

Welcome to



Welcome to Reception

Class teacher - *Mrs Bugg*

Learning Support Assistant – *Ms Lock*

Teaching and Learning Lead – *Mrs Ahmedi*

Welcome Information

Admissions Form



Additional Information



Additional Information

- Term dates and holidays
- School Uniform/ BROMCOM Letters
- Wrap Around Care (Childcare Vouchers)
- Example Lunch Menu
- Complete special dietary need form from Edwards & Ward
- Milk
- Phonics Steps
- Pupil Premium Eligibility



Transition and settling in

Thursday 3rd September: 9.00-11.30am

Friday 4th September: 9.00-11.30am

Monday 7th September: 9.00-11.30am

Tuesday 8th September: 9.00-1.20pm

Wednesday 9th September: 9.00-1.20pm

Thursday 10th September: 8.45-3.15pm



Typical Day

8:30 - Gate opens

8:45 - Start of the day

9:00-9:25 - Phonics

9:25-10:20 - Morning session

10:20 - Assembly

10:40-11:00 - Break

11:00-12:00 - Morning session

12:00-1:00 - Lunch

1:00-3:15 - Afternoon sessions



Early Years Curriculum

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

The EYFS is based upon four principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development



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A Unique Child

Resilient

Capable

Confident

Self-assured



Caring for the Children

- Wellbeing
- School Council
- Eco Council
- Arts Council
- Core Values:
 - Creativity
 - Honesty
 - Integrity
 - Loyalty
 - Diversity



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Parental Involvement

- Tapestry
- Gate
- Coffee Mornings
- Parent Consultation Evenings
- Parent workshops
- Invitation to a range of activities throughout the year
- Reading records
- Newsletters



Parental Involvement

- In the classroom
- Surprise Storyteller
- On the sports field
- On school trips
- Bright Futures
- Friends of Normandy Village School

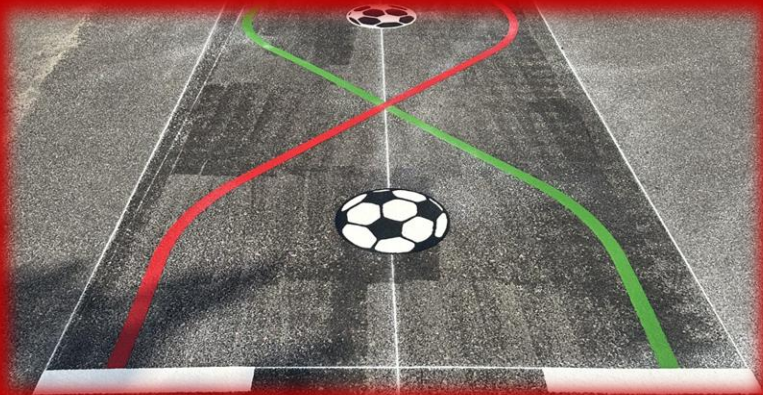


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New environments bring new opportunities

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- 4. Learning and Development**

Learning and Development

There are 7 Areas of Learning in the Early Years Foundation Stage (EYFS), which activities are planned around:

