

# Welcome to Trinity C E Primary School



Information for new parents  
Summer 2020



# Your presenters



Mrs Aspin  
Class Teacher



Mr Rowe  
Co-Headteacher



Mr Pittaway  
Co-Headteacher



# Purpose of the presentation is:

- Find out about the 2020 transition offer
- Find out about the school day
- Find out about the Early Years Foundation Stage.



# Induction Timetable

Date	Group	Half Day or Full Day	Time
Thursday 3 <sup>rd</sup> September	Group 1	Half Day	1.00pm-3.00pm
Friday 4 <sup>th</sup> September	Group 2	Half Day	1.00pm-3.00pm
Monday 7 <sup>th</sup> September	Group 1	Half Day	1.00pm-3.00pm
Tuesday 8 <sup>th</sup> September	Group 2	Half Day	1.00pm-3.00pm
Wednesday 9 <sup>th</sup> September	Group 1 & 2 (All)	Half Day (inc. Lunch)	8.40am-1.00pm
Thursday 10 <sup>th</sup> September	Group 1 & 2 (All)	Full Day	8.40am-3.15pm
Friday 11 <sup>th</sup> September	Group 1 & 2 (All)	Full Day	8.40am-3.15pm

Please note

- 1) Full time is available from 3<sup>rd</sup> September if required.
- 2) You should have received a letter in relation to which group your child is in.
- 3) Lunch on 9<sup>th</sup> September is open to parents (subject to DfE/LA Covid guidelines)



# Induction Sessions

To help the children become familiar with:

- Classroom - toilets/where to hang bag, coat.
- Classroom routines
- School staff - teaching assistants, lunchtime supervisors
- Meet other children
- Feel confident about starting school in September.



# Reception Staff



Mrs Aspin - Class Teacher



Mrs Davies - Teaching Assistant



Mrs Griffiths - Teaching Assistant



# Early Years Foundation Stage Curriculum

The Foundation Stage is the stage of education to the end of the Reception year.

The Foundation Stage Curriculum is based on the recognition that children learn best through play, exploration and active learning.



# The curriculum is organised into the six areas of learning:

- Personal, Social and Emotional Development (PSED)
- Communication and Language
- Physical Development
- Literacy- reading and writing
- Mathematics
- Understanding of the World
- Expressive Arts and Design





# Personal, Social and Emotional Development (PSED)

- Making friends
- Learning rules
- Learning daily routines
- Understand their own needs  
and think of the needs of others
- Learning about other cultures and respect
- Making relationships with adults



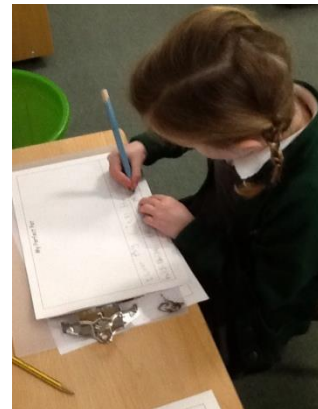
# Physical Development

- Gross and fine motor skills
- Malleable area
- Mark making area
- Shoes and coats
- PE - Getting changed
- Dance and gym- move confidently
- Outdoor area



# Communication, Language and Literacy

- Phonics (letters and sounds) daily
- Recognising and writing name
- Speaking
- Listening
- Reading and writing familiar words
- Writing - orally plan and write sentences
- Role play



# Mathematics

- Number - counting, recognising and ordering numbers, addition and subtraction
- Develop an understanding through stories, songs games and practical activities.
- Shape, space and measure



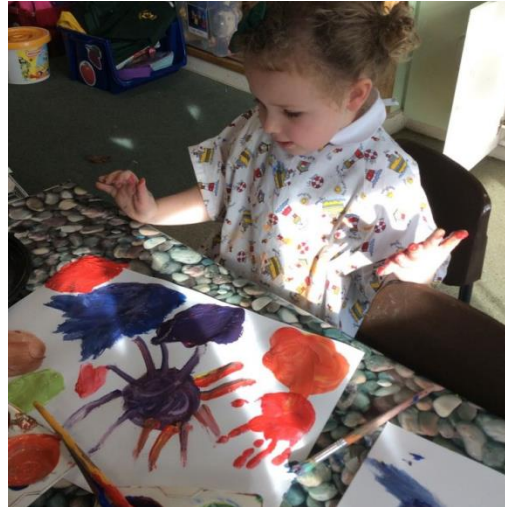
# Knowledge and Understanding of the World

- Ask questions, explore and find out about the world around them and their own community.
- Investigating
- Learning about other cultures, places, things that happened in the past and living things
- ICT
- Constructing
- Educational visits
- Outdoor area



# Expressive Arts and Design

- Role play
- Art
- Painting
- Drawing
- Dance
- Music
- Singing
- Story
- Imagination



# Characteristics of Effective Learning

## **Playing and exploring**

Being willing to have a go

Finding out and exploring

## **Active learning**

Being involved and  
concentrating

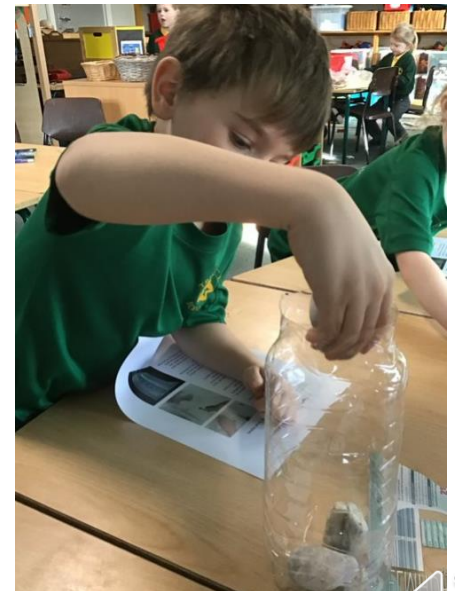
Keeping on trying

Enjoying achieving what they  
set out to do.

