



Learning and living in Faith, Hope and Service





Welcome



Mrs Sheehan
Executive Headteacher



Ms Wilson
Head of School



Mr Pennock
Deputy Head & SENDCo

Learning and living in Faith, Hope and Service

Our School Vision and Values

Our Vision



Jesus said *"As I have loved you, so you must love one another. By this everyone will know that you are my disciples."* John 13:34-35

Following Jesus's example, we treat each other, our community, and God's amazing world with love, respect and compassion. We aspire to ignite curious minds, nurture a passion for learning and enable everyone to experience and share **faith**, **hope** and **service**.

Learning and living in Faith, Hope and Service

Our Values



To develop **confidence** and **respect**,
to show **compassion**,
to learn to be **reflective** and **responsible**,
to grow **resilience**.

Learning and living in Faith, Hope and Service

Biblical Roots

Jesus said "As I have loved you, so you must love one another. By this everyone will know that you are my disciples." John 13:34-35

Our school Vision is based on Jesus' words to his disciples at the Last Supper. He tells them, and us, to keep loving others in the way he has loved. The timing of this commandment to love, is so important; it was Jesus's final teaching to his disciples before he died. This act of selfless love alongside the new commandment epitomises the root of Christian teaching that as we are unconditionally loved we should love one another.



The Reception Team



Mrs Munt
EYFS & Phase 1 Lead

Miss Piccone
Class teacher



Mrs Sofroniou
Learning Support
Assistant (LSA)





Starting Reception

- Transitioning from Nursery to Reception is a huge step for both children and parents/carers, and we will support you to ensure that this is positive transition.
- Children in full time Nursery settings may be used to a 'longer day' but transition to school still takes time and adjustment. The demands of the day are different.
- Children in our current Nursery setting may be familiar with the building but again need to adjust to the day and getting to know new friends.
- Even if all is going well...wobbles can come at anytime. It will be okay and we will navigate this together.
- Transition phone calls on Monday 13th July
- Home Visits for those who are new to our community.
- Stay and play sessions on Monday 7th September at either 9.30am or 11am.
- Tuesday, Wednesday and Thursday will be transitional days with everyone being in full time by Friday 11th September.



Primary
EYFS Learning

Prime Areas



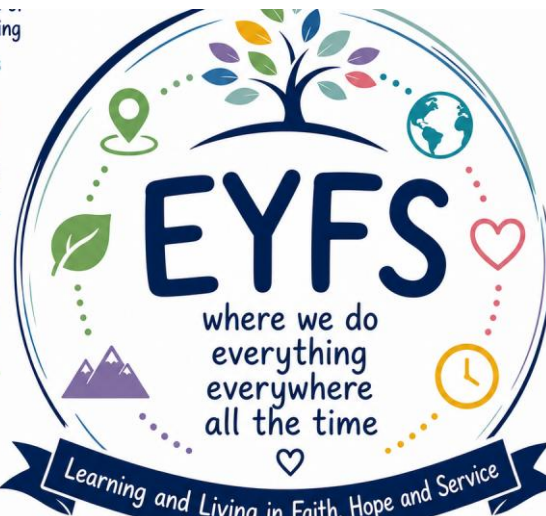
Communication and Language



Personal, Social and Emotional Development



Physical Development



Specific Areas



Literacy



Mathematics



Understanding the World



Expressive Arts and Design

Our Values



EYFS Curriculum

- The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet 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.
- At the beginning of the year the children will have opportunities to initiate their own learning. This will help us plan through their interests and stages of development. These observations will also help assist with our assessments.
- As the year progresses the amount of time children spend in child initiated play will reduce to allow for a more structured learning style to ensure they are developing skills needed to embrace the Key Stage One curriculum.

These documents can be found on our website under the New Starters section and alongside PowerPoints relating to

- Communication and language
- Personal Social and Emotional Development
- Physical Development (Gross and Fine Motor)

