

RECEPTION INFORMATION EVENING



*Unlocking Potential Together
in Faith and Love.*

INFORMATION EVENING FOR PARENTS SEPTEMBER 2025

UNLOCKING POTENTIAL TOGETHER IN FAITH AND LOVE

STAFF YOUR CHILD WILL TALK ABOUT



Mrs Lee – Class
Teacher



Miss Conroy –
TA



Mrs Verdon –
HLTA

EYFS (Early Year Foundation Stage)

- ▶ Prime Areas:
 - ▶ Communication and Language
 - ▶ PSED (Personal, Social and Emotional Development)
 - ▶ Physical Development
- ▶ Specific Areas
 - ▶ Literacy
 - ▶ Mathematics
 - ▶ Understanding the World
 - ▶ EAD (Expressive Art and Design)

A DAY IN THE LIFE OF RECEPTION

	8.50-9.00	9.00 – 9.20	9.20-10.00		10.00-11.10	11.10-11.30	11.30-12.30	12.30-12.45	12.45-1.00	1.00-2.30	2.30-2.45	2.45-3.15
Monday	Self-Registration	Whole School Celebration of the Word	9.20-9.40 Phonics	Snack Time (Phase 1 Phonics/C&L)	Provision Time (Reading Focus)	Maths	Lunch Time	Literacy (Squiggle whilst you wiggle. Dough Disco, Drawing Club)	Key Person Time (PSED)	Provision Time (Reading Focus)	RE	End of the Day Routine/Class Story
Tuesday		Phonics	Snack Time (Phase 1 Phonics/C&L)	Provision Time (Reading Focus)		Phonics Blast/ Hand Writing		Class CofW	Key Person Time (RE)	Provision Time (Reading Focus)	Maths	Class Story 3.00 Hymn Practice
Wednesday		Phonics	Snack Time (Phase 1 Phonics/C&L)	Provision Time (Reading Focus)		Phonics Blast/ Hand Writing		Literacy (Squiggle whilst you wiggle. Dough Disco, Drawing Club)	Key Person Time (EAD)	Provision Time (Reading Focus)	Maths	Class Story 3.00 CofW
Thursday		Phonics	Snack Time (Phase 1 Phonics/C&L)	Provision Time (Reading Focus)	KS1 CofW	Literacy Squiggle whilst you wiggle		Music	Key Person Time (UTW)	PE	Maths	End of the Day Routine/Class Story
Friday		Whole School Celebration of the Word	9.20-9.40 Phonics	Snack Time (Phase 1 Phonics/C&L)	Provision Time (Reading Focus)	Phonics Blast/ Hand Writing		Literacy (Squiggle whilst you wiggle. Dough Disco, Drawing Club)	Key Person Time (Maths)	Provision Time (Reading Focus)	Maths	End of the Day Routine/Class Story

Mrs Lee has her planning time on Monday morning and Mrs Verdon will be in class.

Independence

- ▶ In EYFS we want to build children's independence
 - ▶ Children putting on their own coats
 - ▶ Children feeding themselves
 - ▶ Children changed themselves
 - ▶ Children going to the toilet themselves
 - ▶ Children walking to school themselves

HOME LEARNING



- ▶ Daily reading - record/initial in reading record
- ▶ Tricky words will be sent home when we learn a new word in school
- ▶ Finnegan Fox

Literacy

- ▶ ELG – Comprehension
 - ▶ Understanding what has been read
 - ▶ Anticipating events
 - ▶ Using new vocabulary
- ▶ ELG – Word Reading
 - ▶ Saying the sounds for each letter of the alphabet and at least 10 digraphs
 - ▶ Read words consistent of phonics knowledge
 - ▶ Reading aloud (including tricky words)
- ▶ ELG – Writing
 - ▶ Correctly form letters
 - ▶ Write words that are phonetically plausible
 - ▶ Write words and sentences that can be read by others

Reading

- ▶ Each book should be read 3 times before it is changed
- ▶ First Read
 - ▶ Look at the pictures, discuss the characters and make predictions
- ▶ Second Read
 - ▶ Decode the words in the book
- ▶ Third Read
 - ▶ Comprehension – answer questions about the book

Reading Meeting

- ▶ Wednesday 9th October
 - ▶ 9.00
 - ▶ 3.15
 - ▶ 5.00

MATHS

- ▶ ELG – Number
 - ▶ Composition of numbers to 10
 - ▶ Automatically recall number bonds to 5 and some to 10 (including subtraction and doubles)
 - ▶ Subitise
- ▶ ELG – Numerical Patterns
 - ▶ Verbally count to 20
 - ▶ Compare quantities to 10
 - ▶ Exploring and representing patterns to 10 (including odds and evens)

R.E.

