



THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



LEARNING TOGETHER
IN FAITH & JOY

Information booklet for Class R

The Brilliant Blue Whales

This booklet aims to introduce our class and provide some initial information which we hope you will find useful.

Should you have any further questions, staff will be happy to discuss these with you. Please speak to staff on the classroom doors at drop-off or collection times, or contact them via the school office email address. Please note that we aim to respond to emails within 48 hours. If your enquiry is urgent, please contact the school office directly by telephone.

We hope you find this booklet helpful. For further information, please refer to the school website.

Contact Information

Telephone: 0114 288 3300

E-mail: office@thurgolandprimary.org

Website: www.thurgolandprimary.org

Class Dojo

We use the Class Dojo platform to share the many WOW moments from your child's learning and daily experiences in school. Information on how to sign up can be found in the Class Dojo section of this booklet.

Newsletters

Newsletters are emailed weekly on Fridays. On the first Friday of each half term, families receive a class newsletter containing key information about upcoming learning and events within your child's class. The remaining newsletters are whole-school newsletters, written by Mr Jordan, celebrating school life and sharing important updates.

Newsletters are also available on the school website and can be printed if required.





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Our Christian Vision

LOVING GOD, BLESS THURGOLAND SCHOOL



Children at Thurgoland CE Primary are encouraged to see that everyone is special and unique and, in this way, gain a sense of ourselves as a unique individual – that true self, or best self, God has created us to be.

The Church of England states that, when it comes to education,

"THE VISION IS OF GOD-GIVEN FULLNESS OF LIFE IN WHICH EACH PERSON IS BOTH BLESSED AND A BLESSING"

(Church of England Vision for Education p.12)

AND MAY IT BE A PLACE OF FAITH AND JOY

As educators we are all passionate about the way children are formed by the environment in which they grow. To become our best self we will need the environment that enables this.



Our vision is rooted in the Parable of the Mustard Seed (Matthew 13 31-32): **A mustard seed...**

"THE KINGDOM OF HEAVEN IS LIKE A MUSTARD SEED, WHICH A MAN TOOK AND PLANTED IN HIS FIELD. THOUGH IT IS THE SMALLEST OF ALL SEEDS, YET WHEN IT GROWS, IT IS THE LARGEST OF GARDEN PLANTS AND BECOMES A TREE, SO THAT THE BIRDS COME AND PERCH IN ITS BRANCHES."

We are a small school in a valley – but we believe like the mustard seed that high standards of education can have far-reaching impact and that our children will grow into those who bless others through their careers, caring and vocations. One tiny seed just like one small child carries a world of potential.

Thurgoland CE Primary School is surrounded by beautiful countryside where farming and growing is part of daily life. The parable of the mustard seed provides a link with the historic roots of the school.

With our caring and nurturing ethos firmly embedded in all that we do, every member who joins our school whether child or adult, like the small mustard seed, is welcomed into a learning environment so that they grow and flourish in its broadest sense – academically, socially, morally, physically and spiritually.



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LOVE TO LEARN



GIVE IT A GO



BE RESILIENT



AIM HIGH



SHOW RESPECT

BY WORKING AND PLAYING TOGETHER WE CAN LOVE, LEARN AND RESPECT



TOGETHERNESS

Through working and playing together in peace and harmony, Team Thurgoland embody the concept born from the African philosophy of "ubuntu" – a concept in which your sense of self is shaped by your relationships with other people – underpins how we work together in peace and harmony to become our best self. It's a way of living that begins with the premise that "I am" only because "we are."

Our children, our staff, our families and our community – together we are Team Thurgoland.

"IT HAS BEEN SAID BEAUTIFULLY AND PROFOUNDLY, THAT OUR GOD IN HIS MOST INNER MYSTERY IS NOT SOLITUDE, BUT A FAMILY."

(John Paul II)

**"I AM BECAUSE
WE ARE."**

WE KNOW YOU ARE WITH US. HELP US BECOME OUR BEST SELF

At Thurgoland CE Primary School, everyone is inspired to reach their full potential and become their best self, to make the world a better place.

"BELOVED, WE ARE GOD'S CHILDREN NOW: WHAT WE WILL BE HAS NOT YET BEEN REVEALED" (1 JOHN 3:2A)

We are committed to promoting a growth mindset. In line with Christian teaching, at Thurgoland CE Primary School, there is a big emphasis on everyone striving to move from their former self to a self that has to be found: growth and renewal.

