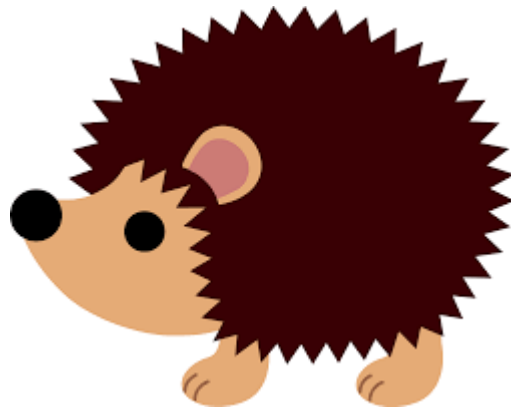
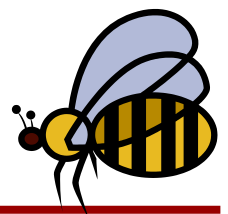


St. Katharine's Knockholt  
Church of England (Voluntary Aided) Primary  
School



# Hedgehog Class 2020/21

An informative guide to your child's  
Reception Year



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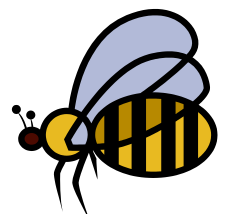
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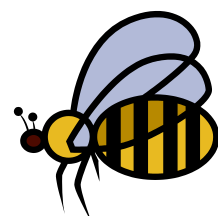
# Welcome

Welcome to Hedgehog Class. We have created this folder with information to help your child start their Reception year at St Katharine's. Things are a bit different this year but we aim to work with you to ensure your child has a smooth transition to their new school.

Starting school is an exciting time for young children and their parents. It can also be a daunting time too especially under the current circumstances. We will be working with you to ensure that you will all settle in to our school quickly and become part of our St Katharine's community.

We hope this handy folder will help you to prepare for the transition to school and help you all start with a smile!

Mrs Hall & Mrs Hume



# Hedgehog Class

Our class will have two teachers this year working as a job share:



Mrs Hall

Monday and Tuesdays



Mrs Hume

Wednesday, Thursday  
and Fridays

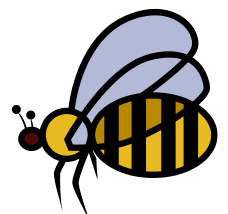
We have two teaching assistants who complete our team:

Mrs Wilson

Mrs Elswood– Moralee

Mrs Cresser will also be joining us as an additional teacher on Fridays.

All staff in Hedgehog class will be available to answer questions and help. You can speak with each of us directly, or send enquiries via the Office, or online through Tapestry.



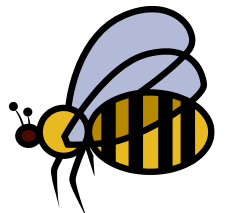


# Being Prepared

As you read this we are still in unprecedented times which means some things are still unknown. What we do know is that when your child starts school in September we will be here to help nurture them and encourage them to be the best that they can be. We pride ourselves on our nurturing ethos and will adapt to each individual child and where they are when they enter Hedgehog class. We hope to create a secure environment and one which is a happy place for your child each day.

As September approaches, try to get into the school routine, so your child gets used to getting up, going to bed, and having meals and snacks at the times they will on school days. Even practise getting dressed in to the uniform and P.E. kit. A 'dress rehearsal' morning school run may also be a beneficial activity. Watch the videos sent by our teachers that are on the school website to ensure you are familiar with our faces!

Help develop your child's independence and a 'can do' attitude by giving them a few everyday responsibilities.



# Learning Through Play

Our work in the EYFS emphasises the value of play as the medium through which a child develops and learns. Through play, children can encounter and build upon all areas of the curriculum.

Careful planning will ensure that the children have a wide range of challenging and stimulating experiences linked to their own interests in both the indoor and outside areas. Both environments play a key part when providing rich learning opportunities to develop independent thinkers and fosters a love for learning.

We would like all children to leave a pac-a-mac and pair of wellies at school as we will be going outside whatever the weather. We will also be participating in our forest school sessions in our woodland area.

