

Welcome to Trinity C E Primary School



**Information for new parents
September 2021**



Your presenters



Mrs Aspin
Class Teacher



Mr Rowe
Co-Headteacher



Mr Pittaway
Headteacher

Purpose of the presentation is:

- Find out about the 2021 transition offer
- Find out about the school day in Class 1
- Find out about the Early Years Foundation Stage.



Transition Arrangements

You should receive a welcome letter fully explaining this year's transition arrangements in light of Covid-19 restrictions.

What is on offer?

- **An initial visit in June**
- **A taster session in July**
- **Transition timetable in September**



Initial Visits in June

- Our Reception teacher, Mrs Ruth Aspin, will be in touch soon to make arrangements to visit your child at home or at their pre-school setting (depending on restrictions and preferences) in June.
- The purpose of this visit will be to get to know your child, to learn about their interests and to liaise with parents/carers or pre-school staff before initial transition visits to school.



Taster Sessions in July

- Children have been separated into two groups
- You should receive a letter explaining which Group your child is in
- Group 1 children will attend school for their taster session on Monday 5th July (9.10am – 12pm)
- Group 2 children will attend school for their taster session on Tuesday 6th July (9.10am – 12pm)



Transition Timetable in September

Date	Group	Half Day or Full Day	Time
Thursday 2 nd September	Group 1	Half Day	1.00pm-3.00pm
Friday 3 rd September	Group 2	Half Day	1.00pm-3.00pm
Monday 6 th September	Group 1	Half Day	1.00pm-3.00pm
Tuesday 7 th September	Group 2	Half Day	1.00pm-3.00pm
Wednesday 8 th September	Group 1 & 2 (All)	Half Day (inc. Lunch)	8.40am-1.00pm
Thursday 9 th September	Group 1 & 2 (All)	Full Day	8.40am-3.15pm
Friday 10 th September	Group 1 & 2 (All)	Full Day	8.40am-3.15pm

Please note

- 1) Full time is available from 2nd September if required.
- 2) You should have received a letter in relation to which group your child is in.
- 3) Lunch on 8th 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



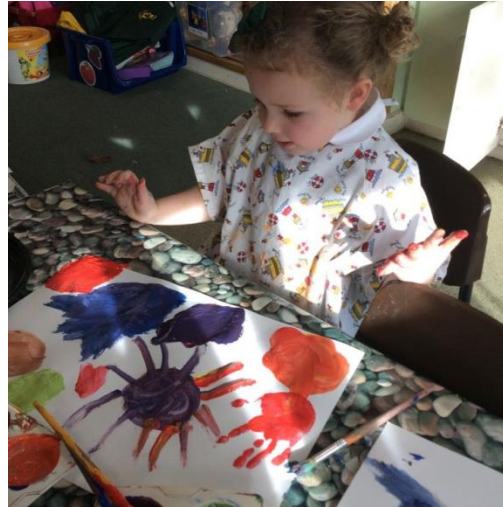
Knowledge and Understanding of the World

- 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

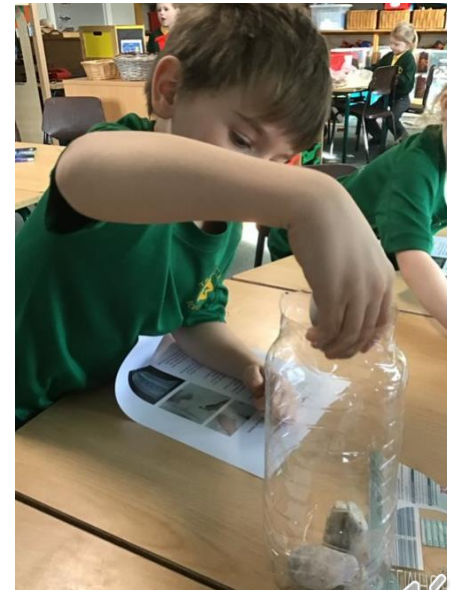
Keeping on trying

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
- Dress without help
- Recognise name on clothing
- Practise writing their name
- Manage in the toilet
- Wash Hands
- Tidy toys away

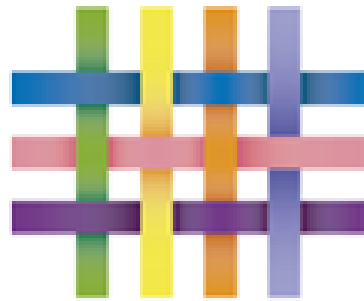


How we teach reading

- 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?

- Complete the online form to state your preferences for initial visits and the proposed transition timetable
- Await contact with Mrs Aspin to arrange an initial visit
- Complete the Tapestry registration form and return to school
- Download and print, or collect a hard copy from school, the Transition Booklet for your child to complete
- Please explore our website further
- Use the contact form on Reception Intake 21-22 page to ask any questions

