

Trimley St Martin Primary  
School

# Meet the Teacher

**PRESENTATION**

Class:  
2023 - 2024





# What's this all about?

- ❑ Meet the team- [Who are we?](#)
- ❑ September 2023- [Any changes?](#)
- ❑ Year Expectations- [What my child needs to learn](#)
- ❑ Assessment & Reporting- [How I know what my child can do](#)
- ❑ Homework- [Reading, spelling and maths](#)
- ❑ General Info
- ❑ Timetables- [Our whole school challenge](#)
- ❑ P.E. — [What days](#)
- ❑ School website/Tapestry- [How we share information](#)



# Reception



Mrs. Campbell



Mrs. Kerr



# ● ● ● | Reception Team



Mrs. Smith



Mrs. Goodhand



Miss Holliman



# Reception Team



Mrs. Ostler



Mr.  
King



Mr. Childs  
PE  
Teacher





# Our Inclusion Team



Ms. Rowe  
Learning Behaviour  
Lead  
DDSL

Mrs. Ross  
SEND  
CO  
DSL



Mrs. Matthews  
DDSL



Mrs. Pelling  
Intervention  
Lead

DSL/DDSL- Designed Safeguarding Lead/Deputy DSL



# End of Year Expectations

## Maths Objectives for Year R

By the end of Reception, most children should be able to...

### 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.






# Literacy Objectives for Year R

By the end of Reception, most children should be able to...

## 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.





# How well is my child doing?

There will be 2 parents evenings, a short interim report and a full end of year report for your child.

We will update you on their learning through Tapestry and chats on the gate!



# Attainment

## My Learning Journey so far...

My view...

My Parent/Carer's view...

My Key Person's view...

### Characteristics of effective learning

#### Playing and exploring – engagement:

Finding out and exploring.  
Playing with what they know.  
Being willing to 'have a go'!

#### Active learning – motivation:

Being involved and concentrating.  
Keep trying.  
Enjoying achieving what they set out to do.

#### Creating and thinking critically

– thinking:  
Having their own ideas.  
Making links.  
Choosing ways to do things.

Child's Name:

Date of review:

Parents/Carers:

Key Person:



# Attainment



Trimley St Martin Primary School

## School Report

2022 - 2023

Pupil:	
Class Teacher:	Mrs Campbell & Mrs Kerr
Year Group:	Reception

### Attendance Summary

2021 - 2022	
Sessions	%
382	%

What expected % of days?

### Pupil View

Things I've done well this year...

Things I've learnt this year, that I didn't know before...

Things I'd like to work on or get better at next year...

What's important to me now?

What's important to me in the future?

### Teacher View

My First Year at School:

Communication and Language and Literacy

Mathematical Development

### Key Learning Priorities for Year 1

Reading:

Writing:

Maths:

Spelling:

Mrs Campbell & Mrs Kerr Date: July 2023

### Early Learning Goals

Area of Learning		Emerging	Expected
Communication and Languages	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		✓
Mathematics	Number		✓
	Numerical Patterns		✓
Understanding the world	Past and Present		✓
	People, Culture and Communities		✓
Expressive Arts and Design	The Natural World		✓
	Creating with materials		✓
	Being imaginative and expressive		✓

### Head Teacher View

Comments

Signed Mrs Ross Date: July 2023

# Interactive Learning Journey

- At TSM we use the on- line Learning Journey called “Tapestry”
- Parents will be given a code to view their child’s Learning Journey & add to it themselves.





# Blog

- Our school website has a blog where we add information about what the children have been learning.

# Knowledge Organisers



Reception: Knowledge Organiser: Autumn 1: It's Good To Be Me

## Key Books this term:



### Pete the Cat – Rocking in my school Shoes/ The Colour Monster Goes To School

These books are all about starting school.  
Key vocabulary: school, community, classroom, corridor, dinner hall, library, playground.

**Possible experiences:**  
Tour of the school, creating a photo montage of our school, rules and routines, gratitude board (5 main classroom rules), designing our own coat peg label, learning about the roles of important people in our school.



