



K3 Deer Class Newsletter

August & September 2026

Dear Parents,

Welcome to Deer Class! My name is Teacher Tom, and I am very excited to be your child's teacher this year at Marshall School. It is a pleasure to begin this learning journey together, and I look forward to getting to know each of your children as they grow in confidence, curiosity, and independence. I believe that every child learns best in a positive, caring, and encouraging environment where they feel safe to explore, ask questions, and enjoy new experiences.

Throughout the year, our classroom will be filled with engaging activities that help children develop their English communication skills, creativity, critical thinking, and social development through play-based learning. Each month, I will share a report with you outlining the themes, vocabulary, phonics, math, and other exciting activities we will be learning in class. I hope these updates help you stay connected with your child's learning journey and provide opportunities to support them at home. I am looking forward to working together with you to make this a happy, successful, and memorable year for every student in Deer Class.

Reading

Reading class is held each morning, with a new book allocated each week. The books begin easy, with lots of easy words and repetition, and gradually get more difficult towards the end of the semester. Each book will have some buzz words that the children will be learning and using in other classes. Reading is one of the best ways to learn a new language, and reading in spare time or at home is heavily encouraged. We will be reading

as a group and individually one on one, to ensure each student has comprehension of the vocabulary and story.

August

Week 1 School
Week 2 Lunch
Week 3 I Like
Week 4 I Am
Week 5 I Can See

September

Week 1 Dogs
Week 2 We Are Painting
Week 3 We Can Go!
Week 4 Can You See It?

Core material

The core material books are bright, colorful, and filled with engaging pictures that help capture and maintain students' interest. These visuals support understanding and make reading more enjoyable for young learners. The books include many fun and age-appropriate stories that use complete sentences and introduce basic grammar points. Through repeated exposure to these structures, students are able to develop their spoken English skills, improve sentence formation, and gain confidence in expressing themselves orally. The books will begin with letter recognition A through to Z for August, and we will begin reading stories through the month of September.

August

Week 1 Letter Recognition A-Z
Week 2 Letter Recognition A-Z
Week 3 Letter Recognition A-Z
Week 4 Letter Recognition A-Z
Week 5 Letter Recognition A-Z

September

Week 1 Letter Recognition A-Z
Week 2 Start Smart – P4-21: We Are Special
Week 3 Start Smart – P22-39: My Family and Me
Week 4 Start Smart – P40-56: I Can!

Phonics

Much like the core material books, our phonics books are colorful and filled with engaging pictures and activities to assist the students in their learning adventure. We will be learning letter recognition, picture recognition, and basic vowels. Later through the semesters this book will be teaching the foundation of English through sounds, syllables and high-frequency words.

August

Week 1 P8-10 – The name of the pictures
Week 2 P11-13 - The name of the pictures
Week 3 P15-17 - The name of the pictures
Week 4 P23-25 – Letter recognition f
Week 5 P26-29 – letter recognition m

September

Week 1 P30-32 – letter recognition s
Week 2 P33-35 – letter recognition s
Week 3 P36-39 – letter recognition t
Week 4 P40-42 – letter recognition h

MPM Math

Our math class involves many different topics, covering a wide range of activities. This can range from simple number recognition, to problem solving and patterns. This class utilizes boxes to engage the students learning with many different learning tools and toys inside for the students to enjoy.

August

Week 1 A1:P1-4
Week 2 A1:P5-8
Week 3 A1:P9-12
Week 4 A1:P13-18
Week 5 A2:P1-4

September

Week 1 A2:P5-8
Week 2 A2:P9-12
Week 3 A2:P13-18
Week 4 A3:P1-6

Motor Skills

Our motor skills class has the students engage in coloring, stickers, color recognition, and shapes. This class allows the students hand motor skills improve by coloring within lines, matching, learning shapes and colors, and much more.

August

Week 1 I Know Letters: P1-3 A-C
Week 2 P4-6 D-F
Week 3 P7-9 G, review, H
Week 4 P10-12 I-K
Week 5 P13-15 L-N

September

Week 1 P16-18 Review, O, P

Week 2 P19-21 Q-S

Week 3 P22-24 T, Review, U

Week 4 P25-27 V-X

Conversation

August

Week 1 Unit 1

Week 2 Unit 1

Week 3 Unit 2

Week 4 Unit 2

Week 5 Unit 3

September

Week 1 Unit 4

Week 2 Unit 5

Week 3 Unit 6

Week 4 Unit 7

Song and Dance

We have Song and Dance class every morning from 9:00 to 9:30. This class is a great opportunity for students to energize themselves at the start of the day and prepare for learning. A variety of songs are used that incorporate exercise and dance movements, helping students develop their motor skills, coordination, and body awareness. This fun and active routine also supports focus, confidence, and positive classroom engagement throughout the day.

