



Welcome to Halsall St Cuthbert's C.E. Primary School



Early Years Foundation
Stage Reception Induction
2025-2026

Welcome to Halsall St Cuthbert's C.E. Primary School Foundation Stage

'Let your light shine'
Matthew 5:16

We are a Christian school where our children learn about Jesus and the wonders of God's world, they are encouraged to participate in worship and prayer. The information in this booklet will hopefully answer some of your questions and will also provide you with some helpful ideas and activities that you and your child can share in together at home.

Under God's guidance, we will do our very best for each and every child.

We look forward to welcoming you into our school and establishing a strong and effective partnership.

ST CUTHBERT'S HALSALL



About our Class

Class L Staff

Mrs Harrison



Mrs Lomax



Mrs Edwards



Our Reception Classroom



This is the entrance you will come in through everyday. We also display some of our work on the class windows for everyone to see.

Inside our classroom we have a large carpet area so everyone can sit together for lessons and stories! There are also lots of different themed areas for you to play in and continue your learning.



This is our toilet area which is freely accessible throughout the day.

Our outdoor area is available all year round, it is set up with lots of continuous provision so children can learn through play. We even sometimes have our story and snack outside.



Our Class Rules

- Try my best.



- Use kind hands.



- Use kind words.



- Keep my toys at home.



- Have fun.



- Listen, learn and be respectful to everyone.



About our Class

We are very fortunate to have our own purpose-made Foundation Stage classroom with its own designated outdoor learning area. The classroom itself is very well resourced. It is welcoming and cheerful and is arranged in areas of learning to help develop and support, each child's knowledge and curiosity.

The areas include :

Carpet Area

This is where lots of learning takes place! The children are encouraged to show good listening skills when sitting in their carpet spaces. We often work collaboratively in talking partners, sharing ideas and taking turns to listen to one another on the carpet. We often use the floor area to play collaborative games first thing in the morning and for quiet reading time. We love looking at books! Teaching inputs are delivered on the carpet and the area is also used for music, practical games and construction activities.

Continuous Provision

Provision in the classroom is planned to suit the different abilities, needs and interests of the children. The children have access to a range of natural materials to explore and they are encouraged to develop their next steps through a variety of play activities.



Outdoor Area



We are very fortunate indeed to have such a well-resourced outdoor area attached to the Foundation Stage Classroom. The children have free access to this designated space which is carefully organised and planned to enhance their learning in a variety of areas, including an outdoor kitchen, water area, bug hotel, building site, dinosaur den, sensory garden and sandpit, we continue to develop our outdoor area in line with the children's interests and needs. We have a large field which we use regularly.



Imaginative Play
Role play takes place both indoor and out. We have a fantastic separate role-play area which is often linked to current topics being taught, where the children are encouraged to use their imagination and creativity. This area supports many different elements of the curriculum especially personal, social and emotional, communication, language and maths. The role play area is changed based upon the children's interests and needs. Children are involved in the planning and setting-up of the areas to promote excitement and imagination.



Prime and Specific Areas of Learning

The Early Years Foundation Stage consists of 3 PRIME and 4 SPECIFIC areas of learning. The prime areas cover the knowledge and skills which are the foundations for children's school readiness and future progress. These are applied and reinforced by the specific areas.

Prime Areas of Learning

Communication and Language

Giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development

Providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development

Helping children to develop a positive sense of themselves, and others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



Prime and Specific Areas of Learning

Specific Areas of Learning

Literacy

Encouraging children to link sounds and letters and begin to read and write. Children must be given access to a wide range of reading materials (books, poems etc.) to ignite their interest.

Mathematics

Providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

Understanding the world

Guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design

Enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and DT.



What books will we read in Reception?

Storybooks and Class Library



Please see file attached to learn about the books we will read in reception.

Reception storybooks

On our class page, you can find links to all of our stories we will be reading over the year.

