

# *Welcome*

Stoke Bishop Church of England  
Primary School

New Parents Meeting

2023

# WELCOME TO SCHOOL 😊

- This is a huge new adventure!
- Don't underestimate the impact on your child – and yourselves
- Be patient
- Be calm
- Let them work it out
- Don't try to work it out for them
  - Listen to them
  - Talk to them

**Show confidence that it will be OK**

Be confident and positive around your child

Take a little time to settle them in the morning in a positive calm way

If the teaching staff tell you they are fine –  
They ARE fine!!!

Don't grill them on their day as soon as you pick them up.

Encourage them to talk about things rather than asking them lots of questions about their day at school

Listen to them. Don't try to put 'right' all of the little social skills they are learning

Be understanding of tiredness and anxiety however they choose to show it but be firm and consistent in setting your boundaries

If, after a few weeks, you have any concerns then just check in with a member of the teaching team

Children, parents and school –  
We are all in this together

Our first responsibility is  
**Safe, secure, happy children**



This is the start of a  
**great partnership**



# What does a day in Reception look like?





# What does a day in Reception really look like?





# September

## Reception Induction Planning: Week 1

**Half Day Sessions – Week beginning Monday 4<sup>th</sup> September – Friday 8<sup>th</sup> September**

**AM session: 8.45am-11.30am**

**PM session: 1.00pm- 3.30pm**



8.45am-9.15am	Children come into school – choosing in the classroom (class already set up). All children to put book bags in a box, water bottle in the tray, coats in a box.
9.15am-9.45am	<b>Toilet trip</b> Register & Circle time (Getting to know each other and the things we like, use Jigsaw Jenni to pass around the circle) My name is/I like to eat/My favourite animal/Things we like/Things we don't like
9.45am-10.15am	Child-initiated play; 'Up and Busy!' Observations and photographs of play for website. <b>SD to take photographs of play and individual photos for Hub display</b>
<b>10.15am-10.30am</b>	<b>Toilet and Playtime</b>
10.30am-10.45am	Milk and Fruit (Story time)
10.45am-11.15am	Child initiated play; 'Up and Busy!'
11.15am-11.25am	Singing/Phonics (Phase 1 games) Alice the camel/Sound listening/Copying rhythm clapping – names/Odd one out/Sing up song
11.30am	Home time

		9.00– 9.30	9.25 – 10.30	10.30 – 10.45	10.45 – 11.40	12.00 – 1.10	1.15 – 1.35	1.35 – 3.10	
Mon	Register 8.45 – 9.00am Children come in and read/fine motor skills	Carpet Session Understanding the World	Up and Busy 10.00am – Snack Station Open	BREAK	Phonics Up and Busy	LUNCH	Assembly – Whole School  Snack station open 2pm – 2.30pm	Maths Input	Home time 3.30pm
Tue		Carpet Session Understanding the World	Up and Busy 10.00am – Snack Station Open		Phonics Up and Busy		Maths Input  Snack station open 2pm – 2.30pm	2.50pm – Hub Assembly Integrity (VM) Hub Prayer.	
Wed		Carpet Session Assembly – Whole School Church	Up and Busy 10.00am – Snack Station Open		Phonics Up and Busy		Maths Input  PPA Big Play		
Thu		Carpet Session Understanding the World	Up and Busy 10.00am – Snack Station Open		Phonics Up and Busy		Maths Input  Snack station open 2pm – 2.30pm	2.45pm – Class Worship	
Fri		PE/Jigsaw – Piece 5	Up and busy 10.00am – Snack Station Open		Phonics Up and Busy		Singing Assembly/Celebration Assembly  Snack station open 2pm – 2.30pm	Maths Input	



# Jigsaw

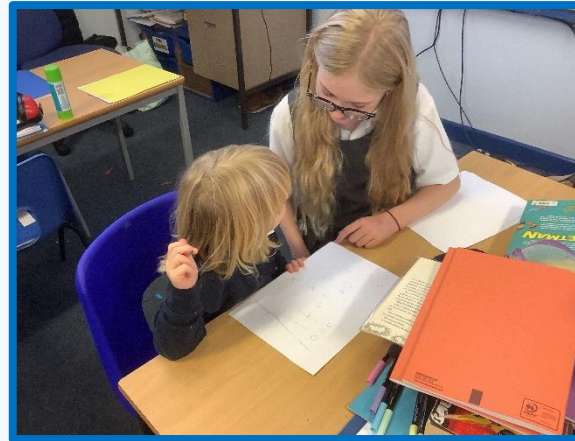
Jigsaw is a whole school approach, with every child exploring the same theme each term. The lessons are designed to help children's emotional literacy skills, build self-esteem and nurture their mental and physical health.

