

# Meet the team

## Sapphire Class

### Reception- 2023/24



# The Sapphire Class Team

Miss Lisa Wallage (Monday - Wednesday)

Mrs Naomi Warren (Thursday -Friday)



Teaching Assistants

Mrs Christine Manning (Mon, Tues)

Mrs Lisa Sevier (Wed, Thurs, Fri)

Sports teacher

Mr Orriss - Wednesday morning

# What your child needs for school

- Book bag
- A named water bottle and snack.  
*This needs to be a 'healthy fruit snack' for break time. (Please help your child to practise opening and closing their snack pots and water bottles).*
- Your child will need a named PE kit for Wednesdays. They will need to come to school in their PE kit instead of uniform on PE days.(Wednesdays)
- Please ensure you put names and not initials in clothing

# A Day in Sapphire Class

Doors open at 8.40am

'Get Busy' time and registration

Session 1 Phonics and continuous provision

Snack

Session 2 Maths and continuous provision

Lunch and Playtime

Registration

Session 3 Topic and continuous provision

Snack

Storytime

Doors open for hometime at 3.15pm



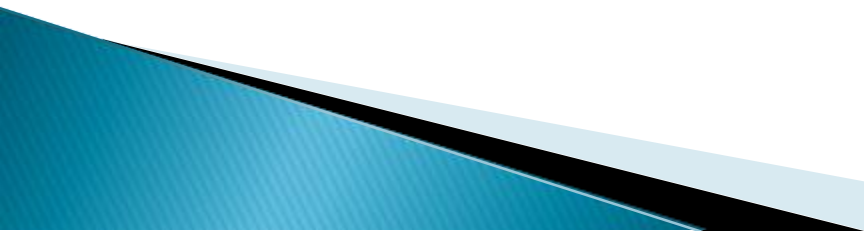
# What to do in the morning...

The children enter the school through the gate on The Bence alley, walk past Year 1 to our classroom.

There will be activities set up around the room for the children to come and play with when they first enter.

As far as possible, parents and carers leave children at the classroom door and do not come in.

If you are picking your child up early (this includes part-time days at the beginning of the year) please collect them from the main entrance by the office.



# What to do in the morning...

- **Water bottles and snack pots:** These go in the baskets and boxes outside the classroom before the children come into school.
- **Book bags and gloves:** In trays
- **Hats:** In our 'Hat box' in the cloakroom.
- **Coats:** On their pegs.
- **Lunchboxes:** These go outside the classroom. Your child will be entitled to a free school meal.
- **Reading books and reading records:** In the Blue 'Reading' box.

# Foundation Stage curriculum

We will cover many topics over the year including:

Me and My World, Celebrations, Light and Dark

Once Upon a Time, People & Things that help us

Being Healthy, Superheroes, Changes





# Foundation Stage Curriculum

## Communication and Language

### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Understanding the World

### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Personal, Social and Emotional Development

### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## Expressive Arts and Design

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Physical Development

### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Literacy

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

We have an on-entry screening



## The importance of reading

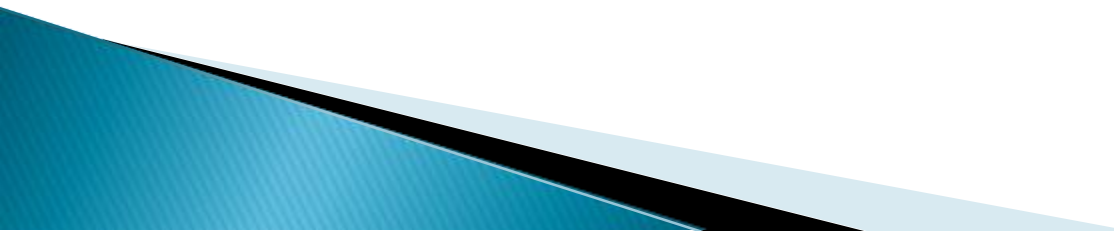
A fundamental part of every child's educational journey here at Thorpe C of E Primary School is to learn to read.

We value reading as a key life skill and are dedicated to enabling our children to become lifelong readers. We believe reading is key to academic success.

Children are taught to develop pleasure in reading, motivation to read, vocabulary and understanding and listen to and discuss a wide range of high-quality poetry, fiction and non-fiction.

### **Rocket Phonics Synthetic phonics programme**

We use Rocket Phonics to teach phonics and graphic knowledge (common exception words and tricky words). Children in EYFS and KS1 have a daily phonics session lasting for 20 mins. Early reading books match our phonics programme as these books have been carefully selected to support and reinforce the phonics being taught. Children take these reading books home each day and books are changed on a regular basis. We provide parent reading workshops which explain how phonics and reading skills are taught. The national screening check takes place in Year 1.



# Reading at Home

Your child will have a reading scheme book and a library book each week.

Please read stories to/with your child every day at home and then sign to show you have read with them in their reading record book.

Your child's reading book and reading record need to come to school everyday.



# Home Learning

- Read, read, read!
- Here is a link to a suggested reading list for Reception children which you may find helpful when choosing other books to read at home.
- [Books for Reception. Great Reads for 4-Year-Olds \(schoolreadinglist.co.uk\)](http://schoolreadinglist.co.uk)
- Summer library activity

# Home Learning



## Phonics

Weekly sounds and common exception words will be displayed on the whiteboard outside the classroom. We will have a phonics workshop in the Autumn term.

Please use the 'I can blend' sheets to reinforce the reading and writing of the sounds.


