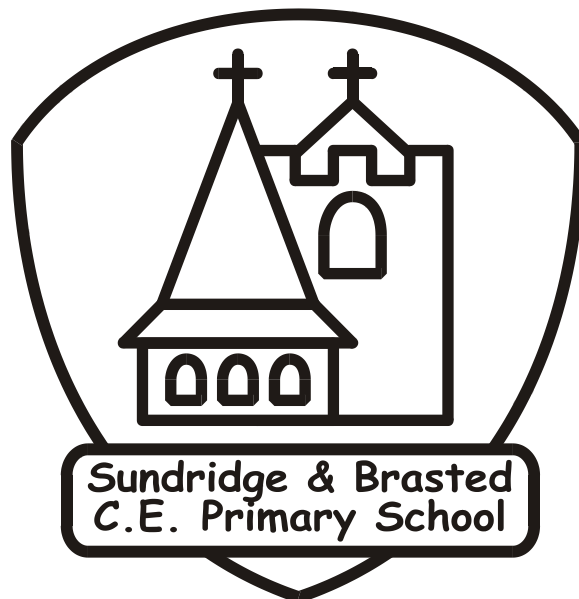


Sundridge & Brasted  
Church of England  
Primary School



Starter Pack  
2024/2025

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# 1. Preparing Your Child for School

There are a number of things that you can encourage your child to try and do for themselves. This will enable your child to be more independent once they start school.

- ★ Take off their coat and put it in their named box
- ★ Put on their coat and fasten it up
- ★ Go to the toilet as independently as they can
- ★ Wash and dry their hands
- ★ Use a knife and fork and be used to sitting at a table to eat, observing good table manners
- ★ Put their own shoes/wellington boots on the correct feet
- ★ Recognise their own name in print e.g. Jack
- ★ Ask for help if they need it
- ★ Practice getting their uniform / PE Kit / forest school clothes on and off as independently as possible

## **There are also lots of things that you can do together:**

- ★ Talking with your child about what they are doing or what they have done during the day
- ★ Looking out for signs and notices when out for a walk/in the supermarket
- ★ Begin to notice/talk about what sounds letters make (e.g. a a apple; b b ball)
- ★ Practice blending words, you say the sounds and your child blends the word (e.g. c a t cat; b oo k book)
- ★ Sharing books with your child, and talking about the pictures and what has happened or might happen next
- ★ Drawing pictures or tracing patterns
- ★ Practice writing their name (see the illustrations on page 9 as a guide to how we form the letters)
- ★ Singing or saying nursery action and counting rhymes together
- ★ Playing games such as I Spy, Kim's Game, Snap! and Snakes and Ladders
- ★ Counting anything and everything!
- ★ Encourage them to take an interest in the world around them, ask them questions about what they think wonder with them and find out together.

## ★ 2. Finding out about your child

When children first start school, teachers will assess what they know, understand and can do. This is in order to:

- ★ find out what children know, understand and can do – so teachers can plan effectively for each child’s learning needs; and
- ★ help schools measure and monitor children’s progress from the time they start school. This lets them check whether children are achieving as well as they ought to as they move up the school

They will be finding out about:

- ★ your child’s particular interests;
- ★ children’s developing skills in talking, listening, reading and writing;
- ★ children’s understanding of numbers and their use of mathematical language;
- ★ children’s ability to work, play and cooperate with others;
- ★ children’s basic colour recognition;
- ★ and how children handle pencils and scissors



Our reception teacher, Miss Gallagher, will speak to you about making a home visit before the summer holiday to discuss how best to help your child settle into school and give you the opportunity to discuss any queries or concerns you may have.

## 3. Assessment during the year

### Start of Year - The Reception Baseline Assessment (RBA)

#### Overview

The reception baseline assessment (RBA) is a short, task-based assessment of your child’s early literacy, communication, language and mathematics skills when they begin school. It has been statutory for all schools since September 2021. The RBA has enabled key stage 1 national curriculum tests at the end of year 2 non-statutory.

The assessment will take place at any point in the first 6 weeks of your child starting reception. The assessment will form the start of a measure of how schools are helping their pupils to progress between reception and year 6.

Your child does not need to prepare. There is no pass mark or score. Most importantly, your child should not realise they are being assessed; they are told they are playing a game with school staff.

#### What the assessment involves

During a short one-to-one session with their teacher or teaching assistant, your child will work through a number of practical and interactive tasks.

Your child can answer questions verbally or by pointing or moving objects. The assessment has been designed to be inclusive and there are modified materials available – this means it is also accessible to children with special educational needs or disability (SEND) or English as an additional language (EAL). The teacher may pause the assessment at any time, for example, if a child needs a break.

#### What the assessment measures

The tasks are carefully designed to assess early mathematics, literacy, communication and language skills.

#### What you need to do

You do not need to do anything. Your child is unlikely to even know that they are taking an assessment when they are completing the tasks.

### **Why the assessment was introduced**

The assessment provides a better starting point to measure the progress a school makes with their pupils throughout their whole time at primary school, between reception and year 6.

Parents will be able to see how well the school is supporting its pupils. It will also help teachers get to know their new class when they start school.

### **How the data will be used**

Children will not 'pass' or 'fail' the assessment; it will merely provide a snapshot of where they are when they start school in the reception year. The results of the assessment will not be used by government to track or label individual pupils, or to judge the performance of early years settings.

The data from the assessment will only be used at school level to measure the progress of the year group from reception to year 6. The data from the assessment, including numerical scores, will not be shared with parents, pupils, teachers, or external bodies, including schools. There will be no published score.

The [RBA privacy notices](#) explain what personal data is collected and how this is processed, including your child's data.

