

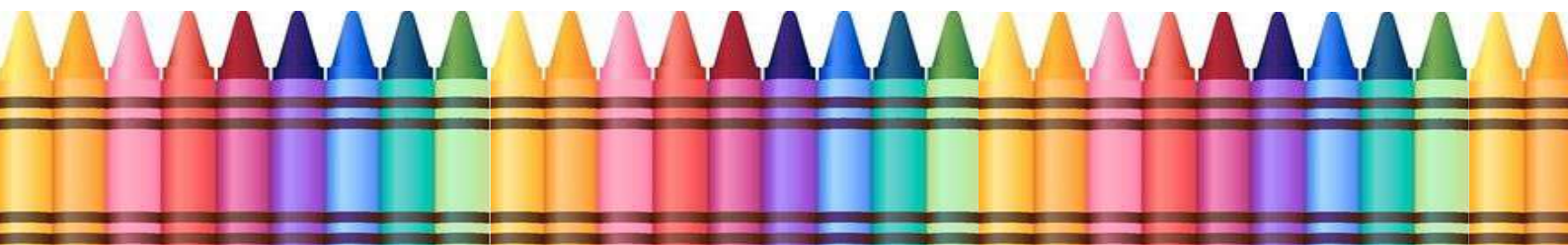


Thorntree
Academy

LEARN • THRIVE • CELEBRATE

Reception Welcome Pack

September 2021





Welcome to Thorntree Academy Reception Class

Thank you for choosing our school.

We hope this handbook will help to answer any questions you may have and provide you and your child with the relevant information that will help to make starting in Reception a happy time and a smooth transition between home and school.

Obviously we will not be able to answer every question in this booklet or cover every circumstance or eventuality, but we will always do our best to keep you informed on a regular basis and welcome any questions that you may have.

Parents/carers are children's first and most important educators. At Thorntree Academy, we recognise that parents/carers play an important role in their child's education and we therefore hope to establish a strong working partnership. This handbook is one of the first steps towards this.





Vision and Aims

We strive to ensure our curriculum gives children the opportunity to develop a rich and deep subject knowledge through the enjoyment, experience and challenge of learning. They will understand the value of their learning and see how it is relevant to their future.

Our curriculum will:

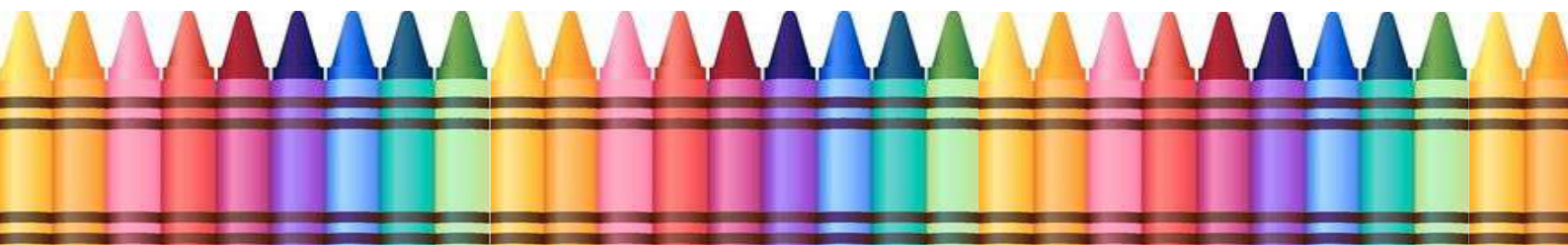
- foster children's curiosity*
- excite and sustain children's interests while promoting problem solving, creativity and communication.*
- provide extended opportunities for children to read widely and often, developing their fluency, vocabulary and comprehension.*
- promote high self-esteem, giving children confidence in their ability and the recognition that people are good at different things.*
- allow children to make a positive contribution to the school and wider community.*
- involve parents/carers and carers in their children's learning and experiences.*
- be enriched through outdoor learning and offsite activities.*

What the Parents/Carers say...

