

# HOLYMEAD PRIMARY RECEPTION 2025

## PARENT CURRICULUM MEETING

Our aims of the evening are to share with you:

- Our foundation stage curriculum and the areas of learning
- Your child's day
- How your child will learn and be assessed
- How you can help your child

# The Early years foundation stage statutory framework

It is based on the recognition that children learn best through play and active learning.

1 – every child is **unique**

2 – children learn to be strong and independent through **positive relationships**

3 – children learn and develop well in **enabling environments**

4 – children develop and learn in **different ways and at different rates**

The **unique child** learns in **different ways and at different rates** through interactions in **positive relationships** and in **enabling environments**.

# What will my child be learning?

## Prime areas

Personal, social & emotional development

Communication and language

Physical development

## Specific areas

Literacy

Mathematics

Understanding the World

Expressive arts and Design

# How will my child be learning?

## Characteristics of effective learning

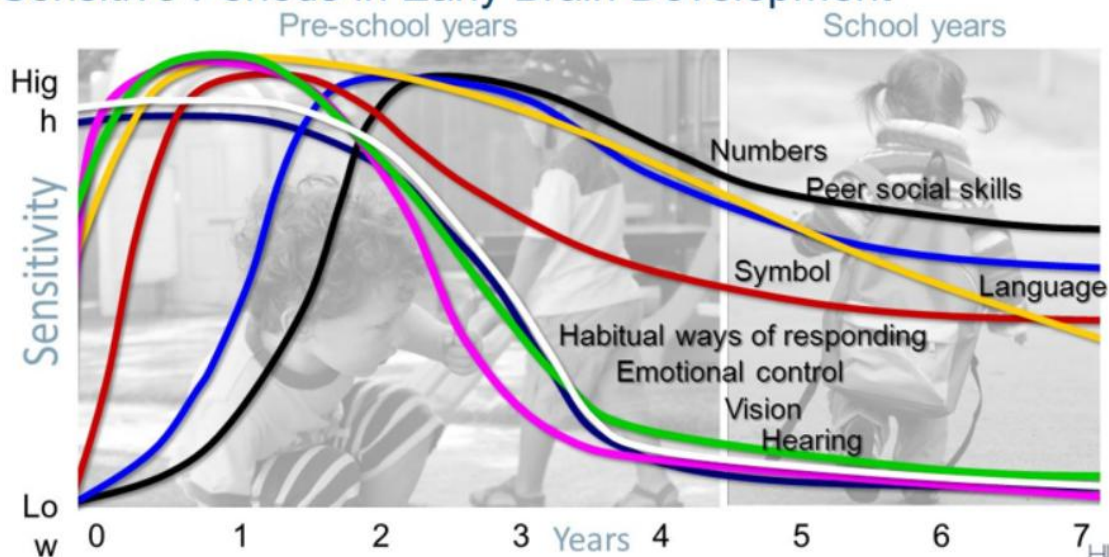
- Playing and exploring – investigate and experience things – ‘having a go’
- Active learning – concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creative and thinking critically – develop own ideas and develop strategies for doing this

## Play

- Child-led play
- Play guided by an adult
- Develop confidence and relationships with others
- Extend vocabulary and develop communication skills

## Independence

## Sensitive Periods in Early Brain Development



Graph developed by Council for Early Child Development (ref Nash, 1997; Early Years Study, 1999; Shonkoff, 2000.)

HUMAN  
EARLY LEARNING  
PARTNERSHIP

- Early years is a vital time for child development – not just learning phonics and numbers.
- Language at age 5 is the single most important factor in influencing literacy levels at age 11.
- This graph shows us exactly how important the early years are for child development and how there is a finite window for rapid development in the prime areas, physical processing skills for seeing, hearing and understanding as well as key dispositions for life.
- After the age of 5 the child's brain is far less able to develop these areas well. This is why time for **play with interested supportive adults** for child development to age 7 are more important than ever.

# How will I know how my child is doing?

- Parents evening takes place twice a year.
- Our early years' team will use their professional knowledge to understand your child's level of development. If we have any concerns about your child's progress, we will discuss these with you.
- End of year report.
- Early years foundation stage profile (at the end of the eyfs). A child is defined as having achieved gld if they have reached the expected level for all the elgs in the prime areas (communication and language; personal, social and emotional development; physical development) and the specific areas of literacy and mathematics.