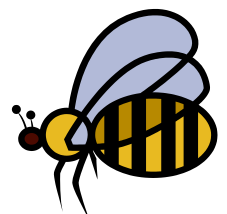
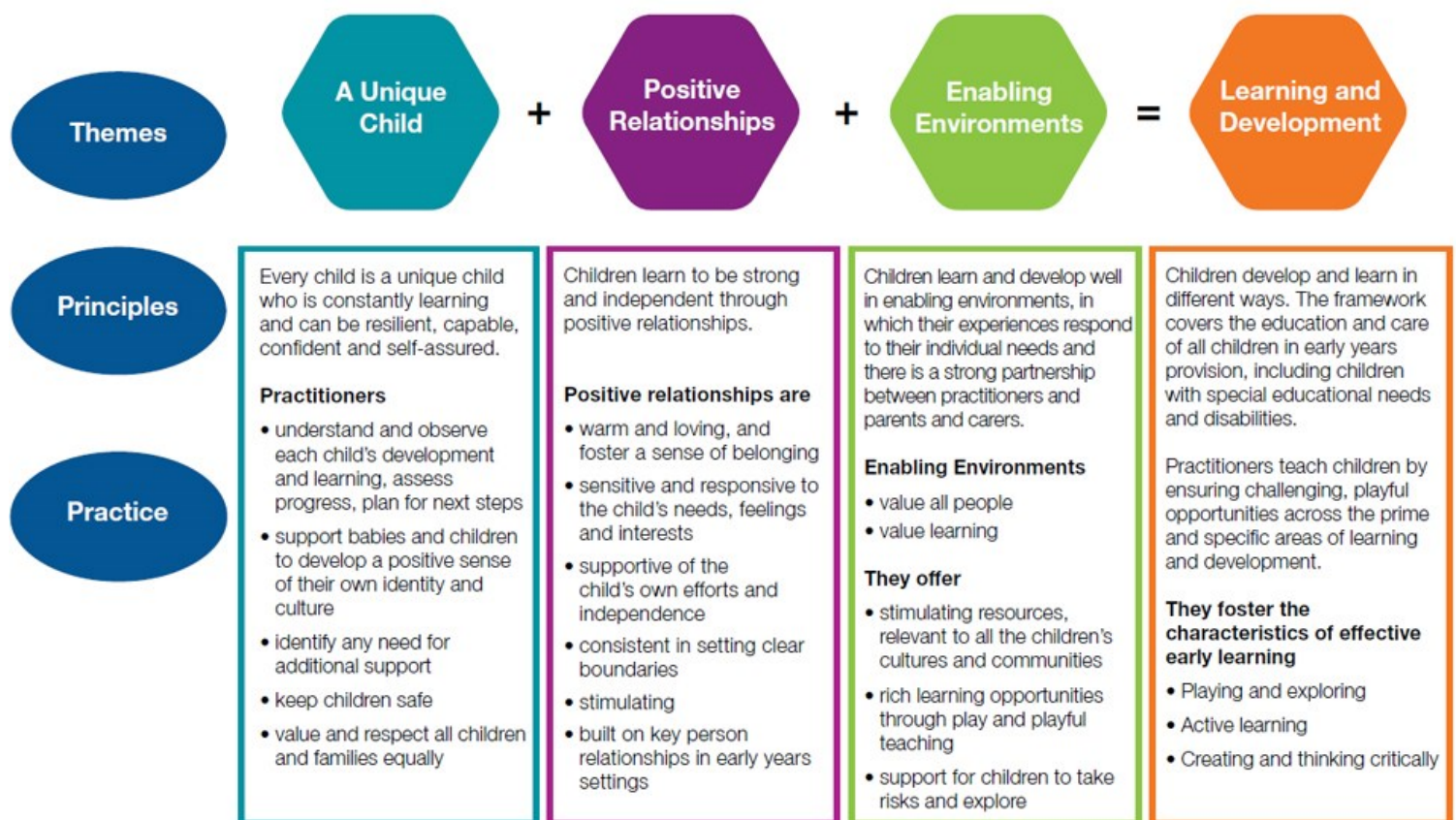
Learning through play underpins our early years ethos and you will see this enthusiasm when meeting us, our team and through your child's learning journey.