"For my girls, and for me, this is the best school ever. We love you all"

"My daughter is enjoying and learning well at school, so as long as she is happy we are happy"

"You are doing a great job, the school does a lot for the children. Well done"





General Information

The school day starts at 8:50am and ends at 3:00pm.

Children and parents/carers use the marked, yellow footprints to wait in the playground until the reception door opens. The children will be greeted by a member of the Reception team to make their way to their classrooms.

Staffing Our Reception Teachers are called Miss French and Miss Ali and our teaching assistants are called Miss Taylor and Miss Williams

School telephone number: : 01642 242309

School website <https://thorntreeschool.co.uk/>

Email: thorntree@thorntreeacademy.org.uk

Arrival and collection

If you arrive after the school gates have been locked, please go to the main entrance where your child will be registered by a member of the office staff.

If you need to collect your child early or take them out for an appointment, you would also need to go to the main entrance area.

We would appreciate it if parents/carers would bring and collect their children at the given times.

For your child's own safety, they will only be allowed home with people named on the emergency contact form, unless the school has been informed in advance of any alternative arrangements.

If we are ever unsure, we will always contact you to double check before allowing your child to leave our care.

If you are going to be held up, we would appreciate a phone call to let us know that you are going to be late to collect your child.

Absences If your child is absent, you must telephone the school before 9.10am to give a reason. A phone call should be made on every day of the absence.

Please read the school attendance policy on the school website for further details.



Term Dates



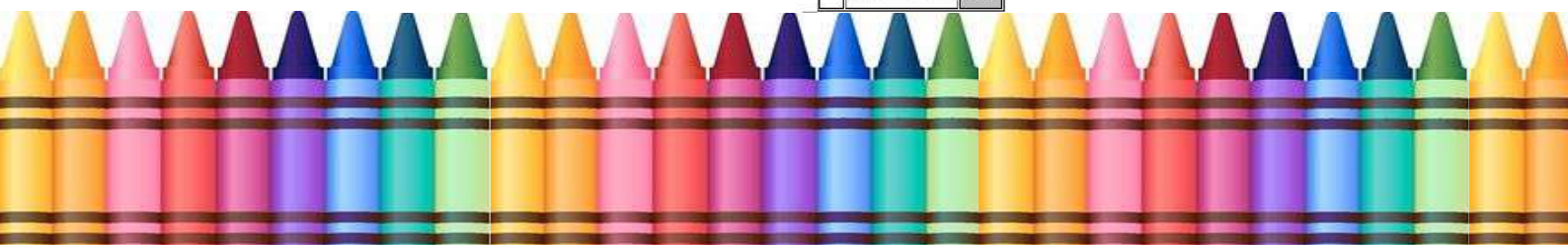
TERM DATES 2021/2022

2021	AUGUST 2021	SEPTEMBER 2021	OCTOBER 2021	NOVEMBER 2021	DECEMBER 2021
Monday	02 09 16 23 30	06 13 20 27	04 11 18	01 08 15 22 29	06 13 20 27
Tuesday	03 10 17 24 31	07 14 21 28	05 12 19 26	02 09 16 23 30	07 14 21 28
Wednesday	04 11 18 25	01 08 15 22 29	06 13 20 27	03 10 17 24	01 08 15 22 29
Thursday	05 12 19 26	02 09 16 23 30	07 14 21 28	04 11 18 25	02 09 16 23 30
Friday	06 13 20 27	03 10 17 24	01 08 15 22 29	05 12 19 26	03 10 17 24 31
Saturday	07 14 21 28	04 11 18 25	02 09 16 23 30	06 13 20 27	04 11 18 25
Sunday	01 08 15 22 29	05 12 19 26	03 10 17 24 31	07 14 21 28	05 12 19 26

