

Tithe Farm Primary School

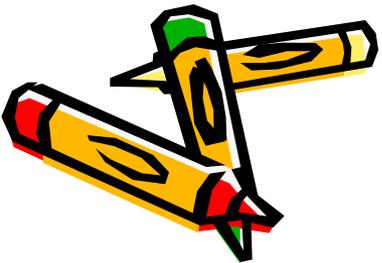
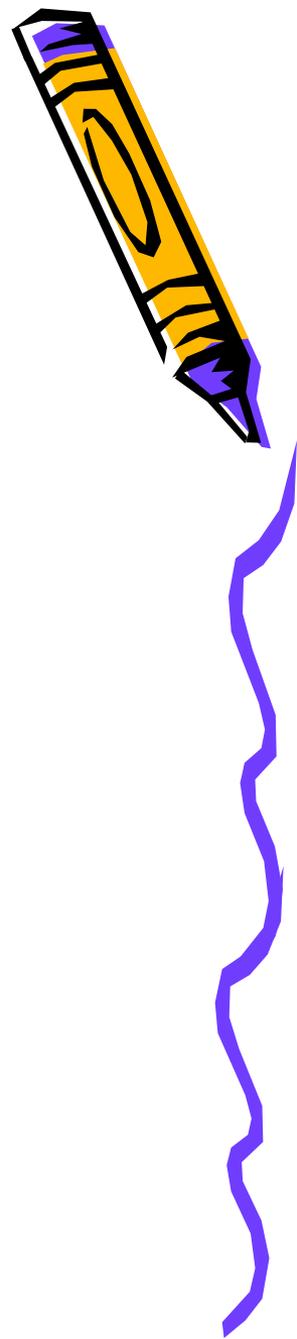
Where pupils thrive in their learning and personal development

Welcome to Reception

# Welcome to Tithe Farm



Miss Brassinne  
EYFS Lead

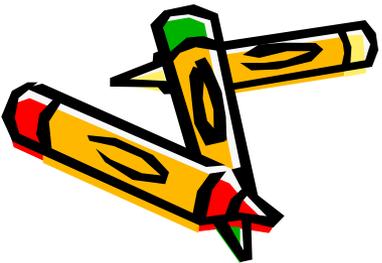
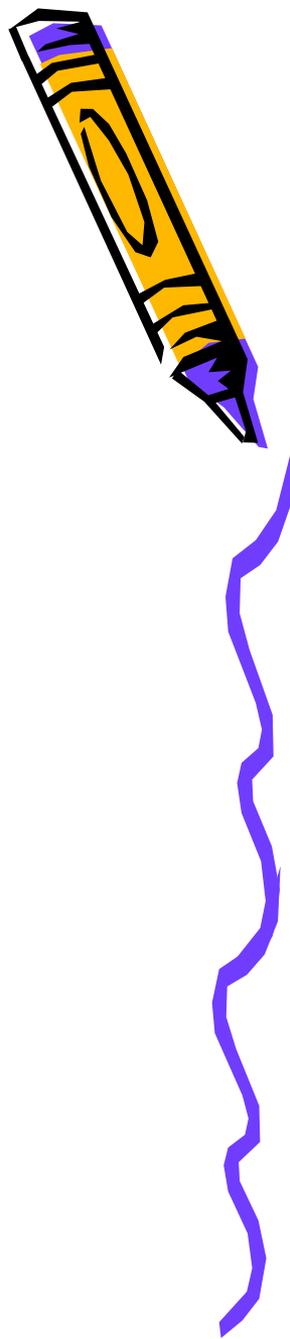




# Ruby Class



Miss Farrow  
Class teacher

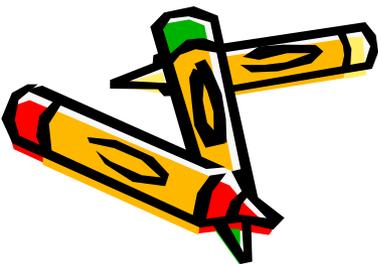
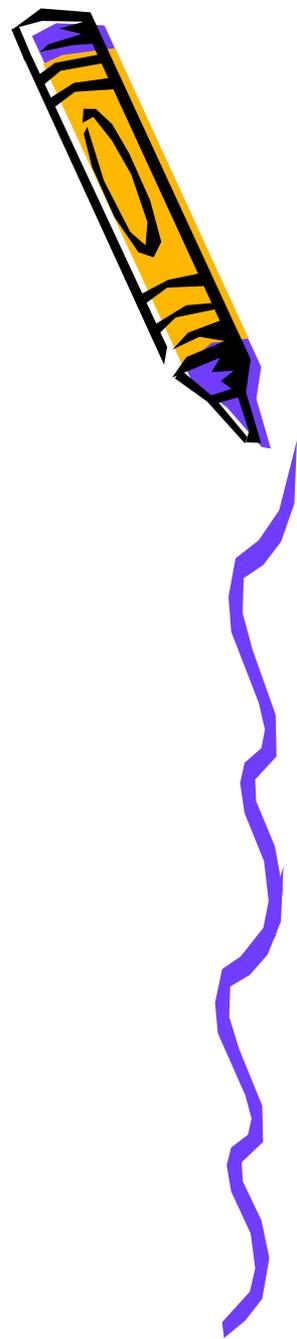




