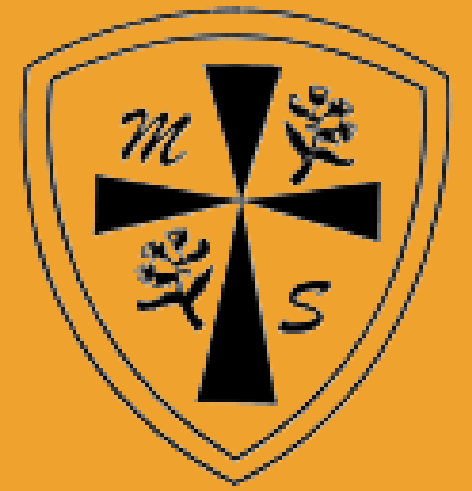


LEOPARDS CLASS MEETING FOR PARENTS



SEPTEMBER 2026

WELCOME TO LEOPARDS CLASS!

We hope at the end of the meeting you will:

- Find out about our class
- Be aware of the class expectations
- Find out about our vision, values and learning behaviours
- Find out how you can help your child at home
- Have the opportunity to ask any questions you may have.



Living and Learning with Faith, Community and Hope



CHRISTIAN VALUES – THESE ARE THE SIX VALUES WHICH UNDERPIN OUR ETHOS.

Friendship

Respect

Compassion

Responsibility

Perseverance

Courage

Behaviour - Five principles of conduct that underpin practice for staff:

- Consistent, calm adult behaviour
- Positive reinforcement
- Relentless routines
- Addressing unacceptable behaviour
- Restorative follow-up

LEARNING BEHAVIOURS



R



E



A



C



H

Rewards



ClassDojo

- ClassDojo points for showing learning behaviours and living our vision and values.
- ClassDojo points will be collected by the House Captains and counted up regularly and the weekly winners will be shared in celebration assembly.
- Certificates for demonstrating our vision and our learning behaviours will be given out in Friday's celebration assembly.

Morland

Anson

Duffield

Denman

Your child will bring home a letter with instructions and their personal QR code on it (this code will take to you to our class).

In the front of your child's reading record is also their QR code.

Scan the code – it will take you directly to your child.

I will approve families.

You will be only be able to access your child's profile.

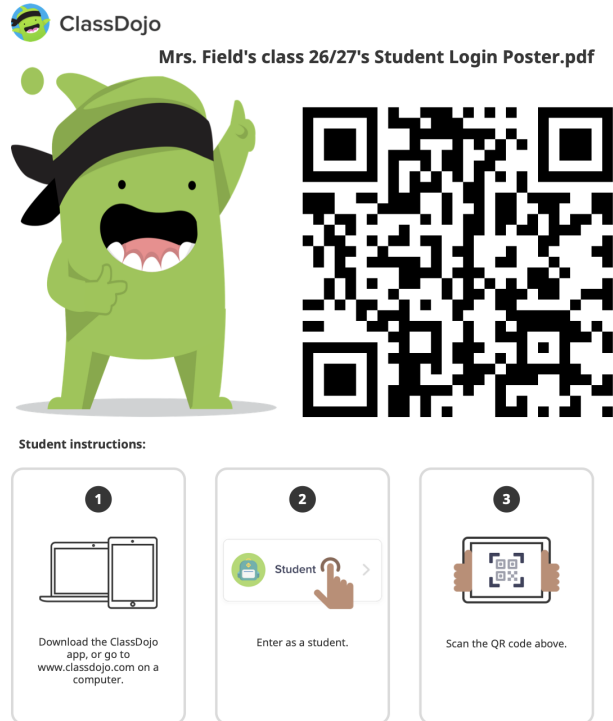
Follow along with our learning on Class Story.

Only families connected to Leopards Class 26/27 can view our story.

Watch your child's Dojo points grow.

You do not need to subscribe – Dojo is a free service.

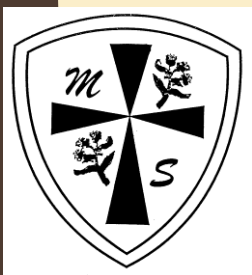
Please do not take screen shots and share on any media sites.



Illness will need to be reported via the School Office not through Dojo messages.

Changes to pick-up/collection need to be reported via the School Office not through Dojo messages.

You can add activities from home onto your child's portfolio for me to see – more information on this to follow.



Home-School Agreement

"Ready, respectful, safe."

