

### Morning routines:

When you bring your child to school in the morning please encourage them to put their coat on their peg, their book bag in their tray and their water bottle on top of the drawers. This not only encourages their independence but it helps them to remember where things are!

Please help your child to do the self-register, putting their name with the plate or lunch box to show what they are having for lunch.

As soon as your child has done this please help them to find an activity to do then say goodbye and leave them to their play. Remember the quicker you make this routine, the easier it will be for your child to settle, and the less traumatic for you!

### Home time:

Thank you for bearing with us as we learn all of your faces! So that we can ensure the children's safety at home time we will only be sending children home through the Foundation Stage door leading out to the climbing frame. We ask that all parents wait in the Foundation Garden for us to send your child to you.

If your child is going home with someone else please write this in the home time diary and sign it so we have written permission to release your child to someone else.

There is a sheet in the front of the diary for you to let us know of any regular collections e.g. if your child is going to JACS on a certain day or if they will always be collected by a grandparent one day a week.

### Reading:

Your child will soon be given a reading record and a book from the library to share with you. Over the next few weeks as the children settle into school we will assess them and give them books appropriate to their level. There will be more information to follow so we can explain about how we teach reading at St. John's. We do ask that you read to your child daily. Please write in the reading record at least twice a week to let us know about the reading you are doing at home.

## Foundation

Mrs Ball & Mrs Dann

### Phonics:

All Children in the Infants will have daily phonics lessons taught through the scheme 'Letters and Sounds'. Children will be grouped into different phases to learn phonics according to their phonic ability. This will start as soon as we have settled all the children.



### Maths

We do daily counting groups to encourage children to order numbers to 20 then beyond.

Some of the skills we are focusing on are:

- \* Counting and recognising numbers up to 20
- \* Counting groups of objects accurately
- \* Comparing numbers, saying which is more or less.

### Forest Schools:

In October we will begin to run our Forest School sessions. Forest School will take place on Thursdays with Mrs Rudd. The children will go on alternate weeks so we take half the class at a time. For Forest School children will need old clothes to change into; a long sleeve top, trousers and wellies. We have some waterproofs in school, but if you have your own please do bring them in!

Mrs Rudd will be on the lookout for parent helpers to join us for Forest School, we need two helpers each week. (See below if you would be able to help!)

### Parent helpers

We are always grateful for parent (and grandparent!) helpers in school and some of our activities will not be able to go ahead without your help.

Please let us know if you could help with any of the following:

- \* **Forest School** - Thursday afternoons
- \* **Cooking** - Friday mornings
- \* **Reading** - any day and time!

If you have any other interests or activities you could help with (e.g. if you enjoy gardening or art) please let us know! Thank you.

### PE

This term PE will be on Mondays with Miss Abery, our sport's coach. We will start with small groups sessions in the hall, in our school uniform so don't worry about PE kits as yet. Please make sure long hair is tied back.

**Topic Overview Foundation**

**London's Calling!**

**Term 1 2016**

|                                   |  |  |   |
|-----------------------------------|--|--|---|
| <b>Classroom Environment</b>      | <ul style="list-style-type: none"> <li>✓ Palace role play area.</li> <li>✓ Tourist office and bus role play area.</li> </ul>   | <b>Educational Visits</b>                    | None this term - settling in!   |
| <b>Wow Factor Launch</b>          | Classroom environment  | <b>Key Texts</b>                             | <ul style="list-style-type: none"> <li>✓ The queens knickers</li> <li>✓ Shh! Don't wake the royal baby!</li> <li>✓ Non fiction books about London</li> <li>✓ Charlie and Lola: We must completely go to London.</li> <li>✓ Katie in London</li> <li>✓ London calls.</li> </ul>                      |
| <b>Outcomes /Open Day Focus</b>   | <ul style="list-style-type: none"> <li>✓ London Art Week - exhibition in school.</li> </ul>  | <b>Activities parents can do to support.</b> | <ul style="list-style-type: none"> <li>✓ Reading together daily</li> <li>✓ Talk about what they have been learning in school</li> </ul>   |
| <b>Communication and Language</b> | <ul style="list-style-type: none"> <li>✓ Talking about our experiences</li> <li>✓ Listening to stories</li> <li>✓ Taking turns when talking in group times</li> </ul>                                    | <b>Personal Development</b>                  | <ul style="list-style-type: none"> <li>✓ Settling into school.</li> <li>✓ Learning routines.</li> <li>✓ Talking about feelings.</li> <li>✓ Belonging - to my family, my class, my school, my community.</li> </ul>  |
| <b>Physical development</b>       | <ul style="list-style-type: none"> <li>✓ Using equipment safely. (e.g. scissors, art resources)</li> <li>✓ PE activities - moving in different ways.</li> <li>✓ Name writing - pencil control</li> </ul> | <b>Maths</b>                                 | <ul style="list-style-type: none"> <li>✓ Reciting and recognising numbers to 10.</li> <li>✓ Counting sets of objects accurately, to 10 then more if able.</li> <li>✓ Comparing size - big, medium, small.</li> <li>✓ Patterns</li> </ul>  |
| <b>Literacy</b>                   | <ul style="list-style-type: none"> <li>✓ Reading stories based around London</li> <li>✓ Writing names</li> <li>✓ Writing lists and labels</li> <li>✓ Phonics sessions when settled.</li> </ul>           | <b>Expressive art and design</b>             | <ul style="list-style-type: none"> <li>✓ Using a range of materials to make London landmarks.</li> <li>✓ Junk modelling to make transport.</li> <li>✓ Portraits - link with stamps.</li> <li>✓ Mixing colours to paint</li> <li>✓ Cooking, making bread</li> <li>✓ Singing harvest songs</li> </ul> |
| <b>Understanding the world</b>    | <ul style="list-style-type: none"> <li>✓ Families, celebrations, when our parents were young, how we've changed.</li> <li>✓ Transport now and in the past.</li> <li>✓ Harvest.</li> </ul>                |  |   |