### In every house and on every street! The Whale Song

This book will help us to learn all about different communities.  
The children will be talking about their families and learning about our local community.  
Vocabulary: family, mum, dad, brother, sister, grandad, grandma.

**Possible experiences:**  
We will be talking about our families, who is special to us, sharing our 'All about me' bags, drawing pictures of our families and learning to draw a self portrait, bringing in a family photo. We will also begin talking about how we have changed, "When I was a baby".



### Houses and Homes around the World The Three Little Pigs

We will be talking about the houses that we live in, exploring houses in our local community and comparing those to houses around the world.  
Vocabulary: house, flat, bungalow, terraced house, window, door, roof, chimney, garden, fence, wall.

**Possible experiences:**  
Learning about our local community, where we live, the houses we live in, comparing our houses to those around the world. Retelling The Three Little Pigs, investigating building materials and building houses.



## How can you learn at home?

### Encourage independence –

Teach your child how to get dressed independently, including putting on their own coat and shoes.

### Our Family –

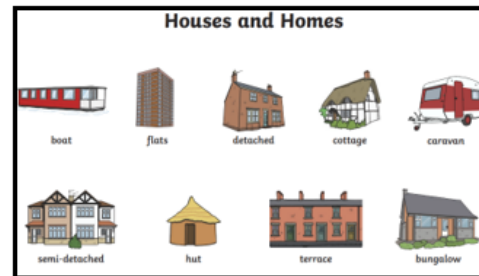
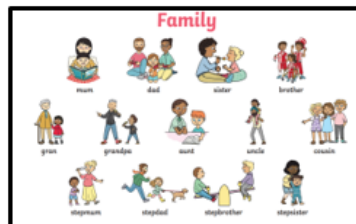
Can you name the members of your family?  
Can you talk about the things you like to do as a family?

Create a picture of your family/ make a family tree.  
What special events have you shared together as a family?

Find a photograph of your family and bring it to school to share with your class if you haven't already.

### Singing/Rhymes

Practise singing nursery rhymes.



Starting School



Spring



Summer



Autumn



Winter







### Music: Charanga – Me!

Pulse : the regular heartbeat of a piece.  
I can keep a steady pulse with some accuracy.  
I can imitate movements in response to music.  
I can sing a variety of nursery rhymes and action songs.



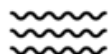
### Understanding The World:

To explore the world around us, making observations of colour.  
To participate in discussions and offer my own ideas using scientific words.  
To understand some important processes and changes in the world, including colour and how they change by mixing.



### Physical Development: Gross and Fine motor Skill

Gross and fine motor movement using wavy lines, zig zag lines and arches.



### Physical Development – Spatial awareness / Fonky Feet

We will be playing listening and attention games PE that will involve the children negotiating the space around them, carefully changing direction etc. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

### Expressive Arts and Design: Art /D&T

Painting and drawing focus: using colours for a purpose and specific tools for using lines and circles to represent shapes and objects. Exploring how we can mix colours

We will be choosing colours for a purpose when we are learning how to draw a self portrait.

Tool bench / area learning how to small 'Tap Tap' boards and small hammers to tap pins into a cork board to make a picture using wooden shapes.

### Outdoor Explorers:

Exploring the changes that occur in the natural world in autumn. Looking at the signs of autumn and at autumn leaves, autumn seeds, squirrels, bird migration and spiders. Children will also learn to respect and care for the natural environment.



### Maths: Number and Place Value. Numbers to 5

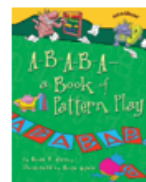
**Subitising:** is the rapid, accurate, and confident judgments of numbers performed for small numbers of items.

Comparing groups within 5 – using amounts up to 5 we will be comparing different numerical representations.

Comparing quantities of identical Objects / non identical objects



Key Texts:



Can you play subitising dice or card games at home?



