



STOKENCHURCH PRIMARY SCHOOL & NURSERY



AIMING HIGH ... FLYING HIGHER

Everything we do makes a difference to our children; empowering minds and shaping futures.

01494 482112 [office@stokenchurchprimary.bucks.sch.uk](mailto:office@stokenchurchprimary.bucks.sch.uk) @stokenchurchps George Road, HP14 3RN

# Starting School September in 2026

## A welcome meeting for Reception parents



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## Headteacher's Welcome



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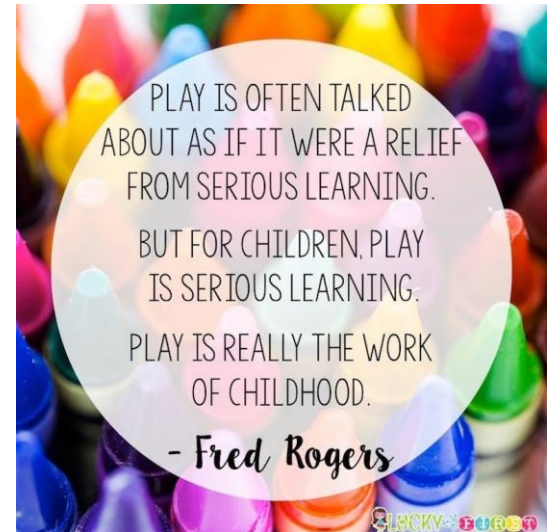
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## Supporting your child...

### The Early Years

#### THE IMPORTANCE OF PLAY

Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through **play**, children develop **language skills**, their **emotions and creativity**, **social and intellectual skills**. For most children their play is **natural and spontaneous** although some children may need extra help from adults.



- ❖ Learning through play at **STOKENCHURCH** takes place indoors and outdoors.
- ❖ It is in these different environments that children explore and discover their immediate world.
- ❖ They practise new ideas, skills, take risks, show imagination and solve problems on their own or with others.
- ❖ Our play is safe and challenging.
- ❖ Our adults provide children with the opportunity to be supported and also the opportunity to extend their learning and development.

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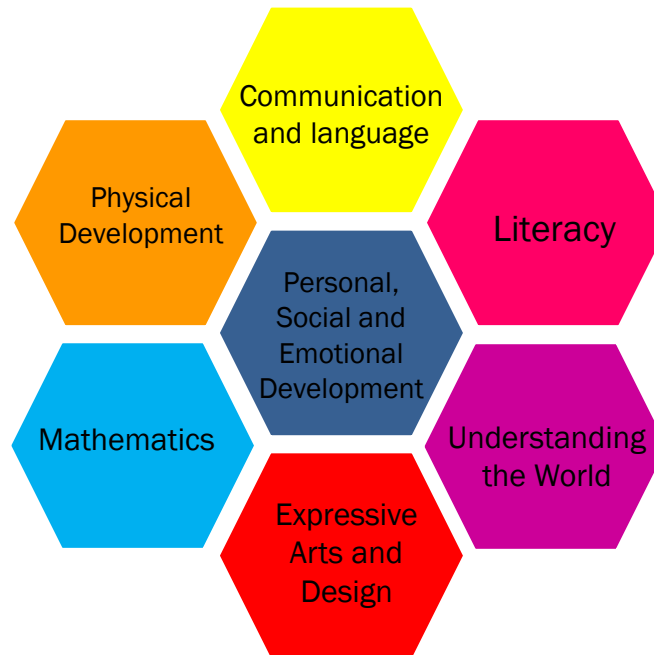
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**“The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old to ensure that children learn and develop well, and are kept healthy and safe.**

It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

**There are seven  
areas of learning  
in the EYFS  
Curriculum**



All areas  
of learning and  
development are  
**equally important** and  
inter- connected. We  
are here to help shape  
well-rounded children.

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## Supporting your child...

