

We would like to wish you all a very happy new year and hope that you enjoyed the holidays. We have loved hearing all of the children's stories so far! Thank you to everyone that has added photos and notes to tapestry so that we can share the children's adventures with the rest of their class. We have lots to look through and find out more about and will continue to do this over the coming weeks.

To keep parents up to date with important information, our class newsletters will continue to be sent home at the beginning of each of the remaining four half terms. As with the previous two half terms, these will be sent home as a paper copy but will also be available on the school website. As with other letters that are sent out by the school, sometimes dates are provided that for a variety of reasons need to be rescheduled. We understand this can cause confusion and try wherever possible not to make these changes, however sometimes it cannot be helped. Please speak to a member of staff if you have a concern or query about dates or times of events.

The children have had a fantastic Autumn term and the progress we have seen has been great! They have all settled in very well, feeling happy and confident at school and are developing some lovely friendships.

As we begin term 3, we will be continuing to let the children lead their own learning through play and exploration, tailoring the environment and resources to meet their ever-changing interests and development. We will be looking for new ways for the children to apply their current knowledge and skills and challenge themselves further. As we teach and plan in the moment with the children, it is almost impossible to anticipate what they may choose to learn over the upcoming term. Where possible we try to keep parents updated with what individual children or small groups have been learning via their Tapestry learning journals, so please check these regularly to see what your child is doing at school. You will notice more observations during your child's focus week, which we will inform you about in advance.

If you would like to read any further about the expectations of the Early Years or how you can provide the best support, please use the following link to access the DfE guidance - 'What to expect, when?'

https://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf

Phonics

Children will continue to learn phonics through the Read, Write, Inc. program, having a daily session during which they will learn how to say, read and write sounds; practise letter formation; learn to blend sounds to read words and segment sounds to spell words. From Monday 7th January we will be introducing set 2 sounds, which are 2 and 3 letter sounds. Some groups will begin bringing home their set 2 sounds book and 'show off' reads to share at home.

RWI groups are based on assessments completed at the end of the Autumn Term, but are flexible depending on children's progress. You will receive a letter next week informing you of your child's current group. Please continue to use the children's set 1 sounds book (green), for them to practise saying, reading and writing the sound.

Maths

During term 2 we began learning a number a week, using the cbeebies numberblocks episodes and resources to support this. Working in this way allows children to develop a deeper understanding of numbers and how they relate to each other. It also gives the children more opportunities to solve problems and explain their reasoning, something we have been very impressed with so far! The children love the numberblocks and enjoy playing with them in our class 'Numberlands', where each number has it's own house and garden - made by the children.

This term we will be meeting numbers 6 - 10, possibly spending two weeks on some of the numbers if we feel it will be beneficial. When we meet each number we will explore what that number looks like, how it can be made and how it compares to the numbers we have learnt already.

PSED

Over the Autumn term we have worked very hard with the children on managing their feelings and behaviour. This is a key part of the EYFS curriculum and at this age we expect many children to still find this very difficult. We work on the premise that first the children need to be able to identify how they are feeling and then need to have a range of strategies to deal with these feelings. We encourage children to use words to explain what they want or need or to tell people how they feel. Wherever possible we give children the space and opportunities to resolve conflicts for themselves, but staff are always close by to support and intervene when required.

As the children are still developing these skills, there are often times when behaviour responses are inappropriate and can lead to other children becoming hurt or upset. In most cases, by following the school's behaviour system they are able to resolve these situations and all children involved are happy to continue with their play/learning.

At Cherry Orchard we use a traffic light system to help the children understand and manage their behaviour. In reception we use the colours of the traffic lights to explain to the children which behaviours we do and do not expect from them while they are at school. We reward children with lots of verbal praise and house points for green and shiny green behaviour. For any 'amber' behaviours, such as disrupting a lesson, not following instructions, or being unkind to a friend or teacher, children are taken to the traffic light display to talk about their behaviour and then have a time out. After this we also ensure the natural consequence is followed through, so if they have made a mess they will be asked to tidy it up, or if they have made someone upset they will be asked to help cheer them up again.

In the event of a 'red' behaviour, such as hurting another child or teacher or repeated amber behaviours, children are again taken to the traffic light to talk about their behaviour and then have a longer time out. Depending on the situation, this may happen in another classroom or area of the school and further consequences may be applied if necessary. Parents will be informed of all 'red' behaviour incidents and we always aim to do this verbally at the end of the day. Whenever staff are aware of a regular or ongoing issue with behaviour, the situation is closely monitored so that we can understand any issues and implement appropriate strategies or consequences.

Please support your child at home by getting them to talk about how they feel, rather than expressing these feelings through tears or physical actions. When they have calmly talked to you, explain the situation and talk together about a resolution. Please also remind them that they can come and speak to an adult at any time if they have a problem or are upset, as we can only help if we know something is wrong.

P.E.

We recommend leaving P.E. kits at school as much as possible, in case there are any additional P.E. sessions or timetable changes and for any after school clubs they may attend.

- **Chestnuts** - Monday PM
- **Juniper** - Friday AM

Library

Children will only be able to bring home a new library book if they have returned the previous week's.

- **Chestnuts** - Monday PM
- **Juniper** - Wednesday AM

Communication

If you have any concerns or questions, please contact your child's class teacher as the first point of communication. The easiest and quickest way to do this is with a note written in your child's reading record book. If you do this, please leave the book open inside your child's clear folder. The folders are checked every morning for open books and wherever possible messages are dealt with on the same day that they are received. If it is something that requires a little more time to resolve we will reply to let you know we have

received the message. Alternatively, an email can be sent to the school office (FAO: Miss Sherress/Mrs Borthwick), however this will need to be forwarded to us from the office and may not be seen until after the end of the school day, so may take longer to address. As always, Class teachers are available at the end of every school day once all children have been dismissed, so please feel free to come and speak to us :) If your query or concern needs to be addressed by another member of the school team, the class teacher will be able advise you on who to speak to.

Pick up time

Please continue to wait by your child's class sign (on the black fencing) at pick up time, to ensure that the class teachers can see the correct parents from the classroom. If you need to collect any forgotten belongings or talk to a staff member, please wait until all other children have been dismissed from the classroom as staff need to ensure the safety of the children as the first priority.

Home Learning

Please continue to share stories as often as possible, play games, explore your local environment and support your child's imagination and curiosity. This term we will begin adding fortnightly suggestions for home learning activities onto Tapestry, that you may wish to complete with your child. The first of these will be added soon!

Thank you again for your support,

Reception Team