

Dear Parents

Thank you so much to the families who were able to attend the Journey into Reception meeting. This gave you information of the curriculum and expectations.

The key dates which dates which discussed in detail were the following;

New Reception children visit

Monday 7th July at 1pm- 3:30pm

Thursday 10th July at 9am- 1:00pm (lunch provided)

Transition into school

Wednesday 3rd September 9:00-12:00pm

Thursday 4th September 9:00-1:00pm

Friday 5th September -full time hours

For those families who were not able to attend please see the presentation which was shared. For any children who do not currently attend our nursery all child information packs must be completed before Monday 7th July when the first transition session takes place.

Welcome to



Early Years Foundation
Stage
Reception 2025/2026



Tonight...

- Early Years Foundation Stage Curriculum.
- How we share information with you.
- Restorative school and behaviour system.
- What you can do to help your child be ready for school.
- What your child will need to bring.
- Time to ask questions, explore the classroom and tour the school for new families.

Meet the team...

Mr Card: Head Teacher

Mrs Loose: Class Teacher

Mrs Higginson: Assistant Teacher

Miss Cawthorn: Assistant Teacher

Mr Wood: Music



What is the Early Years Foundation Stage?

- The Early Years Foundation Stage (EYFS) is the stage of education for children from birth to the end of the Reception year.
- It is based on the recognition that children learn best through play and active learning.
- There are 7 areas of learning.
- A baseline is completed in September.

Areas of learning

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Why is play so important?

Play is a vital part of a child's development and early education. Through play, children can develop their language skills, understand their emotions and build creativity, social and intellectual skills.

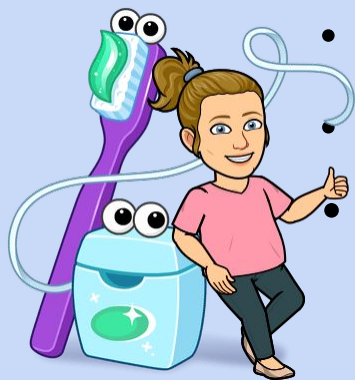
Play encourages children to learn skills such as negotiation, problem-solving, sharing, and working within groups. Children practice decision-making skills, move at their own pace and discover their own interests through play.

Adult's role- Interactions are key. They are building curiosity and wonder. Following interests and moving learning forward.

PSED - Personal, Social and Emotional Development

- Self regulation
- Managing self
- Building relationships

- Making friends
- Learning rules
- Learning daily routines
- Turn taking
- Understanding boundaries
- Making relationships with adults
- Shoes and coats



Physical Development

- Gross motor skills
- Fine motor skills



- Outdoor area
- Negotiating space
- Developing strength
- PE
- Dance
- Funky Fingers area
- Mark making area
- Using tools
- Pencil control

Communication and Language

- Listening, attention and understanding
- Speaking
- Speaking
- Listening
- Role play
- Stories
- Vocab



Literacy

- Comprehension
- Word Reading
- Writing

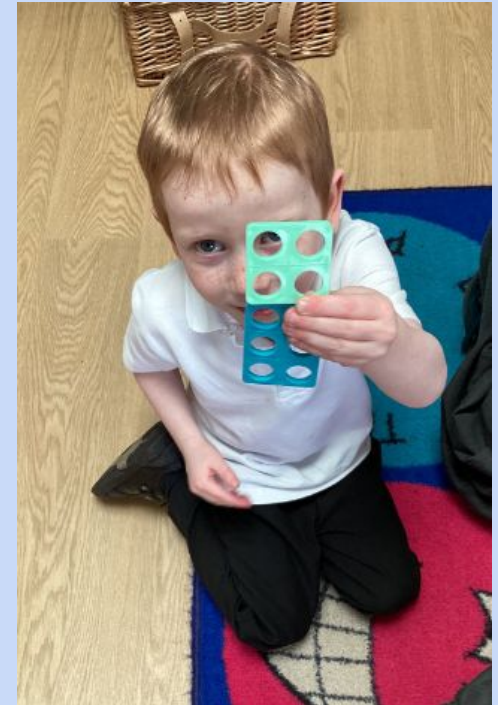


- Phonics (Little Wandle)
- Speaking
- Listening
- Reading
- Writing



Maths

- Numbers
- Numerical Patterns
 - Counting
 - Recognising numbers and what they mean
 - Calculation
 - Shape
 - Pattern
 - Problem solving
 - Measuring



In the Early Years, our maths teaching is about much more than counting and recognising numbers. We focus on developing a deep understanding of number through practical, engaging activities. For example, when we explore the number 2, we don't just stop at counting two objects—we look at what 'two' really means. Is it two and not three? One and another one? We represent it in different ways using real objects, drawings, and even symbols, helping children see the relationships between numbers. This depth of understanding is what helps children build strong foundations for more complex maths later on. Research, including findings from the Education Endowment Foundation (EEF), shows that early number sense is one of the best predictors of later success in maths, so this approach really sets them up for the future.

Understanding of the World

- Past and present
 - People, culture and communities
 - The natural world
- Exploring
 - Investigating
 - Learning about other cultures, places, things that happened in the past and living things
 - Constructing
 - Educational visits
 - Outdoor area
 - Forest Schools



Expressive Arts and Design

- Creating with materials
- Being imaginative and Expressive

- Role play
- Art
- Painting
- Drawing
- Dance
- Music
- Singing
- Story
- Imagination





Outdoor play



Forest Schools

- 2 hours every other week.
- Overcome challenges while taking risks.
- Builds resilience and confidence especially when explored through play.
- Fun!



