

Leavening Community Primary School

Conkers Newsletter Autumn Term 1 2025



Hello families,

Welcome back! I hope you all had a lovely summer break and that the children are feeling refreshed and ready for an exciting new term! A very special welcome goes to our new Reception starters – we are so pleased to have you join our Conkers class family! Rest assured that over the next couple of weeks, we will enjoy a slow start to help everyone settle into their new routines (and year groups), making sure the children feel happy, confident, and ready to learn. We can't wait to get started on our new whole school topic of 'Blood, Bottoms and Burps' (always a favourite!) and see where it takes us! As always, please remember that myself and Mrs Raines are always around at drop-off and pick-up times if you'd like a quick chat, or we can always arrange a longer conversation if needed. Roll on the new school year!

Mrs Bennett.

This half term, we will be learning about:

English – Reception: In their first term of Reception, we will introduce the idea of 'Drawing Club' to the children. Drawing Club is a playful and imaginative approach that uses stories, adventures, and creativity to build children's confidence in drawing, mark making, and early writing. Through shared tales, children are encouraged to develop their ideas, express themselves through pictures and words and let their imaginations run wild. Drawing Club is a joyful way to strengthen storytelling skills, spark creativity, and nurture a love of learning!

Key Stage 1:

Maths - Reception: This term in maths, the children will explore how objects can be grouped and matched in different ways, such as by colour, size, or shape. They will practise sorting items and noticing similarities and differences, helping them to develop early problem-solving and reasoning skills. Through hands-on activities and play, the children will build important foundations for number work by learning to look closely, spot patterns, and make comparisons

Year 1: This term in maths, we will begin with *Place value within 10*, following the White Rose scheme of learning. The children will practise counting forwards and backwards, recognising numbers as words and digits, and representing them in different ways. They will explore the idea of "more than" and "less than" and begin to understand the value each number holds.

Once secure with this, we will move on to *Addition and Subtraction within 10*. The children will use practical resources, drawings, and number lines to solve problems, building fluency and confidence with number bonds. This will give them strong

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foundations for future maths learning and help them see the links between counting, adding, and taking away.

Year 2: This term in maths, we will begin with *Place value*, following the White Rose scheme of learning. The children will build on their Year 1 knowledge by working with numbers to 100. They will practise counting forwards and backwards, recognising the tens and ones in a number, and using different representations to show their understanding. This will help them develop confidence in comparing, ordering, and reasoning with numbers.

Once secure, we will move on to *Addition and Subtraction*. The children will explore different strategies to add and subtract, including using number bonds, number lines, and practical resources. They will also begin to solve simple problems and explain their thinking, helping them to develop fluency and flexibility with numbers.

Science: This half term our science topic is *Animals Including Humans*, with a focus on learning about different kinds of animals and what makes them special. The children will be exploring animal features such as body coverings (fur, feathers, scales, skin, and shells), where animals live and what they eat. They will learn how to sort and group animals in different ways – for example, by whether they are pets, farm, or wild animals, or by their diets as herbivores, carnivores and omnivores.

History: In History this half term, our enquiry question is: “*Why do we remember particular nurturing nurses?*” The children will be learning about the lives of important individuals from the past who made a big difference to nursing, such as Florence Nightingale, Mary Seacole, and Edith Cavell. They will explore who these nurses were, why they are remembered and how their work has influenced nursing and healthcare today.

R.E: In RE this half term, the children will be exploring some important questions about belonging and belief:

Reception will be thinking about the question “*Where do we belong?*” They will explore the different groups and communities they are part of, such as family, friends, and school. Through stories, play and discussion, they will reflect on what makes them feel special and valued, and how we show that we care for one another.

Key Stage One will be exploring the question “*Who is Jewish and what do they believe?*” The children will learn about some of the key beliefs and practices in Judaism, including the importance of Shabbat (the Jewish day of rest) and special objects such as the mezuzah and Torah. They will begin to understand how Jewish people show their faith through traditions, celebrations, and daily life.