### **What will be reported to you?**

Teachers will receive statements which will tell them how your child performed in the assessment. Schools are not obliged to report the statements to parents as a matter of course. However, schools must share the information with you upon your request.

The areas being assessed are:

- Language, communication and literacy, including:
  - Early vocabulary
  - Phonological awareness
  - Early comprehension
- Maths, including:
  - Early numbers
  - Early calculation (i.e. early addition and subtraction)
  - Mathematical language
  - Early understanding of patterns

For more information and to view the RBA privacy notices, please visit <https://www.gov.uk/guidance/reception-baseline-assessment-information-for-parents>

### **Throughout the Year**

Throughout Reception children are informally assessed in all areas of the curriculum as part of the '*Statutory Framework for the Early Years Foundation Stage*'. Assessments play an important part in helping teachers recognise progress, understand children's needs, and to plan appropriate activities and support. Ongoing assessments involve teachers observing your child during play, self-chosen activities and adult led group work.

These assessments are part of everyday classroom activities and will inform provision, planning and your child's next steps.

## **4. Celebrations and Values**

As soon as children begin school we like to include them in our Friday Celebration Assemblies. We reward and praise individuals for particularly demonstrating the school's values: Respect, Kindness, Honesty, Forgiveness, Responsibility and Love. These children are given a Leaf of Belief to hang on our Tree of Values.

We also celebrate children's effort, determination and achievements. A child from each class is awarded a Certificate of Achievement in our Celebration Assembly for their particular success during the week.

## 5. TAPESTRY

Squirrel class uses an on-line programme called 'Tapestry' which is an easy-to-use and secure online learning journal designed to help staff and families celebrate the children's learning and development. Each child has a profile, accessible by staff and the child's parents. Staff record the child's learning throughout the week and monitor progress. We ask that parents accept the link via their email account, register themselves on the system so that they can see what is going on in class, celebrate the wonderful learning and achievements and upload their own comments, photos, news if they wish to do so.

Key messages will be put on Tapestry and parents can send memos to Squirrel staff if they have any queries.

## 6. The Curriculum

In Squirrel class the children will follow the Statutory Framework for Early Years Foundation Stage.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up

Four guiding principles should shape practice in early years' settings. These are:

**The Unique Child-** We understand that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self- assured.

**Positive Relationships-** Social interaction is key to children's development. Children become strong, independent learners when their wellbeing is high and they feel safe and secure. The adult's role within the classroom is to ensure children are happy and engaged. It is then possible to scaffold their learning through positive social interactions.

**Enabling Environment-** Providing a safe, secure and stimulating base for your children is key to their development. Children's needs and interests will be reflected in the provision and we aim for the classroom to be an exciting and motivating place to play and learn.

**Learning and Development-** Children develop and learn in different ways. We will consider children's individual needs, interests and stages of development and plan challenging and enjoyable experiences in all areas of the curriculum. The framework covers the education and needs of all children including children with specific needs and disabilities.

### 7 Areas of Learning and Development:

The EYFS curriculum is split into 3 prime areas of learning and 4 specific areas of learning.

#### Prime Areas

- ★ Communication and language
- ★ Personal, social and emotional development
- ★ Physical development

#### Specific Areas

- ★ Literacy
- ★ Problem solving, numeracy and reasoning
- ★ Understanding the World
- ★ Expressive arts and design

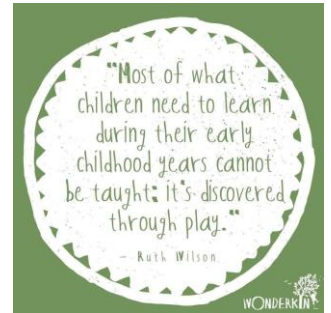
## Characteristics of Effective Learning

Characteristics of effective learning describe behaviours children use in order to learn. They are split into 3 sections:

- ★ Playing and exploring
- ★ Active learning
- ★ Creative and Critical thinking

## Learning through Play

Pupils will take part in a wide range of activities and opportunities throughout the year to promote engagement and enable learning. A large portion of their day will be 'discovery challenge'. This is our name for 'continuous provision'. It is time for pupils to access all areas of the classroom, inside and outside, choosing what they would like to do. Enhancements and opportunities will provide further learning opportunities linked to the 7 areas of development



## Adult Directed Time

Your child will take part in adult directed activities and lessons. These include phonics, maths and RE weekly, as well as PE and other activities based upon their interests. As the year progresses, adult directed lessons slowly increase in length in preparation for year 1, however, your child will always spend the majority of their day in provision.

## 7. Assessment at the end of the year

Within the 7 areas of learning and development, each area is broken down further. For each of these areas your child will be working towards an 'Early Learning Goal'. Whilst we do not teach to the ELG, we do aim for them to achieve or in some cases exceed by the end of the year.

### Communication and Language

- ★ Listening, Attention and Understanding
- ★ Speaking

### Personal, Social, Emotional Development

- ★ Self-Regulation
- ★ Managing Self
- ★ Building Relationships

### Physical Development

- ★ Gross Motor Skills
- ★ Fine Motor Skills

### Literacy

- ★ Comprehension
- ★ Word Reading
- ★ Writing

### Mathematics

- ★ Number
- ★ Numerical Patterns

### Understanding the World

- ★ Past and Present
- ★ People Culture and Communities
- ★ The Natural World

### Expressive Arts and Design

- ★ Creating with Materials
- ★ Being Imaginative and Expressive

## 8. Reading, Writing and Phonics – Read, Write Inc (RWI)

Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.



We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read and in our school we achieve this through the use of Read, Write Inc.

