



STOKENCHURCH PRIMARY SCHOOL & NURSERY

AIMING HIGH ... FLYING HIGHER

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



Welcome to Reception

Meet the Teacher • Starting Reception • Working Together

We would like to welcome you to Reception and look forward to working with you. When parents and teachers work together, there is a lasting and positive impact on children's progress.

A very warm welcome!

- We are delighted to welcome you and your child to our Reception family.
- Starting Reception is a big milestone — for children and parents!
- Our aim is for every child to feel safe, happy, valued and excited to learn.
- We will get to know your child as an individual: their interests, strengths, personality and needs.

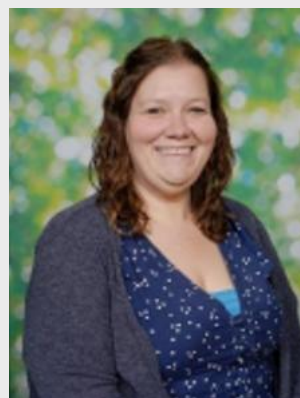
Meet the Reception Team



Ms Scales
Ash Class Teacher



Mrs Campbell
Alder Class Teacher



Mrs Elliott
Deputy Headteacher
T AM and F PM



Mrs Warner
EYFS Lead



Mrs Powell
LSA M-W



Mrs Ferguson
LSA/1st Aider
M-F



Miss Tegala
LSA
M, T, Th, F



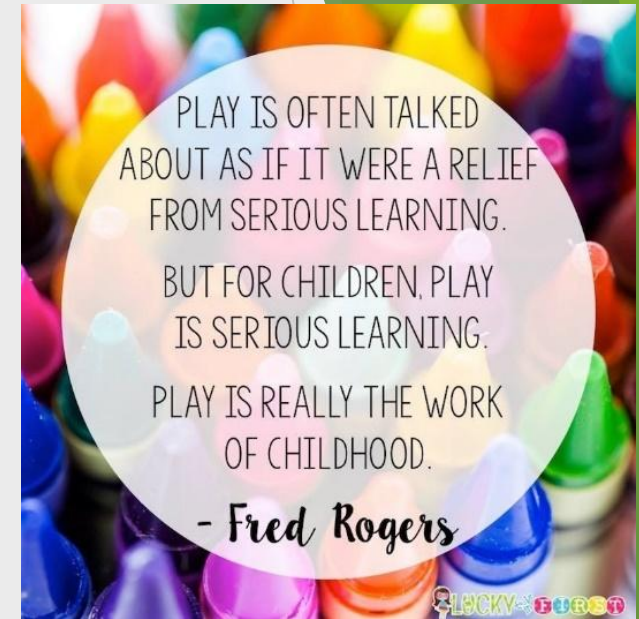
Mrs Venning
PPA Teacher
Friday PM

What is the EYFS?

- EYFS stands for the Early Years Foundation Stage.
- It is the statutory framework for children from birth to the end of Reception.
- It sets out the standards that schools and early years settings must meet to support children's learning, development, health and safety.
- Learning in Reception is built around children's interests, play, relationships and real-life experiences.

The importance of play

- Play underpins the EYFS.
- 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.

Areas of Learning

“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.

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



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

Characteristics of Effective Learning

Characteristics of Effective Learning	Areas of Learning and Development	Birth to 5 Matters Aspects
Playing and Exploring	Prime Areas	
ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'	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
Active Learning	Specific Areas	
MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do	Literacy	Reading Writing
	Mathematics	Mathematics
	Understanding the World	People and Communities The World Technology
Creative and Critical Thinking	Expressive Arts and Design	Creating with Materials Being Imaginative and Expressive
THINKING Having their own ideas Making links Working with ideas		

Assessment

Reception Baseline Assessment

- The RBA is an age-appropriate assessment of early mathematics and early literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception.
- The assessment has two components, each consisting of practical tasks using physical resources. You will be sent a link to more information about the assessments from RBA later this week.

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.	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.	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.
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.	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.
		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.

The Early Years Foundation Stage Profile

- In the final term of the F2, the Early Years Foundation Stage Profile is completed for each child.
- A best fit teacher judgement against each of the 17 Early Learning Goals, within the seven areas of learning is made.
- Here we indicate whether children are on track or otherwise.
- These results are reported to you within the school report issued at the end of the year.

