

WELCOME MEETING



Lilliput C of E Infant School

Loving one another, respecting one another, serving one another.

Reception

AGENDA FOR THE SESSION

Thank you joining us this evening - this presentation will be saved on the website.

- Meet the team
- EYFS Curriculum
- School Curriculum
- Timetables / Key dates
- Trips and Performances
- Assessment and Marking
- Maths
- English
- Vision and Values
- Growth Mindset
- Homework
- Behaviour
- Rewards
- Attendance
- Contact
- Questions

SENIOR LEADERSHIP TEAM

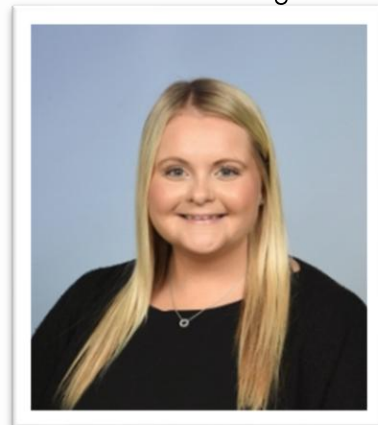
Headteacher
Mr Allington



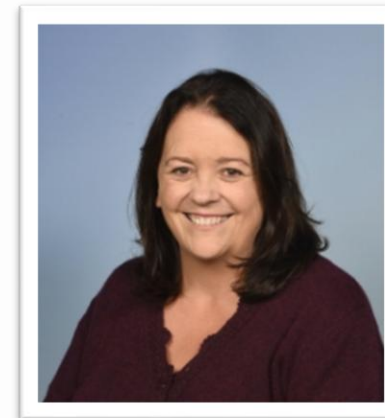
Assistant Headteacher
Attendance and Behaviour
EYFS Leader
Mr Fleet



Assistant Headteacher
Inclusion and Personal development
Year 1 Leader
Miss Perry



Assistant Headteacher
Achievement and teaching
Year 2 Leader
Mrs Chinchin



SENCO
Miss Smith



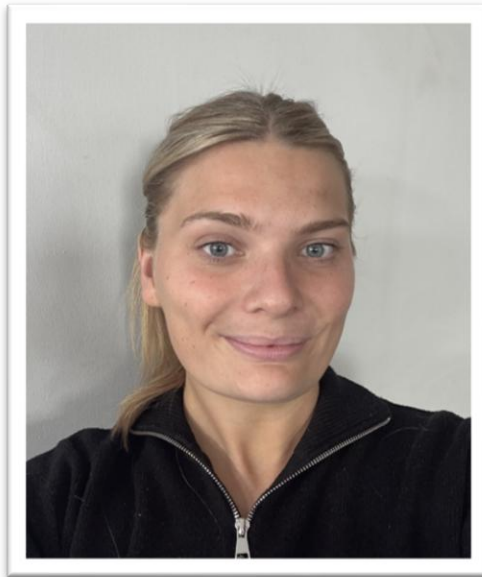
Ladybirds

Mr Fleet, Mrs Fawcett & Miss Carter



Caterpillars

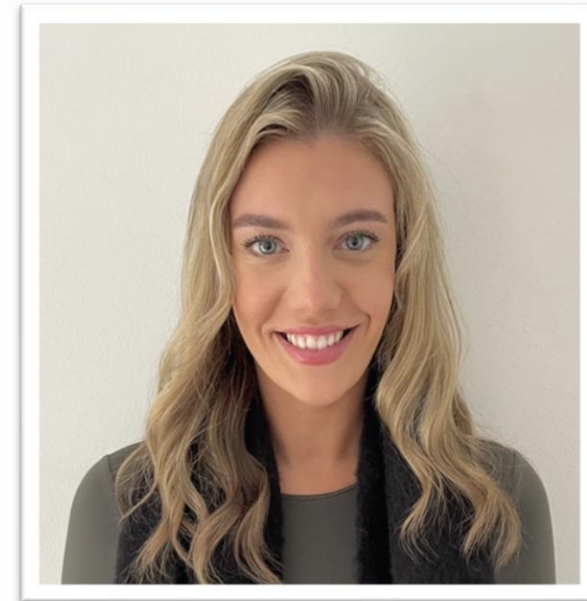
Miss Turner, Mrs Roberts & Miss Prieur



MEET THE TEAM

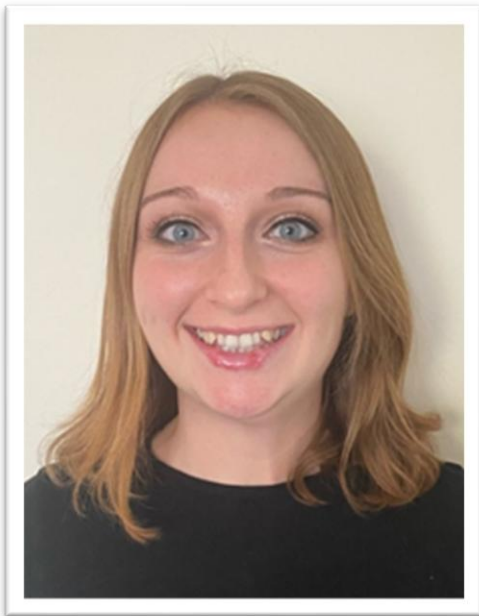
Beetles

Miss Smith, Mrs Gregory & Miss Hunneyball



Bumblebees

Miss Mott, Mrs Moxham & Mrs Broadley



EYFS CURRICULUM

Your child will be learning new skills, knowledge and demonstrating their understanding through 7 areas of learning.

Children should typically develop the 3 **prime areas** first.

