Welcome to …





HOLYPORT C.E. PRIMARY SCHOOL

Meet the Teacher & Curriculum Meeting





MEET THE TEAM

- Class Teachers
  - Ms Horn – Monday, Tuesday,Thursday, Fridays
  - Mrs Harris – Wednesdays
- Support staff
  - Mrs Herridge
  - Miss Hains
  - Mr Wan
- Sports
  - Mr Deverall (Sports Teacher) on Tuesday morning



SAFEGUARDING AND CHILD PROTECTION

- Designated Safeguarding Lead is Mrs Featherstone
- Deputy Designated Safeguarding Leads are Mr Putman, Miss Prothero & Mrs Healy
- The school has a policy on Child Protection, & Safeguarding, which fulfils the ‘Keeping Children Safe in Education 2025’ policy . These are available on the school website.

‘Keeping Children Safe in Education 2025’ reminds us that safeguarding and promoting the welfare of children is everyone’s responsibility. **Everyone** who comes into contact with children and their families has a role to play. This means that they should always consider what is in the best interests of the child.

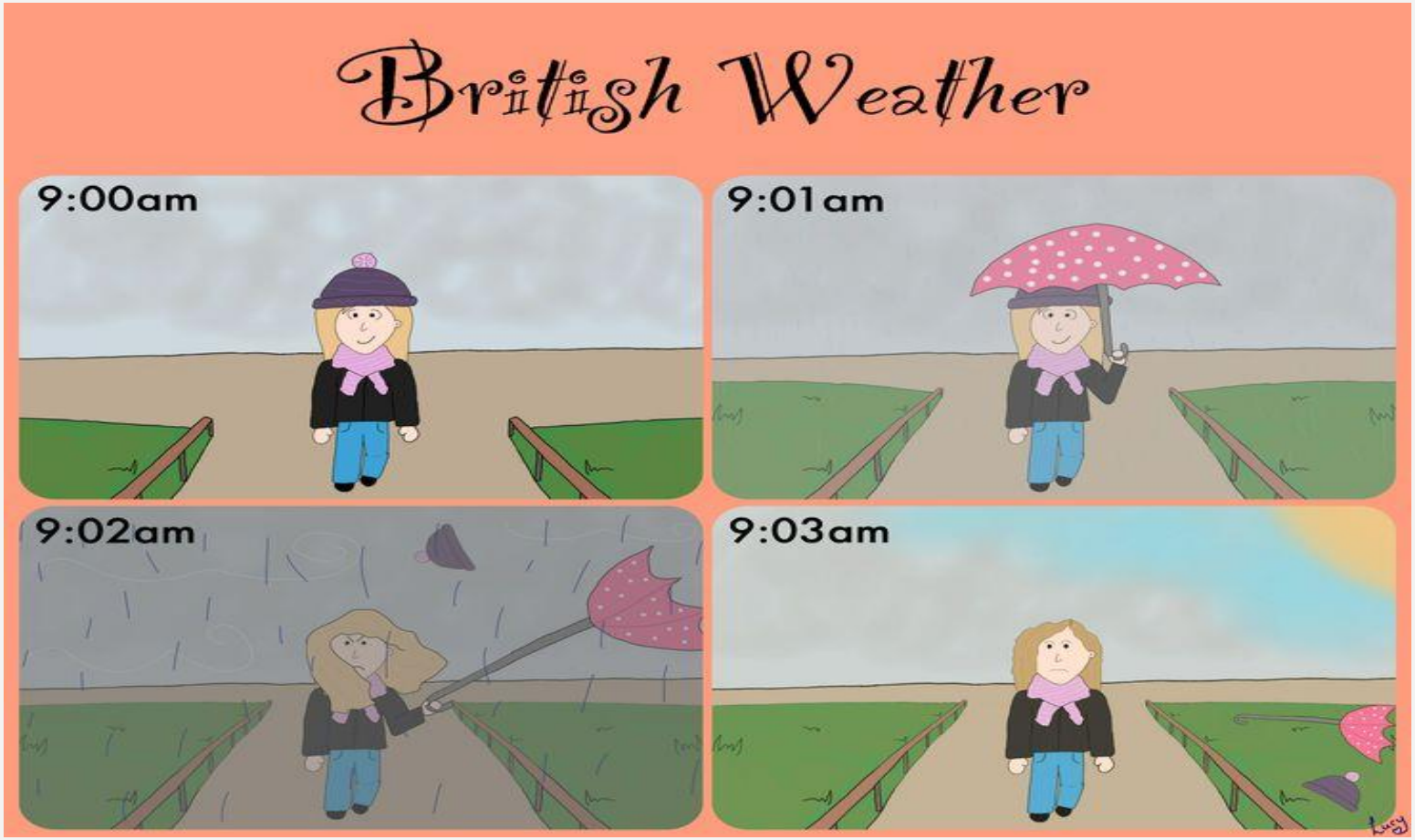
If you have any concerns or family situations please be open and share this with either the DSLs or Classteacher, depending on the circumstance. We will involve you as much as possible, should there be any child protection, as far as we are allowed to.

