










Welcome to Reception

Reception

	Class teachers	
RB	Miss Burgess	
RG	Miss Gill	
	Other Staff Members	
	Ms Scott Mrs Cottey Mrs O'Brien Mrs Prior Mrs Williams	    

Important things to know

- ▶ Children to enter through the reception classroom doors between **8:45 and 8:55am**.



- ▶ Children will be dismissed at **3:20pm** from their classroom doors.
- ▶ Please ensure you inform the class teacher/ office if your child is being collected by someone else. We are unable to release your child to another adult without this communication.
- ▶ Lunch time is from **11:45am to 12:45pm**

What will you need? Uniform



- School Uniform can be purchased from the website below <https://expressuniform.co.uk>
- Children should come to school in their PE kit on allocated PE days.
- If your child cannot meet uniform expectations (i.e. they have grown out of their school shoes) please inform your class teacher by email, including when this will be resolved
- If children are wearing incorrect uniform or P.E kit, parents will be contacted. Children can be sent home.
- Please clearly label all items of clothing.



What will you need?

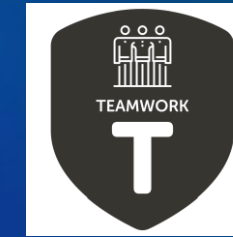


- To ensure all children have the stationery they need throughout the academic year, we kindly ask for a voluntary contribution of £27.
- Payments can be made via the Gateway system.
- Children will need to bring their bag and book pack in every day.
- A spare change of underwear and clothes can be kept on their peg in case of an accident.



Reading at Home		
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		

What will you need? Lunches



- All children are entitled to a free lunch during their time in Reception, Year 1 and Year 2.
- If your child does not wish to have a hot lunch then you can bring in a packed lunch
- All children will need to bring in a water bottle. We ask that these have a sports top for easy drinking!
- During the morning we have a rolling snack. During this time children have access to free fruit and you are able to purchase toast for 30p a day. This can be purchased through Gateway.