# Amber class

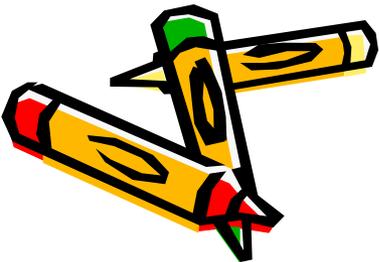
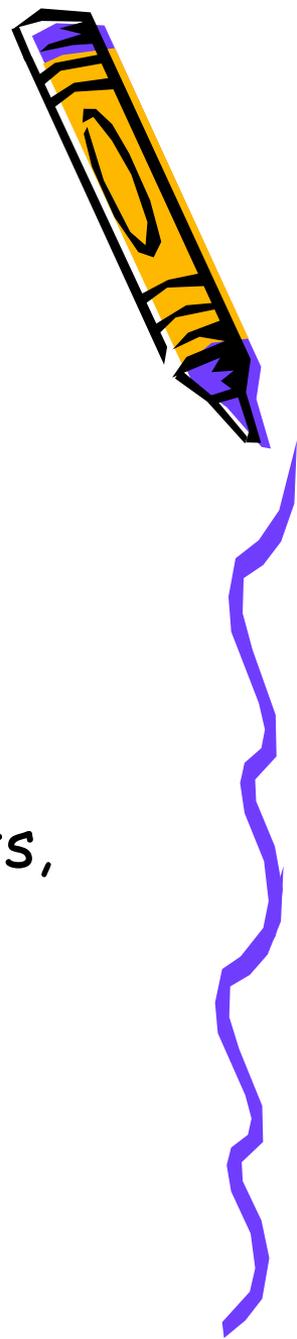


Miss Ward  
Class Teacher



# Transition into Reception

- Stay and play 4<sup>th</sup> July, 1.30 - 3pm.  
Stay and play with you children in setting.
- Stay and play 5<sup>th</sup> July, 1.30 - 3pm.  
Take you children to the setting and then join myself and others in the hall for coffee. A chance for you to get to know some of the parents, learn about 'Friends of Tithe Farm' and some helpful hints to help prepare your children for starting school.

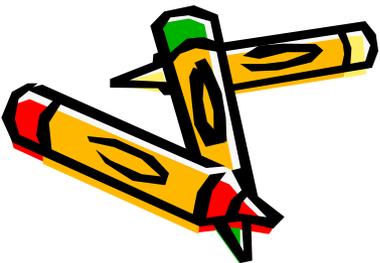
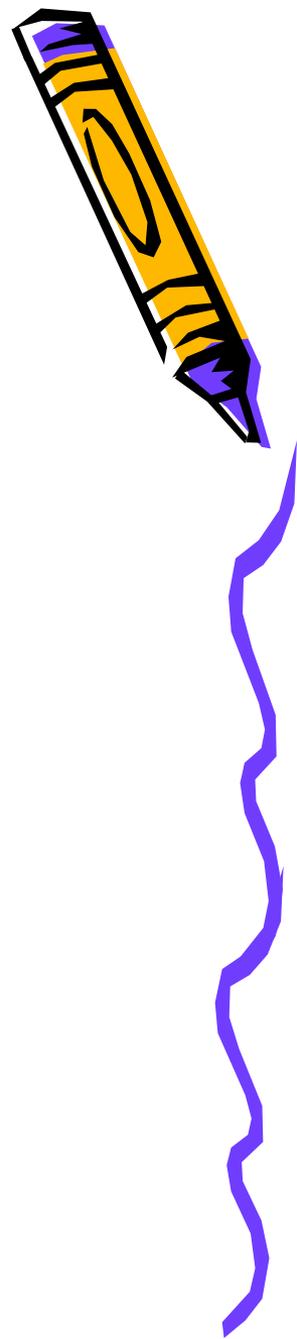


- 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> Sept - Home visits

We like to do home visits so that your child can see us before starting. They can tell us all about their special toys they have and get to know their teacher and LSA in a relaxed way.

These will be booked in before hand, more information will follow.

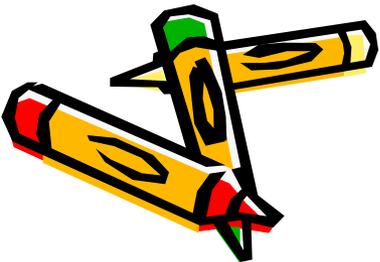
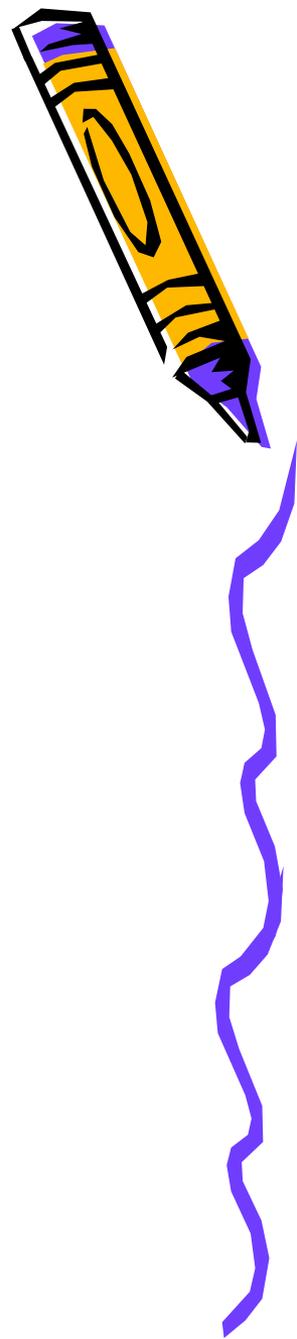
-8<sup>th</sup> and 11<sup>th</sup> Sept - Your child will be invited to attend either a morning session, 8.40 - 11.30, or the afternoon session, 1 - 3.30. We will let you know with you home visit booking which sessions to attend.



