



Lime Wood
Primary School

Welcome Meeting EYFS at LWP

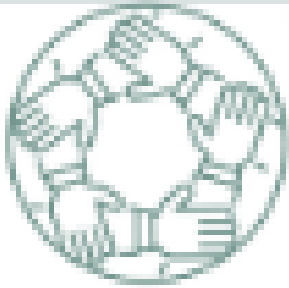
Miss C Ingrams
Headteacher

Mrs A Holdsworth
Assistant Headteacher
and phase lead for EYFS/KS1

Welcome to Lime Wood Primary School



School Values



TEAMWORK



CURIOSITY



RESPECT



PRIDE



KINDNESS

EYFS Teachers



Ms D Balogun

Reception
Class Teacher

Hundred Acre
Wood Class



Mrs A Webber

Reception
Class Teacher

Neverwood
Forest Class

EYFS Support Staff

Teaching Assistants

We are currently recruiting and will share details as soon as possible.

SEN Admin Assistant
Mrs Gregory



Midday Meal Supervisor -
Mrs Begum



PPA Cover - PE
Coach Gurd



Inclusion & Safeguarding



Miss Ingrams
Headteacher & SENCo
Trust Inclusion Lead & Designated
Safeguarding Officer



Mrs Holdsworth
Assistant Headteacher
EYFS and KS1 phase lead
Deputy Designated Safeguarding
Officer

Front Office



Mrs Cunningham
Senior Office Administrator



Miss O Crookes
Receptionist

Woodland Academy Trust

Lime Wood Primary School is part of the Woodland Academy Trust. Schools within the trust work in collaboration, sharing good practice to ensure every child, in every school achieves their full potential.

For more information, please do visit the trust website and the school website at

www.woodlandacademytrust.co.uk

[Lime Wood Primary School](#)

Behaviour & Relationships

EYFS follow the three rules:
Ready
Respectful
Safe



Children are celebrated during Celebration Assembly and given a token to go on our **Golden Tree** weekly for demonstrating excellence in learning and behaviour.



Children are also selected each week to be Star of the Week! Postcards are sent home to parents to celebrate child's achievements.

EYFS Curriculum

The EYFS is a curriculum that focuses on the distinct needs of children from birth to five.

It is a broad, balanced and purposeful curriculum and is delivered through planned play based activities which are both adult led and child led.

We provide a balance between adult-led and child initiated experiences. Children are supported in their development through play and exploration opportunities, short carpet sessions, and adult guided work.

Although the curriculum remains very play based, the balance shifts gradually through the Reception year towards more activities led by adults, to help children prepare for more formal learning in Year 1.

The Importance of Play



Play is a vital tool to support emotional, cognitive and physical development.

Through play children use the vital skills they have already mastered to extend their knowledge and understanding of the world.

Children feel comfortable and confident when they are playing so are able to experiment, take risks, question and explore.

Through exploration children make connections, build up ideas, concepts and skills.

Through play children gain a sense of achievement, thereby developing self-esteem.

Areas of Learning and Development

The Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

These areas help your child to build the capacity to learn.

The Specific Areas:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

It is through these that the Prime Areas are strengthened and applied.

How will your child learn?

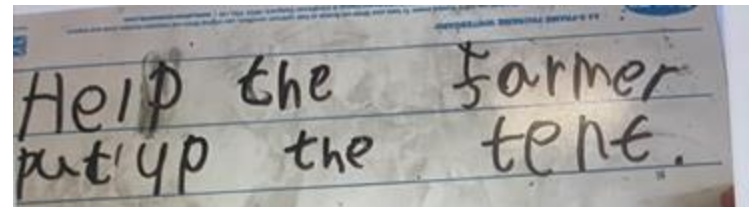
We teach, using topics as well as using the children's interests as a vehicle for learning.

Each morning the children will be taught phonics and literacy and in the afternoon maths/topic.

