

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



MEET THE TEAM

Ladybirds

Mr Fleet, Miss Prieur & Mrs Fawcett



Caterpillars

Mrs Hill, Mr Allington & Mrs Roberts



MEET THE TEAM

Beetles

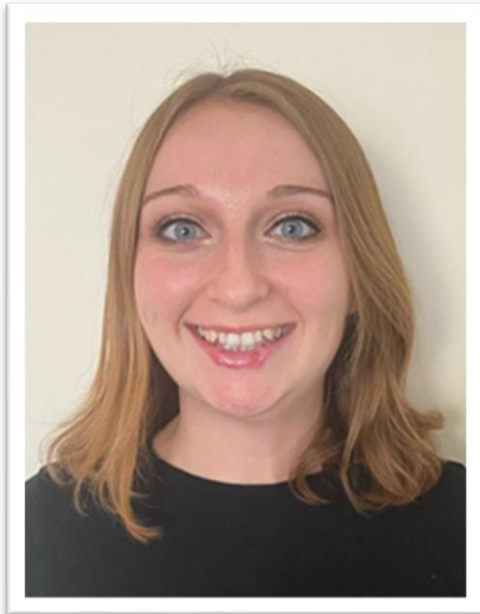
Miss Smith, Miss Andrews & Mrs Gregory



MEET THE TEAM

Bumblebees

Miss Mott, Mrs Engberts & Miss Brewer



EYFS CURRICULUM

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

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

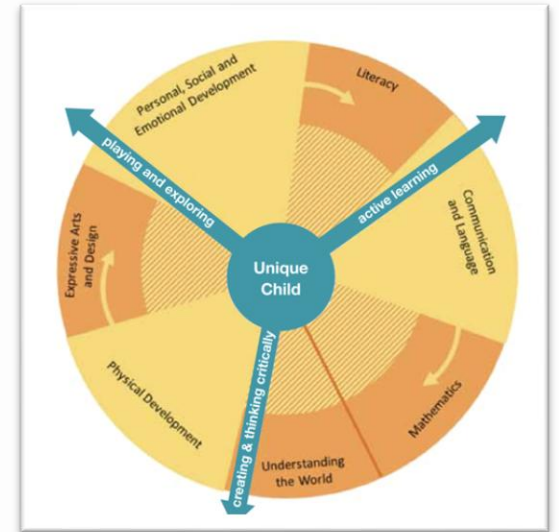
These are:

- 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



These 7 areas of learning are broken down into 17 Early Learning Goals. The Early Learning Goals (ELGs) are the goals children are expected to achieve at the end of their reception year. They are not the curriculum, but an end point measure of what a child should be demonstrating at the end of the Early Years Foundation Stage before they start Year 1.

EYFS CURRICULUM

ELGs

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.

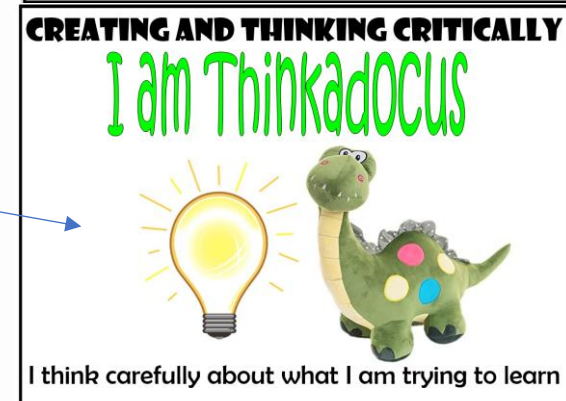
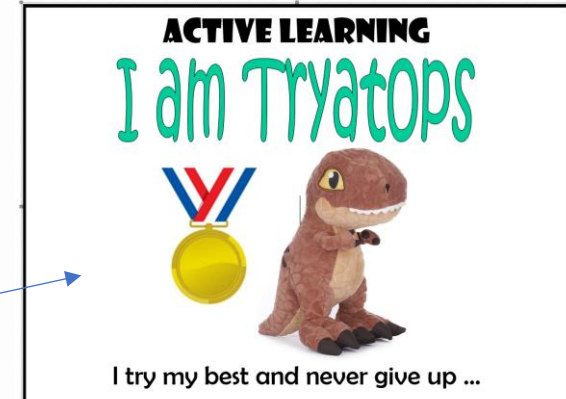
EYFS CURRICULUM

'Characteristics of Effective Learning'

In addition to the knowledge and skills children learn, we support the process of learning in Reception. The EYFS team reflect on the different rates at which children are developing and adjust our practice appropriately. The process is just as important as the outcome.

