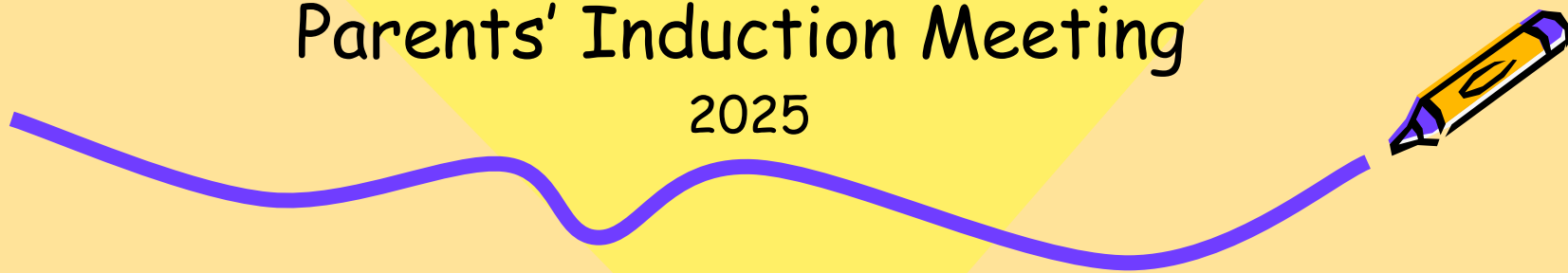


Welcome to



Parents' Induction Meeting
2025



What is the Early Years Foundation Stage?

The Early Years Foundation Stage (E.Y.F.S.) is the stage of education for children from **birth** to the **end of the Reception year**.

It is based on the recognition that children learn best through **play and active learning**.

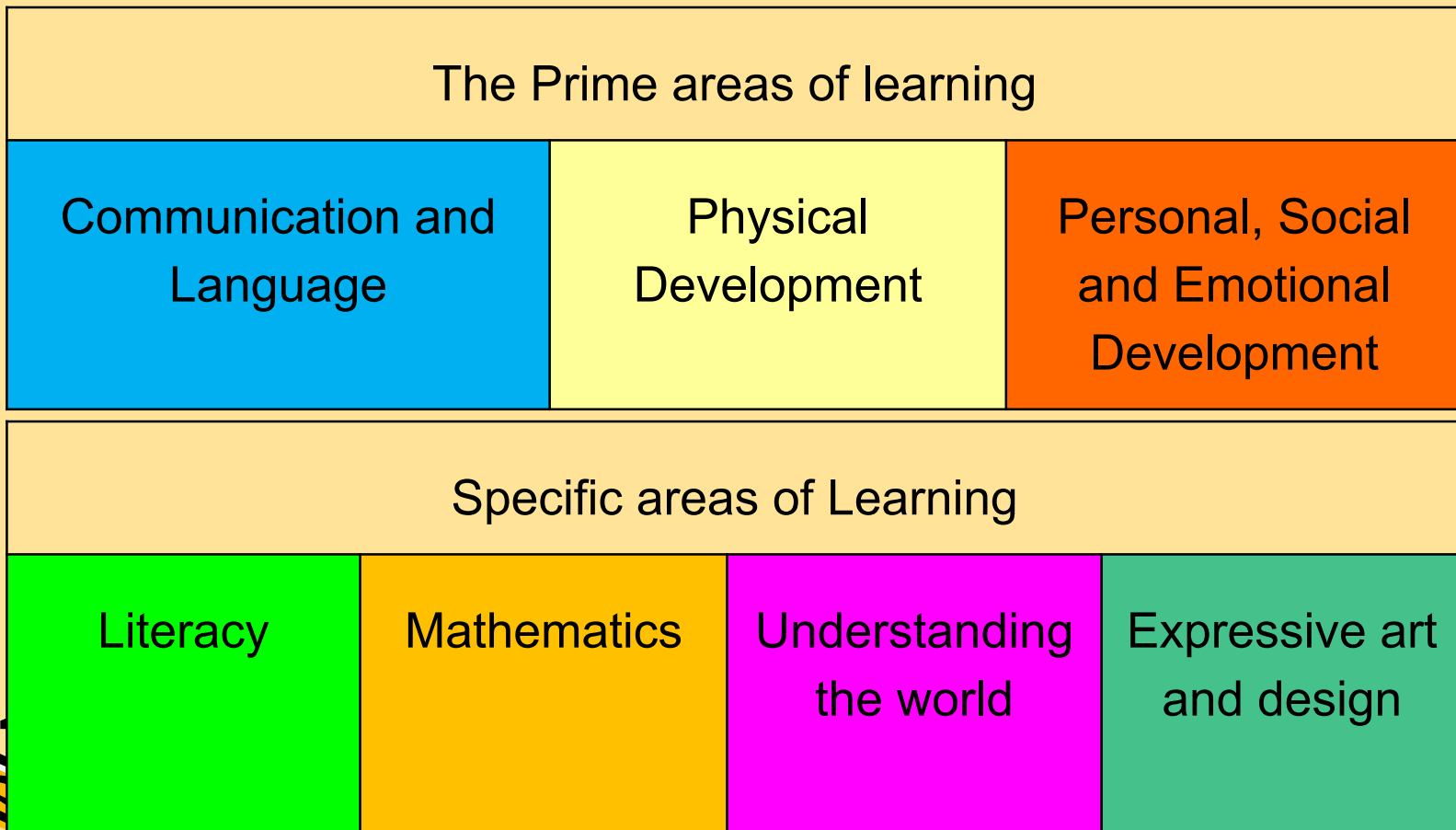
This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years experience should be...