Examples of some of the stories we will cover

- 🌳 Stickman
- 👽 Aliens love underpants
- 🐻 The Gruffalo
- 🐛 The very hungry caterpillar
- 🐞 What the ladybird heard
- 🐻 We're going on a bear hunt
- 🐟 Rainbow Fish
- 🦒 Giraffes can't dance
- 🥔 Supertato
- 🐸 Zog
- 🦉 Owl Babies
- 🦋 Dear Zoo
- 🐅 The Tiger who came to tea
- 🐐 The Three Billy Goats Gruff
- 🌱 Jack and the Beanstalk

Why will we read the above texts?

Rhyme and Rhythm,



Why: Helps develop phonological awareness, an essential reading skill

Example: The Gruffalo by Julia Donaldson

Repetition



Why: Reinforces language patterns, vocabulary and story structure.

Example: The Very Hungry Caterpillar by Eric Carle

Predictable Patterns



Why: Allows children to anticipate what comes next, building comprehension and confidence

Example: We're Going on a Bear Hunt by Michael Rosen

Illustrations



Why: Bright Visuals support understanding of the text and capture attention.

Example: Aliens Love Underpants

Relatable Themes



Why: Stories about family, friendships or emotions help children connect.

Example: Owl Babies by Martin Waddell

Interactive Features



Why: Keeps children engaged and actively involved in the story.

Example: Lift-the-flap books like Dear Zoo by Rod Campbell

Simple. Engaging Language



Why: Supports vocabulary development and comprehension.

Avoid overly complex text.

Opportunities for Role Play and Discussion



Why: Stories that encourage children to act out roles or discuss outcomes foster creativity and communication.

Example: The Three Billy Goats Gruff

Moral or Life Lessons



Why: Teaches values like sharing, kindness or perseverance.

Example: The Rainbow Fish by Marcus Pfister

Learning is Fun!

Our philosophy in Class L is to encourage each child to achieve their individual best in a happy, safe, secure and stimulating environment. We provide enjoyable, interesting, exciting and challenging activities focusing on all the key skills that your child will need, as he/she progresses through the school.

The Foundation Stage layout provides opportunities for children to practice the skills that they are taught in focused sessions, in a range of cross curricular contexts, sometimes supported by adults.

This approach challenges the children to investigate their own ideas and extend them using the range of exciting, quality equipment.




Continuous Learning

RE in the EYFS	Early Number - Mathematics	Learning at Home	Communication, Language & Literacy	EYFS Curriculum and Policies
Phonics and Early Reading	Understanding The World	Expressive Arts and Design	Parental support and advice	Storybooks and Class Library

Class L - EYFS 2024 - 2025

Mrs Harrison
Class L Teacher - Reception & Year 1

Welcome to our




Class L - Reception

Our class teacher is Mrs Harrison, our support staff are Mrs Lomax, Mrs Edwards, Miss Lloyd, Mrs Stone and Mrs Strefford.

Class L Staff

Mrs Harrison	Mrs Lomax	Mrs Edwards
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Our Class page, located on the school website is frequently updated to allow you to see what we are learning in school and enable you to further practice at home.



Working in Partnership

Where parents and schools work closely together, children do better

We encourage family members to come into school, to help with a range of activities such as listening to children read, cookery, art and craft and supporting small work groups. We also like to hear from family members who have a skill that they could share with our children e.g. sewing, knitting, cooking, woodwork etc.

We also try to involve our families in events throughout the year such as church services, educational visits, sports days, the family night, parent assemblies etc.

Halsall St Cuthbert's operates an open-door policy which means whenever you need to speak to us, we are available. However, please understand that in the mornings teachers are very busy preparing for the lessons and have little spare time. If you do need to speak to the teacher, unless the matter is really urgent, we do prefer that you make an appointment.

We pride ourselves on our friendly, supportive approach. Our commitment to the partnership involves regular newsletters to keep you up-to-date and termly information about the curriculum, so that you know what your child will be learning about in school.