# We are a Rights Respecting School

- Every child has a right to an education. (Article 28)
- The purpose of education is to develop every child's personality, talents and mental and physical abilities. (Article 29)
- All children have the right to relax and play, and to join a wide range of activities. (Article 31)
- See the school website for more information on what a rights respecting school is.



# Our school values

## Kindness



We care about other people and think carefully about what we say and do. We want everybody to feel safe, happy, valued and included.

## Courage



We have the courage to try new things and to keep going, even when we find things difficult. We are honest and take responsibility for our actions.

## Curiosity



We are interested in the world around us. We enjoy learning new things, welcome new experiences and make the most of the opportunities that we are given.

## Community



We value our rights and recognise our responsibilities to ourselves, to other people and to our community. We like helping and working with each other and we value the help we get from other people.

# Behaviour and Expectations



- Behaviour policy is available on school website.
- Incredibly nurturing and focus primarily on positive praise.
- We will celebrate children's good behaviour and acts of kindness and helpfulness.
- We will use our class charter to encourage and show examples of good behaviour.

# Zones of Regulation

## The **ZONES** of Regulation™

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Relaxed	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Angry Terrified Elated/Ecstatic Devastated Out of Control

# What will it be like in Reception?

- 8:35 – 8:40 children arrive at school
- 8:40 – 9:00 funky fingers/register
- 9:00 – 9:25 phonics
- 9:25 – 9:45 snack
- 9:45 – 10:00 playtime
- 10:00 – 10:15 carpet time
- 10:15 – 11:20 play learning inside and outside
- 11:20 – 11:50 carpet time and getting ready for lunch
- 11:50 – 12:55 lunch
- 12:55 – 1:15 register and carpet time
- 1:15 – 2:45 play learning inside and outside
- 2:45 – 3:10 story/singing and getting ready for home

# Tapestry



- We continually observe and assess your child's progress throughout the year and sometimes we will record their achievements on tapestry
- Will post wow moments as most of the time we will be spending time interacting and playing with the children.
- You can log on to tapestry via the website or on the app and look at your child's observations.
- You can write your own observations of your child to show us what they can do or like to do at home.

# PHONICS AND EARLY READING

How we teach reading....

We use Unlocking Letters and Sounds scheme.

3 main aims we have for our children in reading:

- To develop decoding skills and fluency
- Strong comprehension of the things they read
- Enjoy reading for pleasure

# OUR FOCUS IN RECEPTION





























- Decoding – In Reception we start at the very beginning with teaching the children the skills they need to decode and read words
- Daily phonics sessions
- Keep up sessions for those who need it (up to 3 times a week)
- Individual reads
- Group reading sessions (from term 4 for those who are ready)
- Book corners in classrooms and outside to encourage reading for pleasure
- Visit to Wick Road Library
- Daily story time


























# What is phonics?

- The alphabetic code
- Link between the words we say and the letters that represent each sound.
- Blending
- Spelling
- Reading and books
- Grapheme – the written letter or groups of letters
- Phoneme – the sounds that the grapheme makes.

# Graphemes and phonemes

Jj 	Vv 	Ww 	Xx 	Yy 	Zz 
zz 	qu 	ch 	sh 	th 	th 
ng 	ai 	ee 	igh 	oa 	oo 
oo 	ar 	or 	ur 	ow 	oi 
ear 	air 	ure 	er 		

Ss 	Aa 	Tt 	Pp 	li 	Nn 
Mm 	Dd 	Gg 	Oo 	Cc 	Kk 
ck 	Ee 	Uu 	Rr 	Hh 	Bb 
Ff 	ff 	Ll 	ll 	ss 	

# Common exception words

the	to	into
no	I	go

Unlocking  
Letters & Sounds

CEW Sound Mat Phase 2

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me	we	be	he
she	was	you	they
all	are	my	her

Unlocking  
Letters & Sounds

CEW Sound Mat Phase 3

Copyright ©2022 Unlocking Letters and Sounds

said	have	like
so	do	some
come	were	there
little	one	when
out	what	

Unlocking  
Letters & Sounds

CEW Sound Mat Phase 4

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# READING AT HOME

Your child will be coming home with 2 books.