- 12<sup>th</sup> Sept - all children will be here for the morning session, 8.40 - 11.30.

- 13<sup>th</sup> Sept- All children will be here for the morning session and then stay for lunch.  
Collected at 1pm.

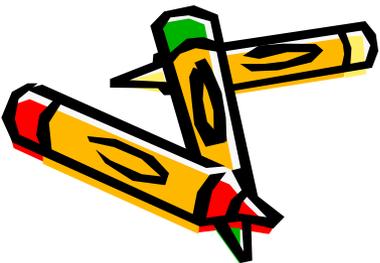
- 14<sup>th</sup> and 15<sup>th</sup> Sept - Children will be full time,  
8.40 - 3.30



# Daily Routine



- Children will come into the classroom from the reception garden.
- They come in, put their coat on their peg, and find their name.
- They use their name card as a visual register.
- Children to then settle to reading, drawing or fine motor activities set out in the room.



# Timetable

8.30 - come in and settle with fine motor activities on tables and the carpet.

9 am - Phonics

9.40 - Learning through play, inside and outside

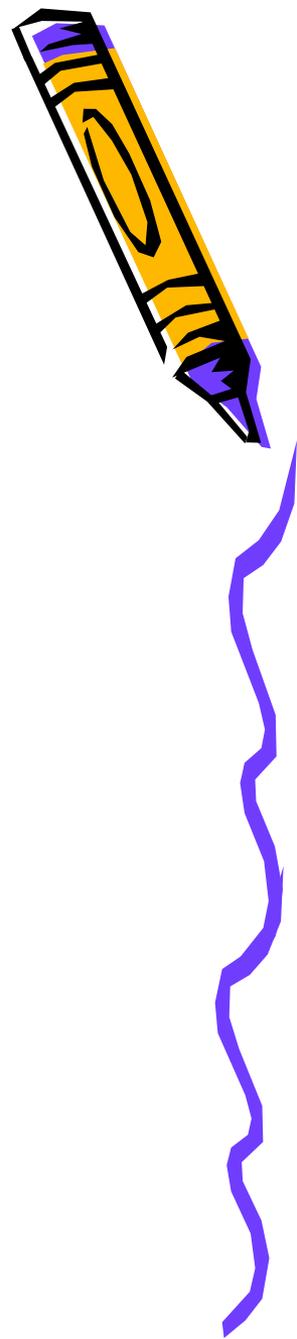
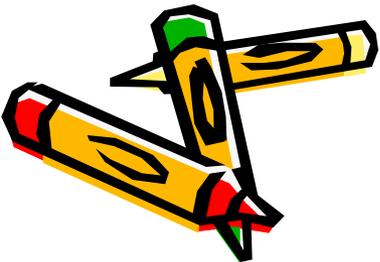
11 am - Maths

11.45 - Lunch

12.45 - gross motor activities

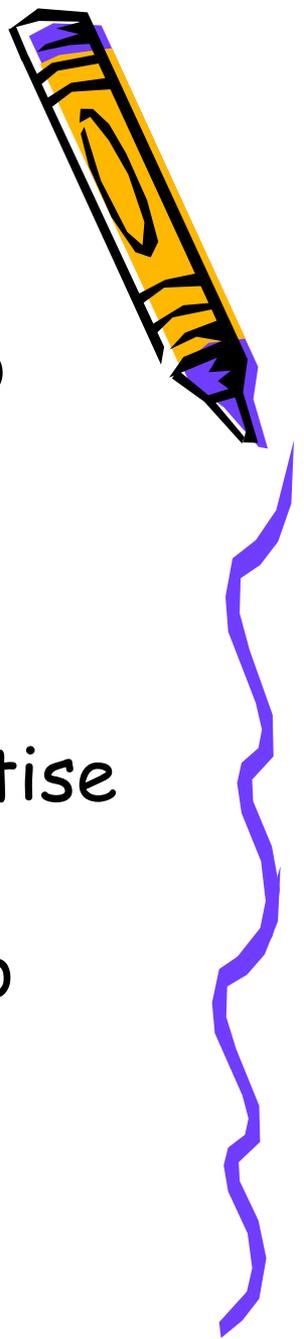
1.15 - Topic activities and learning through play