## **Creating and thinking critically**

Choose ways to do things

Having their own ideas



# Forest School

- Outdoor learning -active child-initiated exploration.
- Frequent and regular sessions in a natural space.
- Takes place at the bottom of the school playing field to support the development of a relationship between the learner and the natural world.
- Offers all learners regular opportunities to achieve, develop confidence and self esteem through hands on learning experiences.
- September-letter with information.





# Monitoring Progress

- Regular observations

Each area of learning has its own set of 'Early Learning Goals' which determine what most children are expected to achieve by the end of Reception Year.



## The first few weeks

- Settling into school
- Time to get to know your child- likes/ dislikes
- Introducing them to school routines
- Observations
- Parental contributions
- Baseline assessment - information from DfE



# Uniform

- Uniform and bags need to be clearly labeled with names please! 30 jumpers and 30 t-shirts all look the same when we are getting changed for PE!
- P.E kit must be kept in school, so that it is available every day. It can be taken home half termly to be washed.
- Your child will be taking part in lots of interesting and sometimes messy experiences, so may come home dirty! It is all part of the fun!



# Communication Between Home & School

- The home/ school Links Book- green
- Tapestry- online learning journal
- Weekly newsletter every Friday -paper copy/ emailed to parents.
- Absence notification/ Phone Call
- Text message
- School website



# Ways you can support your child before they start school

- Put coat on and do it up
- Turn clothes the right way round
- Recognise name on clothing
- Practise writing their name
- Dress without help
- Manage in the toilet
- Wash Hands
- Tidy toys away

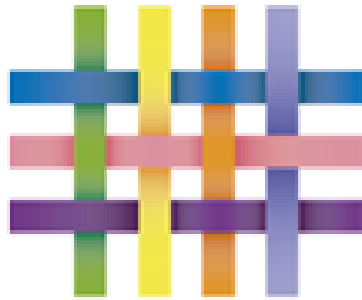


# How we teach reading

- Letters and sounds / Jolly phonics - learn the song and action to go with each sound
- Individual reading / guided reading
- Big books - shared reading
- Reading scheme in school -Phonics Bugs/Oxford reading tree
- Books with pictures in at first.
- Don't expect your child to have a reading book straight away. We will start them when they are ready.



# Tapestry for Parents



TAPESTRY  
ONLINE LEARNING JOURNAL



# What is Tapestry?

- All children attending Trinity have a personal on-line Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of your child's experiences.
- We use Tapestry, a system, which is hosted in the UK on secure servers to your child's Learning Journey
- We encourage parents to view our contributions, we encourage you to add to it by uploading photos and comments, or commenting on observations made by us.





# What is assessed?

## **Communication and Language**

Listening and Attention, Understanding, Speaking

## **Physical Development**

Moving and handling, Health and Self-care

## **Personal, Social and Emotional Development**

Managing feelings and behaviour, Making relationships

## **Literacy**

Reading, Writing

## **Mathematics**

Number, Shape, space and measures

## **Understanding the world**

People and communities, The World, Technology

## **Expressive Arts and Design**

Exploring and using media and materials, Being imaginative



# How often will it be updated by school?

- When we can!
- With 17 different areas and 22 children in Reception, that makes 374 different assessment points.
- Evidence is consequently drawn from a range of sources of evidence, some of which is recorded on Tapestry. It would not be possible nor desirable to use Tapestry for all evidence or recording.



# How can I get involved?

- Parents are in a good position to gather evidence which will help us to plot children's progress over time and plan the next steps.
- Photos of activities are really helpful with a few notes about things your child did.
- Dads can have accounts too!



# Useful evidence

- Actively engages the child (e.g. in doing rather than being exposed to an event)
- Covers range of different areas (e.g. cooking/baking is a good one)
- Is what you would do anyway! (Don't go to a lot of trouble)



Share a book

Make a model  
(cutting out,  
colouring)

Make a cake  
(Talk about shapes,  
weighing, food)

Write a shopping  
list or send a  
birthday card to  
practise 'writing'

Use the weather  
(Talk about  
shadows, rain,  
mist, sun)

Make some music  
(singing, dancing,  
home made  
instruments)

Play a board game  
(turn taking,  
counting)

Visit your local  
library

Learn a new skill at  
the playground



# Terms and Conditions

- We won't - Share your pictures outside of the classroom
- You won't - Share our pictures outside of the home.



# What happens next?

- Please fill in the online form to indicate your preference with respect to transition.
- Please fill in and return the Tapestry registration form.
- Please look at the transition materials on the school website.
- Please contact us if you have any queries.