TIMETABLES/DAILY ROUTINES

- Reception children enter through the classroom fire double door
- Class doors open from 8.30 and **close at 8:40am**
- Lunches and morning register need to be completed as soon as possible
- School day ends at 3.15pm
- If the adult collecting is different from what is arranged, please email or inform the school office or class teacher in the morning - to allow time for the message to get through to the class teacher - **parents@holyportprimaryschool.co.uk**
- Morning fruit/vegetable snack 10.00am
- Lunchtime break is 11.30am to 12.30pm
- Afternoon milk 2.00pm

UNIFORM

- Grey skirt/trousers/pinafore
- White shirts
- School sweatshirts/jumpers/cardigans – with school logo
- School tie (traditional or elastic)
- Black sensible school shoes (no trainers or plimsols please)
- **ALL NAMED PLEASE!** Please make sure your child knows where their name is on their clothing **AND water bottle and Lunch box/bag!**



IDEALLY IT WOULD BE GOOD TO HAVE A COAT THAT COULD STAY AT SCHOOL (PACK-A-MAC / KAGOOL TYPE) BUT IT IS A NECESSITY TO HAVE A WARM, WATERPROOF COAT IN THE COLDER MONTHS. *PLEASE CHECK THE WEATHER FORECAST FOR GUIDANCE. OUR CHILDREN HAVE ACCESS TO THE OUTSIDE PROVISION EVERYDAY AND DURING ALL WEATHERS.*

PE

- Black shorts or track suit bottoms **no logos, stripes or piping please.**
- House colour t – shirt (with school logo).
- Trainers can be worn for outdoor games **these must be black please.**
- **No nail varnish or jewellery including earrings or watches. (Cultural / religious exemptions apply).**
- Long hair tied back in a full pony tail, bunches or plaits.
- Children should dress for P.E. at home on their P.E. days and they will stay in kit all day. Ideally no earrings, or studs that are covered with medical tape to avoid accidents.
- On colder days and during the winter months, please can your child also wear their school badged jumper or cardigan to help keep them warm! (no hoodies or other jumpers please).
- P.E. for Reception is on a Tuesday morning.

CURRICULUM OVERVIEW

Each term we will publish a curriculum newsletter outlining proposed plans for the following term.

This will highlight key areas of learning, including topic activities, Literacy and Maths progression.

