



Welcome to the information evening 2026



Welcome to the St Peter's Family.

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Centre'



SENDCO

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Mrs. G Foster

Meet the Early Years Team



Mr Read EYFS and KS1 Lead



Mr Hughes



Mrs Bradbury



Mrs Moriarty



Mrs Dyer



Miss Athill



Miss Compton



Mrs Woods



Mrs Solivajs

Mrs Black

Mrs M

Dates for your Diaries

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May, June and July

- Visits and phone calls to pre-schools and nursery settings.
- Drop in sessions Thursday 18th June, Wednesday 24th June and Wednesday 1st July at 3:45-4:15pm
- 'Stay and Play' Friday 17th July 9:15-10:15am

September

- Year R start full time on Monday 7th September
- Home visits between Wednesday 2nd to Friday 4th September

What is the Early Years Foundation Stage (EYFS)?

Four Themes

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Three Prime Areas of Learning

- Communication and language
- Physical development
- Personal, social and emotional development

Four Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



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School readiness

Growing independence

Taking care of themselves

- Putting on/taking off their coat and shoes
- Using the toilet and washing their hands
- Getting dressed with little help, e.g. after using the toilet or doing PE
- Using cutlery (e.g. fork and spoon, chopsticks) and drinking from an open cup
- Spending time away from you, learning they can be looked after by caring adults

Play, creativity and curiosity

- Taking part in imaginative play (e.g. role play)
- Drawing, painting, colouring and sticking
- Sharing story books with caregivers, looking at pictures and talking about the characters
- Exploring the world around them (e.g. looking closely at the natural world or playing safely with objects at home)



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School readiness

Building relationships and communicating

Being with others

- Practising sharing and taking turns with toys
- Talking to them about how they are feeling and why
- Looking at story books together and speaking about what characters are feeling is a good way to do this
- Beginning to recognise what others are feeling, e.g. understanding if a friend is sad
- Encouraging them to set boundaries for themselves and others (e.g. knowing how to say 'no')

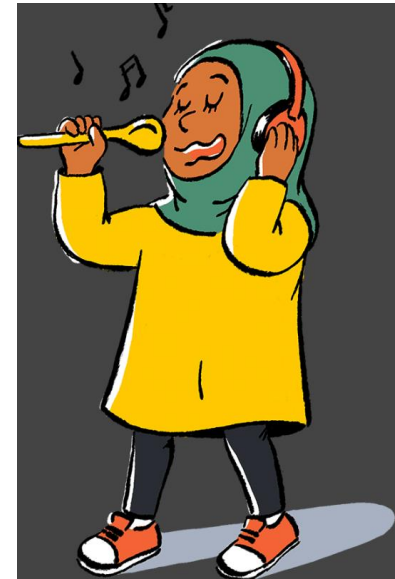
Communication and language

- Singing along with songs and nursery rhymes
- Talking happily to others about activities, experiences and the world around them
- Showing they need help by speaking clearly (in basic English or sign language)
- Recognising the pattern of their name (so they can find it on their coat peg or jacket)

Listening and engaging

- Paying attention for short periods of time
- Listening to and following simple instructions
- Carrying on with a task even when it's difficult and bouncing back if things go wrong

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School readiness

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Physical development

Getting moving for at least three hours a day

- Walking up and down steps (one foot at a time, using the wall for support)
- Climbing, running, jumping and playing
- Catching a large ball (most of the time)
- Doing simple puzzles and craft activities, strengthening their grip with cutting and sticking



Healthy routines

- Going to bed around the same time each night, waking up in time to get ready for school
- Limiting screen time to the recommended daily amounts (see advice)
- Eating a healthy diet and trying new foods
- Brushing their teeth with fluoride toothpaste twice a day (you'll need to supervise this until they are at least 7)

<https://startingreception.co.uk/>

Year R/1 mixed- our vision



Continuous provision provides the opportunity for children to...



- ☛ learn independently
- ☛ develop the confidence to select appropriate resources.
- ☛ apply knowledge and skills in a meaningful context.
- ☛ engage in deeper learning as they return to, repeat and extend resulting in mastery.
- ☛ develop skills such as collaboration and problem solving.

Year R/1 mixed- our vision

Scientists have recently determined that it takes approximately 400 repetitions to create a new synapse in the brain – unless it is done with play in which case it takes between 10 and 20 repetitions

Dr Karyn Purvis

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Year R/1 mixed- our learning

- Phonics, reading
- Maths
- Wider curriculum
- Inside/outside – COOL time (choose our own learning)
- Lunch times and break times



A day in class

- 8:40-3:30pm
- Building good relationships with adults and children
- Unique child – love for learning (thrill), encouraging motivation and resilience (will), and developing specific capabilities (skill)
- Continuous Provision (COOL time)
- Following children's interests
- Adult directed tasks – must do tasks
- Story time – rich vocabulary



Home - School link

How we will communicate with parents

- Letters
- PE kit reminders
- Library/reading books with reading recorded in a journal
- Numbots – all children will have an account



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Thank you for coming!