Harvest
Service



Mother's Day
Service



Stay
and
Play



Information available on our website



Halsall St Cuthbert's **Early Years Overview**



Our hopes for our EYFS pupils

At Halsall St Cuthbert's we truly value the importance of Reception as the beginning of an exciting, learning journey for our children. For us it is vital that children are given opportunities to flourish into confident, happy learners at an individual pace from the get go. *'A child's experiences between birth and age five have a major impact on their future life chances'* (DfE, 2021).

We believe, with the right support for individuals, the children in our Early years setting will gain the firm foundations they need ahead of not only the demands of KS1 and KS2, but their distant futures. The Characteristics of Effective Learning are at the heart of our pedagogy and through these we enable our children to develop knowledge and skills that are transferable and promote their spiritual, moral and cultural development. We want our children to be **engaged in their daily play** and **exploration of their enabling environment**, along with being **motivated to learn lots of new information**, which they can process at their readiness and gain skills to investigate such new knowledge.

All staff in our Early years team work hard to ensure that learning is built upon, making room for fluent progression for learners who can have the chance to reach their full potential. By the end of reception our aim is to develop confident individuals who love to learn and share their unique creativity.

How we embed our EYFS curriculum

The planning of learning for our reception cohort begins before the children join us. During the summer term, we work closely with parents via a variety of induction meetings, visits and transition mornings, to ensure both staff and parents have a good understanding of the children's needs and expectations for learners, before they begin school. We provide children with welcome packs and opportunities to explore their new classroom, ahead of the summer holidays and prior to their start date in September.

An average day in our reception classroom is balanced carefully between child led and teacher focus led activities and inputs. Our environment is planned to encourage children to explore and enjoy both independently, with peers and with adults. We enhance provision regularly in line with children's needs and interests. We plan our curriculum to cover all areas of the Early Learning Goals, with daily learning opportunities that incorporate teacher led focus time, independent exploration learning tasks, as well as array of outdoor experiences. We recognise that all children are unique and we celebrate and welcome differences within our school community.

Objectives throughout the year are progressive in nature, they are covered in sequence in order for the children to achieve the early learning goals by the end of reception. Although topics and themes are flexible, changing in line with the children's interests and needs, we have sets of core overall objectives that are covered from term to term. We have flexibility for in the moment planning to cultivate excitement for



Halsall St Cuthbert's Early Years Overview

learning and staff expertise allows for mastery learning to happen by connecting curriculum areas and extending Children's knowledge and understanding. *'All areas of learning and development are important and interconnected'* (Dfe, 2021).

The key skills that we want the children to learn and when, are carefully planned before the children start with us, they are adapted to meet specific cohort needs and to keep learning fresh. In line with our school calendar, some topics take place at specific times of the year, for example spring/ new life/ Easter etc. Our curriculum is varied and often includes visitors, parent workshops, and children's work exhibitions to celebrate achievements. Exciting hooks to new topics are incorporated throughout the year with the aim to keep children engaged and making progress through access to a breadth of curriculum.

When the children join us at Halsall St Cuthbert's the prime areas are our main focus, with Communication and Language particularly at the heart of our teaching and learning. We provide opportunities for the children to listen, talk and extend vocabulary daily. Once children build on this core area, specific areas of learning naturally follow.

With high expectations for achievements of the early learning goals, we have a daily timetable that includes 30 minutes phonics sessions, an interactive 20-minute number input with follow on number activities and an additional daily topic input. Other sessions that ensure coverage of other specific areas of learning and early learning goals, such as guided reading, guided writing and physical education, take place regularly. Our children enjoy specialist music sessions and exposure to MFL.

We use Twinkl phonics as our SSP programme for reading. We record children's phonics progress in phonics jotters as the year progresses. Home reading books are levelled to the sounds the children have learnt and are learning. For children with S&L needs we ensure their phonics programme links to the any individual targets. Time is dedicated to ongoing staff CPD related to any identified needs or areas of development.