	WEEK 1	WEEK 2	WEEK 3
Mega Mondays	Handstretched Cheese & Tomato Pizza (V) Vegetarian Korma with Rice (V) Five Bean Chili & Handstretched Tomato Chips (V) Jacket Potato with Choice of Filling Seasoned Bread (V) Savory Buns (V) Chocolate Ice Cream Roll (V), Vanilla Cakes (V) Fresh Fruit (V), Fruit Yogurt (V)	Handstretched Cheese & Tomato Pizza (V) Pork Bean Spaghetti Bolognese (V) Couscous, Lentils & Chickpeas Dish with Wholesome Rice (V) Jacket Potato with Choice of Filling Oven Baked Salmon Steaks (V) Mexican Sausages (V) Vegetarian Curry (V) Vanilla Ice Cream (V), Lemon Cakes (V) Fresh Fruit (V), Fruit Yogurt (V)	Handstretched Cheese & Tomato Pizza (V) Pork Bean Spaghetti Bolognese (V) Couscous, Lentils & Chickpeas Dish with Wholesome Rice (V) Jacket Potato with Choice of Filling Oven Baked Salmon Steaks (V) Mexican Sausages (V) Vegetarian Curry (V) Vanilla Ice Cream (V), Lemon Cakes (V) Fresh Fruit (V), Fruit Yogurt (V)
Around the World	Chicken in Korma Curry Sauce with Rice Mediterranean Chicken (V) Jacket Potato with Choice of Filling Curry (V) Savory Buns (V) Chocolate Ice Cream Roll (V), Vanilla Cakes (V) Fresh Fruit (V), Fruit Yogurt (V)	Chicken in Korma Curry Sauce with Rice Mediterranean Chicken (V) Jacket Potato with Choice of Filling Curry (V) Savory Buns (V) Chocolate Ice Cream Roll (V), Vanilla Cakes (V) Fresh Fruit (V), Fruit Yogurt (V)	Chicken in Korma Curry Sauce with Rice Mediterranean Chicken (V) Jacket Potato with Choice of Filling Curry (V) Savory Buns (V) Chocolate Ice Cream Roll (V), Vanilla Cakes (V) Fresh Fruit (V), Fruit Yogurt (V)
Roast Wednesday	Roast Chicken (V) Potatoes & Peas (V) Jacket Potato with Choice of Filling Seasoned Bread (V) Savory Buns (V) Chocolate Ice Cream Roll (V), Vanilla Cakes (V) Fresh Fruit (V), Fruit Yogurt (V)	Roast Chicken (V) Potatoes & Peas (V) Jacket Potato with Choice of Filling Seasoned Bread (V) Savory Buns (V) Chocolate Ice Cream Roll (V), Vanilla Cakes (V) Fresh Fruit (V), Fruit Yogurt (V)	Roast Chicken (V) Potatoes & Peas (V) Jacket Potato with Choice of Filling Seasoned Bread (V) Savory Buns (V) Chocolate Ice Cream Roll (V), Vanilla Cakes (V) Fresh Fruit (V), Fruit Yogurt (V)
School Favourites	Meatballs & Tomato Pasta Bake Savory Quiche & New Potatoes (V) Pork Bean Pasta (V) Jacket Potato with Choice of Filling Curry (V) Savory Buns (V) Chocolate Ice Cream Roll (V), Vanilla Cakes (V) Fresh Fruit (V), Fruit Yogurt (V)	Meatballs & Tomato Pasta Bake Savory Quiche & New Potatoes (V) Pork Bean Pasta (V) Jacket Potato with Choice of Filling Curry (V) Savory Buns (V) Chocolate Ice Cream Roll (V), Vanilla Cakes (V) Fresh Fruit (V), Fruit Yogurt (V)	Meatballs & Tomato Pasta Bake Savory Quiche & New Potatoes (V) Pork Bean Pasta (V) Jacket Potato with Choice of Filling Curry (V) Savory Buns (V) Chocolate Ice Cream Roll (V), Vanilla Cakes (V) Fresh Fruit (V), Fruit Yogurt (V)
Fishy Fridays	Fish Fingers Savory Buns (V) Jacket Potato with Choice of Filling Curry (V) Savory Buns (V) Chocolate Ice Cream Roll (V), Vanilla Cakes (V) Fresh Fruit (V), Fruit Yogurt (V)	Fish Fingers Savory Buns (V) Jacket Potato with Choice of Filling Curry (V) Savory Buns (V) Chocolate Ice Cream Roll (V), Vanilla Cakes (V) Fresh Fruit (V), Fruit Yogurt (V)	Fish Fingers Savory Buns (V) Jacket Potato with Choice of Filling Curry (V) Savory Buns (V) Chocolate Ice Cream Roll (V), Vanilla Cakes (V) Fresh Fruit (V), Fruit Yogurt (V)

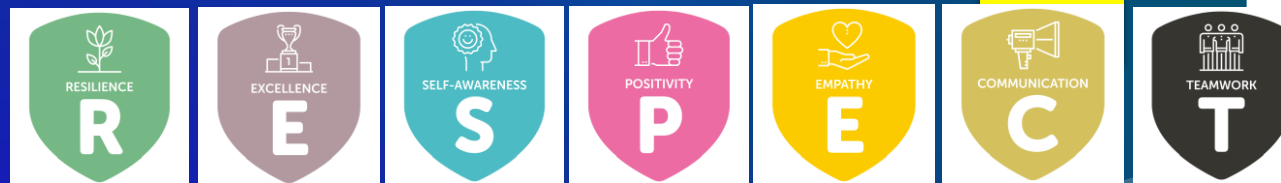



Our Classrooms

- In Reception we have two classes and one shared outside area.
- We follow the same curriculum and planning.
- Both classrooms are identical and contain the same areas of learning and resources.
- The children will spend time both indoors and outdoors.