**TO MAKE
THE WORLD A
BETTER PLACE.**



BEST SELF

AMEN



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Welcome to Reception Class aka The Brilliant Blue Whales

The Reception team is made up of Mrs Matthews (teacher) and Mrs Bamforth (Teaching Assistant). Mrs Batty will join the team every other Friday to support whilst Mrs Matthews has her PPA time.

The classroom is located at the top of the corridor on the right-hand side.

Our aim in Class R is to help your child to be their BEST SELF. Children are offered a broad and exciting curriculum where we foster their love of learning. We encourage and support them to take increased personal responsibility for their learning behaviours while supporting them to become more independent learners as they prepare for their transition to Key Stage 1, Class 1.

Learning and development follow areas of the Early Years Curriculum known as Early Years Foundation Stage (EYFS) which supports children from birth to the end of their reception year at school.





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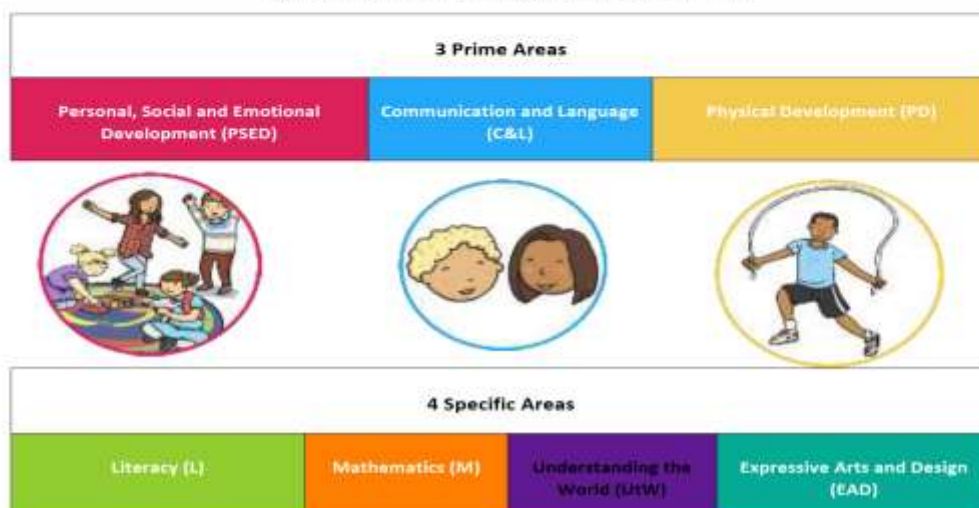


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The curriculum is planned around four main themes:

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.	The environment plays a key role in supporting and extending children's development and learning.	Children develop and learn in different ways and at different rates. All areas of Learning and Development are equally important and inter-connected.

There are 7 areas of learning and development:



Our curriculum ensures that learning is rich and enjoyable. Spoken language skills are one of the strongest predictors of a child's future life chances so that is our fundamental priority.

Alongside these areas of development there are also the Characteristics of Effective Teaching and Learning which describe how your child learns best.

The 3 Characteristics of Effective Learning are:





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1. Playing and Exploring - Engagement - Finding out and exploring, playing with what they know and being willing to 'have a go'.
2. Active Learning - Motivation - Being involved and concentrating, keep trying, enjoying achieving what they set out to do.
3. Creating and thinking critically - Thinking - Having their own ideas, making links, choosing ways to do things

The areas above are taught through play. The children will learn by playing and exploring, through being active and through creative and critical thinking. All of these things will take place both indoors and outdoors.

Daily Routine

Our morning session begins at 08:45. Children should be brought to the classroom side door from 08:40 onwards. Please note that the school site will remain locked until 08:40; therefore, we kindly ask families not to arrive too early to help avoid congestion on the narrow lane at the side of school.

Children arriving after 08:50 should enter school via the main entrance, as the pupil entrance doors will be locked at this time. Any child arriving after the register has been taken will be marked as late in the class register.

At the end of the school day, children will be collected from their classroom side doors at 15:15. The school site will open from 15:10. If you are running late, please telephone the school office to inform us. Likewise, if a different adult will be collecting your child, please ensure the school is informed in advance.