Assessment takes place throughout the term, a vital part of this being shared through daily dialogue amongst the early years team. Staff work closely with one another to share information about children they have observed or worked with, such dialogue amongst colleagues allows for tailored planning and maximises new learning for individuals. We feel it is imperative to constantly monitor the children's needs and development through observations, conversations and building strong rapports with the children in our care, so we know how to move them on. Assessment is also tracked half termly when addressing Reading, Writing and Number. Staff moderate children's levels with colleagues and wider school communities via cluster meetings and the sharing of good practice both online and in meetings.

Children's progression in all areas is monitored, as the year develops children are given differentiated learning opportunities for phonics and maths. We believe this allows for maximised learning opportunities and tailored, levelled support. For children who are identified as needing additional support, interventions are timetabled on an individual or grouped basis, so that these children have the opportunity to make progress. Upon finding gaps in learning or specific targets for children, we deploy staff to plug gaps through timely interventions. Children are given opportunities to work 1:1

Halsall St Cuthbert's Early Years Overview

or in small groups, depending on the support needed. Our environment is enhanced regularly to encourage the children to practise areas they need to develop, with an aim for pupils to independently practise their targets, during continuous provision. To meet neurodiversity needs we train staff and liaise with external agencies.

We enjoy getting parents on board with their child's learning, parents have opportunities to work with the children in class. We value the importance of parental involvement and work hard to build positive relationships, working in partnership to support their learning and development. *As EEF research has found 'Parental engagement in early years education is consistently associated with children's subsequent academic success' (EEF, 2018).* We do this through a range of approaches:

- Transition meetings and visits
- Enhanced transition for any children with additional needs or requirements
- Parent/teacher meetings
- Stay and play sessions
- Home learning books
- Class dojo
- Curriculum workshops
- Open door policy

Outcomes for our EYFS pupils

Through a full curriculum in the early years our pupils are ready for the challenges in year one and the years ahead. We identify next steps in learning through regular formative assessment, in addition to baseline and summative assessments that show where children are up to in relation to national expectations.

The impact of our EYFS curriculum is reflected with pupils leaving reception as happy, confident learners, who are ready for the next step into year 1. Children gain a deeper understanding of the 7 areas of learning by the time they leave reception.

Over the years our parents have shared views that their children have fantastic experiences during their time in our EYFS and that strong foundations are laid during their first year at school. We aim for all our children to achieve a Good Level of Development and make the expected steps progress from their starting points.

The Early years team work closely with KS1 staff throughout the year to ensure teaching and pedagogy are reviewed and evaluated regularly, to ensure consistency and the best possible outcomes for all our infant pupils. We ensure that the areas we discuss and develop are reflected in changes and developments in our classroom practice. Curriculum leaders across the school visit the EYFS classroom to observe and gain an understanding of learning styles in the EYFS. Targets and areas for improvement are then discussed as a whole school team and acted upon immediately in order to regularly improve practise.

Useful Information

Halsall St Cuthbert's CE Primary School - Uniform Guidance 2025

Girls

- Grey trousers, skirt or pinafore dress.
- White shirt/blouse
- Red cardigan (cardigans with school badge are available from Stitch Design <http://www.stitchdesign.co.uk>)
- School tie (only long traditional ties are available from the school office elastic ties should be ordered directly from Stitch Design)
- Red short-sleeved gingham dress or culotte playsuit in the summer (please see the pictures below for acceptable styles)
- Red, grey or white socks (no trainer socks please) grey or red tights may be worn in cold weather.
- Black flat-soled school shoes (no trainers, open-toe sandals, ballerina pumps, slip-on shoes or boots)



Boys

- Grey shorts or trousers
- White shirt
- Red polo shirt (tops embroidered with the school logo are available from Stitch Design)
- School tie (only long traditional ties are available from the school office elastic ties should be ordered directly from Stitch Design)
- Grey socks (no trainer socks please)
- Black school shoes (no trainers or boots)
- Red school jumper

PE

- Plain navy or black shorts
- School sports shirt (available from Stitch Design)
- Trainers
- Plain navy or black tracksuit or leggings (if cold)
- Plain navy or black sweater/hoodie or school jumper

