

A very warm welcome to

The Stoke Poges School



'Building on high expectations'

Senior Leadership Team



Mrs Benians
Deputy Head Teacher



Ms Astley
Head Teacher



Ms Sheehan
Business Manager

The Reception Team



Mrs O'Sullivan
Reception Phase Leader/Butterflies Teacher



Butterflies Teacher



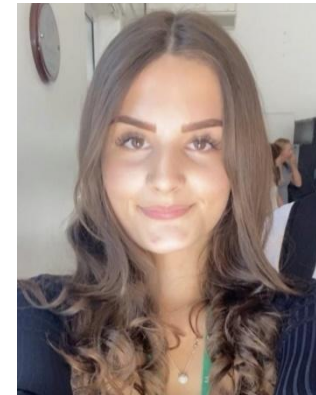
Mrs Jenkins
Ladybirds Teacher



Ms Barnett
LSA



Mrs Clement
LSA



Miss Wicks
LSA

Transition

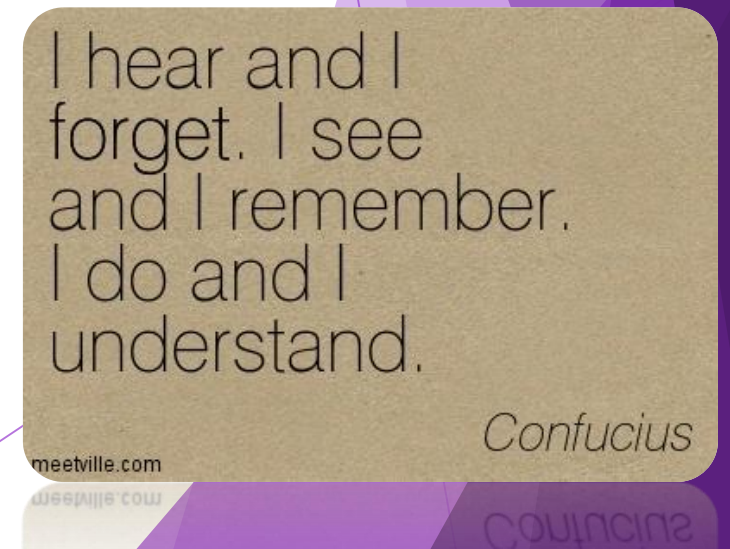
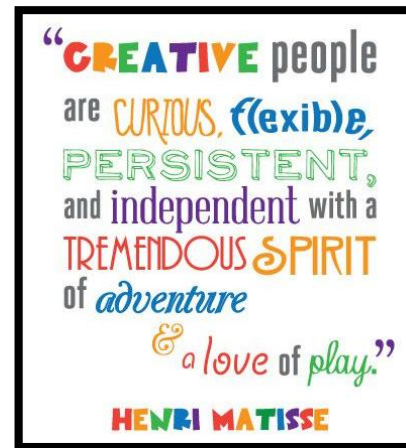
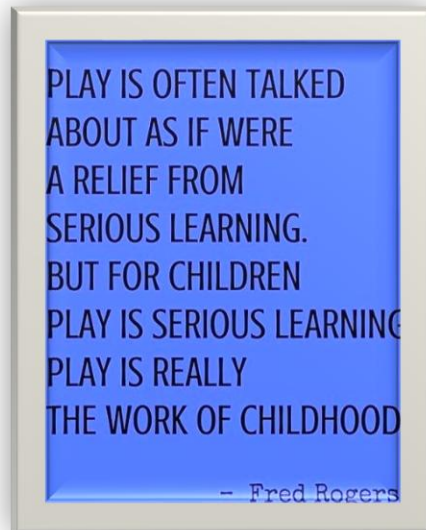
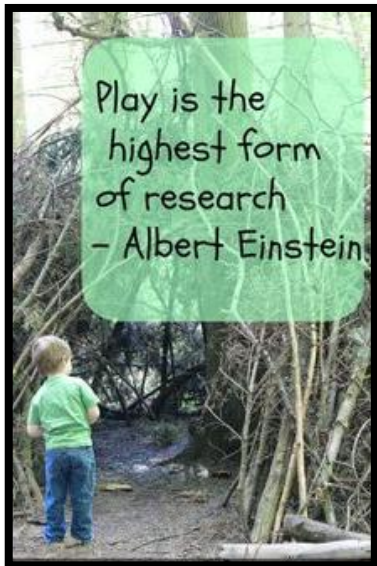
- ▶ We have begun learning about their strengths and needs.
- ▶ We will invite you to a Harvest stay and explore session on Monday 5th October 2.30pm
- ▶ We have spent individual time with every child.
- ▶ We have allowed the children to explore their environment.