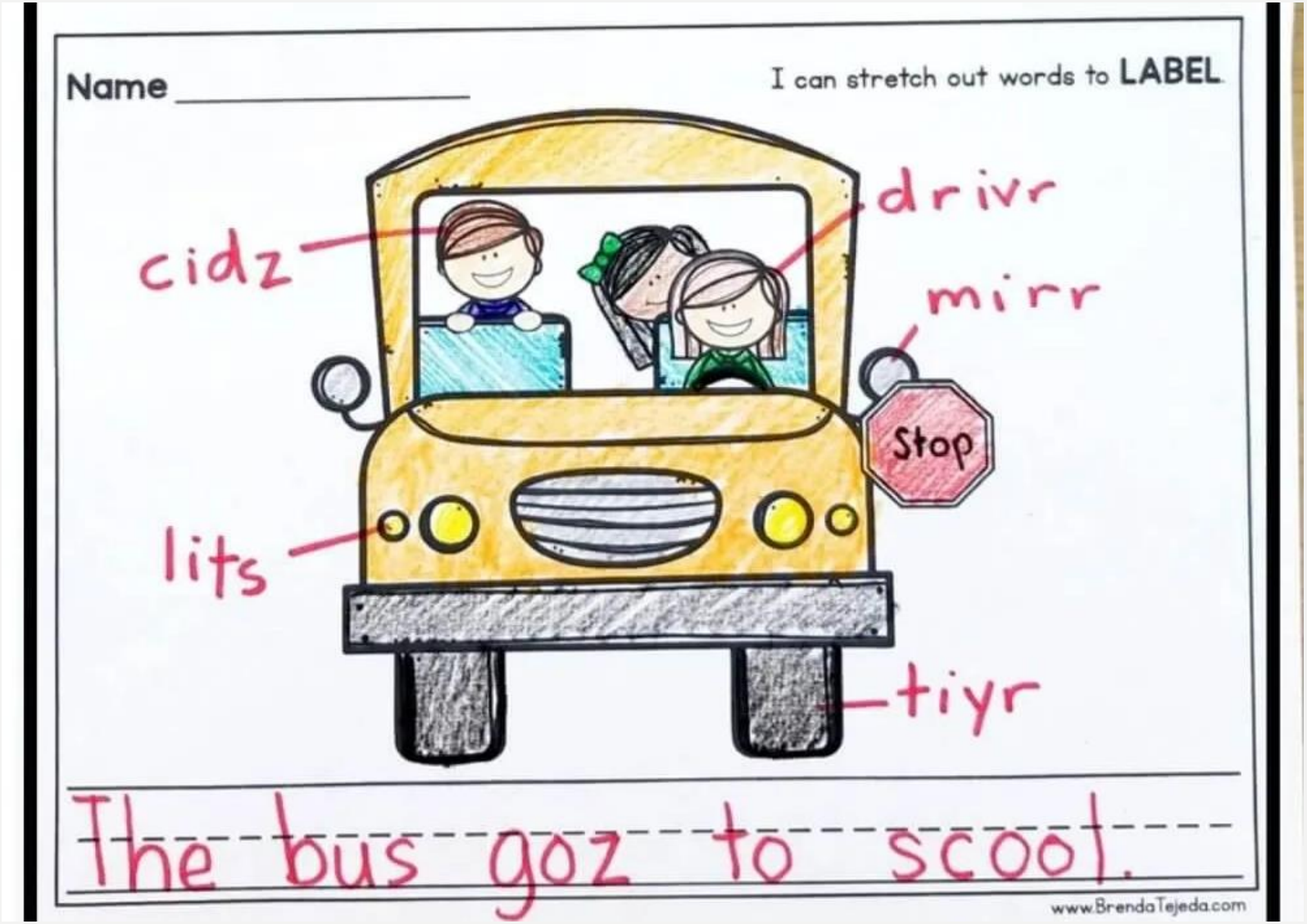
There will also be a phonic overview, initially indicating class learning but will eventually be differentiated after the children have learnt Set 1 sounds and their progress has been assessed. Literacy planning is guided by this phonic development.

It will also include proposed enrichment activities – visits / visitors, cooking, craft, special days etc

