

Arum Class Newsletter
Autumn 1 - September 2025

Dear Parents and Carers,

A VERY WARM WELCOME TO ARUM CLASS!

This newsletter is designed to share our half-termly plans with you and to answer some questions you may have regarding your child's start at school. We hope you find it useful. If you have any questions throughout the school year please speak to Suzanne or Laura at the end of the school day when you collect your child or you can make an appointment with us by sending the school office an email. It is easier to talk at the end of the school day when we have more time to talk but if there is anything urgent which you wish to share please speak to whoever is on the door in the morning. Thanks.

We hope your child's transition into school has been a smooth one so far. The children are quickly settling into the new routines and expectations of our class and are happy in their new surroundings. It was lovely to meet so many of you at our recent home visits. It is so helpful to get to know all our new families.

We are busy planning many exciting and stimulating experiences for the children to develop their learning.

FRUIT AND MILK

Once the children are in full-time, we will be able to offer daily school fruit and milk, as well as their snack from home. Children are entitled to free school milk until their 5th birthday. If you haven't already signed up via the 'Cool milk' website please do so as this will enable your child to have milk (no need to if your child doesn't want milk). Once your child is 5 you will need to re-register and pay for the milk if you would like it to continue, please refer to their website for further information.

Please send in a named water bottle, containing water, for your child to use during the day. Please also send in a healthy snack, which may be fruit or vegetables, crackers and cheese or bread sticks and dip. If you send in grapes or cherry tomatoes please can you chop them each in half, lengthways to help prevent choking. Please DO NOT SEND IN CAKES, BISCUITS OR CRISPS as these are not appropriate for snack time. Your child will be offered free fruit which the Government have provided, in the afternoon. Thank you.

A reminder also that we are a **nut free school** and we encourage healthy eating. We have a number of children with severe allergies, so we would ask you **not** to send your child in with any nuts or products containing nuts, for example chocolate spread/peanut butter sandwiches, cakes, biscuits or snack bars which list nuts on the ingredients. **Please do not send in any sweets/biscuits or cakes to celebrate your child's birthday, as we have children with severe allergies in the school. Thank you for your ongoing support.**

THE SCHOOL DAY

Once the children start full-time this is our timetable of the school day:
8.40-8.50 am - arrive at school. During this time, we are learning the routines of the day and organizing our things, please encourage your child into school as soon as possible but by 8.50. If you arrive after this time you need to take your child to the office as our door will be shut, thanks.
8.50- register; please send your child in promptly to avoid disruption to their school day.
12.05pm - lunch
1.05 pm - afternoon sessions starts
3.15 pm - school finishes

Please let us know in advance if your child is being collected from school by another person. Your child will not be allowed to go with anyone else unless we have been informed beforehand. If your child is being picked up by somebody else regularly please inform us in writing. Thanks.

If your child is ill you will need to phone the School Office as soon as possible on the first day of absence and every subsequent day that they are away. You can leave a message on the absence line, but please remember to give a reason for your child's absence otherwise any absence without a valid reason is marked down as unauthorised. Please also advise the office if your child is having a hot dinner on that day as it will need to be cancelled.

READING

Initially your child will have two library books for **you to read to them.** These books have been chosen by your child and it is essential **you do not need to expect your child to read the books** to you, they are just for sharing. These books will continue throughout the year.
We will begin hearing your child read, in a group, once we have finished our baseline assessments and phonic sessions have started.
Once we begin our guided reading sessions your child will need to bring their book bag to school every day but will be heard in a guided reading session twice a week. Your child will bring home a book without words which is crucial early reading and an information letter explaining what you can do to support your child with reading. The guided reading book will remain the same for a week as we are focused on decoding in one session and comprehension in the other, both crucial elements to reading. We will let you know more about this when this happens.

BRINGING THINGS TO SCHOOL

We do not encourage the children to bring toys from home in case they get lost or broken. However, if it is your child's birthday they can bring in and share their favourite card and present to show everyone else. We will keep them safe for the remainder of the day! Thanks for your support.

HELP

If anyone has any unwanted technology (it doesn't have to work), eg a laptop, old mobile phones or old landline telephones, keyboards for computers please can you send them in for us to use for the role-play area. If you have any unwanted real items please can you send them into school (eg tea pot, iron, plates, mugs, mug holder, spice rack, toaster, cutlery, wooden spoons, kettle, muffin tins etc. also hair brands, scrunchies, clips, baby clothes) to enhance either our role-play or mud kitchen areas. We are also in need of jigsaw puzzles which have all pieces and a cot for our roe play. If you have any of these items please let us know, many thanks.

We are always looking for spare joggers/shorts/pants/socks (age appropriate), wellies, daps along with carrier bags or newspapers. If you have any of these and you no longer want them at home please can you send them in thanks.

