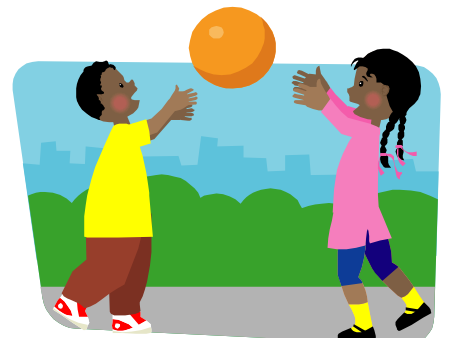


Oasis Academy Shirley Park Primary  
Reception Summer Home Pack



Dear Families,

A warm welcome to Reception at Oasis Academy Shirley Park Primary. We would like to tell you a little about Reception to help prepare you and your child for what we are sure will be a very exciting and happy year at school. We encourage your children to become independent learners by undertaking a variety of independent and adult led activities. In September, we will send out more information to support you with basic skills and homework, set out Reception expectations and answer any questions that you may have.

We are looking forward to getting to know you and your children over the coming year. Please do not hesitate to come in and speak to us if there is anything you would like to ask or tell us at any point in the year.

Best wishes,

Miss Charles, Mrs Vincent, Miss Taylor, and Miss Doh



# My New Teacher

## All About me

### **Miss Charles**

Hello, my name is Miss Charles. I love all things cherry! Cherry pie, cherry trees, and cherry cake. I also love singing and dancing. What is your favourite song?

I love being outside in the sunshine and going for long walks. I really enjoy arts and crafts, especially painting.

I love spending time with my family. I have 2 sisters and 1 brother. My real passion is Early Years Education and ensuring that you have the best possible start to school. I cannot wait to explore, dig, paint, role play, build, learn and grow with you all.

Have the best summer!

## My Favourite Things

My favourite food: Chinese Takeaway

My favourite Animal: Penguin

My favourite colour: Purple

My favourite number: 7

My favourite season: Spring

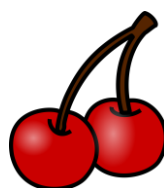
My favourite pizza topping: Cheese

My favourite Disney Character: Princess Tiana

My favourite Book: The Gruffalo

My favourite fruit: Pineapple

## My Picture



# My New Teacher

## All About me

**Mrs Taylor-Vincent**

Hi, my name is Mrs Taylor-Vincent. I love to paint draw and create new things. I like to read stories, sing songs, and play games.

I have 4 children, 1 daughter and 3 sons and they are all a bit older than you.

My magical power is that my hair can change colour!

Can you guess what colour it will be when we start school?

## My Favourite Things

My favourite food: Cheesecake

My favourite Animal: Giraffe

My favourite colour: Purple

My favourite number: 1

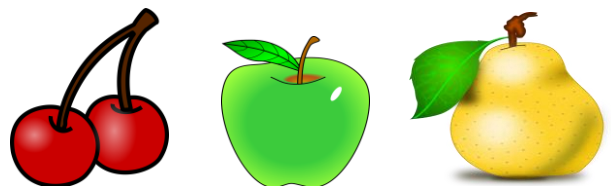
My favourite season: Winter

My favourite pizza topping: Pepperoni

My favourite Disney Character: Ariel the Little Mermaid

My favourite Book: We're going on a Bear Hunt

## My Picture



# My New Teacher

## All About me

### **Mrs Taylor**

Hi, my name is Mrs Taylor. I love listening to music and dancing. I also enjoy reading, my favourite book when I was little was Harry Potter.

What is your favourite book?

I have 2 sons, 1 of them is also here at Oasis! I also have a dog called Scooby; I love to take him on long walks in the woods but my favourite place to go is the beach! Have you been to the beach before?

I am really excited to see you all in September!