Making Progress



Language Link is a standardized, school-based screening and intervention tool used to identify and support speech, language, and communication needs in young children.

- It is a **child-friendly assessment** completed on a computer or tablet alongside an adult.
- Children listen to simple prompts and point to pictures, making it feel like a series of games rather than a test.
- It focuses primarily on **receptive language**—how well a child understands spoken words, sentences, and instructions.



- **Weekly updates:** We will share a weekly blog showing what the children have been learning.
- **Home experiences:** We would love you to share special moments and experiences from home.
- **Celebrate learning:** We can share and celebrate the children's achievements together.
- **Home and school:** Tapestry helps us keep in touch and supports your child's confidence, communication and language.
- **Getting started:** You will soon receive an email with details on how to set up and access your Tapestry account.

Reporting to Parents

- Progress will be reported to you throughout the year.
- There will be two parents evenings throughout the year.
 - The first meeting in the Autumn Term will have a pastoral focus
 - The second meeting in the Spring Term will focus on progress and attainment.
- A final end of year report in the Summer Term will celebrate your child's personal achievements and summarise their progress and attainment in line with the Early Learning Goals and EYFS Profile.

Our Curriculum

High quality texts will form the foundations of our learning in Early Years, enabling us to provide cross curricular experiences, linking with our over arching principle of the importance of play.

EYFS Reception Curriculum Map 26 - 27						
Term:	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Values:	Ready, Respectful, Safe	Resilient	Curious	Confident	Independent	Successful
Topic:	School Superheroes	The Past	Brilliant Books	Marvellous Machines	Hot & Cold	Food Glorious Food
						
Themes:	- Families - Zones - Emotions - Rules - Who helps them? - Germ - Personal Hygiene	- Dinosaurs - Their history - Christmas Story	- Traditional Tales - Author study - Rhymes/ Poems	- Bus - Train - Hot air balloon - Rocket - Pirate Ship	- Seasons - Science - Countries - Sea - Desert - Animals - The Weather	- Healthy Eating - Growing - Different Cultures - Transitional Texts
Key Skills <i>linked to the Prime and Specific Areas of the EYFS Curriculum</i>	Understand feelings and emotions and behaviours Learn different routines, expectations and boundaries Know how to take care of themselves		Understand how to keep their body and mind safe and healthy Learn how to communicate effectively Know how to get involved and explore		Understand how their actions have consequences Learn to make connections and solve problems Know how to work collaboratively and with their own ideas	
Texts: *Yellow = Key Texts	- There's a superhero in your book - Starting School - Ruby's Worries - A superhero like you - Super-duper you!	10 little dinosaurs - Harry and the bucket full of dinosaurs - The Christmas Story - Stinky Sprouts	- The puffer book of fantastic first poems - Goldilocks and the three bears - The 3 little pigs - Paul Linnet & Sue Hendra Books	100 decker bus - Can caravan - The runaway train. - Cycle City - Duck on the Truck	- Emma Jane's Aeroplane - Boo! A fishy mystery - The sea beneath my toes - Tidy	- Faruk and the Wini Wini - When ice cream had a meltdown - What we'll build - A Little Bit Brave - Mooncat & Me
Communication, Language & Literacy <i>Makaton Songs</i>	My Finger Family	I hear thunder	Two little dickie birds	I can see a rainbow	The sun has got his hat on	There's a worm at the bottom of the garden
Communication, Language & Literacy <i>Action Rhymes and Songs</i>	10 little fingers I had a little teddy	Dinosaurs Santa got stuck up the chimney	When goldilocks went to the house of the bears There was an old lady who swollen a fly	Down at thew Station Row Row Boat	I'm a little snowman Down in the jungle	Let's make a cake! I am the baker man.
Phonics <i>Twinkl</i>	Level 2	Level 2	Level 3	Level 3	Level 4	Level 4
Maths <i>White Rose</i>	Getting to Know you Match, Sort and Compare Talk about Measure and Pattern	It's me 1,2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6,7,8 Length, Height and Time	Length, Height and Time Building 9 and 10 Explore 3D Shapes	To 20 and beyond How many now? Manipulate, Compose and Decompose	Sharing and Grouping Visualise, Build and Map Make Connections