... Happy, confident and secure children

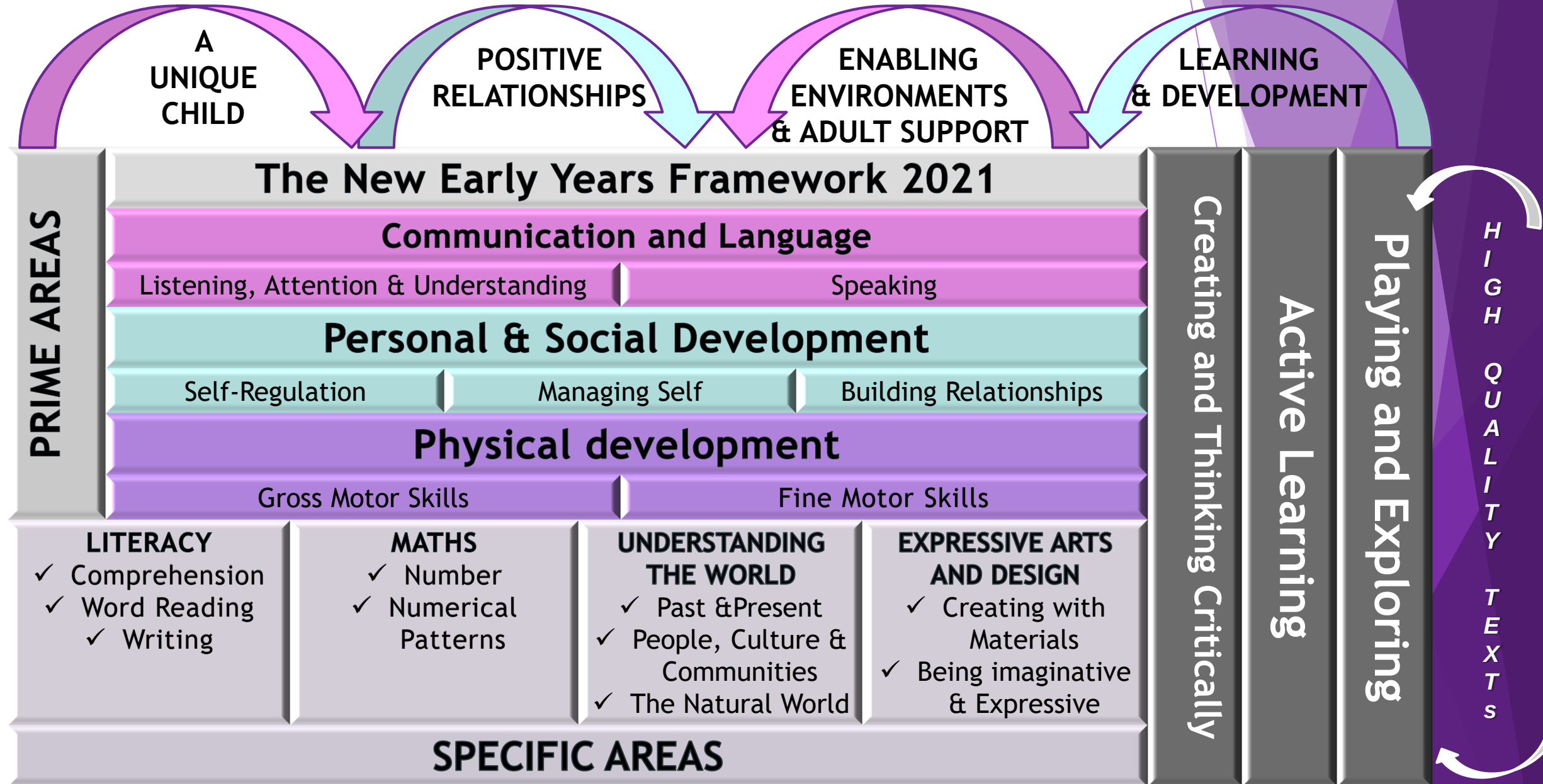


How Young Children Learn

Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. Play allows children to engage and interact in the world around them.



Our Curriculum



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.



Our Aims for this term

We want to develop...

- ▶ Happy and successful learners
- ▶ A positive parent & community partnership
- ▶ The use of good manners
- ▶ A love of learning
- ▶ Independence
- ▶ Asking an adult for help when needed
- ▶ Skills and desire to try their best
- ▶ Tidy up their equipment and have sense of pride in their learning environment.
- ▶ To be happy and confident away from parents /carers.
- ▶ Feel confident, happy and safe at school.
- ▶ The ability to make brave choices, resilience
- ▶ A 'have a go' & enthusiastic approach
- ▶ Join in with taught sessions relating to number, phonics, early reading and writing
- ▶ Explore the environment and take part in a variety of activities
- ▶ Follow our rules and value of the month

How can you help?

- Be Ready...
- ▶ Good bedtime
 - ▶ Morning routine
 - ▶ Healthy breakfast
 - ▶ School uniform -all labelled!
 - ▶ Calm start to the day

- Bring...
- ▶ Your smile
 - ▶ Your bookbag
 - ▶ A water bottle
 - ▶ A pair of named wellies
 - ▶ An all in one waterproof

How you can encourage Independence:

- Use cutlery – Model how to hold cutlery, scoop and cut food.
- Going to the toilet- Keep themselves clean and wash hands.
- Getting dressed - Give instructions to help them get dressed on their own.
- Entering school independently



A Typical Day in Reception

- ▶ Lots of opportunities to learn through play – classrooms, shared area, library and outside area.
- ▶ Short structured carpet sessions with a teaching focus.
- ▶ Group or individual work with a Learning Support Assistant or Teacher.
- ▶ Outside Learning.
- ▶ Snack time
- ▶ Lunchtime (*Please remember to book your child's lunches if they aren't having a packed lunch*)
- ▶ PE is twice a week with Mr Baptisse-Williams– **Wednesday and Thursday**
(*Please ensure earrings are taken out prior to coming to school on that day/tape over*)
Please wear PE kit to school that day.
- ▶ Music lessons once a week with our Music specialist
- ▶ Lots of fun! 😊



Office Reminders

► Communication

Everything they need to know will be communicated by email to them, as well as a weekly Friday email as a summary/reminder of everything they need to know for the week ahead. Reminders may also be sent by WhatsApp.

