



EYFS Welcome Meeting

September 2026

Staff Profile

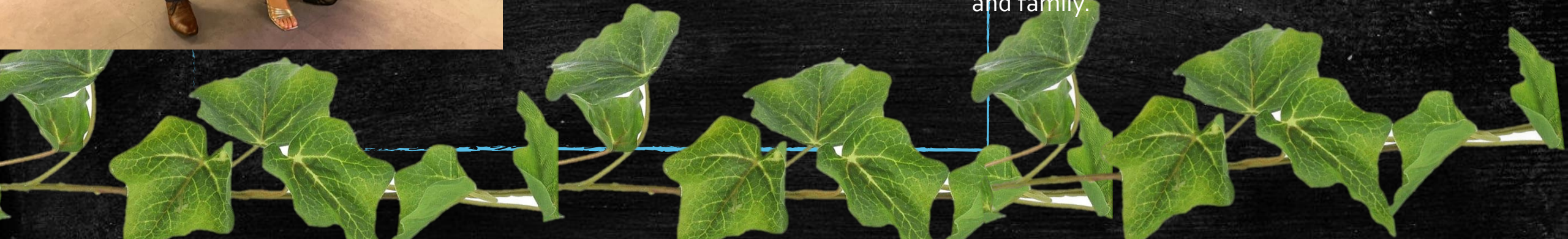
A little about me:

- My name is Miss Martin and I have just recently joined St Mary's in September.

- I completed a degree in Childhood Studies at Sheffield Hallam University before working as teaching assistant for a few years. I then went on to do my PGCE at Nottingham Trent University.

- I have always loved working in schools and being part of children's learning and development, and I particularly love Reception because no two days are the same! It's such a special year where you see the children develop so much in their confidence, independence and learning.

- Outside of school, I love walking my Cocker Spaniel Ruby and keeping active! I am also a foodie and love going out to eat and going on holiday with my friends and family.



Staff Profile: Miss Murfitt



- Miss Murfitt is our wonderful teaching assistant.
- She has worked at St Mary's for 2 years and is the OPAL Co Ordinator for our school.
- In her spare time, Miss Murfitt loves going to watch the football, and is a devoted Stags fan!

Classroom Charter

Foundation Class Charter

1 Show Kindness

Showing kindness means being kind to our friends, using kind words, helping others, sharing, and making sure everyone feels welcome and happy in our class.

2 Keep Our Classroom Tidy

Choose it, Use it, Put it away! Keeping our classroom tidy means putting things away and looking after our toys and equipment.

3 Try Your Best

Trying your best means having a go, even when something feels tricky. We keep going, stay positive, and take pride in our work.

4 Show Love

Loving each other means being kind, gentle and helpful. We look after our friends and use kind words, kind feet and kind hands.

5 Respect Everyone

Respecting everyone means listening carefully to each other, waiting your turn and putting your hand up on the carpet.

- We came up with our class charter during the first week of school together.
- The children discussed all the ways that we can show these every day when interacting with each other, and during play.
- We also linked these to our school values. Our class charter is very important in this class!

Attendance and Punctuality

Session Times

Morning

- The morning register will be open from 8.45am to 9.15am (warning bell rings at 8.40am for children to line up).
- A child will be marked as **late** if they arrive at school after **between 8.50am and 9.15am**.
- The morning register will **close at 9.15am**. Pupils arriving after this time will receive an **unauthorised absence mark** in the register.

Afternoon

- The afternoon register will be open from 12.45pm to 1.15pm.
- A child will be marked as **late** if they arrive at school for the afternoon session between **12.50pm and 1.15pm**.
- The afternoon register will **close at 1:15pm**. Pupils arriving after this time will receive an **unauthorised absence mark** in the register.

School Absences

Day 1

• **Parents:** should contact the school office before 9:00am using the dedicated absence line to give a reason for absence and an estimation of length of absence

• **Attendance Officer:** where parents have not contacted by 9.30am, make contact with parents by text or telephone. If no response a further text sent explaining if we have no contact by 2pm we will carry out home visit. Appropriate register code applied.

Day 2

• **Attendance Officer:** if contact has not yet been established, continue to make efforts to engage the family. Record all contact as internal monitoring on CPOMS.

Day 3 Welfare Check

• **Attendance Officer:** if contact has been established but the pupil remains absent, carry out a welfare call. Speak to the child via telephone or undertake a home visit.

• **Attendance Officer & Safeguarding Team:** if contact has been not established, undertake a home visit alongside member of Safeguarding Team. Record all contact as internal monitoring on CPOMS.

Day 10 Referral

• **WHEREABOUTS KNOWN:** the absence meets the threshold for enforcement actions. **Attendance Officer/Safeguarding Team** to make joint referral to Family Services via Early Help (EHAF), evidencing actions taken.

• **WHEREABOUTS UNKNOWN:** absence could meet threshold for removal from role. **Attendance Officer/Safeguarding Team** to make joint referral to Children Missing Officer (CMO).