### What is Read Write Inc?

RWI is a phonics scheme used to support children to learn the sounds needed to read. RWI is a popular choice in schools around the country and sees great results. RWI has a specific structure to teach phonics to all pupils. It is a scheme designed to enable pupils to progress at their rate and promote the love and enjoyment reading provides. RWI begins in Reception and continues until your child completes the scheme in approximately year 2. Phonics cards are available for parents to purchase if you wish on Amazon (search RWI sound cards).

### How will my child be taught to read?

RWI is split into speed sounds and stories. Initially, your child will be taught set 1 sounds and words which contain 3 or 4 sounds - Consonant Vowel Consonant (CVC)/Consonant Vowel Consonant Consonant (CVCC). Once they are able to read these words, they will move onto the colour system. These levels gradually get harder and have writing tasks alongside them to promote writing and spellings using the same sounds. As your child progresses through the colours, set 2 and set 3 sounds will be introduced. Set 3 sounds contain a lot of alternative spellings. Please see below for key phrases your child may use when they are reading with you:

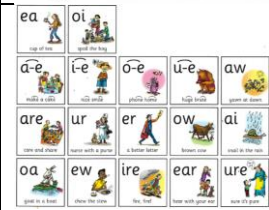
	<p><b>Fred</b> Fred is our frog who helps us to read. We use 'Fred talk' to sound out a word before 'pushing' it together to make the word. E.g. c/a/t - cat d/o/g - dog f/r/e/ d - fred</p>
	<p><b>Green Words</b> Green words can be read by sounding out each sound. We encourage children to 'fred the word' (say each sound you see) and 'push' the sounds together to read the word.</p>
	<p><b>Red Words</b> 'You can't Fred a red!' Red words are not phonetically decodable. Your child will be taught these words and their 'tricky' spelling. These words we just have to learn how to read and are used in the colour books in a specific order to ensure repetition and knowledge.</p>
	<p><b>Blue Words/Alien Words</b> These words are made up words, they are nonsense words which can be sounded out and pushed together to make a word. They support pupils to sound out words and read different material.</p>
	<p><b>Special Friends</b> Special friends are what we call a sound when 2 or more letters go together. Digraphs are 2 letters and trigraphs have 3 letters to combine to make one sound. 'Special friends' are taught in the second part of set 1 and all of set 2 and 3 are special friends.</p>
	<p><b>Set 1 Sounds</b> These are the first sounds your child will learn to read. They all have a picture and a rhyme to support the sound and letter formation. They are taught in this order: m/a/s/d/t/i/n/p/g/o/c/k/u/b/f/e/l/h/r/j/v/y/w/z/x Special Friends – sh/th/ch/qu/ng/nk/ff/l/ss</p>





### Set 2 Sounds

These are the next group of sounds your child will learn. They have a picture and a rhyme to support pupils and are all special friends. They are taught in this order:  
ay/ee/igh/ow/oo/oo/ar/or/air/ir/ou/oy



### Set 3 Sounds

These are the next group of sounds your child will learn. They have a picture and a rhyme to support pupils and are all special friends. Set 3 focus on alternative spellings. There are also 4 split digraphs (a^e/i^e/o^e/u^e) where a different sound comes in the middle, e.g. cake or smile. Set 3 sounds are taught in this order:  
ea/oi/a^e/i^e/o^e/u^e/aw/are/ur/er/ow/ai/oa/ew/ire/ear/ure/tion/tious/cious



### Story Book Colours

Once your child is able to read a few words together, they will move onto the reading books at different colour levels. The books become more complex and contain more sounds as the levels progress. Your child will be on the level which is best for them for as long as they need. Your child will bring home a reading book related to their level and class book each week. Red, Green, Purple, Pink and Orange books change every 3 days. Yellow, blue and grey have 2 books, which change weekly.

### How will I know how well my child is doing?

We will always let you know how well your child is doing.

We use various ways to find out how the children are getting on in reading. We use the information to decide what reading group they should be in. Your child will work with children who are at the same reading level as him or her. Children will move to a different group if they are making faster progress than the others. Your child will have one-to-one support if we think he or she needs some extra help to keep up. Everyone is an individual and we will work with your child at the speed and pace which is right for them.

We also use a reading test so that we can make sure that all our children are at the level that they should be for their age compared to all the children across the country.

In the summer term, the government asks us to do a phonics check of all the Year 1 children. That gives us extra information about their progress. We will talk to you about how well your child has done, and especially if we have any worries at all.

### How long will it take to learn to read well?

By the end of Year 2, your child should be able to read aloud books that are at the right level for his or her age. In Year 3 we concentrate more on helping children to understand what they are reading, although this work begins very early on. This happens when the teacher reads to the children and also when the children read their own story book.

By the end of Reception, the ELG are:

#### Comprehension:

- Demonstrate understanding of what has been read to them and by retelling stories using narratives of their own words and recently introduced vocabulary
- Anticipate 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 and 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.

### **How do I know the teaching will be good?**

All the staff have been trained to teach reading in the way we do it in this school. We believe that it is very important that all the teachers and teaching assistants work in the same way. Senior teachers watch other teachers teaching to make sure that the children are learning in the way we want them to learn.

If you are worried about the teaching or you have any questions, please come to school and talk to us.

### **What can I do to help? Is there anything that I shouldn't do?**

- Please use the same language we use in school and is explained above (fred talk/green words/special friends etc..)
- Please focus on the sounds not letter names. You can hear how to say the sounds correctly at this link: <https://ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>
- Your child will bring home reading materials, which are at the right level for them. Please read each night and write a comment in their reading log. *Please* trust your child's teacher to choose the book(s) that will help your child the most.
- It is really important you talk to your child about what they are reading. Encourage them to answer questions and make predictions about what might happen in the story.
- Sometimes your child might bring home a picture book that they know well. Please don't say, 'This is too easy.' Instead, encourage your child to tell you the story out loud; ask them questions about things that happen or what they think about some of the characters in the story. There is always a reason your child is bringing that book home, or is on that level. If you are concerned, please contact Miss Gallagher who will be happy to explain and work with you to ensure your child is progressing.