- A decodable reading book, matched to the sounds they know – focus on decoding.
- A reading for pleasure book (shared reading book) to share with your child

Please put both these books and your child's reading record in your child's book bag every day.



- 5 – 10 minutes
- 3 times a week
- Choose a time that works for you
- Be positive and celebrate successes
- Encourage them to point to the graphemes
- Encourage them to say the sounds and blend them together
- Be patient and let them try and work it out
- Read common exception words by sight.

This film explains the value of re-reading the same book and what you should focus on each time.



<https://www.youtube.com/watch?v=Hhu3xeNq3Kg&t=251s>

# SPELLING

- SEGMENTING WORDS



- DAILY WRITING AS PART OF PHONICS LESSONS



## Unlocking Letters and Sounds Actions, Images and Handwriting – Phase 2

- These are simple, clear actions that don't impede the child saying the sound
- The sound is only voiced once, so that the teacher can spot those children who are saying the sound slightly behind the rest of the group
- The actions also help warm up hands and fingers, ready for writing

GPC	Image	Action	Lower Case Letter Formation	Upper Case Letter Formation
s		<b>Snake</b> – Slithering snake action with arm	Up and over, around the other way	Up and over, around the other way
a		<b>Arrow</b> – Firing an arrow	Around, up, down and flick	Down, down, lift and across
t		<b>Tap</b> – Twisting a tap	Down and round, pencil off, across	Down from the top, lift and left to right across the top
p		<b>Paint</b> – Painting with a paintbrush	Down, up to the top, round to the middle	Down and back up, around to the middle

Images, Images and Handwriting – Phase 2 page 1

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# YOUR CHILD'S PROGRESS

- All children are different
- Discuss any concerns with teachers
- Teachers will assess your child regularly
- Interventions to support child in the specific skill they are struggling with
- Adaptions for children with send



# Writing

- Encourage emergent writing and mark making
- Supporting the children to make progress
- Always make it fun and so it makes sense to them
- Encourage them to use their phonics

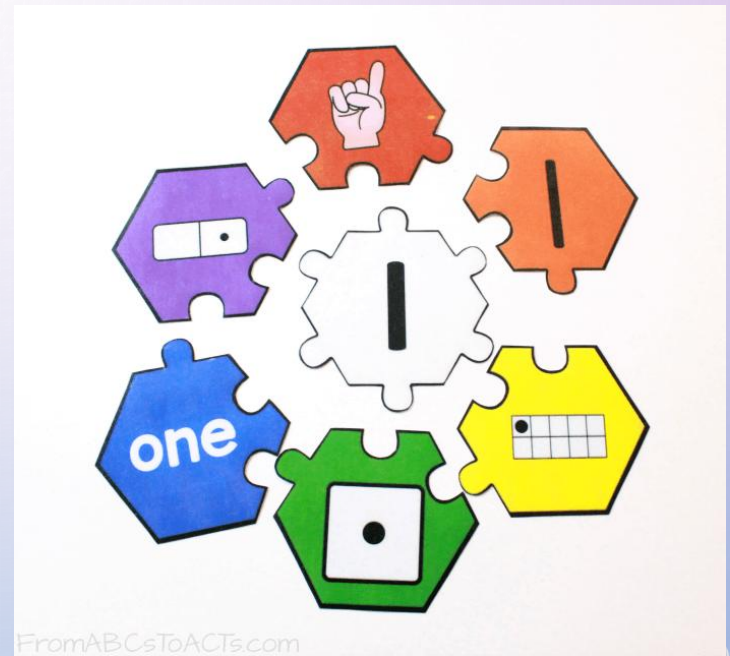


# Maths

How we teach maths:

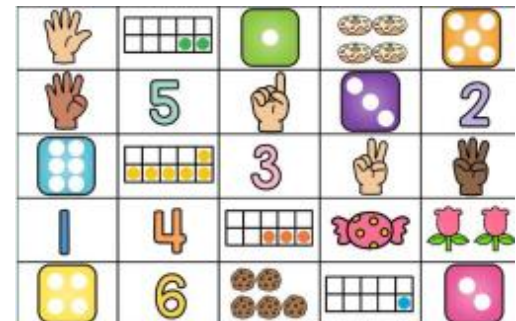
We use 'Mastering Number' program which

- Supports fluency in number facts so they are recalled automatically
- Develops number sense
- Teaches representing number or solving problems in more than one way



# Maths

- -Concrete/pictorial/abstract
- Looking deeply at numbers up to 10 and counting beyond
- Subitising – automatically recognising how many in small amounts e.g. Number on a dice
- Cardinality of number
- Composition of number –numbers are made up of combinations of smaller number (number bonds up to 5 e.g 2 +3, 1 +4 and some up to 10)
- Space, shape and measure (shape, size, weight, capacity, position, distance, time, and money)
- Maths is all around us



# Numbots

- Online maths game playable online or through the Numbots app
- Logins will be given in term 3
- Playing the game little and often will help support your child's recall and understanding of:
  - Subitising
  - Number bonds
  - Addition
  - subtraction



# Understanding of the world



People and communities



The Natural World



Technology

# Expressive Arts and Design

- Children are provided with a variety of materials tools to experiment and create their own work
- Adults model techniques and share artist's work
- Children given opportunities to explore musical instruments and introduced to a wide range of music
- Resources to support role play and act our stories



# Pupil premium support

What is 'pupil premium'?

- The pupil premium is a sum of money given to schools each year by the government to improve the attainment of disadvantaged children.
- Extra support will include 1:1 or small group support from Isa, extra reading support within class
- Free school sweatshirt
- Please go and see Mrs Healy in the office if you think your child will be entitled to pupil premium support

The relevant support payments are:

- Universal Credit if your household income is less than £7,400 a year or £616.67 a month after tax
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- The guaranteed element of State Pension Credit
- Child Tax Credit (as long as you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on (paid for four weeks after you stop qualifying for Working Tax Credit)
- Support under Part 6 of the Immigration and Asylum Act 1999

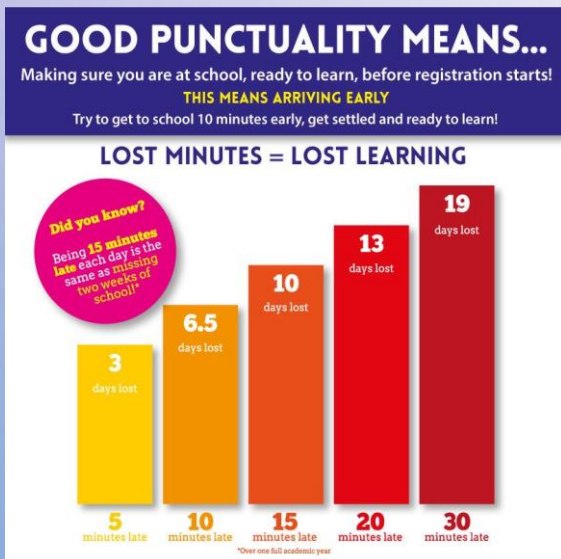
# School Attendance

- The gate in the playground is open from 8.30am. The Reception school day is from 8.40am to 3.10pm.
- Please contact the office with any messages about your child's attendance - illness, absence, appointments, early pick-up etc. You can either drop in and speak to one of the office team or contact them by email or phone.

Email - [office@holymeadprimary.co.uk](mailto:office@holymeadprimary.co.uk)

Phone – 0117 3772381

Every child should end the year with attendance above 97%



No days lost	10 days lost	19 days lost	29 days lost -the same as half a term!	38 days lost	47 days lost
100%	95%	90%	85%	80%	75%
190 School days each year	180 days of education	171 days of education	161 days of education	152 days of education	143 days of education
<b>GOOD</b> Best chance of success - get your child off to a flying start		<b>WORRYING</b> Less chance of success. Makes it harder for your child to progress		<b>SERIOUS CONCERN</b> Not fair on your child Possible court action	



The Friends of Holymead Primary School would like to welcome all new parents and carers to the school community.