Our Curriculum










EYFS Curriculum Block A

<div style="background-color: #f0f0f0; padding: 5px; margin-bottom: 5px; text-align: center;"> PSHE Being me in my world </div> <div style="background-color: #f0f0f0; padding: 5px; text-align: center;"> E-safety Digital responses </div>	<div style="background-color: #f0f0f0; padding: 5px; margin-bottom: 5px; text-align: center;"> Commando Joe Mission focus: Team work and self-awareness </div>	<h3>Personal Development</h3> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="background-color: #f0f0f0; padding: 5px; text-align: center;"> Trips and Visits Visit from the local heroes in the community </div> <div style="background-color: #f0f0f0; padding: 5px; text-align: center;"> No Outsiders To say what I think  </div> </div>			
<h3>English</h3> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Inspirational Texts</p>  <p>Genres for writing</p> <p>Captions/labeling Description Oral story telling Lists</p> </div> <div style="width: 45%;"> <p>Class Story</p>  <p>Recounts Story Recount Character profiles Speech/thought bubbles</p> </div> </div> <p>Within writing, reception will be focusing on:</p> <ul style="list-style-type: none"> • Retell a simple story, including who the character is and what they do. • Orally, use story language, describing words and conjunctions such as; and • Specific language for traditional tales <p>• Give reasons for choices and make links in similarities between stories</p> <p>• use story vocab when retelling a variety of traditional tales, including alternative versions</p> <p>• describe real life events (making gingerbread)</p> <p>Poetry</p> <p>The poem reception are studying and learning to recite this half term is 'On the Carpet' by Matt Goodfellow</p>	<h3>Maths</h3> <p>Week 1 - 3</p> <p>Numbers to 5</p> <ul style="list-style-type: none"> - counting up to 5 objects using 1:1 correspondence - recognising numerals up to 5 - ordering up to 5 - write numerals 1,2,3,4,5 - subitising up to 5 <p>Week 4-7</p> <p>To compare groups within 5</p> <ul style="list-style-type: none"> - to use the language of more and fewer when comparing groups of objects up to 5 - to find one more and one fewer than an amount up to 5 - to order numbers up to 5 <p>Mental Maths</p> <ul style="list-style-type: none"> - to count up to 10 - to recognise numerals up to 5 - to subitise amounts up to 5 - find one more and one less than numbers up to 5 	<h3>Knowledge and Understanding of the World</h3> <p>Past and Present</p> <p>Identify key events or times they have spent with their families.</p> <p>Use language to explain how families may change over time.</p> <p>Know that I have changed over time and I can use language to describe how.</p> <p>Know that the human life cycle is made up of stages.</p> <p>Correctly order the different stages of the human life cycle.</p> <p>Know the special life stages that each cycle may go through.</p> <p>People, cultures and communities</p> <p>Recognise their own name and write it.</p> <p>Recognise the numeral and to name that represents their age.</p> <p>Use language to talk about similarities and differences amongst themselves and others.</p> <p>Recognise their emotions.</p> <p>Use the language of emotion to talk about how situations have made them feel.</p> <p>Know that the body is made up of different body parts.</p> <p>Identify the different body parts and name them.</p> <p>Know that our bodies need to be looked after and we need to take care of ourselves by washing, eating healthy, exercising and brushing our teeth.</p> <p>Children explore the 5 senses and use some them.</p> <p>Identify and name who is in their family.</p> <p>Know that not all families are the same and every family is different.</p> <p>Know the number of their house.</p> <p>Know and name 3 different types of houses.</p>	<h3>Expressive Arts and Design</h3> <p>Art</p> <p>This half term the children will be focusing on using a pencil to form marks that represent their self portrait and family.</p> <p>D.T</p> <p>This half term the children will use one handed tools to chop and slice vegetables to make a delicious vegetable soup.</p> <p>Music</p> <p>Miss Marsden will be teaching music to Reception this half term. They will be learning a range of new songs and will be introduced to the Kazoo</p>	<h3>Physical Development</h3> <p>Reception will be learning key skills this term. They will learn different ways of moving, and practice turn taking.</p>	<h3>Computing</h3> <p>Reception will learn to use and run a digital art program on a laptop. They will use the program to create a representation of their house.</p>
					