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me



## Safeguarding

# Buddy Time



# Partnership with parents

Strong and respectful

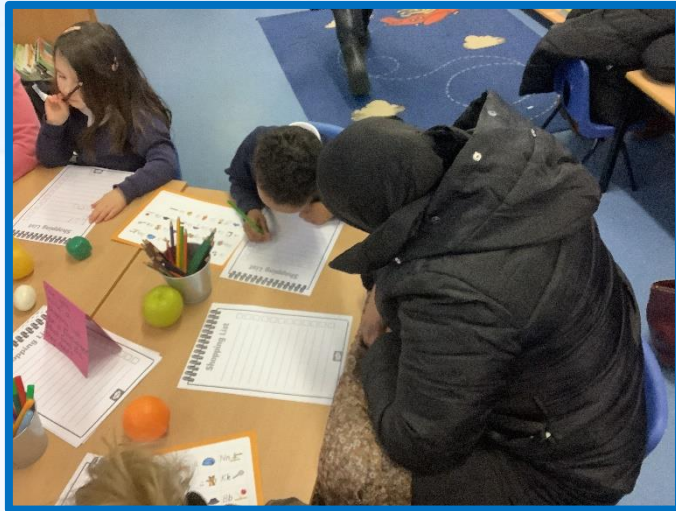
Honest and open conversations

Best outcomes for all children

‘The help that parents give their children at home  
has a very significant impact on their child’s learning’  
(Development Matters July 2021)



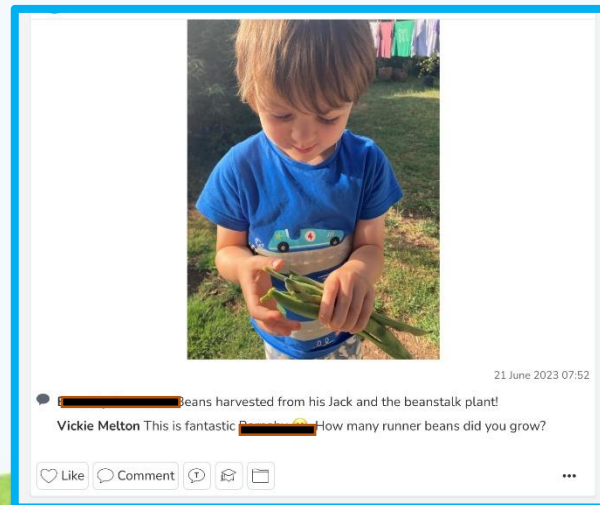
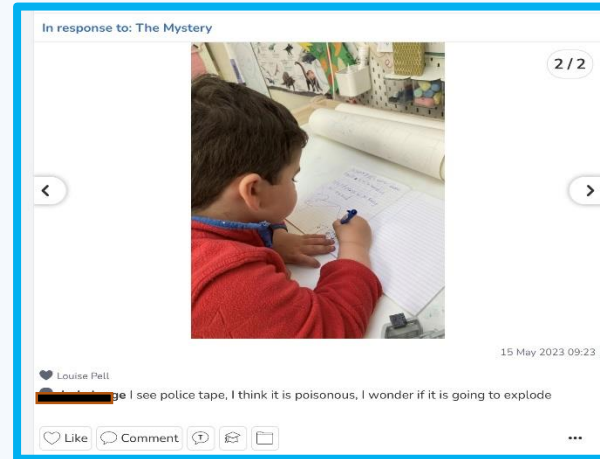
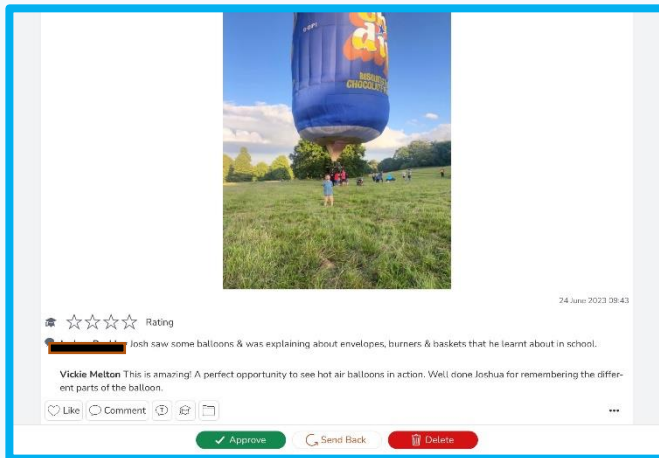
# Hub Events





# Seesaw

An online platform to share experiences in school, home learning tasks and communicate important messages.