45 Skills to Have before Starting Reception

Personal, Social and Emotional Readiness

- Put on my own shoes.
- Put on my own coat.
- Use the toilet without help.
- Wash my hands with soap and water.
- Throw my rubbish in the bin.
- Wipe my nose.
- Pour a drink.
- Eat my lunch without help.
- Peel an orange.
- Tell the waiter my order at a cafe.
- Drink from a cup.
- Drink from my water bottle.
- Introduce myself.
- Listen when others introduce themselves to me.
- Share my toys.
- Take turns while playing a board game.
- Have a back-and-forth conversation.
- Make eye contact with those I'm speaking to.
- Follow instructions.
- Sit and listen to a story.
- Sit quietly when asked.
- Pick and sing my favourite song in the car.
- Tell my favourite story.
- Ask for help.
- Be sensitive to others.
- Listen when others are speaking.
- Read my own name.
- Hold a pencil.
- Hold a pair of scissors.
- Recognise some numbers and maybe count to 10.
- Finish a fun worksheet in one sitting.
- Put a pile of buttons into groups according to colour.
- Know basic colours.
- Know basic shapes.
- Turn a page in a book.
- Know some of the alphabet.
- Know some parts of my body.
- Run in a circle.
- Make a ball out of modelling dough.
- Jump in muddy puddles.
- Run in the rain.
- Kick, throw and (sometimes) catch a ball.
- Climb stairs and playground equipment.
- Do a star jump.
- Clap my hands.

I am Ready for School!

Fine Motor Readiness

I can:

- fasten and unfasten my shoes and coat
- hold and use a pencil to make marks
- use scissors to cut along a line
- build using blocks

Physical Readiness

I can:

- go up and down stairs safely
- move to music
- kick, throw and catch a ball
- ride a bike, trike or scooter

Developing Independence

I can:

- use the toilet when I need it
- wash and dry my hands
- use cutlery to feed myself
- identify my own belongings (e.g. coat, bag)

Personal, Social and Emotional Readiness

I can:

- follow instructions
- take turns
- ask for help when I need it
- tell people how I'm feeling

Academic Readiness

I can:

- recognise numbers to 20
- identify basic colours
- recognise my name
- identify basic shapes

Areas of Learning



The areas of learning and development are important and interconnected.

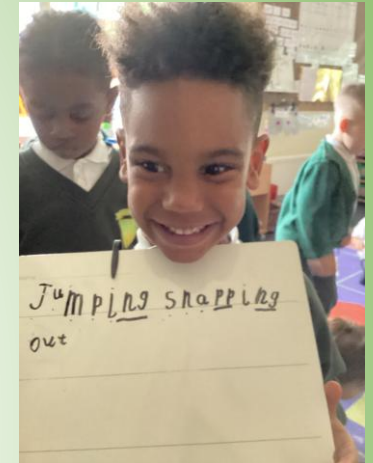
There are seven areas of learning:




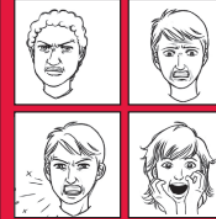
Prime areas -

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

Specific areas -

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



			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control



What do you need?

I am in the ____ zone and I need ____ to help me.

			
 Room points  stickers  ticks  stamp me done  send news Postcard  share work  Shine Out! Shout Out!  notice  Helper  Thank you  Send good work home  End of day praise  Going first  reward	 Pencils  Bed	 Markers  Popper	 Stool  Bed



Areas of Development



Areas of Learning and Development			
Prime Areas			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
Listening, Attention and Understanding Speaking	Self-Regulation Managing Self Building Relationships	Gross Motor Skills Fine Motor Skills	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive art and Design
Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People culture and Communities The Natural World	Creating with materials Being Imaginative and Expressive

Area of Learning	Aspect	Early Learning Goals
Communication and Language (C&L)	Listening, Attention and Understanding	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