We know parents and carers are very busy people. But if you can find time to read to your child as much as possible, it helps him or her to learn about books and stories. They also learn new words and what they mean. Show that you are interested in reading yourself and talk about reading as a family. You can find out about good stories to read to your child here: <https://www.facebook.com/miskin.education>

### **Does it matter if my child misses a lesson or two?**

It matters a lot if your child misses school. The way we teach children to read is very well organised, so even one missed lesson means that your child has not learnt something that they need to know to be a good reader. If your child misses the introduction to a sound, it is very tricky for them to catch up.

### **What if he or she finds it difficult to learn to read?**

We want children to learn to read, however long it takes us to teach them. We will find out very quickly if your child is finding reading difficult. First, we move children to a different group, so that we can make sure that they have learnt what they need to know. If they still struggle, we give them extra time with an adult, on their own. These adults are specially trained to support these children. Your child will still be in the same group with the other children and won't miss out on any of the class lessons.

If we have any serious worries about your child's reading, we will talk to you about this.

Some children take a bit longer to learn to put sounds together to read a word, e.g. c-a-t to make the word 'cat'. Further information and support will always be provided in class and additional support for home too.

### **What if my child turns out to be dyslexic?**

The way we teach reading is especially helpful for children who might be dyslexic. This is because we use a very well-organised programme that has a strong focus on phonics. This is very important for children who find learning to read difficult. If you are worried about your child, please come and talk to us.

### **My child has difficulty pronouncing some sounds. Will this stop him learning to read through phonics?**

This isn't a problem for learning to read as long as we know what sound the child is trying to say. This is not something to worry about. Many children have a few sounds that they can hear clearly but find it difficult to say, particularly the l-sound, r-sound, w-sound, th-sound, s-sound, sh-sound and j-sound. Often they say a t-sound for the c-sound; "ttssh" for the s-sound; "w" for the r-sound and "r" for the l-sound.

You can help your child by encouraging him or her to look at your mouth when you say the sound. Whatever you do, do not make your child feel a failure. They can easily learn to read, even if they find one or two sounds difficult to say.

We will speak with you if any concerns arise and discuss ways to support your child. Everyone is an individual and we will adapt if needed.

Don't hesitate to contact us if you have any concerns. We are here to help.

**Letter Formation**

























Handwriting is a very difficult skill to master, and takes some children a long time. Begin by helping your child to write their name, **using a capital letter for the first letter only.**

Fine motor skills are an important factor in handwriting and we will complete lots of activities designed to promote motor control.

RWI teaches letter formation alongside the sound with a rhyme for each word.

*Sounds are not taught in alphabetical order. Capital letters are important once all lower case letters are taught and not until your child is reading CVC/CVCC words consistently.*

Rhymes for letter formation – taken from Read Write Inc.

a 	b 	c 	d 	e 	f 
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaurs bottom, up his tall neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.
g 	h 	i 	j 	k 	l 
Around the girls face, down her hair and give her a curl.	Down the head, to his hooves and over his back.	Down the body and dot for the head.	Down his body, curl, dot for his head.	Down the kangaroo's body tail and leg.	Down the long leg.
m 	n 	o 	p 	qu 	r 
Down Maisie, mountain, mountain.	Down Nobby and over his net.	All around the orange.	Down the pirates plait and around his face.	Round her head, up past her earring, down her hair, and flick.	Down the robots back and curl over his arm.
s 	t 	u 	v 	w 	x 
Slither down the snake.	Down the tower, across the tower.	Down and under, up to the top and draw the puddle.	Down a wing, up a wing.	Down, up, down, up.	Down the arm and leg, repeat the other side.
y 	z 				
Down a horn, up a horn and under head.	Zig-zag-zig.				

**Oxford Owl Reading**

As part of RWI, your child will have an individual login to Oxford Owl. Each term, this will provide access to an online learning platform where parents can access the same reading materials that we are focusing on in their RWI lessons.



Each story is on the portal with a quiz at the end to demonstrate understanding and provides children with an opportunity to share their views on the story.

Oxford Owl generates a report for the class teacher so that they can see clearly how well your child is applying their phonetical skills at home.

Further details and guidance will be provided during the first term, once RWI is set up for the new intake.

## 9. Shared Reading

### What is shared reading?

Shared reading is when you and your child read the same book together. Your reading will support your child and give them confidence. It also gives time for discussing the book, looking at the pictures and making connections between the book and your child's own experiences.

Reading should be free from any pressure. It should be a time without competition from other people, or distractions such as television or loud music. Children should learn to enjoy books, and so learning to read should be enjoyable too.

### IN SCHOOL...

- ★ Each week we will have a focus book, which we will read, explore and complete different activities.
- ★ Stories will be varied and include a range of topics and themes.

### How can I do to help my child?

- ★ Choose a time that suits both you and your child, and sit close together in a warm, quiet, comfortable place.
- ★ Allow your child to hold the book.
- ★ Spend a few moments talking about the book. Look at the picture on the front, talk about the title, ask your child what they think the story might be about.
- ★ Read the book to your child, moving your finger smoothly under the words as you read. Allow plenty of time for discussion before you turn the page. Ask questions to help them, such as *What can you see? What do you think will happen next?*
- ★ Re-read the book as often as your child wishes, encouraging them to join in with repetitive phrases.



## 10. Mathematics Learning in Reception

### What will my child learn in reception?

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

There are two early learning goals for mathematics:

### Early Learning Goal – Number: Children at the expected level of development will:

- ★ 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.