## My Favourite Things

My favourite food: Pasta

My favourite Animal: Dog

My favourite colour: Blue

My favourite number: 13

My favourite season: Summer

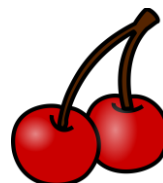
My favourite pizza topping: Pineapple

My favourite Disney Character: Mulan

My favourite Book: The Gruffalo

My favourite fruit: Grapes

## My Picture



# My New Teacher

## All About me

**Miss Doh**

"Hi, my name is Miss Doh. I enjoy reading stories, singing, and dancing."

"I love watching Encanto and singing 'we don't talk about Bruno! What is your favourite song?'"

"I love trying new foods, my favourite food is pasta, I think pasta is delicious! What is your favourite food?"

I have 1 brother and 1 sister; I also have 6 goldfish.

"I can also speak French; can you speak any other languages?"

## My Favourite Things

My favourite food: Cheesy Pasta

My favourite Animal: Lion

My favourite colour: Blue

My favourite number: 16

My favourite season: Summer

My favourite pizza topping: Cheese

My favourite Disney Character: Princess Tiana

My favourite Book: Superworm

My favourite fruit: Mango

## My Picture



# Leadership Team

**Mrs Botley is the Principal of the Primary Phase.**



**Mrs Evry is the Deputy Principal of the Primary Phase**



**Mr Craggs is the Deputy Principal of the Primary Phase**



**Miss Charles is the Early Years Phase Leader.**





## Helping your child prepare for Reception

- Sharing the pictures in your welcome pack with your child so they can become more familiar with the pictures of school and adults. Also, explain what will happen during the day. Talk through each part of the daily routine.
- Talk about the enjoyable activities he or she will be able to do at school. If s/he enjoys doing something at home, reinforce the message that they will be able to do that at school “you’ll enjoy building a tower,” or “they’ll be lots of new friends to play with.”
- Make links between things you do at home and school, “we’re having a snack now – you’ll have a snack at school too.”
- Practise social skills, for example, responding using short sentences, turn taking games, following directions and making choices.
- Singing number rhymes and learning how to hold a crayon, paintbrush, pencil.
- Teach simple chores that will be useful at school such as tidying away things to where they belong, hanging an apron up and carrying objects safely.
- Be positive about your child’s experience. If you feel anxious, your fears could pass to your child.

**We are very excited about your child starting with us at Oasis Shirley Park.**





## Summer Holiday Homework

Here is a list of things that you could do during the holidays to help prepare your child for starting in Reception.

- Read daily with your child – See also our recommended reading list attached.
- Number and letter formation - See the attached sheet which explains how letters are formed.
- Practise the Alphabet Rap – See the attached
- Practise counting to 20 and recognising the numbers individually.
- Practise writing numbers – use the attached sheet.
- Practise writing your child's name using the pre-cursive letter sheet to support letter the letter formation.
- Write a holiday diary with pictures to share when we start school.

Please do not worry if you do not have time to have a go at some of the activities above, but bear in mind that in order for the children to be ready for Reception then they do need to be doing some of the above activities very confidently on their own.

We wish you a very pleasant and happy Summer holidays.

The Reception Team

<u>Summer Holiday Homework Grid</u>		
<b>Week 1</b>	Practice writing you name. Can you write your first and second name?	Can you count to 10? Can you write down your favourite number?
<b>Week 2</b>	Can you find something in your house beginning with the letters m, a, and s.	Can you count how many socks you have?
<b>Week 3</b>	Share a book with an adult. Tell your adult your favourite part of the story.	Can you count how many cars you can see on a local walk?
<b>Week 4</b>	Draw a picture of your favourite animal.	Can you find something in your house that is the same shape as a circle or a square?
<b>Week 5</b>	Draw a self-portrait.	Count the fingers of all the people in your house. How many altogether?
<b>Week 6</b>	Can you draw picture of your teacher? Have a look at the pictures above to help you.	Can you find different length items in your house? Which item is the longest?

# Starting School

Please take the summer to really support your child's emotional well-being, and the transitional period that is to come in September. Below are some activities to help you with this over the summer.