It is really important to please check emails daily to ensure they are not missing important information relating to their child/children.

Please check the emails or website for answers before calling or emailing, but if you need anything please don't hesitate to contact the Office.

Please only use School Gateway APP to report absence, everything else by email to office@stokepoges.school

When contacting the Office please include your child's full name and class.

► Lates

If your child is unfortunately late (after 8.50am) for School an adult must sign them in at Reception please.

► Uniform

Really important to name all Uniform so we can return all lost items to the children.

► Lunches

Ideal to check on a Sunday that all required meals are booked for the week ahead. Occasionally there are menu changes which means you need to rebook. Please cancel any unwanted meals by 9am each day to avoid charges and food wastage.

► Preparation

Please ensure that you child has everything they need for the day ahead, - water bottles, musical instruments etc.

► Parking

Please ensure that you are parking considerately. We uphold a great relationship with our neighbours and local community and we want to ensure that this is maintained. Where possible, please park slightly further away from school, away from double yellow lines and dropped curb driveways, and walk the remainder of the journey.



Lunches

- ▶ Hot meals can be ordered through School Gateway App
- ▶ Lunches from home can be brought in if preferred, but ensure these are healthy.
- ▶ Lunch is a social occasion eaten together in the hall.
- ▶ Please do not order a hot lunch and send a lunch from home.
- ▶ Packed lunch sent in at the beginning of the day
- ▶ NO NUTS



Volunteers

► After Christmas

Reading

Activities

Preparation

Uniform

► Purchase from A Different Class

<https://www.differentclassschoolwear.co.uk/collection/the-stoke-poges-school>

Girls

- Summer dresses during warmer weather
- School purple logo cardigan or jumper
- Grey skirt, pinafore
- Grey or white socks, grey tights
- Black shoes suitable for school
- Purple hair bands – hair longer than shoulder length should be tied back
- White school logo polo shirt

Boys

- Grey school trousers or shorts suitable for school
- Grey or black socks
- White school logo polo shirt
- Purple school logo jumper or cardigan
- Black shoes suitable for school

PE – kit to be worn to school

- Black shorts
- Black leggings or tracksuit bottoms can be worn in the winter if outside – we'll let you know
- Black (or predominately black) trainers
- Black or white socks
- School purple logo t-shirt
- School purple logo cardigan or jumper



Website- all will be uploaded by next week

- ▶ Weekly blog
<https://www.stokepoges.school/page/?title=Reception+Blog&pid=671>
- ▶ Long term plan
- ▶ Medium term plan
- ▶ Important dates grid

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Important Dates	Recycling Week (14.09) National Fitness Day (18.09) Autumn Equinox (22.09) Rosh Hashanah (02.10) World Space Week (04.10) Harvest Festival (07.10) Marvellous Me Mufti (25.10) Black History Month (Oct)	Day of the Dead (01.11) Bonfire Night (05.11) Maths Week (08.11) Remembrance Day (11.11) Anti-Bullying Week (14.11) Nursery Rhyme Week (14.11) Children in Need (18.11) Thanksgiving (24.11) Advent (27.11) Christingle (01.12) Christmas Jumper Day (09.12) Hanukkah (18.12) Winter (21.12)	RSPB's Big School's Birdwatch (05.01) Penguin Awareness Day (20.01) Burns Night (25.01) Storytelling Week (29.01) NSPCC Number Day (04.02) Lunar New Year (12.02) Valentines Day (14.02)	Sports Relief (17.02) Engineers Week (21.02) Spring (20.03) St David's Day (01.03) Pancake Day (01.03) World Book Day (03.03) British Science Week (11.03) Red Nose Day (17.03) St Patrick's Day (17.03) Holi (18.03) Mother's Day (27.03)	Eid (21.04) Earth Day (22.04) St George's Day (23.04) Ramadan (23.04) May Day (01.05) Outdoor Classroom Day (19.05) World Bee Day (20.05)	Dinosaur Day (01.06) Butterfly Awareness Day (04.06) World Ocean Day (08.06) Healthy Eating Week (13.06) Father's Day (18.06) Insect Week (20.06) Summer (21.06) World Chocolate Day (07.07)
Suggested Themes	All About Me Superheroes People Who Help Us Harvest	Fireworks/Diwali Nursery Rhymes Fruit and Veg Light and Dark Winter/Christmas Christmas/Nativity	Birds Antarctica Scotland/The UK Vehicles Lunar New Year	Inventors Pirates Wales/The UK Let's Investigate! Ireland/The UK Spring	St George's Day Planet Earth/Recycling Beans Bees The 4 Seasons	Under the Sea Dinosaurs/Fossils Insects Summer At the Seaside
Super Six Books	The Tiger Who Came to Tea Oi Frog! Loud! The Three Billy Goats Gruff The Hugasaurus	Owl Babies Is That Your Mama? Room on the Broom Goldilocks and the Three Crocodiles Almost Anything	Ruby's Bird Lost and Found Mr Gumpy's Motor Car Ruby's Chinese New Year Martha Maps it Out	Rosie Revere Engineer Dilwyn the Welsh Dragon Mixed up Fairytales Ada Twist Scientist How to Catch a Leprechaun Hello Spring	The Queens Knickers George's Dragon Here We Are Jack and the Jellybean Stalk Betsy Buglove Saves the Bees	The Girl and the Dinosaur Spinderella Bloom The Lighthouse Keepers Lunch Tree
'WOW' Moments	Visit from a fireman Nativity play Local Visitors		<u>Bird Watch walk</u> in the local area Flight Experience Day World Book Day		Visit to Eton College Visit from Zoolab Visit to Black Park Visit from Beekeepers	
Personal, Social & Emotional Development	Class rules Sharing interests Sharing hobbies Identifying feelings Importance of exercise	School rules and values Setting goals Listening to others Responsibility Healthy eating	Making the right choices Confidence and independence Consequences Being kind Oral hygiene	Effects of behaviour Perseverance and resilience Being a good friend Internet Safety Screen Time	Managing feelings Calming Techniques Having different opinions Being unique Importance of sleep Friendship	Road safety Problem Solving Resolving Conflicts Being safe in the sun Getting ready for year one
Communication and Language	Introduce 'Magnet Hands' Listening and attention skills Asking and answering 'what' questions Chatty Log Retelling the story 'The Little Red Hen'	Joining in with repeated refrains in stories Asking and answering 'who' questions' Chatty Log Retelling the story 'Supertato'	Discussing key events in a story Asking and answering 'when' questions Small group discussions Using present tense.	Identifying main characters in a story Asking and answering 'where' questions Small group discussions Using connectives to join ideas	Linking events in a story to own experiences Asking and answering 'why' questions Whole class discussions Using past tense	Sequence story/real life events in detail Hot seating Whole class discussions Using future tense

