



Welcome Meeting for Parents

September 2025

What to expect in a day?

8.35 – 11.45 (a.m. session)

- After welcoming the children in, we direct them to put their belongings in their places (water bottles on their names, book bags in their house colours boxes, lunch boxes on the trolley, coats on their labelled peg and self register with their names.
- We complete the register which is followed by our calendar and daily timetable.
- We then have phonics followed by adult focused, adult initiated and child initiated activities.
- Just before lunch, we have a carpet session where we learn as a whole class. At the moment this is a communication and language session. Once the children are ready we will begin Drawing Club which is a writing session.

11.45 – 12.45

- Lunch in the hall and outside play. We play outside, even in the rain. So please ensure your children come equipped for this weather e.g. wellies, coats, spare clothes.

12.45 – 3.15 (p.m. session)

- Afternoons vary each day but we always have a maths session. Tuesday we have Jill who tells us beautiful bible stories and Wednesdays are P.E.
- We use this time to teach the different areas of learning through a holistic, cross curricular approach. We also enjoy P.E / Tatty Bumpkins (Wednesday); Outdoor learning/wild patch area; Bible stories with Jill Rowe (Tuesday) as well as activities with Pre-School throughout the week in this session.
- We finish the day with singing and a story.



Homework in Reception

Phonics:

Returned on Wednesdays / Sent home on Thursdays

The children will come home with a sheet with our two newly learnt sounds on. They will also have a sound pocket which will be added to each week with newly taught sounds- children can use these to recap the previously learnt sounds.

Reading Books:

Returned on Wednesdays / Sent home on Thursdays

Reading books will be sent once they have learnt a set of sounds. Then they will be set by the children's individual reading stage. We will also be setting online books for the children to read in addition to their reading books.

Tapestry:

Occasionally we will add some home learning which can take place. E.g. collecting leaves, Maths activity or a discussion to have. These will change depending on the children's needs and interests.



What Is the EYFS?

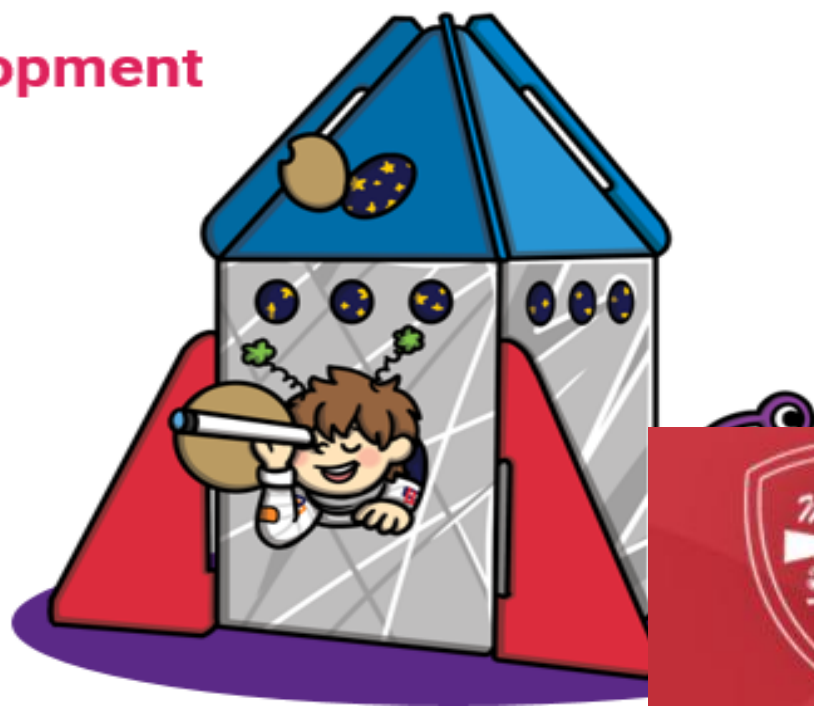
The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and Ofsted registered early years providers in England must follow the EYFS.

Also included in the EYFS are the **seven Areas of Learning**. They are:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

At the end of the EYFS, there are **17 Early Learning Goals** that children are expected to achieve.