### The Early Years

#### Characteristics of Effective Learning

##### Playing and Exploring

###### ENGAGEMENT

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'

##### Active Learning

###### MOTIVATION

Being involved and concentrating  
Keep trying  
Enjoying achieving what they set out to do

##### Creative and Critical Thinking

###### THINKING

Having their own ideas  
Making links  
Working with ideas

#### Areas of Learning and Development

#### Birth to 5 Matters Aspects

##### Prime Areas

Personal, Social and Emotional Development

Making Relationships  
Sense of Self  
Understanding Feelings

Physical Development

Moving and handling  
Health and Self-care

Communication and Language

Listening and Attention  
Understanding  
Speaking

##### Specific Areas

Literacy

Reading  
Writing

Mathematics

Mathematics

Understanding the World

People and Communities  
The World  
Technology

Expressive Arts and Design

Creating with Materials  
Being Imaginative and Expressive

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## Supporting your child...

### The Early Years

PRIME AREAS	Communication & Language	Children are provided with opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
	Physical Development	We encourage children to be active and interactive and to develop their coordination, control and movement. Children are supported to understand the importance of physical activity and to make healthy choices in relation to food. Children are encouraged to develop independence with regard to self- help skills, toileting and dressing.
	Personal, Social & Emotional Development	Children are encouraged to develop a positive sense of themselves, and others. Children will be encouraged to form social skills, to have positive relationships and to develop respect for others. Children are supported to manage feelings, especially when expressing their feelings. Children will be nurtured in their development of curiosity, resilience, risk taking and personal responsibility.
SPECIFIC AREAS	Literacy	Children are absorbed in a rich literacy environment to develop a love of reading. Children will begin to link sounds to letters to support reading and mark- making leading to writing. Children will be given access to a wide range of literacy resources and materials to ignite their interest.
	Mathematics	Children are provided with real life, practical opportunities to develop and build upon their skills and understanding when counting, calculating, creating patterns and working shape and measures.
	Understanding of the World	Children are guided as they make sense of the physical world and community around them. They are encouraged to be curious to fully explore how they interact with people, places, technology and all that the natural world has to offer. Children are taught to reflect on their understanding of mutual respect and tolerance of others as world citizens.
	Expressive Arts & Design	Children are given opportunities to explore a wide range of media and materials. Children are encouraged to consider their thoughts, ideas and feelings as they interact with art, music, movement, drama, dance, role-play, design and technology

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## Supporting your child...

### Making Progress

- Our dedicated staff spend time building relationships with your children through quality interactions and purposeful play.
- Staff meet regularly to discuss your child's progress, discussing their skills, growth and development within the 17 areas of learning.
- Greater emphasis on improving children's language and vocabulary through increased opportunities for conversations, reading and discussions around their interests, skills and abilities within the broad range of activities in the provision
- Your child's health and wellbeing is paramount and our Early Years provision and curriculum is adapted to ensure all children feel safe, secure, happy and healthy.



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## Supporting your child...

### A Smooth Start

- ✓ **Welcome Meeting** – opportunity to see the environment and find out more about what's to come.
- ✓ **Transition** – enabling us to build connections with our children and their families
- ✓ **External Visits** – visiting nurseries/pre-schools can be helpful as it provides the opportunity for us to observe your child in a setting they are already familiar with. If you would like us visit your child, please come and speak to me today or email the school office
- ✓ **Meet the Teacher** – An opportunity for the children to meet their teacher without their parents or carers, and for the teachers to learn more about the children, enabling them to plan the first weeks of term based on what they know – interests, skills and abilities.
- ✓ **Further Transition** – ‘A softer start’ in September (two mornings) allow the children time to settle in before the hard work starts the following week!
- ✓ **Enhanced Transition** – If you feel your child needs a more ‘enhanced’ transition to school, please speak to me at the end of this session.

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## Supporting your child...