Communication and Language
Literacy

Mathematics

Expressive Arts and Design

Personal, Social and Emotional Development

Physical Development

Understanding the World

Reception		Autumn Term			Spring Term				Summer Term			
Themes		Traditional Tales	Light and Dark	Christmas	Animals	People Who Help Us	Transport	Spring & Easter	Dinosaurs	Places & People	Minibeasts	Pirates
Spoken & Written Word	Communication , Literacy and Language	Discussing & Retelling Stories Initial Sounds Repeated Refrains Writing a Sentence	Rhyming Words Forming Letters Writing a Letter Retelling Stories Acrostic Poetry		Poetry Non-Fiction Texts Postcards Writing		Labelling Character Profiles Non-Fiction Reading Festivals Story Writing		Fact File Dinosaur Stories Family Trees Recipes		Recounts Information Booklets Historical Stories Retelling Stories Diary Entries	
	French	Greetings	Colours & Numbers		Animals		Healthy Food		Counting		Picnic Food	
STEM	Maths	Counting to 5 Counting Objects Counting to 10 Writing Numbers to 10 Using 'more' and 'less'	Subitising Counting irregular arrangements Matching quantities to numerals Positional language		2D and 3D Shapes Counting to 20 Finding 1 More and 1 Less Finding a total		Addition Subtraction Recording Patterns		Height Weight Capacity Time Recognising 1-20		Doubling Halving Grouping Sharing Counting in 2's, 5's and 10's	
Creative & Performance Art	Expressive Arts and Design	Self Portraits Colours for Purpose Turnip Gardening Bread Making	Creating a Planet Bonfire Night Firework Pictures Rangoli Pots Gingerbread Man		Enhancing Pictures Collage 3D Models 3D Vehicles Artist study		Lanterns Porthole Artwork Painting Easter Cards		Textures & Functions Mixing Colours Musical Instruments Artist Study		Beehives Coats of Arms Clay Pots & Plates Treasure Chest	
Emotional Wellbeing	Personal, Social and Emotional Development	Rules & Boundaries Family Compromise Rights & Responsibilities Teamwork Class charter	Listening Festivals Sharing Celebrations Routines Feelings and emotions		Resolving Conflict Role Play Good Friends Positivity Perseverance		Positive Emotions Taking Turns & Sharing Resolving Conflict Exploring Religions		Going for Goals When I Am Older Being Honest Safety Say No To Bullying		Going for Goals Say No To Bullying	
Physical Wellbeing	Physical Development	Moving Around Safely Bench Work Jumping on and off Indoor Apparatus Climbing a Ladder	Moving Carefully Moving Freely Skipping and Jumping Dance		Dance Routines Moving in Different Ways Using Ribbons		Moving in Different Ways Apparatus Balancing & Climbing Climbing Patterns		Shuttle Relays Javelin Hurdles Triple Jump		Relay Racing Circuits Long jump	
	Games	Getting Changed Pushing and Throwing Running Throwing and Catching	Catching Ball Handling Team Games		Throwing Overarm Types of Pass Playing Safely		Passing Objects Throwing Objects Balancing		Tennis Football		Swimming	
Humanities	Understanding the World	Different Areas & Purposes Looking After a Plant Organising Vegetables Cooking	Constellations Different Ways of Life Nocturnal Animals Space Changing Environments		Environmental Changes Birds Habitats New Occupations Programming		Floating & Sinking Wildlife at the Seaside Growing Plants Programming		Similarities & Differences Likes & Dislikes Growth, Decay & Changes Over Time		Photography Types of Bees Minibeasts & Habitats Churches Map Work	

Sports

Indoor apparatus

Judo

Athletics

Dance

Tennis

Cricket

Football



Beyond the Classroom

Local visits

Chobham Adventure Farm

Bringing Books to Life dance workshop

World Music workshop

Outdoor Learning

Beyond the Classroom



- Clubs
- Assemblies
- Plays
- Concerts
- Workshops



The WhatsApp Group



My Child at School (MCAS)

Available on Android and Apple



- Report Absence
- Choose Dinners
- Book Wrap Club, Trips and Clubs
- Update contact details
- Purchase Uniform

Look out for an email invitation

Keep in touch

Info.nvs@sfet.org.uk

www.normandyvillageschool.org



Next Steps

- Birth Certificate or Passport to school office
- Register for Cool Milk
- Look out for MCAS Invite
 - Order Uniform (*available 2-3 days from order when in stock, Collection before 16th July or on 2nd September time TBC*)
 - Book Dinners (*starting 8th September*)
 - Wraparound Care (*starting 14th September*)
- Look out for Tapestry Invite

Any questions?

