

# Reception New Parents' Meeting

Parkfield Primary School

*'Felicitas Per Ardua' –Success and Happiness through Hard Work*



# Welcome to our school

**Thank you for choosing us to care for your most precious little one over the next seven years. We are honoured to be part of this important journey with your child.**

Let me introduce the team:

## **Senior Leadership Team**

**Mr Gareth Jones**- Headteacher

**Mrs Hollie Bowkett**- Deputy Headteacher

**Mrs Donna Mitchell**- Inclusion Leader (SENDCo)

**Mrs Toni Critchard**- Senior Leader, Maths Leader & Year 5 Teacher

**Mrs Mandy Brooksbank**- Office Manager

**Mrs Becky Courtney**- School Office (If you haven't received your welcome pack, please make sure you see her before you leave)

## **Early Years Team**

**Mrs Megan Bamford**- Reception Class Teacher and Early Years Foundation Stage Leader

**Mrs Helen Clarke**- Reception Class Teacher (Wren Class)

**Miss Charlotte Crook**- Reception Class Teacher (Robin Class)

## **Parents, Teachers and Friends Association**

**Mrs Charlotte Ellett-Murrant**- Chair of the school PTFA

**Mrs Gemma Phillips**- Member of the PTFA

At Parkfield, we believe that the foundation of a **successful school experience is strong, open communication**. We will keep you updated on your child's progress, celebrate their successes and inform you of any challenges. Just as importantly, we encourage you to reach out to us—no matter how small a concern may seem. Often, a little bit of information makes a big difference in how we support your child.

This afternoon, you will hear a lot about what it means to be “school ready.” Please help us prepare your child by focusing on three essential areas:

- **A love of reading:** Share books and stories regularly—it helps build language, imagination, and emotional connection.
- **Listening and following instructions:** Being able to follow simple directions sets children up for classroom success.
- **Independent toileting:** Unless there is a medical reason, we ask that children are toilet trained. I'm sure would agree that we would rather the staff spend their valuable time supporting learning, rather than supporting children going to the toilet.

**Once again, thank you for choosing Parkfield. We are excited to work in partnership with you and your child over the coming years.**

# Welcome to Parkfield School...

- ▶ This presentation aims to introduce the Early Years Foundation Stage (EYFS).
- ▶ To find out about the transition and induction process.
- ▶ To find out how the school day is organised.
- ▶ To understand how you can support your child at home

# What is the Early Years Foundation Stage (EYFS)?

- ▶ The EYFS is the stage of education for children from birth to the end of the Reception year.
- ▶ Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.

# What is the Early Years Foundation Stage (EYFS)?

- ▶ The EYFS framework sets the standards for learning, development, and care for children from birth to 5 years old
- ▶ It is based on the recognition that children learn best through play and active learning
- ▶ Four guiding principles shape practice in early years settings:
  - Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
  - Children learn to be strong and independent through positive relationships.
  - Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
  - Importance of learning and development. Children develop and learn at different rates.

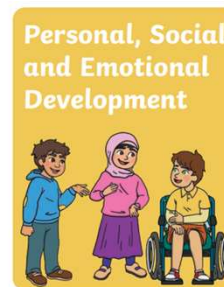
# Areas of learning...

- ▶ There are seven areas of learning.
- ▶ All areas of learning and development are important and inter-connected.
- ▶ Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.
- ▶ These are the prime areas:

**Communication and language**- listening, attention and understanding/speaking

**Physical development**- gross motor/ fine motor skills

**Personal, social and emotional development**- Self-regulation/managing self/building relationships



# Areas of learning:

- ▶ Providers must also support children in four specific areas, which help strengthen and develop the three prime areas and ignite children's curiosity and enthusiasm.

- ▶ The specific areas are:

**Literacy** Comprehension, word reading, writing

**Mathematics**- Number and numerical pattern

**Understanding the world** – Past and present/ people, cultures and communities/ the natural world.

**Expressive arts and design**- creating with material/ being imaginative and expressive.



# Characteristics of Effective Teaching and Learning...

- ▶ **Playing and exploring** - children investigate and experience things, and 'have a go'.
- ▶ **Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- ▶ **Creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

# Characteristics of Effective Teaching and Learning...

## Playing and Exploring

Children investigate and experience things and 'have a go'.

I can make choices and explore different resources and materials.

I can recognise that my actions have an effect on the world, so I like to repeat them.

I can plan and think ahead about how I will explore or play with objects.

I can make independent choices.

I can guide my own thinking and actions by talking to myself as I play.

I can bring my own interests and fascinations into early years settings.

I can respond to new experiences when they are brought to my attention.

## Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

I can begin to predict sequences because I know routines.

I can participate in routines.

I can show goal-directed behaviour.

I can keep on trying when things are difficult.

I can begin to correct my mistakes.

## Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

I can take part in simple pretend play.

I can sort materials.

I can review my progress as I try to achieve a goal and check how well I am doing.

I can solve real problems.

I can use pretend play to think beyond the 'here and now' and to understand another perspective.

I can feel confident about coming up with my own ideas.

I can make more links between my ideas.

I can concentrate on achieving something that is important to me.