Three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things, and are willing to 'have a go'.
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



RECEPTION BASELINE ASSESSMENT

- The RBA is a statutory assessment of early mathematics and literacy, communication and language.
- It must be delivered within the first 6 weeks of a child starting Reception. Starting new week.
- The assessment is completed by the class teacher. It is a short assessment that consists of interactive and practical tasks using physical resources and it is recorded on an iPad.
- Results are for the DfE (Department for Education). The purpose of the assessment is to provide the starting point for a progress measure that will help parents understand how well schools support their pupils to progress between Reception and year 6. There is no pass or fail.

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>

- We do our own Literacy and Maths baselineassessments alongside this statutory assessment to inform our next step planning to support your children.

Key dates



Lilliput CE Infant School 2025-26 Key Dates YEAR R

October
Weds 1st
 Harvest Service (children only)
Weds 15th & Mon 20th
 Parent Consultations
Fri 24th
 Children can come to school dressed in their favourite outfit to end our first topic 'All About Us'.
2nd Mon - 31st Oct
 HALF TERM

November
Mon 3rd
 Back to School
Fri 14th
 Children in Need (non-uniform)
Tues 18th
 Remembrance Day
w/c Mon 16th
 Anti-Bullying Week
Weds 26th
 Advent Service (children only)

December
Thu 11th
 Christmas Nativity LB / B
Fri 12th
 Christmas Nativity C / BB
Mon 15th
 Christmas Service (All Welcome) LB / B 115
 BB / CAT 200
Fri 19th
 Christmas Jumper Day
 1pm pick-up

January
Mon 5th
 Parent Consultations
Weds 7th
 Epiphany Service (children only)

February
Weds 4th and Mon 9th
 Parent Consultations
Fri 6th
 Number Day (non-uniform)
Tue 10th
 Safer Internet Day
Fri 13th
 INSET
16th - 20th
 HALF TERM
Mon 23rd
 Back to school
Weds 25th
 Lent Service (children only)

March
Fri 6th
 World Book Day (dress-up day)
w/c Mon 9th
 Science Week
Wed 25th
 Easter Service (All welcome) LB / B 115
 BB / CAT 200
30th Mar - 10th April
 Easter holidays

April
Mon 13th
 INSET
Tues 21st
 Class Photographs
Wed 22nd
 230 LB's Class Assembly
Wed 23rd
 230 CA's Class Assembly
w/c Mon 18th
 Walk to School Week
25th - 29th
 HALF TERM

May
Mon 4th
 BANK HOLIDAY
Mon 6th
 230 BB's Class Assembly
w/c Mon 11th
 Christian Aid Week
Tues 22nd
 Ascension Service (children only)
w/c Mon 18th
 Walk to School Week
25th - 29th
 HALF TERM

June
Mon 1st
 Back to school
Wed 10th
 230 BB's Class Assembly
Mon 22nd
 INSET
w/c Mon 22nd
 Sports Week
Tues 23rd
 YR Sports Morning
Fri 26th
 Transfer Day
Tues 30th
 Compton Acres Trip CA / BB

July
Wed 1st
 Compton Acres Trip LB / BE
Mon 20th
 End of Year Reports Disseminated
Wed 22nd
 Last day (1pm pick-up)

September
Weds 3rd & Thurs 4th
 INSET
Fri 10th
 Deadline for 'All About Us' summer homework task
Wed 24th
 Spm Year R Welcome Meeting
Mon 22nd
 Individual Photographs
 Living Eggs being delivered

Approx. Trip Costs
 Compton Acres -
 £500



Lilliput C of E Infant School

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

Academic Calendar for Year 2025-26

Whole School Important Dates

September 25

24	25	26	27	28	29	30
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				

October 25

24	25	26	27	28	29	30
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				

November 25

24	25	26	27	28	29	30
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				

December 25

24	25	26	27	28	29	30
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				

January 25

24	25	26	27	28	29	30
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				

February 25

24	25	26	27	28	29	30
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				

March 25

24	25	26	27	28	29	30
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				

April 25

24	25	26	27	28	29	30
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				

May 25

24	25	26	27	28	29	30
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				

June 25

24	25	26	27	28	29	30
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				

July 25

24	25	26	27	28	29	30
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				

August 25

24	25	26	27	28	29	30
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
 3rd & 4th INSET Day
 17th Welcome Meetings
 22nd Individual Photographs

