



# Welcome to our Parents' meeting

September 2025

# Meet the team



Mr  
Kimberley

EYFS Strategic Lead and  
Reading Lead



Miss Cleeton

Reception Teacher &  
History Lead



Miss Edmonds

Reception Teaching Assistant &  
Breakfast Club Manager



Miss Postings  
Maternity Leave



# 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



|        |              |                             |           |                                                 |                                                     |       |              |            |                      |             |                |
|--------|--------------|-----------------------------|-----------|-------------------------------------------------|-----------------------------------------------------|-------|--------------|------------|----------------------|-------------|----------------|
| Monday | Registration | 9:00-9:15                   | 9:15-9:30 | 9:30-10:15                                      | 10:30-10:50                                         | LUNCH | Registration | 1:00- 1:20 | 1:20-2:20            | 2:30-2:45   | Shared reading |
|        |              | Get Active & Dough<br>Disco | Phonics   | Child-Initiated<br>Time<br>10:15-10:30<br>Snack | Literacy<br>10:50- 11:30<br>Child-Initiated<br>Time |       |              | Maths      | Child-Initiated Time | UW/EAD/PSED |                |

# 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](https://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<br>All About Me                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                | Autumn 2<br>Let's Celebrate                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 = 8 weeks                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                | Autumn 2 = 7 weeks                                                                                                                                                                                                             |                                                                                                                                                                                                    |
| Literacy                                                                                                                                                                                                                                                                                                                   | Topics                                                                                                                                                                                                                                                                                         | Literacy                                                                                                                                                                                                                       | Topics                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Ruby's Worrry (PSED)</li> <li>• The Colour Monster (PSED)</li> <li>• The Gruffalo</li> <li>• Room on the Broom</li> <li>• What the Ladybird Heard</li> <li>• Basic listening skills</li> <li>• Oral blending</li> <li>• Beginning to blend</li> <li>• Letter formation</li> </ul> | <ul style="list-style-type: none"> <li>• My Family</li> <li>• My Rights</li> <li>• My Body</li> <li>• Senses</li> <li>• Healthy Living</li> <li>• My Environment (RRSA)</li> </ul> <p><b>Project Evolve – Early Years</b></p> <p><b>Online Relationships</b></p> <p><b>Online Bullying</b></p> | <ul style="list-style-type: none"> <li>• Kipper's Birthday</li> <li>• Dipal's Diwali</li> <li>• Dear Santa</li> <li>• Christmas Story</li> <li>• Gruffalo's Child</li> <li>• Stickman</li> <li>• Blending cyc words</li> </ul> | <ul style="list-style-type: none"> <li>• Birthdays</li> <li>• Diwali</li> <li>• Remembrance Day</li> <li>• Bonfire Night</li> <li>• Christmas</li> <li>• Autumn/Winter seasonal changes</li> </ul> |



# 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

P.E. — Wednesday both classes



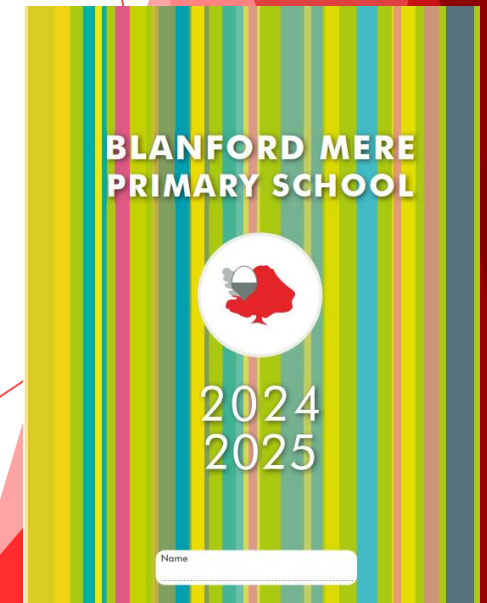
# Homework

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



# Online homework

- Mathletics
- Soundbooks
- Numbots
- Home readers
- Logins for the above are put in the inside cover of the planner.





