

Early Years Induction Meeting



Names You Need To Know

- **Principal** - Mrs Elsley
- **Vice Principal** - Mrs Watson

- **Phase Leaders**

Early Phase – Mrs Booth Middle Phase – Mrs Culshaw

Upper Phase – Miss Baugh

- **SEN Team** – Miss Willington and Mrs Booth

- **Safeguarding Team**

Mrs Elsley Mrs Watson Mrs Sutton Mrs Culshaw

Miss Stones (Swanstars) Mrs Skidmore (Chair of LAB)

Staff in EYFS

Mrs Booth – Early Years Foundation Stage Manager

Miss Longhorn and Mrs Sutton – Reception Teachers

Mrs Palin – Teaching Assistant

Mrs Pownall - Teaching Assistant

Miss Boschi – Teaching Assistant

Miss Friesner – Teaching Assistant including class cover




Class Names

Mrs Sutton's class: Berlin

Miss Longhorn's class: Rome

You will find a sheet inside your pack which tells you your child's class and house team.

House teams determine which colour PE top you will need to purchase.



**What will a typical day
at school look like for
your child?**

Dropping Off & Picking Up

In the morning the children will come in via the tunnel doors.

The outside areas may be set up ready for Busy Bee Learning Time and we do ask that children do not play with equipment at this time.

In the afternoon you will need to wait in the outdoor areas once the main doors of the walkway have been opened. We will open our classroom doors at 3.15pm and send your child to you once we have seen you.

Please let us know if anyone different will be picking up – we will not be able to let a child go to an unknown adult or an adult that has not been identified to us.



Parking

Food and Drink

Lunch: All early years and Key Stage 1 children are entitled to a free school meal each day. Children can choose from a variety of dishes each day which include a Vegetarian option (example menu in the pack).

We cater for all dietary requirements – please speak to your class teacher who will organise a meeting with the catering staff.

The children are given a coloured wrist band to take into the hall so they know their lunch option.

Children will be supported with their lunch by a number of midday assistants, Year Six buddies and also the Foundation staff will go into the hall for the first few weeks as well to support

Snacks: Children will receive a free piece of fruit during the day. No other snacks are needed unless for specific medical reasons.

Drinks: All children will be given a free water bottle provided by the Friends when they start school which is to be brought in each day, filled with fresh water. Milk is also available.





What Will Your Children Learn?

Early Years Curriculum

Activities in Reception are carefully planned and organised in order to provide a range of learning experiences.

Planning is carried out using **a topic-based approach**, following the children's interests and responding to specific events.

There are 7 Areas of Learning in the Early Years Foundation Stage (EYFS), which activities are planned around:

- **Personal, Social and Emotional Development**
- **Physical Development**
- **Communication and Language**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Throughout the EYFS, children will be working towards the Early Learning Goals. These describe the level of attainment expected at the end of your child's Reception year in school.

EYFS Early Learning Goals

EYFS Development Matters: Playing & Exploring, Active Learning, and Creating & Thinking
Critically support children's learning across all areas.

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development (PSED)	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	Self-Confidence and Self-Awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Communication and Language (C&L)	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development (PD)	Moving and Handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and Self-Care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Literacy	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Maths	Number	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	People & Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design	Exploring & Using Media & Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Busy Bee Learning Time

Reading

Children will bring home a colour banded reading book and a shared book.

We encourage re-reading of books for fluency and understanding. This may mean changing their books less regularly.

Children are expected to read **regularly** at home and receive stickers and rewards for this. **Please record this in their reading journal.**

This can be any book, magazine etc. that they have at home as well as their school reading books.

Assessing Reading

They will read at least once a fortnight with a member of the Foundation team.

Teachers will directly assess children's reading themselves, assessing children's book band level as and when they feel it is appropriate.

Please note that we assess **comprehension**, not just word level reading. Children will be moved when the staff feel they are ready to do so.



Maths

Over the year the children will learn the following maths skills:

- Numbers of importance – birthday, house number, age etc.
- Numbers 1-20 – counting, recognising numerals and objects, writing numbers, number words
- Ordering numbers
- Addition and subtraction
- Estimating
- Odd and Even
- Doubling and Halving
- 2D and 3D shapes
- Patterns
- Positional language
- Length, Height, Weight, Capacity
- Language of time
- Language of money

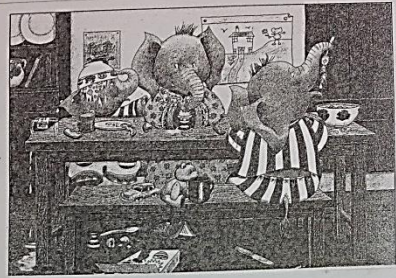


How Do We Teach Writing?

- Mark making
- Letter formation
- Sentence structure – verbally and written
 - **Phonics**
 - Stories and non fiction
- Writing about what we are interested in.