2022	JANUARY 2022	FEBRUARY 2022	MARCH 2022	APRIL 2022	MAY 2022	JUNE 2022
Monday	04 11 18 25	07 14 21	07 14 21 28	04 11 18 25	09 16 23	06 13 20 27
Tuesday	05 12 19 26	08 15 22 29	08 15 22 29	05 12 19 26	10 17 24	07 14 21 28
Wednesday	06 13 20 27	09 16 23 30	09 16 23 30	06 13 20 27	11 18 25	14 21 28
Thursday	07 14 21 28	10 17 24 31	10 17 24 31	07 14 21 28	12 19 26	15 22 29
Friday	01 08 15 22 29	11 18 25	11 18 25	08 15 22 29	13 20 27	16 23 30
Saturday	02 09 16 23 30	12 19 26	12 19 26	09 16 23 30	14 21 28	17 24
Sunday	03 10 17 24 31	13 20 27	13 20 27	10 17 24	15 22 29	18 25
				11 18 25	16 23 30	19 26
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2021	JULY 2022
Monday	04 11 18 25
Tuesday	05 12 19 26
Wednesday	06 13 20 27
Thursday	07 14 21 28
Friday	01 08 15 22 29
Saturday	02 09 16 23 30
Sunday	03 10 17 24 31

Bank Holiday	
School Holiday	
PD Days	





Children's Health

At Thorntree Academy, staff will always act in the best interest of a child's wellbeing and health.

We rely on the good judgement of parents and carers to keep their child away from school in the event of illness. If your child has been away due to illness, please ensure they are fully recovered before they return to school to prevent the risk of spreading infection.

If your child has had sickness or diarrhoea, they should be kept at home for at least 48 hours.

Conditions: If your child is asthmatic and requires an inhaler, please bring this in to the office in it's original box.

You will be asked to complete a medical form. The inhaler will be kept in the classroom for swift access and should be clearly labelled with your child's name.

If your child has any other medical conditions, please inform the school immediately as a care plan may be required.

Please also inform school if your child has any allergies or dietary requirements.

It is expected that all children are fully toilet trained when they start school, unless there is a medical or developmental reason. Sometimes accidents do happen. It would be really helpful if children could have a spare set of underwear in school in case this happens.

Should your child be provided with spare clothes from school, please wash and return them as soon as possible. Children are encouraged to self-manage.

If you have any worries or concerns about your child's health or development, please mention this to us as we may be able to advise you on whom to contact. We have a Parent Support Advisor (PSA) working in school, Mrs Cottle, and both the School Nurse and Speech Therapist visit regularly. Interventions are also on offer such as Early Words Together which helps parents/carers support their child's literacy and language development. And stay and play phonics club to help with early reading and writing skills.

School Nursing (Middlesbrough) To access the service you can contact the school nurse team on 03003031603, email HDFT.MboroHealthyChildService@nhs.net



Starting School



We realise that this can be both an anxious and exciting time for children and their families.

The Reception classes are very play based to begin with although children will be encouraged to write, draw, and count, use mathematical language and think for themselves during their play.

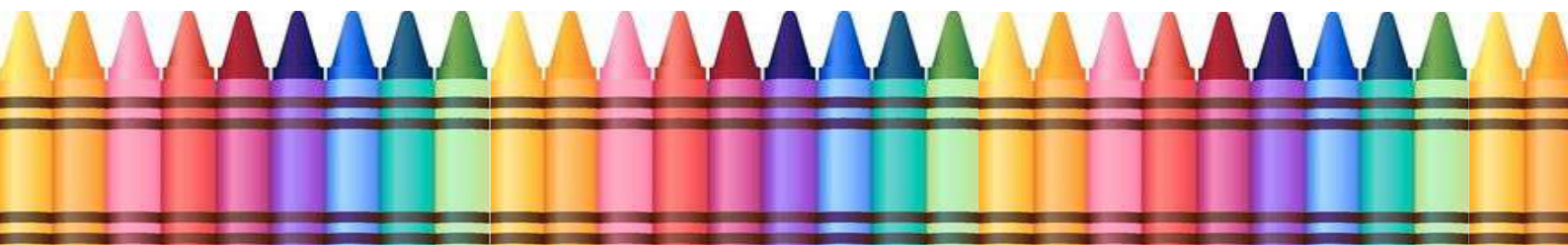
It is important to us that your child thinks of learning as fun so there will be lots of things for them to do and explore while they get acquainted with their new classroom.