Each child is different but here are a few fundamental aspects of your child's development that could really support them as they transition into school.

Personal Social and Emotional	
Area	How you can support over the summer
Developing independence of personal belongings.	Creating games like find my coat/lunch box or hat.
Having varied experiences of playing, sharing and turn taking	Modelling and developing language skills for social interaction. For example, "What is your name?", "When you have finished can I have a go please?" Playing turn taking games, and games that require them to share. These could include 'What's the Time Mr Wolf?' and 'Duck Duck Goose'
Children can express their own feelings such as sad, happy, cross, scared, worried	Asking your child questions about how they are feeling. Modelling language and communication

Physical development	
Area	How you can support over the summer
Growing independence with their own personal care. (Dressing, drinking, safety)	Practising how to put their coat on and do it up. Practising how to put their jumper on and then take it off. Practising how to pour, drink and hold from a cup. Talking about and demonstrating safety skills when using scissors, pencils and large equipment such as bikes and scooters.
To have some control over a pen, pencil, or crayon	Activities to develop fine motor skills. These could include pegs, playdough, threading, and buttons. Ample mark-making opportunities. A variety of mark making tools. These could include chalk, crayons, paintbrushes, and pencils.
Adequate toileting skills	Practise toilet routines, hand washing and how to ask to go to the toilet.

Communication and Language	
Area	How you can support over the summer
Follows simple instructions	Play simple games like 'Simon says' and 'my turn your turn'
Increasing concentration skills	Reading and listening to stories. Playing simple 2 or more-player games. Giving your child small tasks to complete. (Can you put all the clothes in the washing machine? Can you put all the DVDs back on the shelf?)
To be able to express their wants and needs appropriately.	Modelling language and communication. Getting children to ask for things in full sentences. Developing language skills through reading books and talking about characters, plots and pictures.

Literacy and Numeracy	
Area	How you can support over the summer
Enjoys looking at books	Immerse your child in books and stories. Get children to make up their own stories.
Attempts at mark making and letter like shapes.	Provide children with paper, pens and writing opportunities. Write shopping lists, cards, invitations and stories.
Can recognise their name and attempts to write the majority of the letters in it.	Practise writing their name in the air, on paper or in sand. Finding their name amongst others.
Counts reliably 1-20)	Every day counting of objects. Number rhymes and songs
Recognises most numbers between 1-10	Looking at numbers in the environment. Number books and games.
Knows some letter sounds (could be the letters in their name)	Hearing and saying the initial sounds in words. Playing I spy using sounds. Sound walks.

### Additional

#### **A balanced and healthy diet**

Children function best when they are fit and healthy, and a balanced diet is vital in achieving this.

<https://www.nhs.uk/change4life-beta/be-food-smart>

#### **Recommended amount of sleep**

NHS Recommended amount of sleep	
<b>3 Year olds</b>	Daytime: 0- 45minutes Night time: 11 hours 30 minutes
<b>4 year olds</b>	Night time: 11 hours 30 minutes
<b>5 year olds</b>	Night time: 11 hours

#### **Reading a story with your child everyday**

Whatever your child's age you should make some time each day to enjoy a book together. This has many advantages such as introducing your child to words they are not familiar with; this can help to give them a wider vocabulary and increase imagination and cognitive development.

#### **The importance of children knowing the sound a letter makes, as well as the name.**

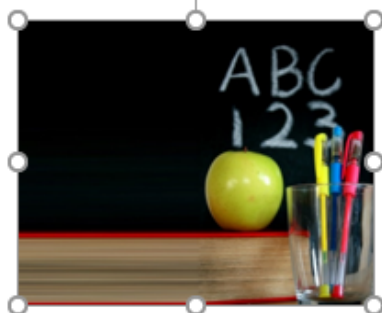
It is important that children know the sounds that letters make, as well as their names. Letter sounds are essential in children learning to read and write.