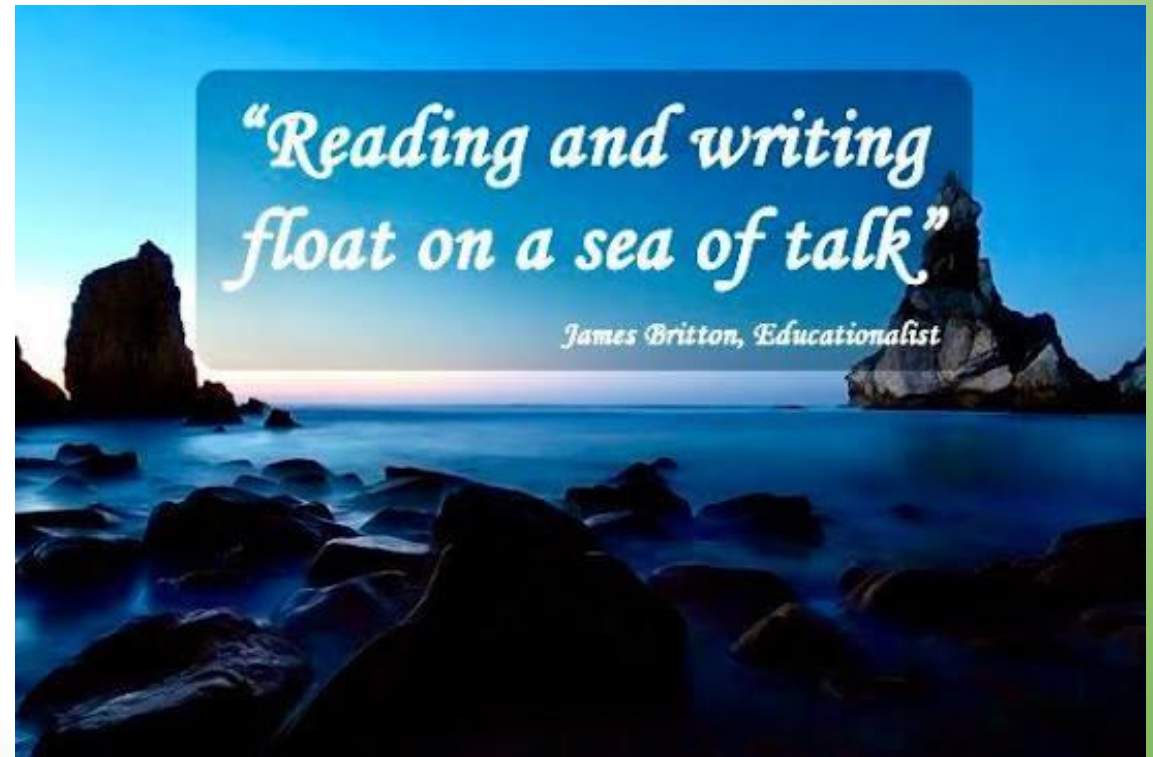
The Early Learning Goals (ELGs) are the goals or targets children are expected to achieve at the end of their reception year. They are not the curriculum, but an end point measure of what a child should be demonstrating at the end of the Early Years Foundation Stage. There are 17 ELGs across all the areas of learning as shown below.

A Day in the life of Reception



Mornings

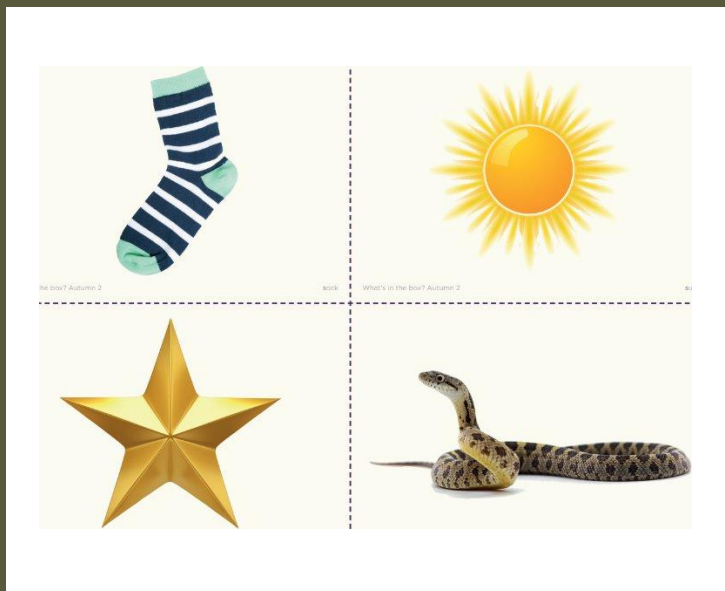
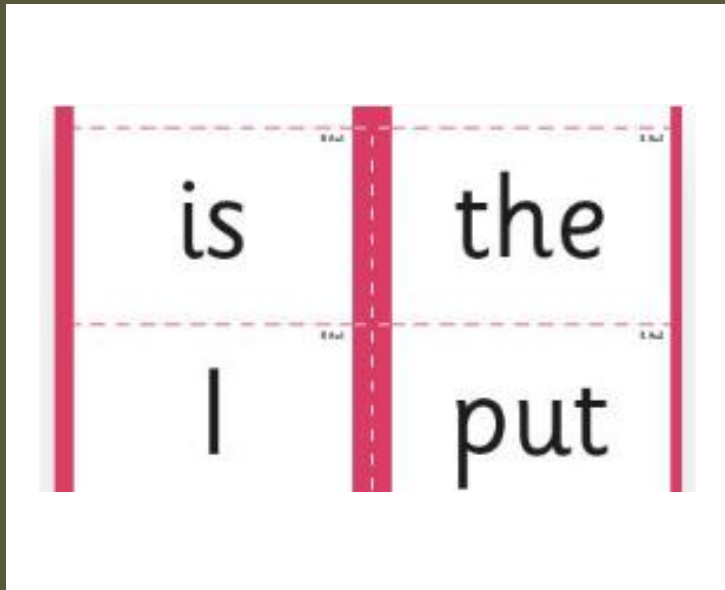
Reading
 Child initiated play and directed tasks
 Phonics
 Maths