October
 1st Harvest Services (children only)
 8th English Workshops
 7th School Tours (2026-27 starters)
 19th & 20th Parent Consultations

November
 4th School Tours (2026-27 starters)
 10th Stay & Play Session (2026-27 starters)
 15th and 16th School Tours (2026-27 starters)
 18th Remembrance Day
 19th Maths Workshops
 19th Children in Need (non-uniform)
 w/c 16th Anti-Bullying Week
 26th Advent Services (children only)

December
 1st Stay & Play Session (2026-27 starters)
 15th Christmas Services (parents welcome)
 19th Christmas Jumper Day (1pm pick-up)

January
 5th INSET Day
 6th School Tour (2026-27 starters)
 12th Stay & Play Session (2026-27 starters)
 7th Epiphany Services (children only)

February
 4th & 9th Parent Consultations
 6th Number Day (non-uniform)
 10th Safer Internet Day
 13th INSET Day
 25th Lent Services (children only)

March
 6th World Book Day (dress-up day)
 w/c 9th Science Week
 25th Easter Services (parents welcome)

April
 13th INSET Day
 21st Class Photographs

May
 4th Bank Holiday
 w/c 11th Christian Aid Week
 19th Ascension Services (children only)
 w/c 18th Walk to School Week
 20th Pentecost Services (children only)

June
 22nd INSET Day
 w/c 22nd Sports Week
 26th Transfer Day

July
 20th End of Year Reports Disseminated
 20th Leavers Services (15-2 parents welcome)
 22nd - Last day of term - 1pm pick up

OUR CURRICULUM OVERVIEW

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

<https://www.lilliput.poole.sch.uk/curriculum/planning-overview>

Topics:

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

 Lilliput CE Infant School Year R Curriculum Overview 2025-26						
Year R Overview	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 8 weeks
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 Celebrations around the World Hands are not for hitting	Please help planet Earth Little People -David Attenborough Tiddler What a Waste What did the Tree See? Hungry Caterpillar Change starts with us	The Oak Tree A stroll through the Seasons Busy People books: -Firefighter -Vet -Doctor -Police Officer The Jolly Postman Ladybird Heard Books	Room on the Broom Jasper Beanstalk Zog The Gruffalo Tale of Peter Rabbit One Year of Kipper Three Billy Goats Gruff What Ladybird Heard	Little People: -Jessie Owens -Billie Jean King -King Charles Ladybird Heard Holiday Jasper Beanstalk Stroll through the Seasons Paddington

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

Language (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!' (Starting Friday - PE kits need to be in ASAP.)
- PPA - Tuesday PM
- Next week start attending whole school Worships.

	Monday	Tuesday	Wednesday	Thursday	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	Worship	Worship	Topic input	Worship
9.00-10.30	Play to Learn 9.00 - 9.45 SF 9.45 - 10.30 DR	Play to Learn 9.00 - 9.45 ME 9.45 - 10.30 SF	Play to Learn 9.00 - 9.45 JA 9.45 - 10.30 ME	Play to Learn 9.00 - 9.45 DR 9.45 - 10.30 JA	Play to Learn 9.00 - 9.45 SF 9.45 - 10.30 DR
10.35 - 10.45	Mastery input	Mastery input	Mastery input	Mastery input	Mastery input
10.45 - 10.50	5 a day	5 a day	5 a day	5 a day	5 a day
10.50-11.20	Phonics ELS	Phonics ELS	Phonics ELS	Phonics ELS	Phonics ELS
11.20 - 11.30	Song & Rhyme Time	Song & Rhyme Time	Song & Rhyme Time	Song & Rhyme Time	Song & Rhyme Time
11.30 - 1.00	Lunch				
1.00-1.10	White Rose & Activity	White Rose & Activity	White Rose & Activity	White Rose & Activity	White Rose & Activity
1.10-2.10	Play to Learn 1.10 - 1.40 JA 1.40 - 2.10 ME	Play to Learn 1.10 - 1.40 DR 1.40 - 2.10 JA	Play to Learn 1.10 - 1.40 SF 1.40 - 2.10 DR	Play to Learn 1.10 - 1.40 ME 1.40 - 2.10 SF	Play to Learn 1.10 - 1.40 JA 1.40 - 2.10 ME
2.10-2.25	Lovely Letters	Lovely Letters	Lovely Letters	Lovely Letters	Lovely Letters
2.25-2.40	Growth Mindset / <u>Stormbreak</u>	Music	RE	JIGSAW	Reflection Mascot Home
2.40-2.50	Storytime	Storytime	Storytime	Storytime	Storytime
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)

Caterpillars & Bumblebees - Tuesday 30th June

Ladybirds & Beetles - Wednesday 1st July

Parent / carer helpers required for this trip.