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How will my child learn?

Some of the work is organised in learning themes. However, we believe that wherever possible children should lead their own learning at this stage. During their time in school, some of the children's learning is structured play and there are also periods of teacher directed learning.

The time spent on this more formal learning increases through the year to ensure that children are ready for Key Stage One.

Our timetable changes termly to reflect children's development and progress from Nursery/childcare structure in the autumn term to the expectations of KS1 in the summer term. This is part of the class newsletter each half term.

Carpet time

During carpet time, the children come together as a whole class. They might listen to a story, sing songs or be introduced to the next session. Carpet time gives children the opportunity to come together as a class and it helps children to develop their concentration.

Small group time

Our children learn when working in small groups. Children work on adult led activities to meet their needs and develop their skills.

Child initiated learning

This is when your child chooses what activities/resources they want to explore in continuous and enhanced provision, enabling them to learn through play. It is during this time that adults observe and take time to extend the children's skills and knowledge, based on their individual interests and teach vocabulary.





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Phonics

Once the children are settled, each day they will take part in a phonics session to meet their reading needs. Children will be grouped according to their reading abilities, and the group will learn new sounds, learn to segment and blend words with sounds that they already know. They will learn to use some sounds to spell words. We follow the Read Write Inc phonics scheme. A parent/carer workshop usually takes place in the autumn term.

An overview summary of what is needed

Monday	Book bag Water bottle PE kit in a PE bag PHONICS BOOKS (when given) AND RECOMMENDED READING BOOKS ARE CHANGED ON MONDAYS
Tuesday	Book bag Water bottle
Wednesday	Book bag Water bottle Wellies
Thursday	Book bag Water bottle
Friday	Book bag Water bottle LIBRARY BOOKS ARE EXCHANGED ON FRIDAYS

Before and After School Club (TOOSC)

Situated in the youth centre, Thurgoland Out of School Club (OFSTED MET, 2024), provides affordable childcare. Run by qualified staff offering both breakfast and after school club as well as holiday club.

Breakfast club opening times are 7:30-8:45am costing £5.50 / After School sessions are 3:30-6pm costing £8.50 / Holiday sessions are either 5.5 hours @ £17.50 or 10.5 hours @ £27.50

Please call 07748 177686, or email tooscclub@gmail.com





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Attendance / Absence from School

"The best ability is availability!"

In line with our attendance policy, which can be found on our school website, here are parental responsibilities regarding attendance / absence:

"All parents/carers have a legal responsibility to ensure that their children receive an efficient full-time education suitable for their age, ability and aptitude by regular attendance at school." (Section 7, Education Act, 1996)

1. Ensure your child arrives punctually for morning registration which is at 08.45. Registers close at 08:50 and after this time your child will be marked as late.
2. All pupils that arrive late (after 08:50) must report, with their parent, to the school office where the reason for lateness is recorded.
3. Please note that arrival after 09.30 without reason will be marked as a 'U' – late after the register has closed.
4. Children should only be kept at home if they have a significant illness or injury. If this is the case, parents should contact the school at the beginning of the first day of absence by 09:30. Note that the school office is staffed from 08:00 Monday to Friday.

To report a child's absence, parents should contact the school office by phone: 01142 883300 or email: office@thurgolandprimary.org

5. If a child has a minor illness e.g. mild headache, mild stomach ache etc. parents should inform the school and bring them in. If a child deteriorates through the day, school will contact parents so that a pupil can be collected.
6. Arrange medical and dental appointments outside of school time wherever possible.
7. If a pupil has a dental, or hospital appointment, parents should inform school. Pupils should be brought back to school immediately after appointments.
8. Promote a good attitude to learning by ensuring their child attends school in the correct uniform, PE kit and book bags as necessary.
9. Work in partnership with the school and other agencies in the best interests of their child; this includes informing the school about significant influences and changes in the child's life which may impact on attendance and learning.





