



Term: Autumn 2 2025
Year Group: Reception

Information for parents

*“Remember the past with gratitude, live the present with enthusiasm,
look forward to the future with confidence.”*

Pope Saint John Paul II

Dear Parents and carers,

Welcome back to school after the half term break. We do hope families are feeling rested and refreshed and **enthusiastic** about the busy half term ahead, which is already packed full of events, including Parent/Teacher Consultations, Remembrance Day services, Year 6 School Journey to Sayers Croft, class assemblies, sporting events and much more. Then of course, over the holy period of December, we will begin Advent preparations in the lead up to Christmas.

And on that note, as the season of Advent approaches, please encourage your children to reflect on the message from Sunday 9th November’s Gospel, taken from John 2: 13-22, which emphasises that **enthusiasm** is one of life’s most important ingredients. As it states in **The Wednesday Word**:

“The word ‘enthusiasm’ comes from the Greek word ‘entheos’ which means ‘God-filled’. Life really is joyful when we are enthusiastic about the right things. In this Sunday’s Gospel, we read how the people had actually lost sight of God by getting caught up in their buying and selling. Jesus’ enthusiastic action was a protest that things had gone seriously wrong with how they were relating to God; something needed to change. Right here-right now-we can begin or renew our relationship with God and be filled with fresh enthusiasm for life...”

Enthusiasm is an attractive quality. As we become more aware of God’s presence in our daily lives, we become happier and more filled with energy and enthusiasm. God wants us to pray: to ask him to fill us with enthusiasm for the right, good and lasting things in life.”

*Dear Lord Jesus,
Please fill us with enthusiasm to love you, to serve you, and to help
others to know you too.
Amen*

Our children are supported in their spiritual, educational and emotional growth by our **Sacred Heart Ethos**, which has been drawn from our Federation Mission Statement (**The Parable of the Mustard Seed, Matthew 13:31**), Gospel values and Catholic Social Teaching (CST) principles.

Our **Sacred Heart Ethos** has been structured using the **SACRED** acronym:

S: *Service*

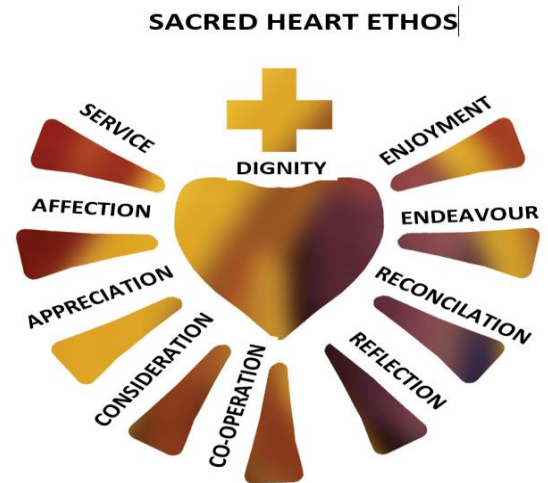
A: *Affection and Appreciation*

C: *Consideration and Co-operation*

R: *Reflection and Reconciliation*

E: *Endeavour and Enjoyment*

D: *Dignity*



Our ethos also strongly links with the **8 learning behaviours** we focus on in school (and encourage at home), which are:

- *Being curious*
- *Having a go (perseverance)*
- *Co-operating*
- *Enjoying learning*
- *Improving*
- *Using your imagination*
- *Concentrating*
- *Not giving up (resilience)*

Teaching and Learning in Reception

Autumn Term 2, November 2025

Early Years Foundation Stage Prime Areas for learning



Personal, Social & Emotional Development

I will continue to develop my independence and learn where to find resources in the classroom for myself. I will learn to be responsible for my things in school such as putting my coat, bag, hat, scarf, etc. in the right place. I will learn to care for my classroom environment and to replace things carefully such as putting lids on pens. I will learn about safety and how we can be safe at home and at school. I will learn about my role in the school, what I can do to contribute to the school community and how I can help others.

Language and Communication

I will listen to stories and begin to retell them in greater detail. I will be learning about the different roles of people in different communities around the world and begin to articulate my understanding to others, including giving simple instructions. I will share my experiences with my peers beginning to use more complex sentences and taking turns in conversation.



Your child's teacher is always here to help so if you have any questions please do come and see me 😊



Religious Education

We are beginning this term with our 'other faith' topic of Judaism and learning about the festival of Hanukkah. I will learn about Advent and how we can prepare for the birth of Jesus. I will learn about special visitors in my life, the life of others and Jesus. I will learn the Christmas story through role play. I will learn to say the Our Father and Hail Mary and I will learn some simple hymns.

Physical Development

I will continue to develop my spatial awareness and hand to eye coordination through a range of activities. I will use different resources to develop my physical skills. I will be learning about the effects of physical activity on my body and consider what I need to do to keep my body healthy. I will learn to use a range of tools safely. I will begin to think about which foods I like and how to make healthy choices.

Early Years Foundation Stage Specific Learning Areas

Mathematics

I will continue to learn about numbers and to count accurately to 10 and beyond. I will learn how to use a number line to help me with my counting. I will develop my counting skills and begin to learn about addition and subtraction, through songs, rhymes and practical activities. I will use a range of mathematical vocabulary to explore and represent patterns within numbers up to 10. I will sort and order objects according to their size, colour, shape and length. I will learn about the days of the week and months of the year, and I will learn to organise my school day in a timetable.