More information: [What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf](https://www.foundationyears.org.uk/FINAL-16.09-compressed.pdf) (foundationyears.org.uk)



What is our Curriculum?

Our first topic/theme
is 'This is me!'

We create our own curriculum linked to our cohort's needs. We have been discussing our feelings, likes and dislikes and will be looking at our families and moving on to where we live. This term there is a great focus on our Personal Social and Emotional Development, Communication, Language and Literacy and our Physical development to help develop our learning readiness.

Please see the class topic web located on the school website for further information regarding the teaching and learning this term. This web will be updated half termly and available on the website.



What does Learning look like?

“Your child will mostly be taught through games and play” as recommended through the Early Years foundation stage documents.

Activities are planned based on your children’s development. We deliver practical activities; group activities, whole class discussions/activities on the carpet and 1;1 teaching.

Your child will be given time to ‘explore’ where they can choose what they wish to ‘play’ with, but the provision will be enhanced with specifically chosen activities to progress their learning that has already taken place or expose them to an objective coming up. The adults will scaffold, play by interacting with them, questioning them, moving their learning and understanding forward and provide them with new and challenging experiences.



Tapestry

- Tapestry will be the platform that we use to add big WOW moments, we no longer follow the children around with an Ipad instead we give the children our full attention and only document the moments which are “really” special. It will mean that you may have less pictures and observations than you may be used to, but instead we are using that time to be with the children.
- However, I will also add some additional information here for example things we have done as a whole group, some home learning which could take place and any general information.
- It would also be lovely to see some of the fantastic things your children have been up to and if your child has had a WOW moment at home please share this through tapestry and we can celebrate this in school and share it with their friends



How you can help your child?

Communication & Language

- Play games with me where I have to listen to your instructions such as a treasure hunt.
- Share a wide range of books and stories with me, including non-fiction and poetry.
- Talk out aloud, commenting on your actions and mine. This helps me hear clear, well-formed sentences.
- Encourage me to have lots of back and forth conversations with other children and adults.

Personal, Social & Emotional Development

- Listen carefully to me. Encourage me to express my feelings using words.
- Help me solve problems by talking them through with me. This will help me keep going even when I find it really hard.



Physical Development

- Give me time and space to be highly active and get out of breath every day.
- Encourage me to crawl on all fours, climb, pull myself up on a rope and hang on monkey bars. These activities will help me develop the strength I need for writing.
- Let me use one-handed tools like peelers and knives.



Mathematics

- [Name small groups of things, this helps me to 'subitise'](#) (instantly seeing how many without counting) e.g. "There are 3 slices of pizza left."
- Ask me to count out a number of things from a group, e.g. "Could you get me 6 eggs?"
- Make number snap or bingo with numerals and pictures. Match the numerals with the right amount.
- Make patterns with objects, e.g. buttons or shells. Such as 'big, small, big...' Make a mistake and talk with me about how to fix it.

Understanding the World

- Share photos and tell stories about my family, both past and present.
- Take me to places of worship and places of local importance in my community.
- Let me help you cook. Talk about changes such as 'melting' or 'boiling'

Literacy

- Keep reading with me everyday. Share books that let me see people of different races, cultures, gender and religion.
- Play games where you give me an instruction like "Can you h-o-p?" I have to put the sounds of the word together.
- Let me make up stories – you could write them down for me and we could act them out.
- Make a photo book of our family or when we went to the park and let me write my own words in it.

