

**Dear Acorn Class Parents,**

Thank you for your fantastic support in facilitating the children's settling in. We have made a really positive start to life in reception class and I envisage nothing short of a fantastic year of learning ahead.

This letter will set out some key information to support with school life and provide an overview of the learning this half-term.

### **Learning behaviours**

From year one onwards, children at Tatworth work towards achieving badges which serve as hallmarks of outstanding behaviour. These badges are known as 'learning behaviour awards'.

Although we don't work towards our learning behaviour awards in reception, we of course do have high expectations for behaviour and aim to lay the foundation for our children to become positive, reflective and motivated learners.

A key element in achieving this foundation is to ensure excellent behaviour is routinely publicised and celebrated. As part of this, as a class, each week we will identify a particular behaviour which we are all working towards.

Children who consistently demonstrate the identified behaviour will have their names added to a celebratory roll call and receive a ticket at the end of the week. The ticket will identify the specific behaviour we have celebrated as a class and will either be given to the children directly or slipped into book bags – so keep an eye out for these and be sure to big up the achievement they represent, as they will be well-earned!

### **Numicon**

We use a resource called 'Numicon' as a basis for much of our learning in maths. Numicon supports children to construct a powerful mental representation of number through linking a cardinal value to a coloured shape and number pattern. Use [Numicon guide for parents | Oxford Owl](#) to familiarise yourself with this resource and support your child's learning.

### **Phonics**

Phonics teaching facilitates early reading by explicitly teaching children the units of sound (graphemes) which can be 'blended' together to construct words. The process of sounding out each grapheme in word in order to read is called 'decoding'. Alongside language comprehension, fluent decoding is a vital in enabling children to become fluent readers.

We follow the Read Write Inc phonics scheme of learning as we believe this programme provides a fantastic foundation in early reading. Keep posted for details of our upcoming parent phonics

meeting, which will include all the information you need to help support your children's learning in phonics.

Please support your children at home by reading to them regularly. Every book you read will strengthen your child's language comprehension and help nurture a love for reading.

### **School Councillors**

Two children from reception will be chosen to represent Acorn class as part of the school council. This role will see them working together with other children to help make decisions which will have a real impact across the school.

### **PE Kit**

Please bring PE kits to school every Monday. A formal PE lesson will take place every Wednesday. This session will supplement the time dedicated to developing children's physical skills as part of our extended provision. Please keep practising changing at home and doing up buttons and zips and putting shoes on the right feet, thank you.

### **Book Bags**

Book bags with reading books and records will go home every Monday. Please fill in the reading record as you read with your children at home and return book bags by the following Monday morning.

### **Bags, home snack and water**

Please only bring one daily bag to school (PE and book bags to be brought back once a week). Please bring a healthy snack and water bottle each day to school.

### **Autumn term learning (specific areas)**

#### **Understanding the World**

We will describe our family using evidence from sources such as photos and interviews; from these experiences we will generate questions to ask about families of others, build questions and then present our findings which we will continue to reflect upon throughout the year. We will use examples of family units in fiction texts to compare and contrast with our own.

We will be thinking about the concepts of 'home' and 'place' and what these means for us, as humans, as well as animals. We use our own experiences, observation in field work as well as our leaning from key texts to generate ideas of what is needed for a 'good' home or habitat. We will then think about how our immediate environment could be improved to support a greater abundance of wildlife and begin to put these ideas into practise in readiness for spring.

## **Literacy**

In phonics, we will start learning our set one sounds and begin to learn to blend simple words.

In English, we will learn to recite the Gruffalo using a story map and then to change the description of the Gruffalo using our own ideas – creating our own fantastically monstrous creature.

We will use our key texts to broaden our understanding of different types of family, place and home against which will then compare and contrast to our own experiences. We will use hot seating and letter writing to dream up questions we could ask the characters in the books about their experiences and demonstrate our thinking regarding the different types of families, places and habitats we encounter through our mark making.

Key text examples: Julian is a Mermaid, Voices in The Park, The Pirate Mums, This is Our House Where's Rodney? The Suitcase, Beyond the Fence and Bog Baby.

## **Maths**

Our learning in maths for autumn term will focus on oral counting, subitising, ordering and comparing object counting and matching numeral with cardinal value.

## **Art and Expressive design**

We will discover and explore the patterns of the natural world and use these as inspiration to create our own patterns using media which enable us to isolate and practice movements using our shoulders, arms, wrists and fingers. We will make active connections between our routine, everyday movements and those we make with pencil or paint or charcoal and paper. This will entail moving creatively and reflecting on the way we apply ourselves physically in these contexts using a widening vocabulary. Such opportunities will include, for example: exploring different possibilities for the way we enter/leave the classroom, thinking about how we can stand from sitting, how we could squat instead of bend etc, opportunities for moving creatively both inside and out of the classroom.

## **PE**

We will be learning to negotiate space and obstacles safely, with consideration for ourselves and others and to demonstrate strength, balance and coordination when playing.

Kind regards,

Mr Johnston

Reception Class Teacher