Thank you

The Reception Team

# Reception Timetable

Time	Activity
8:30am- 8:50am	Welcome to Class /Free flow/ Early Morning Writing
8:50am -9:00am	Register/ Daily Calendar
9:05am-9:20am	Phonics
9:20am-10:10am	Focus Activities/Free Flow/Garden
10:10am-10:30am	Numeracy Session
10:30am-11:15am	Focus Activities/Free flow/Garden
11:15am-11:30	Literacy Story Focus
11:30-12:30	Lunch Time
12:30pm-12:50pm	Specific Area of learning Focus
12:50pm- 1:50pm	Free flow/Garden
1:50pm-2:05pm	Fine Motor/Write Away
2:05pm-3:00pm	Free Flow/Garden/Interventions
3.00pm-3:30pm	Plenary/End of the Day



## Starting School

Starting primary school should be an exciting time for children but with the unsettling times we have recently been experiencing the school year ahead will be different for everyone. This transition is a time of change and each child or family will have an individual response to that, even more so during these unusual times. The separation or adjustment period may take longer or be experienced as more difficult after this period of lockdown.

## Focus on well being

Your child does not need to be able to read and write before they enter school. It is much more important that they are looking forward to school and enjoy talking about it with you. It is key to speak positively about school with your child and try not to share or show any negative feelings or concerns you may have. They may need reassurance about facing new places, new relationships and new challenges.



## Some helpful preparations

To help your child prepare for school there are some independent skills that you could help them to develop.

- Using the toilet – Does your child recognise when they need to use the toilet? Can they express this clearly to an adult? Can they use the toilet independently?
- Getting dressed – Can they dress/undress independently? Can they take their shoes on and off?
- Washing their hands – Can they pull their sleeves up, turn on the tap and wash their hands? This will be particularly important this year.
- Feeding themselves – Can they carry a small tray of food? Can they feed themselves with a spoon and/or fork? Can they use a knife?
- Tidying up – Can they put away toys when asked by an adult?
- Completing table top activities – It would be useful to practice sitting at a table completing jigsaws, drawings, using playdoh etc.

## Things to consider

- Check with your child's new school about starting arrangements as these could be different this year.
- If your child has sadly suffered any losses, bereavements or trauma during the lockdown period it would be important to discuss this with school staff.
- Children of this age find it hard to identify and express emotions clearly. Although they may not say it they are likely to be worried about who will be there, will they make friends, will they like it etc.
- If your child's behaviour becomes more difficult as they get closer to starting school try to work out what they are concerned about. Offer additional reassurance and comfort rather than punishments. Try to see beyond the behaviour.
- If your child has any additional needs or currently receives input from outside professionals please inform school staff.

## Books to share with your child about starting school

- I am too Absolutely Small for School (Charlie and Lola) by Lauren Child
- Starting School by Janet and Allen Ahlberg
- Topsy and Tim Start School by Jean and Gareth Adamson
- Harry and the Dinosaurs Go to School by Ian Whybrow and Adrian Reynolds
- Come to School too, Blue Kangaroo! by Emma Chichester Clark
- Going to School Sticker Book and Starting School Sticker Book – Usborne

These books are all either available as ebooks or on youtube (except for the Osborne sticker book).

## Parental worries

It is very normal to be experiencing concerns as a parent during this time. You may be thinking will they be safe? Are they ready? Have I done enough? Every family/child's situation is different but try to remember that 1000s of children successfully make this transition every year and your child is very likely to be one of them. This has been a strange period of time with many ups and downs and as lockdown starts to lift schools will be ready to welcome you and your child!