# Home Learning

## Maths

Please enjoy playing lots of different games with your child e.g. board games with rice, dominoes, card games, memory games etc. This will help them to develop reasoning and strategy.

Spot numbers in the environment

Use any opportunity to count e.g. How many cups do we need? Count as you walk up the stairs etc!



# Home Learning

And other important skills...

Go to the park and climb, hang on the monkey bars, develop the muscles needed for writing.

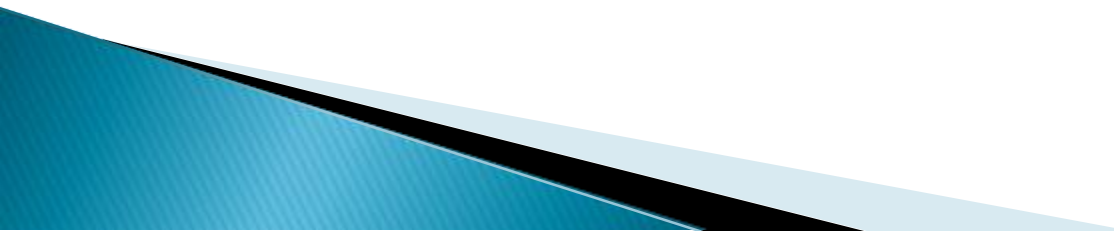
Practise using scissors to cut paper and card.

Talk with your child, ask and answer questions eg I wonder ...



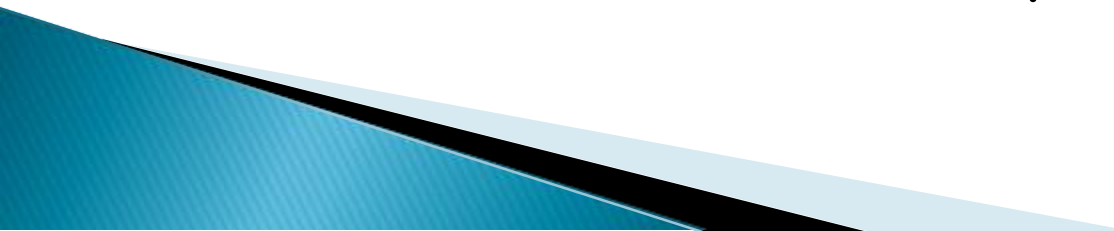


## Other Business

- Uniform - All uniform including PE Kit must be clearly named.
  - Clubs - Earlybirds will run from 7.30am and Owls club from 3.15pm - 5.30pm.
  - Children in infant classes should only have a book bag not a rucksack as space in the cloakrooms is at a premium.
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# Is your child going home with someone else?

Please fill in a form and give to one of the class adults. It's useful if we have met any other adults that are collecting- particularly in the early days! We will ask you for a password when we visit in September.



# Induction for September 2023

- ▶ Meet the Team - Thursday 22<sup>nd</sup> June
- ▶ Stay & play (am) - Friday 7<sup>th</sup> July (3 groups)
- ▶ Art session (am) - Friday 14<sup>th</sup> July (3 groups)

▶ September

**Home visits**

Monday 4<sup>th</sup>, Tuesday 5<sup>th</sup>, Wednesday 6<sup>th</sup>



- ▶ Stay and play - September
- ▶ Arriving at 5 minute intervals

Thursday 7<sup>th</sup> am collect at 11.30am

Thursday 7<sup>th</sup> pm collect at 3pm

Friday 8<sup>th</sup> am collect at 11.30am



**Monday 11<sup>th</sup> and Tuesday 12<sup>th</sup>**

All children in 8.40am - 1.15pm

**Wednesday 13<sup>th</sup> September ....**

Children in full time



# Getting your child ready for school...

The most important things you can do to support your child's transition are:

- Read stories to/with your child and learn nursery rhymes together. This makes the most significant difference to your child's start at school.
- Promote their independence - dressing/ undressing/ putting on coat
- Encourage them to eat with a knife and fork and carry plates to and from the table and clear their own plate
- Practise recognising and writing their name (using correct pencil grip and letter formation)



# Getting your child ready for school...

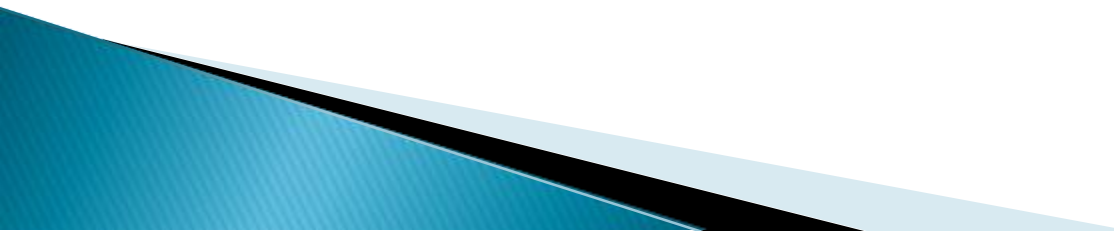
- Improve familiarity with numbers - hunting for different numbers when out walking, pairing socks together
- Play games (memory games, rhyming games and board games with deice). This makes a really significant difference to children's cognitive ability and ability to recognise number and word patterns.
- Spend lots of time with your child and have lots of fun!

Please ensure your child can toilet independently.



# Finally!

Please feel free to discuss any aspect of your child's learning with us. Working together we can make the transition as smooth as possible.



Thank you!  
We look forward to seeing  
you in September!



Miss Wallage and Mrs Warren  
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