



Welcome to our Parents' meeting

September 2026

Meet the team



Primary School



Mr L Kimberley

Assistant Headteacher



Miss K Hill

Reception Class Teacher



Miss C Edmonds

EYFS Teaching Assistant



Mrs K Waldron

HLTA

Purpose and aims



- To meet your child's new teacher and to answer any questions you may have
- To provide the expectations for the end of the year in terms of the curriculum
- To explain the purpose of planners
- To clarify information about the school – based on parent questionnaire feedback

School Life



A typical school day

8.50am Children will arrive at the designated time and settle on their carpet

9.00am – All about today – *sharing visual timetable; discussing the day's activities*

9.10am– Phonics – *We follow the Little Wandle Programme*

9.25am – Child initiated learning – *This is the children's 'Choosing Time', where there are various areas in the classroom (creative, role-play, construction) the children can access freely. The outdoor environment will also be open for child-initiated play.*

10.30am – Snack time

10.45am – Child initiated learning

11.30am – Literacy

12.00pm – Lunch

1.00pm – Maths

1.20pm – Child initiated learning

2.45pm – Topic/Understanding the World/Expressive Arts – *Cross Curricular Links*

3.20pm Home time



Expectations of the academic year

- We follow the Statutory Framework for Early Years
- By the end of the year children in reception are expected to achieve the Early Learning Goal (ELG)
- ELGs- Statutory framework for the early years foundation stage (publishing.service.gov.uk)

The 7 areas of learning are:

Prime areas of learning particularly important in the first 3 years

Personal, Social and Emotional Development

Physical Development

Communication and Language

Specific areas of learning

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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

- 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.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Autumn Overview



Primary School

Autumn 1 All About Me		Autumn 2 Let's Celebrate	
Autumn 1 = 8 weeks		Autumn 2 = 7 weeks	
Literacy	Topics	Literacy	Topics
• Ruby's Worrry (PSED) • The Colour Monster (PSED) • The Gruffalo • Room on the Broom • What the Ladybird Heard • Basic listening skills • Oral blending • Beginning to blend • Letter formation	• My Family • My Rights • My Body • Senses • Healthy Living • My Environment (RRSA) Project Evolve – Early Years Online Relationships Online Bullying	• Kipper's Birthday • Dipal's Diwali • Dear Santa • Christmas Story • Gruffalo's Child • Stickman • Blending cyc words	• Birthdays • Diwali • Remembrance Day • Bonfire Night • Christmas • Autumn/Winter seasonal changes

Reception Curriculum content – themes that we **may** cover:

1. All about me
2. Traditional Tales
3. Celebrations
4. Changes over time
5. Space
6. Lifecycles
7. People who help us
8. Animals of the world
9. Places/Where do we live?
10. Transition



Tapestry

- ▶ Tapestry is how we as staff record your child's progress and learning in reception, it is a safe and secure platform that we pay into.
- ▶ You will be able to see what your child has been learning and you as parents can also post things onto Tapestry to show what your child has learnt at home.
- ▶ As we move further into the year we will focus on posting your child's wow moments in their learning as evidence of the ELGs.



P.E Kits



Attendance



Above 97%: Less than 6 days absence a year – Less than 30 Hours of Learning Lost

Excellent attendance! These young people will almost certainly get the best levels/grades they can, leading to better prospects for the future. Pupils will also get into a habit of attending school which will help in the future.

95%: 10 days absence a year – 50 Hours of Learning Lost

These pupils are less likely to achieve their target levels/grades and will start to find it difficult to maintain a habit of attending school regularly. Pupils who take a 2-week holiday every year can only achieve 95% attendance.

90%: 19 days absence a year – 95 Hours of Learning Lost

The Government classes pupils in this group as "Persistent Absentees", and it will be almost impossible to keep up with work and achieve their target levels/grades.

Parents of young people in this group could also face the possibility of legal action being taken by Dudley Council, including the issuing of Penalty Notices and Fines.

Homework

- ▶ Homework will be set weekly on a WEDNESDAY, this should be completed by the following TUESDAY.



Online homework

- Mathletics
- Numbots.
- Reading



- Log ins for the above are put in the inside cover of the planner.



