

Notices:

Please ensure you keep your personal details such as mobile and landline numbers up to date with the school office. Any changes must be informed immediately to the school office. Also, if there are any changes to your child's collection list please let the school office know immediately. This will minimise any misunderstandings and distress to the child as staff will be unable to release any children with anyone who is not been stated on the collection list authorised by the primary carer.

Medication

If your child is asthmatic, you must bring in an asthma pump to leave in school together with a completed asthma card, which can be obtained from the school office.

The school is only permitted to administer medication prescribed by the GP and parents must complete a medical consent form before any medicine is sent to school for administering.

Please let us know if your child has any allergies and send in any medication that needs to be kept in school for use and when needed.

Accident and incident slips:

In the unfortunate occasions when a child incurs a minor injury, the child will be sent to the medical room for medical attention provided by a trained first aider. The first aider will assess the injury and if the injury is severe then parents will be called immediately. All other injuries the child is sent back to the class and the staff within the year group will monitor them. You will receive a medical slip to notify of the minor injury your child had incurred. Please also note that slips are not given out for every injury unless its needed, but the child's entry to medical room is logged into a medical book for our records.

Reception Newsletter

Autumn 2 2018

Dear Parents and Carers,

Welcome back! We hope you had an enjoyable and restful break and are looking forward to an exciting half term full of great learning opportunities.

This half term our topic is 'Transport'. We will be linking our learning to this across all subjects wherever possible..

We will be exploring the following key stories linked to our topics: Whatever Next; Mr Gumpy's Outing; Mr Gumpy's Motor car & Train ride..

Staffing: Mrs L Rahman (Assistant Headteacher—Leading Foundation Stage)

Miss L Manzi Class teacher (RM) Miss N Begum Class teacher (RB)

Support Staff: Miss Carroll (Nursery Nurse) Miss Sue (Nursery Nurse), Denise (SLSA), Marayam (LSA), Rukshana (LSA), Zahanara (LSA) & Nadine (TA).

We would like to welcome Nadine who is our newly appointed teaching assistant who has joined our reception team.

School times: School starts at 9.00am and finishes at 3.20pm for Reception pupils. Please collect your child from reception first, before collecting their older siblings, if any. If parents are running late, children will be sent to the office.

Spare Clothes: Please bring a set of spare clothes for your child and leave this on their peg with their name clearly marked on the bag. This will allow us to attend to children quickly without the need to call you. Please ensure your child's uniform is clearly labelled with their full name.

Also, please put your child's name on ALL of their clothing (coats, shirts, jumpers, trousers, etc). This will help to prevent any misplaced items of clothing.

Friday Reading: Every Friday afternoon between 2.50pm 3.05pm you are invited to come into your child's class and read to them. These sessions are to help promote the love of books and reading for enjoyment. We welcome parents to bring their own books from home and if you are keen to do whole class story telling, please let the class teachers know in advance, so they can accommodate that for you.. We look forward to you joining us in reading!

Topic: This half term our topic focus is 'Transport'. The children will be learning about the different modes of transport.. They will explore the similarities and differences of different transports from around the world and also look at how different transports have evolved over time. Children have visited the London Transport Museum in Covent Garden, this was their first big trip away from school. The children, parents and teachers enjoyed the day out, and all the children were very well behaved. The children will do follow up work related to their trips and draw on their experiences of how transport has changed in London.

English: In English children will be learning to sequence familiar stories and retell their own story narratives using story map and using Pie Corbett actions. Children will learn to read the key text together and talk about the settings and key features of the story. They will practice writing simple sentences using key phrases from the story and practicing reading the key words.

Maths: In Mathematics children will be learning about 2D shapes and understanding the characteristics of basic 2D shapes. They will explore and investigate shapes in the environment and learn to create pattern involving shapes.

Understanding the World: Children will learn about similarities and differences in relation to Transport. They will explore transports from around the world and develop an awareness of how transports have changed over time. They will compare and contrast different types of transports most commonly the iconic London red bus.

Home learning: Please continue to spend 15minutes each day reading with your child. Reading is an important skill which helps children to access all areas of the curriculum and helps them become a successful learner. Please help your child to practice reading, spelling and writing the key words.

Tips for reading engagement:

Encourage your child to carry a book to read during journeys, or even while waiting for an appointment.

Help your child to read words on signs and posters when out and about, and talk to them about what they say.

Read a recipe with your child whilst you are cooking.

If you have several children in your household, why not encourage the older ones to read with the younger ones?

Encourage them to choose a book they would like to read - they are more likely to enjoy a book they have chosen themselves. It could be a fact book instead of a story.

Let them see your facial expressions and don't be afraid to tell part of the story in a funny voice to make them giggle!