Useful Information

- **NO EARRINGS**

Jewellery/Make-up

- No jewellery – **NO EARRINGS** - in line with current LCC guidance, earrings are not permitted to be worn to school at all.
- Watches may be worn but must be removed for PE - **smart watches that receive messages/calls or take photos/videos are not permitted in school**
- No nail-varnish
- No make-up
- No deodorant or body sprays/scent are permitted in school (they can be applied at home but not brought into school for use during the day)
- Lip balm should be in plain stick form rather than pots – no tinted lip balms or lip gloss

Hair

- Long hair (past shoulders) should be tied back – this applies to all genders
- Hair bands should be plain black, red or navy
- Scrunchies and clips should be in school colours
- Small bows are permitted but no large bows or hair decorations please
- No dyed/coloured hair

All clothing (including coats) should be clearly marked with the child's name.

Any lost property is collected by staff and placed in the lost property container in the Resource Area. The lost property which is not claimed is cleared at the end of each term.

As a general rule, the school will not accept responsibility for damage to or loss of personal property, including clothing and it is stressed that the responsibility for safeguarding personal property rests with the owner.

On the rare occasions that children need to bring a mobile phone to school this should be handed straight to the class teacher for safekeeping in order to adhere to safeguarding protocol.

Useful Information



Snacks- All children under the age of 5 receive free school milk. After the age of 5 milk is available at a small cost, through the Cool Milk website. Please see leaflet attached. Infant children are also provided with a free piece of fruit everyday. The children also have free access to drinking water throughout the day.



Snack Money- At the beginning of the year we ask for a contribution of £5 snack money to help us buy ingredients for cooking activities throughout the year.



Lunch - All infant children receive a free school dinner, however, you may prefer to send your child in with a packed lunch. Please note that children may only change from one to the other at half-term as the cook needs to order food in advance.



Medicine- If it is necessary for your child to take medicine in school you will be asked to complete a request form giving details of the medication, the dose, the time to be given and your child's name and class. Prescribed medicine that is to be given three times a day does not need to be given in school time. Asthma and hay fever medication will be accepted and stored in the classroom to be available as needed by your child.



Reading Book Bags- Reading book bags should be brought into school every week on the allocated day. The reception children are provided with a free transparent book bag to hold reading books and letters. You do not need to purchase a school book bag.

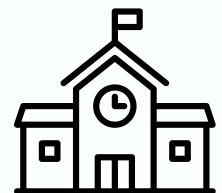


Absence- All absences must be accounted for by either a written or verbal explanation. Please ring the school before 8:55am if your child will be absent or late for any reason.

School Day Layout



- School Bell Rings for Registration: 8:55am
- First Break: 10:30am-10:50am
- Lunchtime: 11:45am-1:00pm
- Infant Afternoon Break: 2:45pm-3:00pm
- End of the school day: 3:30pm



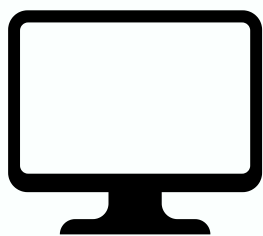
Wraparound care is available to book on school spider:
Breakfast Club: 7:30am-8:40am
Kidz Club: 3:30pm-5:30pm

Useful Information



Attendance

Daily school attendance is crucial for your child's learning journey. Every day at school offers new opportunities for growth, discovery, and connection. Consistent attendance ensures your child doesn't miss out on essential lessons, activities, and social interactions that contribute to their overall development. Unless your child is unwell, please make every effort to send them to school each day. Your support in prioritizing attendance makes a significant difference in their academic success and future!

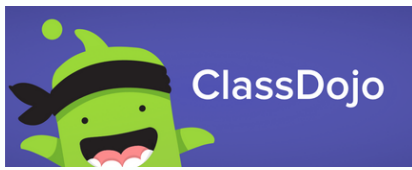


Screen Time

In today's technology-driven world, limiting screen time for young learners is crucial for their healthy development. Excessive screen exposure can lead to a number of negative effects, including reduced concentration spans, impaired speaking skills, and increased behavioral issues. The NHS provides guidance on recommended screen time limits for children of different ages, emphasizing the importance of balancing digital engagement with real-world activities to foster cognitive, social, and emotional well-being. Finding this balance is key.