English



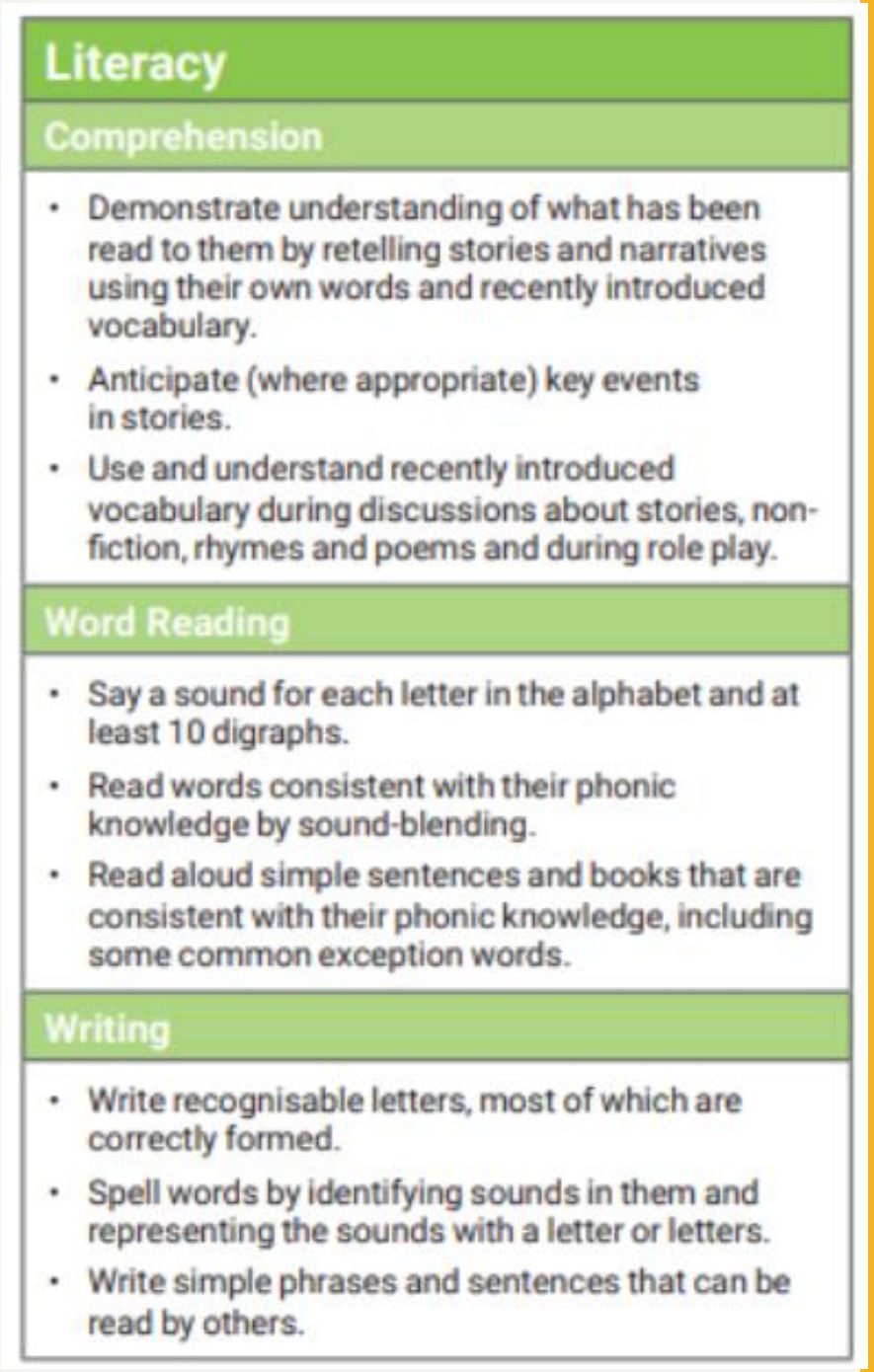
- Read Write Inc is our school approach to teaching phonics. It teaches children the sounds in English, the letters that represent them, and how to form the letters when writing
- Once your child starts to blend known sounds together to read words, at this point they will bring home a sound blending book and eventually a reading book follows. This will happen at a different stage for each child.
- All children have a Reading Record in which to record reading. It is important that you write in this diary when you read at home with your child in order for us to assess the level of support given. If your child reads a book from home please log this in your child's record as well.
- Reading Records **must be brought in everyday.** There is a barcode in the reading records which will allow children to use the school library. There will also be an Oxford Owl login, linking to your child's phonic reading group.
- Children who read four times a week will receive a reading star certificate and a reward at the end of every short term. This is why it is important to log daily reading in your child's reading record ON THE DAY YOU READ WITH THEM. We will also choose a star reader whose family has gone above and beyond and fills out their child's record with detailed comments, observations and key vocabulary.



We can read these words – they do not need to be spelt correctly!

ENGLISH

- In Reception, we promote writing in everything we do!
- In independent play children write shopping lists, registers, plans for construction, labels, stickers, cards, notes, party invites and letters.
- Focus tasks are teacher directed and planned to develop writing skills.



Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

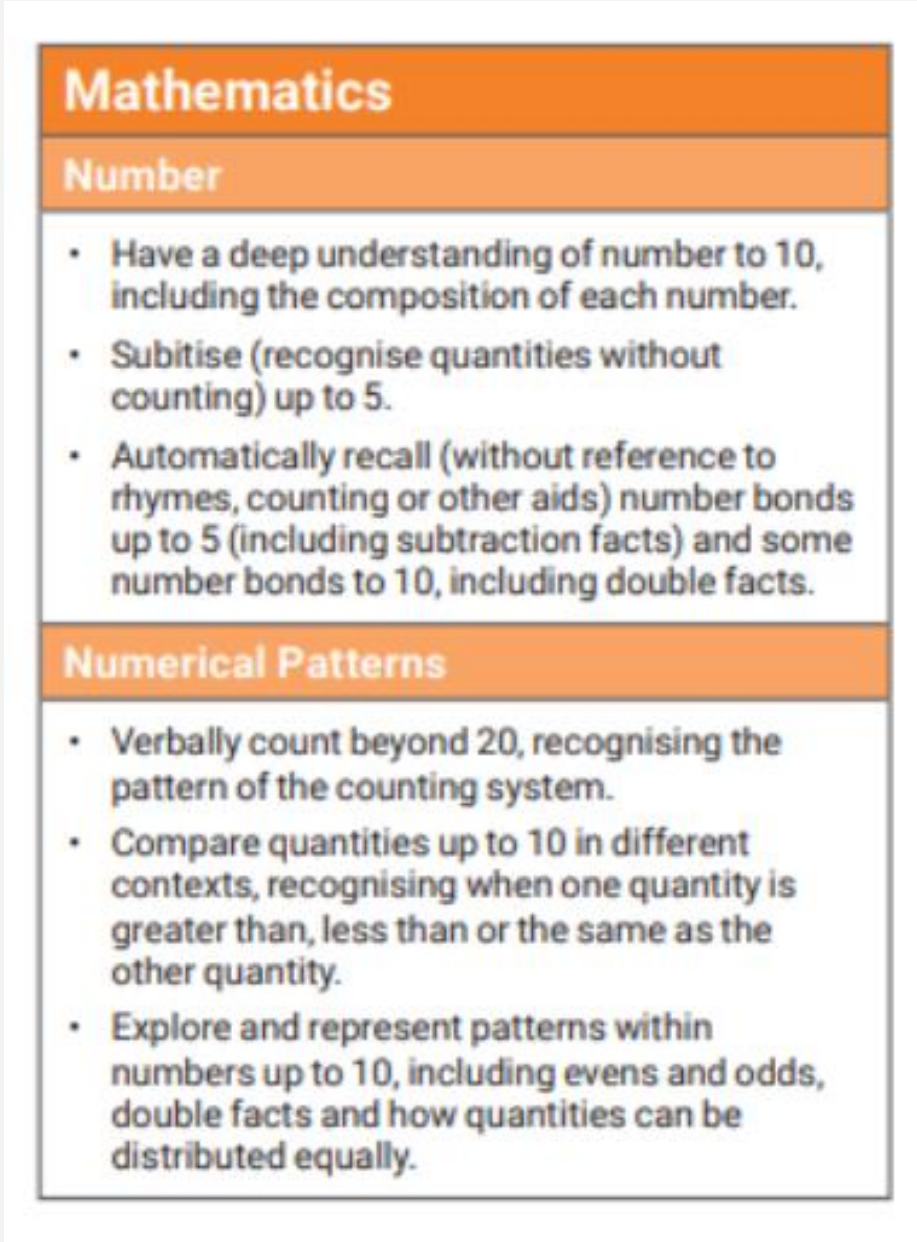
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

MATHS

- We use a scheme called ‘White Rose Maths’ which aims to help pupils develop a deep and secure knowledge and understanding of mathematics at each stage of their learning through fluency, reasoning and problem solving. If you are interested in finding out what this looks like in school, please look at the Calculation Policy and Maths Policy, these can be found on the school website.
- As a school we are also looking to reinforce and support early Numeracy in Reception and Key Stage 1, through a new program called Mastering Number which is being rolled out by the National Centre for Excellence in the Teaching of Mathematics (NCETM). More details to follow at a later stage.