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0 days of school	100%	Perfection
Equates to 2 days off school each year	99%	Excellent
Equates to 5 days off school each year	97%	Good
Equates to 10 days off school each year	95%	Slight Concern
Equates to 20 days off school each year	90%	Concerned
Equates to 30 days off school each year	85%	Very Concerned

Please avoid taking holidays in term time. In particular, please avoid taking children out of school during statutory assessment periods:

- Class R – Baseline assessments during the first 6 weeks of the academic year;
- Class 1 – Phonics screening week commencing Monday 14th June 2027;
- Class 2 – The key stage 1 tests will be administered during May 2027;
- Class 4 – Year 4 Multiplication Check week commencing Monday 7th June 2027;
- Class 6 – The statutory key stage 2 tests are timetabled from Monday 10th May to Thursday 13th May 2027.

Children taken ill during the school day

If a child becomes unwell during the school day, we will contact parents/carers to make suitable arrangements for them to be collected from school. We appreciate that this can sometimes be inconvenient for families and therefore only request collection where we feel it is necessary for the child's wellbeing.





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Lost Property

Please could you ensure that **all** items of clothing are marked with your child's name. We endeavour to return items of lost property directly to the owner. Each class has a lost property box which is located in the classroom. We also have a whole school lost property rail in the foyer outside the main pupil entrance.

Contact Details

We would be most grateful if you could ensure that emergency contact details are kept up to date. If you have any change in phone numbers, please call at the office so the staff will update our records.

Accidents

If a child requires medical treatment during the school day, parents/carers will be contacted immediately.

If a child has a minor injury in school **and receives first aid treatment**, this will be recorded using our online system, Medical Tracker. Medical Tracker allows us to communicate first aid incidents and medication administration directly to parents/carers via email, whilst also helping school to monitor and analyse patterns of incidents.

If your child receives first aid treatment, you will receive an email notification from donotreply@medicaltracker.co.uk. Please add this email address to your contacts or approved sender list to prevent messages from being filtered into SPAM or JUNK folders.

Medical Tracker uses the primary contact email address held on our SIMS system. This is usually the same email address used for weekly newsletters and school communications. If your email address changes, please inform the school office as soon as possible.

Please be assured that Medical Tracker is registered with the Data Protection Registrar and that all information is stored securely and kept confidential.





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Administering Medication

It is important that school staff are aware of any relevant medical information relating to your child. This includes allergies (for example bee stings or food allergies), dietary requirements (such as vegetarian or Halal diets) and medical conditions which may impact your child during the school day, such as asthma or eczema.

If your child needs prescribed medication to be administered during the school day, parents/carers must complete an Administering Medication Form, available from the school office. In line with Department for Education guidance (*Supporting Pupils at School with Medical Conditions*, 2015), medicines should, where clinically possible, be prescribed so that doses can be taken outside school hours. However, where this is not possible, school staff may administer medication approved by the Headteacher once the appropriate documentation has been completed.

School staff are able to administer most short-term prescribed medications, such as antibiotics. Parents/carers must complete the required medication form before any medication can be given.

Non-prescribed pain relief, such as Paracetamol or Ibuprofen, will only be administered at the discretion of the Headteacher in exceptional circumstances, for example following an operation or for a broken limb.

Staff are unable to administer:

- Eye drops
- Injections
- Timed medication requiring precise administration
- Specialist treatments where missed doses could result in serious consequences
- Medicated sweets, as school cannot safely monitor dosage intervals

Children requiring long-term medication, such as asthma inhalers, will be supported by staff once the appropriate forms have been completed. Support for other medical conditions may also be arranged following discussion with parents/carers. In some cases, school may seek advice or training from external health professionals, such as the school nursing team, to ensure medication can be administered safely and appropriately.





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Where required, an Individual Healthcare Plan will be developed in line with the school's *Supporting Pupils with Medical Conditions Policy*.

Parents/carers are also welcome to come into school to administer medication to their child if they would prefer to do so.

Individual healthcare plans

Some pupils may require their own individual healthcare plan. This will be written by the school alongside external agencies such as school nursing to support pupils with long term, complex medical conditions whilst at school.

PPA Time

All teachers have a statutory entitlement to 10% non-contact time to enable them to plan lessons and assess pupils' work. We are fortunate in that Mrs Bamforth covers PPA in Class R. Planning for these lessons is done in consultation with the class teacher and is within the school's schemes of work. PPA works out, for a full-time teacher, at a half day per week.