Physical Development	Gross Motor Different ways of moving Changing speed and direction Throwing, catching, kicking Pushing, patting, rolling Fine Motor Dough Disco Tripod Grip Writing position Using cotton buds/paintbrushes to form letters	Gross Motor Olympic Dance Different ways of moving Changing direction Moving in time to music Exploring different ways of moving Fine Motor Scissor skills Chopping with a knife Using cotton buds/paintbrushes to form letters Doing up zips	Gross Motor Gymnastics Balancing Travelling confidently Jumping and landing Fine Motor Stacking and balancing Letter formation 'around' letters Letter formation 'down' letters Using a knife and fork to cut	Gross Motor Tennis Throwing and catching Hand-eye co-ordination Balancing an object Fine Motor Weaving and wrapping Letter formation 'down' letters Letter formation 'curly' letters Letter formation 'zig-zag' letters	Gross Motor Athletics Marching/running Throwing overarm/underarm Jumping Fine Motor Pattern making Capital letter formation A-M Using small tools Doing up buttons	Gross Motor Multi-skills Balancing Agility Throwing a ball Fine Motor Sewing Capital letter formation N-Z Doing up laces
Literacy	Introduce RWI Set 1 sounds Tricky red words Drawing & labelling Ordering letters of my name Writing my name Drawing Club The Colour Monster Mixed The Little Red Hen Christopher Pumpkin	Continuing RWI Set 1 sounds Identifying initial sounds Tricky red words Writing initial sounds Writing CVC words Drawing Club What's in the Witch's Kitchen ~~Batink~~ ~~Supertato~~ The Enormous Turnip ~~Bernard~~ Road Runner	RWI Set 1 special friends Tricky red words Writing CVCC words Writing captions Writing lists Drawing Club Penguin Chicken Licken Wacky Races Mr Benn – Zookeeper We're Going on a Bear Hunt	Reading simple phrases and sentences with set 1 sounds in Tricky red words Writing phrases I can see sentences Pathways to Write Something Else	Writing letters Writing rhymes Writing poems Pathways to Write Clem and Crab	Writing instructions Writing predictions Writing descriptions Pathways to Write ~~Romeosaurus~~ and Juliet Rex
Mathematics * From Autumn two, days of the week and months of the year will be covered during our daily calendar session*	Counting out loud Counting in correspondence Matching and sorting Comparing amounts Comparing size, mass and capacity Making simple patterns Maths Meetings Days of the week Months of the year Subitising to 3 Number bonds to 3 Repeating patterns Mastering Number	Representing numbers to 5 Comparing numbers to 5 Composing numbers to 5 Identifying 2D shapes Using positional language Identifying one more and one less Maths Meetings* Subitising to 5 Number bonds to 5 Repeating patterns 2D shapes Positional language Mastering Number	Identifying 0 Comparing numbers to 8 Composing numbers to 8 Comparing mass Comparing capacity Making pairs Combining two groups Maths Meetings* Subitising to 5 Number bonds to 5 Repeating patterns 2D shapes Positional language Mastering Number	Length and height Time Comparing numbers to 10 Number bonds to 10 3D Shapes Repeating patterns Maths Meetings* Subitising to 10 Number bonds to 10 (addition) 3D shapes Repeating patterns 2D shapes Positional language Mastering Number	Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Adding more Taking away Shape arrangements Maths Meetings* Subitising to 10 Numbers bond to 10 3D shapes Repeating patterns 2D shapes Positional language Doubling facts Mastering Number	Doubling Sharing and grouping Even and odd Positioning Patterns Maps and directions Maths Meetings* Subitising to 10 Number bonds to 10 3D shapes Repeating patterns 2D shapes Positional language Doubling facts Mastering Number

