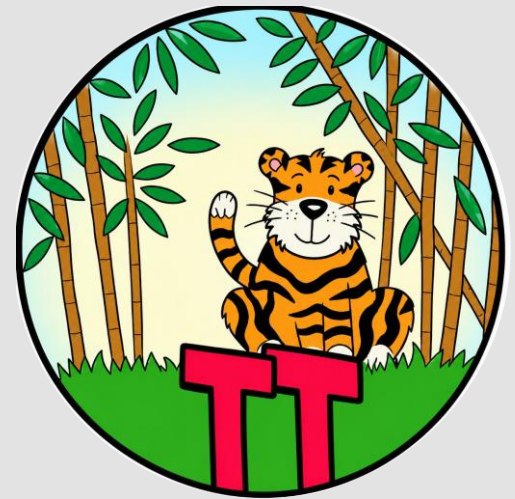
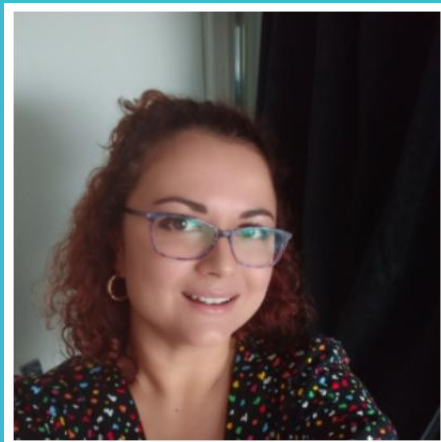


Welcome to Tiny Tigers'  
Information Evening.





# Tiny Tigers Staff

The most important thing  
to us is that your children  
are happy!



# Snack and Lunch

**ALL** children (Reception – Year 2) are entitled to a school meal free of charge. The menus provided are nutritionally balanced and offer a variety of options each day, including a sandwich option.

If you are entitled to Free School Meals (FSM) funding, please complete the appropriate forms at the school office.

Children order their snack for the week on Monday.  
The kitchen ask that  
once chosen, the children have the same item each day of that week.

Lunch can be ordered online via Compass, otherwise children will be able to make their own selection for that day.

