



Uffington Church of England Primary School



Wrens Class Newsletter – Autumn 1

Welcome

A very warm welcome to all our new Wren families! We are delighted to begin this exciting journey with you and your children as they take their first steps into school life. The start of Reception is such a special time, filled with new experiences, friendships, and opportunities to learn through play and discovery. We are looking forward to getting to know each child, supporting their growth and celebrating their achievements together. Thank you for entrusting us with this important chapter of your child's learning. We can't wait to see our little Wrens flourish.



This newsletter will be shared at the start of each term to keep you updated with everything happening in Wrens. You will find a brief overview of what we will be learning in each area of the curriculum, as well as important dates and reminders to help you stay informed.

Each term, Wrens will have a topic that links to some of our learning. This term, our focus is on helping the children settle into school life, getting to know them as individuals and completing our baseline activities. Alongside this, our topic is 'Toys and Teddies', which we'll be exploring through stories, play and creative activities.

The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and Ofsted registered early years providers in England must follow the EYFS.

Included in the EYFS are the seven Areas of Learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Assessment - Over time staff learn about the abilities and skills of each child and know how to support them to develop but we do not record everything. This frees up more time for staff to spend directly with the children.

We can refer to documents 'Development Matters' or 'Birth to Five'

<https://www.gov.uk/government/publications/development-matters--2>

<https://birthto5matters.org.uk/wpcontent/uploads/2021/04/Birthto5Matters-download.pdf>

These documents are not compulsory but can be used by staff to support them to understand child development in the different Areas of Learning. Staff then use their own knowledge of child development to decide each child's next steps and support needs.

At the end of the reception year, children are assessed against **17 Early Learning Goals**:



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- The ELGs are not a test. Staff will use what they already know about a child to make their decisions.
- The ELGs are not the EYFS curriculum. They are not used to be taught to, they are just an end point.

Reception Baseline - This is usually done within the first 6 weeks of your child starting school. We use a breadth of information and draw on knowledge of each child through observations, interactions and every day activities. We will also use information from previous settings and discussions with parents. This will all form our baseline and then we can then plan and support each child's development accordingly.

There is also a statutory requirement that we carry out 'The Reception Baseline Assessment' (RBA). This is a short assessment, taken in the first six weeks from when a child starts reception. It will take place 1:1 with me and using practical resources. Raw scores will be recorded in the national pupil database and used to create a cohort-level progress measure for schools at the end of key stage 2.

<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents>

Characteristics of Effective Learning advocate that in planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified by the EYFS are:

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The focus of the CoEL is on how children learn rather than what they learn i.e. process over outcome.

Tapestry - A Tapestry journal is a record of each child's learning and shows snap shots of children's achievements and progress in relation to the EYFS. Not every activity they do will be recorded as this would not be manageable. As a rough guide there should be a few a new entries each week. Some may be individual observations and many will be collaborative group or class observations or events.

Phonics

Phonics

This term we will begin teaching phonics using the Little Wandle scheme.

At first, the children focus on the fundamentals of phonics, such as listening carefully to sounds and practising oral blending. We then move onto learning the first letter sounds and some early 'tricky words' (words that can't be sounded out in the usual way).

These building blocks help children take their first steps towards reading and writing with confidence.

The children will learn to recognise their name. They will learn letter sounds /s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ /g/ /o/ /c/ /k/ /ck/ /e/ /u/ /r/ /h/ /b/ /f/ /l/. They will also learn to read tricky words – is, I, the

Link to website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



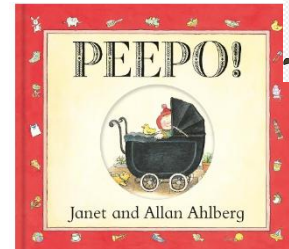
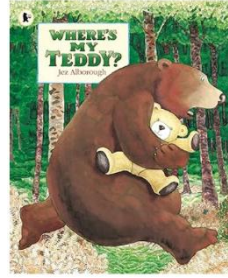
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Literacy

This term we will be focusing on these stories...

Where's my teddy? By Jez Alborough

Peepo by Janet and Allan Ahlberg



We will also share many other fiction and non fiction books to support our understanding and comprehension.

This term we are introducing the children to Kinetic letters, our handwriting programme. In these first weeks, the focus is not on writing words straight away, but building the strength, posture and movements that will help children become confident writers later on. The children will be developing their core strength, learning how to sit correctly, and practising 'strong arm' positions that support good handwriting. They will also begin exploring some of the initial letter movements through fun and practical activities.

Maths

In maths this term, our focus is on building strong foundations through play and practical activities.

The children will be developing their understanding of numbers to 5, learning to recognise amounts, compare groups, and begin simple counting.

We will also explore early mathematical ideas such as patterns, sorting, matching, and using mathematical language in everyday contexts. These first experiences help the children gain confidence and enjoyment in working with numbers and shapes.



Communication and language

We will teach the children how to listen carefully and to understand why listening is important

We will also work on being able to follow directions.

The children will have opportunities to talk in front of a small group, talk to class teacher and TAs and to learn new vocabulary.



Personal, social and emotional development

We will develop self regulation and learn to recognise different emotions and understand how people show emotions.

The children will work towards being able to focus during short whole class activities and to follow on step instructions.

We will help the children to develop managing themselves to wash hands independently, put coat and socks on independently, get changed for P.E with support, explore different areas within the environment and use the toilet independently.

The children will build relationships and seek support of adults when needed and gain confidence to speak to peers and adults.