The children are actively encouraged to say goodbye to their parents/carers at the reception entrance door.

Their day will begin with 'early work', a table top task such as writing their name. Next we will have registration and then start activities/lessons.

***Coronavirus:** Because it is challenging to reduce contact between young children in early years settings, regular cleaning and disinfection of surfaces, objects and toys, as well as handwashing will be a particular focus.*

As far as possible, children and staff members will stay the same from day to day.





Uniform

To purchase uniform for September please telephone Lollipops on 01642 225827 or alternatively visit their website at www.lollipops-middlesbrough.co.uk

Many other shops are now beginning to stock uniform ready for September. Please remember our uniform expectations:

School Day (Compulsory)

Plain white shirt / polo shirt

Royal blue jumper / cardigan
with the school logo

Grey or black trousers / skirt

Plain black shoes / trainers

(No coloured logos or 'Ugg' style
boots)

PE Kit (Compulsory)

White T-shirt

Black/Navy shorts

Black plimsolls

Outdoor PE Kit (Optional)

Hooded jumper or tracksuit
jacket

Black/navy jogging bottoms

Trainers with velcro or laces

Summer uniform (Optional)

Blue/white gingham dresses

Grey/black school shorts

Children are expected to come to school in **full school uniform**

The parents/carers/of children not wearing the correct school uniform will be contacted with the expectation that the correct uniform is worn in future. Children not wearing the correct school uniform will be loaned school uniform and asked to change. Children wearing coloured shoes or black shoes with coloured logos will be asked to change into plain black plimsolls during the school day.

All children should have a school book bag used to carry reading and homework to and from school. PE kits can be brought in either a school back pack or drawstring kit bag. Other bags are not permitted.

We firmly believe school uniform supports good discipline and the school ethos, giving pupils a real sense of identity with their school.





Communication



School telephone number: : 01642 242309

School website <https://thorntreeschool.co.uk/>

Email: thorntree@thorntreeacademy.org.uk

Keeping you Informed

Please ensure that the office always has an up to date mobile phone number and you have SchoolPing installed on your smart phone as these will be used as the main forms of sending you information and messages.

Unfortunately due to Coronavirus, we are unable to chat at the school door, however, you can call school if you have a quick query or need to inform us of something.

If you feel that the matter will require longer, please do not hesitate to arrange a telephone appointment so that we have more time to speak to you.

We will keep you informed of your child's progress on a regular basis. There will be short parents/carers meetings in the Autumn and Spring terms and in the Summer, you will receive an end of year report. (Autumn and Spring term meetings may be restricted to telephone or remote due to Coronavirus)

School website

The Reception year group has its own pages where we will post information about activities and curriculum topics.

Copies of school newsletters are posted on the website as well as any forthcoming school events.

Twitter You can also follow our school twitter page to see all of the wonderful learning that takes place at school. @TRThorntree





Snack and Lunch

Snack time in the Reception class

We have snack time every day. Snack time is a very important part of the curriculum when children can practice social conversation and listening skills.

Snack time includes a piece of fruit and a drink of either milk or water.

We are part of a free fruit scheme which means that each child is able to have a piece of fruit at no cost to you the parent. Through this scheme, the children get to try a variety of fruit and vegetables. Your child will also be issued with a free water bottle to use throughout each day. This will be clearly named and regularly cleaned in the school dishwasher.

Lunchtime

Children in Reception are entitled to free school meals . We would encourage all parents/ carers to complete the enclosed pupil premium application form and return to the school office.

The Pupil Premium funding is crucial to help provide additional financial support in the provision of children's education.