### The Summer Term

Date	Event	Time	Who	Where
Tuesday 9 <sup>th</sup> June	Welcome Meeting and EY's Tour	4.00pm – 5.00pm	Parents	EY's Provision
Tuesday 16 <sup>th</sup> June	Transition 1: Stay and Play	4.00pm – 5.00pm	Parents and Children	EY's Provision
Tuesday 23 <sup>rd</sup> June	Transition 2: Stay and Play	4.00pm – 5.00pm	Parents and Children	EY's Provision
Tuesday 30 <sup>th</sup> June	Transition 3: Stay and Play	4.00pm – 5.00pm	Parents and Children	EY's Provision
Thursday 7 <sup>th</sup> July	Transition 4: Meet the Teacher	9.00am – 11.00am	Children Only	EY's Provision

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## Supporting your child...

### September

Date	Event	Time	Who	Where
Tuesday 1 <sup>st</sup> September	INSET DAY	SCHOOL CLOSED		
Wednesday 2 <sup>nd</sup> September	INSET DAY	SCHOOL CLOSED		
Thursday 4 <sup>th</sup> September	Transition 5: First Day!	8.40am – 12.30pm	Children only <i>Please bring a packed lunch</i>	EY's Provision
Friday 5 <sup>th</sup> September	Transition 6: Second Day!	8.40am – 12.30pm	Children only <i>Please bring a packed lunch</i>	EY's Provision
Monday 8 <sup>th</sup> September	Full Time School Starts!	8.40am – 3.15pm	Children only <i>Please bring a packed lunch this week.</i>	EY's Provision

**From Monday 15<sup>th</sup> September your child will be able to have hot school meals.**

**These can be ordered via parent pay. Details of this will be sent to you.**

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## Supporting your child...

### Being Ready

#### What is school readiness?



School readiness is the term you'll likely hear a lot when talking about your child's upcoming transition into reception, how ready they are for it and the support they might benefit from ahead of it. It covers a really broad range of skills, characteristics and areas of development which lay the foundations for later learning.



From developing independence to promoting a love of reading, there are so many ways you can support your little one in becoming ready for school. Let's take a look at some simple things you can work on at home to help your child prepare for the transition into reception.

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## Supporting your child...

### Being Ready



Buckinghamshire Healthcare  
NHS Trust

#### Bucks School Readiness Service



### IS YOUR CHILD READY TO START RECEPTION CLASS IN SEPTEMBER?



#### SELF-CARE

- I can wash my hands.
- I can wipe my nose.
- I can tidy up & look after my belongings.
- I ask for help if I don't feel well.



#### INTEREST IN THE WORLD

- I enjoy exploring new things & like asking questions.
- I can follow instructions & understand rules.



#### GETTING DRESSED & UNDRESSED

- I can do up buttons and a zip.
- I can put on my socks & shoes.
- I can get changed for PE.
- I can put on my coat.
- I know certain parts of my body are private.

#### ROUTINES

- I have a regular bedtime routine, including a story, so I won't be tired at school.
- I eat at set times, just as they do at school.



#### MEALTIMES

- I can use a knife and fork.
- I can open a packed lunch by myself.
- I can open wrappers and packaging by myself.

#### TOILETING

- I can go to the toilet alone, wipe myself clean and flush the toilet.
- I can wash and dry my hands without help.



#### INDEPENDENCE

- I'm not sad if I'm away from my parents/carer.
- I'm confident about starting school.
- I can talk about myself & my feelings.
- I have practiced holding a pencil & can recognise my own name written down.

For further advice and help: [www.buckshealthcare.nhs.uk/School-nursing/](http://www.buckshealthcare.nhs.uk/School-nursing/)

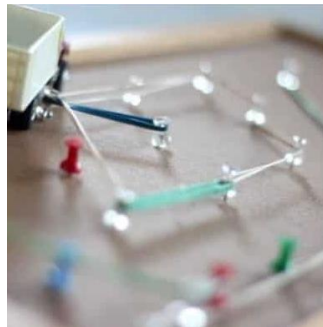
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## Supporting your child...