Children will follow the EYFS curriculum

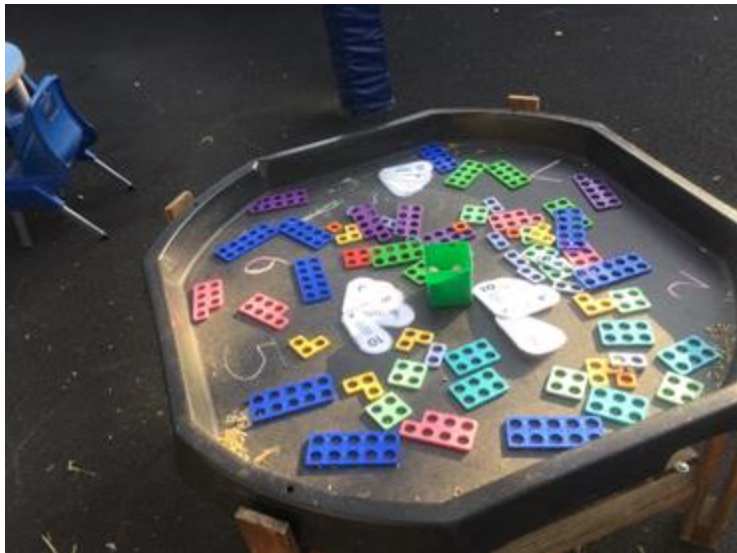
Literacy

- In EYFS and across the school we use elements of Talk4Writing which enhances children's ability to learn and retell stories both orally using actions and written.
- Children are taught to read primarily using a structured phonics programme. At LWP, the Little Wandle Letters and Sounds programme is followed for all children. There is a daily phonics session and children are regularly assessed to identify any gaps in learning. Within the school day identified children will join a phonics catch up session.
- Children have 3 reading sessions over the week. 1 Decoding, 2 Prosody 3 Comprehension. Children take these books home and read with their grown-ups



Maths

At the Woodland Academy Trust, all pupils will experience the 'mastery approach' to learning maths, using the underlying principles of White Rose. Instead of learning mathematical procedures by rote, we want pupils to build a deep conceptual understanding of concepts which will enable them to apply their learning in different situations.



Year Overview														
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			Consolidation	
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation				
Summer	To 20 and Beyond			First Then Now			Find My Pattern			On The Move				



Outdoor Learning

Our belief is that children can excel, extending beyond the traditional curriculum, and we offer a strong emphasis on outdoor and adventure learning.

Outdoor learning is a holistic approach to learning, where children explore the setting and engage in exciting activities.

These will include:

- Digging
- Mud kitchen
- Sawing
- Drilling
- Bug hunting
- Cooking
- Knots and lashings
- Den building



Our School Day - EYFS

7.30am	Breakfast provision with Jacqueline's Gems
8.50am	School Starts
9.00am	End of Registration
Morning Sessions	
Lunch 11.30am-12.30pm	
Afternoon Sessions	Incl Forest School sessions once per week
3.20pm	End of School
3.20pm-6.30pm	After school provision with Jacqueline's Gems

Gates will open from 8.40am for morning drop off (8.50am) and from 3.15pm for collection. Children will be released at 3.20pm.

Beginning of the school day

Children will enter their classroom independently and be supported by staff to put their belongings away.

They will then sit on the carpet for early morning work.

If there are urgent messages for your child's teacher these can be passed on in the morning to the member of staff on the main gate. Non-urgent messages can be emailed to the school office.

Please remember staff are there to support all children settle into the class each day and therefore children are their priority.

If you have anything of length you wish to discuss we ask you to contact the office to book an appointment with the class teacher.

Reception Baseline Assessment



The purpose of the assessment is to provide the starting point for a new measure that will help parents understand how well schools support their pupils to progress between reception and year 6.

The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with.