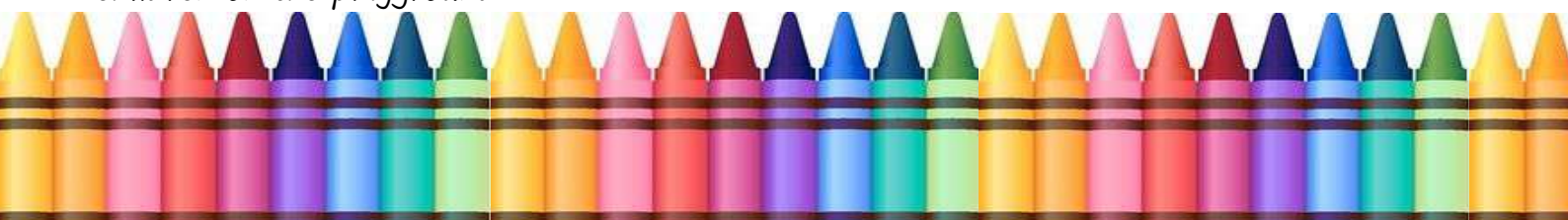
If your child chooses to bring a packed lunch, please be aware that we are a Healthy School and children should have healthy food in their lunch box. We also ask that the lunch is free from nuts due to children with severe allergies within the school. If your child is having a packed lunch, please provide a drink that is separate to their water bottle as this is kept in the classroom.

Lunch boxes Do provide healthy things such as:

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Sandwiches• Pasta• Wraps• Vegetable sticks• Fruit | <ul style="list-style-type: none">• Yoghurts• Raisins• Cheese• A drink e.g. a carton of juice (or water is always available) | <p><i>You may wish to provide 1 small treat such as:</i></p> <ul style="list-style-type: none">• A packet of crisps• A small chocolate bar• A small cake |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Please do not send your child with a lunchbox that contains: Any form of sweets, fizzy drinks, nuts or nut based products i.e some cereal bars and chocolate spreads,

Please remember that your child only has about 20 minutes to eat their lunch, so make sure their lunch box is not over full. After they have eaten they go outside to play with the other children on the playground.





The Curriculum

Reception is part of the Early Years Foundation Stage and consequently has its own specific curriculum.

Your child will finish their Foundation Stage when they leave Reception and move into Year 1. The Foundation Stage Curriculum is based on the recognition that children learn best through play and active learning.

The curriculum is divided into three prime areas and four specific areas of learning. The children will work towards achieving the Early Learning Goals for each of these areas. The early learning goals summarise the knowledge, skills and understanding that all young children should have gained by the end of the academic year in which they turn 5, the reception year.

The three **prime areas** are:- 1 Communication and Language, 2 Personal, Social and Emotional Development and 3 Physical Development

The four **specific areas** are:- Literacy, Mathematics, Understanding of the world and Expressive Arts and Design.

The aim of Reception is to support and develop children's learning by building on their interests, abilities, ideas and experiences.

Children need to have the confidence to have a go by giving them time to play and explore. They need to be active in their learning and be able to persevere if they find things a bit tricky so that they can be proud of their achievements. They also need to be able to develop their own ideas and make links with previous learning.

The Reception year will be carefully planned to give the children the opportunity to experience a wide variety of stimulating activities through structured play situations so that learning will be fun.





Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners will respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Parents and/or carers will be kept up-to-date with the progress and development. We will address any learning and development needs in partnership with you, and any relevant professionals.

There are three formal assessments during the Early Years Foundation Stage.

1. Two Year Progress Check— This is completed when your child is age 2
2. The Reception Baseline Assessment (RBA)—The RBA is a short assessment, taken in the first six weeks in which a child starts reception.
3. The Early Years Foundation Stage Profile –This assessment is completed at the end of the Reception year, in the final term. The Profile provides parents and carers, practitioners and teachers with a well rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. Each child's level of development will be assessed against the early learning goals. Practitioners will indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile. We will share the results of the Profile with parents and/or carers. Year 1 teachers will also be given a copy of the Profile report.

Early Learning Goals are outlined and explained on the following pages.





CLL



Communication and Language

The development of children's spoken language underpins all seven areas of learning and development.

This area of learning involves: giving children the opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

By the END of Reception children should be able to:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and in small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- 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

How can you help at home?

