



Winshill Village: A Place to  
Dream Big and Learn  
Without Limits





Welcome to  
Reception Class

# Meet the Staff



| Role:              | Name:          |
|--------------------|----------------|
| Headteacher        | Mrs L Howard   |
| Deputy Headteacher | Mrs H Brown    |
| SENDCo             | Mrs S Pearsall |
| Inclusion Lead     | Mrs C Friend   |

# Meet the Staff



| Role:                         | Name:          |
|-------------------------------|----------------|
| Business & Finance<br>Manager | Ms Tompkinson  |
| Office Assistant              | Miss G Downing |

# Meet the Safeguarding Staff



| Role:                                  | Name:        |
|----------------------------------------|--------------|
| Designated<br>Safeguarding Lead        | Mrs L Howard |
| Deputy Designated<br>Safeguarding Lead | Mrs H Brown  |

# Meet the Reception Team



| Role:                   | Name:                                   |
|-------------------------|-----------------------------------------|
| Reception Class Teacher | Mrs B Stringer<br>Mrs C Frend (Tuesday) |
| Teaching Assistants     | Miss H Allsopp<br>Miss S Alexander      |

# Our New School Values



# Our School Values





# A day in Reception

## What does that look like?

As most of you are aware, Early Years is a framework designed to be flexible, therefore, the timetable you see is a guide and will often change according to the children's needs and their desires. Child choice activities are vital for their personal development.

# A day in Reception

Please note PE day!



|           | 8.45 – 9am                    | 9.00 – 9.30am | 9.30-10.30am                        | 10.30 am              | 10.45 am    | 11-11.45pm                          | 11.45-12pm   | 12-1pm | 1-1.15 pm   | 1.00pm – 2pm                                         | 2.00 – 2.50pm                | 3.00 – 3.15 pm |
|-----------|-------------------------------|---------------|-------------------------------------|-----------------------|-------------|-------------------------------------|--------------|--------|-------------|------------------------------------------------------|------------------------------|----------------|
| Monday    | Morning Activity and Register | Phonics       | CP inside and outside AF activities | Snack and Concept Cat | Maths input | CP inside and outside AF activities | Hand-writing | Lunch  | Dough disco | Topic activities<br>Guided Reading groups GP 1,2&5   | Outdoor PE 2-3pm             | Class Story    |
| Tuesday   |                               | Phonics       | CP inside and outside AF activities |                       | Maths input | CP inside and outside AF activities | Hand-writing |        | Topic input | Topic activities<br>Guided Reading groups GP 1,4&5   | PSED/ Library 2-2.50pm       | Class Story    |
| Wednesday |                               | Phonics       | CP inside and outside AF activities |                       | Maths input | CP inside and outside AF activities | Hand-writing |        | Topic input | Topic activities<br>Guided Reading groups GP 1,3,4&5 |                              | Class Story    |
| Thursday  |                               | Phonics       | CP inside and outside AF activities |                       | Maths input | CP inside and outside AF activities | Hand-writing |        | Topic input | Topic activities<br>Guided Reading groups GP 2,3,&4  |                              | Class Story    |
| Friday    |                               | Phonics       | CP inside and outside AF activities |                       | Maths input | CP inside and outside AF activities |              |        | Dough disco | Indoor PE 1.15-2pm                                   | Guided Reading groups GP 2&3 | Learning forum |

Please note PE day!

# What does that look like?

## Continuous Provision

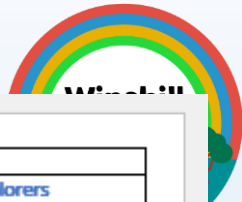
These are the resources available to the children at all times e.g. wooden bricks, cars, cosy corner etc. We may enhance these learning resources, depending on what we observe the children to need, want and enjoy. e.g. we'll put key words in the water area, people in the mark-making area

## Child-led learning

We have our plans, overviews, subjects but surrounding these stipulated subjects, is the rich learning environment the children have access to during the whole school day. They access these areas to consolidate and build upon their own learning in their own special way - that's the magic of Early Years



What will we be  
learning?