Knowledge Jigsaw Block A: All about Me Knowledge and understanding of the world

<h3>All About Me</h3> <p>Know my own name and how to write my own name.</p> <p>Know my age and the numeral that represents it.</p> <p>Use language to talk about similarities and differences amongst myself and others. For example, 'I have blonde hair and they have brown hair.'</p> <p>Recognise my emotions (happy, sad, excited worried, nervous, cross).</p> <p>Use the language of emotion to talk about how situations have made us feel.</p> 	<h3>All About My Body</h3> <p>Know that the body is made up of different body parts.</p> <p>Identify the different body parts and name them. (Head, face, neck, arms, hands, legs, feet).</p> <p>Know that our bodies need to be looked after and we need to take care of ourselves by washing, eating healthy, exercising and brushing our teeth.</p> <p>Explore the 3 senses in our environment outside and can name them (see, feel and hear).</p> 	<h3>All About my Family</h3> <p>Identify and name who is in my family.</p> <p>Know that not all families are the same and every family is different.</p> 
<h3>How I Change Over Time</h3> <p>Know that I have changed over time and I can use language to describe how. For example 'I have gotten taller and my hair has grown longer'.</p> <p>Know that the human life cycle is made up of stages (baby, toddler, child, teenager, adult, elderly).</p> <p>Use basic chronology to organise the different stages of the human life cycle.</p> <p>Know the special life stages that each cycle may go through (walking, talking, starting school, starting high school, getting a job, finishing work.).</p> 	<h3>All About my House</h3> <p>Know the number of my house.</p> <p>Know and name 3 different types of houses (House, flat, bungalow).</p> <p>Know that houses are manmade and built for a purpose.</p> 	<h3>Key vocab</h3> <p>Me, myself, I, individual, emotions, happy, sad, worried, excited, explore, coping</p> <p>Body, human, parts, senses, healthy, unhealthy, care</p> <p>Family, changes, similarities, differences</p> <p>Humans, life cycle, changes, over times, stages, baby, toddler, teenager, adult, elderly, key events</p> <p>House, bungalow, flat</p>

Learning Blocks

- ▶ From September, learning will be organised into six equal '*learning blocks*', each lasting six weeks.
- ▶ This is because half terms vary in length, which can make it difficult to ensure all topics are given enough time for children to fully embed their learning.
- ▶ As a result, topics change part-way through a half term rather than at the end of it, as was previously the case. Please note that PE days may also change mid-way through a half term, although we will do our best to minimise this disruption.

A Day in Reception

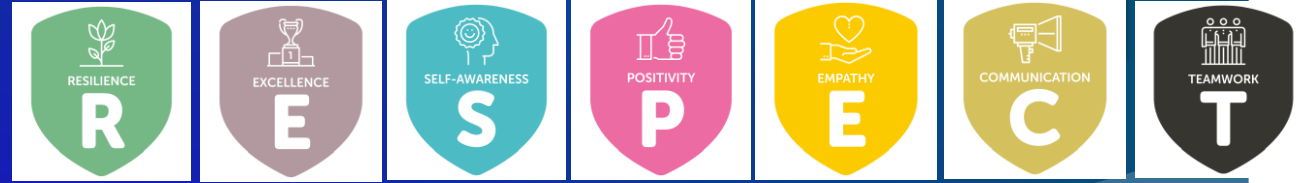
Morning

8:45 – 8.55	Children arrive in school
9:00	Phonics
9:45	English
10:15	Learning time Toast is available at 30p for 2 slices. Free fruit is also available
11:20	Guided reading
11:45	Lunch

Afternoon

12:55	Maths
13: 20	Topic
13:45	Learning Time
14:40	Handwriting
15:00	Story time
15:20	Home time

Personal Development



Within the curriculum

- Weekly Picture News assemblies
- Election of School council Members
- Pupil voice voting
- Commando Joe Sessions
- Performance for Families
- Weekly PSHE lessons
- Half-termly No Outsiders lessons

Specific to Reception

- Visit from the local heroes in the community (Block A)
- Nativity performance (Block C)
- Visit to the Farm (Block D)
- Caterpillars to Butterflies (Block D)
- Sports day (Block E)
- Zoolab (Block F)



Your Child's Time at Ashdene











Our school values: RESPECT

Our core values of RESPECT underpin everything we do.