### Early Years Skills at Home

- ❑ Develop their **two-handed co-ordination and hand strength** with activities like:
  - squeezing sponges
  - Threading (beads, pasta, buttons)
  - ripping paper
  - building and taking apart (blocks, marshmallows and sticks)
  - playdough
  - using pegs, tweezers, syringes and tongs
  - Scooping and pouring (baking, sand/water/rice and pasta play)





## Supporting your child...

### Early Years Skills at Home

- ❑ **Scissors** – have a pair of these at home. Practise regular cutting skills.
  - **Snipping** – paper and straws
  - **Cutting straight lines** – thicker the better
  - **Changing direction** – curves and shapes
  - **Complex cutting** – zig zags and stars, cutting with a continuous motion.





## Supporting your child...

### Early Years Skills at Home

- ❑ Give your child opportunities for mark making in lots of different ways.
  - **Random Scribbling:** Uncontrolled, back-and-forth arm movements.
  - **Controlled Scribbling:** Repeated marks and the beginning of circular or directional strokes.
  - **Basic Shapes & Patterns:** Deliberate lines, crosses, and repeated shapes.
  - **Representational Marks:** Drawing rudimentary shapes (like a "head with legs") to represent people or things.
  - **Emergent Writing:** Combining marks with early recognizable letters or mock letters to tell a story or label a picture.



26 months



33 months



54 months



47 months



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## Supporting your child...

### Early Years Skills at Home

- ❑ Teach your child to use cutlery correctly when eating.



- ❑ Allow your child to take risks – let them use the monkey bars and jump off the playground equipment safely. Allow them to understand what their body can do!



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## Supporting your child...

### Supporting Communication and Language at Home

- Spending time talking to your child. Being present is crucial. Time away from your phone and any other distractions will allow you to give your full attention to your child.
- Exposing your child to rich language is key. Talk to them all of the time!
- When picking your child up from school, make sure you are present and make time to listen to your child telling you about their day. Being on a work call or having headphones in, will take you away from this important time with your child.

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## Supporting your child... Supporting Reading at Home

- Your child mimics what they see modelled to them. If they see you enjoying reading, they are more likely to enjoy it too! Read your own book when your child picks up a book to read or look at the pictures. Set aside time each week for your child to practise reading to you on a 1-1 basis.





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## Supporting your child...

### Developing Independence at Home

- Spend over the summer holidays teaching your child how to put their shoes on the correct feet and show them where they need to put their shoes when they take them off...not just leave them in the middle of the floor!
- Encourage your child to practise getting dressed for P.E and taking their school jumper on and off.
  - Teach your child that it is their responsibility to look after their belongings.
- Develop your child's independence of hanging up their own coat and putting their own shoes away.
  - Encourage your child to tidy up their toys with you. It is quicker to do this yourself, but your child needs to be doing this in preparation for school and taking responsibility for their classroom environment.

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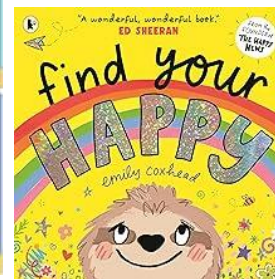
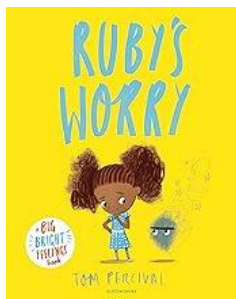
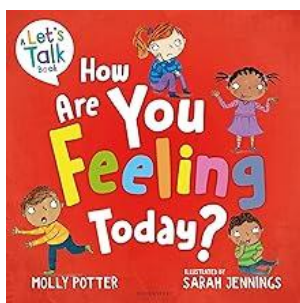
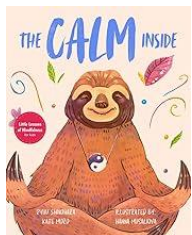
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## Supporting your child...

