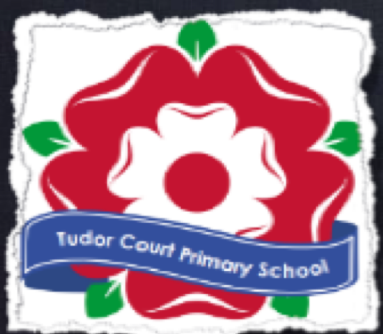
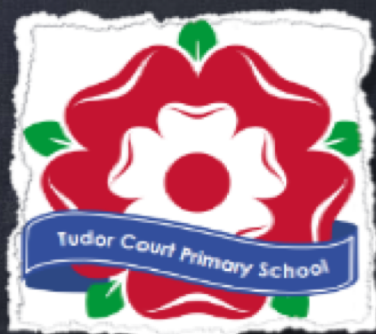


# Welcome

Reception September  
2025

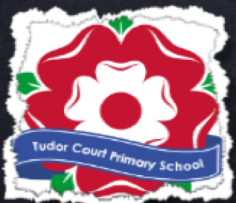


Inspire Challenge Succeed

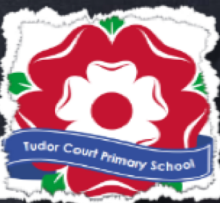




- . Welcome
- . Chair of Governors
- . The Setting (including the school day)
- . FTCA
- . The School Experience
- . Questions



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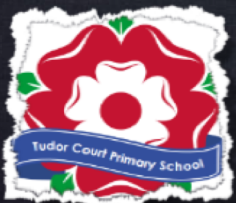




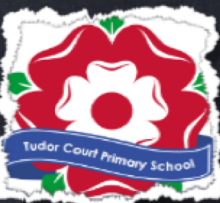
# Our Vision at Tudor Court

Our vision is to inspire and challenge our children through a unique journey that encourages creativity, curiosity and independence, developing a lasting enthusiasm for learning in a safe and stimulating environment.

Working together and as a community to unlock the best in every individual, nurturing and empowering our children for their future.



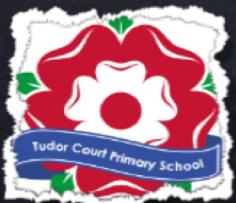
## Inspire Challenge Succeed



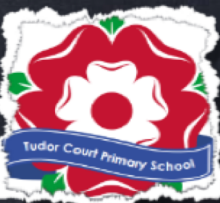


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Integrity  
Tolerance  
Happiness

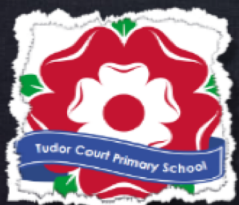


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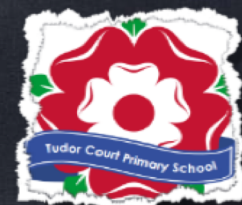




# Chair of Governors Philip Brewster



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# Tudor Court EYFS Vision

At Tudor Court, we aim to nurture 'thinkers & doers' by placing the children at the heart of their development and education.

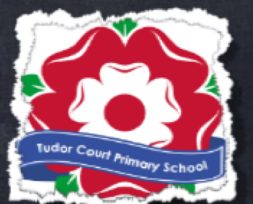
We are committed to providing a wide range of high-quality continuous provisions, incorporating real-world themes and resources to enrich your child's learning journey with hands-on practical knowledge.

We believe that children should have daily access to everything that interests them.

Our priority lies in fostering investigation, exploration, and child-centred learning experiences.



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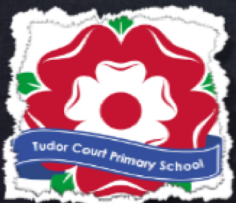


# What is the Early Years Foundation stage?

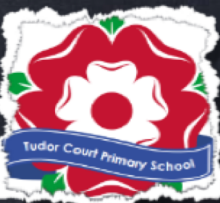
Within the early years curriculum our reception children cover seven areas of learning.