It became statutory for all schools from September 2021.

https://assets.publishing.service.gov.uk/media/64f5e8b29ee0f2000db7be4f/2023_Information_for_parents_reception_baseline_assessment_WFBHO.pdf

Understanding Self-Regulation

Self-regulation skills can include children being able to:

Bounce Back When Things Get Difficult



Concentrate Their Thinking



Monitor What They Are Doing and Adapt



Be Patient for What They Want



Regulate Strong Feelings



Plan What to Do Next



Executive Function

Can include a child being able to:

Hold Information in Mind



Focus Their Attention



Think Flexibly



Inhibit Impulsive Behaviour



How do we know your child's capabilities?

- Observing children playing
- Small group activities
- Conversations with your child
- Class/group discussion
- Communication with parents/carers
- On-going/termly assessment
- Showbie
- Floor Books

Physical Development/PE

PE clothes in a clearly named PE bag.

PE kit- black shorts and trousers and white t-shirt, velcro trainers, spare underwear.

No earrings/jewellery. Should your child come to school with stud earrings they should be taped over.

Shoulder length (or longer) hair should be tied up. Children will change independently so please help them practice at home to dress and undress themselves without help.

Label everything!

School Uniform



Preferably Velcro fastenings on shoes as laces are a tripping hazard.

Parents as Partners

We highly value the partnership between home and school, and encourage all parents and carers to take an active part in the education of their children.

- Read with your child daily and record in reading record book
- School visits
- Home learning
- Showbie
- Workshops

Please join our PTFA to support the school to fundraise for all the children.

Email - ptfalwp@gmail.com

Lunch & Free School Meals

All children in Reception receive free school meals.

This is called **Universal Free School Meals**. We encourage all children to try school dinners, however if preferred, they can bring their own lunch.

In the packs you have been given you will find our menus. You will also find suggestions for a healthy packed lunch.

If your child has allergies or dietary requirements we will record these in the admission pack that you will be completing soon. If your child has aversions to food, depending how severe, we encourage you to make food similar to the menu so they can try it, where possible. You may also like to put their lunch in their lunchbox to get them used to opening and closing it.

In your packs you will find information about our catering company, The Pantry. All meals are booked directly with them. Please remember to register for your account and select your child's meal choices on a weekly basis.



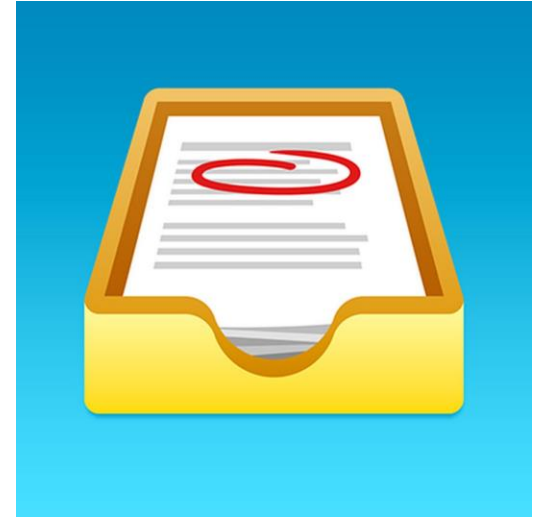
- What does your child need in school?

- Children need to bring a named water bottle with them every day.
- A named sunhat in the hot weather.
- A named coat with a hood.
- We recommend putting spare underwear in your child's PE bag... just incase!
- We go outside in all weathers. Please provide wellington boots and waterproof trousers for your child in a clearly named bag.
- **Label everything!**

Showbie

We will be using Showbie to gather and share your child's learning, capturing those wonderful moments we do not want you to miss!

You will receive a letter providing instructions for access alongside a pin code.