Class Worships

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

- Ladybirds - Wednesday 22nd April
- Caterpillars - Wednesday 29th April
- Bumblebees - Wednesday 6th May
- Beetles - Wednesday 10th June

Christmas Nativity

Christmas Nativity performance in the school hall will start around 9am (TBC).

Dates are:

- Ladybirds & Beetles - Thursday 11th December
- Caterpillars & Bumblebees - Friday 12th December

Assessment and Marking

There is no longer an evidence requirement to support judgements following the EYFS ethos of learning. Children will only have a writing book as 'physical' learning evidence this year.

- Adult led marking - 'positive' pink (identity successes) and 'growing' green (areas of improvement).

Assessments:

- RBA
- Phonic sound tracking over the year.
- Maths assessment grids.
- We will discuss your child's progress and next steps during parents' consultation evenings and in their annual report.

Maths in REC

- We have 2 daily whole class teaching sessions.
- We use 'White Rose Maths' and 'Mastering Number' as our schemes of work.
- Adult led maths activity linked to the area of learning that week to support learning retention and next steps.
 - Each colour group will work with teacher and TA according to individual needs and targets as they change over the year.
 - Children apply learnt maths skills and knowledge in all areas of the classroom and outdoor provision in their 'play to learn' time. Adults support this through play.



Writing in REC

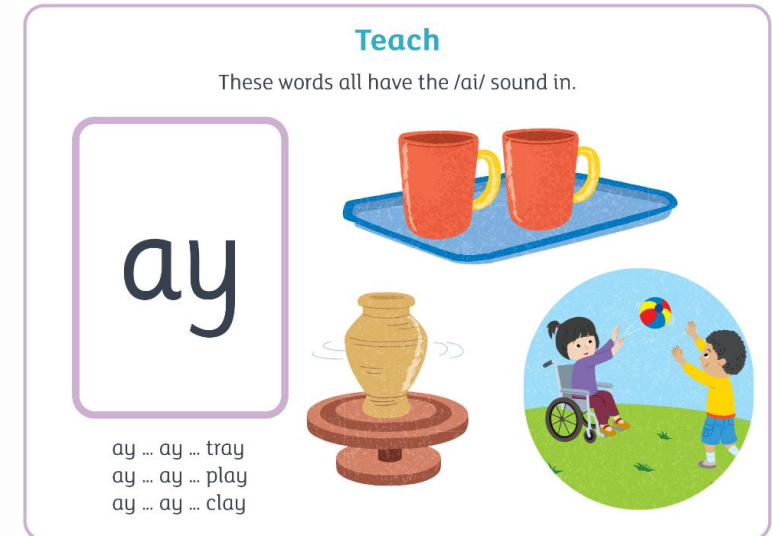
- Daily whole class topic input creates our 'awe and wonder' learning for the morning that links to the wider curriculum.
- Each topic input has a literacy focus where teachers model writing. Content will vary between non-fiction and fiction.
- Adult led writing activity will link with the topic of the week. Each child will work with their teacher in their writing book practising key writing skills.

E.g. letter formation, letter sound phonics awareness and pencil grip.

- Teacher and TA will support writing in play according to individual needs and targets.
- We have daily whole class phonic lessons and handwriting 'Lovely Letters' sessions.
- Children apply learnt writing skills and knowledge in all areas of the classroom and outdoor provision during their 'play to learn' time.

Reading in REC

- We use and follow guidance from the scheme ELS.
- This involves teaching skills of blending sounds to read (c-a-t = cat) and segmenting sounds to write (cat = c-a-t).
- We will hear your child read l:l with an adult a minimum of twice a week.
- Early comprehension skills are developed during whole class stories and l:l reading sessions.
- We regularly complete phonic and reading assessments to identify gaps and accurately match a child's reading book to their ability.
- Books will be sent home soon.