Celebrating Our Values

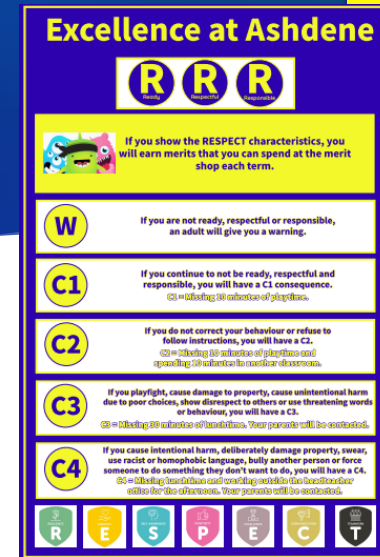
- Each Monday, we celebrate children who have shown the RESPECT values from each class.
- Each week we have a different RESPECT focus
- If your child is receiving the certificate that week, you will be notified and invited to join the assembly.




























 RESILIENCE R	 EMPATHY E	 SELF-AWARENESS S	 POSITIVITY P	 EXCELLENCE E	 COMMUNICATION C	 TEAMWORK T
						
This certificate is awarded to						
<input type="text"/>						
In recognition of						
<input type="text"/>						
Signed			Date			
<input type="text"/>			<input type="text"/>			

Class rules, rewards and behaviour



- ▶ Merits awarded for demonstrations of the RESPECT values
- ▶ Merit shop at the end of each half term
- ▶ Consequences system – known by the children
- ▶ Focus on reflection, restoration and resolution




 3267 Whole Class	 151 Alia	 46 Amber	 167 Amy	 145 Austin	 168 Ava G	 134 Ava H	 40 Beau	 152 Connie
 101 Elliott	 48 Emily	 139 Felix	 117 George	 95 Georgia	 80 Herbie	 150 Isabella	 126 Isla	 124 James
 143 Jasmine	 47 Jeremy	 125 Katie	 34 Leo A	 130 Leo G	 32 Lilia	 146 Max	 169 Maxim	 41 Oliver


Parental Involvement



- At Ashdene Primary School, we value parents as partners in their child's education.
- We ensure that throughout the year you are updated with your child's progress through termly interim reports, parents evenings and end of year reports.
- Throughout the year we also host open sessions, parent lunches, along with a weekly newsletter to ensure you feel part of our community.
- Help at home documents are shared with reports so you can support your child's learning at home



ASHDENE PRIMARY SCHOOL



TUESDAY 25TH JUNE

NEWSLETTER

Ashdene Primary School

Reception: How to help at home

Literacy

Specific areas of learning within the Early Years framework, in school, literacy teaching focuses on ability to understand and use language, both spoken and written. Through daily phonics teaching, we connect the sounds of spoken English (called phonemes) with the corresponding written letters, called graphemes). This method of reading is essential for understanding the alphabetic code in spelling and for early writing.

Most important skill to learn and practice with your child. Listening to you read stories, poems and their imagination, expand their vocabulary and enhance their comprehension. As well as this, ensure they have regular opportunities to develop their own skills necessary to read a range of text types for pleasure and for information.

Reading is highly dependent on a breadth of vocabulary and spoken language. They need to be shown that spoken language can be written in many different ways. They also need to see adults using, such as a shopping list or greeting card. This also includes typed text such as an email or text message.

Small tips and ideas you can do at home with your child to support both early reading and writing.

Reading	Writing
<p>Tip</p> <p>Encourage your child to read books from home to build fluency, understanding and enjoyment for reading.</p> <p>Ask them further by questioning them about the book. Why do you think the book ended the way it did? What was the most interesting thing you read in this book? What was your favourite part? Why?</p>	<p>Tip</p> <p>Support playful writing opportunities to make their writing more purposeful. It is also important that the children see you writing. The more they see you do it, the more they will want to join in too!</p>
<p>Spelling</p> <p>Outside, write words on the floor using chalk. Ask your child to throw a beanbag, and read the word it lands on.</p>	<p>Handwriting</p> <p>Practice correct letter formation weekly. Continue to practice letters they struggle with most. Motivate them to practice using paint, chalk, gel pens, dry white boards, felt tips etc.</p>
<p>Treasure hunt</p> <p>Hide simple sentences or clues around the house that lead to a game/toy or treat. You can use the words from their homework or current bag club book to ensure they are familiar with the sounds.</p>	<p>Writing in the home</p> <p>Let them help you write a shopping list. When baking, ask them to help you rewrite the list of ingredients or recipe instructions. When playing I spy, ask them to write down the things they spotted. Let your child write their own greetings cards, thank you letters or emails, invitations to a party or a list of items for their holiday.</p>