### Literacy: Reading

Recapping concepts of print

Level 1: hearing initial sounds, oral blending.

Level 2: We will begin learning the sounds that some letters make.

We will begin with s, a, t, p, i, n, m, d, g, o, c, k

**Literacy: Writing:** We will be working on pencil grip, ensuring correct formation of letters in our name and giving meaning to our marks and symbols.

**Oral blending** – this is when you blend the sounds together to say the word (cat). We use a blending arm motion from left to right to help blend the sounds together.



Trippod pencil grip



### PSED: Being Me In My World (Who Am I and How Do I Fit in?)

Understanding who we are and that everyone is similar and different. Talking about and recognising our feelings. Working together and being kind. Becoming responsible members of the school community.

### RE: Why is the word 'God' so important to Christians?



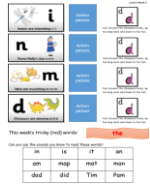
Each week we will be enjoy a different story in our daily 'Drawing Club' time. We will immerse ourselves in the story, learning new vocabulary, exploring the character setting and letting our imaginations soar as we wonder about different elements of the story.



# Reading

- We will begin sending out reading books and sounds sheets in the coming weeks. Initially our main focus is to really focus on getting to know the children and make sure they are happy and settled at school.
- Until we begin sending these out we please continue enjoying the class library books. We would encourage you to regularly read stories to your child, chatting about the characters and story and developing a love for reading.

# What Does Reading Look Like In Reception?



## Phonics Sound Sheets

Each Friday, your child will bring home new phonics sheets. These will show the sounds that have been learnt throughout the week. It will contain the picture, rhyme and action that goes with each sound. It will also contain a letter formation image and rhyme to show how to correctly write the letter. Each sheet will have a selection of words written with sound buttons that your child can practice reading. Regular practice and review of these phonics sheets will help your child build up their confidence with their phonics and reading skills.



## Mini Booklets

Each Friday, your child will bring home a folded paper mini-booklet. This booklet will include sounds that your child has already been taught in phonics and will have a particular focus on any new sounds taught this week. Your child should have all the knowledge they need to sound out all the words in these booklets. It will usually also contain a few tricky words written in red. All of the tricky words in the book will have been introduced and practiced in class, but your child may need help recognising and practicing it.

The main purpose of this booklet is to build confidence and show your child that they are able to achieve and succeed in reading. You should practice this booklet regularly until your child is able to read it fluently with 'a storytellers voice'.



## Rhino Readers

Each Friday, your child will be given a new Rhino Readers book. This book will also only include sounds and tricky words that your child has already been taught, therefore helping your child to build confidence in their abilities as a reader. Your child should re-read this book until they are able to read it fluently with a 'storytellers voice'.



## Book Bag Books

Later in the year, your child may also be given a 'book bag book'. This book is colour banded and will be based upon your child's reading ability and level of confidence with reading. It will broadly match the phonics that they have been taught in class but may include a few words that they are not able to work out with phonics alone. Therefore they may need some assistance reading parts of these books. These books can be changed throughout the week as often as necessary. We do however encourage your child to re-read it at least once to work on their fluency and expression. (We recognise that some children may read and re-read it on the same night/next morning and therefore may want to change this book frequently.)



# Reading In Reception

## □ **How much? How often?**

- Ideally, make reading a part of your daily routine and do something every night. Our school target is to **read at least 5 times a week** and an absolute minimum of 3 times a week.
- You do not need to do everything every night! Aim to spend 5-10 minutes with your child practicing their reading skills. That may be any combination of these activities, or may be just one. We would suggest that building confidence with the sounds and words on the phonics sound sheets and the mini booklets are the most important, so to start there and build the other activities in throughout the week if you have time.

## □ **In addition to this, don't forget to spend time reading and enjoying books with your child**



# Maths

When we begin sending our homework in a few weeks time, there will be a short maths game or activity to complete.

