

Arum Class Newsletter
Autumn 2 - November 2025

Dear Parents,

Welcome back to school! We hope you enjoyed your half term break and that the children are refreshed and ready to go for a busy term of learning and exciting experiences.

Shared Voice Books
At the end of term, the children brought home their shared voice books (yellow scrap book) Please encourage your child to fill it in according to the instructions on the inside cover and please send back into school as soon as you can. The children will be given time throughout the term to talk about their holiday half term experiences to the rest of the class, but as you can appreciate this does take some time. We have already started sharing some and the children are loving telling us all about their half term activities.

Term 2 Quest
Our research question this term is;

" Why is Chilcompton a special place?"

We will continue to use the children's thoughts and ideas to explore this question with a particular focus on using our local environment and visitors to support us. Our medium-term plans with further details of our expected learning outcomes will shortly be on the website for you to see.

Phonics
We will carry on with our delivery of daily phonics, following the Little Wandle scheme. We will let you know which sounds the children have learnt by sending home a sheet with the learnt sounds on Fridays. Please try and practise these as much as possible. We have been learning to 'sound talk' simple cvc (consonant/vowel/consonant) words, e.g. p-a-t is pat. Please can you help your child to develop this further at home by talking in 'sound talk', like a robot, using simple short words and encouraging your child to do the same. Then blending the sounds together to say the word. Let your child be the teacher and teach you! Thanks to everyone who has signed up for the phonics session after school we hope you find these useful.

Handwriting
We do not teach cursive script in Reception, the children will learn this in Year 1. We have started daily handwriting sessions where we will help your child to learn how to form each letter, this session is at 8.50 so please ensure your child is in school by that time, thanks. Please encourage your child to make lots of 'marks'/practice their handwriting at home as much as possible. Please do not write in capital letters, apart from at the beginning of a name or sentence as this will confuse your child. Thanks.

Guided Reading
We have started guided reading sessions where we teach 'reading'. We have organised the children into groups for reading twice a week with an adult. These groups are flexible so please do not be anxious if your child changes groups or days, as we are constantly assessing their progress. It is essential that your child has their reading book bag in school every day. Thank you.

The children should bring home a sheet, linked to their book, with some activities you can do at home to help with reading, please be guided by these as they follow on from what your child has experienced in their guided reading session at school. The other books in the bag have been chosen by your child and are for you to read to your child. Please read/share books together as much as you can. In addition to this we have sent home the 50 reads for reception books. Please send the book back in the bag it came home in on Tuesdays and your child will bring home another for you to share together. Research has shown that reading to your child every day is hugely important to their literacy development. Please try and support your child by doing this.

Tapestry
We have started using Tapestry to share our exciting learning adventures. We hope you enjoy sharing the photographs and observations with your child at home. We always look forward to reading your comments too!

Village Walk
We will be walking around the village on **Tuesday 11th November** in the afternoon leaving school at 1.30. We need other adults to support us with the walk, if you can come please can you let the office know. Many thanks. Parents who have come before have enjoyed it. Following on from this we will be changing our role-play to a shop, like the Co-op which we will be visiting.

PE Sessions
PE will continue on Wednesday (with Suzanne) and Thursday (with Miss Rossiter.) Please can we ask you make sure your child's PE kit is in school on those days as we have no spare PE clothes. Your children are very good at changing themselves many thanks in preparing them for this.

If you have any questions, queries or just want a chat, please see either of us at the end of the day. Here's to an exciting and happy half term!

Many thanks and with best wishes,

Suzanne and Laura

LEARNING FOCUS AREAS
The following section describes the main focus areas of learning for the class during this second half of this Autumn term. Our new quest will be developed around the seven areas of learning within the Early Years Foundation stage curriculum:

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
. exploring our own feelings and the feelings of others
. linking zones of regulation with how we are feeling and exploring how we can improve how we are feeling.
. managing appropriate behaviours
. taking turns and sharing
. continuing to identify what makes us all different and unique and celebrating this
. building constructive and respectful relationships

COMMUNICATION AND LANGUAGE
. talking in full sentences about our experiences and families
. listening and being attentive in a range of situations
. respond appropriately to question and comments
. speaking confidently within a small and large group
. talking in full sentences using my Shared Voice book

. developing questioning
. learning and using new vocabulary
. engage in story/singing sessions

LITERACY
. daily phonics sessions
. developing sound talking and blending
. developing segmenting and writing letters
. developing an understanding of stories/books which have been read to us
. understanding the elements of a book eg title, blurb
. sharing a range of fiction and non-fiction books
. recognising and writing our names
. using phoneme knowledge to read and write.
. developing handwriting.
. independent writing for a range of purposes

MATHEMATICS
. counting larger groups of numbers
. counting securely to 20 and beyond
. subitising
. exploring the composition of numbers to 5
. singing number rhymes and songs
. representing numbers
. ordering numbers and saying 1 more or 1 less
.comparing size, mass and capacity
. using everyday language related to time, days of the week, morning and afternoon
. describing position
. naming and describing 2D shape

UNDERSTANDING THE WORLD
. showing an interest in different occupations
. focussing on our local community, now and in the past and how some places are special to some people within the community (eg church to Christians, park to children)
. discuss key features of our local environment (my home and what's around my home)
. using photographs to talk about the school environment, families and events
. exploration of the natural world around me
. sensory exploration
. look at maps to gain information, creating simple maps
. observe and discuss weather and changing seasons.
. observing and discussing what and how matter changes

PHYSICAL DEVELOPMENT

. developing large motor skills – travelling in different ways
. moving safely and negotiating space
. combining different movements, introduce different directions
. using scissors accurately, safely and with increasing control
. using mark making materials effectively to form letters and numbers
. developing a tripod grip to help holding mark making materials
. accurately draw shapes, lines and circles (observational drawings)

EXPRESSIVE ARTS AND DESIGN

. mixing and exploring colours and textures
. observing and drawing natural objects
. exploring form in 3D using various materials
. exploring sounds musical instruments make and naming them
. singing familiar & new songs
. listening and responding to different types of music
. developing creating simple stories

RELIGIOUS EDUCATION
. special people and special times
. church visit
. stories with messages and religious beliefs
. the Christmas story, Hanukah