### Early Learning Goal - Numerical Pattern: Children at the expected level of development will:

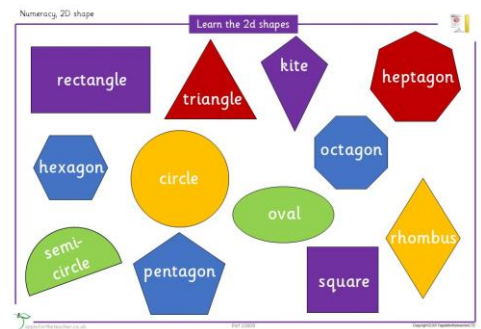
- ★ Verbally count beyond 20, recognising the pattern of the counting system
- ★ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- ★ Explore and represent patterns within numbers up to 10, including evens and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

### What can I do to help my child?

There are many ways you can help your child in maths. Adults use lots of maths at home, in everyday activities such as cooking, shopping, and DIY. We use a wide range of maths while spending money, measuring, calculating and so on. You can help your child by talking to them about the maths you are using.

You also help your child by doing some fun maths with them for a few minutes each day:

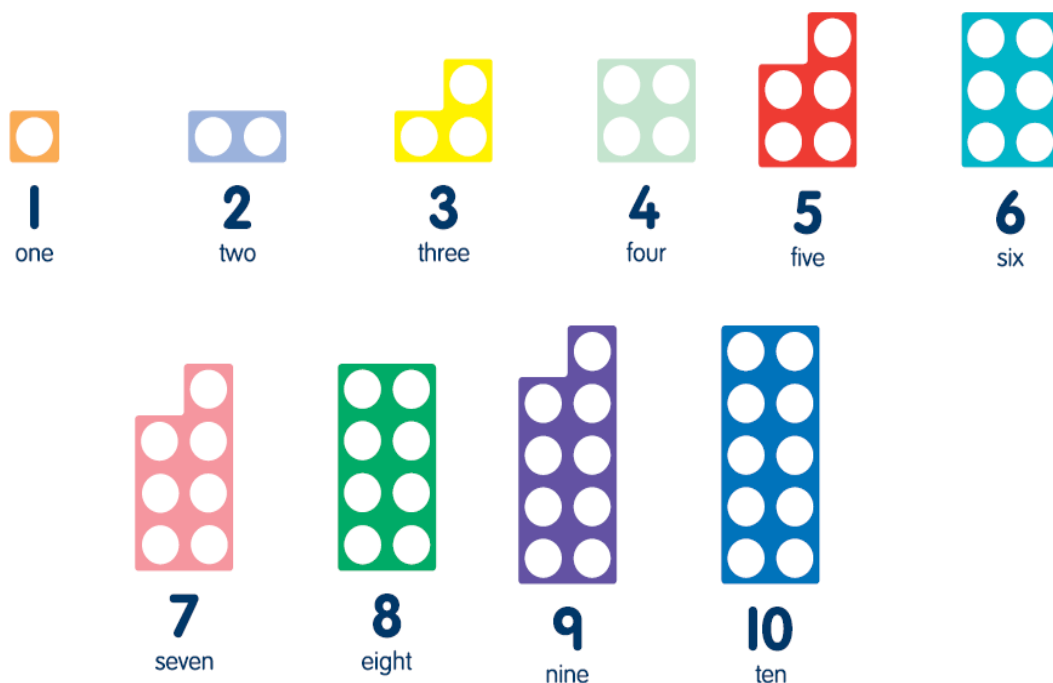
- ★ Use number rhymes and songs.
- ★ Count everything! Stairs, steps, toys, teddies etc...
- ★ Talk about:
  - ★ How many people are in the queue at the supermarket checkout?
  - ★ How many knives and forks you will need to set the table?
  - ★ How many pegs are used for the washing?
  - ★ Which glass will hold the most orange juice?
  - ★ Whether there is a bigger plate to put the cake on?
- ★ Look for numbers in books and comics, on posters, signs, buses and cars.
- ★ Talk about the shapes of things.
- ★ Take part in a cooking activity with your child – baking a cake/biscuits etc...



### What resources do you use in school?

In school we use a range of real objects for counting. We will also use items your child is interested in to promote engagement (e.g. dinosaurs).

'Numicon' is an amazing resource used to help children to learn about number. It is very helpful if children have their own sets to play with at home. These are available for parents to purchase from many online retailers. We will use numicon throughout their journey at primary school so a secure foundation with this resource is invaluable.



# Understanding Mathematical Concepts – Mastering Number

## What is Mastering Number?

Mastering number is a new programme for primary pupils. Your child will start mastering number in reception and continue into year 1 and year 2. It is aimed at strengthening the understanding of number and fluency within number facts. In Reception, the focus is on the concept of knowing how many items there are without the need to count (to 5), creating a deep understanding of numbers to 10 and introducing doubles and number bonds later in the year. Sessions will be daily for around 15 minutes for each child.

## Mastering Number uses SMALL numbers to create BIG ideas.

It may seem that we are focusing on numbers, which your child already knows. This is great, but the deeper understanding and fluency with number facts are important for your child to fully develop and understand.