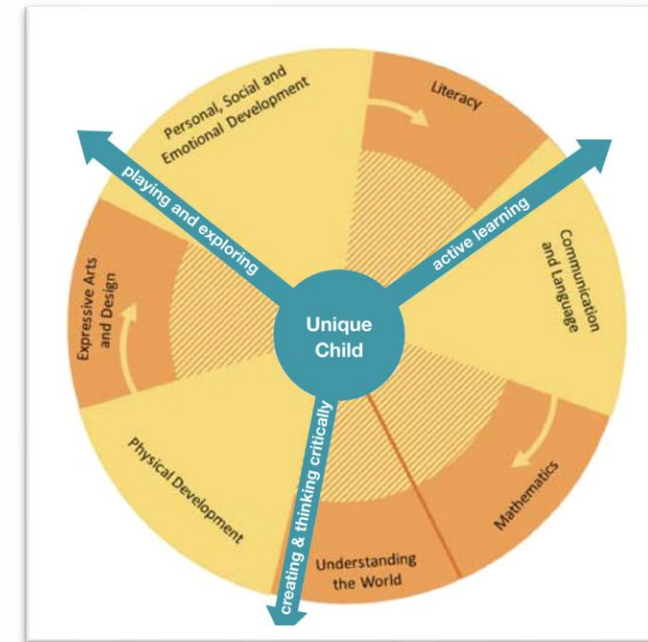
These are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

As children grow and develop, the prime areas will help them to learn skills in 4 **specific areas**.

These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



The 7 areas of learning are broken down into 17 Early Learning Goals (ELGs). The ELGs describe the goals that children are expected to achieve by the end of their Reception year. The ELGs are not the curriculum; rather, they provide an end-point measure of children's learning and development. At the end of the Reception year, children's attainment against the ELGs is reported as either Emerging or Expected in their school report..

EYFS CURRICULUM

ELGs Breakdown

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

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.

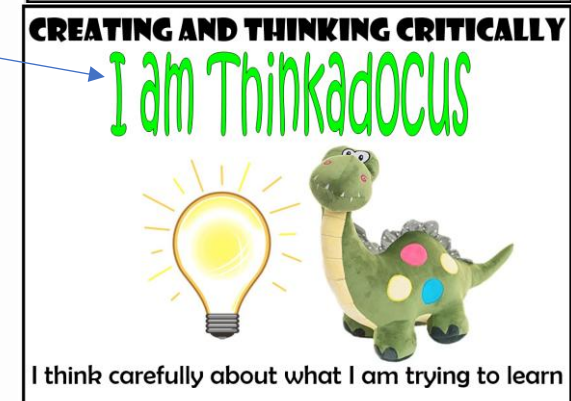
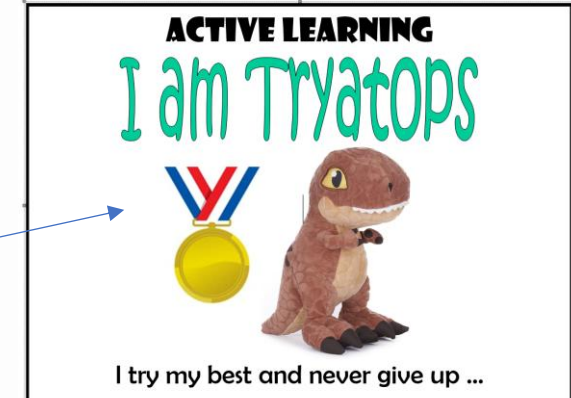
Characteristics of Effective Learning

Alongside the knowledge and skills that children develop, we support and value the **process of learning** throughout Reception. The EYFS team observe how children learn, recognise that children develop at different rates, and adapt our teaching and provision to meet their individual needs.

The three Characteristics of Effective Learning are:

- **Playing and Exploring** - children investigate and experience things and are willing to have a go. We call it 'Explorasaur'.
- **Active Learning** - children concentrate and keep trying when they encounter difficulties, and enjoy their achievements. 'Tryatops'.
- **Creating and Thinking Critically** - children develop their own ideas, make links between ideas, and develop strategies for doing things. 'Thinkadocus'.

These characteristics describe how children learn and are woven throughout the EYFS curriculum and the experiences provided in Reception.



RECEPTION BASELINE ASSESSMENT

- The RBA is a statutory assessment of children's early mathematics and early literacy, communication and language skills.
- It must be administered within the first 6 weeks of a child starting Reception.
- The assessment is a short, interactive and practical assessment. Children respond to questions by interacting with a touchscreen device, responding verbally to the practitioner and, for some questions, using physical resources such as toy bears.
- The assessment is administered one-to-one by the class teacher.
- The purpose of the RBA is to provide a starting point for measuring cohort-level progress from Reception to the end of Key Stage 2 (Year 6) for the DfE. It is not used to judge individual children, and there is no pass or fail.
- The RBA is not intended to replace schools' own baseline assessments. Alongside the statutory RBA, we carry out our own Literacy and Mathematics baseline assessments. These help us to understand each child's individual starting points and inform our planning, teaching and provision so that we can support every child to make progress.

For more information on how this information is used go to the DfE website:

<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents/reception-baseline-assessment-information-for-parents>

CURRICULUM OVERVIEW

A copy of our year plan can be found on our website:

<https://www.lilliput.poole.sch.uk/page/?title=Planning+Overview&pid=43>

Topics:

- ❖ All About Us
- ❖ Houses & Homes
- ❖ Land & Sea
- ❖ People That Help Us
- ❖ Adventure Stories
- ❖ Our Country