**happy, active, exciting, fun and secure;
and support their development, care and
learning needs.**



There are 7 areas of learning and development

Children should mostly develop the 3 prime areas first. These are:



Early Learning Goals

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.



Literacy



Learning to
read and
write





Lots of interactive
resources for
maths...





Understanding the world & Expressive Art and Design



Physical & PSE





We play together well,
learning to share and
compromise with friends.





Travel agents role play

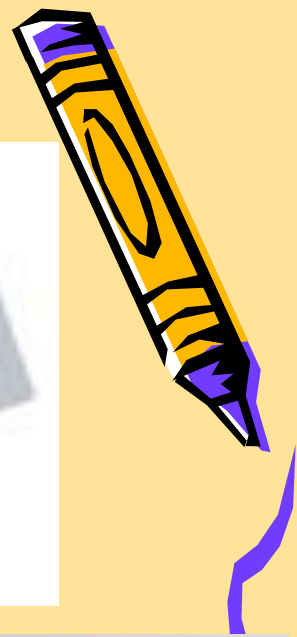
<https://video.link/w/WV71c>

Builder role play

<https://video.link/w/IW71c>



School uniform

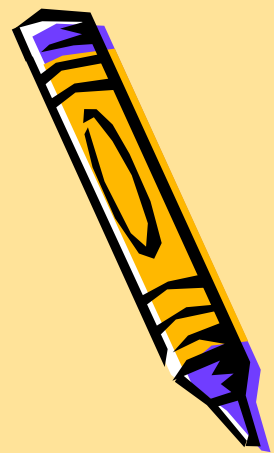


Children are expected to wear school uniform and our school colours are royal blue, grey and white.

Footwear

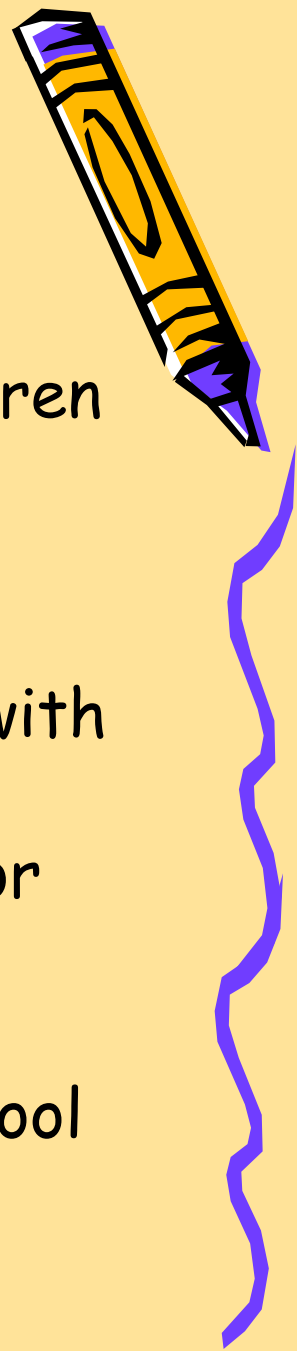
Sensible black shoes or all black trainers including soles and logos.