Understanding the world	How I've changed Families and communities Body Parts The 5 senses Autumn Taking photos with iPad	Diwali Remembrance Day Identifying materials Using magnets The Christmas Story	Transport and travel How Antarctica is different to Stoke Poges Our school and local area Exploring maps Winter Floating and sinking	Life cycle of a chick Spring Materials The Easter Story	St George The 4 Seasons Life cycle of a plant How to care for a plant Going to a mosque Programming a beebot	Mary Anning Seaside holidays past & present Comparing UK and Kenya
Expressive arts and design	Singing nursery rhymes Mixing colours Drawing a person Flange join Treasury tag	Singing nursery rhymes Moulding clay Using glue to secure Using tape to secure Giuseppe Arcimboldo – Fruit faces	Clapping to a rhythm Making collages L-brace join Georgia O'Keefe - Watercolour flowers	Playing instruments Join in with choreographed dances Mixing watercolour paints 3D collages Slot join	Matching a pitch Mono printing Tab join	Performing dances Mixing shades Split pin join Sewing to join Henri Matisse – Snail collage

Reading



Monday 28th September 6pm

- ▶ Class books
- ▶ Wordless books
- ▶ Books matched to ability
- ▶ Sharing books
- ▶ Library
- ▶ Reading at home



Writing

Young children need to feel three things when they write and mark make: joy, purpose and magic.

How to encourage correct pencil grip

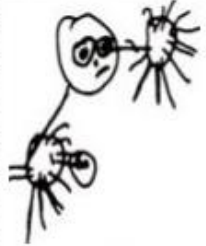
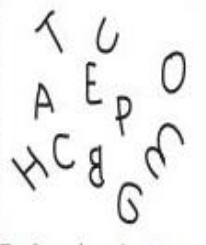
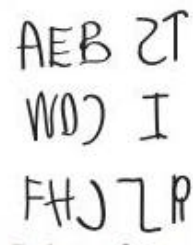
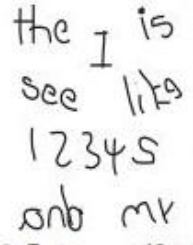
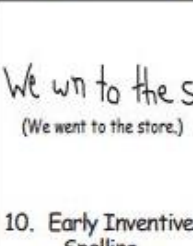
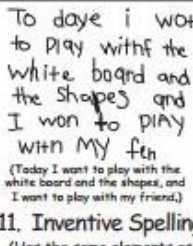
Tripod Grip



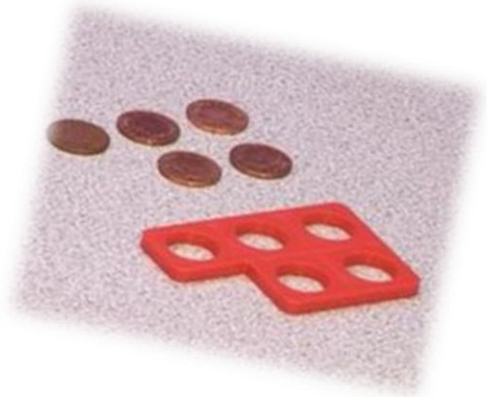
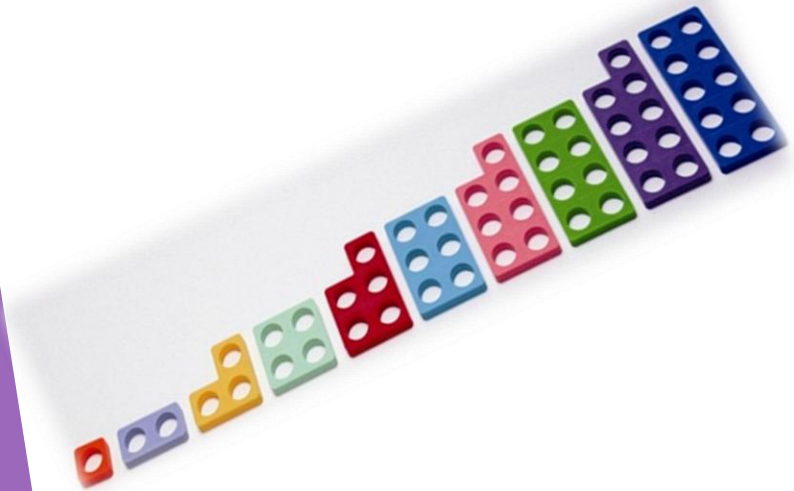
DRAWYOURWORLD.COM



The Developmental Progression Children's Writing

 1. Pictures	 2. Random Scribbling	 3. Scribble Writing (Written in linear fashion to mimic real writing.)	 4. Symbols That Represent Letters
 5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)	 6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)	 7. Letter Groups (The groups have spaces in between to resemble words.)	 8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)
 9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)	 10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)	 11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)	 12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)

