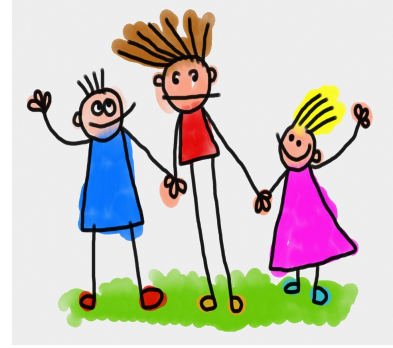


Cherry Class - Newsletter

Firstly, I would like to welcome our new children and parents to our little school family. The children are settling into the routines and have enjoyed participating in new activities and exploring all the outdoor equipment.



Phonics

Children learn a great deal from other people. As parents and carers, you are your child's first teachers. You have a powerful influence on your child's early learning. From a very early age your child will need to experience a wide range of activities and experiences (for example, singing and saying rhymes, making and listening to music, listening to them, and joining in conversations, painting and pretend play) to develop their early reading and writing skills. These activities will help your child take the first important steps towards reading and writing.

In Cherry class phonic based activities are taught everyday day and differentiated to where the children are. This begins with developing children's listening skills, tuning into sounds, body percussion, rhythm and rhyme and then moving onto early letters and sounds in preparation for starting school.

Snack time

A healthy snack is provided each day but if you would like to send your child with their own snack please put it in a small labelled pot or bag.



Reminders and future dates.

PE -Friday pm - PE kit and trainers.

Church Harvest -Thursday
1/10/26 am.

School uniform

September 2026 is the first time that Cherry class children have started to wear a basic school uniform.

Thank you for all your support in this as the children look so smart.



Cherry Topic Autumn 1 2026 Ourselves

Prime Area: Physical Development (PD)

P.E What movements can we do?
Finding different ways to move around.
Developing fine motor skills ; Finger gym, zips, buttons patterns and threading.
To use ribbons and voiles and the parachute to develop gross motor skills.
Gaining control over fastenings, dressing and putting on coats.
To develop opportunities in using and holding scissors.
Gain confidence in climbing and balancing in the outdoor area.

Specific Area: Expressive Arts and Design (EAD)

Painting faces of ourselves.
Paper plate collage faces.
Biscuit faces/snack.
Role play home corner and school.
Painting- colour mixing adding textures.
Printing looking at patterns.
Drawing around others creating life size people.
When i grow up pictures jobs.
Playdough face mat

Prime Area: Personal, Social and Emotional Development (PSED)

Pass the monkey around the circle turn/take Name etc
New routines, tidy up, registration, snack time, toileting.
Circle game ,matching games etc turn taking.
Whose voice Phonics.
Likes and dislikes try new food/snack.
Dressing/socks shoes Pe
Learn about feelings, what makes us happy etc. Look at feelings pictures.

Prime Area: Communication and Language (CL)

Letters and sounds phase 1exploring sounds.
Listening to stories and rhymes.
Naming body parts.
Talk about themselves..I can.. I like..I am..
Join in with a range of songs.. head shoulders ,one finger one thumb.
To respond to simple instructions..Simon Says
Listen and engage in the following stories.. Titch, Owl Babies, Dogger and This is the bear.
Use photos from home to share experiences.

Specific Area: Literacy

Vocabulary body parts new words, what do we know?
Recognises own name,, initial sound write own name or mark make name.
Listening to stories and rhymes and joining in.
To use fact books to find out about our bodies.

Specific Area: Mathematics (M)

Face jigsaws using shapes to make a picture.
Tappa shapes people and looking at patterns.
Counting in order daily activities circle time/register number recognition.
Measuring each other, compare heights using vocab tallest, shortest, taller etc.
How many cubes long is my foot or shoe. Whose is the biggest?
How many objects can you hold in your hand? Number recognition.
Positional language characters from the dolls house.

Specific Area: Understanding the World (UW)

Looking at ourselves using mirrors similarities/differences.
Family tree, who lives in our house?
Develop understanding of our senses and how we use them.
Dress the family of bears jigsaw.
Using Ict to draw ourselves developing mouse control.
Dressing ICT program, weather.
To use the Ipad or computer to find letters to their name.
Bring in photos of babies-guess who it is.
Talk about babies, what can they do can't do.