We would like to take this opportunity to let you know a bit more about 'The Friends of Holymead Primary School' and how you can get involved. We really hope to meet you in September.

## What's it all about?

Friends of Holymead School are a friendly group of parents and carers who work together with the school, to support our children's education and learning experiences. We provide the school with extra funding, by raising money in a fun and sociable way.

When you give support, you're not just baking a cake, donating gifts or giving up your time to volunteer for events. You're buying equipment for the playground, new learning activities, sending children on outings, enabling cultural and educational opportunities, making new friends and helping to make your child's school more brilliant.

## We can't do it without you!

Friends of Holymead is made up of a committee plus a much wider team of helpers, volunteers, event planners, shoppers, gift wrappers, graphic designers and cake bakers. Everyone is welcome and you don't have to join the committee (although we would love you to!).

We meet every month or so. These meetings are for everyone, and are a great way to keep up to date with what is going on. We also keep in touch with a wider group of volunteers via a whatsapp.

24/25 Committee: Jo Atherton, Beccy Hastie (Co-Chairs), Karis Ford-Roberts, (Treasurers), Mirela Ferencz, Amy Abrahams (Co-Secretaries) (25/26 committee will be voted in at the AGM)

## In 23/24 we raised

over **£11,000** and funded...

- ★ Outlast - outdoor construction Blocks
- ★ Author visit
- ★ Living chicks project
- ★ Coaches for Brean
- ★ Yr 6 Leavers Disco
- ★ SATS breakfast
- ★ Infant Disco entertainer/ refreshments
- ★ Santa gifts for Infants
- ★ Reading Shed Library
- ★ Books for Reading Shed
- ★ Sensory Circuits

**(24/25 figures will be published in September 2025)**

You will find it personally rewarding to engage with the Friends group because it is a great way to make new friends within the school community. It is also important that the Friends have support from you to enable the organisation of fun activities for parents and children as well as raising money for the school.

## Get in touch!

Being a parent or carer of a Holymead child means you are automatically invited to join the Friends. Please email us to say hi, and express your interest in volunteering. [holymeadfriends@gmail.com](mailto:holymeadfriends@gmail.com)

We also have our Annual General Meeting at the start of the academic year, and everyone is welcome!

# Helping with reading in school

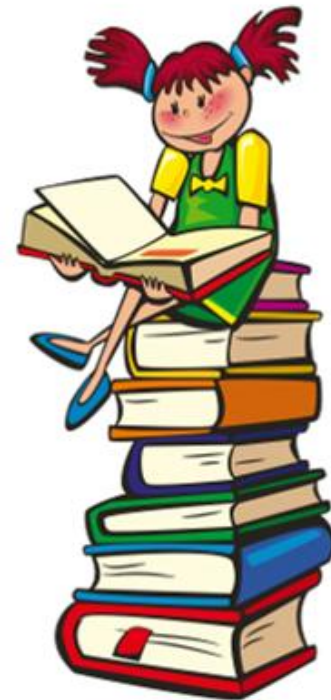
We would like to invite you to become a parent helper and support children in school with their reading.

You may choose a day and time that suits you and it could be every week or ad hoc. You would not be reading with children in your child's class but children in one of the other reception classes.

If this sounds like something you would be interested in please speak to your child's teacher.

We really appreciate your continued support.

Thank you  
The Reception team



# Reading morning - Reception

We would like to invite parents in to your child's classroom from 8:35am till 8:50am to share your child's reading book with them.

We will alternate the day each term:

Term 3 – Tuesday

Term 4 – Thursday

Term 5 – Tuesday

Term 6 – Thursday

We look forward to seeing you.



# Reminders

- Label everything!!
- Pe day is friday. The children will need to wear their pe kit into school.
- Children will need to bring their book bag in each day and their reading record and reading books should be kept inside.
- Tapestry
- Friends of holymead
- Newsletter and website

# We're here to help

The foundation stage is an important start to your child's school career. We want them to become happy, confident learners.

We want you to be very involved with your child's reception year. You are your child's first educator and know them best!

If you have any concerns or questions please do not hesitate to come and see us at pick up or send an email to the office. .