Play to Learn

- This is the time where the children embed their learning and show us what they can do in the provision.
- The children can freely choose an area of the classroom or the outdoor area to explore their learning.
- They become very independent in their learning and select their own resources.
- The children will be part of a review session to talk about what they have been doing and what they have learnt at the end of each play to learn. We call this 'Share & Shine time'.
- Staff will assess and support learning in the environment in a play-based approach.

Home Reading

- In Reception we send home 2 books at a time. Expect wordless books to begin with as children begin to learn letter sounds. Some children in time may receive a 3rd book that targets letter sound gaps that can be practised at home.
- Once a week your child's home link book will be checked and a member of staff will acknowledge the reading happening at home. Children will be rewarded with a Dojo point for 3+ reads and 2 Dojo points for 5+ reads.
- We have moved away from writing comments in home link books every time we read with your child making reading more efficient and this allows us to read with more children. Your children are still being read with in school regularly - it is a core principle of our teaching of reading at Lilliput.
- We encourage you to read with your children daily (approximately 10 minutes per day) to build fluency. Please write in their reading link books.
- Book bags will be sent home everyday. Reading days will vary week by week so please ensure that reading and link books are in school everyday. Books will be changed on a selected day to match 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 an excitement for reading, the idea is someone from each child's family signs up to read a story to the class and it's a surprise who it could be!
- Tomorrow we will be putting up a sign-up sheet outside of each classroom's entrances to start this year's 'Mystery Reader'!
- The dates are Monday afternoons at 2:45pm. Please come to the school office just before and a member of the team will bring you down.
- We look forward to welcoming you into school to read to the class 😊

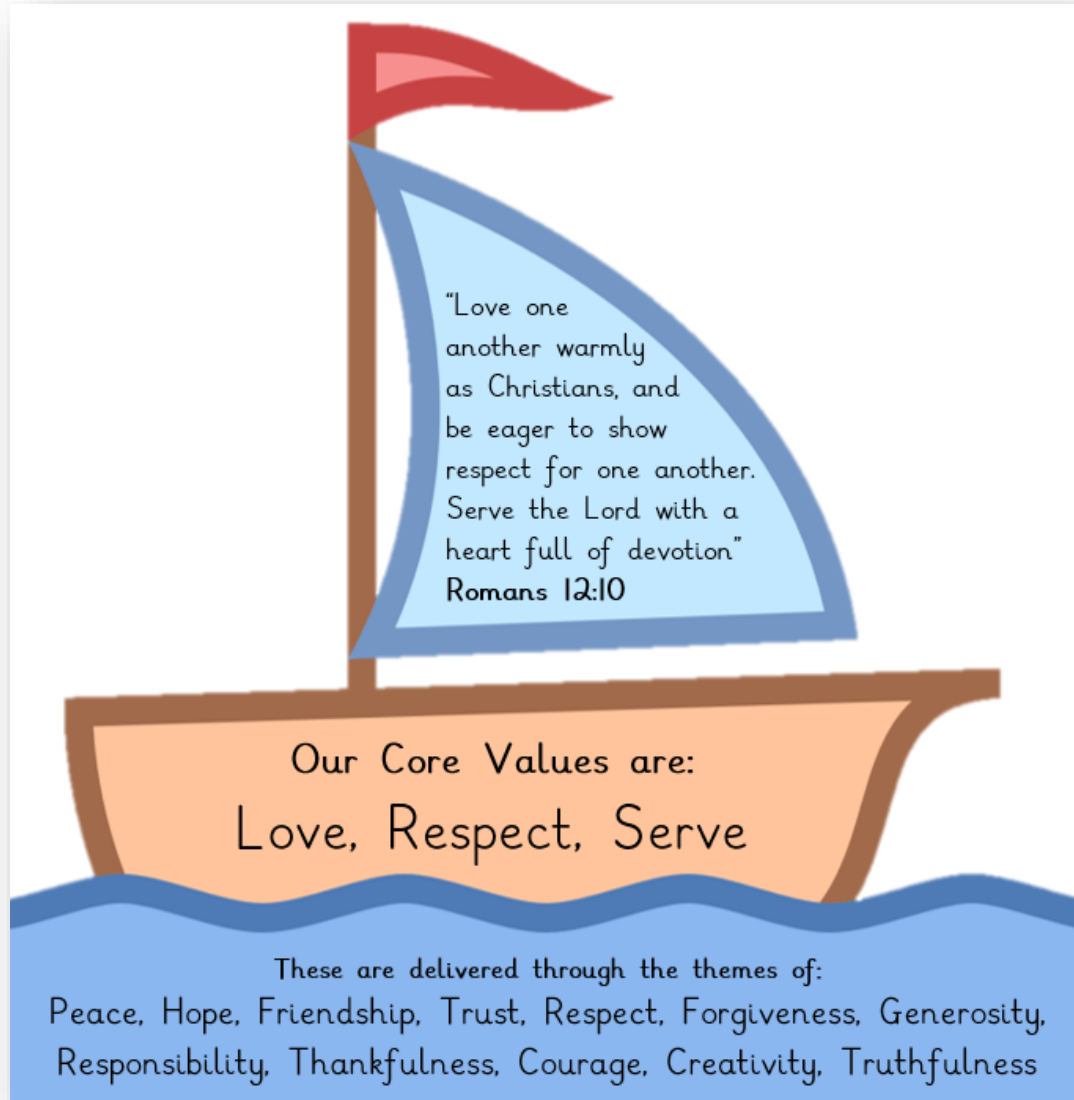
Mystery Reader!