Mathematics

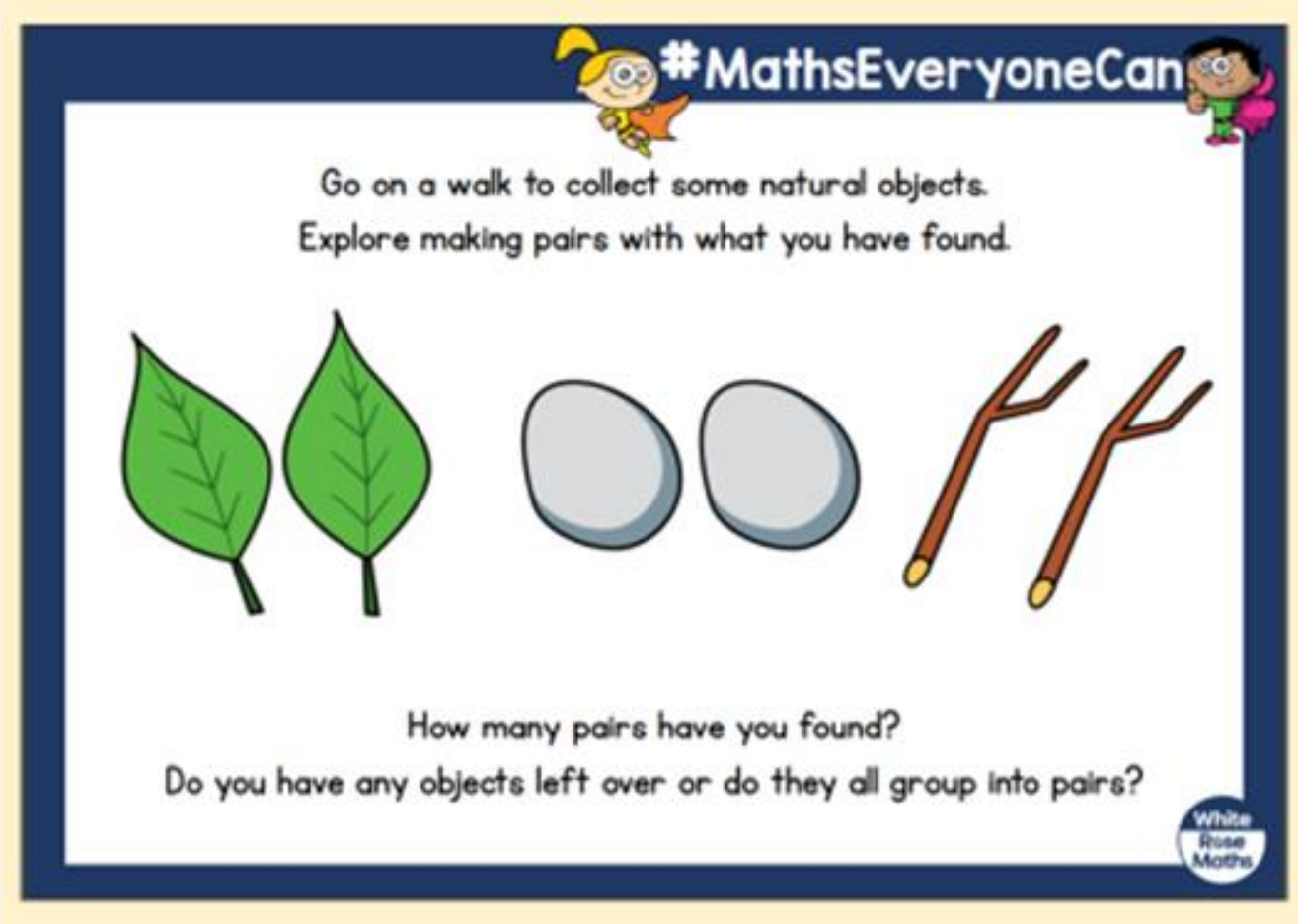
Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

AN EXAMPLE OF WHITE ROSE MATHS



HOMEWORK

- Reading - Practise is key when learning to read. **Read the RWI book bag book 3 times** as this encourages confidence, fluency and understanding.
- First read: your child will probably be decoding words (sounding out).
- Second read: your child will hopefully be reading accurately, developing fluency and pace.
- Third and final read: your child can read for pleasure and understanding of the text. Once your child can read their book fluently, they can practise using expression- this is a real opportunity to use their storytelling voice.
- Phonics worksheets and activities (including letter formation).

The expectation is that ALL pupils will complete the above homework

Homework Grid – sharing the learning at home

- We will also create weekly topic based activities to help reinforce and share classroom learning at home.
- This will be in the form of a homework grid covering the 7 areas of learning in the Early Years Foundation curriculum.
- These are designed to be small activities that allow your child to reflect on their own learning and share their understanding with you at home.
- These will not be onerous tasks and the children can choose which activities they would like to try.
- The children are encouraged to share their home learning activities during show and tell in class and there is a display board dedicated to displaying their contributions, illustrating the value we place in their independent learning.