3.00- story and singing

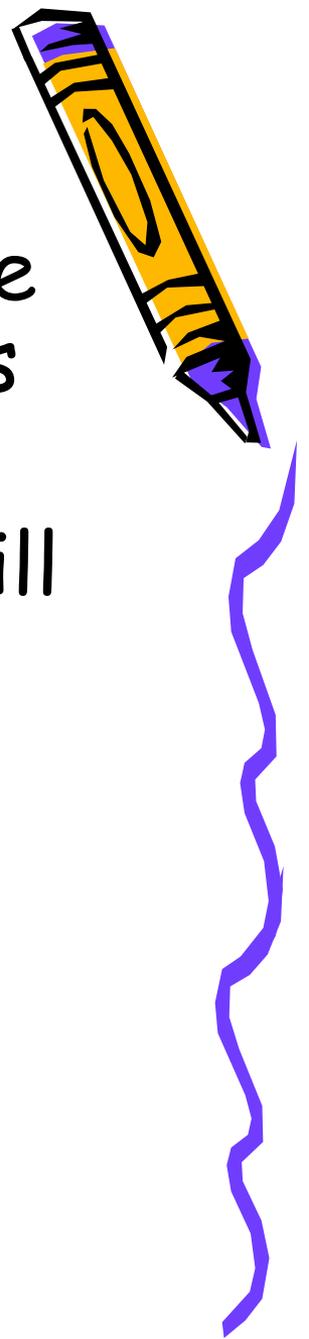


# Phonics

- Sounds rather than letter names.
- Learnt with a rhyme for the children to remember.
- 4 per week.
- Formation of each letter will be taught.
- Packs will be sent home for you to practise at home.
- We will be having meetings next year to support you with phonics and the pronunciation of the sounds.

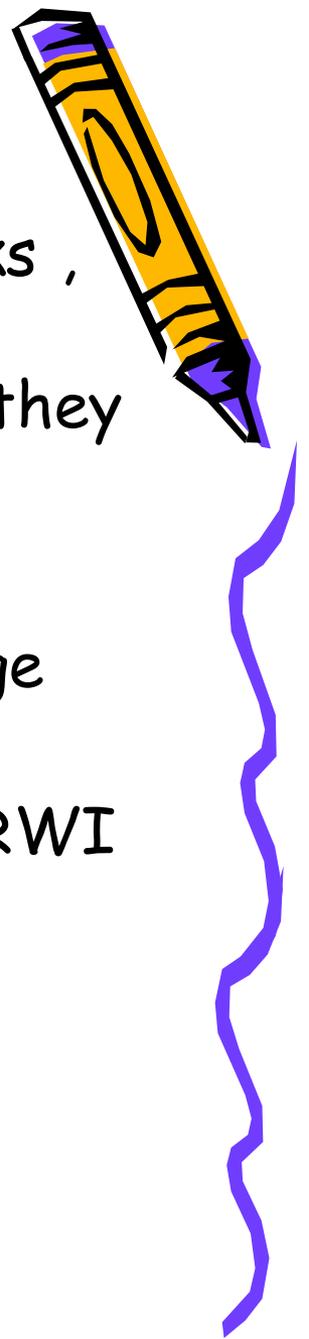


# Reading

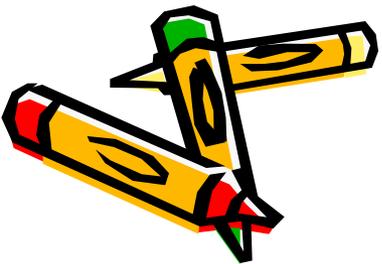


- Emphasis on learning through range of strategies with strong emphasis on phonics.
- As we move through phonics, we will send home single word books that they will be able to segment and blend back together.
- Learn to recognise series of High Frequency Words, many of which cannot be sounded out phonically.

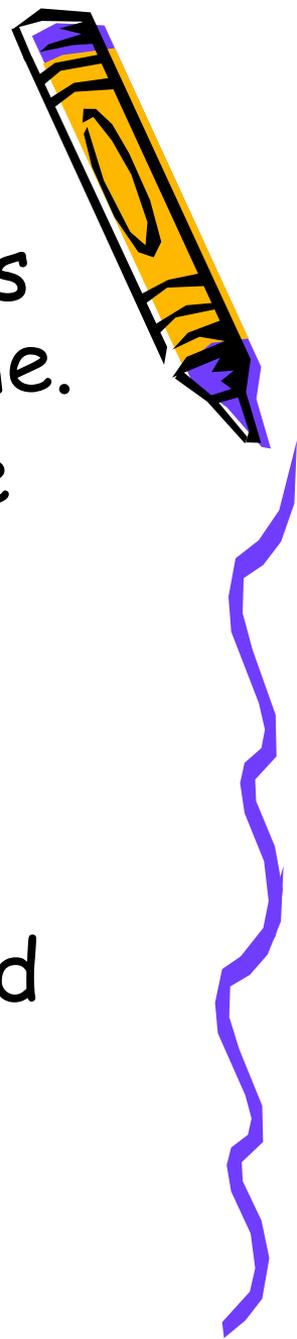




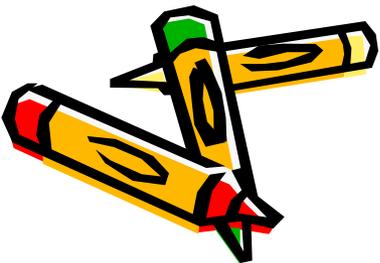
- As the children start bring home scheme books , please share these with your child, reading to them and encouraging them to read to you as they gain confidence.
- Repetition is the key!
- Please fill in reading record, as we won't change books.
- Children heard at school by teacher through RWI sessions.



