



WELCOME TO Early Years

Supporting your child's learning-
a partnership

Agenda for meeting:

- Team introduction
- Mrs Conway-Preschool specific information
- EY ethos and framework
- Note on phonics
- EY Phase information
- Reception specific information

The Preschool Team



Mrs Conway: Class Teacher



Mrs Bradshaw: TA



Mrs Meacock: TA



Mrs Bruin: TA



Mrs

The Reception Team

RS



Mr Styles: Class Teacher



Mrs Vasey: TA

RO



Mrs Oliver: Class Teacher/Head
of Early Learning



Mrs Coombs: TA

Preschool specific information

- Enter and pick up from side gate between 8.30-8.40 for drop off and 3.10 for pick up. Please ensure dismissal lists are filled out so that we are dismissing to the correct adult.
- Preschool parents walk their children down to their class in the morning.
WALK WITH YOUR CHILD
- Those going home at lunch to be picked up at 12.10 at the side gate.
- Munchkin contact information to enquire for wrap around care
admin@munchkinsports.com
- Uniform-Active uniform every day please label everything! Provide a set of spare clothes for accidents a waterproof coat, separate waterproof trousers and wellies for messy/wet play that stays at school
- Snacks-healthy focus i.e. a piece of fruit. No nut school and not juice or squash
- Termly google form to indicate opting in for lunches and afternoons.
- Communication-yellow book
- Selfcare focus-Children should be increasingly independent in meeting their own care needs. e.g.,

Checking progress:

- Assessment
- Observations
- Photos
- Checks against age-related expectations – Development Matters – Non-statutory curriculum guidance for the early years foundation stage.
- Early Learning Journeys
- End of Year reports
- End of Reception – formal assessment of Early Learning Goals.

Characteristics of Effective Learning

Playing and Exploring



Finding out and exploring.
Playing with what they know.
Being willing to have a go.

Active Learning



Being involved and concentration.
Keeping trying.
Enjoying achievements.

Creating and thinking Critically



Having their own ideas.
Making links.
Choosing ways to do things.

Things to do at home.

Sing and tell
nursery
rhymes

Talk about the numbers, colours,
words and letters you see when
you are out and about

Allow your child to cut
out and stick pictures
from magazines

Cook / bake
together

Plant seeds or bulbs in a
pot or garden patch

Use the weather – shadows, rain
puddles, snow, wind, mist and sun –
to extend your child's vocabulary

Explore the park at a
different time of the year
– go off the beaten track

Share a book

On a trip to the
supermarket, talk
about all the
different packaging
shapes

Talk to your child at
every opportunity – e.g.
what you are doing that
day



The Early Years Foundation Stage (E.Y.F.S) is ...

- The stage of education for children from birth to the end of the Reception year.

What is the Early Years Framework all about?

- 2008 - The Early Years Foundation Stage (EYFS) Framework was introduced. This sets standards for the learning, development and care of children from **birth to 5 years old (the end of Reception)**. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.
- 2011 – The Tickell Review (Dame Clare Tickell) led to restructuring of the EYFS Framework to include the 7 areas of learning.
- 2014 – the framework was updated.
- April 2017 – the framework was updated again.
- September 2021 the new EYFS reforms came into effect with a new 2021 Framework
- An updated version of the framework was released yesterday 01/09/25 and will help us to continue to shape our provision

The Early Years Foundation Stage Framework:

- sets the standards that all early years providers must meet to ensure that children learn and develop well
- is based on the recognition that children learn best through play and active learning
- ensures children are kept healthy and safe
- ensures that children have the knowledge and skills they need to start school
- is based on 7 areas of learning

Areas of learning...



3 PRIME AREAS - These are seen as the most important areas. These are considered the main skills that should be developed first.

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

SPECIFIC AREAS

Following these prime areas are the **4 SPECIFIC AREAS**
(which complement and support the Prime Areas).

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A note on the specific area of Literacy-Phonics

Phonics is the main strategy used to teach children to read and write. This is why sounds are taught in a specific order and why we focus on the sound each letter makes (e.g. 'b' not "bee"). This helps children blend sounds to read and write words.

To share more, we'll hold an Early Years Phonics meeting:

- **Reception:** 25th Sept, 3.30–4.20
- **Preschool:** 2nd Oct, 3.30–4.30

EY-A strong phase and a shared ethos

- As well as continuing to evolve and improve your children's learning journey one of our focuses this year will be to build a strong Early Years phase.
- This will give Preschool a taste of Reception and future learning and will allow Reception to get all of the vital Early Years skills to reach their goals but also opportunities to access Preprep life and learning to prepare them for their next step.