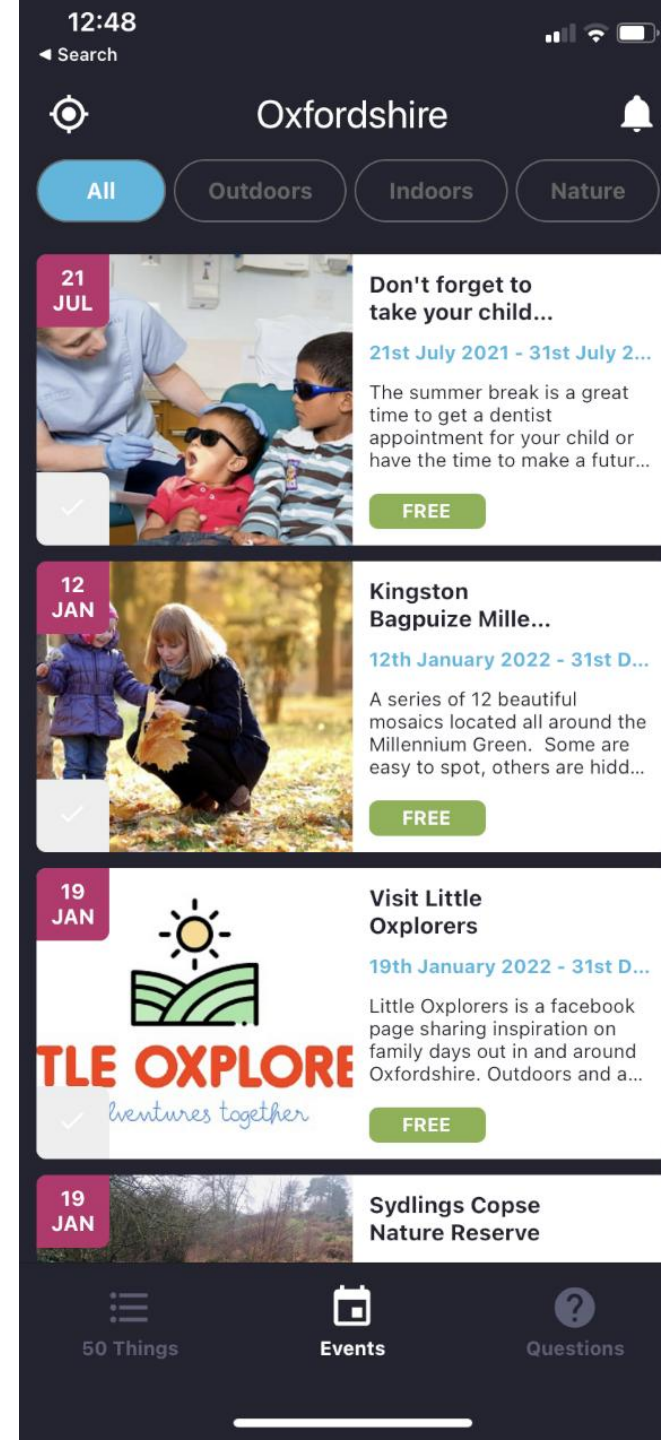
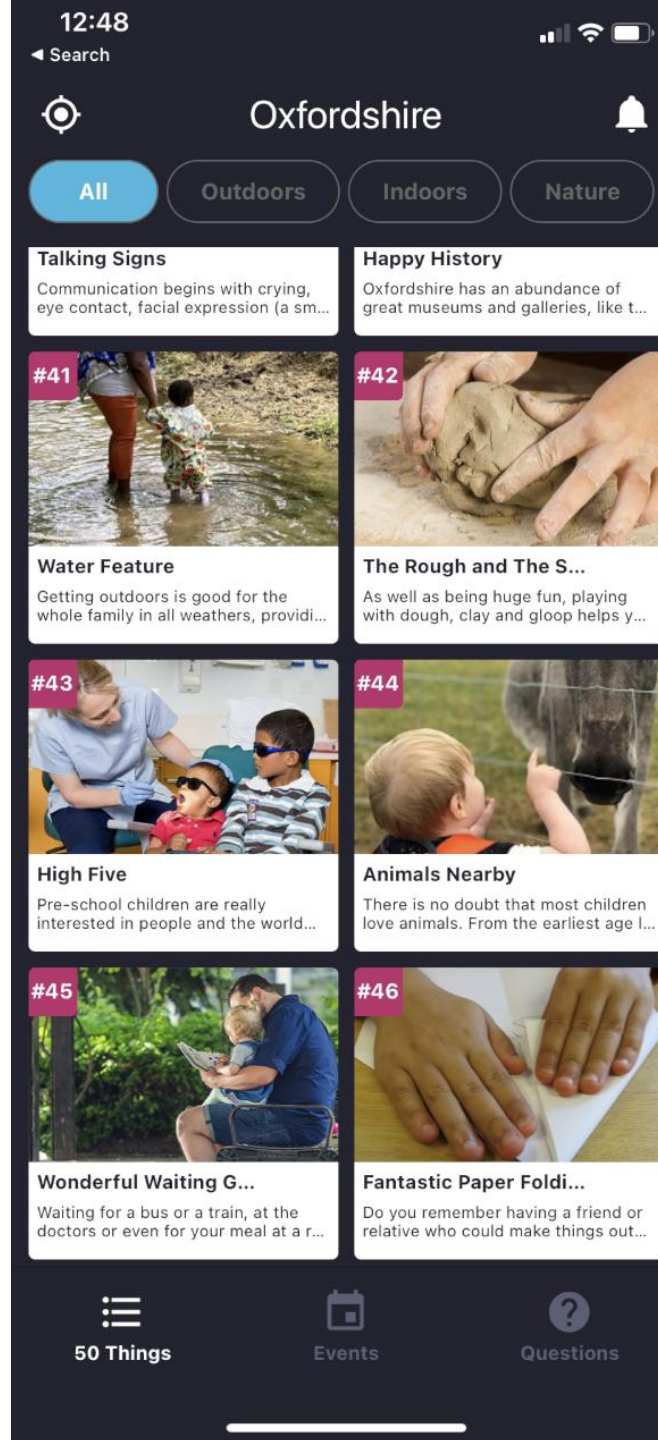