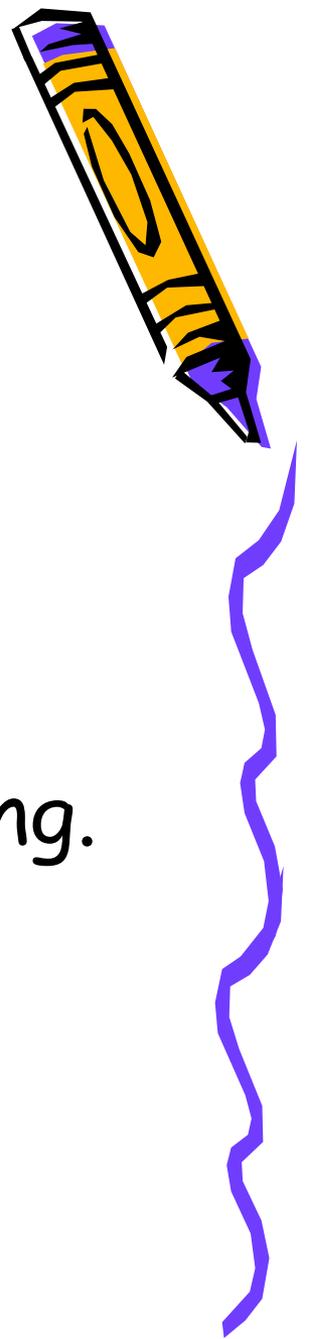
# What you can do to help!



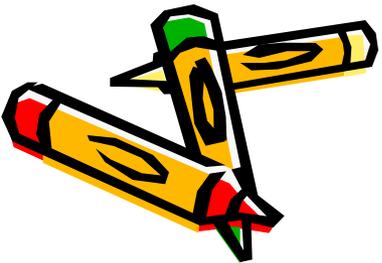
- Ensure children read scheme books and learn words when brought home.
- Look at phonics books and practise them.
- Read bedtime stories!
- Look at and talk about printed language in their environment, on food packets, road signs, labels and leaflets.



# Writing



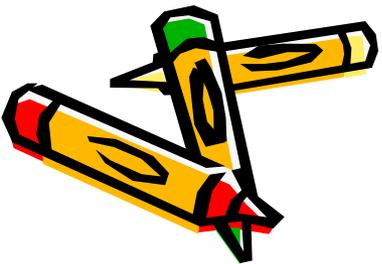
- Children begin with "wiggles and squiggles".
- They begin to ascribe meaning to these marks.
- Increasingly use phonic knowledge and letter formation in their writing.
- Write simple "CVC" words as knowledge increases.



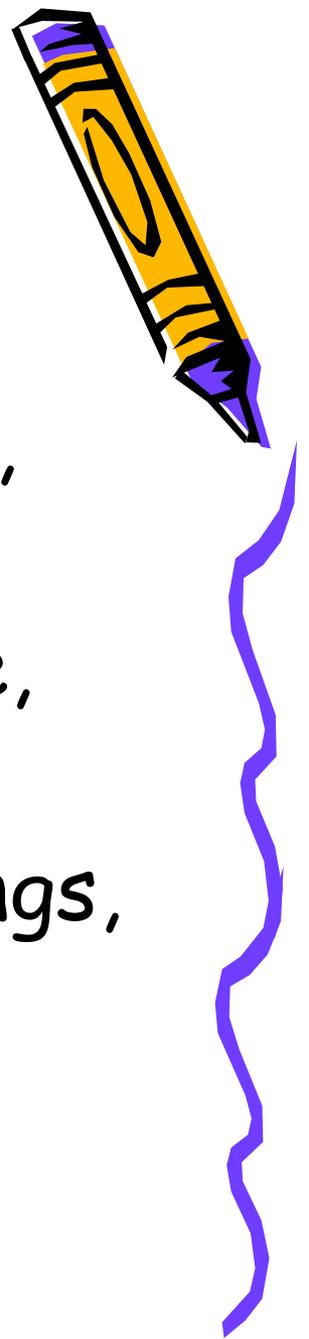
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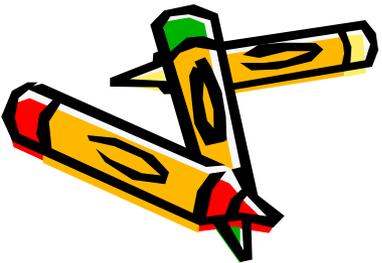
- Encourage children to draw, paint etc
- Show children your writing, shopping lists, things to do, birthday cards.
- Make scrap books, write postcards, party invitations.
- Develop fine motor skills by cutting, sewing, dot-to-dots etc.