### Relationships and Emotions

Spend time discussing the different emotions your child might experience when they start school. This might include anxiety, excitement, worry, upset or some may even feel sad, cross or angry. It is really important that your child understands that it is ok to feel all of these emotions and together you can work out how to understand them. With so many new things to navigate – teachers, environments, new friends, uniforms, new routines – it's a good idea to talk about what they can do and who they can talk to if they have any big or uncomfortable feelings.



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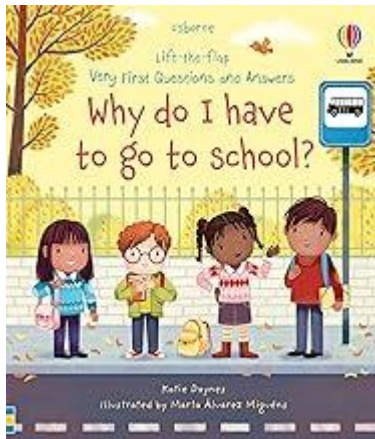
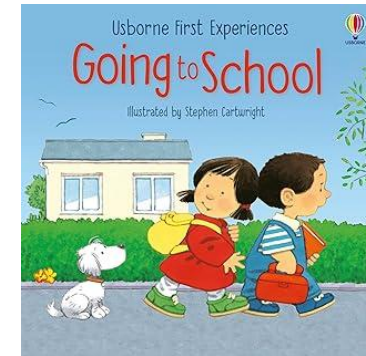
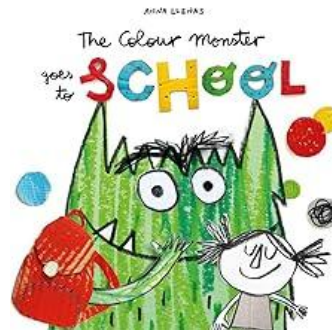
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## Supporting your child...

### Helpful Books



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## September Essentials

### School Uniform

*This can be purchased from [PMG Schoolwear](#) from the store in the Eden Centre, High Wycombe and their website. Some second-hand uniform is available for sale in school. All logoed items can be purchased here.*

*Generic items can be used, with the exception of the school tie*

- Grey or black skirt or tunic or trousers
- White blouse or buttoned shirt (not polo shirt)
- School tie (elasticated option for Reception - Year 2)
- Bottle green jumper or cardigan (logo optional)
- Grey, black or white socks (*not trainer socks*)
- Grey or black school shoes (*low heeled*)
- Optional green / white check cotton dress for summer
- Long hair must always be tied back but only with a suitable plain-coloured band
- Hair bows must be an appropriate size and plain coloured, in line with school colours.



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*If you have been informed that your child qualifies for Pupil Premium you may be entitled to free school uniform. The Pupil Premium Lead will contact qualifying parents.*



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## September Essentials

### School Uniform

#### PE and Games Kit

- Bottle green shorts
- White polo shirt
- White or black trainers for outdoor PE
- Black tracksuit for Outdoor Games/PE

#### Other equipment / optional items

- Bag for swimming/PE kit for hanging in cloakroom
- School book bag
- Water Bottle
- School cap/sun hat

#### Optional:

Wellies and waterproofs are optional.

Reception ones are available to use but some children may prefer their own.



**PLEASE LABEL EVERYTHING!!**

*We cannot stress the importance of this. If it is named, it will be returned, if it is not then it is very difficult to ensure that the right item will come back to you. Please use labels that will not come off and check weekly that they are still legible.*

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## Supporting your child...

### What your child will do at school



**Assessment notes:** Children were highly engaged and motivated, showing curiosity through questioning and discussion about Bonfire Night. Many children confidently used familiar and new vocabulary to describe what they had seen and created. Some children were able to explain their ideas and respond to others, sustaining short conversations. A few children are beginning to ask more complex 'why' questions and make simple connections between events (example: fireworks and explosions). Continued opportunities for small group discussion and adult modelling will support children in extending their sentences and using an increasingly varied vocabulary.