An Example Of A Previous Homework Grid

Communication and Language Whilst on a walk ask the children to spot and the signs of nature. What can they see, hear and smell? Why do **they** think these changes are happening? *(Learning objective: Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.)*	**Physical development** Make up or copy a dance/routine with repeated movements – perhaps it is an exercise class that the children create? 2 Star jumps, twist to left, running on the spot, 2 Star jumps, twist to left, running on the spot etc *(Learning objective: Combine different movements with ease and fluency.)*	**Personal, Social, Health and Emotional learning** Ask children to draw a sequence of pictures to show their bedtime routine. *(Learning objective: Know and talk about the different factors that support their overall health and wellbeing.)*
Literacy Take a photo of your favourite story book. Ask an adult or older sibling to write a list of reasons why you like it. *(Learning objective: Re-read books to build up their understanding and enjoyment).*	***Here are your home learning challenges!*** 11/10/24 – 18/10/24 	**Maths** Can you practise using a *pencil to write the numbers 1 to 5 and find things to represent each number – e.g 2 socks, 3 straws etc *(Learning objective: Develop their small motor skills using tools such as *PENCILS. Count objects, actions and sounds.)* ***Pencils allow the children to get feedback and "feel" the shapes they are drawing, which allows the brain to create a physical memory of the action, thus helping them to learn.***
Creative development Explore colours by mixing paint, crayons, paper or pens (or any other resources you can think of!) How many different colours can you make? *(Learning objective: Explore, use and refine a variety of artistic effects to express their ideas)*	**YOU DO NOT NEED TO DO ALL OF THEM!** Over the next **7 days**, please choose at least ONE activity from each colour group. *(Therefore, a minimum of 3 activities over the week)* Your child can either bring it or a photo/ picture of one of their finished tasks in to class to share with their friends or they can be uploaded straight on to Tapestry. *Have fun!*	**Knowledge and Understanding of the World** Go on an Autumn walk and collect signs of Autumn. Either draw or photograph your collection. *(Learning objective: Explore the natural world around them.)*

NATIONAL TESTING

Reception Baseline

- What is the reception baseline assessment?

The Reception baseline is an age-appropriate assessment of mathematics and literacy, communication and language (LCL), that is delivered in English. It is clearly linked to the learning and development requirements of the Early Years Foundation Stage.

- What is the main purpose of baseline assessment?

Baseline assessments help teachers and students find out what the student already knows and can do and then help the teacher make decisions about what the best next steps might be and will help the class teacher to plan appropriately.

FOOD IN SCHOOL



- The children choose their lunch option during registration.
- They will eat lunch in the hall.
- Water only in school - Please do not put juice or squash in your child's water bottle or lunch bag.
- All snacks must be **fruit or vegetables**
- Absolutely **no nuts or peanut butter / chocolate spread** (please check cereal bars for this).
- Chocolate spread is not necessarily deemed healthy and often has a nut ingredient. We aim to promote healthy eating for all.
- Please no food for birthdays due to allergies in school. If you wish your child to bring in something for the class – we suggest a donation of a book or non-food items (game/pencils/erasers) for the class and we will celebrate this!

FRUIT LEATHER VS FRESH FRUIT

We appreciate that some dried fruit products have been marketed as a healthy snack but please consider this view point from the NHS “Eat Well” guide.

- Fruit leather is a **processed** product**.**
- It is a dehydrated, fruit-based snack, sometimes with added sugars or other ingredients.
- **It is not considered part of the primary "5 A Day" recommendation:**
- While it can be a convenient alternative, the core message of the "Eatwell Guide" focuses on consuming **whole** fruits and vegetables to maximize their health benefits.
- **Potential for added sugars:**
- Homemade fruit leathers can be made without added sugar, but many commercial versions may contain sweeteners, which should be considered when choosing healthy snacks.

(Ref: NHS “Eat well” guide)

COMMUNICATION

If you have any questions, please contact the class teacher first, as they will have the best understanding of each child in their class.

Parents@holyportprimaryschool.co.uk can also be used for enquires and messages.

For any SEND queries please contact our SENCo – Mrs Healy
senco@holyportprimaryschool.co.uk

As a school, we are looking at even more efficient ways to link with families but currently, Ms Horn may use the online learning platform to contact individual families, or the class families as a whole cohort. Please check it as regularly as possible. Also check for more immediate whole class messages on the whiteboard outside the classroom.

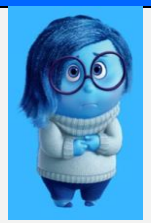
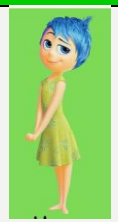
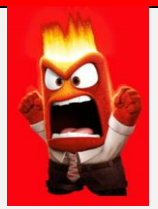
Mrs Featherstone will always makes herself available to you as soon as is possible, should you wish to speak with her.