Health and Safety

- Please find a link to our 'Administering Medication' policy:
<https://www.stmarymagdalenprimary.co.uk/attachments/documents.asp?id=3463>
- Nut Free school – please do not send nut products or products that may contain nuts into school.



Our School Values

Our values are:

Respect
Love
Courage
Honesty
Forgiveness

- In Reception, we model these through everyday routines, stories, play and relationships.
- We notice and praise children when they demonstrate our school values, and we actively model these to the children. Our aim is to help them to see the school values within their own actions.



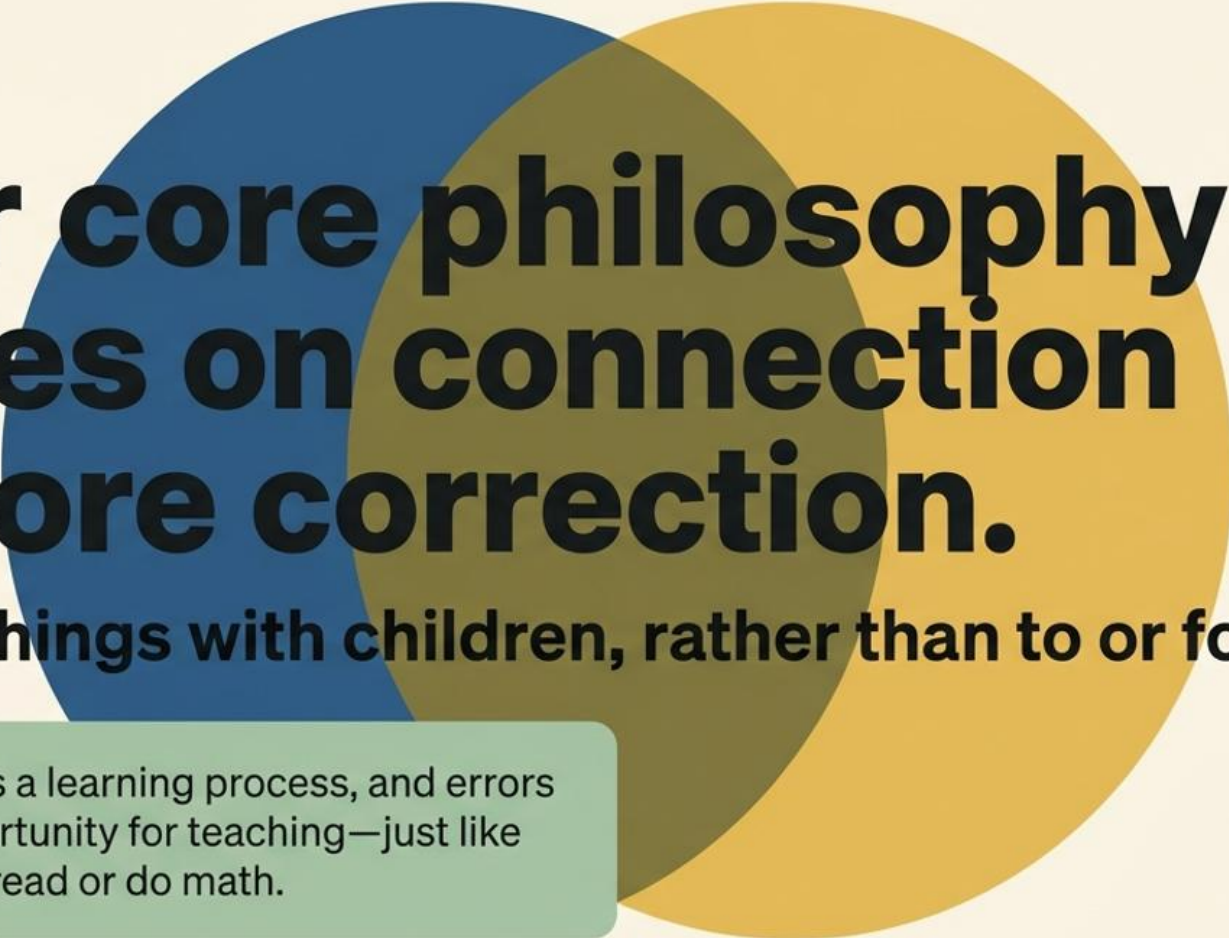
Our School Vision



We choose courage over
comfort because we know that
'the Lord our God is with us'.