 Lilliput CE Infant School Year R Curriculum Overview 2026-27						
Year R Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Us	Houses and Homes	Land and Sea	People That Help Us	Adventure Stories	Our Country
School Values	Generosity	Compassion (Love)	Courage	Forgiveness	Friendship	Respect
Celebrations	Birthdays	Christmas Hanukkah Diwali Remembrance Sunday	New Years' Eve Epiphany Chinese New Year Shrove Tuesday/Ash Wednesday Mothering Sunday Holi	Lent Easter Ramadan/Eid	Ascension	End of year Father's Day
British Value	Rule of Law	Mutual Respect	Democracy	Individual Liberty	Tolerance of those of different faiths and beliefs	Tolerance of those of different faiths and beliefs
Growth Mindset Focus	Self Confidence	Asking for help	Resilience	Helping others	Being a good person	Transition
Trips and experiences		Christmas celebrations	Creepy Crawly company	Visitors into school to talk how their jobs		Sport week activities Compton Acres Trip
Focus Texts	Kippers Birthday Spot goes to School We are Family The Colour Monster People Why Should I brush my teeth	The Bible - Christmas Story Kipper Christmas Eve Jolly Christmas Postman Pete the Cat - Rocking my school shoes One Year with Kipper	Please help planet Earth Little People -David Attenborough Tiddler What a Waste What did the Tree See?	The Oak Tree A stroll through the Seasons Busy People books: -Firefighter -Vet -Doctor -Police Officer	Room on the Broom Jasper Beanstalk Zog The Gruffalo Tale of Peter Rabbit One Year of Kipper Three Billy Goats Gruff	Little People: -Jessie Owens -Billie Jean King -King Charles Ladybird Heard Holiday Jasper Beanstalk Stroll through the Seasons

CURRICULUM OVERVIEW

More detailed topic newsletters will also be available every half term on our website.

0
Birth of Jesus

2020-2021
We were born

2025-26
Our 5th Birth - day

All About Us

Vocabulary	Meaning
Community	A group of people living in a particular place
Birthday	A day when you celebrate the day you were born
Family	A group of people that are special to you and that you love
Street	A road in a city, town, or village with houses and buildings on one or both sides
Hobby	An activity that someone enjoys
Unique	The only one of its kind; unlike anything else
Celebration	A party or other special event on an important or special day e.g. Christmas birthdays
Values	Something that is important to you

Key questions

What can you do now that you couldn't do when you were a baby?
What school do you go to?
Can you name people in your family and describe them?

Key texts



Our 'Must Haves' introduced in Autumn 1

History

To know one thing that I can do now that I couldn't do when I was a baby
To say one thing that has changed about me over time
To know that events come in sequence for example in the school day

Geography

To know that we go to Lilliput School on Lilliput Road
To know I live in Poole/Bournemouth
To recognise parts of the school on a simple map

RE

To know what makes us special
To know special traditions we have in our family
To know that Jesus is special and wants to look after people
To know that there are other religions

DI

To select appropriate resources and say what I am going to make
To use the language of designing and making e.g. join, build, shape, mix, longer, shorter
To construct with a purpose in mind
To select appropriate materials, tools and techniques needed to shape, assemble and join materials
To use scissors to cut paper
To handle equipment and tools safely and effectively (with support)
To identify what I like about it and one thing to improve
To know that materials can be joined together in different ways

Art

To talk about what I want to make and how
To use chalk, crayons, pencils, felt tips, paint as drawing tools
To mix colours and describe the changes I see
To use the primary colours and name them
To look at the work of an artist and say what I see
To talk about what I like or dislike about an artist's work

PE/Physical Development

To move and stop safely
To identify and find a personal space
To use core muscles to sit upright with a straight back
To move around obstacles

Ignare (PSHE)

To play with others cooperatively
To consider others' feelings
To know that some people are different from me
To know that hands can be used kindly and unkindly

Science

To talk about different types of weather (rain, sun, snow, wind)
To describe what I can see, hear and feel whilst outside
To talk about changes I notice with seasons
To know and label four body parts (head, arms, legs, feet)
To name four healthy foods (apple, bananas, carrots, peas)
To know that sugar is bad for our teeth

Reception - Autumn 1

Value of the half term: Generosity

Communication and Language

- The children will be continually developing their language skills through play and interactions with other children and adults.
- They will be exposed to new and familiar books to support language development.
- They will be presenting their 'Wonderful Work' produced in Play to Learn to support development in language as well as in personal, social and emotional development.

Phonics

- Please refer to the Autumn overview for sounds taught this term (Phase 2)
- The children will be starting to blend and segment words.
- Please help your child by reading daily

Maths

- We will be matching and sorting, comparing amounts, size, mass and capacity, exploring simple patterns.
- We will be subitising numbers within 10, ordering and counting with fluency and confidence.

Science

- The children will be talking about weather and looking at seasonal changes in autumn.
- We will be labelling body parts (head, arms, legs, feet).
- The children will be learning about healthy eating and making healthy choices, including talking about fruit and vegetables.
- We will be investigating the effect that sugar has on our teeth.

Art/ D.T

- Our artist of the half term is Andy Warhol and the children will be looking at portraits/ self portraits and having a go themselves. They will be learning the primary colours.
- Within DT the children will be selecting resources in the continuous provision to create models and join materials.

Music

- The children will be singing and enjoying familiar songs and rhymes linked to rhyming and number.
- We will be using our 'Jolly Music' lessons to talk about pulse.

PSHE

- The children will be talking about how to manage their feelings as well as working together as a team
- The children will be learning rules at school to ensure their behaviour is demonstrating the Lilliput Way.

RE

- Our topic this half term is 'Special People'
- Children will be talking about what makes them special as well as talking about special people in their own lives.

PE

- The children will be starting their PE lessons and will be getting themselves dressed into their PE kits and then back into their uniform.
- During PE the children will be learning to move and stop safely, identify personal space, use core muscles and move around obstacles.

Hook

The children will bring in their homework, showing photos of the important people in their life as well as photos of them as a baby, toddler and now.

Fab Finish

Our topic will end with a 'Celebration of Me' day when the children can come to school dressed in their favourite outfit. This will be the final day of this half term.