Prime Areas	Specific Areas
<ul style="list-style-type: none"><li>. Personal, Social and Emotional Development</li><li>. Communication and Language</li><li>. Physical Development</li></ul>	<ul style="list-style-type: none"><li>. Literacy</li><li>. Mathematics</li><li>. Understanding the World</li><li>. Expressive Art and Design</li></ul>

All children work towards 17 Early Learning Goals and this is reported on at the end of the Reception Year.



## Inspire Challenge Succeed





# Prime Areas

## • Personal, Social and Emotional Development

- Social skills including building relationships with children and staff
- Building confidence, resilience and self esteem
- Building independence
- Taking turns, sharing and working cooperatively
- Following boundaries and class rules
- Show an understanding of their feelings and learning regulate their behaviour

## • Communication and Language

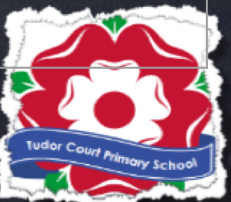
- Role play and retelling stories
- Conversations with others- Serve and return
- Listening and following instructions
- Asking and answering questions
- Offer explanations for why things happen
- Express ideas and feelings about experiences

## • Physical Development

- Opportunities to play outside building core strength
- Gross motor skill activities such as running, climbing, balancing
- Fine motor skill activities such as scissor and pencil control



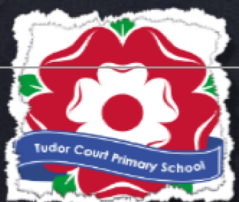
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# Specific Areas

- |                                                                             |                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Literacy</li></ul>                  | <ul style="list-style-type: none"><li>• Talk about and retell stories that they have heard</li><li>• Answer questions about different texts</li><li>• Read Write Inc Phonics scheme to teach reading and writing</li><li>• Begin to write correctly formed letters</li></ul>                                                      |
| <ul style="list-style-type: none"><li>• Mathematics</li></ul>               | <ul style="list-style-type: none"><li>• Develop a deep understanding of numbers to 10</li><li>• Recognise quantities without counting – Subitising</li><li>• Exploring and representing patterns within numbers to 10</li><li>• We use the NCETM scheme (National Centre for Excellence in the teaching of Mathematics)</li></ul> |
| <ul style="list-style-type: none"><li>• Understanding the World</li></ul>   | <ul style="list-style-type: none"><li>• Children to learn about similarities and differences between the past and present events in their lives</li><li>• Children will learn about different cultures and communities</li></ul>                                                                                                  |
| <ul style="list-style-type: none"><li>• Expressive Art and Design</li></ul> | <ul style="list-style-type: none"><li>• Painting, drawing and experimenting with different materials and textures</li><li>• Using their imagination to make up stories</li><li>• Sing and perform songs, rhymes, poems and stories</li></ul>                                                                                      |



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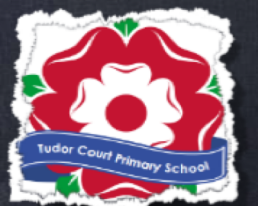


# Our Setting

- There are three classrooms, one double base and a single base.
- We also have a large outdoor area.
- We use a large hall for PE sessions and lunchtime.
- Activities will take place in the classrooms and the outdoor areas.
- We go outside in all weather! Suitable clothing is needed as the seasons change.



Inspire Challenge Succeed





# EYFS at Tudor Court

- Literacy, Phonics and Maths lessons are delivered daily. PE, Music and Jigsaw lessons take place once a week.
- The curriculum is delivered through a combination of whole class adult directed sessions, small group and child initiated learning. During explore and learn time, children have the opportunity to play and learn alongside their peers and adults. Adults actively foster children's interests and build on their learning foundations by engaging in conversation, sharing knowledge, and facilitating children's natural curiosity.



Inspire Challenge Succeed





# EYFS at Tudor Court

- PE lessons build on children's physical skills and take place in our very own hall. Your child will come to school wearing their PE kit on PE day.
- Jigsaw is a PSHE scheme of work and curriculum for schools, designed to promote the personal, social, health, and emotional development of children. PSHE lessons build on the children's self awareness, confidence, resilience and introduce the children to skills they will need for life. These are developed throughout the school as the children progress each year.
- Music lessons follow the Charanga scheme and is based upon nursery rhymes and songs.



Inspire Challenge Succeed





# Typical Day in Reception

Register

Phonics - whole Class - Children change groups as their phonics progresses and after assessment.