Planners



Planner content

- English glossary of terms – helpful for grown-ups as well as children!
- Phonics grapheme chart
- Writing – Alan Peat Sentences
- Maths aids
- School's assessment policy
- Year group specific spellings
- 5 ways to wellbeing



Behaviour Curriculum



S	 Self-belief
H	 Honesty
A	 Achievement
R	 Respect
E	 Enjoyment
D	 Determination



The Blanford Mere Way



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	SELF-BELIEF	HONESTY	ACHIEVEMENT	RESPECT	ENJOYMENT	DETERMINATION
All year groups from Nursery to Year 6	Explicit teaching of the full 'Blanford Mere Way' curriculum content	Ongoing revision of content	Longer recap of 'Blanford Mere Way' curriculum content	Ongoing revision of content	Longer recap of 'Blanford Mere Way' curriculum content	Ongoing revision of content

We believe that as our children practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

The Blanford Mere Way



Wonderful Walking

We know that we use **Wonderful Walking** to keep everyone **safe** in school and to make sure the learning of other children is not disrupted as people move around school.



Facing forward,
Walking at a steady pace; in a straight line,
Hands behind your back,
Without talking during learning time.



Super Sitting

We know that **super sitting** ensures that everybody is **ready** and able to learn without distractions.



Sitting up straight with legs crossed,
Facing forwards with hands in your lap,
Looking at the speaker,
Lips closed.



Legendary Lines

We know that **legendary lines** keep everyone **safe** in school and make sure the learning of other children is not disrupted as people move around school.



Our steps to Legendary Lines:

1. Face forward.
2. Stand in a straight line.
3. Hands behind your back without talking.



The Blanford Mere Way



Marvellous Manners

STEPS

Say full names when addressing members of staff.

Thank You – children know that they should say 'thank you' when they receive something or someone does something nice for them.

Excuse Me – children know that they should always use 'excuse me' if someone is in their way or they want to say something to someone when they appear busy.

Please – children know that they should always say 'please' when they are asking for something.

Smile – children know that they should demonstrate self-belief and be positive and upbeat when talking to adults and each other.



Tremendous Transitions

We know that **tremendous transitions** ensure a safe, calm and purposeful learning environment for all. They help to maximise learning time and create a sense of order and routine within the classroom and around school.

Our steps to Tremendous Transitions:

- 1) We are silent — to listen to instructions.
- 2) We are ready — to make the transition.
- 3) We are swift— to action the transition.

Examples of transitions may be moving from the carpet to tables; handing out books; lining up at the classroom door or leaving assemblies etc.