*Adapted from
Joshua 1:9*

Our Behaviour Policy



**Our core philosophy
relies on connection
before correction.**

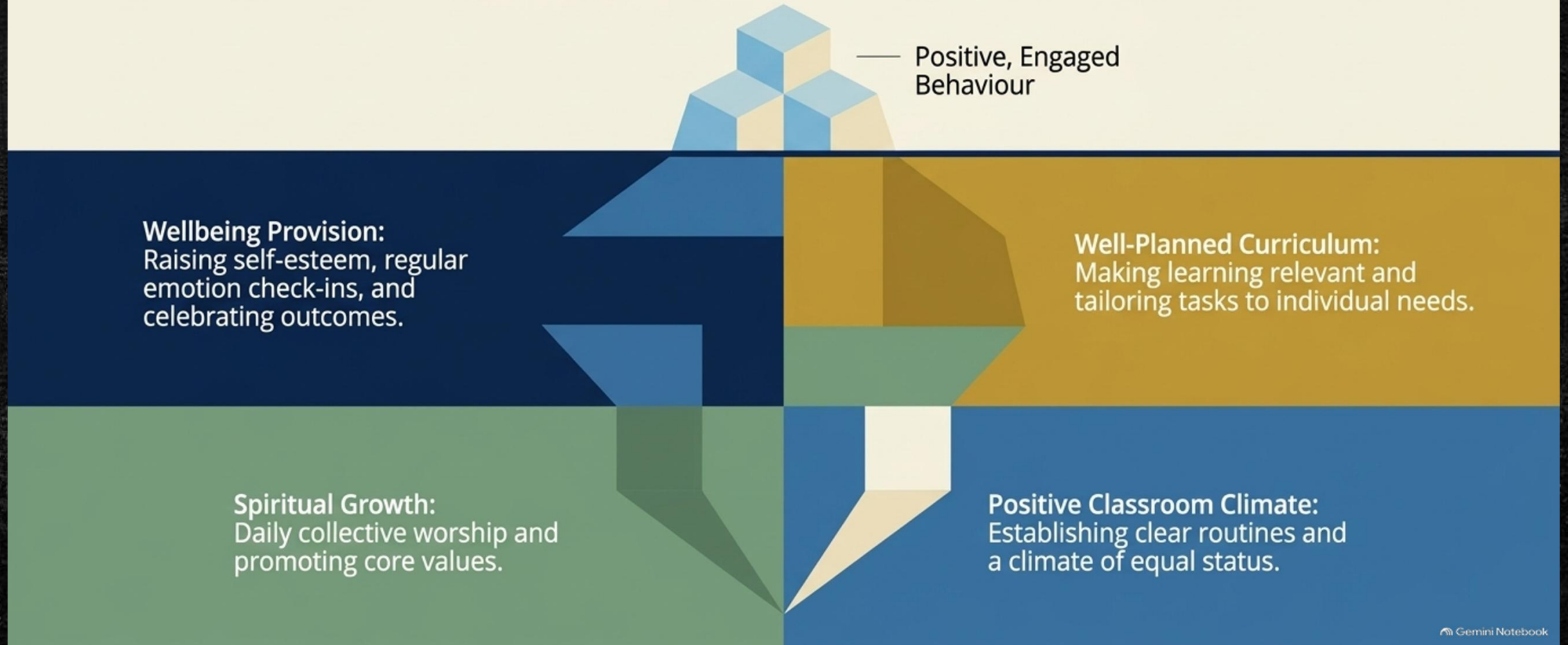
We do things with children, rather than to or for them.

Behaviour is a learning process, and errors are an opportunity for teaching—just like learning to read or do math.

Five Christian values serve as our moral compass.



We build an environment that fosters intrinsic motivation.



We invite you to share our language and tools at home.

The 30-Second Script (For delivering clear and walking away to allow take-up time)

“I noticed you are...”

“It was the rule about... that you broke.”

“Do you remember last week when you... that is who I need to see today.”

“You have now chosen to...”

“Thank you for listening.”

The W.I.N.E. Approach (For non-judgemental engagement)

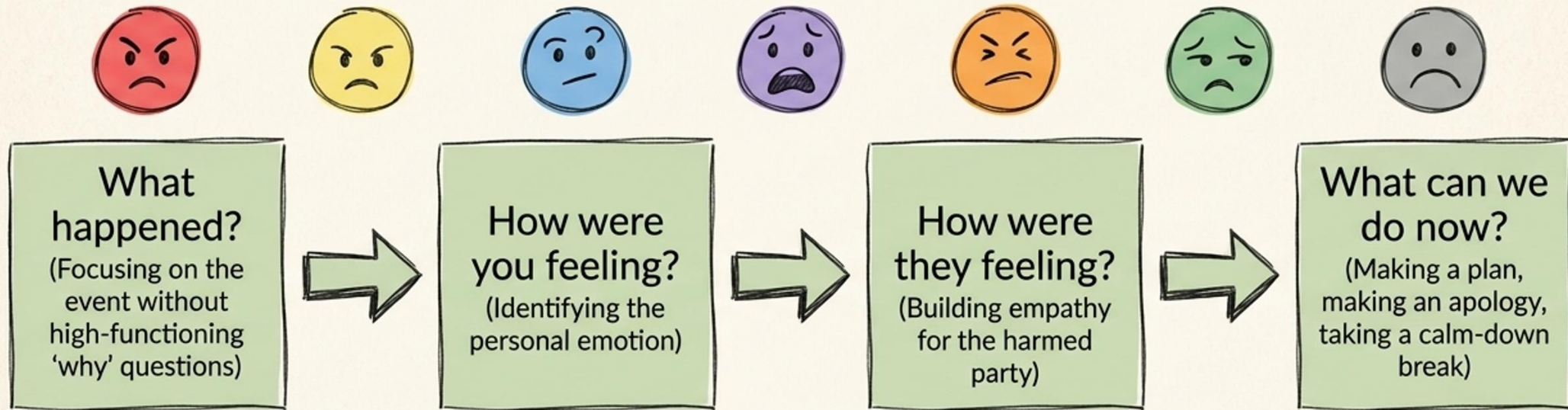
‘WONDER’	“I wonder if it is too noisy in here for you?”
‘IMAGINE’	“I imagine that was very frightening.”
‘NOTICE’	“I notice that your sounds have changed.”
‘EMPATHY’	Maintain a sense of compassion for the child and their feelings.