# 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.

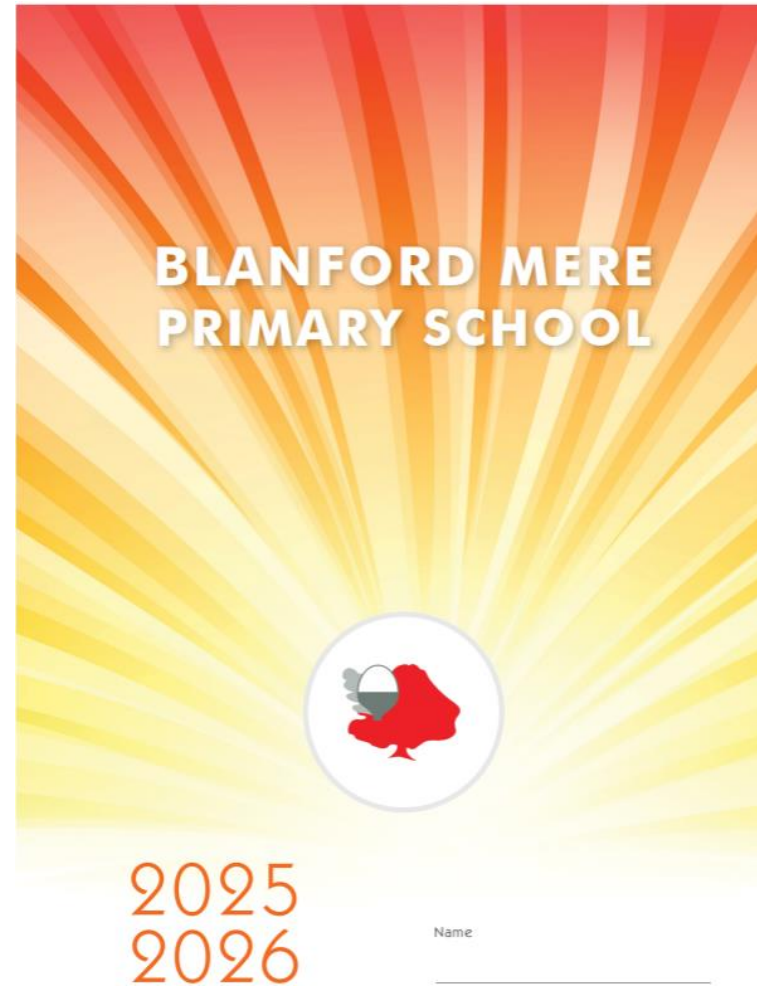
90%: 19 days absence a year – 95 Hours of Learning Lost

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.