Music: As musicians we will be exploring vocal and body sounds as well as learning about pulse and rhythm. We will be making long and short sounds using voices, body percussion and instruments. We will follow and create graphic scores for our music. We will listen to music to explore other performers use of body percussion and vocal

sounds as well as using it to help us to develop our sense of pulse. We will be singing lots of songs to explore sounds!

French: As French linguists, we will be recalling and learning numbers up to 12 in French and playing games to use and recognise them. We will greet each other in French and ensure we know the days of the week. We also secure our knowledge of colours and learn a wider range of colours.

ICT: In computing this term the children will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Children will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.

DT: In DT this half term, the children will be learning about how sheet materials can be used to create simple mechanisms. They will explore and experiment with levers, sliders, wheels, and axles to see how things move. Using these skills, the children will then design and make their very own model of a human body with moving limbs!

P.E: In PE we will be learning various ball skills such as 'tip-tap toe', dribbling, foot control, throwing, target throwing and catching. We will apply all these skills into games such as football and dodgeball.

Here is Mrs Mitchell warming up for said sport...



PSHE - in PSHE we will be focusing on 'Being in my World'

EYFS: self-identity, understanding feelings, being in a classroom, being gentle and rights and responsibilities

Year 1 and 2: feeling special and safe, being part of a class, rights and responsibilities, rewards and feeling proud, consequences and owning the learning charte

Learning at home

Reception

Maths: Encourage your child to sort toys, clothes, or household objects into groups (e.g. "Let's put all the red cars together"). Play simple matching games, such as pairing socks or finding two objects that are the same. Talk with your child about how things are similar or different ("Which apple is bigger? Which spoon is shiny?"). Go on a "sorting walk" outside – look for natural objects like leaves, sticks, or stones and see how they can be grouped

Personal, Social & Emotional Development: Draw a picture of your family with as many details (hair, clothes, glasses, pets) as possible!

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Understanding the World: Garden Safari: Go into the garden/park to look for mini-beasts – worms, snails, birds. Children could draw or photograph what they see...

Mini Beast Hotel: Make a simple bug hotel outside with sticks, stones, and leaves. Check what moves in during the week!

Years 1 & 2

Maths: Year 1: Practise counting forwards and backwards to 10, starting from different numbers. Play number spotting games around the house or outside (e.g. spotting numbers on doors, buses, or signs). Use everyday objects like buttons, pasta, or coins to make simple addition and subtraction stories (e.g. "You had 6 grapes, you ate 2 – how many are left?"). Encourage your child to explain their thinking when solving problems – talking about numbers helps build confidence and understanding

Year 2: Practise counting to 100, forwards and backwards and challenge your child to start from different numbers. Spot and talk about two-digit numbers in the environment (e.g. house numbers, bus numbers, prices). Ask: "How many tens and ones are in this number?" use objects around the house (coins, Lego, pasta) to make groups of tens and ones, helping your child to visualise numbers. Play quick-fire games with number bonds to 10 and 20 (e.g. "I say 7, you say..." and your child replies with 3). Encourage your child to explain their strategies when adding or subtracting ("How did you work it out?")

PSHE: 1. Draw or make a tree on a big sheet of paper. You can use coloured pens or cut out leaves from paper and stick them on!

2. On each leaf, draw or write about one of the ideas below:

🍀 Goal Leaf – Something you'd like to get better at this year (e.g. "I want to read more books").

🍀 Safe Leaf – Something that makes you feel safe or happy in class (e.g. "My teacher smiles at me").

🍀 Team Leaf – What helps everyone work well together (e.g. "Taking turns").

🍀 Rights Leaf – Something all children should have at school (e.g. "To be listened to").

🍀 Responsibility Leaf – Something you will do to help the class (e.g. "Tidy up after myself").

🍀 Proud Leaf – A time you felt really proud (e.g. "When I helped a friend").

🍀 Consequence Leaf – What should happen if we make a good or bad choice (e.g. "Good choice: sticker. Bad choice: say sorry").

Science: Draw an animal and label its special features. Have a think about why your animal possesses that feature... (e.g. "A giraffe has a long neck to reach leaves in tall trees")

What Animals Eat: Dinner Plates: Draw a plate for an herbivore, a carnivore, and an omnivore animal. Stick or draw food items on each that they might enjoy!