The Blanford Mere Way

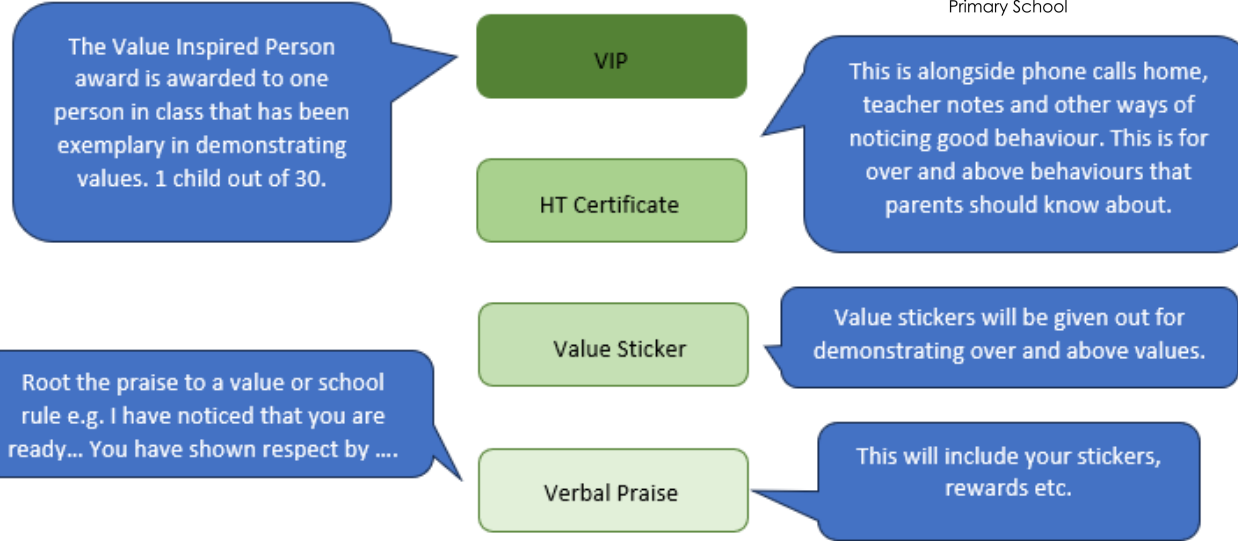


Shared Values Day

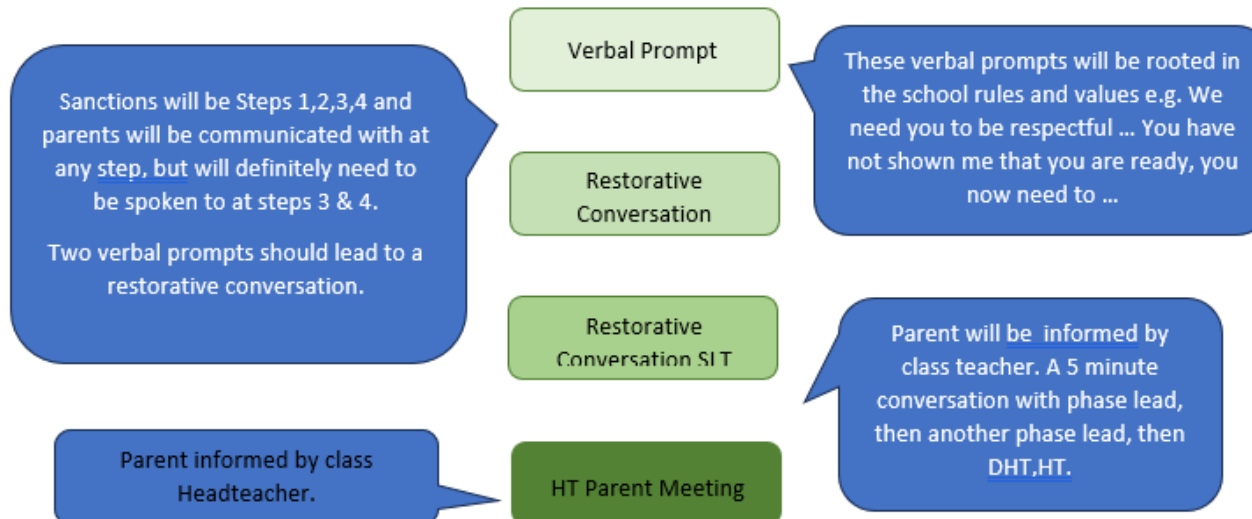


S	 Self-belief
H	 Honesty
A	 Achievement
R	 Respect
E	 Enjoyment
D	 Determination

BLANFORD MERE REWARDS & SANCTIONS CHART



BE READY BE RESPECTFUL BE SAFE



The Blanford Mere Way



Sanctions

At Blanford Mere, we have developed a consistent and robust behaviour curriculum that allows children to be taught and retaught expected behaviours. We believe in a consistent and immediate response to the behaviours that we do not wish to see.

If a child is not demonstrating the behaviours that we would like to see a **verbal prompt** will be given. This prompt will signal to children that they need to rectify their behaviour and respond appropriately. At this point, we would hope that the child is now demonstrating the right behaviour.

However, if this is not the case, a short **restorative conversation** will be had with the child at this point or at the end of the session. We believe it is the immediacy of the response, not the weight of the sanction that matters. During the conversation we will connect with the child, acknowledge the undesirable behaviour, discuss how this behaviour can be improved and move forward.

If this behaviour continues, a **restorative conversation with a member of the senior leadership team** will take place with the child. This will take place during a break or lunchtime session.

If all of these restorative approaches have not had the desired effect, a **meeting** will be arranged by the Headteacher with the child and their parents/carers.

This information will be recorded on a behaviour log and monitored by the Senior leadership team.

Anti-bullying

S – Several

T – Times

O – On

P – Purpose



Online Safety



- ▶ Talking about online safety
- ▶ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/>
- ▶ Setting up parental controls
- ▶ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>

Online Safety – Social Media

APPS AND THEIR AGE RATINGS

13+		16+	
 Facebook	 Snapchat	 WhatsApp	
 Instagram	 Twitter		
 TikTok	 Kik	 Sarahah	 MeetMe
 YouNow	 Yubo	 YOLO	 LiveMe
 House Party	 Monkey		

In June 2026, the UK Government announced plans that, from Spring 2027, under-16s will no longer be able to use certain social media platforms.