Expressive Arts & Design

- Sing and dance with me when we hear our favourite songs. Encourage me to make up my own routine.
- Give me string, scissors, glue, sticky tape and boxes to make a model.



This is an app you can download with some nice activities to do with your children. It also has upcoming events which are usually free. This is a platform which is always promoted to us in any Early Years training to pass on to you parents.



What are the reading aims for the end of Reception?

Say a sound for each letter in the alphabet and at least 10 digraphs,
Read words by sounding and blending within their phonetic knowledge.

Read aloud simple sentences/books that are consistent with the phonetic knowledge including some common exception words.

Show understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.



Behaviour

Our behaviour policy is based around relationships, routines and high expectations.

Only have three rules be **Ready**, be **Respectful** and be **Safe**.

It ensures any concerns around behaviour are dealt with a positive supportive approach and when needed, in collaboration with parents.

We have a consistent approach throughout the whole school. The scripts we use encourage children to reflect on their behaviour and we work with them to find solutions or ways to make better choices.

New policy available on the website soon, if not already.



How you can help your child- sleep

We all know that sleep helps us to:

- Learn better- our brain forms new pathways in our sleep
- Improve our emotional and mental wellbeing
- Communicate and interact well with others
- Helps us grow, repair cells etc

Please help us by having a set bedtime, set routine, reducing screen time before bed and down time.



Special Educational Needs

- SEN covers social, emotional and mental health needs, communication and interaction needs, cognition and learning needs, physical and/or sensory needs, fine motor needs, specific learning difficulties such as working memory needs or processing needs.
- If you think your child might have SEN, or if we think your child might have SEN, we will be in touch or in the first instance please contact your class teacher
- If your child has SEN, there are 3 additional meetings a year- November, February and June. These are with the class teacher and Mrs Callahan may join where appropriate to do so.
- The SENCo (Mrs Callahan) has strategic overview of the provision for all children with SEN in the school
- As a school, we know the biggest impact on pupils with SEN is:
 1. Quality First Teaching
 2. Targeted interventions- time focused and practicable targets.
 3. Adults asking your child their opinion and adjusting practise as needed
 4. Governors monitoring our SEN support



Polite reminder

Can you ensure that ALL items of clothing and water bottles are labelled with the children's names please? We currently have a few jumpers and cardigans, with no names, in our basket and changing for P.E. can be challenging without named items.

Bookbags- small keyring.



How to get hold of us

- If you have any queries or concerns please feel free to contact the school office to arrange a suitable meeting time although, we are available before and after school most days for more pressing matters