September 2026

Staff/Teachers

The school will do its best to:

- Make sure your child is enabled to achieve beyond that which they think themselves capable.
- Offer a broad and balanced curriculum which meets the needs of your child and broadens their horizons.
- Welcome parents/carers into the life of the school, keeping you informed about general school matters, and aim to give you adequate notice of events, performances and school trips.
- Develop your child's sense of responsibility for their own learning and behaviour.
- Let you know regularly (at least 3 times a year) how your child is progressing:
- Set your child regular homework tasks, including reading, and ensure that it is marked or acknowledged.
- Contact you as soon as possible if we are concerned about your child's work or behaviour.
- Contact you by 9:30am if your child is absent and the school has not been notified.
- Get back to you within 2 days if you write to us or phone us.
- Offer a range of extra-curricular activities designed to enrich the children's school experience.

Pupils

To help me do well at school, I will do my best to:

- Apply myself to my learning and listen carefully.
- Be polite, helpful and thoughtful towards the other children and adults.
- Come to school and be on time.
- Ask the adults in school or someone at home to help if I find my work difficult.
- Read my books to someone at home.
- Take homework home and do it so that it can be handed in on time.
- Always come to school with the right equipment: take responsibility for my belongings and respect that of others.
- Take good care of the school and the things in it.
- Recognise my responsibility in representing the school while on trips or on my way to or from school.
- Participate in a range of activities and be prepared to work as part of a team.
- Come to school with a positive attitude and help others to enjoy it too.
- Embrace the school values and High-Five learning behaviours.

Parents/Carers

To help my child at school, I will do my best to:

- Make sure that my child attends school and is on time.
- Ensure my child is appropriately dressed for school and school activities.
- Support the school in maintaining good behaviour and discipline.
- Encourage my child to apply themselves to their learning and support them in the homework tasks set, including helping them to find a suitable place and time to do the homework.
- Listen to my child read regularly, in accordance with the Homework schedule.
- Contact school by 9am at the latest if my child is absent.
- Let the school know of any issues at home which may affect my child's work or behaviour.
- Reply to school correspondence.
- Attend open evenings and discussions about my child's progress.
- Take an interest in the wider life of the school and support school events and activities.
- On school grounds, behave in a way that models the school's values.

INFORMATION ABOUT LEOPARDS CLASS



THE ADULTS WHO WORK WITH LEOPARDS

- Mrs Field (Monday – Friday)
- Mrs Allan (Tuesday pm, Thursday and Friday)
- Mrs Simpson (Monday and Wednesday)
- Miss Yardley (Monday – Friday)

- Mrs Philips PPA cover on a Wednesday afternoon

- Mrs Callahan (SENCo) for advice



ROUTINES

- **Collective Worship** takes place every morning.
- **PE is on Tuesday (outdoor) and Friday (indoor).** The children will need to have both an indoor and outdoor PE kit in school. Aim to have their kits in school every day. We will send these home each half term.
- **Forest School Thursday** (we will start Thursday 24th September).
- **Reading Books** will be changed daily – **please send your child's book in daily.**
- **Homework** year one is all about reading! 5-10 mins of daily reading of their reading scheme book.
- **Coat and Wellington boots** - Children need to be appropriately clothed to enjoy their time outside.
- Water bottle, a snack (if your child does not enjoy school fruit) and book bag (with book and reading record) to school every day.
- Children do not need to bring anything else to school.
- **Please name everything!** It is hard to work out who's uniform is who's without this information.



FOREST SCHOOL

- Forest School **takes place in a woodland or natural environment** (Wild Patch within School grounds, Marcham Park) to support the development of a lifelong relationship between the learner and the natural world.
- We aim to develop knowledge, resilience, and self-esteem through hands on experience.
- Forest School is led by myself, a trained Forest School Leader.
- Learning is both child-led and adult led.
- Forest School will take place on **Thursday afternoons** and will **begin next week**.
- Your child will need a change of clothing – we ask this to be old so that it doesn't matter if it gets damaged or dirty. Please send trousers (not jeans as these are uncomfortable when wet) and a long-sleeved top. As the season changes you will need to add jumper, hat, gloves and warmer coat. Please send clothing in on Thursday morning in a separate bag.
- We will be outside for about 90 minutes and want your child to be warm and snug to gain the best possible experience from these sessions.

HOW WE TEACH

- Promote a love of learning
- Promote the REACH learning behaviours so that children learn how to be life-long, independent learners
- Pitch our lessons well and ensure learning happens every lesson, every day.
- We ensure consolidation and progression through our planning and medium-term planning structure.
- Help children who are finding things difficult (either academically, socially or emotionally) to overcome barriers.
- Ensure that children are challenged at the level they need.