Explore and learn

- Children play and explore inside and outside.
- Teachers work with children independently and in small groups.

Literacy/Knowledge and Understanding the World - Whole class

Lunch

Maths - Whole Class

Explore and learn

- Children will play inside and outside.
- Teachers work with children independently and in small groups.

Tidy up Time

Story time and home time



# Learning in Reception

Along with the rest of the school, reception follows four cycles throughout the year. Each cycle is mapped out with learning and progression of skills to support your child and build for future learning.

This year we have covered the following:

Cycle 1 – All about me and my community

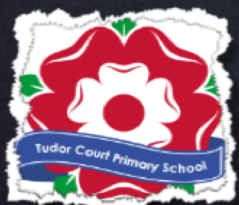
Cycle 2 – Celebration Around the World

Cycle 3 – The Big Wide World

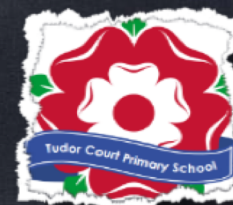
Cycle 4 – Nature Explorers - Gardens and Minibeasts

With each cohort, we look at the needs and interests of the children. From this, we adapt, plan and develop the cycles with the children's needs leading the learning.

The opportunities that we offer the children are based on observations of their skills. Our whole curriculum is planned around the children and what they enjoy and need.



## Inspire Challenge Succeed







# Learning in Reception



We believe that every child is a natural storyteller. Helicopter Stories and Drawing Club promotes emergent language and literacy skills in children.

Helicopter Stories - the adult scribes the children's stories. The class then gathers together to listen to their friends story and act them out together.

Drawing Club - Children are introduced to exciting texts, animations and tales. They then draw/mark- make/write their ideas from what they have listened to.

These approaches to learning are exciting, fun and engaging and support the development of:

Communication & Language

Ability to listen & understand

Confidence & turn taking

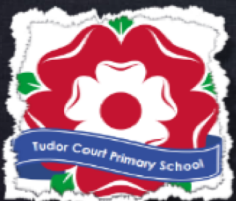
Creativity & idea making

Teamwork & Collaboration

Fine motor skills/ writing

Joy and love for reading

Ambitious vocabulary



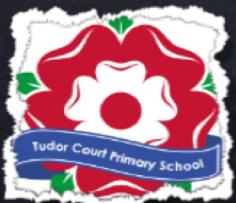
## Inspire Challenge Succeed





# EYFS Learning Journeys and Parent Meetings

- . Our school uses iPads to capture your children's learning experiences. We have an online learning journey platform called Tapestry. It's essential that you download the app and activate your account once you receive the link.
- . We use Tapestry to share the weekly learning with you, phonics home learning is access via Tapesrty and we communicate events and information alongside the school app Reach More Parents by Weduc.
- . We value your active participation in your child's learning journey. We encourage you to use Tapestry to share your child's learning and experiences from home. Your child will have the opportunity to share their pictures throughout the week, which you can upload. This collaborative effort strengthens the link between home and school.
- . Meet the Teacher Meeting in September
- . Phonics and Maths meeting for Parents – Support and information in the Autumn term.



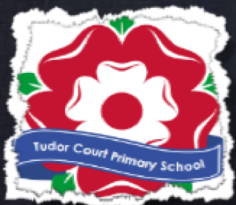
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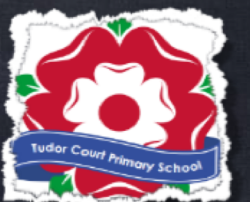


# The School Day Timings

- . The school gates open at 8:20 am in the morning
- . The classroom doors open at 8:40 am and close at 8:50 am
- . You must go to the front office to register your child if they are late. Then, walk them back to The Foundation stage block.
- . School Day finishes at 3:00 pm
- . If you are running late for school pick-up, please call the office as soon as possible. This allows us to reassure your child that you are on your way.
- . It's important for us to know who is dropping off or collecting your child from school. For their safety, we will not release your child if we have not been informed that a different adult is collecting. Please inform the teacher in the morning or call the office.



