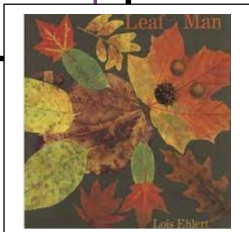


Partnership with Parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children's progress.
- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.



We made an Autumn bird using our leaves as the feathers.



Home Journals will be sent home for the next few weeks for you to try some of the ideas outlined in newsletters and any further things you may have tried at home

Ideas for exploring repeating pattern outside of school include; spotting patterns at home such as on socks, the knives and forks at the table, patterns in music. On journeys out and about say a repeating pattern to them and then stop to see if they know what comes next.

Reception Newsletter: 19.11.21



The story of Leaf Man ' by Lois Ehlert was a wonderful discussion point for the seasonal change of Autumn . The author says ' *Whenever I see a beautiful leaf I have to pick it up. I've done this all my life.*'

With that as our inspiration, we set off to find our own beautiful leaf outside and with the help of someone's 'Home Journal' we learnt how to make leaf rubbings with wax crayons.

We used some important skills , such as our understanding of Autumnal colours, firm fine motor muscles to rub those crayons hard onto the paper, artist techniques, what veins are and where can I see my own veins?

We learnt the fact that trees drink 2 bathtubs of water a day!

The beautiful illustrations saw us looking for clues in the story.



We learnt geographical vocabulary such as , meadow, orchard, field, lake, mountain .

Our work on pattern this week led our explorations down all sorts of learning avenues.

Patterns in music through body percussion, (that's repeating patterns we can use our bodies for such as tapping knees and clapping or clicking of fingers) .

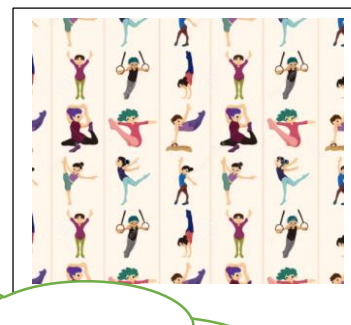
Patterns in dance lessons.



Patterns in numbers



Patterns in gymnastics. Ask the children to show you this routine and repeat it to consolidate their knowledge of repeating patterns.



Patterns in Nature



*Long legs

*Tuck

*V

*Wide legs

*stag

Red car, blue car, red car ,blue car?

House number 1, 2 3 4 what comes next ?

Red leaf, yellow leaf, brown leaf, red leaf?