We maintain clear boundaries and logical responses to behaviour.

Low-Level Behaviour	Serious Behaviour
Examples: • Answering back • Low-level disruption • Calling out • Not settling to learning	Examples: • Violence • Discrimination • Bullying • Serious vandalism • Or repeated low-level defiance
Our Response: • Non-verbal cues • Whole-class reminders • The 30-second script • Or a 'Time in' for regulation using the calm box	Our Response: • Immediate separation • De-escalation • Written accounts reviewed by the Behaviour Lead • And same-day parent notification
Logical Consequence: • Verbal reminders • Temporary withdrawal of a privilege • Or catching up on work during break time	Logical Consequence: • School-based community service • Missed breaktimes • Fixed-term exclusion • And the immediate start of a Positive Behaviour Support Plan

Discipline is a restorative process of reflection and resetting

We use a structured, supportive process to ensure those responsible acknowledge their impact and take steps to put it right.



Our shared journey begins with open communication.

We choose courage over comfort. We are called to create an environment where everyone is emboldened to take risks and achieve their potential.

*"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you."
(Joshua 1:9)*

We invite you to speak with your Class Teachers or our Behaviour & Inclusion Lead regarding any specific support your child may need.

You can find our full Behaviour Policy on our school website by following the link below:

[Behaviour Policy June 2026.pdf](#)

7 prime areas – Early learning goals

- As you may already be aware, the DFE introduced a new EYFS framework, commencing September 2021.

What does this mean for your child?

- Your child will follow the updated EYFS framework and will work towards the final assessment at the end of the Reception year, using the new ELGs (Early learning goals). These goals are short statements that teachers assess your child against at
- the end of the year. The 7 main areas of learning remain the same. These are:



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- As part of the changes to the new framework, it also means that there is less emphasis on recording paperwork, meaning we, as adults, can spend more time with your child getting to know them and having those quality interactions. The new framework is also more aligned with the KS1 curriculum, further ensuring your child's educational journey from reception to KS1 is building upon previous knowledge.

Reception Baseline

- The reception baseline assessment, or RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin in school. It will be undertaken with your child's class teacher and will measure your child's progress from reception to year 6. The school, the teachers and you, as parents will not be shared and the data will only be accessed by the DFE. The teacher will be able to spend quality 1-1 time with your child, getting to know them and if they need any further support in certain areas. When your child reaches year 6, you will be able to see the progress your child has made throughout their school journey.

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	• 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.
	Managing Self	• 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.
	Building Relationships	• 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.

Communication and Language	Listening, Attention and Understanding	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • 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.
	Speaking	• 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.

Literacy	Comprehension	• 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.
	Word Reading	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	• 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.

Maths	Number	• 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.
	Numerical Patterns	• 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.

Physical Development	Gross Motor Skills	• 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.
	Fine Motor Skills	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Understanding the World	Past and Present	• 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, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	• 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, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	The Natural World	• 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, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design	Creating with Materials	• 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.
	Being Imaginative and Expressive	• 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.

Reading in Reception

- Your child will bring home a book with no words and will do for the next few weeks.
- Here are a few tips for sharing wordless picture books with your child:
- Recognise that there are no 'right' or 'wrong' ways to read a wordless book. One of the wonderful benefits of using wordless books is how each child creates their own story (or stories!) from the same pictures.
- Spend time looking at the cover and talking about the book's title. Based on those two things, make a few predictions about the story.
- Take a "picture walk" through the pages of the book. Look carefully at the expressions on characters' faces, the setting and the colours they can see. Talk to each other about what you see. These conversations will enrich the storytelling.
- Enjoy the pictures and point out a few things, but don't worry too much about telling a story yet. Just enjoy the pictures and get a sense of what the book is about.
- Go back through the book a second time and get ready for some great storytelling! Consider going first and acting as a model for your child. Have different voices for the characters, add sound effects and use interesting words in your version of the book.

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- Encourage your child to “read” you the book with their storytelling. Focus on the words your child uses when they tell the story. Help your child expand their sentences or thoughts by encouraging them to add information from the illustration’s details. One way to encourage more details is by asking “W” questions: Who? Where? When? Why?
 - Finish your wordless book sharing by asking a few simple questions: What pictures helped you tell the story? What was your favourite part of your story? Have you had an experience like the one in your story?
 - Sharing wordless books is a terrific way to build important literacy skills, including listening skills, vocabulary, comprehension — and an increased awareness of how stories are “built,” as the storyteller often uses a beginning, middle, end format. For a book with no words, you’ll be surprised at all the talking you will do, and all the fun you’ll have!!