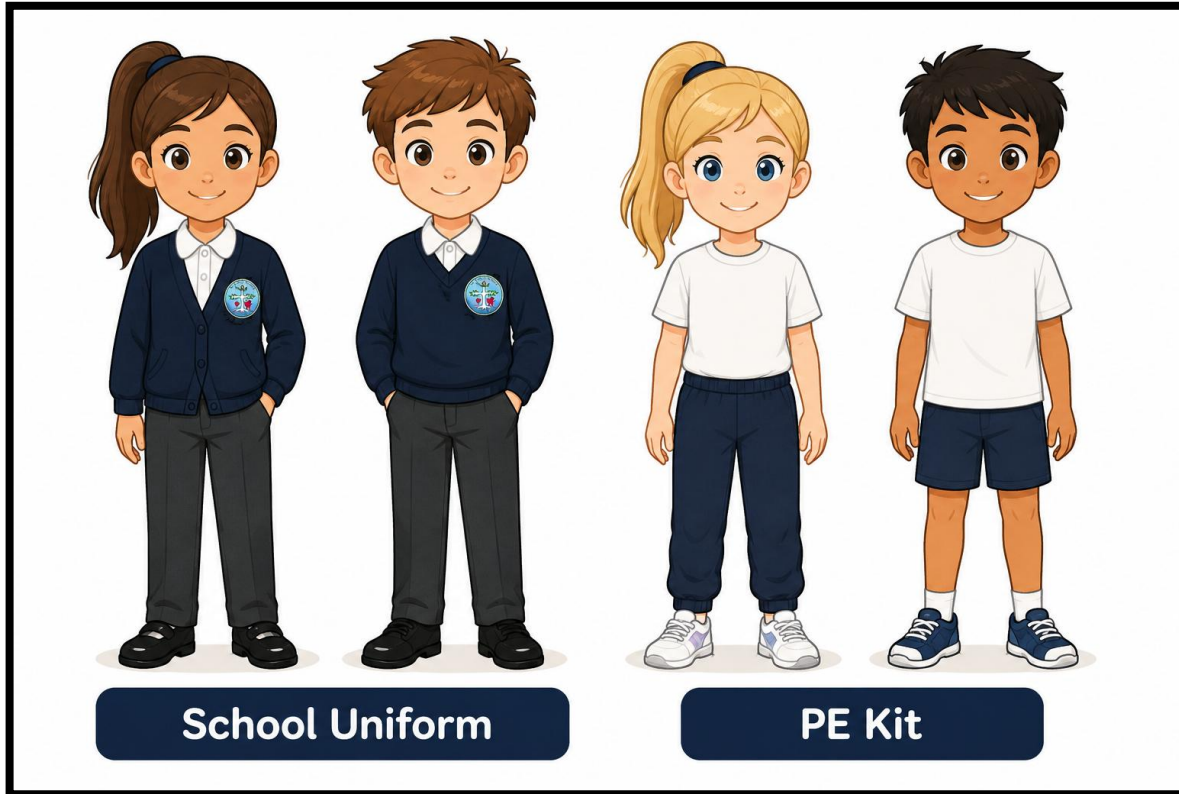
Snack is at 10am

Lunch is at 12pm



| Snacks      |     |
|-------------|-----|
| Milkshake   | 82p |
| Cup of Milk | 38p |
| Bagel       | 38p |
| Pancake     | 49p |
| Toast       | 38p |
| Crumpet     | 38p |

# Uniform



# Things to bring to school

- Wellies during wetter months.
- Suitable coats for the weather- nothing too special as it may get muddy, wet and sandy.
- Spare clothing in case we get wet playing or have an accident.
- Winter hats and gloves during the colder months.
- Sunhats during the warmer months.
- Water bottle that is clearly labelled with your child's name.



# End of year goals in Reception.

## Early Learning Goals

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Communication and Language</b> <b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Personal, Social and Emotional Development</b> <b>Self-Regulation</b> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <b>Managing Self</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul> | <b>Physical Development</b> <b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Understanding the World</b> <b>Past and Present</b> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <b>People, Culture and Communities</b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <b>The Natural World</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> | <b>Expressive Arts and Design</b> <b>Creating with Materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <b>Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Mathematics</b> <b>Number</b> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul> <b>Numerical Patterns</b> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Literacy</b> <b>Comprehension</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <b>Word Reading</b> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul> |

The Early Learning Goals (ELGs) are the goals or targets children are expected to achieve at the end of their reception year. They are not the curriculum, but an end point measure of what a child should be demonstrating at the end of the Early Years Foundation Stage. There are 17 ELGs across all the areas of learning.

# Trips

- Children will attend at least one trip or have a visitor this year. Details of these trips/visitors along with the amount payable will be sent out at a later date.
- Payment arrangements – Trips/visitors should be paid for online. If you wish to pay weekly, please speak to the office staff.



# Dojo Characters based on Christian Values

Respectful Robin



Wisdom Walter



Loving Lucy



Compassionate Colin



Persevering Polly



Strength Sally



# After School Clubs

We offer a wide range of clubs  
Monday to Thursday.

Clubs can be selected on compass.

Limited spaces.

Pick up at 4:00PM



# Behaviour Rewards

- Dojos
- Stickers
- Certificates/celebration
- Star of the week



# School Rules

- Be Ready
- Be Respectful
- Be Safe



# Online Safety

St Luke's takes the online safety of children very seriously.

Our school systems have children are taught about the importance of Online Safety. We share an online newsletter each week.

Please ensure that you are monitoring your child's access to the internet for their safety.