I can give my attention to tasks and ignore distractions with increasing control.

# Getting ready for starting school...

## Self-care

- I know when to wash my hands
  - I can wipe my nose
- I can ask for help if I don't feel well

## Speaking & literacy

- I am interested in reading stories & looking at picture books
- I am able to talk about myself, my needs & feelings
  - I am practising recognising my name when it's written down

## Getting dressed & undressed on my own

- I can button & unbutton my clothes
- I can put my own shoes & socks on
- I can put my coat on & use a zip

## Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school

## Listening & understanding

- I am able to sit still and listen for a short while
  - I can follow instructions
- I understand the need to follow rules

## Sharing & turn taking

- I can share toys & take turns
- I can play games with others
- I can interact with other children

# Getting ready for starting school...

## Interest in the world & new activities

- I enjoy learning about the world around me
  - I am interested in exploring new activities or environments
  - I like asking questions

## Eating

- I can use a knife & fork
- I can open my packed lunch on my own
  - I am confident at opening wrappers & packaging

## Writing skills

- I like tracing patterns & colouring in
- I enjoy experimenting with different shaped scribbles
  - I am practising holding a pencil

## Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash & dry my hands without any help

## Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
  - I can recognise some numbers when they are written down

## Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days

# What you can do to support your child...

- ▶ Encourage children to talk. Engage in rich and interesting talk with your child.
- ▶ Reading- Sharing books, talking about the pictures. Read everyday.
- ▶ Encourage mark making, shopping lists etc.
- ▶ Play simple board games/turn-taking/sharing activities.
- ▶ Sing number rhymes and songs together
- ▶ Practise counting at any time-climbing the stairs, shopping etc.
- ▶ Independence and Self-care
- ▶ Tapestry/Wow cards
- ▶ Support any homework that comes home, sounds/handwriting and number work – Homework menu half termly.

<https://startingreception.co.uk/wp-content/uploads/2025/03/Starting-Reception.pdf>

# Early Learning Goals...

- ▶ At the end of the EYFS, there are 17 Early Learning Goals that children are expected to achieve.
- ▶ Teachers make a holistic, best-fit judgement about a child's development at the end of the EYFS, and their readiness for year 1.

<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul> <p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

# Induction Session Dates:

First visit- approximately 15 children attending each session.

- ▶ Tuesday 2<sup>nd</sup> June- 9.45- 10.30 / 10.45 – 11.30
- ▶ Monday 8<sup>th</sup> June- 9.45- 10.30 / 10.45 – 11.30

Second visit- approximately 15 children attending each session.

- ▶ Monday 15<sup>th</sup> June- 9.45- 10.30 / 10.45 – 11.30
- ▶ Monday 22<sup>nd</sup> June- 9.45- 10.30 / 10.45 – 11.30

Third Visit- approximately 30 children attending each session.

- ▶ Tuesday 30<sup>th</sup> June 9.30 – 11
- ▶ Wednesday 1<sup>st</sup> July – 9.30- 11

# What will the induction sessions look like?

- ▶ The induction sessions are led by the Reception teachers and supported by the School Council.
- ▶ Please sign in at the office for the first session. The induction will take place in the Reception classrooms.
- ▶ A range of activities will be set up for your child to choose from similar to pre-school, e.g. Painting, cutting and sticking, construction, small world, stories, play dough, jigsaws and dressing up.

# What will the induction sessions look like?

- ▶ The children will have the opportunity to play both inside and outside so please provide coat, hat and drinks bottle (named).
- ▶ At the end of the sessions please collect your child from the classrooms.
- ▶ We will dismiss the children one at a time to ensure we can pass your children back to you safely.
- ▶ If someone else is collecting them please can you let us know when you drop them off.
- ▶ Toilets – we will remind the children regularly. Please provide spare clothes.

## Nursery and Home Visits...

- ▶ We will be visiting nurseries on the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> June.
- ▶ We will hopefully see the children in nursery, and we will speak to their key worker to get to know more about them.
- ▶ We will also carry out home visits on Tuesday 30<sup>th</sup> June and Wednesday 1<sup>st</sup> July between 11.45-4pm.
- ▶ If you would like to organise a home visit please contact our school office.

# Starting school in September...

- ▶ Children start full time in September.
- ▶ First 2 weeks – similar to pre-school. We support the children to settle in and form positive relationships.
- ▶ Teachers carry out a Baseline Assessment by observing the children in their play.
- ▶ We also carry out the Statutory Baseline Assessment. The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school.
- ▶ We also carry out a language screen that assesses children's communication and language development.
- ▶ From week 3- we slowly begin to embed teaching and learning routines.