Top tip

Encourage your child to segment the words they wish to spell. Please be aware, the children will spell phonetically, so this may not be correct. For example, munnkee instead of monkey. Celebrate the writing first of all rather than focusing on errors. It is important to also show the correct spelling but please do this in a positive way. Remember, it is difficult to get everything right when you are learning!

Other online games/websites

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

<http://www.oxfordowl.co.uk/Early-Years.html>

<https://www.phonicsplay.co.uk/>

<http://www.letters-and-sounds.com/phase-2-games.html>

<https://www.mnactivity.co.uk/phonics-play-deck/>

Attendance

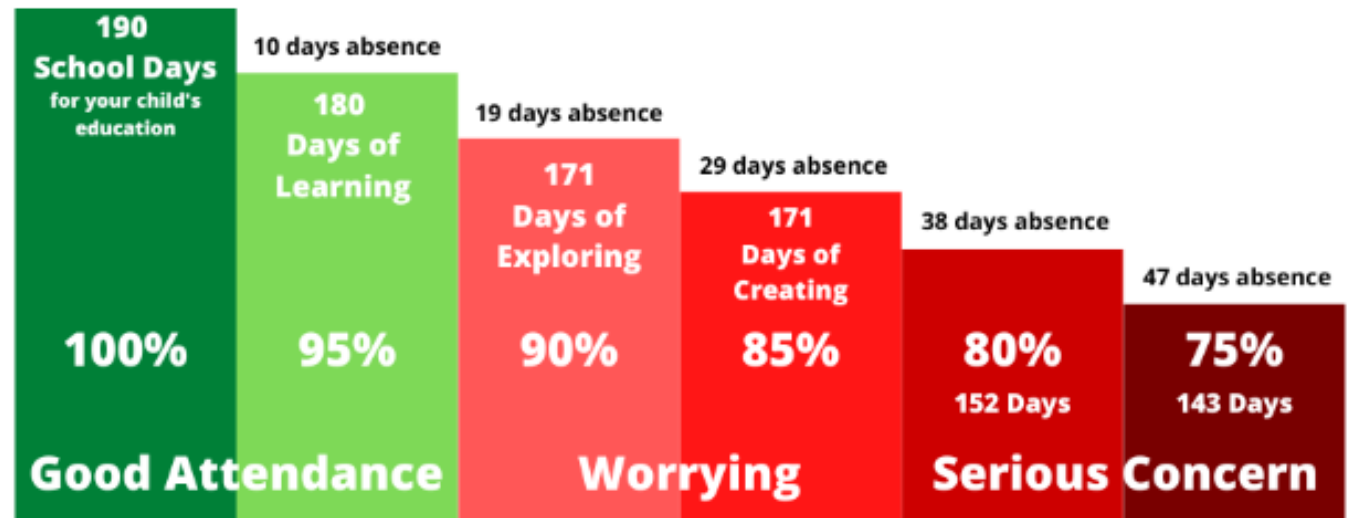


- Attendance matters and we expect all children to be in all day, everyday.
- Every minute counts towards reaching their end of year goals.
- If you are reporting an absence please email the office and your class teacher. If we do not hear from you that day the school will try and contact you.

Every school day counts!

There are 175 NON school days every year!

Perfect for family time, visits, holidays, shopping, household jobs and other appointments!



Attendance



- School starts at 8:45am. You will drop off at your classroom door.
- Doors close at 9:00am. After this time you will be registered as late.
- Being late effects learning just as much as missing a day.



Working together to improve school attendance

Statutory guidance for maintained
schools, academies, independent
schools and local authorities

PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE ARE CHANGING !

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force on 19 August 2024.

Penalty Notices will be issued for

Term time leave: Penalty Notice fines will be issued for term time leave of 5 or more consecutive days.