Repetition is key in embedding knowledge. For example, if we know:

$$2 + 8 = 10$$

We also know:

$$20 + 80 = 100$$

$$200g + 800g = 1000g$$

$$£2 + £8 = £10$$

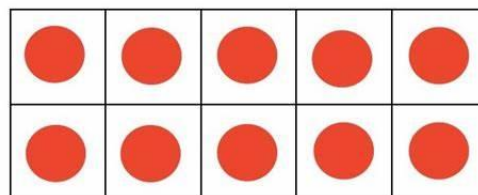
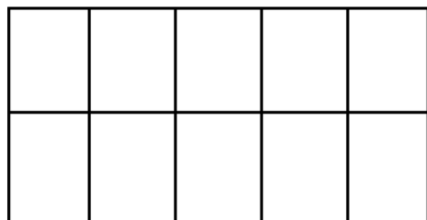
$$8 + 2 = 10$$

$$8000 + 2000 = 10,000$$

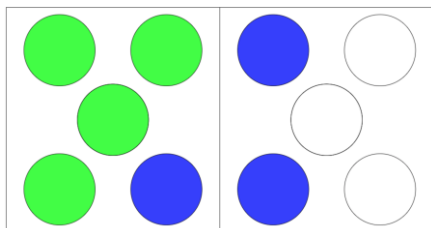
etc....

## Mastering Number Resources:

### 10s frames



### Dice frames



### Rekenrek



## **11. AN A – Z INFORMATION GUIDE FOR PARENTS**

### **ABSENCE**

If your child is absent from school because of illness please telephone the school on the first morning of absence, before 9.30am. Our school policy is to call any parent who has not called us by that time.

Holidays in term time will **not** be authorised except in VERY exceptional circumstances, in which case authorisation is at the discretion of the headteacher and governing body.

### **ACCIDENTS AND ILLNESS AT SCHOOL**

If a child has an accident or becomes ill at school, a message will be sent asking a parent to come and collect the child. If the accident is serious and requires urgent medical treatment, the child will be taken to hospital. At the same time a message will be sent home giving details of the accident and hospital concerned. We keep a list of addresses and phone numbers of parents for use in an emergency. **It is essential that you keep us informed of any changes.**

### **AFTER SCHOOL CLUB**

We run an After School Club Monday to Thursday, 3.20pm to 5.00pm. The cost is £10 for the full session and places need to be booked and paid for in advance with Mrs Prestage, the school secretary. The children are provided with a light snack and a variety of activities are scheduled for each day.

### **ATTENDANCE**

It is a parent's legal responsibility to ensure their child attends school and arrives on time. Regulations state that if a child arrives at school after the close of register this must be recorded as an unauthorised absence. It is the school's responsibility to ensure that children are safe and as such we will continue to make contact with parents to ensure that all is well if a child is not at school.

As a general rule, for children to be achieving well at school, they need their attendance to be above 97%. We monitor attendance on a weekly basis and send letters out to parents whose child's attendance is below 97% each term. If a child's attendance continues to be poor or deteriorates, we will arrange a meeting with parents to talk about how we can support them in turning attendance around. If absences continue we will set a joint meeting with the local educational Welfare Officer to discuss how we can help. Our Attendance Policy follows KENT guidelines and standard Penalty Notice Protocols.

If your child is only a little under the weather, we would ask that you send them to school – absences accrue very quickly and odd days off here and there really do matter. If they become unwell during the day we will contact you. We do not authorise term time holidays unless there are very exceptional circumstances.

### **BOOKS AND MATERIALS PROVIDED BY SCHOOL**

Children are allowed to take home some books or materials from school with the teacher's permission. We would ask that they are well looked after. Our hardwearing school book bags are essential as children will be bringing books backwards and forwards with them throughout their time at school. Other designs or styles are not appropriate as they do not fit into the children's boxes. Reading books must be sent in daily.

### **BREAKFAST CLUB and WAKE UP CLUB**

Children may attend breakfast club which takes place every day from 8.00am – 8.30am. The cost is £2.50 per day. Breakfast, child-care and playtime is provided but places need to be booked in advance with Mrs Prestage, the school secretary. At 8.30am the children go straight into class to get ready for the school day.

### **BUDDIES**

When reception children come in for the welcome picnic they will meet their 'buddy' who will help look after them when they join in September and be their special 'go to' older friend who will look after them on the playground and around the school. Buddies are our current year 5 children who will be in year 6 (top year of the school) from September.

## **CLUBS**

We offer a range of clubs for the children. Some of these will be open to our youngest children, although they are usually quite tired by 3.20pm. A list of the available clubs will be sent to you early in September and will be updated if need be as the terms progress.

## **COLLECTIVE WORSHIP AND RELIGIOUS EDUCATION**

Under Section 25 of the Education Act 1944 all parents have the right to withdraw their children from religious worship or instruction. This is very unusual at this school because we are a school with a Christian ethos and parents choose the school knowing this.

## **CURRICULUM OVERVIEWS**

Curriculum overviews, summarising the topics to be covered in class this term, are available for parents to read on the school website by the end of the first week of each term: [Class Pages | Sundridge and Brasted CE Primary School](#)

## **E-MAIL COMMUNICATIONS**

In order to reduce the volume of paper used in school and to facilitate good communications between school and home, we endeavour to send out general letters such as newsletters and reminder notes by e-mail or via Tapestry. As such, please remember to check e-mails and notifications regularly and read the contents! Paper copies of emails and letters sent from the school office are always available on request.

## **EMERGENCY CONTACT NUMBER**

Please ensure that we have an up-to-date emergency telephone number for you and/or a contact person at all times.

## **ETHNICITY**

The Department for Education requires that we collect information concerning our pupils' ethnic background. We submit information based on the admissions forms completed by parents when children join us.

## **FOSBS**

A committee of volunteers run the Friends Of Sundridge & Brasted School and every parent is a member. For further information ask at the school office. FOSBS can only run if everyone is supportive of it and gets involved. This income generated is really beneficial to the children and enables us to purchase additional exciting items, which would not be possible from school budget such as a large screen TV for the hall, an outdoor classroom, a climbing wall, books and numerous smaller items. Please offer your help to the committee and get involved.