Reading and phonics

Reading is vital! Please ensure that you read with your child at least 5 times a week and record this in their reading diaries.

Reading diaries will be checked by staff regularly throughout the week and reminders sent to families that haven't read.

It is important to remember that reading is not just about 'reading words' and involves comprehension too!

Tips to help at home with reading:

<https://www.stmarymagdalenprimary.co.uk/attachments/documents.asp?id=229>



WRITING IN YR

Developing Early Writing Skills

Before putting pen to paper... building gross & fine motor skills



What you can do at home....

- Messy play – cornflour & water to make slime, mark-making in hair conditioner, tweezers/ spoons to collect pasta, buttons, beads, rice....the list is endless!
- Creative – painting, drawing & colouring
- Outdoor play – climbing, digging in the mud & throwing & catching games.
- Big scale mark-making – chalks on the floor, buckets of water & large paint brushes or rollers.
- Writing shopping lists together to take with you – can your child read their own writing and tick items off the list as you find them?
- Writing cards, diaries and invitations to friends and family – it is important that writing has a purpose.

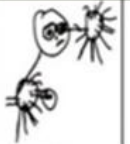
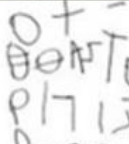
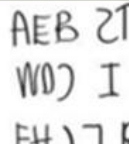
At school we have daily funky finger time where we develop the strength in our fingers and hands to help prepare us for the mechanics of writing.

Getting it right....

Helping your child to begin to write

- Mark-making with meaning – can your child talk about the marks that they make?
- Swapping hands & pencil grip – show your child how a pencil should be held & gently encourage this...every child will be ready for this in their own time.

Progression in mark making skills

Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words

Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
the I is see like 12345 and mr	I V A D A O	We went to the S (We went to the store.) I lk mi Bk.	Theh canr (The horse can run.) I lik to pla with my cat.	My fav orif dinosor is the Steg+sa+rus.	To daye I won to play with the white, board and the shap+3 and I won to play with my fe.	One day I saw my frid it was Israel and Antonio and they sat lost I sad them. The end Today I am going to the store with my mother I am going to buy a present for my best friend. He is five years old.
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	

Letter formation

- ❖ When your child begins to show signs of being ready to write, please encourage the correct letter formation.
- ❖ Please encourage your child to use lower case letters (with exception of initial letter of their name). Capital letters should only be introduced when your child is beginning to write sentences with some confidence and they are aware of upper case letters from their learning in phonics.
- ❖ Bad habits are very difficult to 'un-learn' – let's get it right from the very beginning!

MATHS IN YR

What Maths might look like in Early Years...



Children learn best when...

- Maths is practical
- Maths is fun
- Maths is used as part of their own play or a game.
- Maths is purposeful.

What you can do at home...

- Singing number songs e.g 5 little ducks, 10 green bottles etc – YouTube have lots of videos to watch and sing along to!
- Practical maths – counting items into a shopping basket, adding small quantities of coins together, sharing toy food at a teddy bear's picnic etc.
- Play should include opportunities for size, shape, capacity, number and simple addition and subtraction vocabulary.
- Remember to write down significant learning on a WOW moment!
- Board games
- Online games exploring number, shape and more!
- Playing I spy whilst on walks out and about – which shapes or numbers can you see? Number plates, numbers on buses etc are great for this.
- Baking – support your child in reading numbers for ingredients, counting spoon fulls into a bowl, timing the baking of cakes etc.