# Reception

## A continuation of the EYFS

Good Level of Development (GLD)



Area of Learning	Aspect												
Personal, Social and Emotional Development	Self-Regulation	Communication and Language	Listening, Attention and Understanding	Physical Development	Gross Motor Skills	Literacy	Comprehension	Maths	Number	Understanding the World	Past and Present	Expressive Arts and Design	Creating with Materials
	Managing Self		Speaking		Fine Motor Skills		Word Reading		Numerical Patterns		People, Culture and Communities		Being Imaginative and Expressive
	Building Relationships				Writing				The Natural World				



Prime Areas



Specific Areas

# Communication and Language

This underpins all seven areas of learning and development.

A language rich environment at home and school is crucial!

We believe in high quality interactions between adults and children at all times.

This can include commenting on their interests, engaging actively in reading stories, echoing back what children say with new vocabulary and giving children the opportunities to share ideas.





# Playing! Communication and Language at home



# Personal, Social Emotional Development

This area of the curriculum is important to support children's cognitive development and helps them to lead **happy and healthy lives.**

Positive relationships with all adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a **sense of self and have confidence in their own abilities.**

Consistent boundaries both at home and school help children to feel safe and secure.





# Physical Development

We want children to have happy, healthy and active lives.

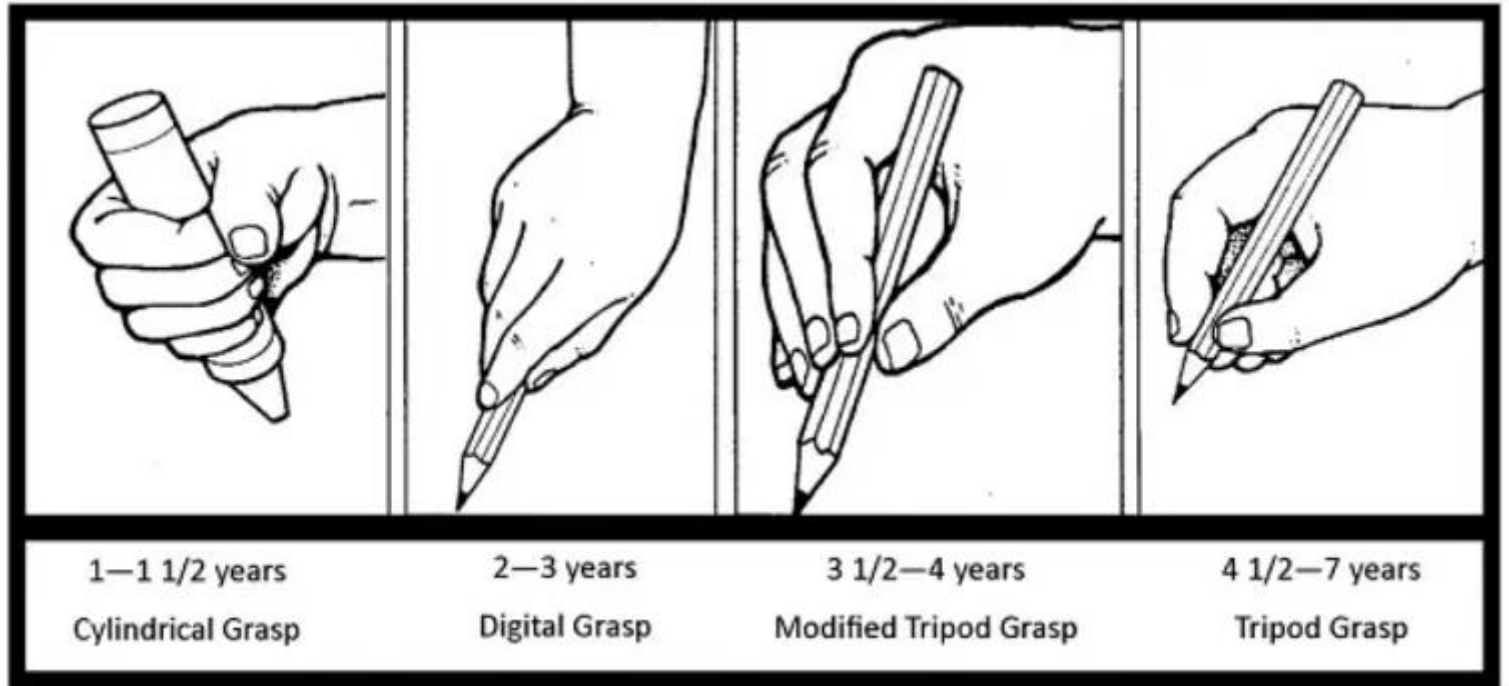
Gross and Fine motor skills.