- Creation and Covenant
- Prophecy and Promise (Advent and Christmas)
- Galilee to Jerusalem (Jesus' time on earth)
- Desert to Garden (Lent)
- Eastertide and Pentecost
- Dialogue and Encounter (other Religions)

TOPICS

Autumn 1 – ‘Marvellous Me’

Autumn 2 – ‘Superheroes’

Spring 1 – ‘Animals’

Spring 2 – ‘Celebrations’

Summer 1 – ‘Fairy Tales’

Summer 2 – ‘Growing’

Learning Can Be Messy

Playing outside is so important. I run and jump and get lots of fresh air. Sometimes I might get grass or mud on my clothes.



Using a knife and fork at lunchtime is tricky! Sometimes I get food on my clothes!

I sometimes get pen and paint on my clothes! This is because I am developing creative skills and exploring lots of different ways of making amazing art!



Our mud kitchen is so much fun! I use all my senses, which is so important for my development. It also helps me use my imagination and practise playing with my friends nicely!

Exploring in the water tray is giving me lots of maths and scientific skills! I love pouring, filling and emptying! I usually wear an apron but sometimes my clothes get wet!



Exploring with playdough and other messy play resources like foam or food, helps me to develop fine motor control and build up muscles and coordination in my hands and fingers. I will need these when I learn to write.



When I get messy, I have been showing curiosity, determination, persistence, imagination and confidence!

PE

- ▶ Our PE day is Thursday.
- ▶ PE kit is needed for every lesson. If no kit, we will send home a reminder or speak to parents. Please make sure that the PE kit and school uniform is named as it can easily be mixed up.
- ▶ Small stud Earrings are allowed but these must be removed on PE days.
- ▶ HAIR – hair that is shoulder length or longer should always be tied up.
- ▶ INHALERS – if your child needs an inhaler, please ensure they have a labelled, in-date inhaler in school at all times.

ENRICHMENT

This year we are planning the following enrichment activities:

- ▶ Barton Grange
- ▶ Train to Grange-over-Sands
- ▶ Walks to Williamson's Park
- ▶ Police Museum

REWARDS

- ▶ WHOLE SCHOOL – weekly certificate, Keys to Success
- ▶ CLASS BASED – stars
- ▶ INDIVIDUAL – Achievement Points/Dojos

	READING Dark blue	WRITING Light Blue	ENQUIRY Green	COMMUNITY Yellow	MINDSET Dark Pink	MATHS Light pink	MISSION Red	ACHIEVEMENT Purple	FAITH White	PERFORMANCE Orange
	Show and share a love of reading	Consistently show and share a love of writing	Asking questions and finding answers	Participating and helping the wider school community	Showing a positive attitude to learning	Know and apply	Following the school weekly mission	Something I am proud of	Showing commitment in faith	Perform to an audience
RECEPTION	e.g. retelling a book through role play	e.g. choosing to write independently	e.g. asking questions	e.g. CAFOD, Reading in church, Sports teams, Open evening, PTA events, Visits in the community, Eco club, Classroom jobs,	e.g. independence, resilience, perseverance, cooperation, risk taking, effort, leadership,	Numbers to 10	Awarded 'Star of the Week' linked to our weekly mission	e.g. Award from external group (cubs, sports) Or Achievement from a school-based club (sports, art, ICT)	e.g. actively participating in planning and sharing class worship, attending voluntary prayer groups, regularly attending a place of worship, sharing aspects of own faith with others	e.g. nativity, poetry recital, play, carol singing,
YEAR 1	e.g. share a favourite book	e.g. seeing yourself as a writer	e.g. Asking questions about the world			Place value				
YEAR 2	e.g. talk about a favourite author	e.g. choose to write for a variety of purposes	e.g. ask questions about things they have observed and thinking of possible answers			2, 5, 10 x				
YEAR 3	e.g. explore a variety of books/texts	e.g. engaging in longer pieces of writing	e.g. think of questions that can be investigated			2, 3, 4, 5, 8, 10 x				
YEAR 4	e.g. explore a variety of books/texts		e.g. start to investigate questions asked			12 x 12				
YEAR 5	e.g. actively contribute to discussions about books and authors	e.g. with passion and flare!	e.g. independently find answers to questions asked			Mental maths strategies				
YEAR 6			e.g. research a scientific question of interest			Problem solving skills using all of the above				

MORE INFORMATION

- ▶ **SCHOOL WEBSITE**
- ▶ **Arbor**– newsletters and letters are emailed home via Arbor.
- ▶ **CURRICULUM OVERVIEW** – on website to show what the class will be learning about
- ▶ **PARENTS' EVENING** – Autumn Term and early Summer
- ▶ **REPORTS** – interim reports are send out at the end of each term with a full report sent out in the Summer term.
- ▶ **Parent Pay**- way of paying for all items in school.