Inspire Challenge Succeed



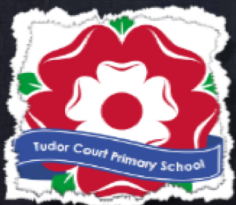


# Absences

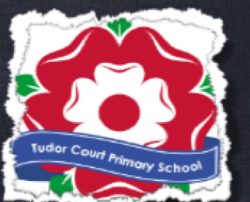
Children are expected to be in school everyday unless they are unwell.

If your child is unwell please contact the main office to inform that your child will not be in school.

If your child has had sickness or diarrhoea please allow 48hrs from their final bout to come back to school.



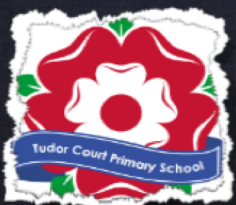
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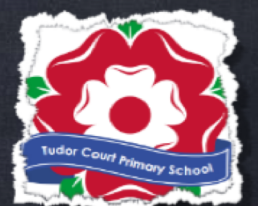


# What will my child need to bring to school?

- . A named coat
- . A named book bag (no rucksacks please)
- . A named lunchbox and drink
- . A named water bottle for class
- . Wellington boots and a waterproof jacket in a named bag for wet weather (to be kept in school on their coat peg)
- . Children with pierced ears should only wear stud earrings and covered or removed for PE. Long hair should tied back.
- . To ensure your child is comfortable and prepared for any accidents, we kindly ask that you provide them with a spare set of clothes (these do not need to be uniform) in a plastic bag with their name on it. This will be left in school on their designated peg.

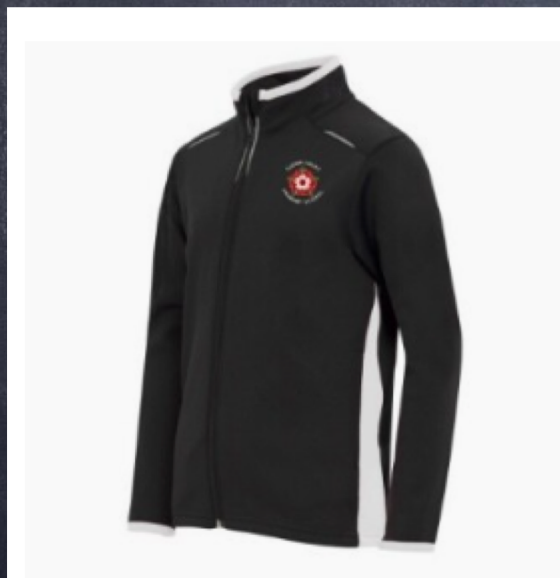


Inspire Challenge Succeed





# Uniform



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





# Uniform

<b>SKIRT OR TROUSERS</b>	Grey (school style)
<b>POLO SHIRTS</b>	Nursery and Reception – Pale Blue
	Year 1 onwards - White
<b>FLEECE</b>	Royal Blue
<b>SOCKS</b>	Grey or White
<b>SHOES</b>	Black school style (not open toed) or plain black Trainers <i>Boots or canvas style shoes are not permitted</i>
<b>BOOK BAG</b>	Flat type for Years Reception to Year 3
<b>SUMMER WEAR</b>	Blue and White striped/checked dress
	Grey school style shorts
<b>P.E. – INDOOR</b> All year groups – excluding Nursery	Black Shorts and Royal Blue Top Black plimsolls (not trainers)
<b>P.E. – OUTDOORS/WINTER</b> All year groups – excluding Nursery	Black zip Top and Joggers Black plimsolls (indoors) Trainers (outdoors) Year 4 onwards

Sensible shoes – toes need to be covered, and we advise velcro shoes rather than laces/buckles to promote independence and safety.