Our Curriculum

Term	Autumn Term	Spring Term		Summer Term	
Focus Text	Settling In/Woodland Animals Theme Can't you sleep little bear? Peace at Last Owl Babies – Martin Waddell Range of non-fiction books	Cold Places Theme Blue Penguin – Petr Horacek Polar bear, Polar Bear what do you hear? – Eric Carle Encyclopaedia of Artic Animals Range of non-fiction books	Traditional Tales Theme Little Red Hen Three Little Pigs Goldilocks and the Three Bears The Three Billy Goats Gruff	Growing Theme Farmer Duck – Martin Waddell Jack and the Beanstalk	Other Cultures and Traditions Over the Hills and Far Away, Little Red and the Hungry Lion, The Runaway Chapatti
Immersive Environment	Woods	Snowy Landscape	Farm	Farm	Shop/Market with foods from other cultures
Academic Study: basic skills					
English https://www.gov.uk/guidance/early-years-foundation-stage-exemplification-materials	<u>Written Outcomes:</u> Captions Labels Speech Bubbles Wanted Posters N.B. Each unit of writing to include an oral rehearsal and oral composition.	<u>Written Outcomes:</u> Narrative – sequencing & retelling Poetry – repetitive Non-Fiction Fact File N.B. Each unit of writing to include an oral rehearsal and oral composition.	<u>Written Outcomes:</u> Narrative – T4W as whole class innovation Letters Recount - of trip to WPF Narrative - Character descriptions Wanted Posters N.B. Each unit of writing to include an oral rehearsal and oral composition.	<u>Written Outcomes:</u> Recount - of trip to WPF Instructions - How to grow a... Non-Fiction Leaflet – Farm Animals N.B. Each unit of writing to include an oral rehearsal and oral composition.	<u>Written Outcomes:</u> Poetry - Rhyme Narrative - Setting descriptions Narrative - T4W Innovation – class and own N.B. Each unit of writing to include an oral rehearsal and oral composition.
Maths White Rose and Number Blocks	Weeks 1-3: Baseline/Settling into provision Week 4: Sorting and matching Week 5: Comparing measures and subitising Week 6: Pattern Week 7: Numbers 1-3 Week 8: More/less/fewer & addition within 3 Week 9: 2D Shape (circles, triangles [linked to 1-3], positional language) Week 10: Numbers 4 and 5 Week 11: More/less/fewer & addition within 5 Week 12: 2D Shape (circles, triangles, squares and rectangles [linked to 1-5], positional language) Week 13: Time incl. sequence of the day	Week 1: Composition to 5 with equal/unequal groups Week 2: Composition of numbers – within 3 groups Week 3 : Measuring capacity Week 4: Numbers 6,7 and 8 Week 5: Matching 6,7 and 8 / combining 2 groups Week 6: Height and length Week 7: Numbers 9 and 10 Week 8: Comparing within 10 /counting backwards Week 9: Building 9 and 10 / 3D shapes Week 10 -12: Consolidation		Week 1-2: Number patterns, ordering and estimation within 20 Week 3: Consolidation of 2D and 3D shapes Week 4-5: Addition and subtraction within 20 Week 6: Exploring pattern and creating shapes Week 7: Doubling Week 8: Sharing/grouping Week 9: Odd and even numbers Week 10 -13: Problem solving and consolidation	

Our Wider Curriculum

Wider Academic Study: taught concepts and learning opportunities				
RE	NAS F1: Which stories are special and why? (Focus on Creation Story) Texts: The Creation Story Christianity Vocabulary: God, Adam, Eve, Garden	NAS F4: What times are special and why? UCF2 Incarnation: Why do Christians perform nativity plays at Christmas? Texts: Simple version of the Christmas Story Christianity Vocabulary: Jesus, God, Mary, Joseph, Christmas	NAS F4: What times are special and why? NAS F1: Which stories are special and why? UCF3 Salvation: Why do Christians put a cross in an Easter Garden? Texts: Simple version of the Easter Story, The Good Samaritan Christianity Vocabulary: Cross, God, Jesus, neighbour	NAS F2: Which people are special and why? NAS F3: Which places are special and why? UCF1 Creation: Why is the word 'God' so important to Christians? Texts: The Creation Story Christianity Vocabulary: God, Adam, Eve, Garden Major festival: Christianity – Pentecost
History	My Family Chronology – make a simple family tree (2 generations) Evidence – use items from family members to talk about the past Significance – ask questions about the recent past		Timetables: Our Day Chronology – distinguish between past and present Evidence – use timetables to talk about their day Significance - ask questions about the recent past/present/future	
Geography	Delivered as part of outdoor learning & work on seasons Place: Identify significant local places including their home, street, school, town and county. Physical: Identify daily weather patterns; recognise natural landscapes including woodlands and forests. Cartography: Know that maps give information about the world. Engage with simple maps to: - talk about everyday life - reproduce their own maps		Delivered as part of outdoor learning & work on seasons Physical: Identify daily weather patterns; recognise natural landscapes including woodlands and forests. Space: Identify the features of the immediate school environment Cartography: Know that maps give information about the world. Engage with simple maps to: - talk about everyday life - reproduce their own maps	
Science	Life / Being Scientific / Matter / Energy All covered through Continuous Provision			
Music	Focus Music: Away in a Manger Pitch: Discriminate between changes in pitch, recognising high and low sounds. Tempo: Discriminate between changes in tempo, recognising fast and slow pieces of music. Duration: Discriminate between changes in duration, recognising long and short notes. Texture: Recognise and sing along to the melody of a simple piece of music. Performance: Perform learned songs and improvised music to self and others at Christmas Nativity.		Focus Music: Glenn Millar – In the Mood Tempo: Discriminate between changes in tempo, recognising fast and slow pieces of music. Duration: Discriminate between changes in duration, recognising long and short notes. Dynamics: Discriminate between changes in dynamics, recognising loud and quiet sounds. Meaning: Say how a piece of music makes them feel.	
	Focus Music: Stomp Tempo: Discriminate between changes in tempo, recognising fast and slow pieces of music. Timbre: Know that different instrument families make different sounds e.g. percussion/brass. Dynamics: Discriminate between changes in dynamics, recognising loud and quiet sounds. Composition: Create music (including song), using their early knowledge of musical shape, using a variety of resources and instruments.			