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Oracy and Reading

Reading is at the heart of all we do at Thurgoland School because it opens the door to learning. 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. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who reads challenging material will learn. The more a child learns, the more they will want to find out. We want your child to love to listen to stories, love reading and want to read themselves. This is why we work hard throughout school from Class R to Class 6, to make sure our children develop a love of books as well as simply learning to read.

Reading in EYFS

We waste no time at all to ensure our passion for reading is shared by giving every child starting in Class R a book that can be shared with their family. On home visits, we explain what support and engagement is expected at home and from the liaison diary.

Read, Write Inc phonics begins straight away to get the children off to the best start with their reading. An information event is held for families explaining how children learn to read the sounds in words and how these sounds can be written so that a child learns to spell as well as read. As part of this programme, children practice reading and spelling 'tricky words' (such as 'the', 'have', said). We insist that children learn to decode words effortlessly so that their energy is put into understanding what they read. Teachers and Teaching Assistants undertake training to deliver phonics and follow the Read, Write Inc programme that delivers word knowledge and skills in the alphabetic code. Children are taught as a whole class initially then are divided into groups according to their phonic knowledge and their ability to read words speedily. Children requiring additional support are identified and Fast Track tutoring begins in the first 6 weeks of starting school. Phonics assessments are undertaken by the Reading Leader half termly but ongoing formative assessments are conducted for children who may need moving groups in the interim. A child's reading book always matches their progression in phonics.

All staff in Class R regularly read to the children so that the children get to know and love a variety of stories, poems and information books. These are selected to cover different areas of learning such as Past and Present; People, Culture and Communities and The Natural World. Stories from different cultures are read and books are used for the children







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Handwriting

Our curriculum

Kinetic letters is a handwriting program designed to enable children to develop legible handwriting that is produced quickly and automatically. Your child will learn the formation of lowercase letters, capitals and numbers based on a set of rules and movements that have been made as simple as possible to enable fast learning.

Four threads of learning

The teaching and learning of handwriting is divided into 4 main threads designed to promote automaticity and fluency for writing. Each handwriting lesson captures elements of the strands below and focuses on 1 letter per lesson.

1. **Making bodies stronger:** Children will learn how to strengthen their core body and arms to enable them to control their fingers precisely. Children learn different animal poses to support their body strength (penguin, bear, meerkat, lion and lizard).
2. **Holding the pencil:** Children will learn a specific pencil grip (three friends hold) to ensure they have a comfortable pencil grip to allow writing for sustained periods of time.
3. **Learning the letters:** Children will learn the movements to form the letters, they start with whole body movements and progress through writing in sand trays, to writing on whiteboards and finally writing onto paper. Children will learn through rhymes and meeting 2 characters Bounce the Brave monkey who forms his letters starting at the tall branch and Skip the Scared monkey who forms his letters on the lower branch. This teaches children the height of letters.
4. **Flow and fluency:** letter movements are minimized to help a fast-writing style and joining is introduced in Year 2 to enable flow and fluency as they progress into Key Stage 2.

How to support your child at home

Each day your child will have a handwriting lesson where they will focus on learning 1 letter from the letter family. To support your child's handwriting development, you could revise the letter taught that day or on previous days by practising learning the rhyme and drawing first with body movements and progressing to writing into sand, whiteboards or





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on paper. Feel free to be creative when practising, flour makes a great sand tray replica or shaving foam.

Practise fine motor and refined finger movements to help strengthen up your child's pencil grip using the 3 friends hold. Ask your child to sing the 3 friends hold song to ensure they are in the correct pencil grip when writing at home. Refined finger movement exercises can include:

- Moving objects with tweezers
- Using their thumb and index finger to pick up small items
- Drawing zig zags, spirals, shapes whilst holding the pencil in 3 friends hold

Please see following pages to support implementing Kinetic letters at home and practising learning the letter rhymes and formation of your letters.





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Kinetic Letters Letter Trail wording: Lower-Case letters - in Letter Families
(Family Features- the moves that the Letter Family have in common - are in red)

Jumper Family

- h Down-bump. Back up. Push over. Down-bump. Flick.
- n Down-bump. Back up. Push over. Down-bump. Flick.
- m Down-bump. Back up. Push over. Down-bump. Back up. Push over. Down-bump. Flick.
- r Down-bump. Back up. Push over.
- b Down-bump. Back up. Push over. Pull in (along the ground and hug the tree).
- p Down, on-Down. Back up. Push (the cobwebs off). Pull-in (and hug the tree).