The policy aims to reduce exposure to harmful content and improve children's wellbeing.

The exact list of affected platforms and implementation details are still being developed.

Online Safety

<https://nationalonlinesafety.com/guides>



What Parents & Carers Need to Know about **YOUTUBE KIDS**

YouTube Kids is a child-friendly version of YouTube which offers a colourful and easy-to-navigate environment that's suitable for young children. This app is easily accessible and available for mobile devices, which can be downloaded without needing the YouTube app on the device. Despite YouTube Kids seeming like a very child-friendly platform, it has raised concerns over its advertising and inappropriate content seeping through the curation process.

SETTING UP

- Download the YouTube Kids app and connect your own YouTube channel.
- Input your child's name, age and birth month.
- Select the types of videos you want to include for your child based on their age and your own personal choice.
- If you decide to approve the content yourself, the app will present you with sample videos for you to accept and reject.
- Once you've made your choice, you're ready to use the app!

Advice for Parents & Carers

- REMOVE ADVERTISEMENTS**
YouTube Kids advertises on your child's screen and offers a personalised 'For You' feed. You can't turn off ads, but you can remove ads from your child's feed by selecting 'Remove Ads' in the app settings.
- BE AWARE OF UNSUITABLE CONTENT**
YouTube Kids has a 'Family Safety' filter that removes content that is inappropriate for children. However, it's not perfect and some inappropriate content can still slip through.
- DISABLE SEARCH OPTION**
YouTube Kids has a search bar, but it's not recommended to use it as it can lead to inappropriate content.
- RESTRICT VIEWING TIME**
The YouTube Kids app allows you to set a viewing limit for your child. This can be helpful to ensure your child doesn't spend too much time on the app.
- MONITOR WATCH HISTORY**
YouTube Kids has a watch history feature that allows you to see what your child has watched. This can be helpful to ensure your child is watching appropriate content.
- WATCH TOGETHER**
It's important to watch YouTube Kids with your child. This allows you to see what your child is watching and to discuss any inappropriate content that they may come across.

Meet Our Expert
Chris Davies is a parent and a member of the National Online Safety team. He has experience in the gaming industry and is a keen advocate for online safety for children.

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What Parents & Carers Need to Know about **WHATSAPP**

WhatsApp is the world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents, as well as making voice and video calls. It's a free app and is available on most mobile devices. However, it's important to be aware of the risks associated with using WhatsApp, particularly for children and young people.

WHAT ARE THE RISKS?

- SCAMS**
Fraudsters occasionally send WhatsApp messages pretending to be other people, encouraging the user to click on a link to win a prize. These links can lead to malicious websites or phishing attempts.
- DISAPPEARING MESSAGES**
WhatsApp has a feature called 'disappearing messages' that allows users to send messages that will disappear after a set period of time. This can be useful for privacy, but it can also be used to hide inappropriate content.
- ENABLING FAKE NEWS**
WhatsApp has been used to spread fake news and misinformation. It's important to be aware of the risks of believing and sharing false information.

Advice for Parents & Carers

- CREATE A SAFE PROFILE**
Encourage your child to create a safe profile on WhatsApp. This includes using a real name, a real profile picture, and a real phone number.
- EXPLAIN ABOUT BLOCKING**
Explain to your child that they can block people who are sending them inappropriate messages or who are bothering them.
- REPORT POTENTIAL SCAMS**
Encourage your child to report any suspicious messages or profiles to WhatsApp.
- LEAVE A GROUP**
If your child is in a group chat that is not safe, encourage them to leave the group.
- THINK ABOUT LOCATION**
Encourage your child to think about their location when using WhatsApp. They should not share their location with people they don't know.
- DELETE ACCIDENTAL MESSAGES**
Encourage your child to delete any accidental messages that they send.
- CHECK THE FACTS**
Encourage your child to check the facts before sharing any information on WhatsApp.