# Uniform

- Our uniform code has been updated:

- Children to wear P.E. kit to school on their PE days: white or royal blue top, royal blue shorts, charcoal grey/black joggers and royal blue jumper/hoodie. This has been updated by our Ambassadors with no track suits allowed.

- Watches and stud earrings allowed only.
- New KS1 Book Bags







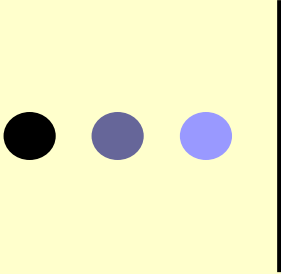
# Attendance & Holidays

- If a holiday request is unauthorised it is an **instant** fine
- All schools in the Felixstowe cluster are following the same process
- Felixstowe School may be different as it is an **academy**.



# Getting to speak to Teachers

- ❑ After school is best.
- ❑ Messages can be sent to teachers via Tapestry and the contact form on the class blog.
- ❑ Telephone appointments can be made through the school office.



# Who do I speak to about...?

## BULLYING

1<sup>st</sup> >> **Class Teacher**

2<sup>nd</sup> >> Senior Leader (Mrs Matthews, Mrs MacFarlane)

3<sup>rd</sup> >> Mrs Ross

## SEND

1<sup>st</sup> >> **Class Teacher**

2<sup>nd</sup> >> Mrs Lawrence

3<sup>rd</sup> >> Mrs Ross



# Who do I speak to about...?

## **CHILD'S LEARNING & PROGRESS**

1<sup>st</sup> >> **Class Teacher**

2<sup>nd</sup> >> Senior Leader (Mrs Matthews, Mrs MacFarlane)

3<sup>rd</sup> >> Mrs Ross

## **CHILD PROTECTION**

1<sup>st</sup> >> **Mrs Ross, Mrs Matthews or Ms Rowe**

2<sup>nd</sup> >> Mrs Mann (Governor) or Mrs Ainsley (Chair of Governors)



# Child Protection

- Report all child protection concerns to an adult  
>> preferably those listed on the following page.
- However **small** the information may be, we may already have other information about the child.

**Safeguarding children is everybody's business!**

Designated Safeguarding Lead (DSL)

**Mrs Samantha Ross**

Head teacher

It is your DUTY to report any concerns that you have about a child or an adult.

Deputy Designated Safeguarding Leads (DDSL)

**Mrs Joanna Matthews**

Assistant Teacher

**Ms Christine Rowe**

Learning Behaviour and

Pastoral Care Lead

Governors Responsible for Safeguarding

**Mrs Lucy Ainsley**

Chair of Governors

**Mrs Alicia Mann**

Safeguarding Governor



# Safeguarding children is everybody's business!

With the introduction of the newly updated “Keeping Children Safe in Education 2023”, we are rewriting our Safeguarding and Child Protection Policies.

All documents can be found on the school website.....