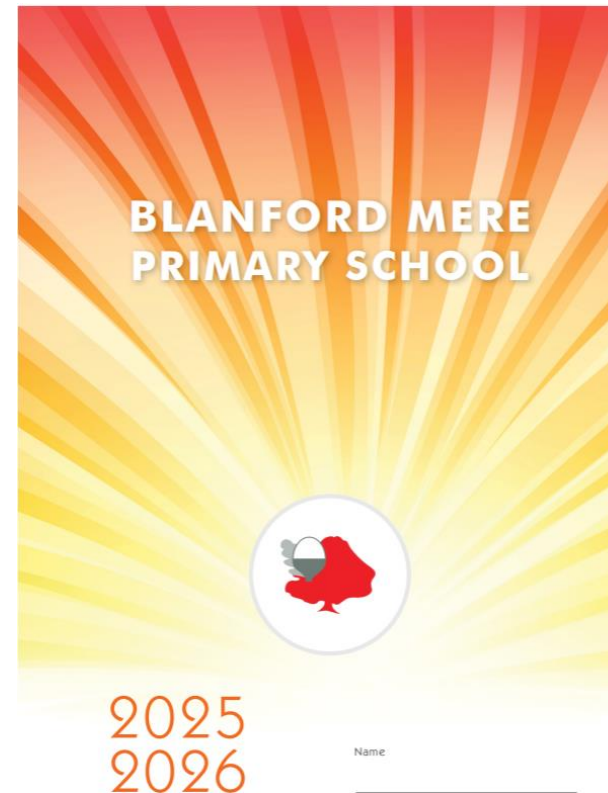


# Planners



# Planner content

- English glossary of terms – helpful for grownups as well as children!
- Writing – Alan Peat Sentences
- Maths Visual Calculation Policy
- Maths aids
- School's assessment policy
- Year group specific spellings
- Staying safe online