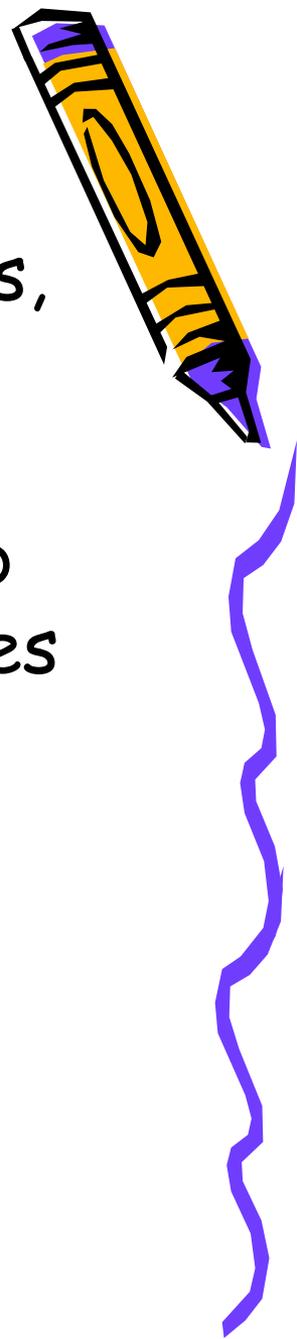
# Mathematical Development



- Covers counting, sorting, matching, patterns and connections
- Children work with numbers, shape, space and measures.
- Children learn through stories, songs, games and imaginative play.



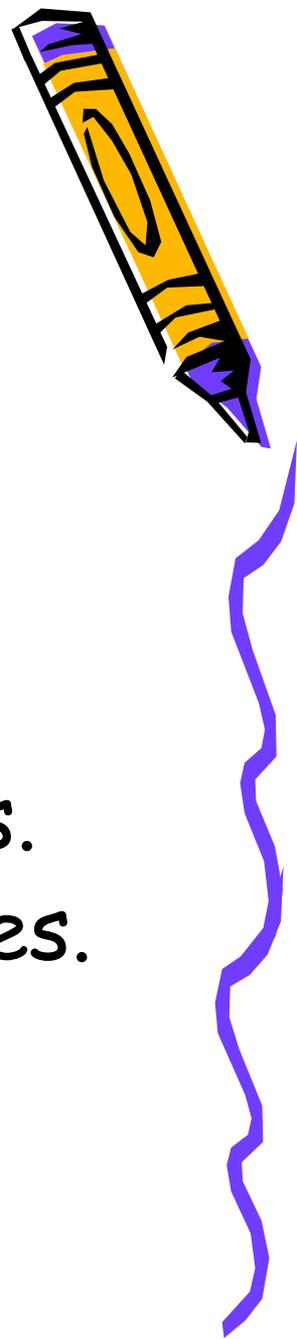
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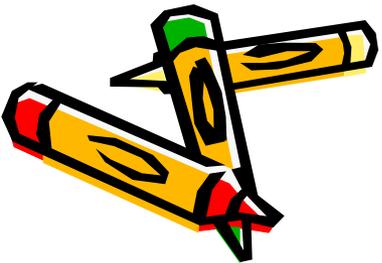
- Point out numbers around you, on houses, cars, television channels, cookers and microwaves.
- Say number names in order as you climb the stairs, count teddies on a bed, plates on the table.
- Compare quantities, who has the most sweets, which shopping bag is heavier?.
- Play games.



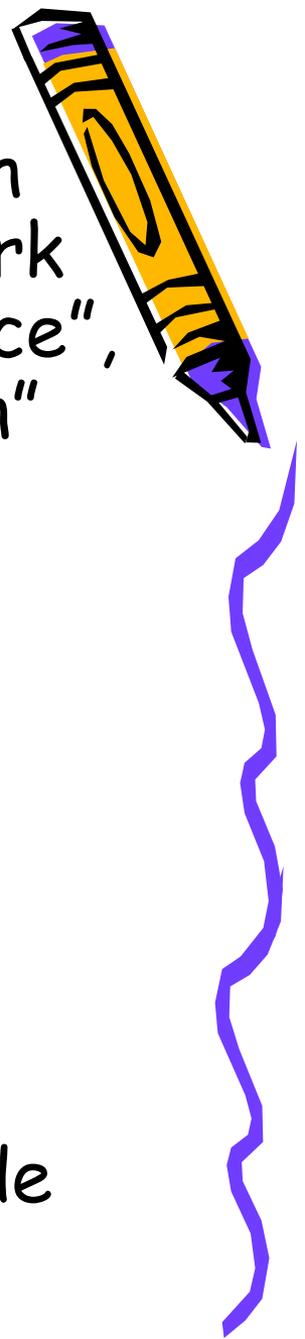
# In the Class



- Children will work in a variety of different groups based on ability, friendships, pairs etc.
- Will have opportunity through day for teacher and child led activities.
- Ensure indoor and outdoor activities.