Our Learning and Teaching policy is on the school website.



CURRICULUM

We want our children to have a broad and balanced curriculum and to support the transition from Early Years to Year 1 we begin with a very similar structure to that of Pandas.

Play is still important to children of this age and it is a time to learn and develop many skills, test ideas and develop thinking. As the term progresses the time for child-led play will reduce and adult-led tasks will increase. Across the week we will cover the following lessons:

Mornings: Phonics, Maths, English

Afternoons: Topic (History/Geography), Art/DT, RE, PE, Science, Computing, Music, PSHE

We sometimes block lessons together to make the best use of learning/time.



CURRICULUM

Our first topic is: **Toys – Now and Then**

We will learn about toys children play with today and how these have changed from our parents and grandparents' toys. Alongside this we will learn how life has changed.

Our topic web can be viewed on Leopards Class page on the website.

Experiences to support our topic and enrich your child's knowledge:

- Learning about toys you played with as a child
- Conversations about life in the past/looking at items you or your parents might still have.
- Visits to museums (The Black Country Museum is amazing)



READING

Reading is a key skill and fundamental for learning across the curriculum.



1. Listen to them read every day

A small amount of reading practise every day is more useful than a large block all at once.

Linking the sounds to the letters.

Don't be afraid to reread.

Practise reading away from reading books.

The world is full of text to read – if there are words in the environment that children can read, encourage them to read them as much as possible. There's nothing like the feeling of using your new reading powers in the real world!

2. Read to them every day

Listening to books and stories that they can't yet read independently is vital for helping them to enjoy reading, develop their language skills and comprehension, and eventually become a confident reader themselves. We need to drench them in language!

Make a regular time.

Choose a wide range of books.

Don't be afraid to re-read.



READING AIMS FOR YEAR 1- THINGS TO PRACTISE AT HOME

- Point to the text as you read
- Find answers in the text and illustrations about what you have read
- Self correct as you/your child reads
- Retell a story and discuss the important part of a story.
- Read common exception words (tricky words) from our Phonics Scheme
- Read words with –er, -est, -ing and –ed suffixes
- Read words with contractions
- Read words containing all 40+ graphemes



WRITING

Writing is complex - finding ideas and communicating them in writing is hard. Be positive and find creative ways of practising.

Encourage your children to write at home

- Ask the children to write down the weekly shopping list.
- Write plays that they can perform in front of you – say for a special family occasion – or just a weekly feature!
- Ask the children what they want to watch on TV and get them to make a list, finding out stations, days, starting and ending times.
- Write bedtime stories. The younger children could, the next day, draw pictures of the story and explain what they've drawn and why.
- Write a letter or postcard and send it to a friend or relative.
- Write their own jokes.



WHY IS WRITING SO HARD?

Writing is exceptionally hard for young children to master. They need to be able to:

1. Come up with a word, label, caption or sentence to write (an idea)
2. Hold the word, label, caption or sentence in their head (remember)
3. Segment each word as they write
4. Recall the sounds (graphemes) needed to record a word
5. Know how to form letters
6. Have the dexterity to move a pencil/pen
7. Remember the phrase, label, sentence in order to write the next word.
8. Check what has been written