- Talk with your child
- Read and enjoy stories together
- Act out stories for others in your family to watch
- Chat, talk, speak to, whisper and sing with your child
- Play I spy when you are out and talk about things in the environment
- Engage in dialogue with your child when you are out and about





PSED



Personal Social and Emotional Development (PSED)

PSED is crucial for children to lead healthy and happy lives. It involves building strong, warm and supportive relationships with adults that help children to learn how to understand their own feelings and those of others. With help they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

By the END of Reception children should be able to:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- 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
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

How can you help at home?

- Play games to encourage sharing and turn taking
- Talk about how things make both you and your child feel
- Ensure your child is able to use the toilet
- Encourage your child to wash their hands after going to the toilet
- Allow them to put their coat on and do it up by themselves
- Encourage them to have a go at dressing themselves
- Take them to new places to encourage self confidence





Physical Development

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. By creating games and providing opportunities for play both indoors and outdoors, children develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

By the END of Reception children should be able to:

- Negotiate space and obstacles safely, with consideration for themselves and others*
- Demonstrate strength, balance and coordination when playing*
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing*
- Hold a pencil effectively in preparation for fluent writing*
- Use a range of small tools, including scissors, paint brushes and cutlery*
- Begin to show accuracy and care when drawing*
-

How can you help at home?

- Play ball games*
- Take a trip to the park*
- Feeling messy? Make some playdough*
- Take a pot of water and a paintbrush outside so your child can 'paint' the pavement, fence or shed*
- Develop your child's fine motor by encouraging them to do zips, buttons and poppers.*
- Cutting up magazines/pictures*
- Play with lots of construction toys to strengthen their fingers*
- Talk about the importance of fruit and vegetables*
- Encourage them to use a knife and fork by themselves*





Literacy

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two parts; language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves spelling and handwriting and composition (articulating ideas and structuring them in speech, before writing).

By the END of Reception children should be able to:

- 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
- Say a sound for each letter in the alphabet and know some sounds that are spelled with more than one letter
- Read aloud simple sentences and books that are consistent with their phonic knowledge
- 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 can you help at home?

- Allow children opportunities for 'real life' writing experiences e.g shopping lists, birthday cards, Post-it notes
- Celebrate all attempts at writing even if it doesn't look like 'real' writing
- Share and talk about stories
- Spot writing in your environment – shops, sign posts etc.
- Practice writing letters in different things – trace it in sand and paint, use chalk outside





Maths

Mathematical Development

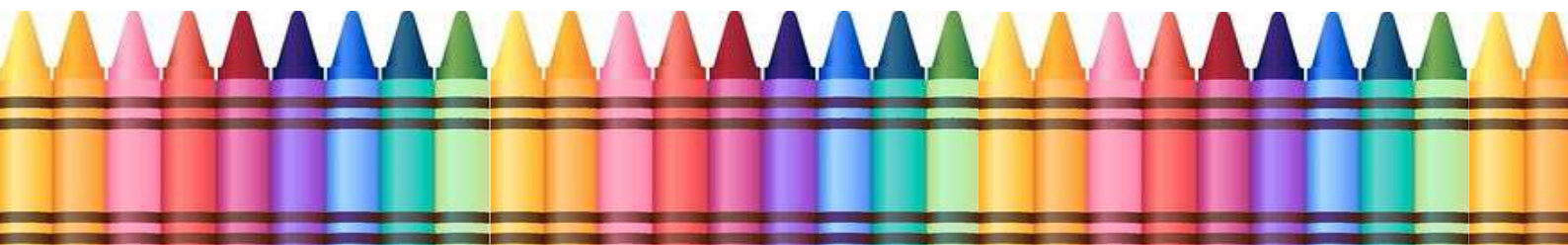
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. The curriculum also includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

By the END of Reception children should be able to:

- 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
- 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.

How can you help at home?