RECEPTION - 2025/26					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30	<u>GROUP READING</u> <i>GPCs and vocabulary focus</i>	<u>GROUP READING</u> <i>GPCs Prosody</i>	<u>GROUP READING</u> <i>Comprehension</i>	<u>PHONICS</u>	<u>PHONICS</u>
9:30-9:45	<u>FOCUS</u> <i>Introduce/model enhanced provision</i>	<u>FOCUS</u> <i>Introduce/model enhanced provision</i>	<u>FOCUS</u> <i>Introduce/model enhanced provision</i>	<u>CONTINUOUS PROVISION</u> Colourful semantics Maths or Literacy Groups	<u>CONTINUOUS PROVISION</u> Colourful semantics Maths or Literacy Groups
9:45-10:30 <u>TIDY UP & TRANSITION</u>	<u>CONTINUOUS PROVISION</u> Colourful semantics Maths or Literacy Groups	<u>CONTINUOUS PROVISION</u> Colourful semantics Maths or Literacy Groups	<u>CONTINUOUS PROVISION</u> Colourful semantics Maths or Literacy Groups		
10:40-11:00	<u>AOW - Head</u>	<u>AOW - Singing</u>	<u>AOW - Clergy</u>	<u>AOW - Varies</u>	<u>AOW - Achievement</u>
11:00-11:20	B	R	E	A	K
11:20-12:00	<u>PHONICS</u> GPCs, Word & Sentence Reading	<u>PHONICS</u> GPCs, Word & Sentence Reading	<u>PHONICS</u> GPCs, Word & Sentence Reading	LITERACY	LITERACY
12:20-1:20	L	U	N	C	H
	<u>PHONICS</u> Spelling	<u>PHONICS</u> Spelling	RE	PE	This slot is used fluidly in response to AFL and used for revisiting, assessment or pre-teaching. <u>CONTINUOUS PROVISION</u>
	MATHS	MATHS		PSE or UtW	
	<u>CONTINUOUS PROVISION</u> Colourful semantics Maths or Literacy Groups	<u>CONTINUOUS PROVISION</u> Colourful semantics Maths or Literacy Groups			
3:20	FINISH	FINISH	FINISH	FINISH	FINISH

Afternoons

Phonics
 Understanding the World
 PSHE
 RE
 Child initiated play and directed tasks



We're teaching every child to read with









Little Wandle
LETTERS AND SOUNDS
★ ★ ★
REVISED

TM

A complete SSP validated by the Department for Education

Phase 2 grapheme information sheet **Autumn 1**

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Down the snake from head to tail.
a a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
t t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
p p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
i i	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana and dot the leaf.
n n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.



Being Global Neighbours



Being a 'Steward of the World' has NEVER been so important.

Global and Climate education should be as important as Literacy and Maths if we are to prepare the next generation to understand what needs to change, have voices for change and have the skills and knowledge to make change.

It is our duty to create global neighbours who are confident, responsible and compassionate. Courageous advocates who will look after our world.

Our Global Neighbours Curriculum consists of a year-long project for every year group that focused on a key area of global awareness. As a child makes their journey through our school, they will build an in-depth and current set of skills and knowledge about our world that will enable them to be courageous advocates, stewards of the Earth, make change and challenge injustice.

But this goes beyond our classrooms; we expect our whole school community to be environmentally responsible and this includes walking to school where possible, if you do drive- park responsibly and safely, recycling uniform by using our pre-loved programme, supporting our school garden with plant donations and physical help, encouraging your child to recycle, care for nature and show respect and kindness to all members of the school and global community whatever their faith, gender, culture, race or beliefs.

It is extremely important that standards of expectations are met from the beginning.