LEARNING FOCUS AREAS

The following section describes the focus areas of learning for the class during the first half of this autumn term. Our question for investigation (known as our quest) for this term is:

'Who am I'

As part of this learning we would like the children to bring in things that they could stick onto paper to create a poster **with us in class.** The poster will be **unique to your child**, telling others about their favourite things to do, go, eat and their family/pets. Some examples of things you may bring in are; photos of family outings/members/pets, favourite food wrappers, tickets of places visited. Please can you ensure all things are put into a **named envelope or freezer bag or see through wallet** and send them in asap. Also please note we will be sticking photos onto the poster so please don't send in precious originals! If you require clarification on this please speak to one of us. Thank you. We look forward to seeing your child's special things and creating the posters with them.

Our quest will be developed around the seven areas of the learning, each area has equal importance, within the Early Years Foundation stage curriculum:

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

. looking after each other in the class and outside.
. looking after our resources
. learning together, understanding we all make mistakes and this is how we learn.
. taking turns and sharing, listening to each other
. recognising different emotions
. beginning to understand the concept of compromise
. follow and understand the class routines and rules
. undress independently for P.E
. manage my own belongings
. select my own resources to aid learning
. learning new routines and being a part of a school community
. 'I can and I have a go' philosophy
. Understanding and exploring the term unique

Some of this part of the curriculum will be addressed through a program called 'Jigsaw' which the whole school have adopted.

COMMUNICATION AND LANGUAGE

. sharing our 'me' box and later on once made our me posters
. talking in full sentences, beginning to use connectives, about our experiences, interests and families
. listening and being attentive in a range of situations, understanding the purpose of listening
. speaking confidently within a small and large group
. learning new vocabulary through listening to a variety of books/other people
. asking and answering simple why questions
. use language to imagine and recreate familiar roles
. clearly pronounce some sounds learnt in phonics

LITERACY

.recall and discuss the characters in a story and the main events
. anticipating key events in stories
.answering how questions about what I had heard
. develop a love of books
. daily phonics (once children are in school full time) . Learning each letter represents a sound. Blending sounds together. Beginning to read common exception words.
. child initiated writing & mark making
. writing initial sounds/simple words/name writing
. develop fine motor skills to aid handwriting

MATHEMATICS; all of the below will be with small amounts to 5

. subitising (looking and saying the amount without counting)
. count actions, sounds, things which can't be seen
. knowing the ordinality (number order) and cardinality(knowing the last number counted is the number in the set)
. singing number rhymes and songs
. understanding the composition of number
. matching and sorting
. comparing quantities/understanding the vocabulary of more than, fewer than,
. exploring and comparing size, mass, capacity
. exploring, copy, continue and create repeating AB patterns

UNDERSTANDING OF THE WORLD

. investigating natural objects/becoming fascinated by the world around them
. talking about themselves, their extended family and developing an understanding of word 'unique'
. learning new vocabulary; past, present, future and relate it to events linked to myself
. talking about the school environment, people who are important to me, in and out of school
. investigating natural objects/becoming fascinated by the world around them
. recognising how our natural environment is changing
. exploring magnets
. observe and notice seasonal changes.

PHYSICAL DEVELOPMENT

. developing an understanding of what a space is and moving around in various spaces avoiding obstacles/other children
. exploring travelling in a variety of ways
. moving across various levels
. drawing lines, circles and shapes
. fasten large buttons
. using a variety of one handed tools, including scissors cutting with more accuracy
. manipulating playdough
. developing the tripod grip, whilst mark making, to develop handwriting

EXPRESSIVE ARTS AND DESIGN

. exploring a variety of medium to create representations
. explore colour mixing and different textures
. explore painting with different sized brushes, inside and out
. draw people with more details
. using a variety of different malleable materials
. exploring creating models with small wooden bricks and Lego, talking about my creations
. creating a train track which allows the train to go on a journey
. moving to the beat of music
. sing familiar and learn new songs
. creating real and imaginary roles in my play
. retell/create storylines in my imaginative play

'ME BOX'

From next week we will ask a different child every day to bring in 5 items which are special to them/tell us about them **(you and your child will know it is your child's turn as your child will get a letter asking them to bring in 5 things to talk about).** We have created a 'me box' which will stay in school. Each child will take it in turns to bring in their special objects and will place them in the 'me box' to share with the class/small group. When it is your child's turn, please encourage your child to choose their own items, as they will talk about them when they bring them in. Adults in Arum are already doing this and have modelled this by sharing their me box so your child should get a good idea of the sorts of things they would like to bring in. This is a lengthy process to get through the whole class, but a good lesson in turn taking and being patient. Please reassure your child everyone will get to a go.

We hope this has answered some of your initial questions. If not, please contact us and we will do our best to help. We are really looking forward to working with you and your child over the next year.

Many thanks and with best wishes

Suzanne Cox, Laura Kendrew, Sam Ashman, Sarah Gregory