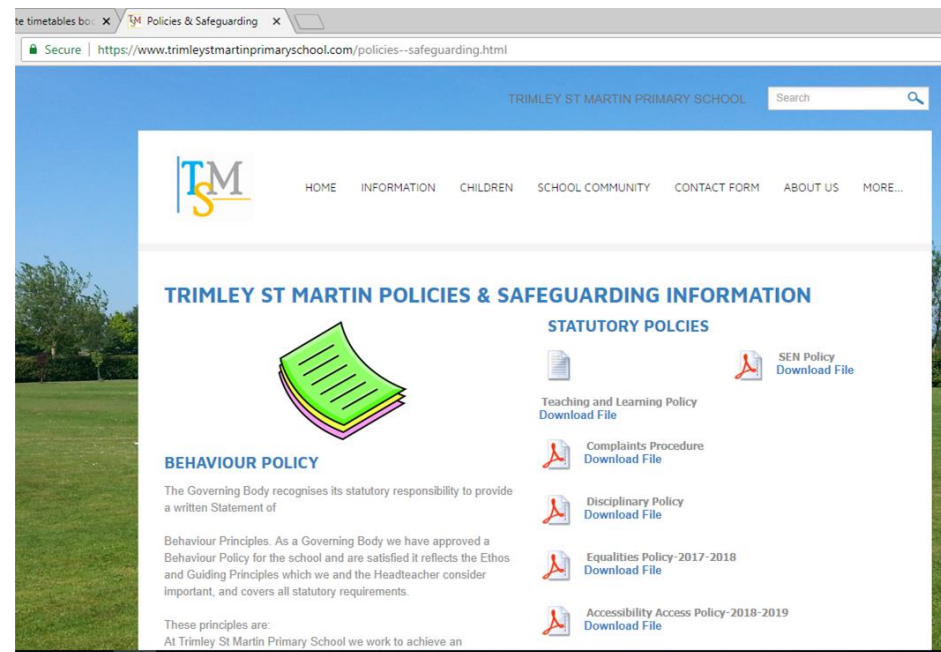


## Keeping children safe in education

Statutory guidance for schools and colleges

FOR INFORMATION ONLY

REVISED GUIDANCE WILL COMMENCE: 3 September 2018



# Timetable

8:45 - 9:15	9:15 - 9:45	9:45 - 11:30	11:30 - 11:45	12-1	1-1:30	1:30-2:30	2:30-3:00	3 - 3:30
M Morning Carousel		Explore and Learn 	Maths 	L u n c h	Drawing Club 	PE 	RE 	Story time
8:45 - 9:15	9:15 - 9:45	9:45 - 11:30	11:30 - 11:45		1-1:30	1:30-3:00		3-3:30
T Morning Carousel		Explore and Learn 	Maths 		Drawing Club 	Explore and Learn 		Story time
8:45 - 9:15	9:15 - 9:45	9:45 - 11:30	11:30 - 11:45		1-1:30	1:30-3:00		3-3:30
W Morning Carousel		Explore and Learn 	Maths 		Understanding The World 	Explore and Learn Outdoor Explorers 		Story time
8:45 - 9:15	9:15 - 9:45	9:45 - 11:30	11:30 - 11:45		1-1:30	1:30-3:00		3-3:30
T Morning Carousel		Explore and Learn 	Maths 		Drawing Club 	Explore and Learn	Music 	Story time
8:45 - 9:15	9:15 - 9:30	9:30-10:30	10:30-11:15	11:15 - 11:45	1-1:30	1:30-3:00		3-3:30
F Morning Carousel	PSED 	PE 	Snack/ Break		Drawing Club 	Explore and Learn		Story time

Trimley St Martin – Weekly Timetable – EYFS – Autumn Term 2023

Timings will vary according to the children's needs in the first few weeks



# Weekly Timetable

Facts about teaching arrangements in this class:

- PE is on a Monday and Friday (with Mr. Childs).
- Once we begin, mini books, sound sheets and Rhino reader books will be sent home on Fridays. We will change book bag books when needed throughout the course of the week.




# P.E



P.E. Kit needed in school on...

Mondays and Fridays– trainers, white t-shirt, royal blue shorts (in addition they may need a royal blue jumper/hoodie and charcoal/black joggers for cold weather).

Children are allowed to wear their PE kits to school on PE days.



# Outdoor Learning

The children will make use of our outdoor learning spaces all year round.

They will need suitable outdoor clothing and shoes.

Please can your child bring wellies, puddle suits or/and coats for this. Ideally these can be kept at school. Please ensure that everything is clearly named.





# Communication

To keep up to date please....

- Check book bags daily for letters
- Check emails
- Check Tapestry
- We will send out reminder texts

**CHECK OUR WEBSITE  
REGULARLY...**

Most information is on individual class blogs and Mrs Ross's News Blog.....

[www.trimleystmartinprimaryschool.com](http://www.trimleystmartinprimaryschool.com)





# Any questions?

Please direct your questions via our  
Class Tapestry  
Contact Form on class web page  
School email-  
[ad.trimleystmartin.p@talk21.com](mailto:ad.trimleystmartin.p@talk21.com)