Don't worry if your child wants to read the same thing more than once, even if you think it might be too easy for them. Having a favourite book or story can help them understand that reading is fun.

Remember to give your child time to think before answering questions.

Some ideas for developing fine motor control

Let the children make patterns using pegboards.

Provide sewing and weaving activities.

Involve the children in chopping and peeling in cooking activities.

Provide woodworking tools – pliers, screwdrivers, hammers.

Use finger rhymes, counting fingers, playing with words and sounds, etc.

Provide small construction toys.

Structure sand and water play to include sieving, pouring, picking up toys using tools, etc.

Develop the pincer movement: show the children how to use tweezers to pick up and sort sequins, small beads, etc., sprinkle coloured sand, glitter, salt, etc. on pictures.

Provide the children with paints, finger paints, etc. for making big patterns on differently shaped paper, for example fish, balloons, kites. Talk about the patterns they make. Focus on developing the *curly caterpillar*, *long ladder* and *one-armed robot*.

Encourage the children to strengthen their fingers by using clay, play dough, Plasticine, etc., for modelling. They can make letter shapes and patterns using the modelling media.

Encourage dexterity by asking the children to cut out large letter shapes or patterns. They can use different coloured marker pens for tracing along inside the shapes. Emphasise that circles and curly caterpillars need to be traced from the top and anti-clockwise.

Give the children thick paintbrushes and water to paint patterns on walls, fences, etc.

When should I introduce handwriting?

Skills for handwriting can be introduced from a very early stage. Most importantly teachers need to assess accurately where the child is, and plan carefully for the small steps of progress which will support them in eventually achieving the Early Learning goal.

Adults should offer activities which encourage children to develop controlled movements – both in terms of fine and gross motor control – through all kinds of play and cross-curricular opportunities.

Children should be allowed to pick up the writing implement themselves and decide which hand they prefer.

Continuity from EYFS through Key Stages 1 and 2 is vitally important.

What should I teach about handwriting in the Early Years Foundation Stage (EYFS)?

In order that children eventually acquire a legible, fluent and fast handwriting style, they need to develop skills including:

good gross and fine motor control

a recognition of pattern

a language to talk about shapes and movements

the main handwriting movements involved in the three basic letter shapes as exemplified by:

l, c, r.

What kinds of letter patterns should I teach?

When you introduce patterns for writing to children, it is useful to focus on features which keep recurring in letter formation, for example:

focus on patterns which build on the three basic letter shapes:

l, for example *the long ladder*

c, for example *the curly caterpillar*

r, for example *the one-armed robot*

include patterns that move across the body, from left to right

use pattern-making for different purposes.

Sometimes, allow children to produce the pattern across the entire line. This encourages fluency of movement and helps to emphasise the right to left direction of our writing system.

At other times, it may be useful to restrict the number of repetitions to four or five so that the child learns a little about the need to leave spaces between words.

keep talking about the movements you make in the patterns

let the children invent 'sounds' to make as they draw their patterns, for example a bouncing sound as they bounce up from the one-armed robot's feet, a buzzing sound as you draw anticlockwise spirals, a **shsh** sound as you make wave patterns, etc.

Some children find drawing patterns in time to music helpful. Arches can be formed to slow, relaxed music and the tempo can be changed to a marching rhythm and children encouraged to produce angled movements.

Bug club: the children will have access to an online reading scheme known as Bug Club. It allows parents and children to read together selecting from a bank of books carefully selected by the class teacher. Each child will have their own user account and password. There will be

a parent workshop to help parents understand the reading scheme and how to use it at home. You will be issued your username and password at the workshop, to those parents who cannot attend it will be sent home with your child. **Bug club workshop on Friday 23rd November at 9.00am in the lower hall.**

Parent teacher consultations: Parent teacher consultations on Wednesday 5th December

Your child's class teacher will be sending out appointment slips to meet with parents, each appointment slot is for 10mins (per child). Teachers will discuss the children's Progress since Baseline assessments. Parents will have the opportunity to look at their child's Wow book, including English and maths books.

Pupil Premium

FREE SCHOOL MEALS

Just a reminder, if you or your husband/partner is in receipt of income support, job seekers allowance, pension credits or have an income below £15,190 per year, you may be eligible to apply for Free School Meals.

You can claim for Free School Meals by completing a claim form available online from the school's website or by telephoning the benefits service on 020 7364 5001.

Please use this link below:

[https://benefitforms.towerhamlets.gov.uk/VictoriaForms/Viewer-VicForms.asp?user=anon&Form=Free%20School%20Meals%20\(1.0\).wdf](https://benefitforms.towerhamlets.gov.uk/VictoriaForms/Viewer-VicForms.asp?user=anon&Form=Free%20School%20Meals%20(1.0).wdf)