Meet Our Expert
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What Parents & Carers Need to Know about **MINECRAFT**

Minecraft is a beloved classic of modern gaming. First released in 2011, this open-ended 'sandbox' game of building and exploration still has over 140 million players who happily return to play it at least once every month. Minecraft has also been utilised for much more than just entertainment: it's sometimes used in schools to teach children coding, and it's also employed as a tool for computer-aided design, which is another valuable skill. Encouraging creativity and problem solving, Minecraft has plenty to offer gamers of all ages, and it's available on almost all video game platforms.

WHAT ARE THE RISKS?

- PUBLIC SERVERS**
Joining a public network (called a 'server') lets your child potentially interact with strangers through text chat. Some servers focus on building, while others are dedicated to role-playing - encouraging direct player interaction. Anyone can join public servers and connecting to one is relatively simple. Public servers in addresses (and therefore someone's location) are easy to find with search engines.
- GRIEFING**
Some people in Minecraft delight in purposefully damaging or destroying another player's creation. This is called 'griefing' and is a form of bullying. It's intentionally spoils someone else's experience in the game by deleting hours of their work and forcing them to start from scratch. Many public servers treat griefing as a severe offence and frequently ban offenders.
- ADDICTIVENESS**
Minecraft's gameplay is relatively simple, and the outcome when a child has built something new, for instance, can be extremely gratifying. This can make the game highly addictive. It's easy to lose track of time while playing Minecraft, leaving committed young players to forget about other activities like homework or enjoying family time.

Advice for Parents & Carers

- RESEARCH CONTENT CREATORS**
There are a lot of Minecraft content creators who release helpful videos about the game on YouTube. Not all of them, however, are suitable for children. Watching these content creators' channels yourself first is a safe way to find appropriate Minecraft videos to share with your children. This also helps you learn more about the game itself, and how your child plays it.
- CHOOSE THE RIGHT MODE**
Selecting 'Creative' or 'Peaceful' mode allows children to play Minecraft without having to contend with enemies. It's also a great way for you to get used to playing the game with them, since the difficulty level is lower. This allows you to work together on a long-term project, creating something special without the threat of menacing zombies or creepers damaging your build.
- ENCOURAGE BREAKS**
It's easy for the hours to fly by while your child is playing Minecraft, so reminding them to take regular breaks is essential. This is a useful way for them to learn good time management, which they'll benefit from as they get older. It will also teach them to play Minecraft in moderation - keeping addictive behaviour and allowing them to manage their play better.
- TALK ABOUT STRANGERS**
At some point in their lives, almost everyone needs to have contact with a stranger online. Talking to your child about online safety, therefore, is a natural 'on' as is having a plan to play for dealing with any hostile or difficult strangers. Ensure that your child knows never to tell a stranger about themselves online, and that they should come to you straight away if they do encounter a problem.

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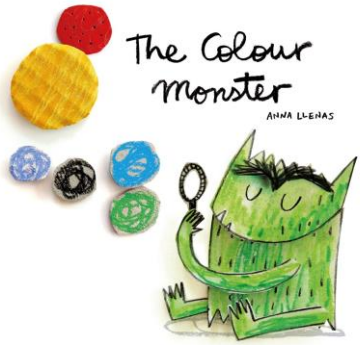
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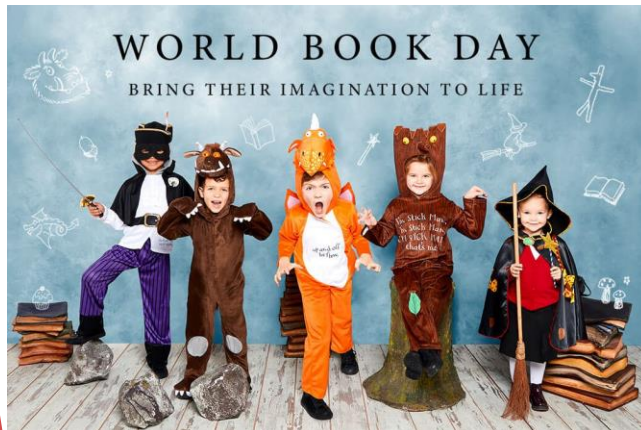
Making an appointment



- ▶ We like to work together with parents; teachers may ask to see you at the end of the day to talk with you and your child. This may be to highlight things they've done well, support their learning or to discuss a behavioural issue. We work together to resolve issues.



Some Reception
fun to look
forward to!



Finally...



Any questions?