Our Curriculum

Maths <i>Mastering Number</i>	Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets – by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers	Counting – larger sets and things that cannot be seen Subitising to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games Introduce the Rekenrek	Consolidation of learning. Using the Rekenrek
UTW History/ Geography <i>Kapow</i>	Class teachers will take inspiration and relevant topics from the Kapow Units. This will primarily be led by the children's interests. Units: Peak into the past, Adventures through time, Exploring maps, outdoor adventures, around the world.					
EAD Art and DT <i>Kapow</i>	Class teachers will take inspiration and relevant topics from the Kapow Units. This will primarily be led by the children's interests. Units: Marvellous Marks, Cooking, Drawing, Sculpture and 3D, Structures, Painting and mixed media.					
PSED RSE & PSHE <i>Kapow</i>	Self-Regulation: Listening and Following Instructions	Building Relationships: My Family and Friends	Managing Self: My Wellbeing	Self-Regulation: My Feelings	Building Relationships: Special Relationships	Managing Self: Taking on Challenges
EAD/Music <i>Kapow</i>	Exploring Sound	Celebration Music	Musical Stories	Transport	Music & Movement	Big Band
PD PE & Games <i>Pepe</i>	Sporty Superheroes	Time Travel Adventure	Land of Fairy tales	Space Explorers	Jungle Adventure <i>Swimming</i>	Beach Trip & The Deep Blue Sea <i>Swimming</i>
Computing <i>Barefoot & Project Evolve</i>	BF: Awesome Autumn	BF: Super Space	BF: Winter Warmers	BF: Boats Ahoy!	BF: Spring Time	BF: Summer Fun
'Real' Experiences:	- School Staff interviews Make school pets – quiet critters?	- Reindeer visit Family visits?	- Author Visit Illustrator visit	- Bus ride - Mechanic visit 999 visits	- Visiting reptiles - Visiting farm Pets	- Caribbean Day - Master Chef - Bake Off - Picnic

Our Timetable

	8:40	8:50	9:00	9:30	10:15	11:00	11:30	12:30	12:40	12:50	1:15	1:45	2:45	3:00
Monday	Fine Motor Activities	Registration/ Singing	Phonics	Class Learning / Snack and story	Explore Time	PSED	Lunch	Fine Motor Activities	Registration/ Singing	Maths	Class Learning	Explore Time	Story	Getting ready for home time / number rhymes
Tuesday						Music							Makaton Singing	
Wednesday						Art							Story	
Thursday				PE		UtW - Science							Makaton Singing	
Friday			Assembly			Celebration				Phonics			Story	

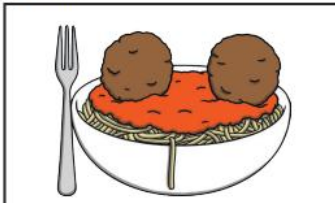
Phonics



- Whole school phonics scheme
- Taught to all children from Nursery - Year 2
- Daily, interactive lessons
- Songs, rhymes, actions to make learning fun and memorable
- Reading books to support current phonics learning (*These will be given out once the children have completed their first assessment at the end of Autumn 1*)
- 'Crib sheets' to bring the children's learning home and to support parents every week

Today, we have been learning **m**.  Level 2

Picture



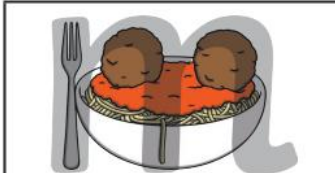
meatballs

Action



Yummy! Rub your tummy.

Formation



Down the fork, over and over the meatballs.

Song

(To the tune of 'One Man Went to Mow'.)

Meatballs,
m - m - m,
How we love to eat them,
Meatballs,
m - m - m,
How we love to eat them!

Word List

Can you robot-talk and blend to read these words?

am ...	map ...
man ...	Tim ...
mat ...	Sam ...