Abracadabra Family

- c Pull around and Push (along the ground).
- o Pull around and Push (along the ground). Abracadabra! On round and Push a tiny line.
- a Pull around and Push (along the ground). Abracadabra! Up (like a helicopter). Down-bump. Flick.
- d Pull around and Push (along the ground). Abracadabra! Up, on-up. Down-bump. Flick.
- g Pull around and Push (along the ground). Abracadabra! Up. Down, on-down and Pull around (to catch the fish).
- q Pull around and Push (along the ground). Abracadabra! Up. Down, on-down and Flick (out the leaves).
- s Pull around and Push. Abracadabra! Pull back (along the ground)

Window Cleaner Family

- l Down-bump. Flick (the water off).
- i Down-bump. Flick (the water off). -pen off- Put on a dot.
- t Down-bump. Flick (the water off). -pen off- Push a line across.
- u Down, Push (along the ground). Up. Down-bump. Flick (the water off)

Special Squirter

- e Push across. Up. Pull around and Push(along the ground).

Fisher Family

- j Down-on down and Pull around (to catch the fish). -pen off- Put on a dot.
- g Pull around and Push (along the ground). Abracadabra! Up. Down, on-down and Pull around (to catch the fish).
- y Down. Push (along the ground). Up. Down, on-down and Pull around (to catch the fish).
- f Pull around, Down, on-down and Pull around (to catch the fish). -pen off- Push a line across.

Slider Family

- v Slide down. Slide up.
- w Slide down. Slide up. Slide down. Slide up.
- x Slide down -pen off- Slide down.
- z Push across. Slide down. Push across.
- k Down-bump. -pen off- Slide in. Slide out.



UNIQUENESS



LEARNING ENVIRONMENT



TOGETHERNESS



BEST SELF



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Kinetic Letters Letter Trail wording: Upper-Case letters - in formation groups

Straight Lines group

- I Down-bump. -pen off- Push a top line across. -pen off- Push a line (along the ground).
- L Down-bump. Push a line (along the ground).
- E Down-bump. Push a line (along the ground). -pen off- Push a top line across. -pen off- Push a middle line across.
- F Down-bump. -pen off- Push a top line across. -pen off- Push a middle line across.
- H Down-bump. -pen off- Down-bump. -pen off- Push a middle line across.
- T Down-bump. -pen off- Push a top line across.

Curves Group

- C Pull around and Push (along the ground).
- O Pull around and Push (along the ground). On round and join.
- S Pull around and Push. Pull back (along the ground).
- G Pull around and Push (along the ground). Up. Down-bump. -pen off- Push a middle line across.
- Q Pull around and Push (along the ground). On round and join. -pen off- Slide a little line down.

Lines then Curves group

- D Down-bump. -pen off- Push over. Pull in (along the ground).
- P Down-bump. -pen off- Push over. Pull in (to Skip's branch).
- B Down-bump. -pen off- Push over. Pull in (to Skip's branch). Push over. Pull in (along the ground).
- R Down-bump. -pen off- Push over. Pull in (to Skip's branch). Slide down.
- J Down and Pull back (along the ground). -pen off- Push a top line across.
- U Down. Push (along the ground). Up.

Sliding lines group

- A Slide down. -pen off- Slide down. -pen off- Push a middle line across.
- M Down-bump. -pen off- Slide down (to Skip's branch). Slide up. Down-bump.
- N Down-bump. -pen off- Slide down. Up.
- W Slide down. Slide up (to Skip's branch). Slide down. Slide up.
- V Slide down. Slide up.
- X Slide down. -pen off- Slide down.
- Z Push across. Slide down. Push across (along the ground).
- K Down-bump. -pen off- Slide in (to Skip's branch). Slide out.
- Y Slide down (to Skip's branch). Slide up. -pen off- Down-bump.

Kinetic Letters Number Trails wording - in formation groups

Pushing numbers

- 2 Push around. Pull and Slide down. Push a line (along the ground).
- 3 Push around. Pull in (to Skip's branch). Push around and Pull in (along the ground).
- 5 Down (to Skip's branch). Push around and Pull in (along the ground). -pen off- Push a top line across.
- 7 Push a top line across. Slide down.