Further information regarding the importance of your child's attendance and limiting their screen time can be found on the NHS and GOV websites.

How to Access our Online School Platforms



Class Dojo

You will be emailed a link to join our classroom. ClassDojo allows us to keep you at home regularly updated both in your individual class and as a whole school. This platform also provides a messaging service to enable you to communicate with your class teacher.

School Spider

At Halsall St Cuthbert's we use an app linked to our school website to send information and allow parents to book and pay for clubs and trips. We ask that all our parents and carers download the School Spider App as this is one of our main forms of payments, bookings and communication.



For new parents

To create an account with School Spider:

- Download the FREE School Spider App
- Select our school (begin typing Halsall...)
 - Click Parent Login
 - Click 'Create Account'
- Input the email address we have on file for your child/children
- Follow the steps in the email you receive.
- Please note, your username is NOT your email address

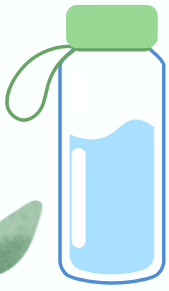


School Website

Our school website can be found at
www.halsall.lancs.sch.uk.

Our website hosts a range of resources to aid with home learning, school policies, term dates and is frequently updated.

What does my child need to bring in?



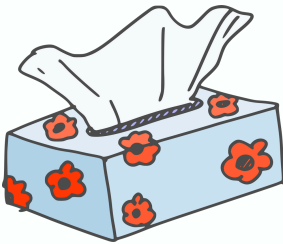
Water Bottle

Please provide a labelled water bottle for your child. Water bottles need to be taken home and cleaned each night and refilled with water only (no juice). We will store in school each day but please refill at home.

Thankyou



1 Pack of Wet Wipes



1 Box of Tissues



1 Small Hand Sanitizer

The Road To School

This tracker helps you and your child prepare for school.

Speaking & literacy

- I like to read stories & look at picture books
- I am able to talk about myself, my needs & feelings
- I am able to talk about my name when it's written down
- I am practising recognising my name

Sharing & turn taking

- I can share toys & take turns
- I like playing games with others
- I like interacting with other children

Everyone starts school with different abilities - your teacher will help you progress at your own level.

Listening & understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

Writing skills

- I like tracing patterns & colouring in
- I enjoy making marks
- I am practising holding a pencil

Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash and dry my hands without any help

Counting skills

- I enjoy practising counting objects
- I like saying number rhymes when they are written down
- I can recognise some numbers when they are written down

Interest in the world & new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days

What are you looking forward to the most?
Is there anything you're unsure of?

School bus

Eating

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

Getting dressed & undressed on my own

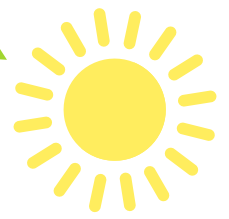
- I can button & unbutton my shirt & use a zip
- I can put my own shoes & socks on
- I can change into my PE kit & put my coat on

Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after school
- I am happy to tidy my belongings & look after school
- I am feeling confident about starting school



Am I ready for school/?



Tips for parents

When your child starts primary school there are a number of skills that they should ideally have mastered. Use this sheet as a guide to help track their progress.

Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

Speaking & literacy

- I am interested in reading stories & looking at picture books
- I am able to talk about myself, my needs & feelings
- I am practising recognising my name when it's written down

Getting dressed & undressed on my own

- I can button & unbutton my clothes
- I can put my own shoes & socks on
- I can put my coat on & use a zip

Interest in the world & new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

Eating

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

Writing skills

- I like tracing patterns & colouring in
- I enjoy experimenting with different shaped scribbles
- I am practising holding a pencil

Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash & dry my hands without any help

Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school

Listening & understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

Sharing & turn taking

- I can share toys & take turns
- I can play games with others
- I can interact with other children

Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days