August

Week 1 Walking, Walking

Week 2 Walking, Walking

Week 3 Head, Shoulder, Knees, and Toes

Week 4 Head, Shoulder, Knees, and Toes

Week 5 Teddy Bear

September

Week 1 Teddy Bear

Week 2 Color songs

Week 3 Color songs

Week 4 Little monkeys jumping on the bead

Thematic Activities

The thematic activities are arts and craft classes that lets our students focus on learning about a topic that changes monthly. This can be anything from learning about a country, a

specific festival, to a season or animals.

Library

Once a week, the class will visit the library, where I will read aloud to the students and allow each child to choose a book to take back to the classroom for the week. This encourages independence and helps foster a love of reading. If time allows, I will also read a selection of these books to the class and ask comprehension questions to support understanding, listening skills, and engagement with the stories.

Well, that brings us to the end of this month's newsletter. Thank you for taking the time to read about the activities and learning experiences planned for your children. I hope this overview has given you a clear picture of what we are working on in the classroom.

If you have any comments, questions, or concerns regarding your child's well-being, progress, or learning, please don't hesitate to contact me through our weekly English communication book. Open communication between home and school is very important, and I am always happy to hear from you.

Thank you very much for your support and cooperation. I look forward to another fun and productive month of learning together.

Take care,
Teacher Tom



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親愛的家長您好：

歡迎來到小鹿班！我是 **Teacher Tom**，非常高興今年能在瑪歌爾學校擔任您孩子的老師。很高興能一起開啟這段學習之旅，我非常期待看著孩子們在自信、好奇心與獨立性上不斷成長，並逐漸認識每一位孩子。我相信，當孩子身處於積極、關懷且充滿鼓勵的環境中，讓他們能安心探索、發問並享受新體驗時，學習效果是最好的。

在這一整年中，我們的課堂將充滿各式生動有趣的活動，透過遊戲化學習幫助孩子發展英語溝通能力、創造力、批判性思考與社交能力。每個月我都會與您分享一份報告，概述我們在課堂上學習的主題、單字、發音、數學及其他有趣的活動。希望這些近況更新能幫助您掌握孩子的學習歷程，並提供在家庭中給予支持的機會。我非常期待與您攜手合作，為小鹿班的每一位學生打造快樂、成功且令人難忘的一年。

閱讀課程（Reading）

閱讀課於每天早晨進行，每週會安排一本新書。書籍從簡單的開始，包含許多簡單單字與重複句型，到了學期末難度會逐漸提升。每本書都會有一些熱門焦點單字（**buzz words**），孩子們將在其他課程中進行學習與運用。閱讀是學習新語言的最佳途徑之一，我們非常鼓勵孩子在空閒時間或家中進行閱讀。我們將透過小組團體共讀以及一對一個別閱讀的方式進行，以確保每位學生都能理解單字與故事內容。

八月

第 1 週：**School**

第 2 週：**Lunch**

第 3 週：**I Like**

第 4 週：**I Am**

第 5 週：**I Can See**

九月

第 1 週：**Dogs**

第 2 週：**We Are Painting**

第 3 週：**We Can Go!**

第 4 週：**Can You See It?**

核心教材（Core Material）

核心教材書籍色彩鮮明豐富，並配有生動的插圖，有助於吸引並維持學生的興趣。這些視覺效果能幫助幼兒理解，讓閱讀變得更有樂趣。書中包含許多有趣且適合該年齡層的故事，使用完整句子並引入基礎語法。透過反覆接觸這些句型結構，學生能夠提升英語口語能力、改善句子組織，並建立口語表達的自信。八月份將從字母辨識 **A** 到 **Z** 開始，九月份則開始進行故事閱讀。

八月

第 1~5 週：字母辨識 **A-Z**（**Letter Recognition A-Z**）

九月

第 1 週：字母辨識 **A-Z**（**Letter Recognition A-Z**）

第 2 週：**Start Smart** 第 4–21 頁：我們很特別（**We Are Special**）

第 3 週：**Start Smart** 第 22–39 頁：我和我的家人（**My Family and Me**）

第 4 週：**Start Smart** 第 40–56 頁：我做得到！（**I Can!**）

自然發音（Phonics）

就像核心教材一樣，我們的發音教材同樣色彩豐富，並充滿生動的插圖與活動，以協助學生

展開學習冒險。我們將學習字母辨識、圖畫辨識與基礎母音。在接下來的學期中，本書將透過發音、音節與高頻率單字（High-frequency words）來奠定英語基礎。