# Curriculum in EYFS

Throughout the Reception Year we follow the statutory framework for EYFS, supported by non-statutory guidance set out in a document called 'Development Matters in the Early Years Foundation Stage'.

There are four main themes that underpin the EYFS.





# Curriculum in EYFS

We also look out for and encourage the development of the Characteristics of Effective Learning (CoEL) which thread through all areas of learning and support children to be effective and motivated learners.



# Curriculum in EYFS

Learning in the EYFS is split into 7 areas. There are three Prime areas and four Specific. We focus on developing the Prime areas first. The Early Learning Goals are listed below. These are worked upon throughout the year and we aim to meet them by the end of the year. Before this we also use the age bands within 'Development Matters' to show how the children are progressing. However this is not a linear tick sheet, so children may jump between the age bands as we collect observations and complete different activities.

## Prime areas

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development (PSED)	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	Self-Confidence and Self-Awareness	Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
Communication and Language (C&L)	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development (PD)	Moving and Handling	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and Self-Care	Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

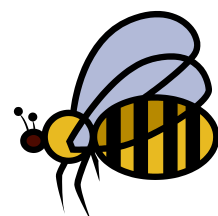




# Curriculum in EYFS

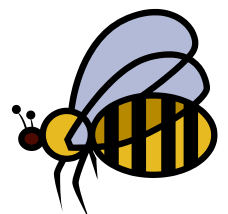
## Specific areas

Literacy (L)	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Maths (M)	Number	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World (Utw)	People and Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design (EA&D)	Exploring and Using Media and Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



# Your First Day

- ☺ Have a healthy breakfast with your child and share the excitement of the day ahead. Try to keep any anxieties you may have as a parent hidden (remember you don't need to worry!)
- ☺ Check you have bookbag, P.E kit, water proofs and a healthy snack. We know this is a lot to carry but most of it will stay at school.
- ☺ Drop off is at 9.15am. Bring your child to our outside area gate where a teacher will be there to greet you.
- ☺ Say a quick goodbye and leave your child in our safe hands.
- ☺ At the end of the day we will send the children out to you through the gate at the bottom of our outside area. We will hand each child over to their parent so please bear with us as we learn names and faces!



# The First Few Weeks

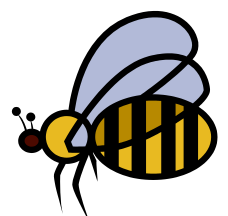
At St Katharine's we operate a transitional timetable to enable all children to settle and develop their confidence in starting school.

If your child seems exhausted at the end of the day, let them have some quiet time when they get home. If they are starving hungry a little snack for the journey home and a drink can help restore energy levels.

Let your child get used to school life before introducing too many after school activities. It's a good idea to keep the first few weekends quiet too, as they will likely need time to recharge.

Keep talking to your child about school life, and put aside some special time to chat about their day.

Tapestry is really useful to prompt discussion/ a starting point which can be very useful for even the most reluctant to share their day!





# Uniform Checklist

The wearing of uniform is encouraged to help the children feel that they are proud to belong to St. Katharine's School.

## Girls

### Winter:

*Navy blue \*school sweatshirt/cardigan\**  
*Navy blue pinafore dress, tunic or skirt*  
*Navy blue \*school fleece jacket*  
*Pale blue \*school polo shirt*  
*White or pale blue blouse*  
*Appropriate black school shoes*  
*Long white socks or navy blue tights*  
*Waterproof coat/jacket with hood \**  
*smart navy blue trousers may be worn.*

### Summer:

*Navy blue \*school sweatshirt/cardigan\**  
*Pale blue and white striped/checked dress*  
*Appropriate black/blue shoes or sandals*  
*Short white socks*

Water-resistant 'pac-a-mac'

### P.E. Kit

*Navy blue shorts\**  
*Pale blue \*school T-shirt*  
*Blue tracksuit (optional)*  
*Plimsolls or plain navy/black/white trainers*