A Curriculum Newsletter is sent home every half term, giving you information about what we will be covering in each subject.

The School Newsletter keeps everyone up to date on events and important whole school news and information.

We send newsletters and other school letters through our Parent Pay system. Any questions with Parent Pay please ask at the office.

HOLYPORT VALUES AND BEHAVIOUR

Blue	Green	Yellow	Red
 	 	 	 
I feel: Tired Sad Poorly Hungry	**I feel:** Happy Calm Ok Ready to learn	**I feel:** Excited Fizzy Worried Upset	**I feel:** Angry Cross Scared Out of control

We are constantly moving between these different zones. These are linear fluctuations – moving across, not up and down. There is no ideal zone, and one zone is not necessarily better than another.

VALUES AND BEHAVIOUR MANAGEMENT



We aim to incorporate these phrases and this language in all of our discussions with children, with regard to their behaviour.

MEDICATION

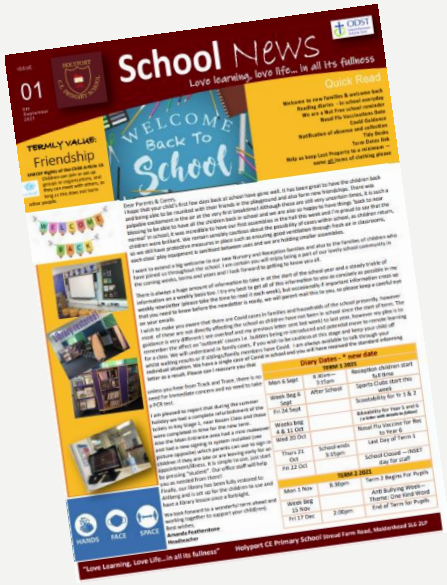
- In school, we can only administer medication that is prescribed by a doctor. If your child needs medication you must fill in a medication form with information on dosage and timings to be given.
- If your child has medication that remains in school for the whole year, please take a note of the expiry date and replace medication before it goes out of date. (We check this and send an email when the time is getting close). We can not give medication to a child once it is passed its expiration date.
- As an Asthma friendly school, we will store Asthma medication in a secure cupboard in class for quicker use when needed, and staff are trained in how to support children to take their medication.
- All medication must be handed in at the office – **children should not keep medication in their bags to self medicate** – this includes hand creams, eye drops/flushes and non-prescription medication.
- We do not hold pain relief medication in school. If your child needs pain relief for an exceptional reason, please contact the school office.
- ***As a general rule of thumb, if your child requires pain relief, such as Calpol, first thing in the morning, we would question if they are well enough to be in school and must consider how they would feel once that medication has worn off.***

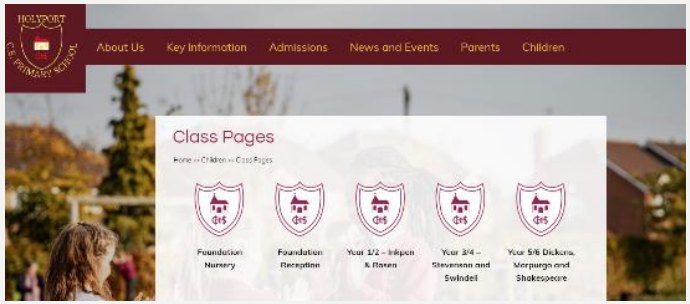
COLLECTIVE WORSHIP/ASSEMBLIES

- All assemblies take place in the class at the start of the year, but will gradually introduce them to assemblies in the hall, in order of those that they will enjoy and settle in.
- Monday: Values Assembly and Characteristics of Learning Award
- Tuesday : Tuneful Tuesday, singing assembly
- Wednesday: Curriculum focus/Festival/Class (am)
- Thursday: Open the book, religious and moral teaching and reflection through stories.
- Friday: Star of the Week Assembly (Parents will be invited if their child has been awarded this certificate).

KEY DATES FOR TERMS 1 AND 2

- **PLEASE SUBSCRIBE TO THE SCHOOL CALENDAR**
- Go to the calendar page and click on subscribe. It will link to your mobile's calendar and this is very useful!
- Please check the website weekly for any key dates
- The curriculum newsletter is sent out termly.
- Please make sure that all parents or carers are signed up to our Parent Pay system so everyone is kept informed.





ParentPay®