Here are a few suggestions



PE Kit





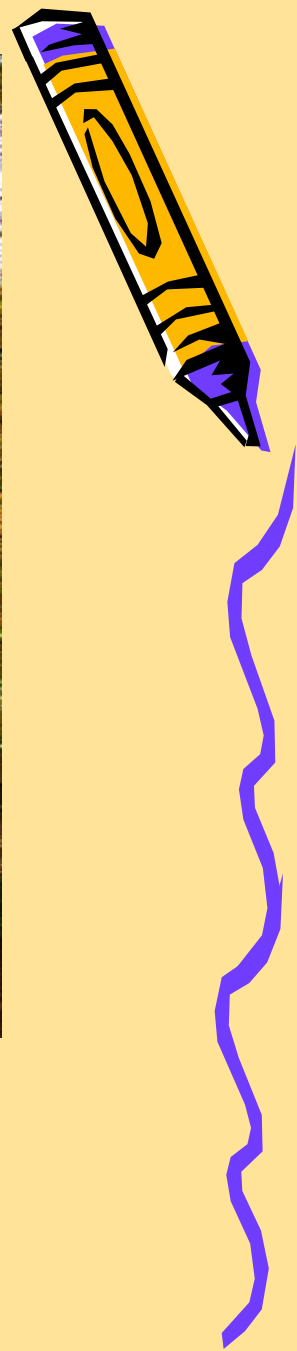
Jewellery, Hair Ornaments, Make-up and Nail Varnish:

For health and safety reasons we do not allow children to wear jewellery. The exceptions to this rule are earring studs in pierced ears.

Children with long hair should have their hair tied with blue/black/grey or white ribbons/hairband. Hairbands should not have large flowers attached or shaped like ears

Make up and nail varnish should not be worn to school





Forest School sessions

For Forest School your child will need the following:

- Welly boots
- Spare socks
- Gloves
- Hat

On your child's Forest School day please send them into school in a navy tracksuit.



Bags

School



PE



Please do not buy the rucksack sold at Forest Casuals as it does not fit on our pegs.



Uniform

- Please ensure that your child's name is in all items of clothing, including shoes, caps and Forest clothes!
- P.E kit must be kept in school, so that it is available on PE days. It will be sent home half termly to be washed.
- Please bring in a spare bag of clothes.
- Your child will be taking part in lots of interesting and sometimes messy experiences, so may come home dirty! It is all part of the fun!
- Water bottles and book bags can be bought from the school office.

School uniform can be purchased from
Forest Casuals in Loughton High Road



Communication

It is important that parents and the staff caring for your child work together. We want you to feel comfortable about exchanging information and discussing things that will benefit your child.

You can communicate with us before or after school or via Seesaw messages. You can also email us via the school office at admin@srps.efspt.org

Whiteboards outside each classroom.

Parents evenings, Seesaw & an end of year report.



Seesaw



The screenshot displays the Seesaw app interface for a teacher named 'Rabbits'. The main content area shows a post from May 8, 2019, titled 'Finding out number facts to 10', which includes a photo of children in a classroom working at a table. The post is categorized under 'Maths' and has options to 'Like', 'Comment', and share. To the right, a sidebar lists students with their respective item counts:

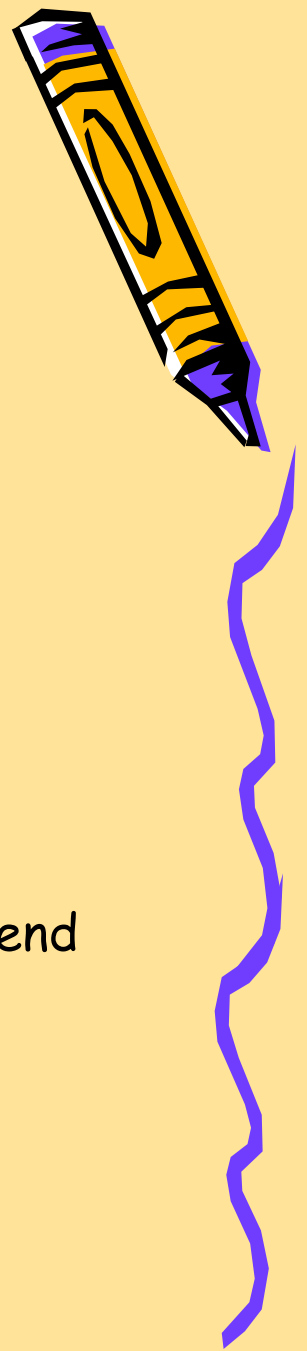
Student	Items
Aaliyah	16 items
Abdul	25 items
Abe	15 items
Albie	13 items
Anastasia	30 items
Arabella	20 items
Charlie	18 items
Daisy	25 items
Ellie	25 items

At the bottom of the sidebar, there are buttons for 'Students' and 'Families'. On the left side of the app, a list of student avatars is visible, including Anastasia (fish), Arabella (turtle), and Aaliyah (bee).



Seesaw

A typical day in a Reception class



Arriving at school 8.50am for learning to start at 8.55am

Activities; Mix & Make, PE, ICT and small group work
Phonics lesson

Snack & playtime

Lunch

Activities; Mix & Make, PE, ICT and small group work
Story time

End of day 3.20pm - Please wait behind the fence & we will send children to you (or a designated person)



Settling sessions

Play and Stay

Friday 27th June 2025

Morning Session 9:30 - 11.00

Afternoon Session 1:30 - 3:00

<https://www.staplesroad.essex.sch.uk/>



Reception Induction Timetable



The children will be divided into 3 groups.