## Boys

### Winter:

*Navy blue \*school sweatshirt*  
*Navy blue \*school V-Neck jumper*  
*Navy blue \*school fleece jacket*  
*Pale blue \*school polo shirt*  
*White or pale blue shirt*  
*Grey trousers*  
*Appropriate black school shoes*  
*Grey socks*  
*Waterproof coat/jacket with hood\**

### Summer:

*Navy blue \*school sweatshirt*  
*Grey trousers/shorts*  
*Pale blue polo shirt*  
*Appropriate black/blue shoes*  
*Grey socks*

Water-resistant 'pac-a-mac'

### P.E. Kit

*Navy blue shorts\**  
*Pale blue \*school T-Shirt*  
*Blue tracksuit (optional)*  
*Plimsolls or plain navy/black/white trainers*

All items, except the special St. Katharine's 'issue', are available in most department stores. The specific school items available for you to order at the school are marked with an asterisk.

All items must be clearly labelled with your child's name.

P.E. items should be in a large, labelled, bag/backpack.

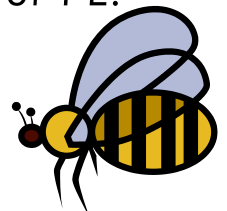
Please could you ensure that loops on coats are large enough to hang on our pegs!

If your child has pierced ears only small studs are permitted.

These must be removed or covered with micro pore tape for P.E.

Hair should be tied back for P.E.

No nail varnish to be worn.



# Self Care

It will make life easier for your child if your child can master these self-care skills before they start school:

## Going to the toilet

Support your child to be confident about getting to the toilet on time and wiping properly using toilet paper.

Explain to your child that they can use the toilet whenever they need to in class.

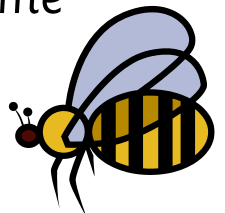
If your child has an accident at school, we will ask them to change themselves in the toilet helping if needed and return the soiled clothes in a bag. Please keep a spare pair of underwear in your child's book bag.

## Washing their hands

Chat about the importance of washing hands with soap and water, especially after going to the toilet. This will be something we will be working on at school given the current situation and will be imbedded into our daily routine.

## Dressing and undressing

Practise putting on the school uniform and P.E kit and folding them into a pile in preparation for P.E sessions. This is where it is also really helpful to name everything as you will be surprised how quickly things go astray!



# Food

Here is an example of the school dinners on offer. The new menu will be sent home in the autumn term. It is a good idea to give children the opportunity to try a school dinner in the week that they are going home at 1.10pm.

If you have any concerns please speak to one of us.

## Spring/summer menu 2018

Available everyday: Salads, jacket potatoes with baked beans, cheese <sup>1</sup> or coleslaw <sup>12,14</sup>, fresh bread <sup>1,3,6,11</sup>, fruit yoghurt <sup>1</sup> and fresh fruit