Examples of Writing

Story Sequencing



M P U having breakfast



upstairs

M P S C O S


Stacking

I had lot
Fun at Sta
Sarn and
Saivren Part
Feeding the

twinkl www.twinkl.co.uk

my wfer Faivren
Part was stroeing
the horsis and
having a tractor
ride And I
realy Love the
Big Pio and
waching the
Maids Giving
Food to the
Big Pios And
I Love Stroeing
the Fluffy Sheep

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**How will we
assess and share
information with
you this year?**

Assessment and Reporting

Tapestry – We use tapestry to share wow moments and some aspects of our learning

Reports – Parents /Carers will receive an end of year report to summarise your child's year.

Parents Evenings – Parents /Carers will meet twice a year to discuss with their child's teacher how their child is developing. The first parents evening will be focused on how they have settled in.

Learning Posters – We will share with you the following weeks learning through our learning posters which are emailed out.

The School Website

[Term Dates](#)

[Report an Absence](#)

[Contact Us](#)

[Part of The Learning Partnership](#)

[Job Vacancies](#)



Wistaston Church Lane
Academy



[Our School](#) ▾

[Our Curriculum](#) ▾

[Our Classes](#) ▾

[Parents](#) ▾

[Nursery](#) ▾

[Out of School Care](#) ▾

[News](#) ▾

[Events](#)

Welcoming - Community - Limitless - Aspirations

Wistaston Church Lane Academy & Nursery

The school newsletter and learning poster

Wistaston Weekly



Week 34

Friday 14th June 2024

Next week has a definite sporting feel with Town Sports after school on Monday and Wednesday and of course, the main event, Sports Day, on Thursday.

We have all our fingers crossed that the predicted rain showers do not continue but if there is a possibility of these events not taking place we will of course, notify you at the earliest opportunity.

Swan Stars

Swan Stars is our school run out of hours care provision for pupils at Wistaston Church Lane Academy.

Contact Miss Stones:

swanstars@wistaston.cheshire.sch.uk



Important Things to Note

What Your Child Will Need

Clothing: At Church Lane the school uniform consists of the following:

Grey skirt or trousers with white polo top or shirt and jumper / cardigan.

School jumpers / cardigans coats can be purchased from school office / uniform shop.

P.E. Kits: After October half term children will also require clothes and shoes to be worn during Physical Education lessons and activities. Your child will need a PE top in their house colour available from the school office, dark shorts, a jumper and suitable PE shoes for indoor and outdoor PE.

Wellies / rain coats: We also ask that when children start school they bring in a pair of wellies and waterproof coat to leave in school.

Book bags: School book bags can be purchased from the school office. We only allow book bags.

Water bottles will be provided by the friends of the school in September.

Please ensure that all clothing / items that your child wears or brings into school, is clearly named.



Health

Allergies / Medicine - Staff need to be aware of your child's medical background, in particular any allergies (e.g. bee stings, dairy food), any dietary restrictions (e.g. vegetarian) and any medical conditions that are important for us to know (e.g. asthma or eczema). Medication must be prescribed by a doctor and given to the office alongside a medication form.

Illness - Children can suddenly become ill and therefore it is important that we know we can contact you or another adult relative / friend at all times. Please ensure that the school is kept up to date with your contact details.

If your child is unable to attend school due to illness, please telephone the school office to let us know and we ask that if they are sick they must stay off school for 48 hours to ensure they are completely recovered.



Home Learning

We understand and value the support you provide for your child at home. Early years staff would love to hear about what you and your child have been doing at home. We encourage you to share your child's learning, achievements and experiences with staff, as this helps us to build a more complete picture of your child.

- Tapestry – please share news and photographs of your child's learning with us on tapestry.
- Homework – tasks will be set on the weekly learning poster

Useful links and websites are on our class pages on the school website

www.wcla.co.uk



Trips and Events that have taken place this year

Autumn Term

- Pantomime
- Christmas play

Spring Term

- Pirate Day

Summer Term

- Superhero Day

Over The Summer...

- ❖ Practise dressing and undressing independently including fastening their coats.
- ❖ Practice name writing, number formation to 10 and counting to 10
- ❖ Encourage children to recognise their belongings, such as their jumper, water bottle and book bag. **Can they recognise their own name?**
- ❖ Parents / Carers – Label everything and encourage your child to recognise their own name.





Friends of WCLA



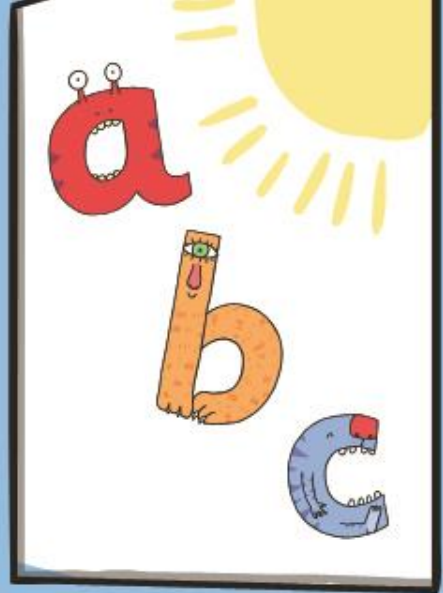
Our Governors



OUR UNIFORM SUPPLIER

We hope that this presentation was useful. Please take this opportunity to speak to their new teacher if you have any questions.





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