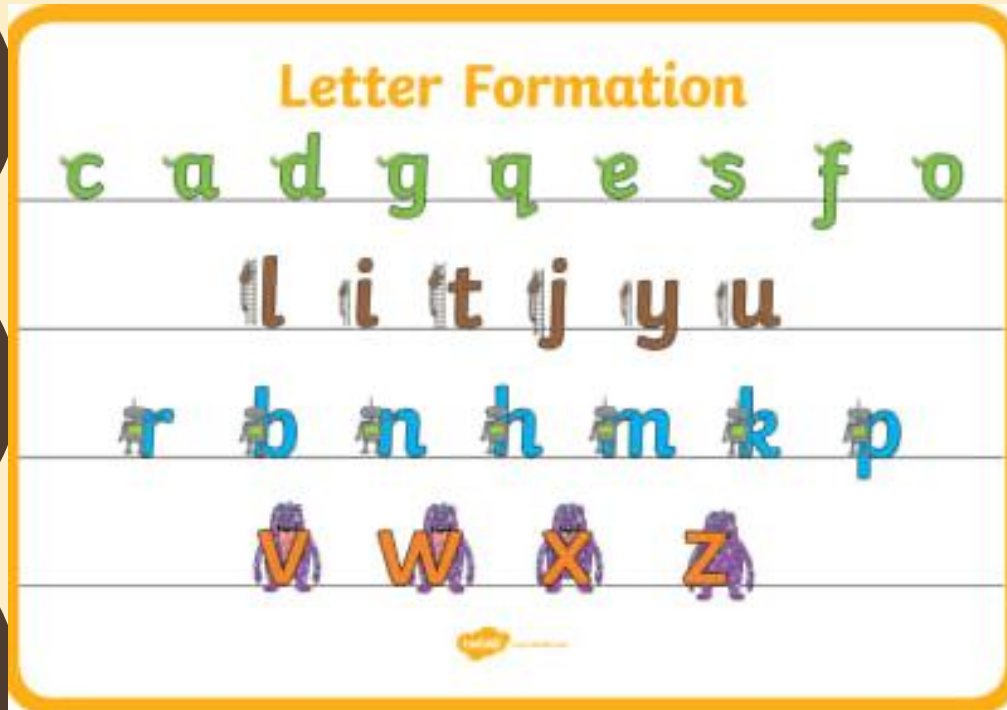
The cognitive load (the thinking) takes up a lot of space; the more skills we can make automatic, the more space a child has for thinking about what they want to write.

Remember learning to drive...



Handwriting

Handwriting is taught in letter families. We focus on each group for one week.



I Struggle with Handwriting! That Means I Might...

Have weak core muscles and poor postural stability

Have difficulties with visual motor integration and/or eye-hand coordination skills

Not process sensory input adequately

Have poor visual perceptual skills

Not be cognitively ready

Have difficulty crossing midline

Have poor hand strength

Have low self esteem



PRE-WRITING ACTIVITIES

before learning to write, ensure your child has had plenty of opportunities to...

**MANIPULATE
PLAYDOUGH**



SQUEEZE PEGS



THREAD BEADS



SQUEEZE TWEEZERS



USE SCISSORS



**TRACE WITH INDEX
FINGER**



TRY LACING



CREATE ART



SQUEEZE PIPETTES





Practice Fine Motor Skills: Pincer Grasp!

What is a Pincer Grasp?

- A pincer grasp is when the tips of the thumb and index finger meet to hold a small object.
- Begins to develop between 10 to 12 months.

Is a Pincer Grasp Important?

- Developing an efficient pincer grasp is key to building hand strength and dexterity needed for handwriting and for manipulating objects.

String Objects!

- String beads, Cheerios, or cut straw pieces onto pipe cleaners or string.

Make a Porcupine!

- Pick up toothpicks. Press them into a ball of putty or Playdoh.

Peel Tape!

- Fix painter's tape or duct tape onto a wall or table. Peel it away.

Push Pompoms!

- Pompoms are the perfect size for working on pincer grasps. Pick up pompoms. Push them into the top opening of a plastic water bottle.

Work Clothespins!

- Label clothespins 1 - 20 or A - Z.
- Clip them onto cardboard in order.

Use Tongs or Tweezers!

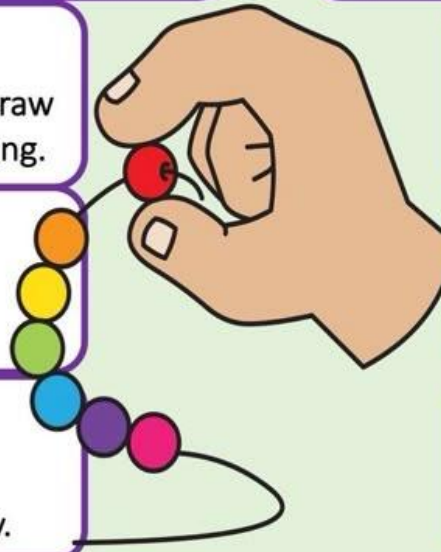
- Pick up tiny objects and collect them.
- Say, "Open. Close. Open. Close."

Pick Pieces from Playdoh!

- Hide buttons or pennies in putty or Playdoh. Fingers dig them out.

Paint with Tiny Sponges!

- Cut a kitchen sponge into half-inch squares.
- Dip a tiny sponge into paint or water and create a colorful painting or wash a wall.



HOW TO SUPPORT FINE MOTOR DEVELOPMENT

Gross Motor Play

Most overlooked, yet deeply interconnected and necessary. Gross motor play strengthens the core, neck, head and limbs that coordinate and balance the wrist and hand. Gross motor play provides proprioceptive input, bilateral coordination, and prompts children to cross the midline.