Week	Day	Mains		Sides			Puddings
		Meat	Vegetarian				
<b>1</b> Commences 19 <sup>th</sup> February 12 <sup>th</sup> March 16 <sup>th</sup> April 7 <sup>th</sup> May 4 <sup>th</sup> June 25 <sup>th</sup> June 16 <sup>th</sup> July	Monday	Meat free Monday	Vegetarian rainbow pizza <sup>1,3,6,11</sup>	Half-baked potato	Baked beans	Mixed salad	Ice cream <sup>1</sup> or frozen mousse <sup>1</sup>
	Tuesday	Jerk style chicken jambalya	Mac 'n' cheese <sup>1,3,14</sup>	Rice & peas	Broccoli	Sweetcorn	Lemon sponge <sup>3,11</sup> with lemon sauce <sup>1</sup>
	Wednesday	Roast turkey, stuffing <sup>3</sup> & gravy <sup>3</sup>	Vegetable omelette <sup>1,11</sup>	Roast potatoes	Seasonal greens	Cauliflower	Fruit jelly
	Thursday	Pork meatballs & gravy <sup>3</sup>	Quorn sausage <sup>1,3,11</sup> & onion gravy <sup>3</sup>	Mashed potato <sup>1</sup>	Green beans	Carrots	Apple pie <sup>3,11</sup> & custard <sup>1</sup>
	Friday	Battered fish fillet <sup>2,3</sup> & tartare sauce <sup>12,14</sup>	Vegetable fajita <sup>3,3</sup>	Chips	Peas	Baked beans	Wholemeal oat cookie <sup>2</sup> & milk <sup>1</sup>
<b>2</b> Commences 26 <sup>th</sup> February 19 <sup>th</sup> March 23 <sup>rd</sup> April 14 <sup>th</sup> May 11 <sup>th</sup> June 2 <sup>nd</sup> July 23 <sup>rd</sup> July	Monday	Hot dog <sup>3,12</sup> , caramelised onions & sauces	Quorn dog <sup>1,3,11</sup> , caramelised onions & sauces	Potato wedges	Sweetcorn	Salad	Strawberry mousse <sup>1</sup> /mango & vanilla yoghurt <sup>1</sup>
	Tuesday	Mild chicken curry <sup>1</sup>	Tomato & basil pasta with cheese <sup>1,3</sup>	Savoury rice	Green beans	Crudites	Fruit sponge <sup>3,11</sup> & custard <sup>1</sup>
	Wednesday	Roast gammon & gravy <sup>3</sup>	Vegetable & lentil hot pot	Roast potatoes	Seasonal greens	Carrots	Fruit & ice cream <sup>1</sup>
	Thursday	Beef lasagne <sup>1,3,14</sup>	Vegetable paella	Mediterranean bread <sup>1,3,6,11</sup>	Broccoli	Coleslaw <sup>11,14</sup>	Choice of cookie <sup>3</sup>
	Friday	Fish fingers <sup>2,3</sup> or salmon fishcake <sup>2,3</sup>	Tomato & cheese quiche <sup>3,3,11</sup>	Chips	Peas	Baked bean	Iced finger bun <sup>3,7</sup>
<b>3</b> Commences 5 <sup>th</sup> March 26 <sup>th</sup> March 30 <sup>th</sup> April 21 <sup>st</sup> May 18 <sup>th</sup> June 9 <sup>th</sup> July	Monday	Jacket potato bar (2 fillings) with spicy beans, coleslaw <sup>12,14</sup> , cheese <sup>1</sup>	Vegetable chilli	Rice	Salads from the salad bar		Chocolate sponge <sup>3,11</sup> with pear compote & chocolate sauce <sup>1</sup>
	Tuesday	Chicken pie with gravy <sup>3</sup>	Broccoli & cauliflower cheese <sup>1,14</sup>	Creamed potatoes <sup>1</sup>	Peas	Carrots	Fruit salad
	Wednesday	Roast pork, apple sauce & gravy <sup>3</sup>	Lentil & vegetable loaf	Cauliflower	Cabbage		Ice cream <sup>1</sup> or frozen yoghurt <sup>1</sup> or mousse <sup>1</sup>
	Thursday	Pasta with bolognese sauce <sup>3</sup>	Vegetable & bean wrap <sup>1,3</sup>	Mexicorn	Tomato & basil salad		Fruit goodie <sup>3</sup> & crumble <sup>1</sup>
	Friday	Fish fingers <sup>2,3</sup>	Caribbean patties <sup>1,3</sup>	Chips	Peas	Baked beans	Crispie cake <sup>3</sup> & milk <sup>1</sup>

Allergen Key: 1. Milk, 2. Fish, 3. Gluten, 4. Peanuts, 5. Tree nuts, 6. Soya, 7. Sesame, 8. Lupin, 9. Shellfish, 10. Molluscs, 11. Egg, 12. Sulphite, 13. Celery, 14. Mustard



**Food for life**  
We are proud holders of Soil Association bronze Food for Life standard



**MSC**  
All our fish is sustainable sourced and accredited by the Marine Stewardship Council

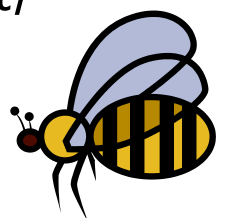


**ISO 9001**  
Principals is accredited to the ISO 9001/2015 quality management system



We work with butchers that source meat from farmers certified by Red Tractor and RSPCA Freedom Foods

Every child in KS1 is entitled to a free fruit snack each day. All under 5's also get free milk. If you would like to send in an additional snack, you can. Please ensure it is healthy and in a labelled pot/bag.