# 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

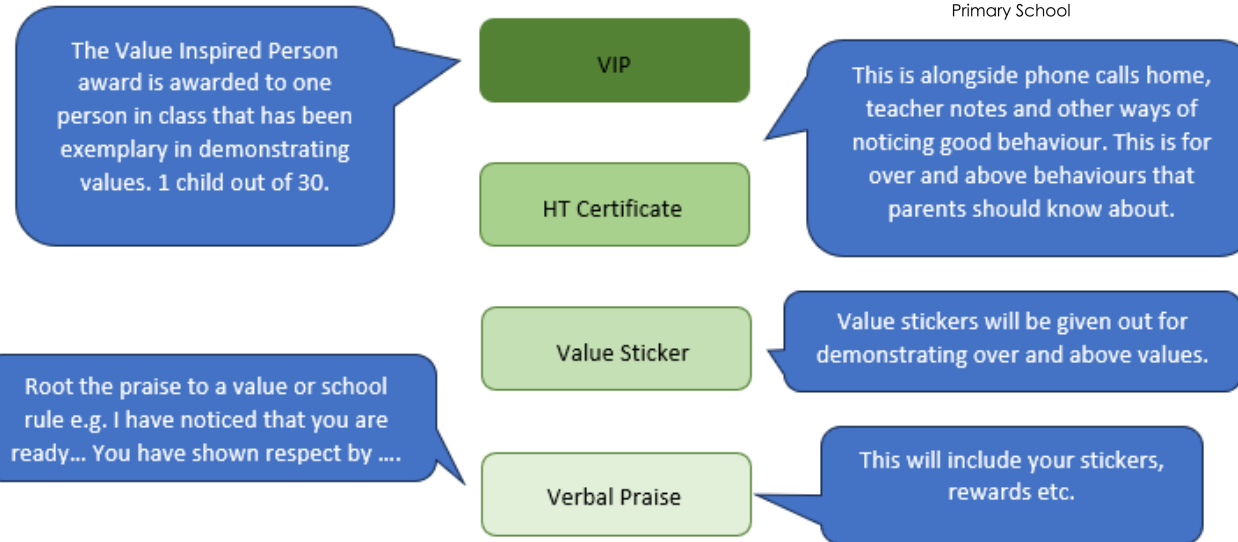


Shared Values Day

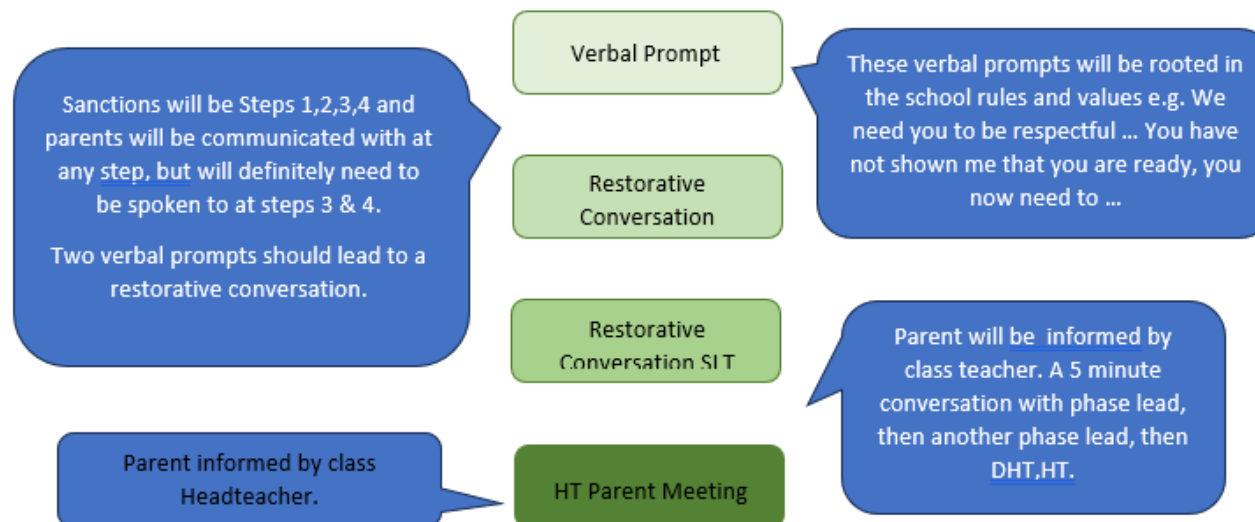


|   |                                                                                                     |
|---|-----------------------------------------------------------------------------------------------------|
| S |  Self-belief     |
| H |  Honesty        |
| A |  Achievement   |
| R |  Respect       |
| 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

|                                                                                                 |                                                                                            |                                                                                              |                                                                                              |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>13+</b>                                                                                      |                                                                                            | <b>13+</b>                                                                                   |                                                                                              |
|  Facebook      |  Snapchat |  WhatsApp |                                                                                              |
|  Instagram     |  Twitter  |                                                                                              |                                                                                              |
|  TikTok        |  Kik      | <b>17+</b>                                                                                   | <b>18+</b>                                                                                   |
|  YouNow      |  Yubo   |  Sarahah   |  MeetMe   |
|  House Party |  Monkey |  YOLO    |  LiveMe |



# 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 device as well as the app itself. If you decide you don't want your child to see ads, you can turn them off. However, this means you won't be able to use the YouTube Premium which will remove adverts on the app. It's worth noting that this doesn't mean that children won't still be exposed to adverts as they can be seen on other devices or in other apps.
- BE AWARE OF UNSUITABLE CONTENT**  
YouTube Kids has a filter to remove content that is deemed inappropriate. However, it's not perfect and some inappropriate content can still be seen. It's important to monitor what your child is watching and to be aware of the content that is being shown.
- DISABLE SEARCH OPTION**  
YouTube Kids has a search option, but it's not as powerful as the main YouTube search. It's important to disable this option to prevent your child from finding inappropriate content.
- RESTRICT VIEWING TIME**  
The YouTube Kids app provides you with the option of setting up a timer to restrict and limit your child's viewing time. This can be set for 15, 30, or 60 minutes. It's important to set this timer to prevent your child from watching too much content.
- MONITOR WATCH HISTORY**  
The YouTube Kids app provides you with the option of monitoring your child's watch history. This can be done by going to the 'History' tab in the app. It's important to monitor this history 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 they are watching and to discuss any inappropriate content that they may come across. It's also a good way to encourage your child to watch appropriate content.

**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 parent of two children. He is a member of the National Online Safety team and is responsible for providing advice and support to parents and carers.

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#WakeUpWednesday

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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 a website that is designed to steal your personal information. It's important to be aware of these risks and to not click on any links that you are not sure about.
- DISAPPEARING MESSAGES**  
WhatsApp has a feature called 'disappearing messages' which allows users to send messages that will disappear after a set period of time. This can be useful for sending sensitive information, but it can also be used to send inappropriate content. It's important to be aware of this feature and to not send any inappropriate messages.
- ENABLING FAKE NEWS**  
WhatsApp has been used to spread fake news and misinformation. It's important to be aware of these risks and to not share any fake news or misinformation.