Produced by the Croydon Educational Psychology Service  
[edpsychology@octavopartnership.org](mailto:edpsychology@octavopartnership.org)

# THE EMOTIONAL CUP

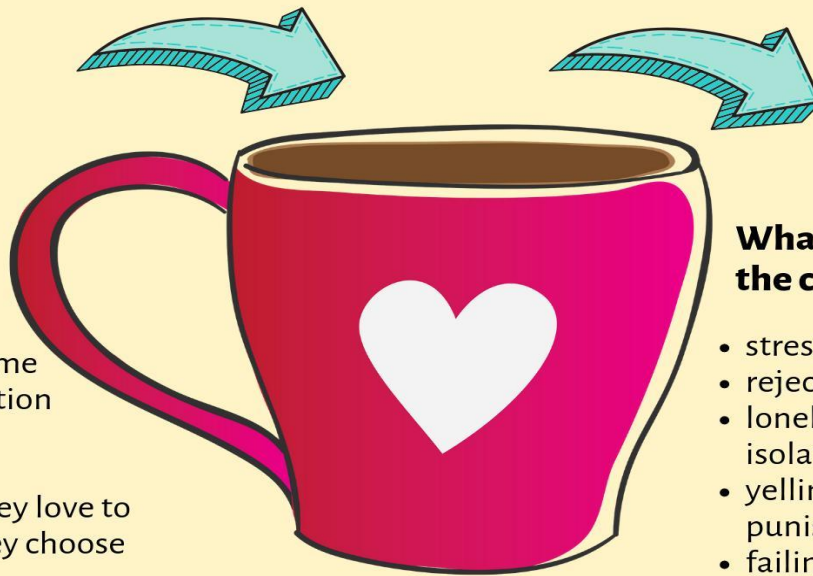
Imagine that every child has a cup that needs to be filled -- with affection, love, security, and attention. Some seem to have a full cup most of the time, or know good ways to get a refill. But most children get a little nervous when their cup gets near empty.

## Some ways that children deal with having an empty cup:

- steal from other people's cups
- misbehave to get your attention and show that they need a refill
- seem to have bottomless cups, or need constant 'topping off'
- can't sit still for refills or actively refuse them
- bounce off the walls when they approach 'empty'
- think they have to fight or compete for every refill

## What fills a child's cup:

- play
- friendship
- one-on-one time
- love and affection
- connection
- succeeding
- doing what they love to do or what they choose to do



## What empties the cup:

- stress and strain
- rejection by peers
- loneliness and isolation
- yelling and punishment
- failing
- fatigue
- doing what they're forced to do or they hate to do

**upbidity**

Publisher of Therapy Resources

# **Safety in the Holidays**

We hope that the holidays are a happy and positive time for our families but recognise that sometimes you may need support for a number of different reasons. Here are some useful links to websites and contacts that may help if the need arises:

## **Internet safety**

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)



This website is great for adults and children, and also has a link to report an incident that has occurred online.

<https://www.nspcc.org.uk/>

Great information to support children and how to deal with and report various online concerns

## **Children's worries**

We encourage children to talk to their trusted adults in their lives but if they find this difficult for any reason there are lots of amazing organisations with staff trained to help children with their worries:

[www.childline.org.uk](http://www.childline.org.uk) phone: 0800 1111



[www.bullying.co.uk](http://www.bullying.co.uk) phone: 0808 800 2222



## **Parents/ guardians**

For general advice:

[www.familylives.org.uk](http://www.familylives.org.uk) phone: 0808 800 2222



[www.croydon.gov.uk](http://www.croydon.gov.uk) phone: 0208 726 600

Support following a crime:

Event and activity listings:

[www.familiesonline.co.uk/local/croydon](http://www.familiesonline.co.uk/local/croydon)

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>





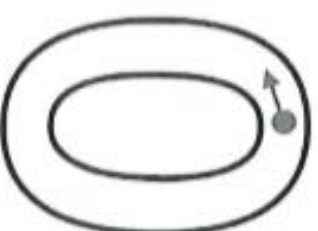
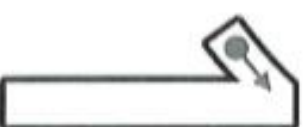
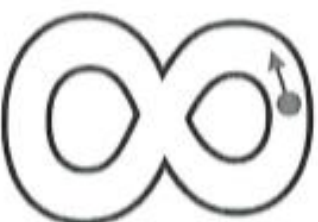
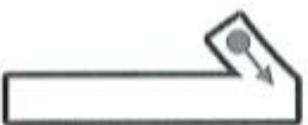
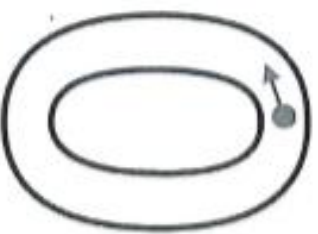
# The Alphabet Chant