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	

Our school vision and values



We come together for an act of daily collective worship in the school hall led by a member of the SLT.

We also have weekly reflection time in class where we focus on the value of that half term.

On Friday we celebrate the children's successes in our Star of the Week assembly.

Children will be named on our weekly parent newsletter and be given a certificate.

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



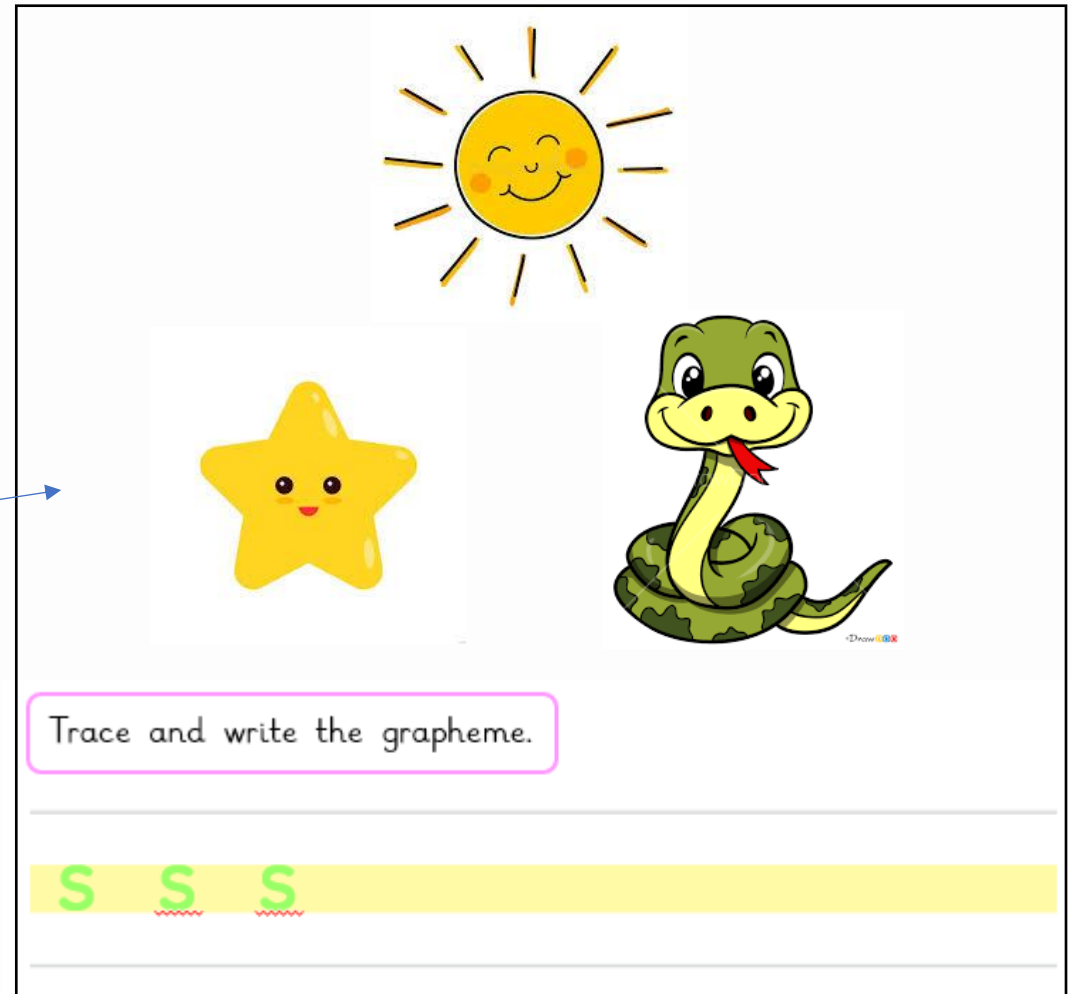
Homework

- We have put together lots of useful information to help your child at home- please explore the school website to find these. <https://www.lilliput.poole.sch.uk/curriculum/year-r-resources>
- Home Learning logins will come out in due course - logins will be found in the back of their Home Link Book. E.g. Mathseeds / Oxford Owl / Purple Mash.

- Home Phonics Booklet

This booklet will be sent home every Friday and should be returned by the following Thursday for marking. It contains the phonics sounds we have learned during the week and gives you a chance to support your child in practising reading and writing those sounds at home. Please complete only the 4 letters introduced that week.

For guidance on how to use this booklet, please refer to the cover letter inside the front cover. If you have any questions, 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.



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...



Emotional Coaching

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

Love



Respect



Serve



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..."