Please make sure your children are on time for school. Our door opens at **8.40am** and registers are taken at **8.50am**

Please send your child's **backpack** in everyday with their reading book as they will be read with at school at least once a week

Read to or listen to your child **read (this will look different for each child)** at least once every day and practise the sounds learnt

Ensure that your child is wearing the **correct uniform (labelled)** every day

Ensure your **Maintenance Fee** is paid every year to help the school building remain safe and well-presented.

Uniform



School Uniform	Summer Uniform (optional for Summer term)
<ul style="list-style-type: none">• Dark grey trousers or bottle green tunic/skirt• White shirt with collar and tie (KS1 children may wear a polo shirt and no tie)• Bottle green V-neck jumper, sweatshirt or cardigan with school badge• Black or grey socks or green or black tights	<ul style="list-style-type: none">• Dark grey shorts• Green and white Gingham dress with white socks• All children have the option of wearing a white polo shirt with or without school badge without a tie

<https://www.smithsschoolwear.co.uk/>

Shoes- black shoes or plain black trainers (no boots)

Bags- Forty Hill Book Bag or Ruck Sack from Smiths Schoolwear.

P.E. Kit

PE Kit is recognised as an important part of the school uniform and must be worn to school when it is your child's PE Day. Wearing PE kit to school on PE Days means your child has a longer PE session, prevents our narrow corridors being crowded with PE kits and definitely less chance of losing uniform! For health and safety reasons, children will be required to remove their jewellery or cover stud earrings with tape.

House Colour (Green, Yellow, Blue, Orange or Red) PE T-shirt with school badge

Bottle Green shorts or Green Jogging bottoms

Black Plimsolls and/or trainers

PE bag with school badge – please ensure this is named

You may wish your child to have a green sweatshirt (with school badge) for PE

Please ensure that all clothing is labelled with your child's name.

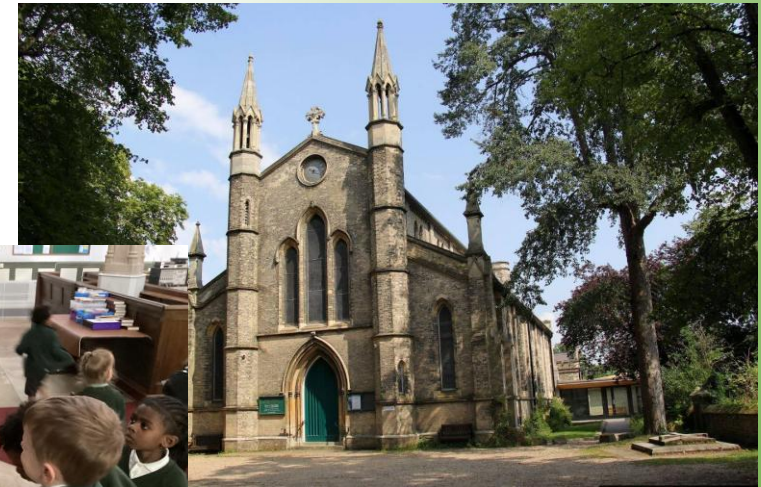


- **Black trainers** - Your child will need a pair of black velcro trainers for PE.
- **Bag** - *We expect all our children to have a Forty Hill back-pack* purchased from the School Uniform Shoppe Smiths on Baker Street.
- We strongly recommend that all children have a Forty Hill backpack (Smiths- Baker Street). These can be used for their reading books, story books, artwork and any letters that are sent out.
- **Spare Clothes** - Your child will need to a spare set of clothes; these will need to be placed in a bag (not plastic) on your child's peg.
- **Wellies** - So that children can continue their learning outdoors, all year round, they will need a pair of wellies. These can be brought in daily, or you can leave them on our boot rack.
- **Water bottles** - Your child will need a filled water bottle - this will need to be brought into reception, everyday.
- **Jewellery** - Only stud earrings are allowed to be worn to school. Bracelets, necklaces or rings are not to be worn at any time.
- **Hair** - For safety reasons, long hair must be tied back with an appropriate fastening at all times (this applies to girls and boys). All fastenings need to be grey, black or green and should be small and discreet.
- **Toys and Sweets** - Please do not allow your child to bring sweets, toys or money etc. into school.



Jesus Church

- We are proud to be linked to Jesus Church. Throughout our school year, we visit the church regularly to worship and to enrich RE learning.
- Rev'd Bolster and Rev Mandy lead us in an act of worship each week, focussing on our vision and values and a relevant bible story. We are also fortunate enough to have them to support RE learning too when needed.
- As part of our Collective Worship Programme, the school attends Jesus Church throughout the year to participate in, and lead, festival services.