Art and Design	<u>Focus Artist/Piece: Andy Goldsworthy – Ignant</u> <u>Outcome: Natural sculpture with chalk lines</u>	<u>Focus Artist/Piece: Petr Horacek – Blue Penguin Illustrations</u>	<u>Focus Artist/Piece: Alma Woodsey Thomas, Iris, Tulips, Jonquils, and Crocuses.</u>
Term	Autumn Term	Spring Term	Summer Term
	<u>Composition (formal elements):</u> Line – To know how to draw straight lines with different thicknesses. Pattern – To know the difference between regular and irregular patterns. Proportion – To be able to compare sizes of materials. YR Comprehension skills	<u>Outcome: Landscape Collage</u> <u>Composition (formal elements):</u> Tone – to know the terms ‘light’ and ‘dark’ and use these to describe light shades. Texture – To know how to create simple collages using a range of different textures. YR Comprehension skills	<u>Outcome: Abstract Print</u> <u>Composition (formal elements):</u> Line – to recognise and know how to draw straight lines. Colour – to know the primary colours and experiment with them. Shape and Form – to recognise and draw 2D geometric shapes. YR Comprehension skills
DT	<u>Food: Making Toast</u> User: themselves and friends Implementation materials/tools: toaster, plates, knives, spoons, dishes, washing up bowl and sponges, tweezers Innovation: Give reasons for using tools Evaluation: verbal –recorded by teacher	<u>Structures: Exploring Woodwork Tools</u> User: themselves, family, friends and school staff Implementation materials/tools: saws, hammers, drills, nails, soft wood, dowl, Innovation: Give reasons for using tools Evaluation: verbal –recorded by teacher	<u>Textiles: Fabric Collage</u> User: school visitors Implementation materials/tools: scissors, binca fabric, large needles, thick thread, natural resources Innovation: Give reasons for using tools and chosen fabrics Evaluation: verbal –recorded by teacher

PE	<u>Handball</u> Fitness Resilience Competition Skill - throwing with one hand, catching with two hands and hands in a cup shape.	<u>Sports Hall Athletics</u> Fitness Resilience Competition Skill - jumping over obstacles with 2 feet together, running (small steps)	<u>Gymnastics</u> Fitness Resilience Skill - shapes-tuck, pike, straddle, and stretch Travelling on the floor-bunny, straddle bunny, duck and giraffe. Jumps on mat-stretch jump. Main focus on jumping technique (tall, short, jump) Rolls-tuck roll and log roll	<u>Dance</u> Fitness Resilience Skill - 8 bar routine, repeated (16 bars), incorporating Reception knowledge - danced with the teacher	<u>Tennis</u> Fitness Resilience Competition Skill - holding tennis racquet clearly, balancing bean bag, introduction to physical targets and aiming	<u>Cricket</u> Fitness Resilience Competition Skill - throwing at different targets, learning to hold a cricket bat correctly and hitting a larger ball with a bat.
Computing	Coding/Creation Delivery: continuous provision using the following devices and Purple Mash apps flexibly throughout the year: Ipads, interactive whiteboard, beebots, Mash Cams, Mini-Mash (Simple City) Discrete skills to be taught within provision: Navigating online apps Exploring apps through play Fine motor control – drag and select					
		Safety Smartie the Penguin– EYFS Version A	Safety Online Safety Week – Project Evolve Health and Wellbeing	Safety Detective Digiduck		Safety Smartie the Penguin– EYFS Version B
RSE NB: ‘Safety’ also covered half-termly through ‘Project Evolve Online Safety Unit’	<u>Relationships & Friendships – EYFS 1</u> Where are you Blue Kangaroo – Emma Chichester-Clark 	<u>Relationships & Friendships – EYFS 2</u> Moon Rabbit – Natalie Russell  <u>Mental Health – EYFS 1</u> A Great Big Cuddle – Michael Rosen 	<u>Identity – EYFS 1-3</u> Colourful buttons – Hometalk 42 	<u>Equality – EYFS 1</u> We are all born free - UDHR 	<u>Safety – EYFS 1</u> Look out, he’s behind you – Tony Bradman 	<u>Equality – EYFS 1</u> Spots and the Dots – Helen Baugh 
	The following are covered through Continuous Provision: Physical Health – EYFS 1-4 Consent – EYFS 1-3 Equality – EYFS 2					

Continuous Provision -

Continuous Provision -

- Continuous provision describes all of the different provision areas which are available for children to use every day. Within each of these areas of provision there should be a core range of resources that children can use all of the time, throughout the whole year. ▪

Why is Continuous Provision Important?

- Carefully planned continuous provision will enable children to learn skills, will challenge their thinking and help them to embed concepts. It should also provide the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes.
- It should also provide the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes. The purpose of Continuous Provision is to provide a continuous and constant resource to allow children to explore their interests, start projects or consolidate learning.
- We will be introducing plan, do, review to the children soon. In the plan-do review process, children make plans, carry them out, and reflect on what they have done. In doing so, children learn to take initiative, solve problems, work with others, and accomplish their goals - their play becomes more purposeful and focused.

