ask the children about the events in the story – they may want to talk about it, or guess what is going to happen – discussion is great – but the key focus is on sharing a range of books each day.
Never	4622 words	
1-2 time a week	63,570 words	
3-5 times a week	169,520 words	
Daily	296,600 words	
Five books a day	1,483,300 words	

As part of our classroom routine, we will share wide range of books each day, including repeating their favourite stories and poems. Repetition is a great way of building a love for favourite books, and going back to favourites allows the children to feel safe and to join in. If you want to read more about this research, use the link below:
<https://www.sciencedaily.com/releases/2019/04/190404074947.htm>

We hope that you will partner us in nurturing and fostering a love of reading, by using the resources from our library and, when the time comes later this term, using the class reading books to support early reading habits within phonics (more on this to follow in the coming weeks!)

On the next page, you can see our plans for the book “Owl Babies” and how those activities fit into the Early Years Curriculum.

We aim to send regular newsletters home to you with information to support you getting to know how our school works, and encourage you to feel a full part of our school community. Please do ask us questions on the gate as this is really useful to ensure that every parent has all the information they have to provide an excellent relationship between home and school to ensure your child thrives in school and makes the most progress possible.

Thank you for your support and if you need more reading materials, please let us know

Very best wishes, Mr Gale and the EYFS team
earlyyears@goddardpark.co.uk

Full Time

Used alongside Progression of skills within Continuous Provision

Reading the story, learning the story, joining in - owl feelings

Re-enact the story:

Outside - using woodland area

Trays with equipment for each part of the journey
Book corner with book
Role Play

Journey on a map - sequencing the events in order of the story - provide a map with the key events to stick in the right order

Making nests with materials

Cook - Making shredded wheat nests

Measure owls with cubes

Compare owls using language - bigger, smaller, biggest, heaviest, lightest, compare feathers

Word of the Week: Scrumptious

Owl hunt around different parts of the school, finding and identifying habitats where owls could live.
What would they need to thrive in those areas? Food, shelter, water
Can we find these things?

Times of the day:
Sequencing events
Sleeping at night keeps us healthy - owls sleep during the day - they are nocturnal

What do we want to know about owls?
Learning about their habitats, features, lifecycle, types, nocturnal and food they eat
Learning the language

Food chains

Sun → green plant → worm → owl

OWL BABIES
MARTIN WILSON & FRANCES BROWN

Owl Babies

PSED → throughout

Resilience and perseverance
Identify, express and moderate our feelings
See themselves as a valuable individual (PSHE)
Talk about factors which keep them healthy - sleep

Literacy

Re-read books, fluency, enjoyment, retell story in sequencing

Mathematics

Count objects, actions and sounds, subitise
Compare length, weight, capacity, one more, one less

Physical Development

Rolling, crawling, walking, jumping, running, hopping, skipping and climbing (including upstairs - PE)
Balance - agility walking through woods
Gross motor and small motor skills
Lining up, queuing up, stirring and mixing

Understand the World

Compare and contrast characters from books, including non-fiction (owls) Draw information on a simple map - woodland walk, tree positions. Explore the natural world around them.
Describe what they see, hear and feel whilst outside.

Communication and Language:

Listen carefully
Learn and use new vocabulary
Asking questions
Describe events in detail
Engage in story times - familiarity and understanding
Retell story - exact repetition and in own words - use full sentences
Use connectives - next, then, after
Listen carefully to stories, rhymes, songs and poems
Pay attention to how they sound
Non-fiction books (bears)
Listen to, and talk about non-fiction

Expressive Art and Design

Create collaboratively (Music - vocal sounds)
Develop story lines in pretend play
Engage in music making

Science

Sounds Walk
Nocturnal Habitats
Drawing and describing family members

Art Skills

Mark making with wax crayons

Music Skills

Vocal Sounds

PE Skills

Movement and Direction - to move in different ways

PSHE

To identify my feelings
Set up a feelings jar

Computing Skills and Evolve

Keyboards
Self Image, Identity

Spanish Skills

Hello
Goodbye

RE

Why are we special?

Geography

Features of places - to support life