Breakfast & Afterschool Club

Jacqueline's Gems



Call 01322 351 594

Start: 7.00am

Close: 6.30pm

Extra curricular opportunities

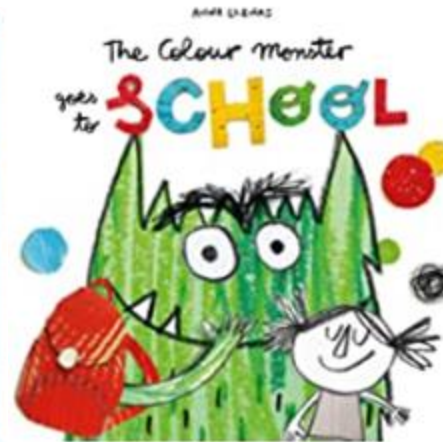
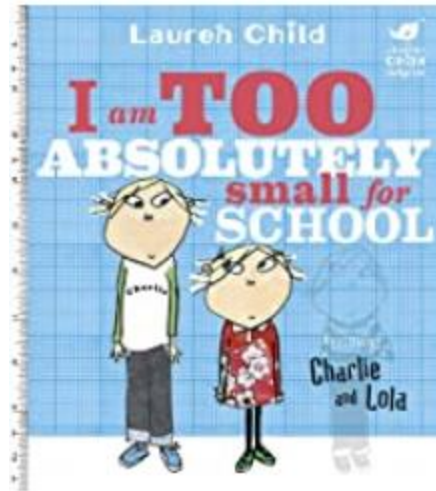
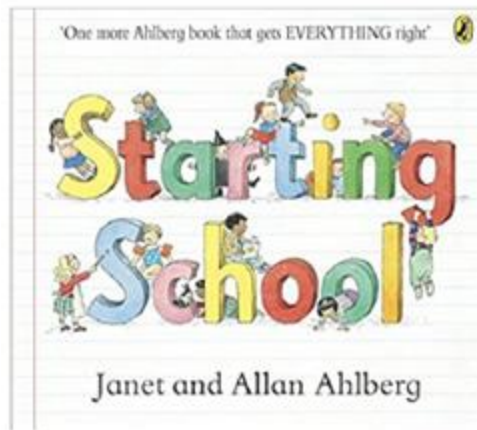
Our teachers offer a club for the duration of one half term each year. More information will follow in Autumn.

Jacqueline's Gems also offer after school extra-curricular clubs too!

Transitions

Preparing your child for going to school:

<https://www.bbc.co.uk/tiny-happy-people/articles/zxpc8p3#:~:text=How%20to%20prepare%20your%20child%20for%20starting%20school,nose%20and%20going%20to%20the%20toilet%20alone.%20>



Transitions

Born Ready, School Ready

<https://www.bexley.gov.uk/services/schools-and-education/born-ready-school-ready-bexley-ready/introduction-born-school-bexley-ready-guide>

This can also be found on the school website under the Useful Links section (EYFS).



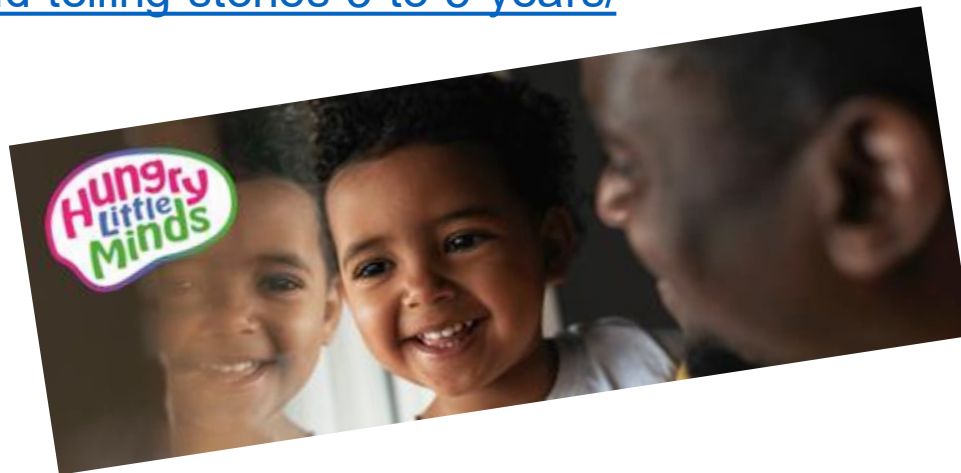
Transitions

NHS - Better Health - Start for Life

The focus for the project is to highlight simple and fun activities for families to complete together.