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## Supporting your child...

### What your child will do at school

Early Years has been jam-packed with chatter, creativity, and a whole lot of learning.

To celebrate the power of communication, the children have been designed to build their confidence and vocabulary. Throughout the week, we have shared stories, rhymes and songs helping us to develop our rhythm and language patterns. We have engaged in small-world and role-play scenarios to encourage imaginative talk. Our plane is still a great success in encouraging this. ✈



We have been busy exploring 3D shapes in every way possible. The children have been hunting for them around the classroom, using them to construct impressive towers, and drawing round them to see what 2D shapes we could discover. I wonder if you and your children could go on a shape hunt at home and see what 3D shapes that they could discover?

Everyone has been busy building and problem-solving together, proving that teamwork makes the dream work! We have had some very talented and creative children!



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## Supporting your child...

### Lunch at school

- Reception children have lunch between 11.30am – 12.30pm
- They can either bring a packed lunch or have a hot school meal (*Please note, all children will need to bring a packed lunch when they first start school. Hot meals will be available from Monday 15<sup>th</sup> September after the children have settled in.*)
- All Early Years children are entitled to a free school meal each day.
  - There will be a selection of different meals available each day, including a vegetarian option
  - Please let the office know if your child has any other dietary requirements.
- Our hot school meals are provided by Millbrook Global Cafe.
  - Each family will be registered with an account in September
  - All hot school meals must be ordered in advance via [ParentPay](#).
  - The order deadline is midnight on Monday for the following week.
  - If your child has an allergy or dietary requirement, please ensure you check the allergen and ingredients list and only order a lunch that is suitable for them.
  - If you require any assistance with hot school meals, please contact the bursar via [school office](#).
- For information about how to apply for Free School Meals, [please click here](#).



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# STOKENCHURCH PRIMARY SCHOOL & NURSERY



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01494 482112 [office@stokenchurchprimary.bucks.sch.uk](mailto:office@stokenchurchprimary.bucks.sch.uk) @stokenchurchps George Road, HP14 3RN

## Supporting your child...

### Packed Lunches

### Lunch, Snack and Milk

- Packed lunches should support our school's healthy eating policy.
- Please note that our school is a **nut free** zone which means that all types of nuts are banned.
- Children should not have fizzy or flavoured drinks, sweets or chocolate in their packed lunches.

### Snack

- Children will receive a free piece of fruit or healthy snack during the day.
- There is no need to provide and additional snacks unless this has been discussed with the class teacher.



### Drinks

- Water is available throughout the day, including lunchtimes. Children can also bring a drink to school – Water only please.
- Children receive a free carton of semi-skimmed milk on a daily basis until they reach the age of 5 and should you like this to continue after their fifth birthday, this can be arranged for a small fee.



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## Supporting your child...

### September is here...

- **From the moment you wake up, keep everything positive.**
  - Be aware of your own emotions and anxieties.
  - You are their role model and if you aren't smiling, they probably aren't either!
- **Make sure you have enough time to get ready.**
  - Starting off the day in a rush can be stressful and will not help.
- Ensure everything is ready by the door.
  - Preparation is key.
- **As you walk down the path for the first time, keep smiling.**
  - There may be tears so acknowledge how your child is feeling and tell them you understand, but ensure them that it is going to be lots of fun.
- **We encourage happy, swift goodbyes in the morning so please support us with this.**
  - If we struggle to settle your child we will call you.
- **Children walk into the classroom without you.**
  - There is not room for 60 grown ups inside. Please adhere to this.
- **Please do not be late for collection!**



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## Supporting your child...

### Reception Routines

1. A typical day at the beginning of the year has short adult directed periods and longer periods of child initiated learning periods. Adults work alongside children supporting their learning.
2. A typical day near the end of the year will have more adult directed teaching time and shorter child initiated learning.
3. Phonics adult directed teaching takes place every day

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## Supporting your child...