In Personal, Social and Emotional development we use the 1Decision programme. This introduces children to important skills such as making choices, understanding feelings, building friendships and staying safe. Lessons are interactive, often using short videos and discussions to help children think about situations and practise making positive decisions. As part of the programme the children are introduced to friendly colourful drop characters. They help the children understand these ideas in a fun and memorable way. This term we will cover - Pink goes to school, Red needs the toilet, Pink misses mummy, Red's nut allergy, Red's hearing aid, Blue learns to share and Blue's indoor voice. We use can also use the resources in the moment to support learning about specific situations that we may need to cover.





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Emotional Health and Well-being - It is widely recognised that taking care of our emotional health and well-being is hugely important. We will use the Five Ways to Well-being to foster understanding of this. Many of these will be incorporated into our learning and play and sometimes there will be sessions purely dedicated to well-being:

- Connect with People Around You
- Be Active
- Take Notice
- Keep Learning Every Day
- Acts of Kindness

Physical development

In physical development this term, the children will be building their strength, coordination, and confidence through a mix of fine and gross motor activities.



We will introduce PE with games and early ball skills on Wednesdays and Fridays. This will also involve changing for PE, changing school shoes to trainers, listening and following instructions.

The EYFS outside area will provide many opportunities for physical development including jumping, rolling, climbing and moving in different ways. The children will also be encouraged to develop their fine motor control through activities such as threading, cutting, drawing and using playdough which all help prepare them for writing.

We will develop fine motor control through structured activities including fiddly fingers, dough disco and kinetic letters handwriting sessions.

Understanding the world

This term we will be learning about the past and present through toys and teddies and in books.



We will learn about family structures by getting to know each other and the children will begin to identify similarities and differences between themselves and peers. We will learn the name of the village the school is in and know about features of the immediate environment.

We will explore the natural environment around the school and learn to respect and care for the natural environments. We will also begin to explore seasonal change and weather including outdoor adventures.

In computing we will explore technological toys such as interactive board, iPads, toys with knobs, pulleys and buttons, telephones, keyboards, camera's etc..

In RE we will explore 'Which people stories and events are special to me?' We will answer questions 'Who is special to me and why? What do people wear to show that they belong? How do Christians celebrate the birth of a baby?'

Expressive Arts and Design

When creating with materials we will name colours and experiment with mixing colours, create simple representations of people and objects, draw and colour with pencils and crayons, use glue, learn how to work safely and hygienically, use spoons and cups to measure and use different construction materials.



We will give children the opportunities to be imaginative and expressive and to sing and perform nursery rhymes, join in with whole school singing assemblies, experiment with different instruments and their sounds, talk about whether they like or dislike a piece of music, create musical patterns using body percussion, use costumes and resources to act out narratives.



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Helping your child learn at home

At this early stage, the most important way that you can support your child is by Helping them to keep a good routine at home and time to talk about their day if they to. We also encourage you to login regularly to Tapestry, where you can upload photos and information about your child's interests and experiences outside of school. This helps us to build a full picture of their learning journey.



As the term goes on, we will send home a maths information book and a Letters and sounds book. These are not for the children to write in, but are designed to help you understand how we teach these areas and give ideas for supporting learning at home. We will also send home a Letters and sounds pack and tricky word pack that will be updated weekly depending on the class learning. You could support your child in learning those letters and trick words. **The home learning books will be taken in each Monday and returned on Tuesdays.**

Finally there also be two books for your child to share at home. One book that they have chosen from the classroom that can be read to them. We call these 'reading for pleasure books'. The other book (that will be picture books to start with) will be their reading book that they have read three times at school focussing on – decoding, prosody and comprehension. By the time the children bring these books back they should know them very well. **Books will mainly be changed each Thursday.**

Rewards

The children will receive 'House Points' as reward for good behaviour, work and attitude.

They will also earn Gold Stars for being kind and courteous.
In Foundation Stage we also earn 'gems' towards a whole class reward!



Class information

Class Teacher: Miss Waters / Mrs Ludford each Wednesday morning / Mrs Salisbury each Friday morning

Supported by: Mrs Salisbury every morning plus Wednesday and Thursday afternoon

Please discourage your children from bringing their own toys to school unless we have asked for them.

In order to keep books and letters in good condition we ask that all children bring a bag to school every day so that we can update their books and to send home any letters or resources.

Please remember to name your child's school jumper or cardigan.

Please remember if you are making your child a packed lunch, we ask you not to put anything in that contains nuts.



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Dates for the diary!

Autumn 1

Tuesday 2nd September – Training Day

Wednesday 3rd September – Training Day

Thursday 4th September – Pupils First Day of School

Friday 5th September – Whole school worship in Church – 2.00-3.00pm

Friday 12th September – Swimming begins for Year 2, Year 3 and Year 4 pupils

Friday 12th September – Mufti Day (donations for the September Social children's tombola)

Saturday 13th September – Bourne Grammar School 11+ Paper 1

Friday 19th September – PTA September Social – 5.30-7.00pm on the School Field

Saturday 20th September – Bourne Grammar School 11+ Paper 2

Thursday 2nd October – Individual School Photos (pre-school siblings from 3.00pm)

Friday 3rd October – Parents Drop in and Read (all year groups) – 8.45-9.15am

Friday 3rd October – School Harvest Thanksgiving service in Church – 2.00pm

Tuesday 21st October – KS1 & KS2 Parents Evening – 4.00-6.30pm

Wednesday 22nd October – EYFS, KS1 & KS2 Parents Evening – 4.00-6.30pm

Friday 24th October – Whole school worship in Church – 2.00-3.00pm

Friday 24th October – School closes to pupils for Half Term