Maths



Rockmyclassroom.com FONT CANDY

Values

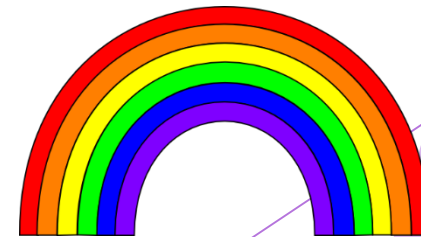
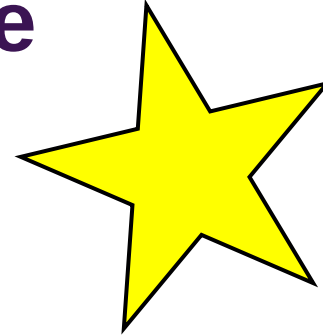
- Every month we will be introducing and promoting a specific value across the school.
- Please also encourage this value at home.
- Classes will collect marbles in a jar every time they show each value. There will be a reward for each filled jar.



Behaviour

Be ready – Be respectful – Be safe

- ▶ High expectations
- ▶ Positive praise
- ▶ Rainbow Raffle
- ▶ Star of the Week
- ▶ School Values
- ▶ Reflection

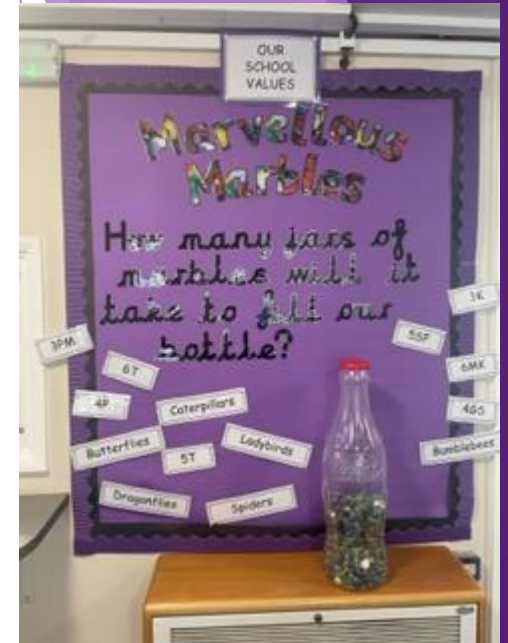


Rewards and Sanctions

Marble Jar

At The Stoke Poges School we follow three core rules:

- **Ready** *Are you ready to learn? Are you ready to walk through the school?*
- **Respectful** *Are you being respectful to your peers and the adults you learn with?*
- **Safe** *Are you using the equipment / resources safely? Are you walking around the school in a safe manner?*



Sanctions

- Reminder, Caution, Last Chance and a Time Out

Rewards

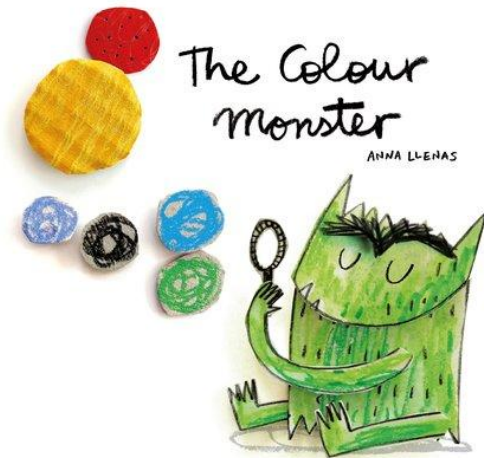
- Rainbow Tickets – Learning
- Team Points- Linked to your child's team colour
- Marbles in the jar – School Values
 - Children to receive a class treat if they fill their marble jar
- Star of the Week

Rainbow Tickets



Wellbeing

- Named person
- Worry boxes
- PSHE – Jigsaw scheme
- Assemblies
- Collective worship / reflection time
- Mindfulness
- Zones of regulation- Colour Monsters



School Day Timings

Start of day – Doors open at 8.40am
beginning at 8.50am

Lunch – 12:00 – 1:00pm

KS1 playground

End of day – 3.15pm

Enrichment

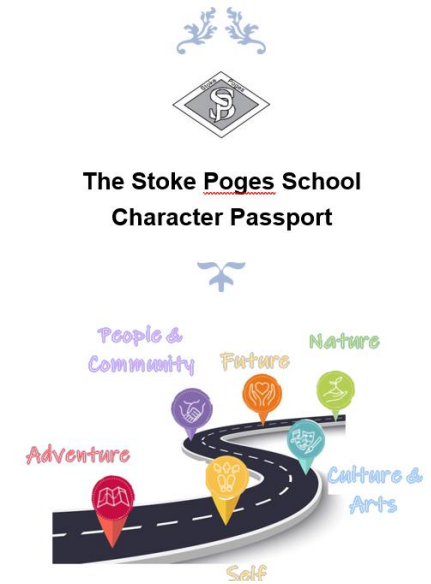
- Extra-curricular clubs- Spring term
- Educational visits
- Visitors to school- Please come in!
- Curriculum Weeks (e.g. Science, Art...)
- World Book Day
- Hook / WOW days at the beginning of topics

Character

We are committed to fostering the personal development of all our pupils through a variety of teaching and learning opportunities. Our goal is to prepare them for life in modern Britain, encouraging them to become responsible and active citizens who contribute positively to society and show respect for those who are different from themselves. Our Values underpin both the learning behaviours and character traits that the children should aspire to demonstrate in all aspects of school life and beyond.