ELLIE PLEWS
FOREST SCHOOL LEADER / OUTDOOR
INSTRUCTOR



How can you help?

- You can help by encouraging your child to use the toilet independently and wash their hands.
- Put on and fasten their coats and shoes.
- Playing games which encourage sharing and turn taking will help your child to build their social skills.
- Talking about where you visit.
- Singing nursery rhymes and number songs.
- Encourage children in activities such as building, drawing, threading beads.
- Reading lots of stories together.

Reading

- Read with your child five times a week.
- All children will be given a book to share at home. These will be changed every Monday. Please feel free to keep the book for a few weeks if your child is really enjoying it.
- Children will also be given a reading book in the first few weeks. These will be wordless initially. Please talk together about what is happening in the book.

What does my child need to bring to school?

- A coat that is suitable for outdoor play in all weathers. (We have waterproof trousers available for the children to use or they are welcome to bring their own puddle suits.)
- Wellies
- Water bottle
- At least one full change of clothes
- PE Kit
- Book bag

PE kit



For PE lessons, we ask the children to wear:

- Black shorts
- White t-shirt
- White socks
- Plimsolls or trainers
- Black or navy jogging bottoms
- Black or navy warm top/outdoor tracksuit top

Please help us by naming
everything!



Food and drink

- We have snack and milk each morning.
- Children have lunch in the hall.
- They are given a cup of water with lunch.
Reception receive free school meals which can be booked on Appetite or they can bring a pack lunch.
- Your child will have free access to their water bottle and we can fill it up as many times as needed.

Restorative school

We encourage everyone to take responsibility for their own behaviors and choices. It helps solve problems and resolve conflicts.

"check-in"

self-registration



Restorative Practice in School

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?

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Images from My cute graphics

A central diagram titled "Restorative Practice in School" features five numbered questions in speech bubbles. Each question is accompanied by a cartoon illustration of a child. Question 1 is in a green bubble with a girl with red hair. Question 2 is in an orange bubble with a boy with brown hair. Question 3 is in a purple bubble with a girl with brown hair. Question 4 is in a pink bubble with a girl with brown hair. Question 5 is in a blue bubble with a boy with blonde hair. The entire diagram is enclosed in a blue border.

restorative circles

Develops respect and responsibility



Our Behaviour Expectations



WOW!!

I have made an adult in school proud of me by...
 Always trying my best
 Always being a good friend
 Challenging myself
 Always enthusiastic and positive
 I set a good example to others



I will be a positive role model
 I will have lots of friends
 Everybody will trust me
 I will feel really happy at school
 I will get a certificate

I will make my teachers, family, friends and myself proud.



GOOD

I am able to be a good learner
 I am able to follow my class charter
 I am a good friend
 I am polite and kind to everyone
 I follow instructions and listen carefully to others
 I always tell the truth



Everybody will see what a good job I am doing and I will be a successful learner.
 I will get personal points

I will be happy and enjoy coming to school. My team will be very proud



Wobbly behaviour

I have stopped other children in my class from learning.
 I am not working as hard as my team expects, or I know that I am capable of.
 I am not thinking about how my actions are affecting people's feelings.
 I am not showing great respect



I will be given a reminder
 I may lose social time
 I may have thinking time, and I will think about how to improve my behaviour to get back onto green.

I will feel disappointed with myself.



UNACCEPTABLE

My behaviour is disrupting my learning and that of others in my class. I am making bad choices. Any kind of violence kicking, hitting or hurting others.
 Encouraging others to make bad choices
 Bad language and telling lies
 Continual disrespect and bad attitude
 I am not making the right choice. I have had chances to change and have chosen not to.



I will have time out to think about my actions.
 I may go onto the consequences table.
 I may be sent to a senior member of staff.
 I may be excluded.

My behaviour will be explained to my parents

How we share information with you.

- Two parents evenings throughout the year
- In Summer term you will have the opportunity to discuss your child's profile
- 'WOW' moments on SeeSaw

.Twitter @CamblesSchool

https://twitter.com/CamblesSchool?ref_src=twsrc%5Etfw%7Ctwcamp%5Embeddedtimeline%7Ctwterm%5Eprofile%3ACamblesSchool&ref_url=http%3A%2F%2Fcamblesforth.ebor.academy%2F

- .School website <http://camblesforth.ebor.academy/>
- School updates - updates sent via ParentHub
- Informal chats

PTA

We have an active PTA that always love new helpers if you are interested in joining.



Session times

Children are expected to be in their classrooms by 9.00am (8.50am gates open)

Registration closes at 9.10am

Pick up: 3:30pm

Transition into school

Home visits for all new children.

Monday 7th July at 1pm- 3:30pm

Thursday 10th July at 9am- 1:00pm (lunch provided)

If these are outside your child's current Nursery hours, they can attend these sessions as additional.

Transition into school

- Wednesday 3rd September 9:00-12:00pm
- Thursday 4th September 9:00-1:00pm
- Friday 5th September -full time hours

If you feel that your child needs additional transition time, please get in touch with me and we can arrange this to suit your child's needs.

Any questions?

Thank you!

Look around the
school