# Activities To Try At Home

## Personal Social and Emotional Development

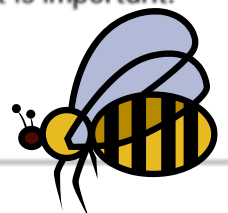
- Try playing some simple board or card games together or try working together to build a jigsaw puzzle.
- Encourage your child to talk about their friends and arrange opportunities to invite friends round for tea or meet up at a park for the children to play together.
- Encourage children to talk about their likes and dislikes in terms of activities they like and do not like to do. Encourage them to explain their thoughts and feelings.
- Encourage children to be independent but to ask for help when needed. Encourage them to talk to familiar adults and children about activities they would like to do.
- Discuss different feelings – try acting out different emotions for children to identify.
- Discuss plans and routines and encourage children to talk about their daily activities.

## Communication and Language

- Initiate conversations with your child, ask questions and demonstrate how to be a good listener.
- Share rhymes, songs, books and stories. Talk about what is happening in the stories or rhymes. With a familiar rhyme or book, stop suddenly and ask your child to continue, or you could accidentally get the words 'wrong' and your child could correct you!
- When sharing stories together, talk about the story and the characters. Ask your child to explain events in stories.
- Model correct sentence structure and words – instead of over correcting your child, repeat words or sentences, e.g. if your child says "buyed an apple" say "Yes, you bought an apple."
- When you have a holiday, a day out or a trip somewhere, work together to create a record of the event, such as a photo, collection of objects or a drawing, which you can talk about later.
- Talk about your children's interests and encourage them to learn and use new vocabulary. a drawing, which you can talk about later.
- Talk about your children's interests and encourage them to learn and use new vocabulary.

## Physical Development

- As a family, try some different active activities! You could try; dancing, playing football, going for walks, riding a bike or going swimming.
- Encourage children to try using different types of materials and simple tools. Provide playdough or salt dough to knead and make model, as well as beads to thread onto laces. You could also provide tools, such as child-safe scissors, paintbrushes, crayons, and child-safe knives and forks.
- Encourage your child to get dressed/undressed independently and manage their own personal hygiene (such as washing their hands and brushing their teeth).
- Encourage your child to talk about healthy food choices. Go shopping with your child and talk about healthy foods and why a balanced diet is important.





## Literacy

- Share pleasure in reading with your child. Share books together and join a local library. Encourage your child to look at a range of different books such as, stories, poems, information books and comics. Talk about favourite stories and characters.
- Practise identifying letter sounds (phonics). Look for letters you see when you visit different places and demonstrate reading the words.
- Make word and letter sound cards for sounds or words your child finds tricky. Try saying them in funny voices to help practising them more fun!
- Encourage your child to explore writing using different materials such as pencils, chalk, crayons and pens. They could try writing letters into a tray of sand or flour using a finger or try painting letters onto a pavement using a paintbrush and water.
- Demonstrate different purposes for writing such as writing a shopping list, writing a greetings card or a postcard when on holiday. Encourage children to try writing for different purposes too and praise them for their efforts.

## Mathematics

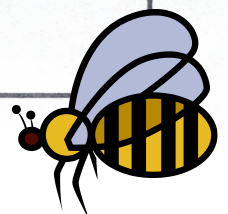
- Look for numbers when you visit different places. Talk about house numbers, car number plates, prices of goods in the supermarket, etc. Challenge children to identify the numbers and say which number is one more or one less than the ones they see.
- Play dice games with your child such as snakes and ladders.
- Talk about simple addition and subtraction in practical ways. Use toys or other items to demonstrate addition by counting on and subtraction by counting back.
- Look for 2D and 3D shapes around the house or when out and about and ask your child to describe them. Encourage the use of correct terms such as 'sides' and 'corners'. Build models or pictures using empty packaging or paper shapes and talk about the shapes used.
- Compare size, weight and capacity. Get your child using words like 'longer', 'shorter', 'taller', 'heavier', 'lighter', 'full' and 'empty'. Talk about things you see in the world around you, or create opportunities for comparison, perhaps by rolling playdough snakes ('Can you make a longer/shorter one?') or pouring water into different cups during bath time.