Pulling numbers

- 0 Pull around and Push (along the ground). On round and join.
- 6 Pull around and Push (along the ground). Up and Pull around (to Skip's branch).
- 9 Pull around (to Skip's branch) and Up. Down-bump.
- 8 Pull around (to Skip's branch) and Push. Pull back (along the ground). Push up. Pull back and join.
- 1 Down-bump.
- 4 Pull down (to just under Skip's branch). Push a line. -pen off- Down-bump.





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Homework

Our approach to homework

At Thurgoland our approach to homework is quality not quantity; we believe that children should have the time outside of school to grow and develop in different ways. Here is a little more information about our approach:

- Homework activities will be focused around developing children's basic skills in reading (including vocabulary development...learning new words), spelling and number facts. If you would like to spend more time completing homework, we will also set optional creative topic research-based projects each term.
- From time-to-time, children may bring home a piece of work they have missed through absence, or for further reinforcement.
- Homework will be given every Friday to complement work done in class. All homework will be due back on the following Thursday.
- There will be a homework club in school for children who do not have a quiet space to complete activities at home.

How to help my child at home with Maths

Maths is used in lots of everyday situations. You can support your child's mathematical development in different ways:

Stories - Lots of stories involve numbers, you can discuss these with your child e.g. Snow White, The Three Little Pigs etc.

Rhymes - There are lots of number rhymes that you can sing or find on the internet. Talk about the numbers in the rhyme or song. Some good examples include; 'One, two, three, four, five,' 'One, two, buckle my shoe,' 'Five currant buns,' 'Five little speckled frogs.' There are lots more!

Games - Many games involve using numbers. Children often practise recognising numbers and saying them aloud through games such as snakes and ladders. They also practise counting and recognising a number through games such as dominoes. Many children's games also involve shape. You can even invent your own games to play!





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Everyday Maths - Talk about maths wherever possible. Playing in the sand, water, role-play and imaginative play all provide opportunities for maths. You might want to count as you lay the table or put biscuits onto a plate. You can also look at the numbers on houses or on a computer keyboard.

Writing numbers

When your child is ready, they can be shown how to write numerals. Children can trace the shape of the numerals and create them in different places e.g. in the sand. It is important that numbers are formed correctly from the start to ensure that children don't get into bad habits.



Feedback on homework activities:

Reading daily to an adult — whether that be in school or at home — is an important part of developing fluency, confidence and a love of reading. This will be recorded in your child's reading diary.

SUMMER TERM-Creative spellings – Teachers will look at creative spellings and use the 'love heart' symbol to give praise.

Optional topic work – we would encourage your child to bring any topic projects into school to share and celebrate with their class, we are also building up a history timeline display in school. If this isn't possible, feel free to post on Class Dojo to share with your teachers and they will comment when appropriate.





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It is our policy to set homework as follows:

Class	Suggested daily time completing the activities *This is only a suggestion as we appreciate on some days your family will have other commitments *	Activities
Class R	5-10 minutes in total per evening	- Autumn term: Regular reading to an adult * - Spring term: read to an adult and choose number activities from grid. - Summer term: read to an adult, choose number activities from grid and creative spelling using RED words from phonics book. - Plus, optional topic bingo boards – choose as many activities to complete as you like.
Class 1	5-10 mins in total per evening	- Regular reading to an adult * - Daily number facts practise - Numbots / TT rockstars. - Weekly creative spellings. - Plus, optional topic bingo boards – choose as many activities to complete as you like.
Class 2	5 – 10 minutes in total per evening	- Regular reading to an adult *and weekly reading activity. - Daily number facts practise - Numbots / TT rockstars. - Weekly creative spellings. Plus, optional topic bingo boards – choose as many activities to complete as you like.
Class 3, 4 and 5	10 – 15 mins in total per evening	- Regular reading to an adult / regular sustained private reading * - Daily number facts practise - TT rockstars. - Weekly engaging maths and spelling activities set on a platform called Sumdog. Plus, optional topic bingo boards – choose as many activities to complete as you like.
Years 6	20 minutes in total per evening	- Regular reading to an adult / regular sustained private reading * - Daily number facts practise - TT rockstars. - Weekly engaging maths and spelling activities set on a platform called Sumdog. Plus, optional topic bingo boards – choose as many activities to complete as you like.