## **FREE SCHOOLS MEALS**

There are currently two systems available: A government funded universal free school meal programme available to all reception, year 1 and year 2 children. This is optional but most of our children do have the free meal, most if not all days.

The second system is via an application to KCC for free school meals, eligibility for which is assessed via the parents' National Insurance Number and dependent of the parents receiving one of a number of specific benefits. Please note that much of the school's normal funding for education is allocated according to the needs of its pupils. The level of need is assessed through children's entitlement to this 'Free School Meals' scheme. It is important that if you are entitled to this you do claim it as if do not claim it we will not receive our full quota of funding for teachers / resources etc. Please consider whether you fulfil the criteria (found at [www.kent.gov.uk/education-and-children/schools/free-school-meals](http://www.kent.gov.uk/education-and-children/schools/free-school-meals)) and apply for this if appropriate; it will make no difference as far as lunches are concerned until your child reaches Key Stage 2, but will make a significant difference to the funding the school receives to educate your child. The application is in confidence. We will merely receive a notification of a successful application. You would still have the option to send in a packed lunch if preferred.

## **GLASSES**

Children are not permitted to wear glasses for PE or games unless we have written permission from you.

## **GOVERNORS**

Sundridge & Brasted School is controlled by the Governing Body of the Darent Federation of Schools. The Governors represent a cross section of the community and there is currently one Parent Governor on the Committee.



## **HAIR**

For health and safety reasons children with long hair are required to keep it tied back at school. Plain red or black hair fastenings are acceptable. As children mature and become more conscious of their appearance they like to experiment with their hair and with make up. Hair styles for school should be neat and tidy and of a conservative style. Gel should be used very sparingly. Please check your child's hair regularly for head lice, treating them straight away and informing the school office if any are found.

## **HOME TIME**

In the interests of safety, if a child is being collected at the end of school by anyone other than the parent, please notify the school in person, by telephone or by email. The children in Squirrel class are collected from the classroom door and dismissed individually by class staff to the child's parent/carer.

## **HOMEWORK**

Homework takes the form of reading at home. We would appreciate the co-operation of parents in supporting their child with this. Reading is the basis of all learning and everything else depends upon it.

## **INTERNET**

The school computers have access to the internet and pupils will be taught responsible use of it. Every precaution is taken to ensure that children will not access unsuitable material, however due to the constant changing nature of the internet no system is perfect. Children are taught from reception about e-safety, including what to do if they see something on the screen that they don't like. Sometimes pupils' work or photographs could be displayed on the school website. We require that an internet access usage form be completed and returned to the school.

## **LOST PROPERTY**

All belongings brought into school should be marked with your child's name. We cannot return it to you if it is not named. We have a lost property box in the office foyer. If your child returns home with a wrong item of clothing or any property which does not belong to them it should be returned promptly to school. **Children should not bring toys into school.**

## **MEDICAL APPOINTMENTS**

Children cannot be allowed to leave school on their own to visit the doctor, dentist etc. If you need to collect your child for an appointment you should notify the school office beforehand and collect your child from the school office. We strongly urge parents to book routine medical appointments for after school hours and holidays but we understand that some appointments are allocated by medical professionals and have to be attended at their request.

## **MEDICAL HISTORY**

Medical history is a valuable source of information to the school when considering the pupils' needs. It would be helpful if you could complete and return to the school the medical history form included in our admissions forms.

## **MEDICALS AND HEALTHCARE**

Medical examinations are held from time to time, carried out by NHS Community Trust, and you will be advised as necessary. First aid is available for pupils with minor injuries incurred at school, administered by staff who are designated first aiders.

## **MEDICINE**

We will administer prescribed medicine if required. You will be asked to complete the appropriate forms which detail the medicine, the prescribed dosage, and duration of the course of treatment. The medicine should then be sent into school in the original container, with the pharmacy's label and child's name clearly shown.

## **MIDDAY MEALS**

At present school meals are provided by an outside contractor. Details will follow as KCC are in the process of changing our supplier. Please let the school know if your child has particular dietary needs. **ALL CHILDREN IN RECEPTION AND KEY STAGE 1 (years 1 and 2) ARE CURRENTLY ENTITLED TO A MIDDAY MEAL EVERY DAY AT NO CHARGE.** (Parents who would prefer to provide their child with a packed lunch for midday may still do so if they wish.)

**NB** Much of the school's normal funding for education is allocated according to the needs of its pupils. The level of need is assessed through children's entitlement to 'Free School Meals'; a program which is different to that above.

This is very confusing, however it is important as if you are entitled to this and do not claim it we will not receive our full quota of funding for teachers / resources etc. Please consider whether you fulfil the criteria ([Online FSM Application \(cloudforedu.org.uk\)](https://www.cloudforedu.org.uk)) and apply for this if appropriate; it will make no difference as far as lunches are concerned until your child reaches Key Stage 2, but will make a significant difference to the funding the school receives to educate your child.

#### **MILK**

We provide milk at lunchtime every day for any child who would like it.

#### **NATIONAL CURRICULUM**

All DfE documents relating to the National Curriculum are available for inspection at the school and are also available online.

#### **NEWSLETTER**

The link to our weekly newsletter is e-mailed to each family every Friday. The newsletter contains valuable information about what has happened in school each week and what is due to happen in forthcoming weeks. It also includes all term dates and is updated with event dates as the year progresses. Please read it!

#### **PARENTS' EVENINGS AND INTERVIEWS**

We have regular teacher/parental consultations which may be in person or via Microsoft Teams when there is an opportunity to discuss progress with the class teacher. Individual appointments are made for this purpose. We are always happy to discuss your child's progress by appointment at any time. If we feel that there is a learning difficulty or any other problem, we will invite you to come and discuss it with us.