British Values

The rule of law
Discussing and deciding on important class rules.

Partnership with parents

We would love for the children to wear their favourite outfit for our Celebration Day on the last day of half term. (sensible shoes please).

Reading

Please send in any WOW moments from home! This could be a sporting or personal achievement outside school.

Wow Moments

The email address is:
EarlyYears@lilliputcoastalpartnership.co.uk



Love

Respect

Serve

A 'TYPICAL' WEEKLY TIMETABLE

'What did you do today?'

- Blend of core subject whole class teaching, adult led activities and play to learn opportunities.
- PE is on a Friday known as our 'Fun Fit Fridays!' PE kits need to be in ASAP.
- PPA - Tuesday PM
- Start attending whole school Worships soon.

Reception Timetable 2026 Autumn Term Week 4					
	Monday EYF'S MEETING INDIVIDUAL SCHOOL PHOTOS	Tuesday	Wednesday Welcome Talk: EYF'S: 5.30-6.15pm	Thursday STAFF MEETING	Friday
8.30-8.40	Funky Fingers	Funky Fingers	Funky Fingers	Funky Fingers	Funky Fingers
8.40-8.45	Register	Register	Register	Register	Register
8.45-9.00	Topic input	Topic input	Topic input	Topic input	PE OUTSIDE BB 9.30 - 10 C 10 - 10.30 INSIDE L 9.30 - 10 B 10 - 10.30
9.00-10.30	Play to Learn 9.00 - 9.45 SF 9.45 - 10.30 DR	Play to Learn 9.00 - 9.45 LH 9.45 - 10.30 JC	Play to Learn 9.00 - 9.45 JA 9.45 - 10.30 LH	Play to Learn 9.00 - 9.45 DR 9.45 - 10.30 JA	
10.30 - 10.40	Mastery input	Mastery input	Mastery input	Mastery input	
10.40 - 11.00	Worship	Worship	Worship	Worship	Worship
11.00-11.30	Phonics	Phonics	Phonics	Phonics	Phonics
11.30 - 11.35	Song & Rhyme Time	Song & Rhyme Time	Song & Rhyme Time	Song & Rhyme Time	Song & Rhyme Time
11.35 - 12.45	Lunch 11.45 - 12.45 = Teachers				
12.45 - 12.50	Register	Register	Register	Register	Register
12.50 - 1.00	White Rose & Activity	White Rose & Activity	White Rose & Activity	White Rose & Activity	White Rose & Activity
1.00-2.00	Play to Learn 1.00 - 1.30 JA 1.30 - 2.00 LH	Play to Learn 1.00 - 1.30 DR 1.30 - 2.00 JA	Play to Learn 1.00 - 1.30 JC 1.30 - 2.00 DR	Play to Learn 1.00 - 1.30 LH 1.30 - 2.00 SF	Play to Learn
2.00-2.30	Lovely Letters	Lovely Letters	Lovely Letters	Lovely Letters	Lovely Letters
2.30-2.45	JIGSAW Share photographs of favourite things together	Music	RE	Jigsaw	Stars of the Week
2.45-2.50	Storytime	Storytime	Storytime	Storytime	Reflection Mascot Home
2.50 - 3.00	Collect home belongings Home time				

TRIPS & EXPERIENCES

Creature Teachers (approx. £5)

All Classes - January.

Land & Sea topic launch

Compton Acres (Approx. £5)

Beetles & Bumblebees - Tuesday 29th June

Ladybirds & Caterpillars - Wednesday 30th June

Parent / carer helpers required for this trip - More information on how to sign up to help closer to the time.

PERFORMANCES

Class Worships

Class worships all start at 2.30pm in the school hall on the following dates:

- Ladybirds - Thursday 22nd April
- Beetles - Thursday 29th April
- Bumblebees - Thursday 6th May
- Caterpillars - Thursday 20th June

Christmas Musical

Christmas Nativity performance through songs in the school hall will start around 9am. Dates are:

- Ladybirds & Caterpillars - Tues 8th December
- Beetles & Bumblebees - Weds 9th December

ASSESSMENT AND MARKING

In line with the EYFS approach to learning and development, there is no requirement to produce or record evidence to support assessment judgements. Teachers use their professional knowledge, observations and interactions with children to understand their learning and development.

The children will have a writing book as their main piece of physical learning. Much of children's learning takes place through play, practical experiences, conversations and adult interactions, and does not need to be recorded in books or learning journeys.

For teacher/adult-led learning, we use:

- Positive Pink: celebrating successes and identifying what the child has achieved.
- Growing Green: identifying areas for development and supporting the child's next steps.

We will discuss your child's progress and next steps during parents' consultation evenings and in their annual report.

MATHS

We have two daily whole-class teaching sessions. We use White Rose Maths and Mastering Number to support our mathematics curriculum and teaching.

Children take part in adult-led mathematics activities, linked to the current area of learning. These activities provide opportunities to practise and consolidate learning, develop fluency and support children's next steps.

All children will work with a teacher or teaching assistant, either individually or in small groups, on a regular basis. Children's individual learning needs and targets will be reviewed and adapted throughout the year as they develop and make progress.

Children are encouraged to apply their mathematical knowledge and skills across all areas of the classroom and outdoor provision during their Play to Learn time. Adults support and extend children's mathematical thinking through interactions, questioning, modelling and play.



WRITING

We have a daily whole class topic input that creates opportunities for awe and wonder and provides a starting point for learning across the wider curriculum.

Each topic input has a literacy focus, where teachers model language and communication, introduce and develop new vocabulary, and support children's early writing skills. The content will include a balance of fiction and non-fiction.

Children take part in adult-led writing activities linked to the topic of the week. Each child will work with their teacher in their writing book to practise and develop key writing skills, such as:

- Letter formation
- Developing phonics and letter-sound awareness
- Pencil control and grip
- Writing letters, sounds, words and simple sentences

Teachers and teaching assistants support and extend children's writing through play and continuous provision, responding to individual needs and next steps.