The Friends of Forty Hill

- We are The Friends of Forty Hill - and we run the majority of fundraising and community events for the school. We have been an integral part of the school life for many years (formally known as APF) and have raised thousands of pounds, which has been spent on improving equipment and resources to enhance our children's education.

Some of the items we have managed to raise funds for and buy are:

A new reflection area; mirrors for our Dance Studio; School Reading Challenge books and storage hampers; new carpets for classrooms; Bibles for our school leavers.

Past fundraising events have included the Santa Dash and Disco/Mini movers Sessions

Our Forty Hill Summer Fete will be held after School on Friday 11th July- so please come and join us!

- Our reward is to see the children having fun at the events and enjoy seeing the money we raise used in the school.
- You are automatically a member of the Friends of Forty Hill - but we are always looking for volunteers and helpers to support our different fundraising projects in different ways so please don't be shy and help us to help our children!





Home School Communication

- Please do let us know if there is anything we can do to help you and your child settle at Forty Hill.
- The best way to do this is to catch us at the end of the school day or email the school office who will arrange an appointment if it is not you who collects your child.
- Whilst we encourage open communication, please avoid talking at length in the mornings as this is a very busy time for us and we need to be there for the children, in the class.



Tapestry



- Tapestry is an online educational package that records children's learning in the early years. It is a secure system where filenames are encoded for uploaded images and videos that make it a safe online learning journal tool.
- Tapestry allows parents to access their child's journal, so parents can see their child's learning and progression. Parents are also able to upload pictures and videos of their child at home.
- The latest guidance regarding observations in the EYFS is not to capture teaching and learning on the i-pad but to be present, exchange in back and forth conversation and to be IN the MOMENT!
- You will receive regular updates but they may be less frequent than you are used to with Nursery children. There is not less happening, it's just a different timetable and some outcomes are recorded in books which you will see during Parent Consultations.

Maintenance Fund



This is a contribution that we request each new school year. Currently we ask for a yearly contribution of £36.00 for each child that attends the school (discounts are made for siblings).

We are asked as a school to contribute over £5000 each year towards a maintenance fund held at the diocese. Schools can then bid for a share of the money to pay for larger costly projects. At Forty Hill we have successfully bid several times over the last few years.

Works have included:

- Extensive hot and cold-water pipework
- Refurbishment of the children's toilets and disabled toilet
- Replacing the school roof
- Resurfacing the playground
- Improvement to site security and a new gate and fob system
- General upkeep e.g. repainting walls and windows, upgrading fire doors

FORTY HILL CHURCH OF ENGLAND PRIMARY SCHOOL

Gift Aid Declaration Form For School Maintenance Contribution

1) Full Name of Parent or Guardian – paying income tax or capital gains tax, making the donation described in (3) - Block capitals please.
.....
.....

2) Full Address of Parent or Guardian – named above – Block capitals please.
.....
..... Post Code

3) The Donation – The donation is known as 'The School Maintenance Contribution'. It principally covers the Schools' subscription to 'The London Diocesan Board for Schools' maintenance scheme, and the School's contribution to 'The Elected Deanery Concerning School Maintenance'. The maintenance relates to the School building, playground and related property.

4) Gift Aid Declaration – I agree that, whilst a child of mine is at the School, the School Governors can reclaim tax paid by me on all my donations as in (3) above.

Signed Date

Name(s) of Child/Children
1 Class
2
3
4

giftaid it

• If parents do not make this contribution, then the school has to make up the shortfall. As a Church of England school, the Local Authority does not contribute at all to the upkeep or repairs of our building, so being part of this fund is a necessity.

• In this time of funding cuts and increased pressure on school budgets, we would urge every family to support the school by making this contribution every year. For ease, it will be listed on your oldest child's Parent Pay account as 'School Maintenance Fund'. If you are a brand new family to our school, this will be set up once your child officially starts.



Donations

It is customary for Early Years providers to ask parents for contributions throughout the year. Here at Forty Hill, we ask for a £10 donation every term so approximately every 12-15 weeks.

This money goes mainly towards the purchase of sensory materials such as ingredients to make playdough, rice, popcorn kernels, foam, shaving gel/cream, bubble mixture, key texts to support our topics, seeds and anything that we feel will support the children and enhance their learning around a topic.

We thank you in advance for your support and if you'd like to pledge more this will be greatly appreciated.





Any Questions?



If you have any additional questions following this meeting please email office@fortyhill.enfield.sch.uk and we will respond as soon as we can.