Visit their website at

<https://www.nhs.uk/start-for-life/toddler/learning-to-talk/learning-conversations-and-telling-stories-3-to-5-years/>



Home Visits & Start Date

Home Visits will be conducted by Miss Balogun and Mrs Webber on the first two days of Autumn term - 4th and 5th September 2025. They will be in attendance with a member of support staff. Mrs Holdsworth may join some of these visits too.

First morning in school will be Monday 8th September 2025 - until 12.30 (after lunch).

The first full day (850-320) will be Tuesday 9th September 2025.

Reduced timetable may be discussed with you at the home visits based on your child's needs.

Common parent worries

- Feeling emotional about leaving your child especially if they become upset
- Being unsure about what happens at school
- Practical concerns such as 'will my child be able to find the toilet?'
- Will my child make friends?

How to help your child feel confident when starting school

- Let your child become independent they will still want lots of cuddles
- Putting on and taking off their own coat including zips
- Putting on and taking off their own jumper/cardigan
- Nose wiping
- Lunchtimes - using a knife and fork
- Names - recognising their name and writing their name
- Toileting
- Washing hands

Communications

As there are many events that run throughout the school year, we like to keep Parents and Carers up to date. Please see a list of ways below that we communicate with Parents and Carers.

Website: www.limewoodprimary.co.uk

Arbor - This is an app that you can download to your phone. You will receive notifications, letters, newsletters, forms, consents and alike. You can also pay dinner money and book your child onto clubs, trips and manage Parent's Evening appointments. We ask all Parents/Carers to ensure they have a working Arbor account as this will ensure that you are notified of any last-minute changes to events, as well as all important information. If you would like to sign up please give your email address to the front office who will send you a link for registration.

If you are having technical difficulties with Arbor please use the help guides <https://support.arbor-education.com/> or speak to the front office.

Facebook - "Like" our Facebook page "LimeWood Primary School"

Instagram - Follow us lime_wood_primary

Communications

Paper Copies - We try to help the environment by not sending too many correspondence by paper as we have many other resources to get information to you, however sometimes if there is an important notice we may send a paper letter. Please check your child's book bags daily to check for information.

Weekly Newsletter - Our weekly newsletter is published every Friday. It will contain all important information. This is an information resource that we ask Parents/Carers to check each week. If you do not receive Arbor please check our website as our newsletters are uploaded there too. The office will be happy to print you a paper copy also.

Front Office - Mrs Cunningham in the front office will be happy to help you with any information that you require. Pop in, email LWPOffice@watschools.org.uk or call 01322 344939

Class Teachers - Class Teachers inform the pupils in their class about upcoming events, They will include details on Showbie to remind Parents and Carers about the events so please look out for this. Please also review the weekly newsletter for key information.

We hope that by using all of these channels of communication we ensure everybody is kept up to date.

Attendance

EXPECT

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

MONITOR

Rigorously use attendance data to identify patterns of poor attendance as soon as possible so all parties can work together to resolve them before they become entrenched.

LISTEN AND UNDERSTAND

When a pattern is spotted, discuss with children and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

FACILITATE SUPPORT

Remove barriers in school and help children and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

