

What have we been learning?

WB: 13.10.25

This week, we have been reading *Let's Build a House* by Mike Lucas. The children have been learning how to **follow and order instructions** to build a house. They put their skills into practice by following step-by-step directions to **build their own LEGO houses** and then worked hard to **sequence the events** in the correct order. It's been a fun and hands-on way to explore instructional writing!



This week, we have been learning to **copy and continue repeating patterns**. A big thank you to all the parents who joined us for our **Parents Working Alongside Children Morning!** It was wonderful to see children and parents **working together to continue or create patterns** – such a fun and engaging way to explore maths skills



Trip to Kentish Town Library

A gentle reminder that our class trip to **Kentish Town Library** will take place on **Tuesday 21st October 2025**.

We kindly ask that all adults joining us on the trip **meet in the school office at 10:15am**, where we will travel to the library together.

We're very excited to share that we'll be joined by a **local author** during our visit – it's sure to be an inspiring experience for the children!

Thank you for your support, and we look forward to a wonderful trip.



Weekly nursery rhymes

Reception: Five little monkeys jumping on the bed

<https://www.bbc.co.uk/teach/school-radio/articles/zm7rf4j>

Five little monkeys jumping on the bed

School Radio > Reception / EYF5 > Nursery Rhymes and Songs > A to Z



Five little monkeys jumping on the bed



Video Transcript

Nursery: Wheels on the bus

<https://www.bbc.co.uk/teach/school-radio/articles/zdq8gwx>



Video Transcript

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!