Character education is essential in today's world, as it equips pupils with the positive personal qualities, dispositions, and moral compass needed to navigate society. We aim to cultivate virtues, ethical values, and character traits that promote motivation and guide conduct. This allows pupils to reflect thoughtfully, learn eagerly, act with integrity, and collaborate well with others—qualities they need to thrive in our society. Our Character Education is integrated throughout the curriculum, school culture, and extra-curricular activities. We have designed a series of enriching and rewarding experiences to support our character education initiative. These are outlined in our Character Passports, which will be stamped upon completion and kept at school until the end of Year 6.

Character Passport



Building our character

	Passport to Nature	Passport to People & Community	Passport to Self	Passport to Future	Passport to Culture and The Arts	Passport to Adventure
Reception	Search for a minibeast	Litter Pick	Taste a new fruit	Care for an animal	Paint through music inspiration	Immersive flight day
Year 1	Go on a seasonal walk	Post a letter	Dance in the rain	Speak to local people who help us	Create a piece of art for an exhibition	Go welly wandering
Year 2	Make a home for a small creature	Visit a key landmark	Eat something you have grown	Create a class time capsule	Retell a story to an audience	Have a picnic in the wild
Year 3	Visit a woodland area	Make a pen-pal from a contrasting location in the UK	Learn a new playground game	Bake your own biscuits and hold a class bake sale	Retell a Greek Myth	Build a den
Year 4	Visit a pond	Highlight a local issue and raise awareness	Make your own game and teach it to someone else	Research a career you have never heard of	Perform a Shakespearean Soliloquy	Take part in a team-building activity challenge
Year 5	Have a paper-free day at school	Invite a local representative to discuss the local area	Take part in 5 minutes of daily mindfulness	Run a healthy food tuck shop	Experience a live performance	Light a fire with flint and toast marshmallows
Year 6	Take part in a class debate about the environment	Explore and discuss children's human rights and the lives of children around the world	Explore stress management techniques	Plan and manage an event using a budget	Write and deliver a speech	Take part in orienteering

Pupil Premium

If you believe you are eligible for Pupil Premium FSM, please complete the 2026/27 Application Form that was emailed to you or contact The Office for a copy.

This is NOT the same as Universal Infant Free School Meal, which entitles Reception, Year 1 and Year 2 children to free meals.

Existing pupil premium eligible parents including if you have transferred from another school also need to complete the form please.

Pupil Premium FSM is a major funding trigger for our school. Therefore, parents / carers of children in Reception, Year 1 and Year 2 should still apply. Pupil Premium FSM is for any child from Reception to Year 6.

Under current regulations children whose parents/carers are in receipt of any of the following will be entitled to free school lunches via the Pupil Premium FSM eligibility:

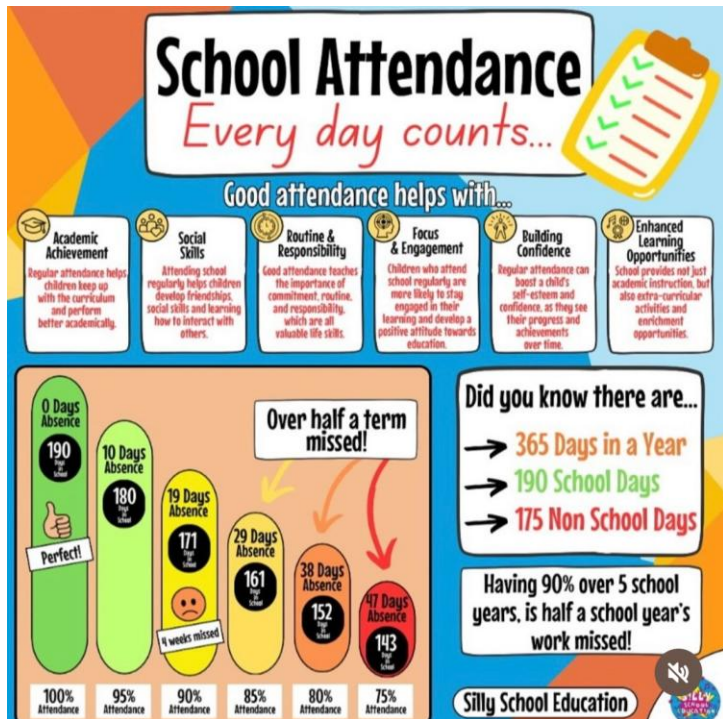
- Universal Credit with an annual net earned income of no more than £7,400
- Income Support (IS)
- Income-based Job Seeker's Allowance (IBJSA)
- An Income-related employment and support allowance (ESA)
- Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of the State Pension Credit
- Where they are entitled to Child Tax Credit and also Working Tax Credit during the four-week period immediately after their employment ceases, or after they start to work less than 16 hours per week, their children are entitled to free school meals*

Please return your application form via the school office, or email it to office@stokepoges.school by the end of this week.

