

We would like to thank all the parents and carers who have visited during stay and play sessions and helped to settle their children.

#### Reminder

Please ensure your child has:

- A spare set of clothes– labelled
- A box of tissues
- Wellington boots (although we have spare)
- A school book bag (Garfield logo)

#### Special weeks

Special weeks will begin once the children are all settled. Special weeks are dedicated to building up a unique picture of what each child knows, understands, can do and wants to do. We will follow the child making observations of their interests and developmental needs. We will then plan experiences to build on their knowledge and skills and produce a written record of their learning journey by the end of the week. At the beginning of the week we will ask you to take photos of your child at home and also share with us your child's interests as we always encourage home contributions, and at the end of the week we will invite you in so that we can discuss your child's progress and share their learning journey.

#### Phonics/ Reading

This term we will be teaching phase 1 and phase 2 phonics.

Home reading will begin when the children have settled and phonics lessons have begun.

Reading books will be sent home along with phonics sound cards.

We expect the children to read for at least 10 minutes every day. We encourage parents and carers to write a comment in the reading diaries and we will also write comments back. This helps us build up an understanding of the child's development.



#### Communication with class teachers

We value the communication between parents and teachers.

If you have any queries or questions about your child's learning please come and speak to any of the Early Years staff or EYFS Achievement Leader Ms Pericleous. Teachers are available for short enquiries in the morning and after school in the outside area socially distanced. If you would like to book a longer meeting with the class teacher you can do that by calling the school office.

You can communicate about your child's reading and phonics in their reading record book.

#### Maths:

This term we will be focusing on number recognition, ordering numbers, comparing numbers and identifying 2D shapes.

Maths can be encouraged in a number of different ways such as identifying numbers in the environment e.g. Looking at bus numbers/counting items in a shopping basket.

#### Curriculum Newsletter

#### Reception: Autumn term

#### Settling In

#### Lunchtime

Lunch time in Reception can seem daunting to a child who has not been at school before, so the Early Years' staff will stay with the children throughout lunchtime in the hall and support them with choosing what they would like to eat. They will also help them cut up food where needed and generally support them.

In the morning we will also show them pictures of the food on the menu so that they know what to expect. When they have finished lunch they will play in their own playground supervised by lunchtime staff.

**Clothing** Please dress your child in suitable clothing for the weather on that day. For example: On cold days they will need warm clothes, gloves, hat and scarf; on hot days, a sun hat.

**At all times**, please make sure your child is wearing sensible, well fitting shoes which they can take on and off and do-up by themselves and which are suitable for running and climbing safely.

Please remember to bring **a bag with a full set of spare clothes** in for your child to change into if they should need to. **Please label everything with your child's name (including shoes!).**

#### The Foundation Stage Curriculum

This term we will be helping the children to settle into their new environment and reinforcing the boundaries along with the daily routine.

The children will be able to access all the different areas of learning during free flow where children are able to choose from the planned activities indoors and outdoors.

The EYFS areas of learning include:

Communication and Language

Physical Development

Maths

Literacy

Expressive Arts and Design

Personal Social Emotional Development

Understanding the World