Creating a positive classroom environment for teachers and pupils:

- Clear rules and expectations
 - Growth Mindset
 - Positivity
 - Communication
 - Trust
 - Respect
 - Teamwork
 - Kindness
-
- ***Don't say no...have a go!***
 - ***Choose it, Use it, Put it away!***

Launching Learners

Launching Learners – in collaboration with the Horizon Project

- **Every Wednesday afternoon**
- Opportunity for **cross-phase learning and play**
- Themes from Horizon Project:
 - **Sustainability** – e.g. junk modelling to reuse and recycle materials
 - **Life Skills** – e.g. cooking and food preparation
- Focus on making learning **meaningful, practical and fun**

Fun Stories Friday

Fun Story Fridays – Promoting a Love of Reading

- **Every Friday afternoon**
- Cross-phase time to **explore and enjoy stories & songs**
- Linked to children's **current topics**
- Use of **differentiated questions** to develop:
 - Language skills
 - Observational skills
- **Once a term:** parents invited to join special story time in a **language-rich environment**

Dates for the diary

As well as these weekly phase events we will host various events across the year to celebrate our Early Years phase and showcase our learning. See the dates below of events that parents will be invited to for the Autumn term:

- Launching of the new Pre Prep playground 3rd Sept 3.30-4.30
- 5 minute remote meetings for parents 16th and 18th Sept Reception
- Open morning for Reception 11th November
- Parent Education Reading and Phonics for Reception
Thursday 25th September 3.30-4.30pm

Dates for the diary continued

- Parent Partnership: Preschool EYFS and Phonics
Thursday 2nd October 3.30pm-4.30pm
- Open morning for Reception 11th November
- Parent Partnership - English and Maths
Thursday 20th November 2025 (17:00 - 19:00)
- Preschool Learning Journey open morning 8.30-8.50 Nov (date TBC)
- Year R-Y6 Parents' evening
Tues 25th November and Thurs 27th November
- Early Years Christmas performance to parents Tuesday 9th
December 10-10.45
- Parents in for Fun Stories Friday session TBC

Reception specific information: Dropping off and collection

Children arrive between 8.15-8.30. Please ensure that children are in school by 8.30 so that they can be registered and ready for assembly and learning. **Please ensure dismissal lists are filled out so that we are dismissing to the correct adult.**

Reception children will arrive through the main gate onto the Preprep playground along with the rest of the school

Initially the Reception team will greet the children at the gate and gather them together until we are ready to walk around to our classrooms

Once the children are confident to come through the gate on their own we will come to collect them once the whistle is blown at half 8

The Reception children will be collected at the side gate at 3.15

Behaviour and Expectations

Our behaviour policy is based on positive reinforcement.

Character Values: children are rewarded Character Counters for displaying the following:

- ▶ C - Common Sense
- ▶ H - Humility
- ▶ A - Adaptability
- ▶ R - Respect
- ▶ A - Accountability
- ▶ C - Creativity
- ▶ T - Teamwork
- ▶ E - Enthusiasm
- ▶ R - Resilience
- ▶ These go towards the total of the House the child belongs to.
- ▶ Merits are given to acknowledge something specific a child has done or achieved in school. New Merit System

Class rules - created with children.

Independence - children will be encouraged to be responsible for their own belongings, their behaviour and work independently as well as in groups.

Subjects

English

Daily phonics

Maths

Understanding the world

(Science/History/Geography)

R.E.

PSHE

Computing -in EY this is woven throughout all the subjects and free play

Specialist Subjects

French

Music

Drama

P.E.

Art

Content

English

- ▶ We use the Power of Reading scheme of work.
- Develop writing skills through Power of Reading texts.
- Phonics - Read Write Inc - children grouped according to stage, not age.
- Reading using phonics to sound out words and begin to blend.

Maths

We use White Rose and Power Maths.

- Numbers - read and order numbers
- Understand the concept of -
- Record simple calculations
- Capacity, Shape & Measure



- ▶ Understanding the World
- ▶ Humanities/RE/PSHE & Science
- ▶ -Our Senses, Light & dark,
- ▶ Plants & animals, Life cycles



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Content

R.E:

- Talk about significant events eg. birthdays
- Learn about celebrations eg. Harvest, Diwali, Hanukkah
- Understanding that people have different beliefs and respecting these beliefs.



► PSHE

- Respond appropriately to significant experiences
- Being Me / Celebrating Differences / Dreams & Goals
- Healthy Me / Change
- Zones of regulation



RO

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--------------------------|---------------------|-----------------------|---------------------|----------------------|
| 8.30-8.45 | Form Time | Form Time | Form Time | Form Time | Form Time |
| 8.45-9.00 | Singing Assembly | Phase Assembly | Whole School Assembly | | Celebration Assembly |
| 9.00-9.20 | Phonics | Phonics | Phonics | Phonics | Phonics |
| 9.20-9.40 | English | English | Maths | English | English |
| 9.40-10.00 | | | | | |
| 10.00-10.20 | Art | Maths | PE | Maths | Maths |
| 10.20-10.40 | | | | | |
| 10.40-11.00 | Break | | | | |
| 11.00-11.20 | MFL | Music | Drama | Science | RE |
| 11.20-11.40 | | | | | |
| 11.40-12.00 | PE | Humanities | English | Science | PSHE |
| 12.00-12.20 | | | | | |
| 12.20-13.20 | Lunch | | | | |
| 13.20-13.40 | Handwriting | Handwriting | Readers | Readers | Readers |
| 13.40-14.00 | Play based learning | Play based learning | Launching Learners | Play based learning | Play based learning |
| 14.00-14.20 | | | | | |
| 14.20-14.40 | | | | | |
| 14.40-14.50 | Break | | | | |
| 14.50-15.10 | Class Story | | | | |
| 15:10-15:15 | Getting ready to go home | | | | |