10 Sessions of Unauthorised absence in a rolling 10 week period: A Penalty Notices may be considered when there have been 10 sessions of unauthorised absences in a 10 week period.

However, we retain the discretion to issue a Penalty Notice before the threshold is met. For example, where parents are deliberately avoiding the national threshold by taking several term time holidays below the above thresholds.

Per Parent/Per Child

Penalty Notice fines will continue to be issued per parent per child. For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

First Offence

The first time a Penalty Notice is issued for term time leave or irregular school attendance the fine will be charged at:

£160 per parent, per child if paid within 28 days of the issue, reducing to £80 per parent, per child if paid within 21 days.

(Unpaid penalty notices may result in a parental prosecution)

Second Offence

Where it is deemed appropriate to issue a second penalty notice to the same parent for the same pupil within 3 years of the first penalty notice, for either term time leave or irregular attendance the second penalty notice will be charged at:

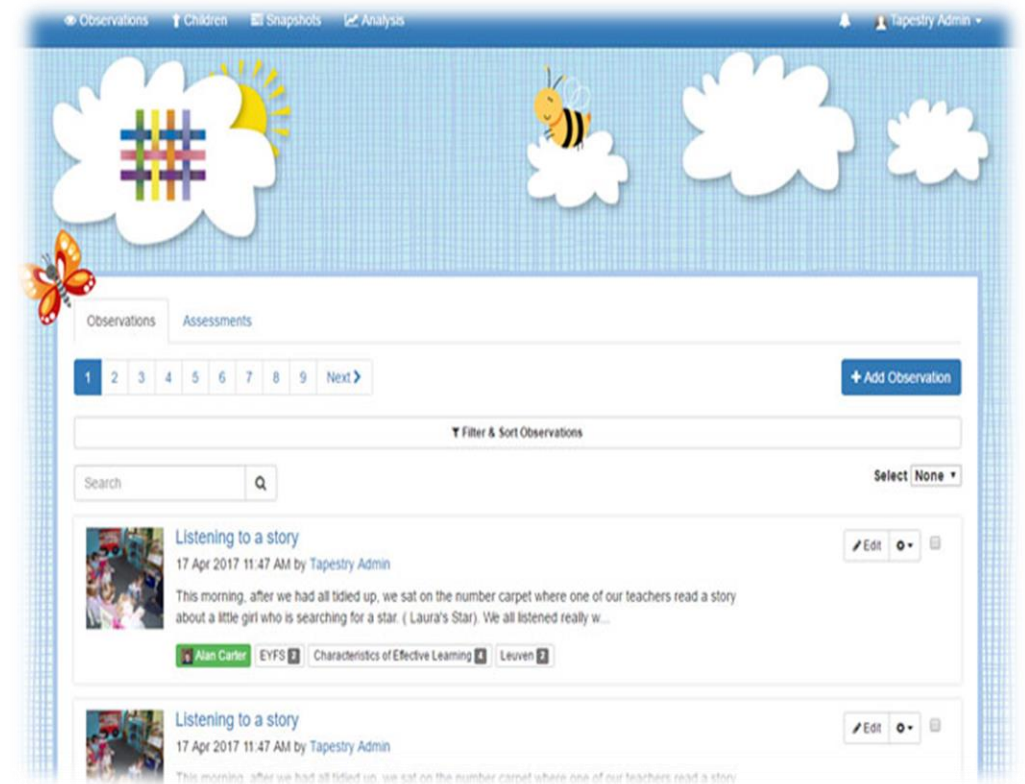
£160 if paid within 28 days. (Unpaid penalty notices may result in a parental prosecution)

Third Offence

On the third time that an offence is committed within 3 years of the first penalty notice for either a term time leave or irregular attendance a penalty notice will not be issued. The case may proceed to Parental Prosecution under the Single Justice Procedure. If found guilty of the offence of 'Failure to send a child to school' the Magistrates can impose a fine up to £1000 or legal proceedings under Section 444 (1a) can include a fine of up to £2500.