Coloring Utensils

Coloring utensils like crayons and markers, provide opportunities for children to practice controlled movements, promoting grip strength, stability, hand-eye coordination, and precision..

Clay

Engages children in various hand movements such as pinching, squeezing, rolling, pounding, and shaping, which strengthen hand muscles, improve finger coordination, and refine motor control.

Sensory-rich Exploration

Materials like sand, rice, or water, promotes fine motor skills as children scoop, pour, and manipulate objects, stimulating tactile senses, developing hand-eye coordination, depth-perception, while enhancing finger dexterity through hands-on exploration.

Don't Force It.

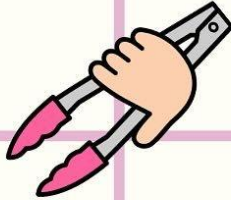
@WESKOOLHOUSE



ACTIVITIES TO STRENGTHEN PENCIL GRASP



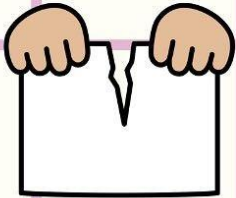
Tweezers



Tongs



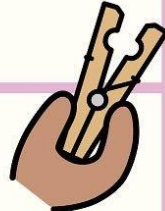
Paint Dropper



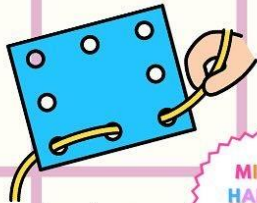
Tear



Finger Painting



Clothespin



Lacing

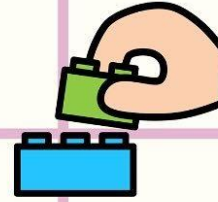


Rolling

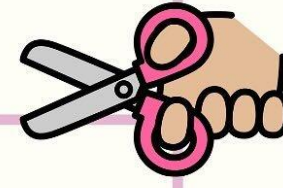


Staple

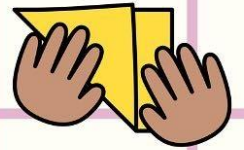
ACTIVITIES TO STRENGTHEN PENCIL GRASP



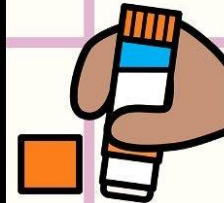
Building Blocks



Cutting



Folding



Glue Stick



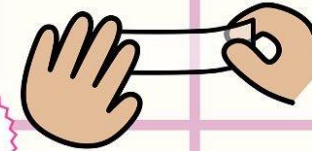
Glue Bottle



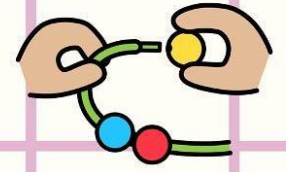
Hole Punch



Push Pin



Taping



Bead Threading

Play with bubbles will support handwriting...

12 Benefits of Kids Playing with Bubbles

@TheDaycareTeacher

Improves hand-eye coordination:
Popping bubbles helps kids track movement and react quickly.

Encourages movement:
Kids run, jump, and stretch to reach bubbles, keeping them active.

Boosts sensory development:
The sight, feel, and even the sound of bubbles stimulate their senses.

Helps with focus:
Watching bubbles float teaches kids to pay attention for longer periods.

Promotes curiosity:
Bubbles spark questions and wonder about how they work.

Supports fine motor skills:
Pinching and grabbing bubbles use small muscles in their hands.



PHONICS

Leopards continue to follow Rocket Phonics in year one.

Sounds are split into coloured bands (pink, red, yellow, blue, green and orange).

We begin our learning with the 'ar' sound. This allows children to recall previous sounds and further develop their segmenting and blending skills whilst they settle into their new routines.

Reading books from the school reading scheme will support your child to master the skill of reading.

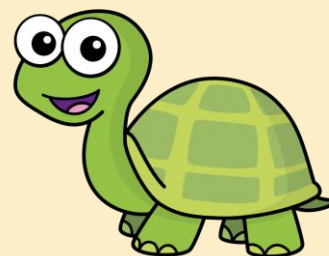
MATHS: CALCULATION PROCEDURES



- Information about how we teach Maths can be found on the school website, including PowerPoint presentation given a couple of years ago about how you can help to embed Maths learning at home
- If you are unclear how your child has been taught, because it is different to how you were, then this will be your first port of call. Of course, we want to help you so you can help your child! Please make an appointment with me if you need further help or advice.