Understanding the World

I will learn about nocturnal animals and sea creatures, and about the seasons and weather changes. I will begin to learn about the food, costume, music and customs of different communities around the world and think about how people celebrate special times. I will learn about our school community and the different roles of people within the community. I will think about how we in school, and our local community prepare for special times.

Literacy

Reading-I will continue to learn phonemes (letter sounds) and the graphemes (letters) that represent these sounds. I will begin to look more closely at the differences between fiction and non-fiction texts.

I will continue to use my phonic understanding when decoding words in my reading practice book.

Writing-I will continue to practise writing my own name. I will begin to form recognisable letters. I will continue to make marks and begin to form some words using my phonics. I will begin to write labels and captions of my own. I will become more confident retelling stories, beginning to know how they are structured and describing the pictures in more detail.

Expressive Arts and Design

I will learn to tell the Christmas story through role play and prepare for the Reception singalong. I will learn a range of painting techniques and will represent my ideas using a variety of materials which I will learn to access independently. I will learn to use a range of musical instruments and begin to make up my own songs.

During Art, I will learn how to make marks using various different drawing materials such as pencils, crayons, felt tip pens. I will look at a picture of myself and begin to draw my own self portrait using HB and 2B pencils.

Phonics

The Little Wandle programme overview shows the progression of Grapheme Phoneme Correspondence (GPCs) and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account, the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading.

We recommend you visit

<https://www.littlewandlelettersandsounds.org.uk/>

Here you will find a series of phonics teaching video clips you can watch with your child. Additional phonics practice will really help your child to consolidate their understanding of letters and sounds, impacting their progress in both reading and writing

Please read with your child every day and write a comment in their reading diary. Remember to bring his/her reading book to school every day. Please help your child to complete the weekly activities we send home to support their understanding of phonics and maths and bring them in their bag every day.

Please ensure you arrive for school on time and that your child wears the correct Foundation Stage uniform, and remember to label everything to avoid confusion. Make sure your child does not wear any jewellery, religious necklaces, hooped earrings or fancy hair bands to school.

Please note that we spend much of our day in the outdoor learning environment so your child will need to wear a coat, hat, gloves, scarf, etc, which they can easily put on and take off by themselves.

Dear Parents/Carers,

The letters that represent the sounds are often referred to as GPC's.

Please find below the sounds your children are learning and will continue to consolidate during this term.

Included are digraphs (sounds made of two letters). A copy of this will be placed into your child's book bag.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j		Pucker your lips and show your teeth and your tongue as you say j j j	Go the way down the jellyfish. Get on to head.
v v		Put your teeth against your bottom lip and make a buzzing vvvvvvvvvvv	Down to the bottom of the volcano and back up to the top.
w w		Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x		Mouth open, then pull the air's round through the lips push your mouth as an x x x	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
y y		Seals, tongue to the top of your mouth, say y without opening your mouth yyy	Down and round the yo-yo, then follow the string round.
z z		Show me your teeth and buzz the z sound zzzzzzzzzzz	Zip across, zig down and across the zebra.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
qu qu		Pucker your mouth, then open it as you say qu qu qu	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quack, it's the queen!
ch ch		Pucker your lips and show your teeth, use your tongue as you say ch ch ch	ch Chew the cherries, children.
sh sh		Show me your teeth, and push the air out shshshshshshshshshshsh	sh Share the shells.
th th		Voiced: Tongue on your teeth, teeth almost closed to make a 'humming' th th th Unvoiced: Tongue on your teeth, push the air out th th th	th Thumbs up, we're having fun.
ng ng		Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Ring on a ring.
nk nk		Open your mouth a bit and then use your tongue at the back of your mouth to say nk nk nk	nk I think I am punk.

'Tricky Words' – words that come up frequently in reading and writing that the children will need to learn, often by sight, to read and write.

Phase 2		Phase 3	Phase 4	
is	go	was	said	there
I	no	you	so	when
the	to	they	have	what
Put	into	my	like	one
pull	she	by	some	out
full	push	all	come	today
as	he	are	love	there
and	of	sure	do	when
has	we	pure	were	what
his	me		here	one
her	be		little	today
			says	

Homework in/out	Monday	Tuesday	Thursday	Friday
What?	Phonics reading book in.			
What?		Maths homework handed in. Phonics homework handed out		
What?			New Phonics reading book out.	
				Phonics homework handed in Maths homework handed out
What?				'Reading for fun' book (to be changed)

Class teachers are in the playground at the start and end of the day and quick messages can be passed on then. However, if parents have an issue that needs greater time please email via the office using admin@sacredheart-battersea.wandsworth.sch.uk and the message will be forwarded to the relevant staff.

Your child will need to bring their book bag everyday with their name written on the label. Please ensure your child brings his or her reading book to school every day. You may find it useful to attach one small, sensible key ring to your child's bag that will help them to identify it quickly.

We can only give milk to the children who have been registered. If you would like your child to have milk each day please 'sign up' at <https://www.coolmilk.com/>

Please do speak to your child's class teacher should you have any concerns.

Kind regards,
Mrs Newman