| Topic/Theme                                      | Autumn 1                                                                                                                                                                                                  | Autumn 2                                                                                                                                                                                      | Spring 1                                                                                                                                                                                          | Spring 2                                                                                                                                                                                                                  | Summer 1                                                                                                                                                                                                         | Summer 2                                                                                                                                                                                                                                                 |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <b>We Are All Friends Together</b>                                                                                                                                                                        | <b>We Are Woodland Adventurers</b>                                                                                                                                                            | <b>We Are Investigators</b>                                                                                                                                                                       | <b>We Are Storytellers</b>                                                                                                                                                                                                | <b>We Are Off to Africa</b>                                                                                                                                                                                      | <b>We Are Explorers</b>                                                                                                                                                                                                                                  |
| <b>Trips/Visitor</b>                             | N/A                                                                                                                                                                                                       | Visit to local park? Walk around local area?                                                                                                                                                  | N/A                                                                                                                                                                                               | Visit to Burton library?                                                                                                                                                                                                  | Invite zoo into school                                                                                                                                                                                           |                                                                                                                                                                                                                                                          |
| <b>Main Focus Text – Talk 4 Writing Text Map</b> | The Lion and The Mouse                                                                                                                                                                                    | Moon Forest                                                                                                                                                                                   | Thoughts for A Cold Day<br><br>Instruction Writing: How to Make a Colour Wheel.                                                                                                                   | The Wolf's <del>Pancakes</del>                                                                                                                                                                                            | The African Elephant                                                                                                                                                                                             | The Journey                                                                                                                                                                                                                                              |
| <b>Other texts we will read and share</b>        | -Super Duper You<br><br>-Mr Wiggle and Mr Waggle<br><br>-Why Do I Have to Go to School?<br><br>-Hello Friend<br><br>-Owl Babies<br><br>-My Big Fantastic Family Families<br>Colour Monster goes to school | -Counting Creatures<br><br>-The Gruffalo<br><br>-Tree: Seasons Come Seasons Go<br><br>-My First Book of Woodland Animals<br><br>-The Foggy <del>Foggy</del> Forest<br><br>-I Hear You, Forest | -Lulu Loves Flowers<br><br>-Bloom<br><br>-From seed to sunflower<br><br>-The Crayons Book of Colours<br><br>-Mixed: A Colourful Story<br><br>-The Black Book of Colours<br><br>-Bear Sees Colours | -The Enormous Turnip<br><br>-The Three Billy Goats Gruff<br><br>-Little Red Hen<br><br>-We're Going on a Bear Hunt<br><br>-Cinderella<br><br>-Hansel and Gretel<br><br>-The Magic Porridge Pot<br><br>-Mr Wolf's Pancakes | -Greedy Zebra<br><br>-Lila and The Secret of Rain<br><br>-One Day on Our Blue Planet: In the Savannah<br><br>-All the Animals Were Sleeping<br><br>-Hot Hippo<br><br>-Baby Baboon<br><br>-Over in the Grasslands | -The Train Ride<br><br>-The Hundred Decker Bus<br><br>-We Catch the Bus<br><br>-Lost and Found<br><br>-William Bee's Wonderful World of Things That Go<br><br>-Wheels: The Big Fun Book of Vehicles<br><br>-Mr <del>Gumpy's</del> Outing<br>Mrs Armitage |
| <b>Phonics</b>                                   |                                                                                                                                                                                                           |                                                                                                                                                                                               |                                                                                                                                                                                                   |                                                                                                                                                                                                                           |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                          |
| <b>Graphemes</b>                                 | Phase 2<br>s a t p i n m d g o c k c k e u r h b f l                                                                                                                                                      | Phase 2<br>ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (hats sits) • words ending -s /z/ (his) and with -s /z/ added at the end (bags)                     | Phase 3<br>ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words                                                                                                | Phase 3<br>Review Phase 3 • longer words, including those with double letters • words with -s /z/ in the middle • words with -es /z/ at the end • words with -s /s/ and /z/ at the end                                    | Phase 4<br>Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /id/ /ed/, -est                  | Phase 4<br>Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words and compound words                                               |
| <b>Tricky Words</b>                              | is I the                                                                                                                                                                                                  | put* pull* full* as and has his her go no to into                                                                                                                                             | was you they my by all are sure pure                                                                                                                                                              | Review all taught so far                                                                                                                                                                                                  | said so have like some come love do were here little says there                                                                                                                                                  | Review all taught so far                                                                                                                                                                                                                                 |