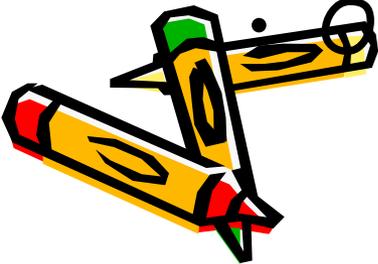
We will be covering a different topic each half term. Topics will also be linked to work in literacy, and include aspects of "Science", "History" "Geography" "Art" "RE" "Design" within them.

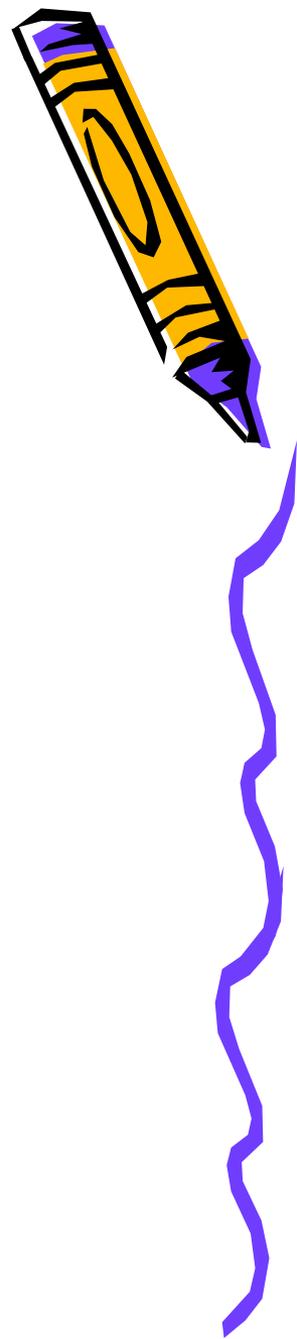


Are topics are:

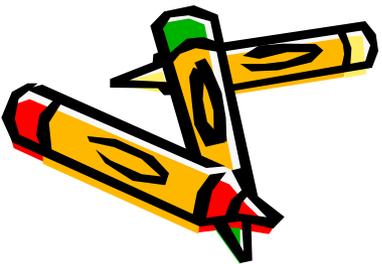
- All about me
- Celebrations
- We're going to the zoo
- Growing and changing
  - Yum, yum

• Oh we do like to be beside the seaside

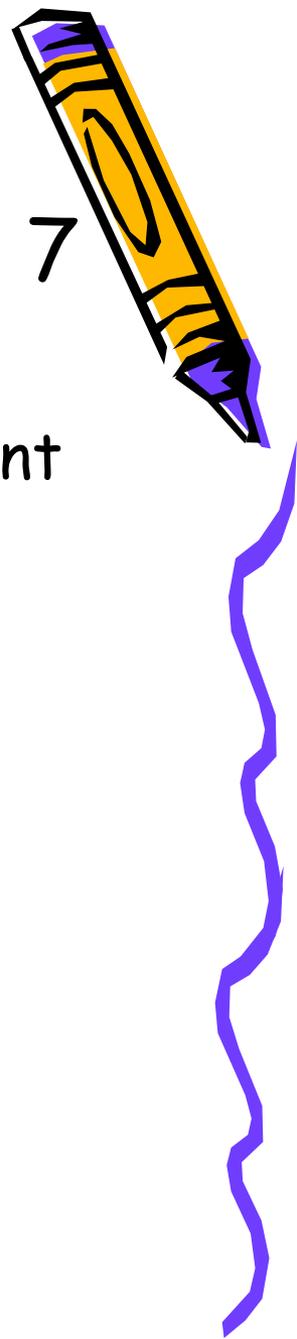




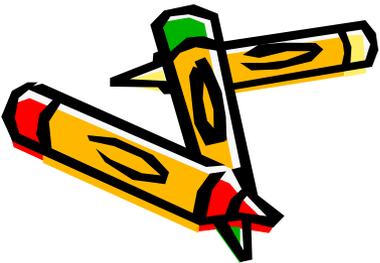
- Enables children to make sense of world around them.
- Develop skills in exploration, investigation, problem solving, prediction, discussion and decision making.
- Creative development covers art, music, dance, role and imaginative play.



# Foundation Stage Profile



- Foundation Stage is organised into 7 areas of learning
  - Personal, social and emotional development
  - Communication and language
  - Literacy
  - Mathematical development
  - Understanding of the world
  - Physical development
  - Expressive arts and design