Info.nvs@sfet.org.uk



School Readiness and Making a Healthy Start

NHS -Surrey School Nursing Team – June 2026

What is School Readiness?

School readiness is a measure of how prepared a child is to succeed in school - cognitively, socially and emotionally

- Public Health England (2019)

Tick off as you go



Checklist: Is your child ready to start reception class in September?

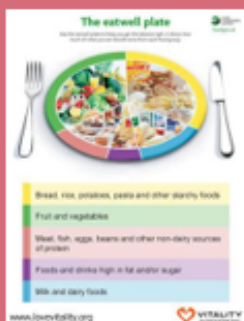


Toileting

- ☐ I can use the toilet alone, wipe myself clean and flush the toilet.
- ☐ I can wash and dry my hands on my own after using the toilet.

Mealtimes

- ☐ I like eating a variety of healthy food.
- ☐ I can use a knife and fork.
- ☐ I can open packaging and wrappers by myself.



HCRG Care Group School Nursing Team

For further information visit www.surreychildandfamily.co.uk



Independence

- ☐ I am looking forward to starting school.
- ☐ I am not sad when away from my parent/carer.
- ☐ I can express my emotions.
- ☐ I can hold a pencil.
- ☐ I know my own name both spoken and written down.

Routines

- ☐ I have a good bedtime routine which includes a bedtime story.
- ☐ I have set mealtimes, just like they do in school. Getting dressed and undressed.



Self-Care

- ☐ I can wash my hands with soap and water for 20 seconds, especially before and after meals.
- ☐ I brush my teeth twice a day.
- ☐ I can wipe my nose.
- ☐ I am learning to cough and sneeze into a tissue or into my elbow.
- ☐ I can ask for help when I don't feel well.

Health

- ☐ Any health issues have been addressed by my GP.
- ☐ I am up to date with my immunisations/preschool boosters.
- ☐ I am registered with an optician and a dentist.
- ☐ I am physically active.



Getting dressed and undressed

- ☐ I can put on and take off my uniform by myself, including doing buttons and zips.
- ☐ I can put my shoes on
- ☐ I can put on my own coat.
- ☐ I understand some parts of my body are private.



Social Skills

- ☐ I enjoy interacting with other children and adults.
- ☐ I can share and take turns.
- ☐ I like new experiences, including everyday life such as shopping, cooking, and counting objects.
- ☐ I can follow instructions and follow rules.

Understanding your child.



- All Surrey residents' **FREE** unlimited access to 13 online courses

Including:

Understanding Your child

Understanding your child's feelings

Understanding your child's mental health and wellbeing.

Understanding your child with additional needs.

- Apply the Surrey access code when prompted '**ACORN**' (or for family's living in Frimley area/some postcodes in Surrey Heath it is **PARENTING**)
- Advice relevant to expectant parents, parents, grandparents and carers of children of all ages including those with additional needs and disabilities to support emotional health and wellbeing in children, families, and adults.
- Based on the Solihull Approach promoting understanding of children's behaviour. Focus on how we process our emotions and how knowing about this makes a difference.