We have daily whole-class Phonics lessons and Lovely Letters handwriting sessions to develop children's phonics knowledge, letter formation and handwriting skills.

Children are encouraged to apply their developing writing skills and knowledge across all areas of the classroom and outdoor provision during their Play to Learn time.



PHONICS/READING

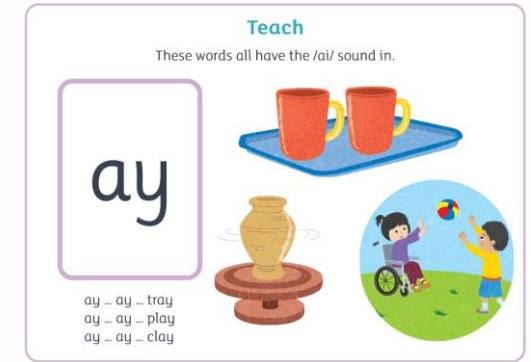
We use and follow guidance from the ELS (Essential Letters and Sounds) phonics programme.



This involves explicitly teaching children the skills of:

- Blending sounds to read words - for example, c-a-t → cat.
- Segmenting sounds to spell and write words - for example, cat → c-a-t.

We will hear your child read 1:1 with an adult at least twice a week. These sessions provide opportunities to practise decoding skills, develop fluency and build confidence.



Early comprehension skills are developed through whole-class story sessions and 1:1 reading sessions, where children are encouraged to talk about characters, events, vocabulary and their understanding of what they have heard or read.

We regularly complete phonics and reading assessments to identify gaps in learning and ensure that children's reading books are appropriately matched to their current phonic knowledge and reading ability.

Reading books will be sent home soon.

PLAY TO LEARN

Play to Learn is the time when children embed and apply their learning, demonstrating what they know and can do through play and exploration.

Children can choose areas of the classroom and outdoor provision to explore, practise and extend their learning. They are encouraged to make independent choices about their activities and select the resources they need.

As the year progresses, children become increasingly independent and confident learners, making choices, solving problems and taking responsibility for their own learning.

At the end of each Play to Learn session, children take part in a short review session, where they have opportunities to talk about what they have been doing, what they have discovered and what they have learnt. We call this 'Share & Shine Time'.

During Play to Learn, staff observe, assess, interact with and support children's learning through a play-based approach. Adults use questioning, modelling, encouragement and purposeful interactions to extend children's thinking and support their individual next steps.

HOME READING

We send home two books at a time. Initially, children may bring home wordless books as they begin to develop their letter-sound knowledge. These books provide opportunities for children to develop storytelling, vocabulary and comprehension skills.

As children progress, some may receive a third book specifically selected to support gaps in their phonics or letter-sound knowledge. These books provide additional opportunities to practise specific sounds at home.

Your child's Home Link Book will be checked once a week, and a member of staff will acknowledge the reading that has taken place at home. •

We have moved away from writing comments in Home Link Books every time we read with your child. This makes our reading systems more efficient and allows us to spend more time reading with children. Children continue to read regularly with adults in school, as reading is a core part of our teaching and learning at Lilliput.

We encourage you to read with your child every day for approximately 10 minutes. Regular reading at home helps children develop confidence, vocabulary and fluency. Please record your child's home reading in their Reading Link Book.

Book bags will be sent home every day. Reading days will vary from week to week, so please ensure that your child's reading and Home Link Books are brought into school every day. Books will be changed on a designated day according to your child's colour group.

Book changing days:

Monday - Red Group

Tuesday - Blue Group

Wednesday - Green Group

Thursday - Yellow Group

Friday - Purple Group

MYSTERY READER

To promote a love and excitement for reading, we invite a member of each child's family to sign up to come into school and read a story to the class.

The exciting part is that the children won't know who their Mystery Reader will be!

We will put a sign-up sheet outside each classroom entrance so that families can choose a Monday afternoon to take part in this year's 'Mystery Reader'.

Mystery Reader sessions will take place on Monday afternoons at 2:45pm. If you have signed up, please arrive at the school office just before 2:45pm, and a member of the team will bring you to the classroom.

We look forward to welcoming you into school and sharing a special story with the children! 📖 ✨

Mystery Reader!		
Bumblebees		Please sign up here:
Thank you for inspiring a love of reading at our school!		
MONDAY	30 th September 2024	
MONDAY	7 th October 2024	
MONDAY	21 st October 2024	
Half term		
MONDAY	4 th November 2024	
MONDAY	11 th November 2024	
MONDAY	18 th November 2024	
MONDAY	25 th November 2024	
MONDAY	2 nd December 2024	
MONDAY	9 th December 2024	
MONDAY	16 th December 2024	
Half term		
MONDAY	13 th January 2025	
MONDAY	20 th January 2025	
MONDAY	27 th January 2025	
MONDAY	3 rd February 2025	
MONDAY	10 th February 2025	
Half term		
MONDAY	24 th February 2025	
MONDAY	3 rd March 2025	
MONDAY	10 th March 2025	
MONDAY	17 th March 2025	
MONDAY	24 th March 2025	
MONDAY	31 st March 2025	
Half term		
MONDAY	28 th April 2025	
MONDAY	12 th May 2025	
MONDAY	19 th May 2025	
Half term		
MONDAY	2 nd June 2025	
MONDAY	9 th June 2025	
MONDAY	16 th June 2025	
MONDAY	23 rd June 2025	
MONDAY	30 th June 2025	
MONDAY	7 th July 2025	

SCHOOL VISION AND VALUES



Each day, we come together for an act of collective worship in the school hall, led by a member of the Senior Leadership Team (SLT).

