

## What have we been learning?

WB: 06.10.25

In **Reception**, we have been comparing the **volume and capacity** of different containers and boxes. After reading the story *Dear Zoo*, we received our very own “delivery” of animals and had to decide which containers were the best size to fit them in. We explored whether the containers were **too big, too small, full, or empty**, using lots of mathematical language in our discussions.

In **Nursery**, we have been practising **1:1 correspondence** by touching each object as we count to find the total. The children are developing their understanding that each number name matches one object, building strong early counting skills.



This week, we have been learning about **changes to our families over time**. We discussed the **key vocabulary** linked to family, including *mum, dad, brother, sister, aunty, uncle, grandma, and grandpa*. The children enjoyed looking at **family photos** and talking about who is in their family. We also created our own **family trees**, helping us to understand how families can look different and how they change and grow over time.



### Parents Working Alongside Children in Class

We would like to invite you to join us for a Parents Working Alongside Children in Class session on **Wednesday 15<sup>th</sup> October, 2025**

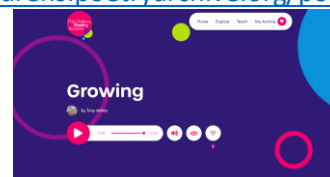
#### What will it involve?

Parents often wonder how exactly their children are taught in school nowadays. We would like to offer you the opportunity to join in a class Maths lesson alongside your child for 30-45 minutes and then have a discussion with the class teacher and the Head of School about what you have seen and how it may be similar or different to your own experience of schooling.

### Weekly nursery rhymes

**Reception:** Growing by Tony Mitton

<https://childrens.poetryarchive.org/poem/growing/>



**Nursery:** Row, row, row your boat

<https://www.bbc.co.uk/teach/school-radio/articles/zjp7kmm>

Row, row, row your boat

School Radio > Reception / EYF > Nursery Rhymes and Songs > A to Z



Video thumbnail

Row, row, row your boat

## Phonics Learning at School and Home

In our daily phonics lessons, we begin by **introducing a new sound** and practising “Fred Talk” with Fred the Frog. Fred helps us by breaking down (segmenting) the sounds in words — for example, *cat* becomes *c-a-t*. The children then **blend** these sounds together to read the whole word.

Next, the children **practise writing** the sounds on their whiteboards. Using their **Fred Fingers** to segment each sound, they use a **sound mat** to help them find and form the correct letters. After that, the children work in pairs to **read their sound blending books**, applying what they’ve learned in context.

At home, you can support your child by **reading their phonics book every night** and **practising writing short words** such as *cat*, *rat*, *shop*, *hen*, *leg*, and *cup*. Encourage your child to use their **Fred Fingers** to break down the sounds and refer to their **sound mat** to check letter formation. A few minutes of practice each day makes a big difference!