Outdoor learning -

- Outdoor learning Every Wednesday afternoon we use the larger outdoor spaces within school as part of our learning time. Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being.
- Learning outside the classroom gives children contact with the natural world and offers them experiences that are unique to outdoors, such as direct contact with the weather and the seasons.
- Playing and learning outside also helps children to understand and respect nature, the environment and the interdependence of humans, animals, plants, and lifecycles.
- Outdoor play also supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness.
- Children need an outdoor environment that can provide them with space, both upwards and outwards, and places to explore, experiment, discover, be active and healthy, and to develop their physical capabilities.
- The outdoor environment offers space and therefore is particularly important to those children who learn best through active movement. Very young children learn predominately through their sensory and physical experiences which supports brain development and the creation of neural networks.
- For many children, playing outdoors at their early years setting may be the only opportunity they have to play safely and freely while they learn to assess risk and develop the skills to manage new situations. We ask that you send wellies into school (these can be let in a bag on their pegs if you like). It is important that children have shoes to change into as we do get muddy during these sessions and we do not want to track this mud back into school. You may also like to send a different outdoor coat for this session as it also may get dirty

Proposed Fieldwork

Autumn

- Walk to Brierley Forest Country Park (Date to be confirmed)

Spring

- Wednesday 10th February 2027
- Perlethorpe

Summer

- White Post Farm
- (Date to be confirmed)



PE and Sports

- We are supported by SH Active
- <https://shactivesports.co.uk/>
- Last year, we were awarded the **Gold** School Games Award.
- Currently, we have a qualified dance teacher leading our dance curriculum across school.
- Our PE day is Monday
- Outdoor learning – 'Welly Wednesday' each week.

PE Uniform

- Plain sky blue T-shirt
- Plain navy blue shorts
- Plain navy jogging bottoms
- Plain black plimsols or trainers
- Plain navy blue zip jacket (no hoods)

Please ensure that any branding is kept to a minimum.

Can we kindly request that you label all children's clothing clearly to prevent losses. Please note that earrings are not allowed to be worn for PE.



After School Clubs

Day	Club	Age range	Led by	Time	Price
Monday	Dance	R, Y1, Y2, Y3, Y4	SH Active	3:15-4:15pm	£44 (£4 per session)
	Energise	All year groups	Kitty	3:15-4:15pm	FREE
Tuesday	Archery	Y2, Y3, Y4, Y5 and Y6	SH Active	3:15-4:15pm	£44 (£4 per session)
	British Sign Language	Y3, Y4, Y5, Y6	Mrs Summers	3:15-4:15pm	£33 (£3 per session)
	OPAL Stay and Play	All year groups	Mrs Hallam	3:15-4:15pm	£22 (£2 per session)
Wednesday	Trampolining	R, Y1, Y2, Y3, Y4	SH Active	3:15-4:15pm	£44 (£4 per session)
	Make and Bake	Y3, Y4, Y5, Y6	Mrs Harding	3:15-4:15pm	£33 (£3 per session)
Thursday	Art and Craft Club	All year groups	Mrs Harding	3:15-4:15pm	£33 (£3 per session)
	Board Games	All year groups	Mrs Summers	3:15 – 4:15pm	£33 (£3 per session)

Limetrees

- **Every day, 3:15–6:00pm – School Hall**
- A fun, welcoming space with a wide range of activities for all children led by our new external provider.
- **£10 per session**
- This club can be booked directly with The Limes Trees using the following link:
<https://thelimetrees.co.uk/>



OPAL



As we enter autumn and the field gets muddier, please ensure your child has a pair of named wellies and a puddle suit in school for lunchtimes.

Short term projects for this term include the addition of slack lines, scooter boards, sociable seating areas and new hammocks.

Longer term OPAL projects include expanding the mud kitchen, creating large flower beds outside of Y2 and KS2 classrooms and rewilding areas of the field.

If you think you can help please let us know!

We're grateful to receive any donations, from pallets to small world items - please drop them at the school office.



Diary Dates:

- Thursday 24th September- Colour Run
- Wednesday 30th September - Church
- Friday 16th October- Last day of the half term
- Monday 2nd November- Students return
- Friday 6th November- Individual and sibling school photographs
- 16th, 17th, 18th November- Parents evening
- Tuesday 24th November- Pantomime trip
- Thursday 10th December- Christingle
- Tuesday 15th December- School Christmas Disco
- Wednesday 16th December- Christmas Church Service led by Y4
- Friday 18th December- Last day of term
- Monday 4th January- INSET
- Tuesday 5th January- Students return
- Wed
- Friday 12th February- Last day of half term
- Monday 22nd February- Students return.
- 22nd, 23rd, 24th March - Parents evening
- Thursday 25th March- Last day of Spring Half Term
- Monday 12TH April- Students return
- Monday 3rd May- Early May Bank Holiday
- Friday 28th May- Last day of the summer half term
- Monday 7th June- Students return
- Friday 23rd July- Last day of summer term

Packed lunch

- In line with the new guidance and EYFS curriculum, ALL children are required to have a hot school dinner.
- We highly encourage the children to have this over a packed lunch!

Questions and Feedback

- If you have any questions or comments regarding the Welcome Meeting please use the QR code to complete the survey.