## Understanding the World

- Talk about special events in your family, such as holidays, weddings, birthdays and celebrations. Maybe bring in a souvenir to show the class!
- Take a trip to a park and look at the plants, insects and animals.
- Explore different weather conditions and talk about seasonal changes in the world around you.
- Go on a technology treasure hunt at home! Talk to your child about how we make these things work and how to use them safely.
- Look at different types of technology when you're out and about. They could explore using a camera to take photos on days out too.

## Expressive Arts and Design

- Try some different creative activities using a variety of different materials such as; making musical instrument models using empty packaging, collage activities to make pictures using wool or coloured paper and mix colours of paint to paint pictures.
- Encourage children to sing their favourite songs and listen to music.
- Try using some toys or make some puppets and create your own story!
- Try setting up a pretend shop, restaurant, hairdressers salon, workshop or classroom. Role play as customers and shopkeepers, etc. and create stories and scenes together.



# Book List

These books are recommended for children aged 3 to 5. We share many of these books at school and they really are great to read. This is just a guide to get you started, please do not feel you need to buy any of these, your local library will be a great place to visit over the summer.

Book of Nursery rhymes  
ladybird books

But where completely are we  
L.Child

We all went on safari  
L Krebs

Hamish and the missing teddy  
M.Munro

Lulu loves stories  
A.McQuinn

Elephant and the bad baby  
E.Vipont

Aliens love underpants  
C.Freedman

The tiger who came to tea  
J.Kerr

Dirty Bertie  
D.Roberts

Lost and found  
O.Jeffers

Dogs don't do ballet  
A.Kemp

Ernest  
C.Rayner

Love stinks  
D.Postgate

The gingerbread man  
E.Corke

There are cats in this book  
V.Schwartz

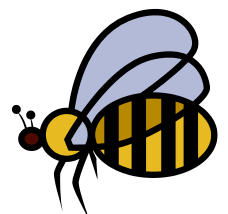
Full, full, full of love  
T.Cooke

Were going on a bear hunt  
M.Rosen

Little rabbit foofoo  
M.Rosen

What I like  
G.Phinn

Penguin  
P. Dunbar



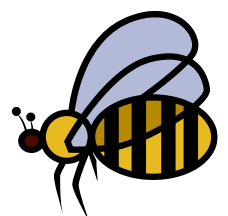
# Tapestry

From August we will begin adding your family to Tapestry-our online learning journal. Please complete the permission slip sent to you so that we can set this up and you will begin to receive notifications from us via this platform.

We will regularly observe the children playing and learning independently as well as in adult lead activities. When an observation is uploaded we will also select any development matters statements that are met through the activity. Please do not be alarmed if these statements come out lower/younger than your child's actual age. We use these to build a full picture of your child and their learning journey.

We also need your help as anything that you share is an invaluable glimpse into what your child is like at home. The link between home and school is so important to us and it is something that we ensure continues through the year as well as during your time at St Katharine's.


Try to focus on WOW moments and new skills.  
The development matters statements and ELGs are a good reference point.