Using small tools with the support of adults allow children to develop proficiency, control and confidence.

Opportunities for play indoors and outdoors, activities to develop their core strength, stability, balance and spatial awareness, co-ordination and agility.



# Physical Development at home - Independence





# Mathematics

‘Developing a strong ground in number is essential so that all children develop the necessary building blocks to excel mathematically’

It is important to provide children with varied opportunities to apply their understanding of number by using manipulatives such as pebbles and five frames for organising.

Children need to develop a secure base of knowledge and vocabulary which can support a deeper understanding of mathematical concepts.



# Mathematics at home – Talking to your child

- Counting out loud
- 1-1 correspondence
- Recognising numbers in the environment
- Sharing
- Subitising
- Shapes
- Cooking



# Literacy

A life long love of reading!

Reading consists of two dimensions:

## Language comprehension and word reading

Language comprehension starts from birth. It begins when adults talk with children about the world around them, enjoy songs and rhymes and read books to them.

Word reading requires decoding of printed words.

Writing involves transcription and composition.



# Supporting your child with literacy skills at home

- Recognising their own name
- Stories and more stories!
- School reading book
- Practising the phonics taught in school at home
- Having conversations
- Mark making opportunities



# Understanding the world

‘This involves giving children guidance to make sense of their physical and natural world and their community’

The quality and variety of what children see, hear and participate in is crucial for developing their understanding of self-expression and vocabulary’

Listening to a broad range of stories from different cultures enriches children’s understanding of our diverse world.





# Expressive Arts and Design – Provision

Exploring a variety of materials, tools and techniques

Make props for their role play

Recount narratives with their friends and teachers

Perform songs, rhymes and poems with others







# The role of the Top 10 Champion

# Confirmation of sessions

## Wednesday 5<sup>th</sup> July

R1 am group 9.30 – 10.15am  
R2 am group 10.30 – 11.15am

## Tuesday 11<sup>th</sup> July

R1 pm group 1.30 – 2.15pm  
R2 pm group 2.30 – 3.15pm

Website 'New Parents'





STOKE BISHOP PRIMARY SCHOOL PTA

## Who is the PTA?

- We're the parents, carers and teachers who work together to raise funds to support every child in the school



STOKE BISHOP PRIMARY SCHOOL PTA

# *What do we do?*

## Fundraising and Social events

- Picnic
- Fireworks and BBQ night
- Christmas fair
- Quiz night
- Cake and preloved uniform sales
- Summer fair
- Any other ideas VERY welcome



STOKE BISHOP PRIMARY SCHOOL PTA



# *What does the money get spent on?*

- Christmas treats – parties, Santa visits & pantomimes etc
- Annual hub funds spent on school trips & experiences
- Playground equipment
- Library books & resources
- Music/art workshops
- End of year treats for year 6 children
- To name a few





# STOKE BISHOP PRIMARY SCHOOL PTA

We need you! Please join us to help raise funds and have fun:

- [Stokebishoppta@gmail.com](mailto:Stokebishoppta@gmail.com)
- Facebook: [Stoke Bishop CofE PTA](#)







# ***SUMMER FAIR***

## ***1ST JULY, 11-2***

COME JOIN US FOR BOUNCY  
CASTLES, INFLATABLES, BBQ,  
CAFE/BAR, ICE CREAMS,  
RAFFLE AND SO MUCH MORE!

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For more info or to volunteer  
please email the PTA on  
[stokebishoppta@gmail.com](mailto:stokebishoppta@gmail.com)