Sharing the Learning Journey with You

- ▶ Tapestry is an online browser and app that allows you to see what the children have been learning in school.
- ▶ We use Tapestry to share homework, and whole class learning.
- ▶ Throughout the year we offer stay and play sessions where you can come and join in with our learning for the morning or afternoon.



Homework



Online homework tasks are set every Friday

Maths	English	Phonics
1 maths activity each week	1 handwriting activity each week	1 Phonic activity each week.

- The homework suggestions are sent via Tapestry.
- You can upload and share photos of your work onto Tapestry.
- We expect parents to support us and ensure homework is completed.

Phonics



**Bug Club
Phonics**

- ▶ Children are taught Phonics at Ashdene using Bug Club Phonics
- ▶ They will start phonics in the first term but will not receive a book until they have learnt the first set of sounds.
- ▶ Reading books will match the sounds they have learnt in school.
- ▶ They will have one reading book to take home each week and one reading for pleasure book. These are clearly labelled as non-decodable books.
- ▶ **Phonics Workshop Wednesday 1st October 2025**

Reception Key Dates

Whole-school dates	
Phonics Workshop	Wednesday 1 st October 2025
Parents' evenings	Wednesday 22 nd October 2025 Thursday 26 th October 2025
Parent open session for Maths	Tuesday 11 th November 2025
EYFS Stay and Play	Wednesday 10 th December 2:30pm
Christmas performance	Wednesday 17 th December 2025
Parent Open Session for PSED	Friday 13 th March 2026
Parents' evenings	Wednesday 4 th March 2026 Thursday 5 th March 2026
Parent Lunch	Thursday 23 rd April 2026
Sports Day	Friday 15 th May 2026

Communication

You can communicate with your child's class teacher through the class email accounts. These are not checked whilst teaching.

For any urgent messages, please call or email the office.

RB@ashdeneschool.net

RG@ashdeneschool.net

Communication

- ▶ Your child's class teacher is your first port of call – please direct all enquires to them. If needed, they can then consult with other member of staff within school.
- ▶ Communication policy is on the website.
- ▶ Ensure all communication is respectful.

Communication

Subject: Absolutely unacceptable behaviour!!!

Dear [Teacher],

I am disgusted to hear what happened to my child today. I cannot believe you have allowed other children to treat my child in this way. It is totally unacceptable that [Child's Name] was left upset because you clearly did nothing to stop this. I have heard everything from my child and it is obvious you have failed to protect them.

You need to sort out these children who are being mean and putting my child through this, and make sure this NEVER happens again. I want to know exactly what you are going to do about this immediately because I will not stand for my child being bullied and ignored.

I don't see why my child should have to put up with this behaviour — clearly your staff are not dealing with things properly. I expect a reply today telling me what punishment these other children are getting.

Very unhappy,
[Parent Name]

Subject: Concern About Friendship Incident

Dear [Teacher],

I hope you are well. I am writing because [Child's Name] came home today feeling quite upset about an incident with some other children. From what [he/she/they] told me, there seems to have been a disagreement, and [Child's Name] was left feeling hurt.

I understand there are often different sides to these situations, and I would really appreciate it if you could help me understand what happened from the school's perspective. I am keen to support [Child's Name] in managing friendships and resolving any difficulties in a positive way.

Please could you let me know when would be a good time to discuss this further, or if you have any information you can share in the meantime?

Thank you so much for your help.

Kind regards,
[Parent Name]

Communication

Subject: Another week with no certificate — outrageous

I cannot believe you haven't given [Child's Name] a certificate AGAIN. Clearly you have favourites and don't care about children like mine. I'm sick of this unfair treatment. It's disgraceful and I expect this to be sorted out immediately.

[Parent Name]

Subject: Question about reward certificates

Dear [Teacher],

I hope you are well. [Child's Name] was a bit disappointed not to receive a certificate recently, and I wondered how the awards are decided each week.

I completely understand there are many children to consider, but I'd appreciate any feedback on how [Child's Name] is doing and what [he/she/they] might focus on to work towards earning a certificate in the future.

Many thanks for your time and support.

Kind regards,

[Parent Name]

- Baby dolls
- Conkers
- Pinecones
- Shells
- Old seeds
- Sticklebricks
-