RS

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--------------------------|---------------------|-----------------------|---------------------|----------------------|
| 8.30-8.45 | Form Time | Form Time | Form Time | Form Time | Form Time |
| | Singing Assembly | Phase Assembly | Whole School Assembly | | Celebration Assembly |
| 8.45-9.00 | | | | | |
| 9.00-9.20 | Phonics | Phonics | Phonics | Phonics | Phonics |
| 9.20-9.40 | Art | English | Maths | English | English |
| 9.40-10.00 | | | | | |
| 10.00-10.20 | English | Maths | PE | Maths | Maths |
| 10.20-10.40 | | | | | |
| 10.40-11.00 | Break | | | | |
| 11.00-11.20 | MFL | Drama | | Science | Music |
| 11.20-11.40 | | | RE | | |
| 11.40-12.00 | PE | Humanities | English | Science | PSHE |
| 12.00-12.20 | | | | | |
| | Lunch | | | | |
| 12.20-13.20 | | | | | |
| 13.20-13.40 | Handwriting | Handwriting | Readers | Readers | Readers |
| 13.40-14.00 | Play based learning | Play based learning | Launching Learners | Play based learning | Play based learning |
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| 14.20-14.40 | | | | | |
| 14.40-14.50 | Break | | | | |
| 14.50-15.10 | Class Story | | | | |
| 15:10-15:15 | Getting ready to go home | | | | |

| RECEPTION | AUTUMN TERM 2025 |
|-----------|---|
| ENGLISH | Phonics - Read Write Inc. To consolidate initial sounds of the alphabet. Writing - Power of Reading books: Meesha Makes Friends, Ruby's Worry, Oh no George, The Train Ride. To consolidate initial sounds of the alphabet in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. |
| MATHS | To match and sort and compare amounts, represent numbers to 5 and investigate one more, one less. To compare size, mass and capacity and explore patterns. To develop positional language, look at shapes with 4 sides and Time. |
| SCIENCE | To investigate similarities and differences between ourselves. To identify our senses and to explore how our senses help us to be aware of the world. To understand Seasonal changes in the local environment. To discover Light and Dark |
| HISTORY | To understand what is happening now and in the past. Talk about their own experience and events they have taken part in and be interested in significant events in lives of people close to them. |
| GEOGRAPHY | To become familiar with the school layout and environment. To talk about where they live and how they travel to school. To describe how they make journeys and name some geographical features |

| | |
|---------|--|
| R.E. | Harvest festival. Festivals of Light: Diwali, Hanukkah & Christmas. |
| FRENCH | <p>Greetings - Animals - French songs To say simple greetings and Name animals.</p> <p>Singing a French song and taking part in a puppet show</p> |
| P.E. | To move with awareness of others. To travel on different parts of the body. To travel with equipment. To have an awareness of space. To send and receive equipment. |
| ART | <p>Experimenting with primary colours through the work of the artists and exploring mixing colour.</p> <p>Whole school sketching session.</p> |
| MUSIC | <p>Timbre: Exploring the sounds of different instruments. Recognising how sounds are made and changed.</p> <p>Duration: Exploring long and short notes and sounds, matching appropriate sounds to songs and stories and playing together as a group. Understanding notation for simple time values.</p> <p>Performance: Memorising and performing songs for Harvest, Nativity and Carol Service.</p> |
| DRAMA | <p>Theme 'The Circus'. Looking at physical skills and introduction to singing technique</p> <p><u>Rehearsals</u>: Working towards end of term Nativity production.</p> |
| P.S.H.E | <i>To interact confidently with known adults and peers within the school environment. To be able to share and take turns. To understand the need for simple rules within school and to suggest rules for the classroom. Talk about homes and family and the difference found in these. To become familiar with the zone of regulation.</i> |

What your child needs to bring to school

- ▶ School book bag: containing school planner and reading books every day.
- ▶ Spare clothes in case of accidents to stay at school
- ▶ A pair of wellies, a pair of waterproof trousers and a waterproof coat to leave at school for wet weather play
- ▶ Healthy snack and water bottle (just water).
No nuts
- ▶ Wear PE kit into school on the days your child has PE. WEAR UNIFORM FOR FIRST DAY



Homework

- ▶ Reading - every night.
- ▶ *Please ensure the books are in the book bags every day.*

Communication



- ▶ Communication between Parents and School is the key to enabling your children to get the best from their time at school.
- ▶ Please use the planner to write notes to us; we read these every morning. The planner is also for recording your child's reading books and contains lots of useful school information.
- ▶ Two Parents' Evenings and two Reports each year.
- ▶ Phone or email the school office to leave a message - these are forwarded onto us during school hours.
- ▶ Use the following for emails:
- ▶ mail@stchristophersthehall.org.uk

Please provide a gmail email that can be used just for Google classroom - we will be having the 5 minute remote meetings through Google classroom.



We are looking forward to
a successful, fun and
happy year as we watch
your children flourish!