- Play board games like snakes and ladders to practise counting
- Make a game out of sorting the socks after doing the washing
- Talk about the patterns you see
- Ask your child when you have a problem e.g I only have 2 apples but there are 4 of us. What shall we do?
- Sing number rhymes e.g 1,2,3,4,5 once I caught a fish alive
- Spot numbers when you are out and about



Understanding the world



Understanding the World

This area of learning involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

By the END of Reception children should be able to:

- Talk about the lives of the people around them and their roles in society*
- Know some similarities and differences between things in the past and now*
- Understand the past through settings, characters and events encountered in books read in class and storytelling*
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps*
- Know some similarities and differences between different religious and cultural communities in this country*
- Explain some similarities and differences between life in this country and life in other countries*
- Explore the natural world around them, making observations and drawing pictures of animals and plants*
- Know some similarities and differences between the natural world around them and contrasting environments*
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter*

How can you help at home?

- Talk to your child about your family, culture, religion, where you live*
- Encourage your child to ask questions and answer them as best you can*
- Ask your child what buttons they think you should press and why, when using electrical equipment at home*
- Notice changes in the natural environment, such as autumn leaves falling or the first signs of spring and talk about these changes*



Expressive Arts & Design



Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

By the END of Reception children should be able to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function*
- Share their creations, explaining the process they have used*
- Make use of props and materials when role playing characters in narratives and stories.*
- Invent, adapt and recount narratives and stories with peers and their teacher*
- Sing a range of well-known nursery rhymes and songs*
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music*

How can you help at home?

- Encourage your child to role play; be prepared to be Mr, Miss or Mrs in a game of teachers. Or maybe you'll become a passenger on your child's train*
- Make shakers using pots and dried pasta or lentils*
- Value your child's creations– talk about what they have done and listen to their ideas*
- Keep your old clothes, shoes, hats, gloves to make an exciting box of dressing up clothes*
- Do lots of painting and drawing with your child, they love to see you doing this as well*
- Explore a range of different materials and tools, such as paint, pasta, flour, crayon, mud or playdough*





Checklist

Checklist for Starting School

When I start in Reception I will need...

A school uniform which is clearly labelled

Please make sure that your child's name is on everything they take off, including shoes. We will encourage children to keep their own belongings safe but sometimes things do go missing.

A practical coat with a hood to be brought to school each day

Please make sure your child's coat has their name on it.

A Thorntree Academy book bag

Free to all children starting Reception

A lunch box – if you're not having school dinners

Completed emergency contact and permission forms

Clearly labelled PE kit in a drawstring bag that can be hung on a peg.

Velcro school shoes can be a great help with PE changes!

Sun hat and sun cream on hot and sunny days

Please remove all jewellery for school.

Your child can wear a pair of small studs in their ears, which will need to be covered for PE. PLEASE NOTE your child may go into the soft play and will play on the playground. Earrings may easily catch on clothing and equipment.

Please bring the above during your child's first week starting on Monday 6th September
We look forward to starting a fun filled year together.

The Reception Team



Parent/Guardian details

	Parent/Guardian Surname	Parent/Guardian Forename	Parent/Guardia Date of Birth			National Insurance or NASS number								
1														
2														

Child details

Child's Surname	Child's Forename	Child's Date of Birth			School	Year Group
					Thorntree Academy	Nursery

Do you have other children at this school?

Child's Surname	Child's Forename	Child's Date of Birth			School	Year Group

Current address

Postcode:

Mobile:	Home:
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Declaration: I agree that this information will be used to check eligibility for Pupil Premium

Your Signature _____

Date _____

Thank you for completing this form. Please return it to school office as soon as possible.



Most of our uniform can be purchased from a provider of your choice. Sweatshirts and cardigans must display the school logo.

Below is a pricelist from our local provider Lollipops.

Sweatshirts	£9.50
Cardigans	£10.50
White Polo Tops	£6.50
Reversible Jackets	£15.00
P.E Set Without Plimsolls	£11.00
P.E Set With Plimsolls	£15.00
P.E Top	£4.50
P.E Shorts	£3.50
Book Bag	£4.50
Document Case	£7.00
Backpack	£9.00
P.E Bag	£4.00
Plimsolls	£4.50
Initials	2 @ 75p
	3 @ £1.00
	4 @ £1.25