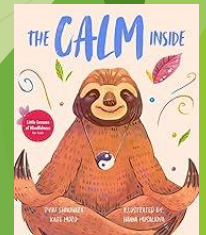
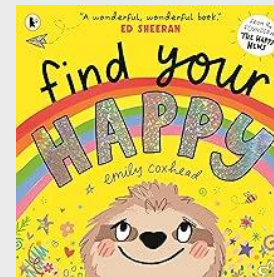
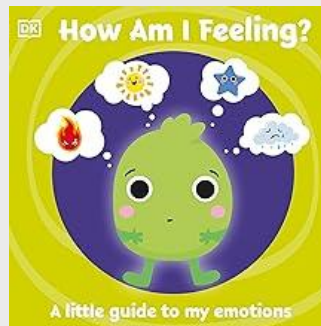
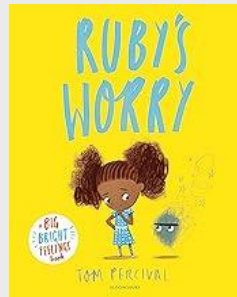
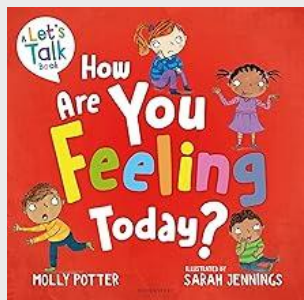
 Made by teachers, perfect for parents  Free parent packs at [twinkl.co.uk/parents](https://www.twinkl.co.uk/parents)

Well-Being

♥ Supporting Your Child's Wellbeing

At Stokenchurch, your child's wellbeing is at the heart of everything we do. In Reception, we support children's wellbeing through:

- Talking about feelings and helping children understand their emotions.
- Calm-down time to help children relax and reset.
- Weekly PSHE lessons
- Zones of Regulation and toolkits
- The Stokie Second
- Regular brain breaks and stretches
- Mindfulness tasks, Go Noodle and yoga stretches
- Worry monsters



Snack

- Fruit and milk are provided free of charge for snack time.
- Fresh milk is delivered daily to the school via Cool Milk Limited.
 - Please register directly with Cool Milk, either online at www.coolmilk.com
 - If your child has been in our nursery, they will already be registered to receive milk.
 - A small charge is set for milk as your child turns five.



Hot School Meals and Lunches

- We are pleased to be able to offer all our Reception children a free nutritious hot school meal.
- Our learning support staff accompany our children in the hall and are able to help them to make food choices, and monitor what they have eaten.
- Dietary requirements are clearly displayed on the till, ensuring that children always make appropriate choices.
- If providing a packed lunch, please make sure it is healthy.
- **NO CHOCOLATE BARS OR SWEETS!**

Please be aware that we have children in the school who have severe nut allergies. Please ensure that all food sent into school is nut free, this includes chocolate spread. Many thanks for your support.

Medication and Medical Needs

- ☐ A **health care plan** must be completed for allergies, medication or other medical needs.
- ☐ We can only administer **antibiotics prescribed more than 4 times a day**.
- ☐ Please let us know if there are **any changes to your child's medical needs**.
- ☐ We follow **NHS medical guidance and procedures** to ensure all children are kept safe and well while at school.

- ☐ **Mrs Ferguson, Mrs Warner and Miss Masterton** are our **Early Years First Aiders** and are available to support with medical needs.

- ☐ ***Mrs Ferguson is your first point of call for Reception***

Managing Children's behaviour

Behaviour at **STOKENCHURCH** is paramount and our expectations of every child to follow our golden rules and be **READY, RESPECTFUL** and **SAFE** at all times are non-negotiable.

How do we achieve and maintain this?

- ☐ Strong values that are regularly reinforced by all
- ☐ Being clear and consistent with our expectations
- ☐ Remaining positive with and listening to the children
- ☐ Using positive rewards regularly
 - ☐ (praise, stickers, do-jo's, messages home, etc.)
- ☐ Regular communication with home
- ☐ Tackling issues calmly and effectively
- ☐ Speaking to parents early

STOKENCHURCH PRIMARY SCHOOL & NURSERY		
AIMING HIGH ... FLYING HIGHER		
Everything we do makes a difference to our children; empowering minds and shaping futures.		
We are always:		
READY	RESPECTFUL	SAFE
OUR CODE OF CONDUCT		
1	The STOKIE way: We wait and walk We say please and thank you	
2	We follow instructions given by all adults.	
3	We keep our hands, feet and objects to ourselves.	
4	We treat equipment sensibly and help each other to learn.	
5	We show respect to others and our school at all times.	
6	We listen carefully and respond (with delicious answers).	