# Our Typical Day...

- ▶ 8.50-9am- Morning starter (Writing your name and letter formation).
- ▶ 9am- Register/Visual timetable
- ▶ 9.05am- Funky Fingers/Dough Disco
- ▶ 9.15am- Phonics
- ▶ 9.45am- Movement break/ NELI
- ▶ 10.15am- Snack
- ▶ 10.30am- Expressive Art and Design/Literacy/Understanding the World
- ▶ 10.45am- Continuous Provision
- ▶ 12.00pm- Tidy up
- ▶ 12.20pm- Maths
- ▶ 12.40pm- Get ready for lunch/Story/Nursery Rhymes
- ▶ 1.10pm- Lunch
- ▶ 1.40pm- Registration
- ▶ 1.45pm- Handwriting
- ▶ 2.00pm- Continuous Provision
- ▶ 3.00pm- Pack bags
- ▶ 3.15pm- Circle time/story
- ▶ 3.30pm- Home

Children will have PE, Music and French with our subject specialists once a week.

# Our typical day...

- ▶ The school day starts at 8.50am, doors open at 8.40am. If you do arrive after 9am, please report to the office to sign your child in and they will be taken to their class from there.



# Tapestry...

- ▶ Tapestry is a secure online learning journal used to record a child's experiences, in their setting.
- ▶ The adults in reception will document observations, share photos and videos with parents, and track a child's learning progress. Parents also have access to Tapestry to see your child's learning journey and even add your own observations.
- ▶ In addition to the simple pleasure of seeing your child's enthusiasm in describing their day, talking together about the pictures and video clips in their journal helps to develop your child's language skills and confidence.
- ▶ We can provide you with a copy of their Tapestry learning journal to keep and treasure, as an electronic file at the end of the year.
- ▶ Tapestry activation emails have already been sent – please see a member of staff if you haven't received it. This enables you to add observations and helps staff to get to know your child before they have even started school.



# What to pack for the school day...

- ▶ Your child will need to bring:
  - Water bottle
  - Home snack (this is optional as we provide a free healthy school snack each day)
  - Lunchbox (optional we provide free school meals each day- when booked!)
  - Spare clothes
  - Coat
  - Wellies (later in the year-optional)

Please ensure ALL individual items are LABELLED.

## Snack...

- ▶ Fruit may be brought into school for a mid-morning snack. Parkfield Primary takes part in the National Fruit Scheme so all reception and Key Stage 1 children are provided with a free piece of fruit each day.
- ▶ Milk is available and if you would like your child to have a carton delivered to the school each day please let the school office know. There is a small charge for this once your child reaches the age of 5 and payment is made directly to the milk company.

# School Meals...

- ▶ Our hot school lunches are provided by Cleverchefs and are freshly prepared by our own chef in our kitchen each day. The meals are nutritionally balanced and prepared in accordance with the School Food Plan and comply the Food for Life Bronze Standard.
- ▶ The menu rotates over a 3-week period.
- ▶ The meals are all served with a selection of seasonal salads, low fat dressing and dips. Our chef also makes fresh bread everyday. Fruit yoghurts or fresh fruit are always available as an alternative dessert.
- ▶ As part of the government-funded Universal Free School Meal scheme, all pupils in Reception, Year 1 and Year 2 classes are entitled to a school meal free of charge.
- ▶ Please book the school meals on school money.



## School Meals...

- ▶ Alternatively, children can bring a packed lunch. We encourage the children to eat healthily as the right kind of food will help the brain to learn and the body to feel energetic. A suggested packed lunch would contain a sandwich/pasta, two pieces of fruit. Water is always available for all children during lunchtime.
- ▶ Lunchtime is seen as an important social activity in our school and the children eat together with their friends.
- ▶ Drinks brought to school should either be in plastic bottles, plastic flasks or in the card cartons. For reasons of safety, glass bottles or containers should not be brought to school.

# Uniform...

- ▶ Sensible black shoes and no jewellery (except studs)
- ▶ P.E. kits stay at home and once a week the children come dressed in their PE kit. Hair tied back for PE.
- ▶ Uniform/PE kit – Uniform shop (Please label everything.)



## Other Information...

- ▶ Please let us know if someone different is collecting your child.
- ▶ Emergencies – Please check the data forms, amend, sign and return to the office.

### Medical:

- ▶ Any sickness, diarrhoea, must be followed by at least 48 hours absence.
- ▶ Head lice can happen! Please check regularly and treat as recommended.
- ▶ Any absence requires a telephone call to the school office by 8.45am
- ▶ Any medication can only be administered by prior arrangement with the school office.
- ▶ School Money – booking school meals, before and after school club, paying for trips and clubs.

# Dates for your diary...

► **Monday 18<sup>th</sup> May**

Reception Sports Day 2.00-3.00pm

► **Friday 26<sup>th</sup> June**

School Summer Fete 6-8pm



# Useful information...

- ▶ Healthy lunchboxes- <https://www.nhs.uk/Livewell/childhealth6-15/Pages/Lighterlunchboxes.aspx>
- ▶ Reception Baseline Assessment information- <https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents>
- ▶ Getting ready for school- <https://startingreception.co.uk/wp-content/uploads/2025/03/Starting-Reception.pdf>
- ▶ School Website: Joining us at Parkfield- <https://www.parkfieldschool.co.uk/parents/joining-us-at-parkfield-school>



# Thank you!

We look forward to a happy partnership in your child's first year at school and beyond.

If you would like any other information please ask at the office or look on our website at:

- ▶ [www.parkfieldschool.co.uk](http://www.parkfieldschool.co.uk)