# What will we be learning?



|              |                                                                    |                                                                                        |                                                                              |                                                                                                |                                                                                                   |                                                           |
|--------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
|              |                                                                    | she <u>push</u> * he of we me<br>be                                                    |                                                                              |                                                                                                | when what one out<br>today                                                                        |                                                           |
| <b>Maths</b> | Early mathematical experiences<br>Pattern and early number         | Numbers within 6<br>Addition and subtraction within 6<br>Measures<br>Shape and sorting | Numbers within 10<br>Calendar and time<br>Addition and subtraction within 10 | Grouping and sharing<br>Number patterns within 15<br>Doubling and halving<br>Shape and pattern | Securing addition and subtraction facts<br>Number patterns within 20<br>Number patterns beyond 20 | Money<br>Measures<br>Exploration of pattern within number |
| <b>PE</b>    | Introduction to PE Unit 2                                          | Fundamentals Unit 2                                                                    | Gymnastics Unit 2                                                            | Dance Unit 2                                                                                   | Games Unit 2                                                                                      | Ball Skills Unit 2                                        |
| <b>RE</b>    | CREATION/GOD F1<br>Why is the word God so important to Christians? | INCARNATION F2 Why do Christians perform nativity plays at Christmas?                  | Why are some stories special?                                                | SALVATION F3 Why do Christians put a cross in the <u>Easter garden</u> ?                       | What happens in our church?                                                                       | What makes every person special, unique and important?    |
| <b>PSHE</b>  | Being me in my world                                               | Celebrating difference                                                                 | Dreams and goals                                                             | Healthy me                                                                                     | Relationships                                                                                     | Changing me                                               |
| <b>Music</b> | Exploring Sound                                                    | Celebration Music                                                                      | Music and movement                                                           | Musical Stories                                                                                | Big Band                                                                                          | Transport                                                 |

# What will we be learning?



Key points to remember with learning in Reception:

- Learning needs to be fun
- Learning is flexible - these plans are not set in stone. They can and will be changed if needed
- Child choice/ preference will allow the child to be more engaged in their learning
- Learning through play is the basis of the framework because research has shown this is how children of this age learn best

# Beginning and End of Day Procedures



- Children will enter through the Reception Gate.
- Mrs Stringer /Mrs Friend or another member of the Reception team will greet you and your child every morning.
- At the end of the day children will be dismissed from the playground, please wait behind the barrier.
- Pupils will only be released to a familiar adult over the age of 14, if you wish your child to be collected by somebody different, please inform the school office at the earliest opportunity so they can get the message to the Class Teacher by the end of the day. If someone different comes to collect we will have to phone the contact on the contact list before dismissing the child.

# Behaviour - Class Dojo



## How can I earn Dojo points to get on the Road to 500?

- ✓ Listen carefully to others.
- ✓ Use kind and polite words.
- ✓ Take care of school property and the environment.
- ✓ Include and support others.

- ✓ Always try your best even when it is tricky.
- ✓ Keep going and don't give up.
- ✓ Work hard to improve your skills.
- ✓ Complete tasks carefully and to the best of your ability.

- ✓ Set yourself goals and work hard to achieve them.
- ✓ Challenge yourself!
- ✓ Show pride in your work.
- ✓ Look for ways to improve and act on feedback.

- ✓ Ask curious question to find out more.
- ✓ Try something new even if it is challenging.
- ✓ Share new facts or ideas with peers.
- ✓ Explore different ways to solve a problem.



- ✓ Use zones of regulation to manage your emotions.
- ✓ Take time to reflect.
- ✓ Make thoughtful choices.
- ✓ Use strategies to support emotions.

- ✓ Include others.
- ✓ Work as part of a team.
- ✓ Show pride in being part of Winshill Village.
- ✓ Help others feel welcome.

- ✓ Take ownership and responsibility.
- ✓ Find solutions.
- ✓ Begin work without waiting to be told.

- ✓ Keep trying and never give up.
- ✓ Learn from mistakes.
- ✓ Act on feedback.
- ✓ Believing in yourself.

- ✓ Do something amazing that really impresses others through your work, effort, achievement, or creativity.



Great choices today,  
big rewards tomorrow!



# Behaviour - Class Dojo





# School Uniform Expectations



## Boys

Grey or black trousers or shorts.

Plain white or school logo polo shirt.

Plain red or school logo sweatshirt  
or fleece.

Black shoes.

ALL UNIFORM  
INCLUDING SHOES  
NEEDS TO BE  
NAMED.

## Girls

Grey or black trousers or skirt.

Plain white or school logo polo shirt or blouse.

Plain red or school logo sweatshirt, cardigan  
or fleece.

Black shoes.