We also have a weekly reflection time in class, where we explore and reflect on our school value for that half term. This provides opportunities for children to think about how our values can be demonstrated in their everyday lives.

On Fridays, we celebrate the children's achievements in our Star of the Week assembly. One child from each class receives a certificate for demonstrating one of our school values throughout the week. We also celebrate our Class of the Week, recognising the achievements and positive contributions of a class as a whole.

GROWTH MINDSET

We encourage children to have a growth mindset, to be resilient and to learn from their mistakes.

INSTEAD OF...	SAY THIS...
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them



HOMework

We have put together lots of useful information to help you support your child's learning at home. Please explore the school website, where you will find a range of resources specifically for Year R:

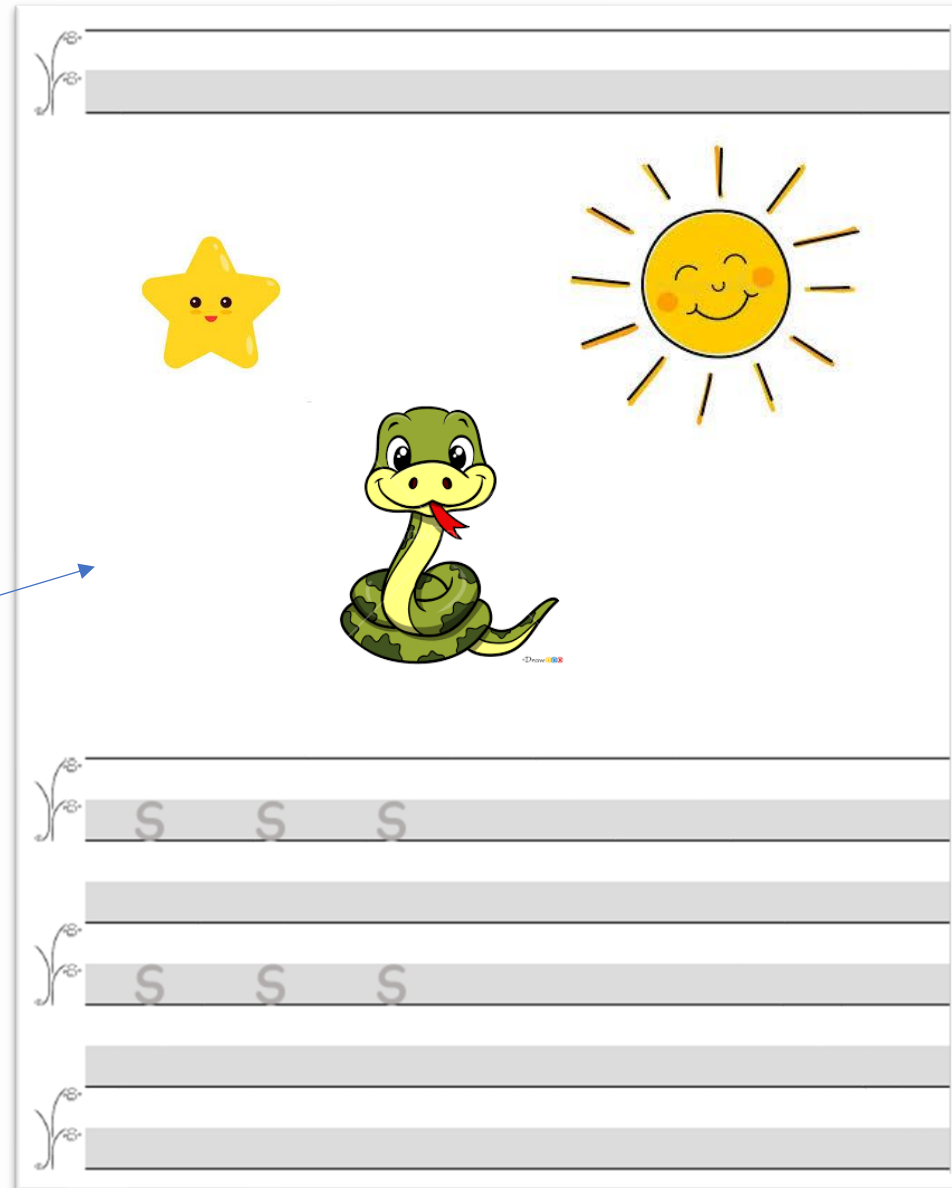
<https://www.lilliput.poole.sch.uk/page/?title=Year+R+Resources&pid=47>

Home Learning logins will be sent home in due course. Your child's login details will be found in the back of their Home Link Book. For example, Oxford Owl for extra online reading opportunities.

The Home Phonics Booklet will be sent home every Friday and should be returned to school by the following Thursday for marking. The booklet contains the phonics sounds we have learned during the week and provides an opportunity for you to support your child in practising reading and writing these sounds at home.

Please complete only the four letters introduced that week and avoid working ahead. This will help to ensure that your child is practising the sounds in line with what they have been taught in school.

If you have any questions, please don't hesitate to ask.



OUR BEHAVIOUR POLICY



The Lilliput Way

Loving one another, respecting one another, serving one another.



Love



Respect



Serve

We show love by...

-  Using kind hands and words.
-  Offering help and support to those who need it.
-  Showing good manners to adults and our peers.
-  Including people in our games.

We show respect by...

-  Following the rules.
-  Looking after the school and everything in it.
-  Raising my hand when I want to speak.
-  Showing 'wonderful walking' and 'super sitting'.
-  Working hard in lessons.

We serve others by...

-  Being a role model to my peers, especially those who are younger than me.
-  Keeping the school clean and tidy.
-  Contributing my thoughts and ideas.
-  Helping those in need.
-  Supporting others to show the 'Lilliput Way'.



Key Shared Language

Loving one another, respecting one another, serving one another.