<b>A</b> is for apple	Pretend to take a bite of an apple.
<b>B</b> for bat and ball	Pretend to hit a ball with a bat.
<b>C</b> is for caterpillar climbing up the wall	Move one finger in the shape of a "c," then use two hands to climb upwards.
<b>D</b> is for dinosaur	Place your arms in front of you, on top of each other. Open and close them like giant dinosaur jaws.
<b>E</b> is elephant	Clasp hands, bend over, and wave your "trunk."
<b>F</b> is for flower what a pretty scent!	Pretend to smell a flower that you are holding.
<b>G</b> is for girl	Girls point to themselves; boys point to a girl.
<b>H</b> is for horse	Gallop in place.
<b>I</b> is for insect crawling up my shorts!	Place two fingers on top of your head like antennae and wiggle them. Smack an invisible insect on your leg.
<b>J</b> is for jump	Raise your arms high in the air, and leap up once.
<b>K</b> for kangaroo	Hop three times.
<b>L</b> is for legs walking to the zoo	Shake your legs and point to them. Walk in place.
<b>M</b> is for mountain	Make a mountain by placing your arms above your head with fingertips together.
<b>N</b> is for net	Hold your arms to the side, making a circle shape.
<b>O</b> is for octopus wiggly and wet	Wave your arms around.
<b>P</b> is for parrot	Open and close one hand to make the mouth of a talking parrot.
<b>Q</b> is for queen	Place in imaginary crown on your head.
<b>R</b> is for rabbit hopping on the green	Hop with your hands on your head like long ears.
<b>S</b> is for snake	Squirm your whole body like a snake.
<b>T</b> is for tower	Stand very tall, and stretch your arms out from your shoulders in the shape of a "t."
<b>U</b> for umbrella keeps you dry in a shower	Pretend to open and hold an umbrella.
<b>V</b> is for vulture	Hold arms up in a "v" shape, and then bring them down to imitate a flying vulture.
<b>W</b> is for worm	Wiggle your finger like a worm.
<b>X</b> is exercising fox now we take a turn	Do jumping jacks.
<b>Y</b> is for yo-yo	Pretend to make a yo-yo go down and up.
<b>Zip</b> starts with <b>Z</b>	Pretend to zip up your coat.
Now I know my alphabet They're all in my head	Pat hands on your chest and smile.

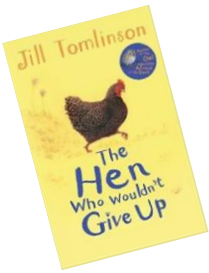


# Number Formation

Can you trace the numbers?



## Reception



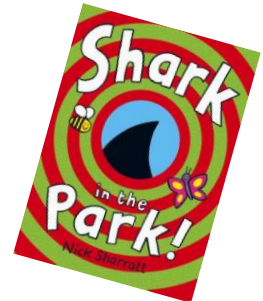
The Hen Who Wouldn't Give Up by Jill Tomlinson



Dinosaurs Galore! by Giles Andreae and David Wojtowycz



One Snowy Night by Nick Butterworth



Shark In The Park by Nick Sharratt

Whatever Next by Jill Murphy

Owl Babies by Martin Waddell



Guess How Much I love You by Sam McBratney



So Much by Trish Cook

Each Peach, Pear, Plum by Janet and Allan Ahlberg

Allan Ahlberg

Dogger by Shirley Hughes

