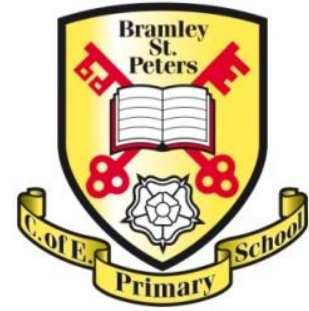


# New Parents' Meeting



Wednesday  
11<sup>th</sup> June



Welcome to our school:



# Who's Who:



Mrs Esplin  
Headteacher



Miss Linton  
Deputy Headteacher



Mrs Butters  
SENCO



Mrs Lambert  
Pastoral and Safeguarding lead



Mrs Mullarkey  
Assistant Head for EYFS

# The Reception Team:



Miss Durrant  
Class Teacher - RED



Mrs Wilson  
Class Teacher RWA

We also have support staff who work across the two classes.

# Vision and Values:



Please see our website for further information.

Our Values are:

Nurture

Discover

Respect

*Journeying together with God*

At Bramley St Peter's we nurture children by providing an environment where they feel safe, loved and secure. This enables them to be well prepared for the journey ahead. We celebrate the uniqueness of every child of God and encourage them to shine.

From this firm foundation our pupils embark on their learning journey, exploring and making discoveries along the way. We encourage each child to enjoy the adventure and challenge of learning.

Within this journey, children learn to show care, love and respect. They develop the key skills they need for their learning journey, including self-respect and sensitivity to the needs of others.

# A day in reception:



We have lots of fun in reception and your child will always have a busy day at school.



8.45: Registration

9.00: Phonics

9.30: Areas of Provision

10.15: Snack and Collective Worship

11.15: Carpet Time

11.45: Lunch

1.00: Maths

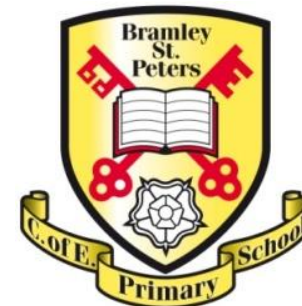
1.15: Areas of Provision

2.40 Story

3.10 Home time



# Our Curriculum:



## 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.

## 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.

## 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.

## 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.

## Mathematics

### 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.

## 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.

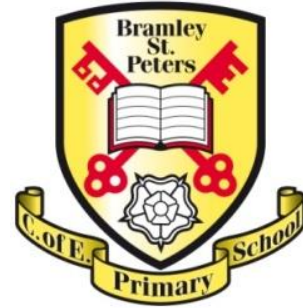
### Word Reading

- 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.
- Write simple phrases and sentences that can be read by others.

# Drop offs and collection:



School starts at **8.45 am.**  
We will meet you at the main  
back door.

School finishes at **3.15 pm.**  
You will collect your child from the Reception  
side door which will be open from **3.10 pm.**



# What does my child need to bring to school?



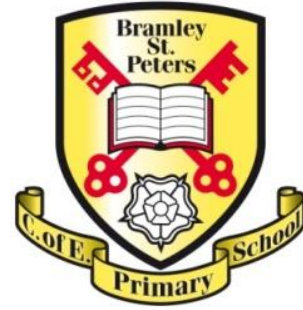
- Appropriate coat
- Water bottle (named please)
- Book bag
- A change of clothes in a named bag to keep in school, including wellies.



# Getting Messy



# Lunch:



All children in Reception up to year 2 are entitled to a free school meal through the Universal Infant Free School Meal scheme.

The menus can be found on the school website under the parents section and in your starter pack.

If you think your child would prefer to have a packed lunch from home please indicate that on the forms in your pack.



# Year 6 Buddies



# Uniform:



- Red sweatshirt or cardigan
- Grey skirt, pinafore dress, trousers or shorts
- White polo shirt (with collar)
- White or grey socks
- Plain black shoes or black trainers
- Red checked or striped dress (optional for Summer term)



# PE kit:



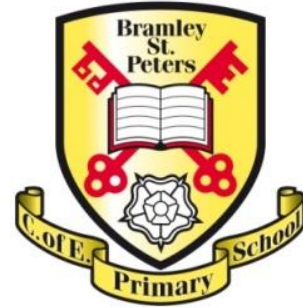
Your child will need to bring a PE kit into school the first week after the **October holidays**. This will be kept on their peg.

## Kit

- Pumps or trainers
- Black shorts or jogging bottoms
- Red t-shirt
- Named draw string bag for PE kit



# Stay and Play:



We will have 2 stay and play sessions where you can come along with your children to explore the Reception classrooms and outdoor area.

- Thursday 3<sup>rd</sup> July 9:30 – 10:30am
- Tuesday 8th July 1:45 – 2:45pm

# Intake:



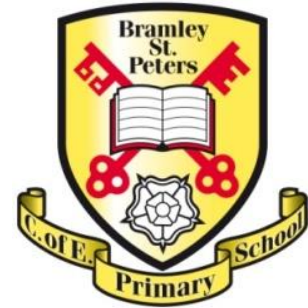
## Start days - September 2025

Thursday 4<sup>th</sup> September

Monday 8<sup>th</sup> September

Wednesday 10<sup>th</sup> September

# Seesaw:



## What is Seesaw?

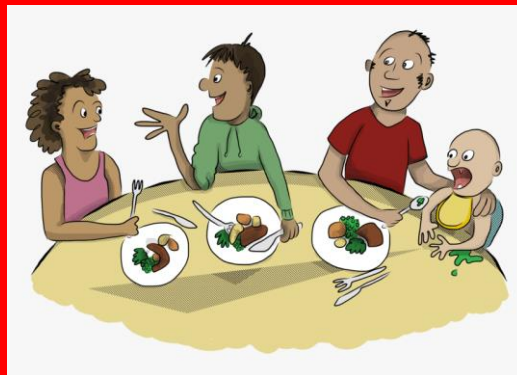
- Seesaw is a secure online Learning Journal to record photos, videos, observations and comments, in line with the Early Years curriculum, to build up a record of your child's experiences during their time with us.
- You will be sending a link via email to set up your child's Seesaw account. A guide on how to set up your Seesaw account is on the school website and in your welcome pack.
- We will be sharing key information with you through Seesaw over the next few weeks.

# Communication:



- We value communication with parents and carers.
- If you have any questions or worries please come and speak to us at the end of the school day.
- If your child is ill, please phone the school office stating their name and the reason for their absence.

# Getting School Ready



# Getting School Ready



**THESE KIDS ARE PREPARING  
THEIR BODIES FOR WRITING**



# To do:



- Continue to check Seesaw and the school website for updates.
- Return the forms in the welcome pack by Friday 11<sup>th</sup> July.
  - Book a stay and play session.
- Look out for your child's start date letter.

# Thank you:



Thank you for choosing Bramley St  
Peter's.

We look forward to welcoming you and  
your child in September.