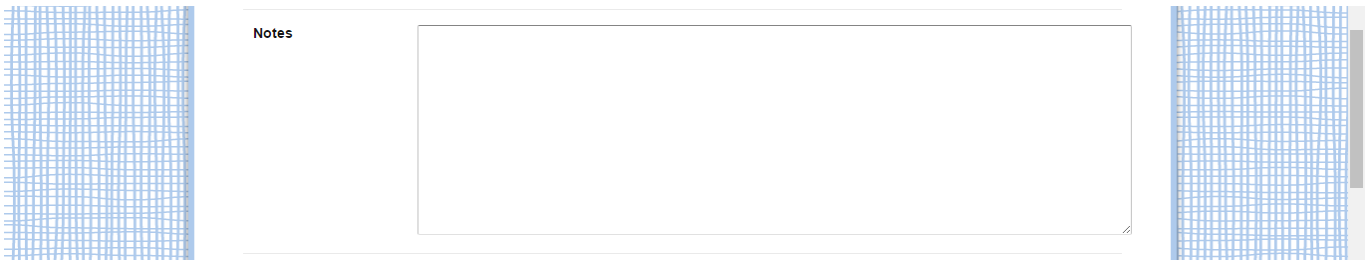
## Computer instructions

1. Click on the 'Add Observation' button found on the Home Screen.
2. Select your child's name from the drop down box (1) and then follow the onscreen instructions (also captured below).



3. Add a title to your observation (2)

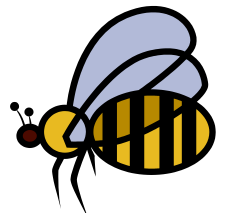
4. If you made the observation described on a day before today, click on the date 'Created' and then choose the appropriate date from the calendar menu (3)



5. Add any notes to describe what happened during your observation (4)



6. Upload any photos or videos of the observation:
  - a. by clicking 'Add Files'.
  - b. select the relevant file(s) from your personal folder.
  - c. click 'Start Upload'.
7. Click 'Save' to record the observation – your observation will now be available on the Home Screen under the 'Obs' tab.

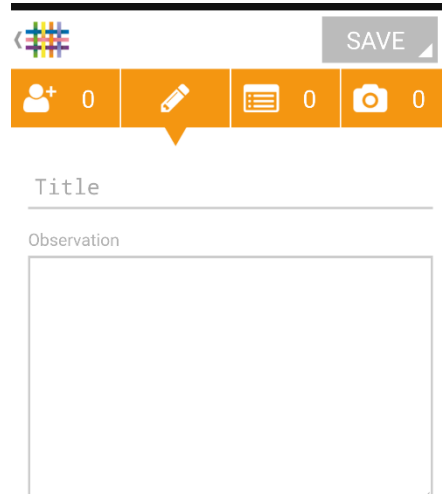




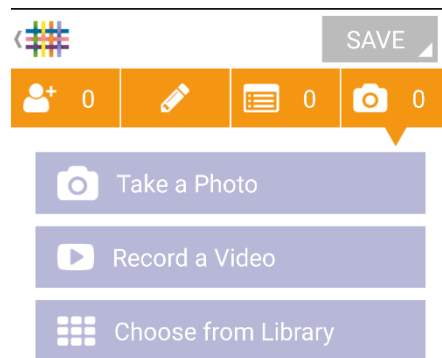
## App instructions

To add an observation click the + symbol.

You then click the pencil tab and add the relevant information to the boxes.

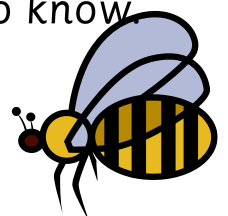


If you want to add a photo or video select the camera tab and choose if you want to take a photo or video or select from your phones gallery.



Note: Anything you add will only be visible to school staff. Observations added by parents will only be made visible on the Learning Journal once the relevant teacher has approved it. Parent observations will however be available immediately in the 'Obs' tab.

Hopefully these instructions tell you everything you need to know. Please get in touch if you have any difficulties.



# What to expect before September

Mrs Hall and Mrs Hume will be calling you on the 22nd July for a quick chat. During this call you can ask us questions and give us any information you think is important regarding your child.

Stories will be uploaded to the school website from the EYFS team. Snuggle up and enjoy having these stories read to you.

In August you will receive an email confirmation to set up your Tapestry account. When this is live communication between you and the class teachers will be via this app. Mrs Hall and Mrs Hume will post videos about what they are up to in the summer as a further method of familiarising the children.

Further information regarding dates will be sent when more information is provided from the DFE. As soon as we know you will receive confirmation from the school.