This includes the following:

- Use of social media sites (Twitter, Facebook, Snapchat, Whatsapp, etc)
- Suitability of games children are playing (their ratings)
- Engagement with strangers via games (x box live etc)



# Phonics in Reception

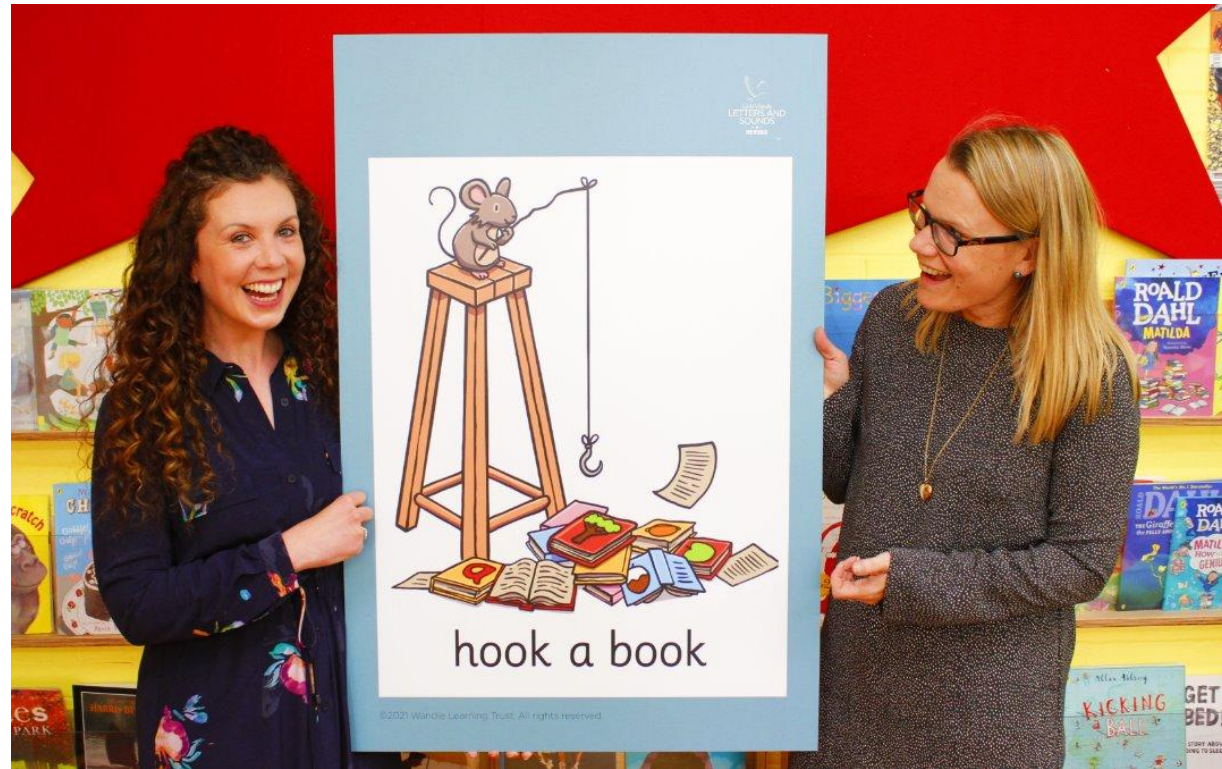


# Phonics



- Phonics sessions take place every morning.
- We learn a new sound everyday and eventually revisit previous sounds.
- Once we have built up several sounds, then we can move on to blending them together to read words.
- Alongside daily phonics sessions the children will soon begin 'practice read' sessions 3 times a week in small groups.

At St Luke's we use the Little Wandle Letters and Sounds Revised as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.



# Terminology in phonics

Phoneme

Blend

Digraph

Trigraph

Grapheme

Segment

# Phonics and Reading

Children will take part in daily phonics lessons where they learn new sounds and practise applying them in reading and writing. They will also read regularly with adults in school and bring home books that match the sounds they have been taught, helping them build confidence and fluency.



# Reading at home

We encourage families to read with their child every day, even if it is only for a few minutes. Sharing stories together, talking about books and celebrating reading at home can make a huge difference to a child's progress and enjoyment of reading.

We will be sending reading books home after half term, once our practice read sessions start in school and once we've done our first phonics assessment.

In the meantime, reading books at home to you children can hugely benefit them in their reading journey.



Thanks for coming!