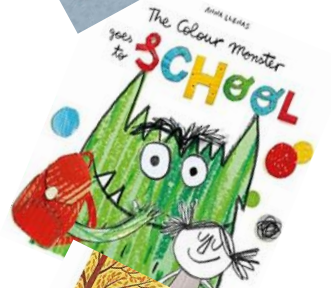
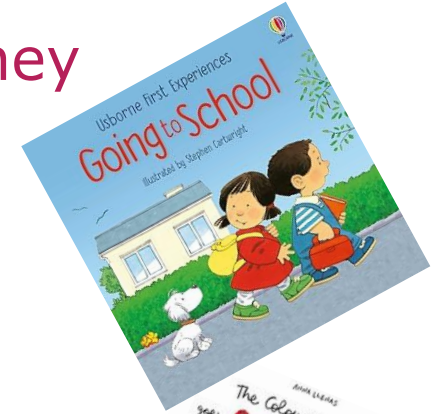
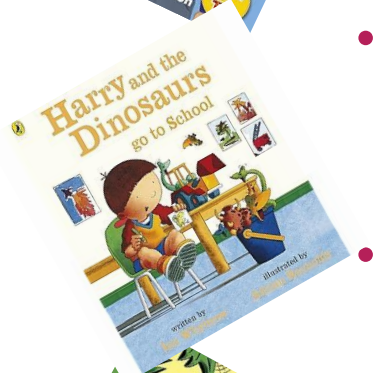
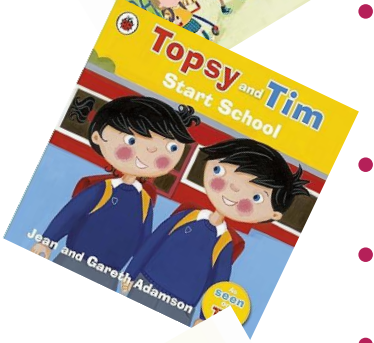
Register via [CFHS website](#) or [Surrey County Council websites](#)





Talking to your child about starting school.

- Bring the topic of starting school into daily conversations.
- Tell them what to expect.
- Ask your child what they expect from school or what they hope it will be like.
- Ask them if they have any questions.
- Read books together about starting school.
- You could tell them about your school days and show them pictures of you on your first day or with your school friends.
- New experiences can make us a bit nervous as well as excited, so if you or your child has any worries about starting school do have a chat with their teacher.



Separation Anxiety

What is separation anxiety

- Separation anxiety is when someone feels upset or fearful about being away from another person. This can sometimes happen if your child has been spending a lot of time with you.
- They may find it difficult to leave you or become upset or clingy.
- Some children will find it takes some time to adapt to changes to their routine, like starting school.
- It's quite common for children to feel this way.

How can you help your child with separation anxiety

- It might feel hard to leave your child, especially if they're upset. But over time, spending time with others will help your child build their independence.
- Practise the idea of separation with your child to help them get used to it. Allow them to get more comfortable with the idea of being away from you.
- Give your child as much information as you can about any new routines. This will help them to know what to expect and feel less anxious.
- Talk to your child about the fun things they will do at school. Help them see that there are things to look forward to and **change can be a good thing.**
- Speak to your child's school if you think extra support will help.

Make the process easier.

Try some tactics to make the process feel easier for both of you:

- Introduce new routines in small steps.
- When leaving your child for the first time in someone else's care, ask that person to come to your house. Familiar surroundings are likely to comfort your child.
- Keep any goodbyes short. Reassure your child that you'll be back at a specific time. Try to follow through on this. Be consistent to help your child feel confident that you'll return.
- If you can, be positive in front of your child. Children can often pick up on feelings of tension from others. Seeing you in a positive mood will help them learn that the separation is not a negative experience.
- Read, watch or listen to stories to help your child adjust.



Should my child be dry at night?

Bedwetting

Bedwetting is relatively common in children under the age of 7

**1 in 5 children at the age of 5 are still wet.
1 in 7 children at the age of 7 are still wet.**

Advice and support available from
www.surreychildandfamily or via the Single point of access
0300 247 0025 open Monday – Friday 9am – 5pm
(excluding bank holidays).

Helpful tips:

Regular drinks (6-8 x 250ml cups) throughout the day

Recommended fluid intake per day:

4-8 years old = 1000-1400ml

Whole cups, not sips

Avoid blackcurrant juice and fizzy drinks

Keep having drinks up until an hour before bed

Go for a wee regularly throughout the day.

Wee before bed.