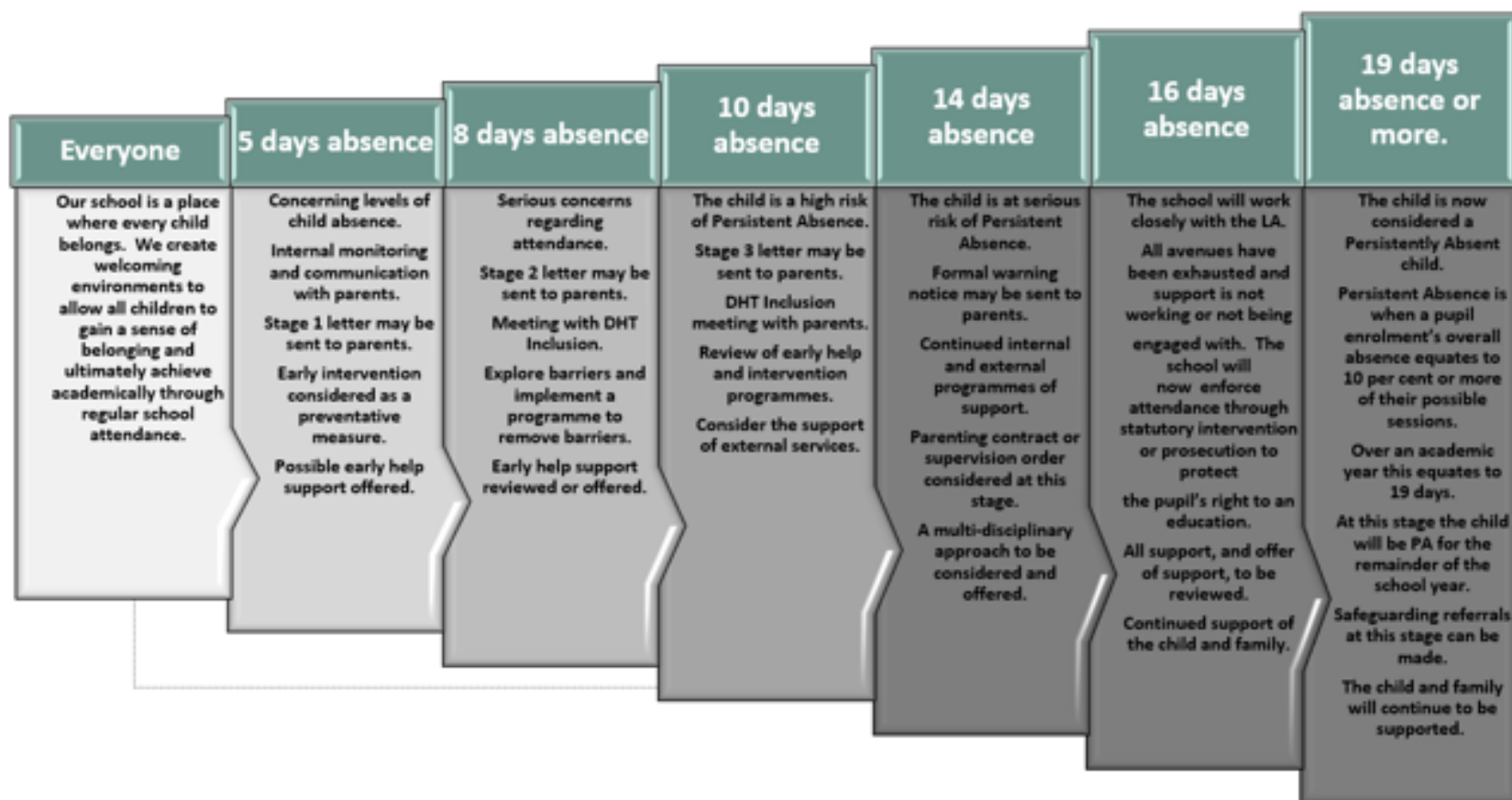
FORMALISE SUPPORT

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances, this may include formalising support through a parenting contract or education supervision order.

ENFORCE

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the child's right to an education.

Attendance



EXPECT

A culture where all children can, and want to, be in school.

MONITOR

Use attendance data to identify patterns of poor attendance.

LISTEN & UNDERSTAND

Understand barriers to attendance, work together to remove them.