T	O

H	T	O



MATHS

- Children often grasp Maths more quickly than English; they hear maths around them far more frequently.
- We are more prone to counting aloud.
- We describe colours, shapes and patterns during conversations.
- We discuss measure more frequently.

Ways to help at home:

- Develop counting by pointing to each item as you say the number name
- Use resources (pegs, cutlery, pens, lego...) to help support calculation skills
- Sort items in different ways (toys, clothing, fruit...)
- Give directions to collect/find items (ontop, under, above, next to...)
- Talk about time (days of the week, months, seasons).

HOW YOU CAN HELP YOUR CHILD - MATHS



- I see maths is an organisation recognised by NCETM (National Centre for Excellence in the teaching of Mathematics)
- They have suggested some games parents can play with their child to encourage strategical reasoning and thinking.
- [Games and Resources - I See Maths](#)



HOMework IN YEAR 1

Reading Books – please read with your child daily, 10 minutes of quality time will help your child progress. Use the questions at the back of the book to develop your child's comprehension skills. If reading is a struggle please do let me know.

Phonics – I will send home sound mats for your child to use at home. Children will be familiar with these sounds and should be able to give you example words using these sounds.

Games – we encourage everyone to play games at home. Board games and card games are great for developing language skills, reading, problem solving, turn taking, winning and losing, the list goes on!

Experiences – Visit the park regularly, take a bus ride, go to the shop, visit the church, have class friends to play, spend time outside. Talk to family – grandparents usually have the most amazing stories to tell.

Screen Time – Please try to limit this as much as possible. Children naturally seek the dopamine rush from moving images and colourful animations.



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 us.
- 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 – one-to-one or small group time focused on targets.
 3. Adults asking your child their opinion and adjusting practise as needed
 4. Governors monitoring our SEN support



WAYS YOU CAN HELP YOUR CHILD...

- Please be on time in the morning. Gates open at 8:35am and this allows staff to help your child settle and time for your child to transition from home to school.
- Eat well - send a fruit/vegetable snack if your child does not like school fruit
- Send them with a water bottle – Feeling thirsty can affect learning and memory function by 10%
- Read every day – try to make it part of your routine. Be a role model for reading.
- Help your child become independent - make sure they bring the correct things to school, carry their own bags etc.



HOW YOU CAN HELP YOUR CHILD - SLEEP

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 by building a good bedtime routine which allows your child enough time to wind down and takes account of a drink, going to the toilet etc

White noise/audio books can help your child to drop off to sleep.



HOW YOU CAN HELP YOUR CHILD- DIET AND EXERCISE

- Diet is important to allow our body to grow, repair and recover from illnesses.
- Try to avoid highly processed food – this will cause your child to experience dips throughout the day and often impacts on winding down to sleep too.
- Exercise will look different for every person; find activities your child enjoys and encourage them to be active everyday.
- Exercise allows the body to enter a calm state, it allows the body to be strong enough to sit unsupported for periods of time and allows a child to have the stamina to move with co-ordination.
- Please limit screen time – we recognise in school how much children enjoy screens, however, when screens are switched off, children often find it hard to regulate their behaviors needed for learning.



DIARY DATES – CHECK THE NEWSLETTER FOR UPDATES.

- Week of 21st September – Music Flood week
- Thursday 1st October – School Photographs
- Thursday 8th October – Harvest Festival – 2pm
- Thursday 15th October – Open morning (8.35 – 9.05am) – come and see you child in their classrooms, let them show you their favourite activities and look at our displays of work.
- Friday 23rd October – INSET day – school closed for children
- Monday 2nd November – Term 2 begins



HOW TO GET HOLD OF ME:

- I am available to chat informally at the end of each day. Please allow children to be given to their parents first and then I am available.
- Alternatively, please feel free to send an email via the school office to arrange a suitable time to talk.
- There is never a silly question or query – if your child is not settled, has concerns about school or is generally unsure, please share this with me so that we can work together to make their time at school happy and fruitful.

QUESTIONS?



THANK YOU FOR COMING!

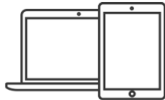
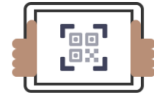


 **ClassDojo**

Mrs. Field's class 26/27's Student Login Poster.pdf



Student instructions:

- 
Download the ClassDojo app, or go to www.classdojo.com on a computer.
- 
Enter as a student.
- 
Scan the QR code above.