STOKENCHURCH PRIMARY SCHOOL & NURSERY		
AIMING HIGH ... FLYING HIGHER		
Everything we do makes a difference to our children; empowering minds and shaping futures.		
We are always:		
READY	RESPECTFUL	SAFE
CONSEQUENCES		
1	Warning	
2	Thinking Time	
3	Phase Leader	
4	SLT / Deputy Head	
5	Headteacher	
6	Parents Informed	

PE

- PE will take place on **Thursday morning**.
- Please send your child into school wearing their PE kit.
- PE will usually take place outside, please ensure your child has appropriate clothing for the weather.



SEN Support

*Many of our children have different challenges or needs that we aim to support as inclusively as possible. Most of these needs can be met as part of a **high quality, inclusive curriculum**, with reasonable adjustments made when necessary. Some of our children may need additional provision, as recommended in the Department for Education's SEND Code of Practice, Buckinghamshire Council's Ordinarily Available Provision, NHS guidance and evidence-based best practice. These are embedded within day to day classroom practice.*

♥ **EYFS Teachers** work closely within the team and with families to support every child's individual needs.

- **Observe your child** to understand their needs.
- **Try different strategies** to support them.
- **Monitor their progress** and see what works best.
- **Meet with you** to discuss your child and our observations
- With your consent, **ask for advice** from other professionals when needed
- Our aim is to **work together with you to help your child feel happy, confident and successful in Nursery.**

If you have any additional questions or concerns about your child, please use the contact information below:

senco@stokenchurchprimary.bucks.sch.uk

SENCO's

Mrs F Avery (Monday - Wednesday) *designated SENCO for Reception*

Mrs C Howland (Wednesday - Friday)

Safeguarding

At Stokenchurch, keeping your child safe and happy is our priority.

- Every child has the right to feel safe, cared for and supported.
- Our staff are alert to any concerns and know how to respond if a child needs help.
- Safeguarding is everyone's responsibility - staff, parents and volunteers all play a part.
- Our Child Protection Policy and procedures can be found on the school website.
- Please follow our arrival and collection procedures carefully.
- Only authorised adults may collect your child.



Are you concerned about a child?

ALWAYS act on any concern.
Make a written record of your concern and share without delay.

Mr Stephen Sloan
Designated Safeguarding Lead
Acting Headteacher



Mrs Samantha Elliott
Designated Safeguarding Officer
Acting Deputy Headteacher



Mrs Francesca Avery
Designated Safeguarding Officer
SENCo



Mrs Kat Warner
Designated Safeguarding Officer
EYFS Lead



Miss Catherine Howland
Designated Safeguarding Officer
SENCo



Mrs Judy Pope
Designated Safeguarding Officer
Administration Manager



Please do not leave the site without sharing your concern, even if just a feeling.
Speak to one of the DSLs or email safeguarding@stokenchurchprimary.bucks.sch.uk

Remember, IT COULD HAPPEN HERE.

Online Safety

 Keeping children safe online is everyone's responsibility.

Together, we can:

- Keep children safe from unsuitable content and people online.
- Set healthy screen time limits.
- Help children learn how to use technology safely.
- Be good role models when using devices.
- Talk about online safety at home, we talk about it at school.



Key websites that can support in developing better understanding of E-safety for parents:

- <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>
- <https://www.internetmatters.org/schools-esafety/parent-online-support-pack-teachers/>
 - <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
 - <https://www.thinkuknow.co.uk/parents/>
 - <https://www.childnet.com/parents-and-carers>

Supporting your child at home

- Share books every day and talk about the pictures.
- Sing nursery rhymes and play sound games.
- Count during everyday activities: stairs, toys, plates, socks.
- Encourage your child to dress, tidy and make simple choices independently.
- Go outside, explore nature and talk about what you notice.
- Most importantly: talk, play and enjoy time together!

A few important reminders

- Label everything....socks/ jumpers/ PE kit.....EVERYTHING!
- Remind children to tell the teacher if they have letters to give in.
- No jewellery to be worn in school - earrings must be taped.
- **Please cut small food lengthways** - e.g. grapes, tomatoes - please see NHS website for more information.
- Please keep a spare pair of underwear and socks in their bags - accidents happen!
- PE Day is Thursday - please send your child to school in their PE kit
- Drop off is at 8.40am and Collection is at 3.10pm
- keep us informed about allergies, medical needs and changes in circumstances.
- keep your child's contact details up to date.
- Please refer regularly to our school website key dates and information.