FACILITATE SUPPORT

Access support to overcome barriers outside of school.

FORMALISE SUPPORT

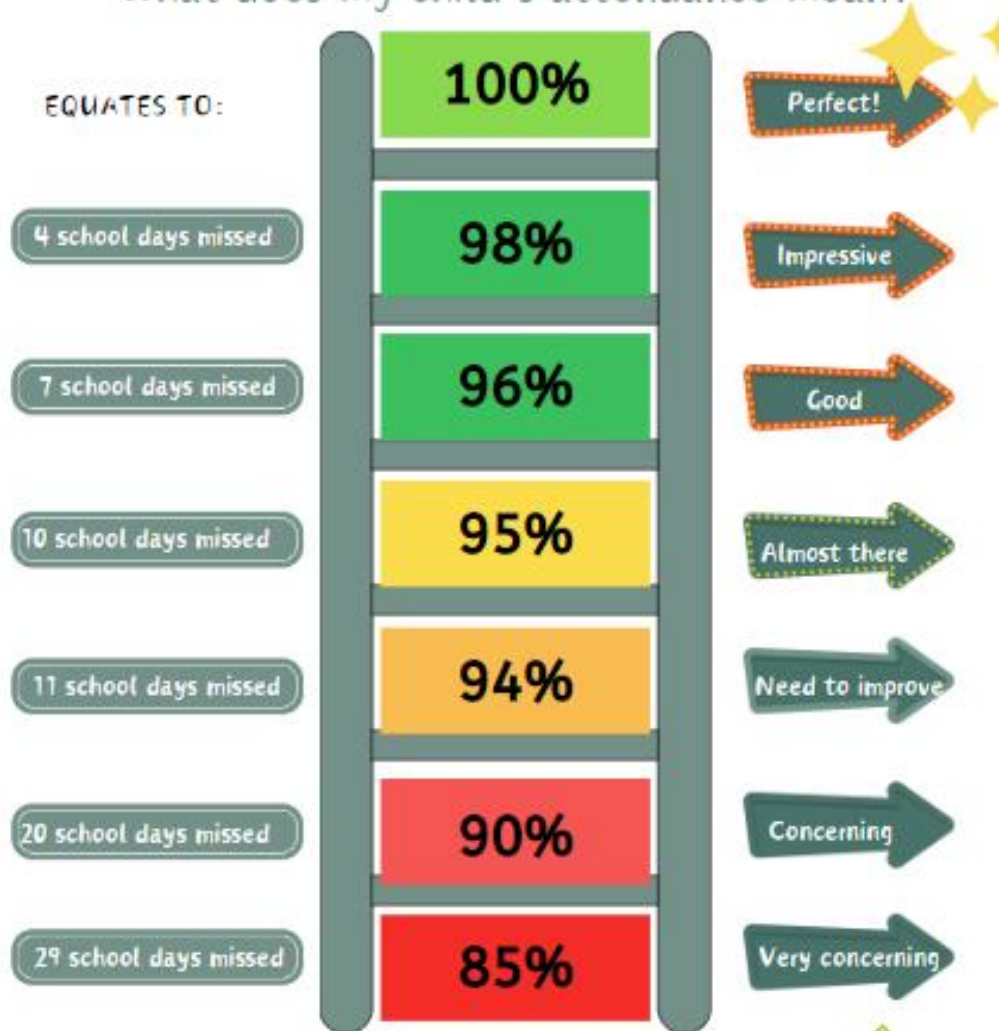
This may include formalising support through a parenting contract or education supervision order.

ENFORCE

Statutory intervention or prosecution to protect the pupil's right to an education - when there is no other option.

Attendance Ladder

What does my child's attendance mean?



TEAMWORK



CURIOSITY



RESPECT



PRIDE



KINDNESS

Social Media

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lime_wood_primary



Lime Wood Primary School



www.limewoodprimaryschool.co.uk

We cannot wait to work
with you all.

THANK YOU

Any Questions