### Advice for Parents & Carers

- CREATE A SAFE PROFILE**  
Even though someone would need a child's phone number to add them to WhatsApp, it's still important to create a safe profile. This includes using a real name and a real profile picture. It's also important to be aware of the risks of sharing personal information.
- EXPLAIN ABOUT BLOCKING**  
If your child receives spam or offensive messages, they should block the sender. This will prevent the sender from sending any more messages to your child. It's important to explain to your child how to block someone and to encourage them to do so if they receive any inappropriate messages.
- REPORT POTENTIAL SCAMS**  
If your child receives a message that seems suspicious, they should report it to WhatsApp. This will help WhatsApp to remove the message and to prevent it from being sent to other users. It's important to explain to your child how to report a message and to encourage them to do so if they receive any suspicious messages.
- LEAVE A GROUP**  
If your child is in a group chat that is not for them, they should leave the group. This will prevent them from seeing any messages that are sent in the group. It's important to explain to your child how to leave a group and to encourage them to do so if they are not interested in the group.
- THINK ABOUT LOCATION**  
WhatsApp has a feature called 'location sharing' which allows users to share their location with other users. It's important to be aware of this feature and to not share your location with anyone that you do not know.
- DELETE ACCIDENTAL MESSAGES**  
If your child sends a message that they regret, they should delete it. This will prevent the message from being seen by the other user. It's important to explain to your child how to delete a message and to encourage them to do so if they send any messages that they regret.
- CHECK THE FACTS**  
If your child receives a message that seems suspicious, they should check the facts. This includes checking the sender's name and profile picture, and checking the content of the message. It's important to explain to your child how to check the facts and to encourage them to do so if they receive any suspicious messages.

**Meet Our Expert**  
Helen is a parent and a member of the National Online Safety team. She has experience in the gaming industry and is a parent of two children. She is a member of the National Online Safety team and is responsible for providing advice and support to parents and carers.

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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.
- SCARY ELEMENTS**  
The visual design and gameplay of Minecraft is purposely only mildly scary, so there's nothing too untoward in the game. However, some of the 'textures' that can be encountered might prove a little too scary for very young players. In the game, certain enemies come out at night and are accompanied by audio – such as zombie moans and skeleton bone rattles – that may unsettle young ones.
- ADDITIONAL PURCHASES**  
After initially buying the game, players can make optional extra purchases for cosmetic items and other changes. Minecraft Realms is an optional online subscription (requiring regular payments) that lets users run a multiplayer server to play with their friends. Most games consoles also need an active subscription to enable online play, so online gaming can quickly become expensive fairly.

### Advice for Parents & Carers

- 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 a way to lose track of time while playing Minecraft, so it's important to encourage young players to forget about other activities like homework or enjoying family time.
- 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.
- HOST A PRIVATE SERVER**  
The easiest way to find a safe server for your child to play on is to make one yourself. Creating a private server allows you to control who is allowed to play with their friends. Most games consoles also need an active subscription to enable online play, so online gaming can quickly become expensive fairly.
- 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' to 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.

**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 parent of two children. He is a member of the National Online Safety team and is responsible for providing advice and support to parents and carers.