### RBA

The **Reception Baseline Assessment (RBA)** is a short, interactive, and informal check that teachers do with children during their first six weeks of starting Reception. It provides a starting-point snapshot of a child's early math, literacy, and communication skills. It is not a pass-or-fail test

- **It's practical and fun:** Children use practical resource and interact with a touchscreen device or talk directly with the teacher.
- **Short duration:** It only takes about 20 minutes to complete in a quiet area.
- **Dynamic:** The assessment adapts to the child. If a task is too challenging, the system will seamlessly jump to the next section so the child doesn't feel overwhelmed

*Parents and teachers receive a short set of statements that narratively describe how the child performed – this helps us to create an environment to support, develop and extend your child's knowledge, understanding and skills.*

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## Supporting your child...

### Parents as Partners

#### Open door policy

- please come and speak to us regarding any problems you may have (after school is preferable).

#### Parent meeting in September

- information about the curriculum, day to day timetable (date to be confirmed).

#### Tapestry

- weekly blogs of your child's learning will be uploaded by our dedicated staff
- we encourage you to share key moments/family fun on Tapestry for us to share in school



#### Parent evenings

- 1:1 meetings with the class teacher will take place in November and March.

#### Stay Sessions

- throughout the year parents will be invited to come in and play, read, create and share with their child.

#### Class assemblies

- one per class in the summer term.



#### Experiences

- throughout the year we offer a variety of experiences that enhance, inspire and excite the children's learning (reindeers, astronauts, emergency services, minibeasts etc) parent helpers are always welcome.

#### End of year school reports.

School website, Parent Mail, Weekly School Newsletters.



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## Supporting you...

### Our Nursery



#### 15 hour funding

- Mornings 8.30am - 11.30am
- Afternoons 12.30pm - 3.30pm

#### 30 hour funding

- Full Day 8.30 - 2.30pm (with flexibility if needed)
- Further information on eligibility for the extended funded hours [can be found here](#).
- Additional Hours available - £6.00 per hour

If you would like to apply for a place for your child in our Nursery, please see the Admission details for Nursery on the [Admissions part of the website](#).

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## Supporting your child...

### Summer Challenge

To help support a smooth transition into their new class, we have put together a few fun activities for you and your child to enjoy together over the summer holidays.

These activities will help us get to know your child, their interests, and the people who are important to them. We will be using these as part of our "**Marvellous Me**" topic during the first few weeks of school.

 **Please upload photographs and completed activities to Tapestry once your account has been activated in September.**

*You will receive an email to activate your Tapestry account in September.*

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**Summer Challenge – an alternative to the ‘all about me booklets’.**

**Parents requested to upload to Tapestry. Lets start to build our home-school links 😊  
Tapestry log in's will follow. Current parents/families of the school, please use your existing  
Tapestry account.**

## Share a Story

Choose a favourite story to read and talk about:

Your favourite character

What happened in the story

What you think might happened next.

Can you act out some of the story together?

## Self-Portraits

- Crayons/Pens
- Paints
- Cutting and sticking
- Natural materials from outside!

**Encourage your child to include a smile!**

## My Favourite Things

Take some photographs of yourself enjoying your favourite activities.

Ideas:

 Playing a favourite game/with favourite toys

 Riding a bike or scooter

 Completing a puzzle

 Singing or dancing

 Reading a book

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## Supporting your child...

### Summer Challenge

#### My Family and Me

Take photographs of:



Yourself at home



family members



Days out and adventures



Pets (if you have any)



Special celebrations

These help us learn about the people who are important to you.

#### Adventure Challenge

- Visit a park
- Look for minibeasts
- Make a sandcastle
- Help prepare a snack
- Sing your favourite song
- Draw a picture outdoors
- Go on a nature walk
- Count how many birds you can spot
- Put on your coat/shoes independently

*The photographs and activities you share will help us build positive relationships with your child and support them in feeling happy, safe, and settled when they start school.*

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## Supporting your child...

### Questions...



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