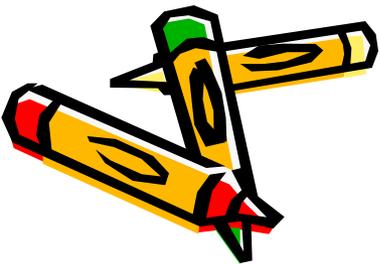
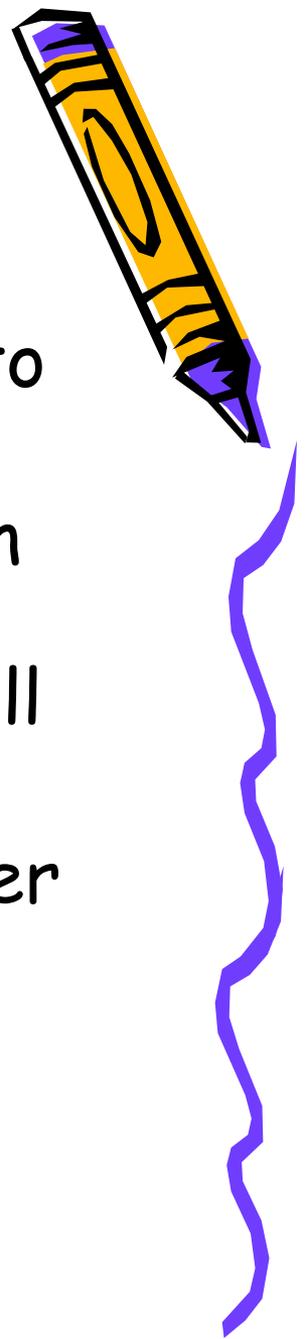


# Foundation Stage Profile

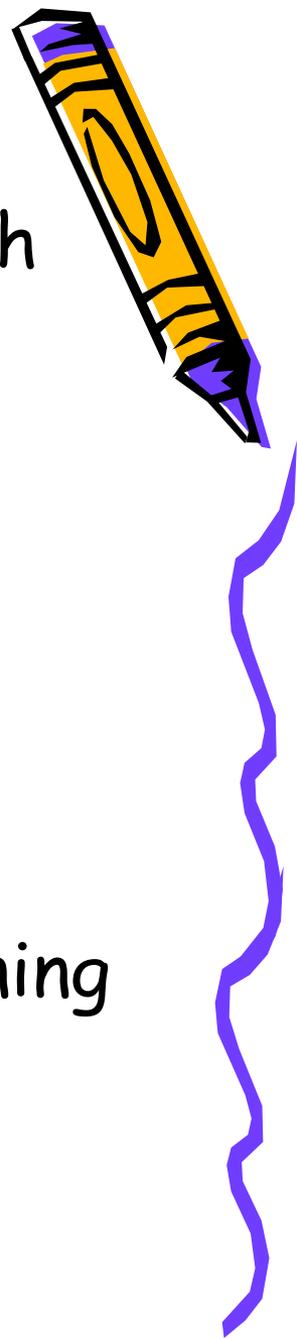
Children work towards Early Learning Goals, expectations for most children to aim towards during Foundation stage

By the end of Reception, some children will have achieved, others will still be working towards them, in which case will continue through work in Year 1.

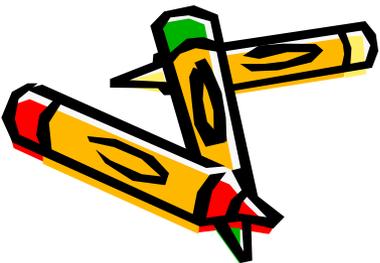
Parents will receive information in Summer on child's progress towards goals.



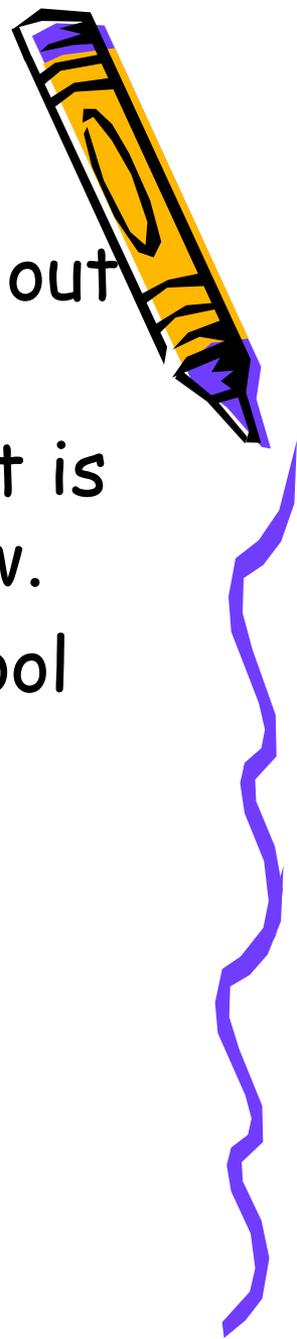
# Practical Details



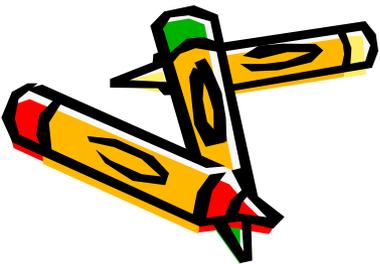
- Please ensure all uniform is labelled with child's name, especially PE equipment
- Children need to have a coat in school
- Packed lunches in named lunch box
- No chocolate, sweets, fizzy drinks
- We provide fruit for break time
- Children have "accidents". If these are regular, can you provide a set of spare clothes. We would appreciate it if your child could be toilet trained before joining us in September.



# Practical Details



- We finish at 3.30, children will be sent out to you in the playground.
- If, for some reason, someone different is picking your child up, please let me know.
- Children will be very tired initially, school is hard work when you are 4.



# In General

- We operate an open door policy and are always pleased to see any parent requiring information or advice.