**STIKINS**<sup>®</sup>  
NAME LABELS

## Boys and Girls

# PE Kits



- White or red T-shirt, black shorts, black pumps.
- Outdoor trainers and black or grey jogging trousers.
- School jumper or cardigan or red school hoodie.
- Long hair must be tied back for safety during a PE lesson.
- Jewellery is restricted to one pair of plain ear-studs, however these must be removed for PE.

# OPAL



Please ensure your child brings wellies and waterproof clothing to school for OPAL (Outdoor Play and Learning). All items should be clearly labelled with your child's name and kept in a separate bag that can be left on their peg. This will help your child enjoy outdoor activities comfortably and stay dry throughout the day.



# Water Bottles/Bags



## Water Bottles

- Pupils in Years N - 6 should bring a water bottle to school each day.
- Pupils will get the opportunity to re-fill their bottles with water during the school day.

## Bags

- Bags should be small enough to hang on a peg along with their coat.

## School Equipment

Pupils will be supplied with all the equipment  
They need therefore personal pencil cases should stay at home.



PLEASE NAME THESE!

# Lunch Times



All school meals must be pre-ordered in advance via the My Child at School App.

- Orders must be placed by Friday at 12pm each week for meals for the following week.
- All orders and payments must be made via the My Child at School App.

Reception and Key Stage 1 pupils are entitled to Universal Free School Meals, so there is no need to send a packed lunch.

If you need support using the app, please contact the school office.

# How We Communicate



- School Website
- Dojo
- Tapestry
- MCAS (My Child At School) App

 Mrs Howard will be sending out fortnightly newsletters to keep families informed and updated.

## How We Communicate



It allows parents to:

- Make online payments for meals, trips, and other activities quickly and easily.
  - Order meals
- Strengthen the partnership between home and school, ensuring that families are always informed and involved in their child's learning journey.



# How We Communicate



## School Story

By connecting to your child, you will also see the “School Story” which is a wall of announcements and photos for all parents across school.



## Pupils Learning Journals

Tapestry is a secure, online platform we use to create Learning Journals for each child in Reception. We document their development and learning in line with the Early Years Foundation Stage (EYFS) framework. It allows us to record observations, photos, and comments, and enables you, the parents and carers to view and contribute their own posts, fostering a strong partnership between home and school and providing a record of a child's educational journey.



# How We Communicate



## What do you need to do?

We will send you a personal invite to Class Dojo which includes a QR code and a unique code made up of numbers and letters. You can either follow the QR code or visit the [classdojo.com](https://www.classdojo.com) website.

1. Download the ClassDojo app for iPhone or Android.
2. Sign up as a parent.
3. Type in your code to join the class.



Winshill Village Primary and Nursery School

Class Dojo Code of Conduct Agreement

2025 - 2026



By using Class Dojo, you agree to follow this Code of [Conduct](#) and the usage guidelines outlined in the [Class Dojo Guide](#).

- Class Dojo is an online platform designed solely to support and communicate learning at home and in school.
- Class Dojo is not a social media platform and must not be used as such.
- Comments on posts should always remain positive, supportive, and focused on learning.
- All messages to staff about anything other than home or school learning should be emailed to [win-office@win.jtmat.co.uk](mailto:win-office@win.jtmat.co.uk) or parents should contact our main school office on 01283 247570.
- Parents are expected to follow the guidance in the "What Can Parents Share" section of the Class Dojo Guide.
- Staff will use Class Dojo only between the hours of 8:30am and 4pm, Monday to Friday. There is no expectation for staff to access the system or reply to messages outside these times.
- During class time, teachers' priority is the teaching and learning of the children. They will therefore be unable to respond directly to messages during lessons.
- Please do not assume that a teacher has read a message during learning time.
- Any messages requiring immediate attention should be directed to the school office using the contact details provided above.

# Homework

- All children are asked to read at home at least three times per week - the children will bring home a library book and a book we have shared at school. This book will be linked to their phonics
- Please can all parents sign their reading diary.

## Key take-home messages

- Please label all items your child brings into school
- Please only send your child with what is necessary for school
- Please sign up for your Tapestry accounts so we can begin showing you their amazing learning
- Please ensure you read with your child every night and sign the reading diaries
- Please ensure reading diaries/ folders are brought back daily containing reading diaries, library book and phonic books
- Please can we kindly ask that any resources and equipment that are set up in the reception outside area are not touched by children as they enter and leave school via the reception door



Most importantly if you have any concerns, niggles or even (what you may consider) a silly question, please just ask. Myself or another member of our team will always be here to help.

Your children are at the heart of everything that we do and they are our priority.

# WELCOME TO RECEPTION



Any Questions?