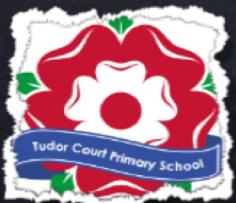
PLEASE ENSURE ALL OF YOUR CHILD'S CLOTHING IS MARKED WITH HIS/HER NAME



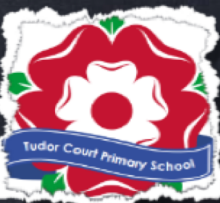


# How you can prepare your child for September

- . Make trips past the school during the Summer holiday
- . Try on the uniform
- . Learn to put on own coat, shoes, using the bathroom and washing/drying hands, cutting up own food at dinnertime
- . Learn to be independent and put things away
- . Recognise and beginning to write soe letters in their name (not in capital letters)



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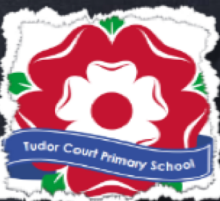


# Transition Arrangements 2025

- . Our approach to the transition process has changed based on feedback from parents regarding part days.
- . Children have been divided into three groups: A, B, and C.
- . A – Children new to Tudor Court Primary
- . B – Part time children from Tudor Court Nursery
- . C – Full time Children from Tudor Court Nursery.
- . Group A to attend all day from Wednesday 3<sup>rd</sup> September 2025
- . Group B to join group A children and attend all day from Monday 8<sup>th</sup> September 2025
- . Group C to join groups A & B all day from Wednesday 10<sup>th</sup> September 2025



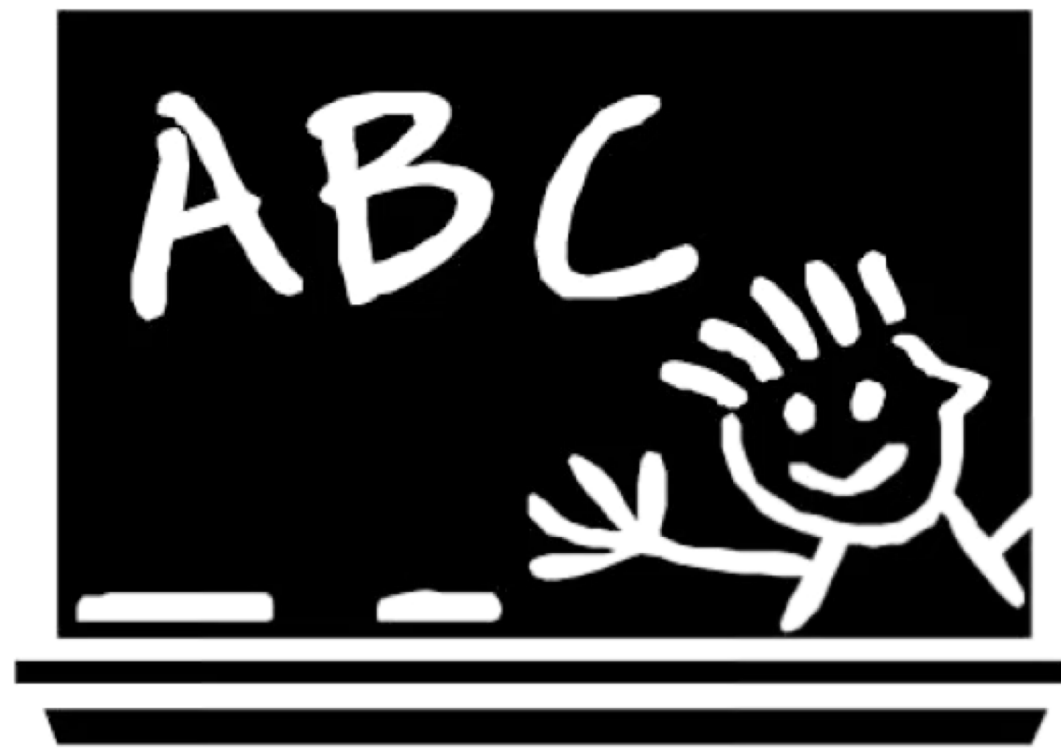
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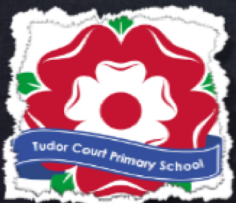


# Nic Foakes

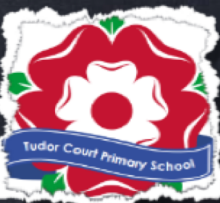
Friends of Tudor Court



Association (F.T.C.A)

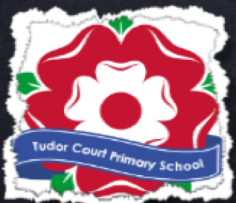


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# Questions



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