ATTENDANCE

- ▶ Whole school target of 97%
- ▶ PA – 95%
- ▶ Half termly updates
- ▶ Must be in school before 8.45am, gates open at 8.35am
- ▶ No holidays authorised
- ▶ Proof of medical – if in doubt, send them in; we can always call if they are ill

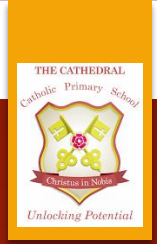
WEBSITE

- ▶ www.cathedral.lancs.sch.uk
- ▶ Regularly changes and has lots of information about the class on Class page.
- ▶ Parents section
- ▶ Blogs – generally updated once a week
- ▶ Useful links

Stay and Play

- ▶ Friday 24th October 2025
- ▶ Friday 12th December 2025
- ▶ Friday 13th February 2026
- ▶ Friday 27th March 2026
- ▶ Friday 22nd May 2026
- ▶ Friday 10th July 2026
- ▶ All of these sessions are at 2.00PM

Online Safety



Keeping children safe in education 2025

Statutory guidance for schools
and colleges

September 2025

Why?

- KCSIE 2025 is a complete statutory guide that all schools must comply with
- Part One and Annex B clearly outlines how schools have a statutory responsibility to keep children safe online in **or** out of school

It states:

- Schools/colleges should recognise that child-on-child abuse, including sexual violence and sexual harassment can occur online. School/colleges have an essential role to play in both preventing online child-on-child abuse and responding to any concerns when they occur, even if they take place offsite and should have appropriate systems in place to support and evidence this.

91%



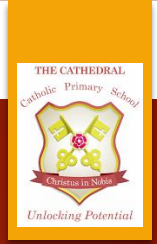
of reports actioned by the IWF in
2024 were assessed as containing
self-generated indecent imagery.

i Source

young people to create self-generated indecent imagery. The most common age of victims is 13 to 14, with a continued upward trend in reports of children aged under ten, and in particular those aged seven to ten. While dark web forums continue to be used by child sexual abuse offenders, secure clear web platforms are increasingly used for a range of child sexual abuse offence types, including those involving direct access to children online.

- ▶ Excessive screen time behaviour in children has been recently associated, among others, with adverse physical (e.g., overweight/obesity), psychological (e.g., language delay) and social health consequences.
- ▶ App's are marketed at children, often gamifying every day "learning" and mimic the effect of dopamine in the brain which can lead to disengagement in other activities, reduced social time with peers and family and difficulties with sleep, attention and emotional regulation.
- ▶ There are age limits on App's and games for a reason. App's marketed at children e.g. Kids YouTube, are no safer in terms of content than the regular App's. The safest way to protect your children is to limit their access completely until they are old enough to know the safety rules.
- ▶ We are required, by safeguarding guidance, to act on children reporting that they use apps and sites underage, or if they report seeing inappropriate content for their age and stage of development.

“Our children are only as safe as their friend with the weakest digital rules”



- ▶ Top tips for educating yourselves and keeping our children safe:
 - ▶ Normalise asking other parents/people caring for your child what their online/screen usage rules are before play dates etc
 - ▶ Check your child's devices daily and involve them in regular discussions about safe usage of screens, devices and their online presence
 - ▶ Use school as a resources to help if you need us – we can give advice, talk to children and even look at safety settings and controls on devices with you

Home School Online Agreement



Unlocking Potential Together
in Faith and Love.

This agreement aims to help you and your child navigate the digital world safely.

The decision to allow your child to use/access any app or website is entirely yours as their responsible adult however, the school's view remains that primary aged children should not have unsupervised access to devices with internet connections. If the school has any serious concerns about the access your child may have to certain inappropriate content, we are duty bound to refer to Children's Social Care or the Police.

We will:

We will educate all pupils on e-safety through workshops and the computing curriculum.

We will use appropriate filtering and ensure appropriate supervision when using the internet, email and other online tools.

We will assess filtering systems and operating procedures around internet use regularly.

Please note that filtering can never be completely fool proof and occasionally inappropriate materials may be accessed – these incidents will be addressed immediately and appropriately.

We will contact you if we are concerned about a pupil's online safety.

We will model appropriate online behaviour and etiquette or 'netiquette'.

Child will:

I will tell a trusted adult if something I don't like has happened online or via phone straight away.

I will take care of IT equipment.

I will report people who send nasty messages immediately.

I will not open unknown links and attachments (preventing viruses, malware and adware from infecting school and home systems).

I will behave in the same positive, friendly and responsible way online with my friends as I would on the playground.

I will not share information, passwords, photographs or other private data online without a trusted adult's permission.

Parent will:

Talk to my child about e-safety and internet usage.

Ask my child questions about how they socialise online.

Monitor screen time to support my child's well-being.

Be aware of the age rating and restrictions of apps/websites and games my child has access to.

Ensure my child does not have access to apps and websites that have age restrictions and they are only using age-appropriate media and online messaging apps/websites.

Work with the school to help educate my child about online safety.

Signed: _____

Signed: _____

Signed: _____

ANY QUESTIONS?

- ▶ If you wish to contact us and you can't make it into school, our email addresses are below and on the school website. You can also phone the school office if you wish to make an afterschool appointment to speak to us.
- ▶ The best time to speak to us at length/confidentially is after school but you can use the mornings to keep us up to date / ask any questions etc
- ▶ **Please ensure you keep school up to date with any changes in contact telephone numbers.**
- ▶ k.lee@cathedral.lancs.sch.uk