Child settle session	Monday 1 st September	Tuesday 2 nd September	Wednesday 3 rd September	Thursday 4 th September	Friday 5 th September
9.30-11.00am	Inset Day	Inset Day	Group 1	Group 3	Group 2
1.30-3pm			Group 2	Group 1	Group 3

Monday 8 th September 8:50-11.00am	Tuesday 9 th September 8:50 -11.00am	Wednesday 10 th September 8:50 -11.00am	Thursday 11 th September Morning + lunch 8.50 - 1.30	Friday 12 th September Morning + lunch 8.50 - 1.30
Group 1 & Group 2	Group 3 & Group 1	Group 2 & Group 3	<u>All Children</u>	<u>All Children</u>

Monday 15 th September Morning + lunch 8.50 - 1.30	Tuesday 16 th September Morning + lunch 8.50 - 1.30	Wednesday 17 th September Morning + lunch 8.50 - 1.30	Thursday 18 th September All day 8.50 - 3.20	Friday 19 th September All day 8.50 - 3.20
<u>All Children</u>	<u>All Children</u>	<u>All Children</u>	<u>All Children</u>	<u>All Children</u>

Please use the main playground gate for drop off and pick up.



Reading Books

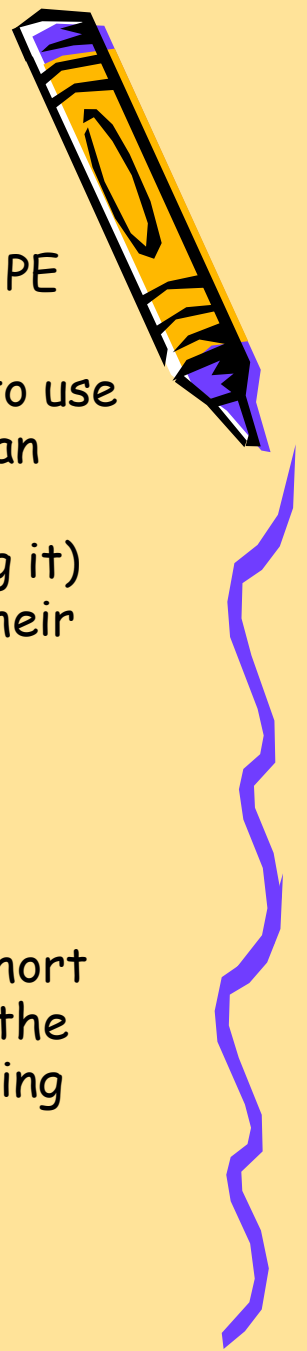
- Children will start off with sharing books. Once they are able to blend and segment, they will bring home banded reading books. The children will change their book daily. Your child will also have access to weekly online books.
- You will be given a diary to record comments in, when you share/read a book with your child.
- Over the following weeks, they will also bring home letter sounds and tricky words to learn. Don't worry about this now. There will be a Phonics meeting in the Autumn Term.
- Please do not put water bottles in your child's book bag



Getting your child ready for school

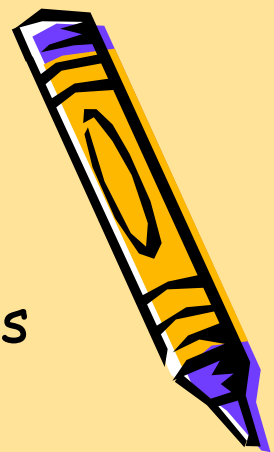
- Dressing, undressing, putting on jumpers, shoes, coats, even their PE kits, scissors skills.
- Toilet - Make sure they can take themselves, show the boys how to use a urinal please. They need to wipe their own bottom and not need an adult to check.
- Practise eating lunch independently (packed lunch if they're having it)
- Make sure they can recognise own name and are used to putting their own things away.
- INDEPENDENCE

After receiving a confirmation of your child's class, there will be a short video on our website from your child's new teacher. This will help the children to learn their teachers name and get excited about starting school.



Medical Matters

- Any sickness or diarrhoea must be followed by 48hrs absence.
- Any absence requires a telephone call explaining why, on the first morning of their absence.
- Head lice are common! Please check regularly and treat as recommended.
- Medicines can be administered by office staff once the appropriate form has been completed. Children with asthma will be helped to take their inhaler if needed.



Please remember....

If you have any concerns or questions,
we will be happy to help you.



Any further questions after the meeting, please feel free to contact the school office.

Phone: 0208 508 1241

Email: admin@srps.efspt.org

If needed I can return your call to discuss and queries or concerns