Keep in touch and stay informed

 <https://www.facebook.com/StokenchurchPTA>

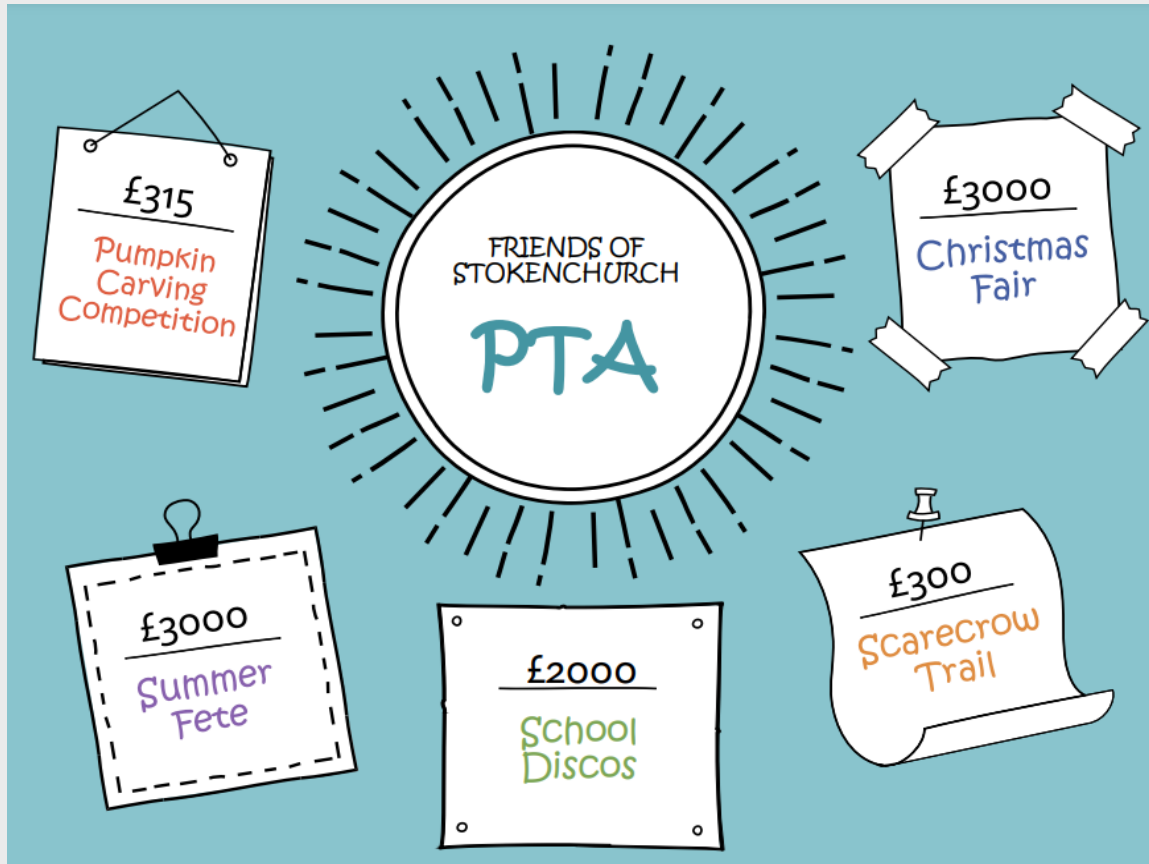
 <https://twitter.com/StokenchurchPTA>

 <http://www.stokenchurchprimary.co.uk/pta/>

 stokenchurchprimarypta@outlook.com



PTA



Friends of Stokenchurch Primary

What is the money spent on?



Pantomime Production

Library revamp & Quiet Garden

Homework Diaries & Workbooks

Playground Pergola & Sail Shades

F2 Graduation Bears & Y6 Hoodies Subsidy

**Thank you for trusting us with your children.
We are looking forward to getting to know you all!**

Any questions, please ask or email the school office at:
office@stokenchurchprimary.bucks.sch.uk