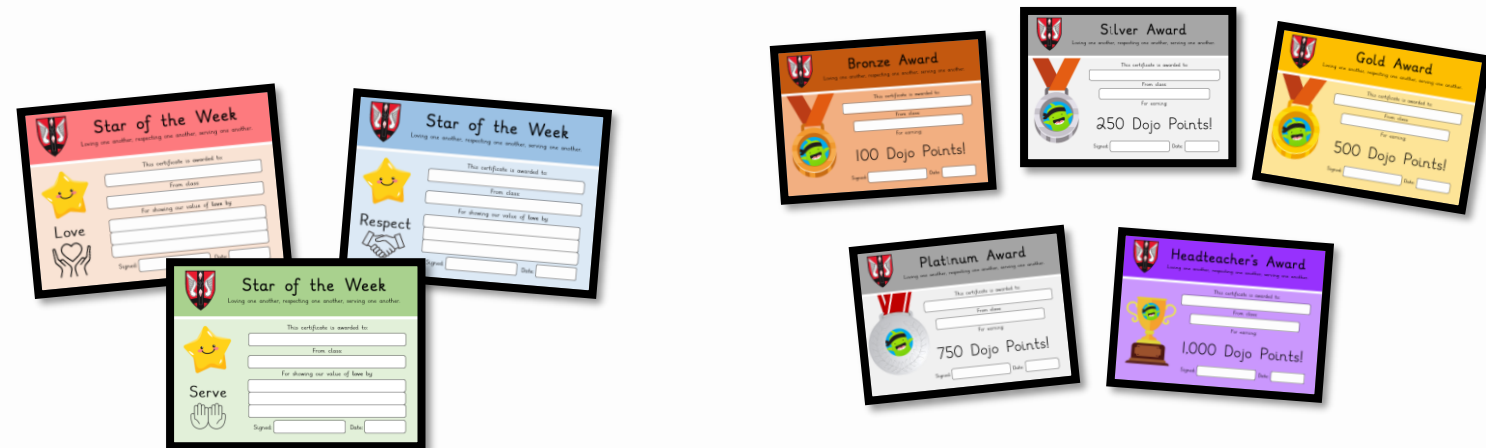
Step 3: Problem Solving
When the child is calm and relaxed, explore alternative responses to feelings which are age and stage appropriate.



"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?"

Rewards

- Stars of the Week (linked to our core values of love, respect and 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.
- Dojo points are also tracked and milestones (100, 250, 500, 750, 1000+) are awarded to individual children.
- Class Mascots - These are sent home every Friday. Please fill in the diary so your child can share their adventures with their mascot back in class.
- Sports Person of the half term.
- Diamond Diners.



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 for both boys and girls 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.

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 2025 - 26 grant is made up of the following for eligible pupils:

- - Pupils eligible for free school meals in the last 6 years - £1,515
- - Looked After Children - £2,630 (Pupil Premium Plus)
- - Children adopted from care - £2,630
- - Children from families with parents in the armed forces - £350

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.

Who can apply for 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 95% 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 95%.
•
- Mrs Chambers 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.

- If you would like a quick word then please speak to your class teacher 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.

Thank you for joining us today!

.

Do you have any questions?