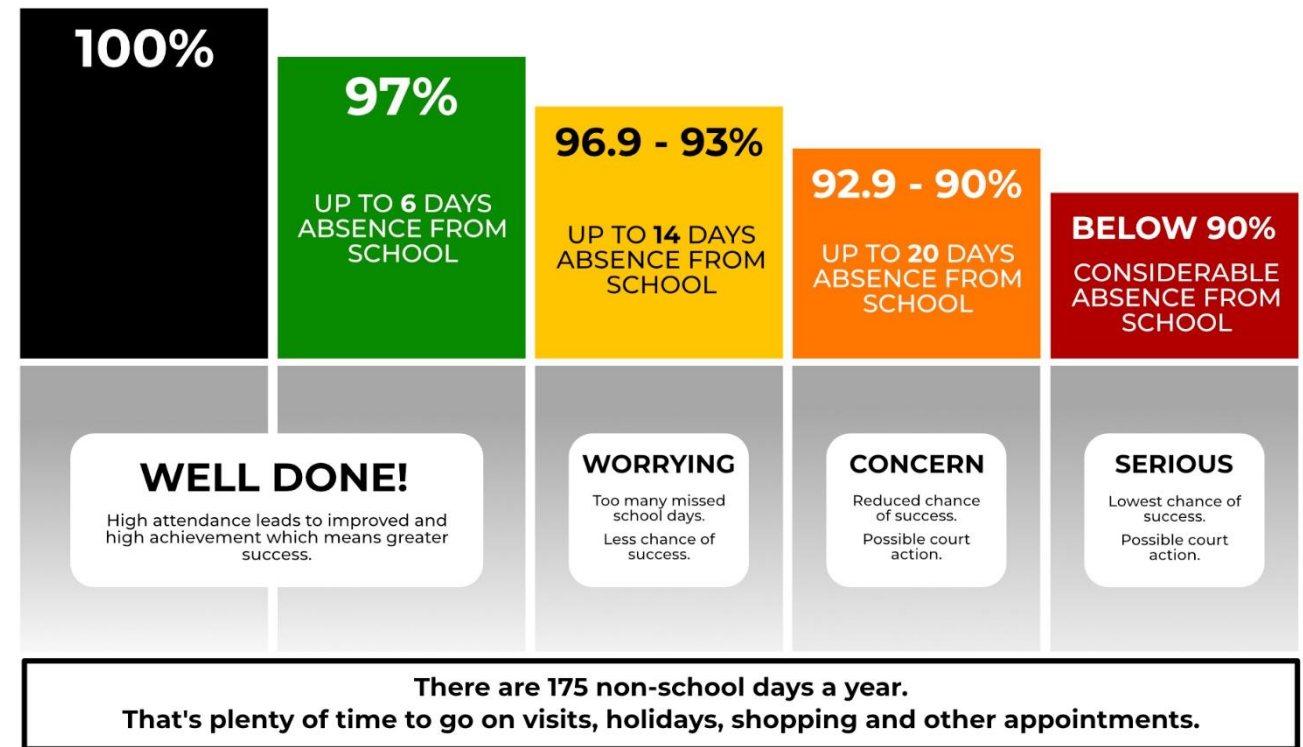


Attendance

- Please ensure your child arrives to school on time.
- It is so important that your child comes to school.
- Poor school attendance and lateness will be addressed.



WHAT IS YOUR ATTENDANCE?



Home School Links

- ▶ Reading Log and Home School Book
- ▶ Parents Evenings
- ▶ End of year written report
- ▶ Trips and walks
- ▶ Website
- ▶ Parent Helpers – after Christmas
- ▶ Star of the Week - adventures with the class teddy

Keeping in Touch

- ▶ Open door policy- after all children have gone
- ▶ Drop off & collection
- ▶ Social media: Twitter, PTA facebook- consent
- ▶ Website
- ▶ Weekly newsletters
- ▶ Monthly Bulletin
- ▶ Class representative – WhatsApp group

School Gateway App

- Calendar
- News and Events
- Parent Pay
- School Grid
- School Website



Useful Web links

Phonics

- <http://www.phonicsplay.co.uk/>

Please visit the phonics page on the school website for more information

Maths

- <https://www.youtube.com/watch?v=e0dJWfQHF8Y> Big Numbers song
- <https://www.youtube.com/watch?v=INHb1RNaMM> Adding 1
- <https://www.youtube.com/watch?v=M9YQ4phTB0E> Number doubles
- <https://www.youtube.com/watch?v=poJmS5iWfEs> Number bonds
- <https://www.youtube.com/watch?v=dhQtiMaXmcM> 2D shapes
- <https://www.youtube.com/watch?v=2cg-Uc556-Q> 3D shapes
- <https://www.ncetm.org.uk/>
- <https://www.bbc.co.uk/cbeebies/shows/numberblocks>

Other useful sites

www.topmarks.co.uk

www.ictgames.com

www.bbc.co.uk/cbeebies/shows/alphablocks

Development Matters

<https://www.gov.uk/government/publications/development-matters--2>



Final Thought

*Don't compare your child to others.
There's no comparison between the sun
and the moon.*

They shine when it's their time.

Thank You for choosing The Stoke Poges School.
We hope that both you and your child will enjoy your time with us.