Love



Respect



Serve



Wonderful Walking

Straight backs, sealed lips, hands together.



Super Sitting

Crossed legs and arms, sealed lips, eyes on the speaker.



Marvellous Manners

Ask (don't tell), say please and thank you, greet others.



Choice

Your choice to... is/is not showing our value of... because... We do it the Lilliput Way by...



Chance

We have spoken about your choice to... This is your final chance to show the Lilliput Way by...



Consequence

You are still not showing the Lilliput Way so now I am giving you a C1/C2/C3 which means... At Lilliput we...

OUR BEHAVIOUR POLICY



Emotional Coaching

Loving one another, respecting one another, serving one another.



Step 1: Labelling

Respond and engage with the child by recognising, validating and labelling the feelings that children are experiencing.



- ♥ "I can see that you are feeling..."
- ♥ "I wonder if you feel..."
- ♥ "I would feel... if that happened to me."
- ♥ "It's okay to feel... about... when that happens to you."



Step 2: Limit Setting

Support the child by co-regulating before teaching children about appropriate responses by setting clear boundaries.



- ♥ "While it's okay to feel... it's not okay to..."
- ♥ "Everyone feels... but it's not helpful to..."
- ♥ "Remember, we use words to tell people when..."



Step 3: Problem Solving

When the child is calm and relaxed, explore alternative responses to feelings which are age and stage appropriate.



- ♥ "Let's think about what you could have done instead."
- ♥ "Can you think of a different way to deal with your feelings instead of...?"
- ♥ "What will you do next time you feel like this?"



Promoting Positive Behaviours

Loving one another, respecting one another, serving one another.



Consequences



Adults in School
Choice, chance, consequence.



Consequence (C1)
-1 Dojo Point



Consequence (C2)
-1 Dojo Points
5 minutes of reflection time with class teacher.



Consequence (C3)
-1 Dojo Points
10 minutes of reflection time & visit to Year Lead in first instance, AHT in second and HT in third.



Parents Consulted
Parents informed via conversation with Class Teacher in first instance, AHT in second and HT in third.



Individual Behaviour Plan
Internal referrals such as ELSA, Stormbreak, SENDCo, etc.



Individual Behaviour Plan Review
External referrals to outside agencies to offer specialised support.

Celebrations



Adults in School
Verbal praise given, linked to core values.



Adults in School
Dojos given, linked to core values.



Lunchtime Stars
Classes rewarded with stars for positive lunchtime behaviours. 10 stars earns them a class reward.



Reading Explorers
Children are awarded a certificate for reading 70 times over the term.



Star of Week Certificate
Awarded for embodying core values throughout the week.



Shining Light Award
Awarded for embodying core values throughout the term.

REWARDS

- Star of the Week
 - Linked to our core values of love, respect, serve)



- Dojo points are given and totalled up at the end of the week. The winning class with the most amount of Dojo points receive extra playtime.
- Sports Person of the half term.
- Shining Light Award per term.
- Class Mascots
 - These are sent home every Friday. Please fill in the diary so your child can share their adventures with their friends in class.

HOUSEKEEPING

- Book bags - please ensure you empty your child's book bag every night.
- If your child is being collected by someone not on their going home form, please make sure you have informed the office, especially if they are going to a club.
- Hair longer than shoulder length must be tied up on PE days.
- Water bottles can be purchased from the school office and will be labelled in class. Please ensure your child has their water bottle in school every day - this needs to be a **school water bottle** and only contain water.
- Please avoid bringing in extra items from home e.g. toys, cards, cuddly toys.

HOUSEKEEPING

- Please name all uniform and PE kits, especially jumpers/cardigans, hats, coats, scarves and gloves!
- When the weather gets colder, please ensure that they have warm jogging bottoms, coat, etc as we still go outside for PE.
- Stud earrings only. These must be removed or taped at home on PE days. Please do not send your child in with any jewellery/wrist bands etc. No smart watches please.

Young Carers

- A young carer is a child under 18 who cares for, shares caring responsibilities for, or whose day-to-day life is impacted by someone at home. This could be because a parent, sibling or grandparent has an illness, disability, mental health condition or substance misuse issue.
- Caring responsibilities can affect a child's: Attendance and punctuality, Learning, homework and academic progress, Emotional wellbeing, Friendships and opportunities to socialize, Tiredness and ability to concentrate, Sense of belonging and self-worth
- We provide making memories days, access to ELSA, priority for interventions, support through other agencies, young carer groups
- Email the office if you think you qualify.
- It's all about support!

PUPIL PREMIUM FUNDING

The Pupil Premium grant paid to schools is a government initiative designed to target resources to those pupils deemed to be from a disadvantaged background.

The 2026 - 27 grant is made up of the following for eligible pupils:

- - Pupils eligible for free school meals in the last 6 years - £1,550
- - Looked After Children - £2,690 (Pupil Premium Plus)
- - Children adopted from care - £2,690
- - Children from families with parents in the armed forces - £360

We use the grant in a number of ways to ensure it benefits eligible children in order to help them achieve their potential both academically and socially. The main ways in which the money is spent is:

- To fund or part-fund the provision of Teaching Assistant support for individuals, small groups and classes to help children achieve their academic potential.
- To fund the provision of specific resources and academic interventions to support and improve achievement.
- To fund the provision of Teaching Assistant support for non-academic interventions such as ELSA and Forest School sessions to help increase self-esteem, develop social skills, improve relationships and confidence etc.
- To subsidise school trips, Creative Club before and after school, uniform, extra-curricular clubs, milk subscriptions, visitors and performers to school.

PUPIL PREMIUM FUNDING

Your child might be able to get free school meals if you get any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit. You must also have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018, your household income must be less than £7,400 a year (after tax and not including any benefits you get)

You can find more information on how we specifically spend this funding on our website under the Pupil Premium tab which also includes a link to the [BCP Council's application page](#).