Reading daily to an adult — whether that be in school or at home — is an important part of developing fluency, confidence and a love of reading. This will be recorded in your child's reading diary.





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Assessment

At Thurgoland C.E. School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) baseline assessment, which are completed in the first half term.
- Phonics screening check in year 1
- Multiplication Check Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)





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Expectations for our required school uniform

Please ensure that all clothing worn or brought into school is labelled with your child's name and class.

We encourage all children to wear school uniform. This consists of:

- Required – White or navy polo shirts or T-shirts
- Optional – Blue and white checked dresses (not available from Vortex)
- Required – Grey or navy skirts / trousers
- Required – Navy sweatshirts / cardigans

Note, jewellery must not be worn for health and safety reasons and where ears are pierced, only small studs are permitted to be worn. Exceptions can only be made for medical or religious reasons. Long hair should be tied back with appropriate discrete school-coloured hair accessories. Children need to be able to remove their own earrings as well as put them back in.

Please make sure that you clearly label all pieces of your child's clothing, as they are very easily lost if not labelled.





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PE Uniform

PE in Brilliant Blue Whale class is on a Monday and Friday morning.

Pupils in Class R (The Brilliant Blue Whales Class) keep their PE kit in school and change for lessons in the classroom so that they learn how to undress/dress themselves. It is sent home on a Friday for laundering purposes.

Our P.E. uniform is:

- Required – PE Team T-Shirt in Navy Blue
- Required – Plain navy or dark coloured jogging bottoms or leggings
- Required – Plain, dark shorts
- Required – 'Lightweight' Trainers i.e. not boot like trainers (these need to be suitable for outdoor physical activity. Black plimsolls will no longer be suitable as these are not waterproof or as practical to walk to school in/wear all day)
- Required – Pupils can wear outdoor coats, school jumpers, a plain navy sweatshirt or a fleece over their PE uniform to travel to school/play outside.

Indoor P.E. is carried out in bare feet for safety reasons, but trainers will be required for activities outside for the summer term (after Easter). Please make sure that you clearly name all pieces of your child's clothing, as they are very easily lost if not labelled.

Pupils are not allowed to wear jewellery (this includes earrings) in P.E. lessons. Children need to be able to remove their own earrings as well as put them back in.

Parents and carers can obtain uniform from:

- The above branded items, plus navy waterproof jackets and fleeces can be purchased at from <https://www.vortexschoolwear.co.uk/Primary-Schools/Thurgoland-Primary-School>
- Or can be bought more widely, e.g. from 'high-street' retailers
- Nearly new uniform sales will take place periodically throughout the year
- Requests for nearly new uniform items can be made via the school office
- Details of any local uniform exchange schemes running, will be shared on school social media.

Water





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Children need to bring their own NAMED water bottle. The school has filtered tap water in the classroom, from which refills can be made. Children are encouraged / allowed to drink at appropriate times throughout the day.

Milk

Children can be provided daily with a carton of milk for the morning break on request from -

<https://www.coolmilk.com/parents/>

Snacks

Children in EYFS are provided with fresh fruit / vegetables daily for their morning snack and are allowed to bring an extra piece of fruit/vegetable from home if they would like. Children who bring a packed lunch should only eat these at lunchtime alongside their peers in the dinner hall.

Note we are a nut free school

School Dinners

At Thurgoland CE Primary School, we are proud to manage our own school kitchen. Our meals are freshly prepared using high-quality ingredients, with many products sourced locally where possible. We aim to provide children with healthy, balanced and enjoyable meals each day.

Children can choose from:

- Two hot meal options each day
- A jacket potato option
- A daily salad bar selection

Parents/carers select meal choices at home using the Gateway App. Meals can be ordered daily, weekly or for an entire half term in advance. Payment is taken at the point





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of booking, although families may also choose to add credit to their child's account to cover future meals. **School dinners are free of charge for EYFS and KS1 children.**

To support the smooth running of our kitchen and reduce food waste, we kindly ask that all meal choices — including packed lunch selections — are made by 08:00 each morning.

Your support with prompt ordering helps our kitchen team prepare meals efficiently and ensures all children receive their chosen option wherever possible.

We would also encourage families to consider the school meal option where possible. School meals provide children with a nutritious, balanced lunch and are an important part of the social experience of the school day.