八月

- 第 1 週：第 8–10 頁 圖畫名稱（The name of the pictures）
- 第 2 週：第 11–13 頁 圖畫名稱（The name of the pictures）
- 第 3 週：第 15–17 頁 圖畫名稱（The name of the pictures）
- 第 4 週：第 23–25 頁 字母辨識 f（Letter recognition f）
- 第 5 週：第 26–29 頁 字母辨識 m（Letter recognition m）

九月

- 第 1 週：第 30–32 頁 字母辨識 s（Letter recognition s）
- 第 2 週：第 33–35 頁 字母辨識 s（Letter recognition s）
- 第 3 週：第 36–39 頁 字母辨識 t（Letter recognition t）
- 第 4 週：第 40–42 頁 字母辨識 h（Letter recognition h）

MPM 數學（MPM Math）

我們的數學課包含許多不同主題，涵蓋廣泛的活動，從簡單的數字辨識到問題解決與規律探索。這門課程使用寶盒（boxes）進行教學，裡面裝有許多不同的學習工具與玩具，能讓孩子在樂趣中探索與學習。

八月

- 第 1 週：A1 第 1–4 頁
- 第 2 週：A1 第 5–8 頁
- 第 3 週：A1 第 9–12 頁
- 第 4 週：A1 第 13–18 頁
- 第 5 週：A2 第 1–4 頁

九月

- 第 1 週：A2 第 5–8 頁
- 第 2 週：A2 第 9–12 頁
- 第 3 週：A2 第 13–18 頁
- 第 4 週：A3 第 1–6 頁

肌肉發展與協調（Motor Skills）

我們的體能與手部肌肉課程讓學生參與著色、貼貼紙、顏色辨識與形狀認識。這門課程能讓孩子透過在線條內著色、配對、學習形狀與顏色等活動，有效提升手部精細動作能力。

八月

- 第 1 週：I Know Letters 第 1–3 頁（A–C）
- 第 2 週：第 4–6 頁（D–F）
- 第 3 週：第 7–9 頁（G, 複習, H）
- 第 4 週：第 10–12 頁（I–K）
- 第 5 週：第 13–15 頁（L–N）

九月

- 第 1 週：第 16–18 頁（複習, O, P）
- 第 2 週：第 19–21 頁（Q–S）

第 3 週：第 22–24 頁 (T, 複習, U)

第 4 週：第 25–27 頁 (V–X)

日常會話 (Conversation)

八月

第 1~2 週：Unit 1

第 3~4 週：Unit 2

第 5 週：Unit 3

九月

第 1 週：Unit 4

第 2 週：Unit 5

第 3 週：Unit 6

第 4 週：Unit 7

律動與音樂 (Song and Dance)

每天早晨 **9:00 至 9:30** 為我們的律動時間。這段時間是讓學生在一天開端獲得活力、為學習做好準備的大好時機。我們使用結合體適能與舞蹈動作的各式歌曲，幫助學生發展動作技能、協調性與身體意識。這項充滿樂趣與活力的日常習慣，也有助於提升全天的專注力、自信心與積極的課堂參與。

八月

第 1~2 週：Walking, Walking

第 3~4 週：Head, Shoulder, Knees, and Toes

第 5 週：Teddy Bear

九月

第 1 週：Teddy Bear

第 2~3 週：Color songs

第 4 週：Little monkeys jumping on the bed

主題活動 (Thematic Activities)

主題活動是視覺藝術與美勞課程，讓學生專注於學習每月更換的主題。內容非常豐富，從認識國家、特定節慶，到季節或動物皆包含在內。

圖書館時間 (Library)

我們每週會安排一次圖書館時間，屆時我會為孩子們朗讀故事，並讓每位孩子挑選一本書帶回班上閱讀一週。這能鼓勵獨立性並有助於培養對閱讀的熱愛。若時間允許，我也會向全班朗讀部分精選書籍，並提出理解性問題，以支持孩子的理解力、聽力技巧以及對故事的投入度。

以上就是本月通訊的全部內容。感謝您抽空閱讀我們為孩子們規劃的活動與學習體驗。希望這份概述能讓您清晰了解我們在課堂上的學習重點。

如果您對孩子的身心狀況、進度或學習有任何意見、疑問或關心事項，請隨時透過我們的英語週聯絡簿與我聯繫。親師之間的良好溝通非常重要，我非常樂意收到您的訊息。

非常感謝您的支持與配合，期待與大家共同度過另一個充滿樂趣與收穫的學習月份。

祝安好，

Teacher Tom