ATTENDANCE

- Children do better if they attend school regularly.
- A child with 96% attendance has actually missed nearly 10 days of school.
- Attendance is monitored at Lilliput and parents will be contacted when their child's attendance dips below 96%.
- Mr Allington will only grant leave of absence from school in exceptional circumstances (defined as rare, significant, unavoidable and short).
- Requests should be made using the Request for Leave of Absence form available on the website or at the office. These must be submitted before any absence is taken.
- Family holidays/breaks and family birthdays are not considered 'exceptional'.
- Absences that are not agreed should not be taken. The Local Authority will issue fines for such unauthorised absences.

KEY DATES



Lilliput CE Infant School 2026-27 Key Dates YEAR R

October
Thurs 1st
Harvest Service (children only)
Wed 7th
EYFS English Workshop 5-6pm
Thurs 15th & Mon 19th
Parent Consultations
26th - 30th Oct
HALF TERM

November
Mon 2nd
Back to School
Weds 11th
Remembrance Day
w/c Mon 16th
Anti-Bullying Week
Weds 18th
EYFS Maths Workshop 5-6pm
Fri 20th
Children in Need
(non-uniform)
Thurs 26th
Advent Service (children only)

December
Tues 8th
Christmas Musical AM
LB / Cat
Weds 9th
Christmas Musical AM
BB / B
Thurs 10th
Christmas Jumper Day &
Christmas Lunch
115pm LB & CA
2:00pm BB & B
Fri 18th
1pm pick-up

January
Mon 4th
INSET
Thurs 7th
Epiphany Service (children only)
Fri 8th
Creature Teachers Topic Hook

February
Mon 14th and Thurs 19th
Parent Consultations
Fri 5th
Number Day (non-uniform)
Tue 9th
Safer Internet Day
Thurs 11th
Lent Service (children only)
Fri 12th
INSET
15th - 19th
HALF TERM

March
Fri 5th
World Book Day (dress-up day)
w/c Mon 8th
Science Week
20th Mar - 9th April
Easter holidays

April
Mon 12th
INSET
Thurs 15th
Easter Service (all welcome)
1:15pm LB & CA
2:00pm BB & B
Tues 20th
Class Photographs
Thurs 22nd
LB Class Workshop
Thurs 24th
B Class Workshop

May
Mon 3rd
BANK HOLIDAY
Thurs 6th
BB Class Workshop
w/c Mon 10th
Christian Aid Week
Thurs 13th
Ascension/Pentecost Service (children only)
w/c Mon 17th
Walk to School Week
Thurs 20th
Cat Class Workshop
31st May - June 4th
HALF TERM

June
Mon 7th
Back to school
Mon 21st
INSET
w/c Mon 21st
Sports Week
Tues 22nd
YR Sports Morning
Fri 25th
Transfer Day
Thurs 26th
Compton Acres Trip
B / BB
Wed 30th
Compton Acres Trip
LB / Cat

July
Mon 13th
End of Year Reports Disseminated
Weds 21st
Last day of term - 1pm pick-up

September
Tues 1st and Weds 2nd
INSET DAYS
Mon 21st
Individual Photographs
Wed 23rd
3:30pm Year R Welcome Meeting

Approx. Trip Costs
Creature Teachers
£5.50
Compton Acres
£5.00



Lilliput C of E Infant School

Loving one another, respecting one another, serving one another.

Academic Calendar for Year 2026-27

Whole School Important Dates

Su	M	Tu	We	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Su	M	Tu	We	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Su	M	Tu	We	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Su	M	Tu	We	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Su	M	Tu	We	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Su	M	Tu	We	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Su	M	Tu	We	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Su	M	Tu	We	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Su	M	Tu	We	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Su	M	Tu	We	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Su	M	Tu	We	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Su	M	Tu	We	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Holidays (School Closed)

INSET Day (School Closed to Children)

Half Day (1pm Pick-up)

Bank Holiday (School Closed)

September
1st and 2nd INSET Days
21st Individual Photographs
23rd Welcome Meetings

November
3rd School Tour (2027-28 starters)
9th Stay & Play Session (2027-28 starters)
10th School Tour (2027-28 starters)
11th Remembrance Day
w/c 16th Anti-Bullying Week
17th School Tour (2027-28 starters)
18th Maths Workshops
20th Children in Need (non-uniform)
26th Advent Services (children only)
30th Stay & Play Session (2027-28 starters)

January
6th INSET Day
5th School Tour (2027-28 starters)
7th Epiphany Services (children only)
11th Stay & Play Session (2027-28 starters)

March
5th World Book Day (dress-up day)
w/c 8th Science Week

May
3rd Bank Holiday
w/c 10th Christian Aid Week
13th Ascension/Pentecost Service (children only)
w/c 17th Walk to School Week

July
19th End of Year Reports Disseminated
19th Leavers Services (if 2 parents welcome)
21st - Last day of term - 1pm pick up

October
1st Harvest Services (children only)
7th English Workshops
7th School Tour (2027-28 starters)
15th & 16th Parent Consultations

December
10th Christmas Services (parents welcome)
10th Christmas Jumper Day and Chorwell's Christmas Lunch
18th - Last day of term - 1pm pick up

February
1st & 11th Parent Consultations
5th NSPCC Number Day (non-uniform)
9th Safer Internet Day
11th Lent Services (children only)
12th INSET Day

April
12th INSET Day
15th Easter Services (parents welcome)
20th Class Photographs

June
21st INSET Day
w/c 21st Sports Week
25th Transfer Day

- If you would like a quick word, then please speak to your class teacher before or after school.
- If you require a longer discussion, please email the year leader email (early.years@lilliput.coastalpartnership.co.uk) that is checked weekly to arrange an appointment or follow up email/call.

Thank you for joining us today!

.