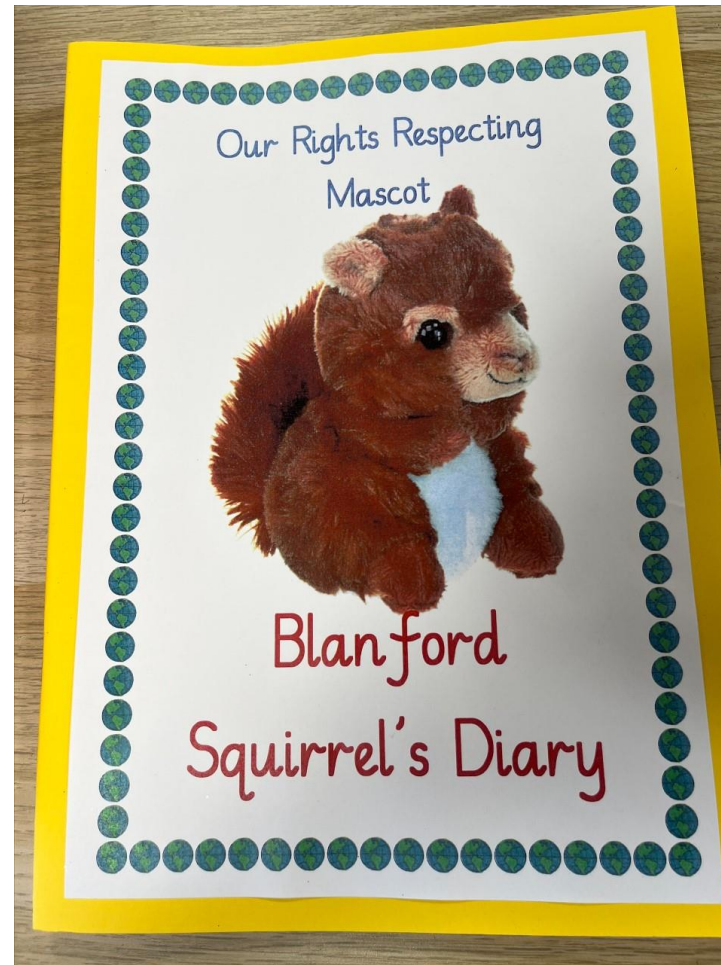
**NOS National Online Safety**  
#WakeUpWednesday

[www.nationalonlinesafety.com](https://www.nationalonlinesafety.com) [@nationalonlinesafety](https://twitter.com/nationalonlinesafety) [facebook.com/nationalonlinesafety](https://facebook.com/nationalonlinesafety) [@nationalonlinesafety](https://instagram.com/nationalonlinesafety)

Version of this guide as at the date of our discussion. No liability is accepted for any errors. Current as of the date of release: 25.06.2022



# Blanford the Squirrel



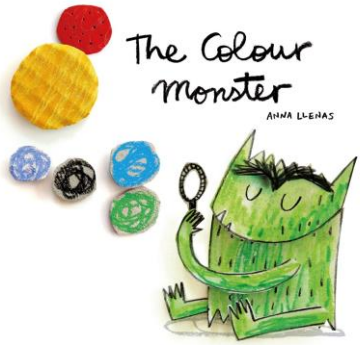
What will  
Blanford get up  
to at the  
weekend?

# Making an appointment

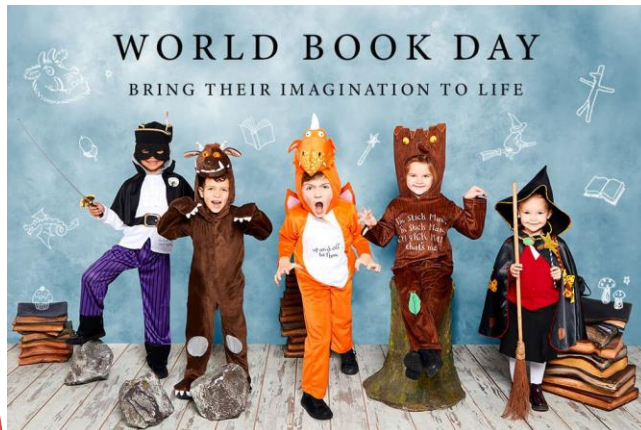


- ▶ We like to work together with parents; teachers may ask to see you at the end of the day to talk with you and your child. This may be to highlight things they've done well, support their learning or to discuss a behavioural issue. We work together to resolve issues.





Some Reception  
fun to look  
forward to!



# Finally...



## Any questions?