#### **PE/GAMES CLOTHING**

On PE days, children need to attend school in their PE kit and bring their uniform to change into afterwards.

#### **PERSONAL PROPERTY**

The school does not accept responsibility for loss or damage to personal property of pupils. Marking clothes and other property with your child's name is, therefore, of the greatest importance.

#### **READING LOG BOOK**

Children are given a reading log book to bring home with their reading materials for both parents and teachers to make comments. This enables parents and teachers to communicate with each other about reading progress.

#### **SCHOOL/HOME AGREEMENT**

We encourage that you share this agreement (found within our admissions forms) with your child. This then promotes the important partnership of parents, child and school in your child's education. Our school/home agreement is included within our admissions forms.

#### **SCHOOL TIMES**

School begins at 8.50am and finishes at 3.20pm, although particularly at the start of the school year, Squirrel class are may be released a little earlier to enable them to be reunited with their parents before the older children leave school. Parents may bring their children to the school gate in the mornings from 8.30am and are asked to collect them from classroom at the end of each school day. When the school gate opens at 8.30am the children will go straight into class to get ready for 8.50am registration.

#### **SECURITY**

For reasons of security, the gates into the school are locked and anybody wishing to enter the school must report to the main office, which is found through the blue door on the front of the building.

#### **SHOE LACES AND ZIPS**

Children are expected to be able to dress themselves and should be able to fasten their own shoes and operate zips and buttons on their clothing. They should also be able to change into and out of PE clothes. Plain black leather shoes should be worn with school uniform – boots, open-toed sandals, canvas shoes or trainers are **not** appropriate.

## **STAYING IN AT PLAYTIME**

If for some medical reason you wish your child to stay indoors at a playtime, please send an explanatory note via email to the school office.

## **SNACKS AT SCHOOL**

We promote healthy eating and encourage our pupils to drink plenty of water throughout the day. Reception and Key Stage 1 pupils are provided with fruit mid-morning which is free of charge. Key Stage 2 children may buy fresh fruit which is priced in order to cover the cost. Parents may provide a healthy mid-morning snack for their child e.g., fruit. We do not allow sugary snacks or snacks that contain 'E' numbers. Pupils should also bring water in a named bottle; no juices or fizzy drinks please.

**The school has a 'no nuts' policy so please ensure that no food that is brought into school contains nuts.**

## **UNIFORM**

We expect every child to wear smart school uniform details of which are listed below. Children should wear plain black leather shoes with their uniform. Trainers, boots, sandals and canvas shoes are not acceptable and should not be worn for school. For health and safety reasons children must change for PE and earrings should be removed or covered with tape. Make-up is not appropriate at primary school and children should not wear temporary tattoos or nail varnish to school.

The school uniform is as follows:

Day wear:        Grey trousers/shorts/ school tartan skirt \*  
                     Plain white polo shirt – (Reception children only)  
                     Red/white gingham summer dress (no white panels)  
                     Red V neck knitted sweater with school logo \*  
                     Red knitted cardigan with school logo \* (optional)  
                     Black or grey socks, black tights or white ankle socks with skirts/dress  
                     Black leather style school shoes (no boots or trainers)

PE Kit:            Black shorts \*  
                     Red and black polo shirt with school logo \*  
                     Red crew neck t-shirt with school logo \* (optional)  
                     Plain black tracksuit trousers without any logos  
                     Short white socks  
                     Trainers

Outer wear:     Plain winter coat, preferably with hood and zip.

\*All school uniform specific to our school is available from Price & Buckland via a link on our school website. Price & Buckland can also supply bookbags, PE bags, beanie hats, summer hats with the school logo and a red or black winter coat (without the logo) if required.

### **ALL CLOTHING MUST BE MARKED CLEARLY WITH THE CHILD'S NAME**

**We cannot return items of clothing to their rightful owners if they are not named!**

## **VISITS**

Educational visits are made in connection with curriculum work. You will be informed of these and of the cost involved and you will be asked to give your consent. Visits to places within walking distance of the school also take place and we normally inform you about these. Our general consent form for local walks/visits is included within our admissions forms.

## **WATCHES AND JEWELLERY**

Jewellery **should not** be worn to school. It is easily lost or broken and in some circumstances jewellery can be dangerous. Pierced ears should have only a single piercing in each ear with small plain studs to avoid accidental injury to the ear and all earrings must be taken or covered with micropore tape (to be provided by parents) out on days of PE and games lessons.

## 12.Term Dates

### Sundridge & Brasted CE Primary School

### Term Dates for the Academic Year 2024 – 2025

#### Term 1

*Staff Development Days – Monday 2nd September, Tuesday 3<sup>rd</sup> September and Friday 25<sup>th</sup> October*

Term starts Wednesday 4<sup>th</sup> September ----- Last day of term Thursday 24<sup>th</sup> October

#### Term 2

Term starts Monday 4<sup>th</sup> November ----- Last day of term Friday 20<sup>th</sup> December

#### Term 3

Term starts Monday 6<sup>th</sup> January ----- Last day of term Friday 14<sup>th</sup> February

#### Term 4

Term starts Monday 24<sup>th</sup> February ----- Last day of term Friday 4<sup>th</sup> April

#### Term 5

*Bank Holiday Monday 5<sup>th</sup> May*

Term starts Tuesday 22<sup>nd</sup> April ----- Last day of term Friday 23<sup>rd</sup> May

#### Term 6

*Staff Development Days – Monday 21<sup>st</sup> July and Tuesday 22<sup>nd</sup> July*

Term starts Monday 2<sup>nd</sup> June ----- Last day of term Friday 18<sup>th</sup> July