Dental health

Dentist Appointments

- Your child should be registered at a dentist and attending regular check-ups, usually 6 monthly
- Most dentists accept children from their first birthday onwards
- To find a local dentist go to [nhs.co.uk](https://www.nhs.co.uk)
- Dental care for children up to 18 years old is **free of charge**

Helping Your Child Brush Their Teeth

- Children need help with brushing until at least 7 years old
- Use a pea-sized amount of fluoridated toothpaste
- Dentists recommend that toothbrushes for children should be changed every 3-4 months
- Brush last thing at night and at least on one other occasion, no foods should be consumed after this point (including milk)
- Spit, don't rinse
- Brush the teeth in a circular motion along the gum line, twice a day for at least two minutes

Diet and Tooth Decay

- Too much sugar is not good for dental health (or general health)
- Fizzy drinks containing sugar are one of the main causes of tooth decay. Milk and water are best
- Sugary food and drinks should be limited to mealtimes. Sugars should not be consumed more than four times per day



Healthy Eating

What should a healthy lunchbox look like?

A healthy, balanced lunchbox should be based on the principles of the Eatwell Guide, the UK's healthy eating model. The Guide shows the proportions in which different types of foods are needed to have a well-balanced and healthy diet. The Eatwell Guide applies to all children from the age of five.



A healthy, balanced lunchbox should be based on the principles of the Eatwell Guide and should include:

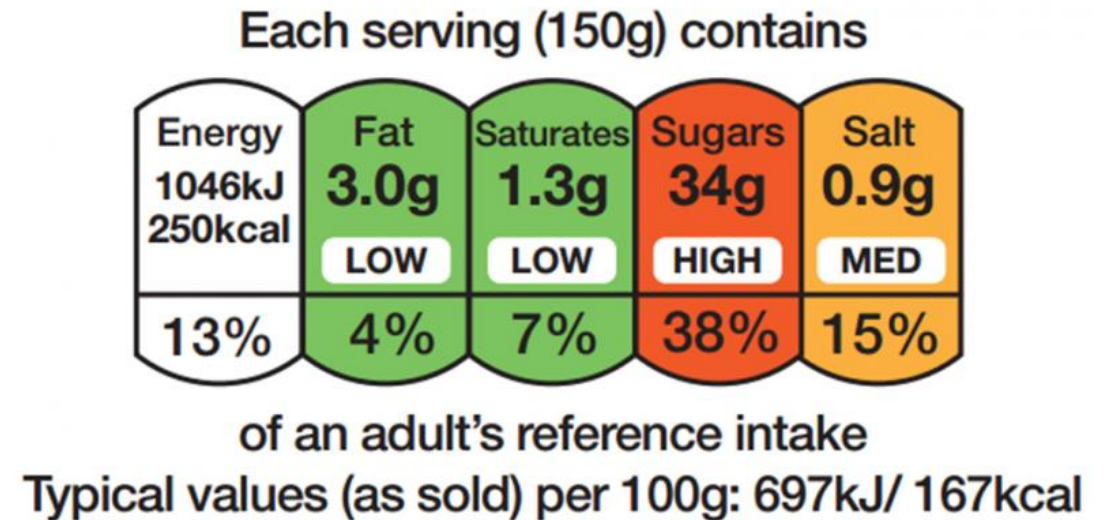
- ❑ Starchy carbohydrates, e.g. potatoes, bread, rice and pasta - choose wholegrain or higher fibre versions when possible!
- ❑ Plenty of fruit and vegetables – aim for a variety!
- ❑ A portion of beans, pulses, fish, eggs, meat and other proteins.
- ❑ A dairy food or calcium fortified dairy alternative.
- ❑ A drink, e.g. water semi-skimmed milk or 1% milk.
- ❑ A small amount of unsaturated oils and spreads (if included).

www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

Reading the labels

- To help find healthier options to add to your child's lunchbox, look at nutrition labels on the front of packs. Nutrition labels can help you choose products that fit into a healthy balanced diet. Try to opt for products that have green and amber traffic lights for fat, sugar, salt and saturated fat.



Lunchbox safety

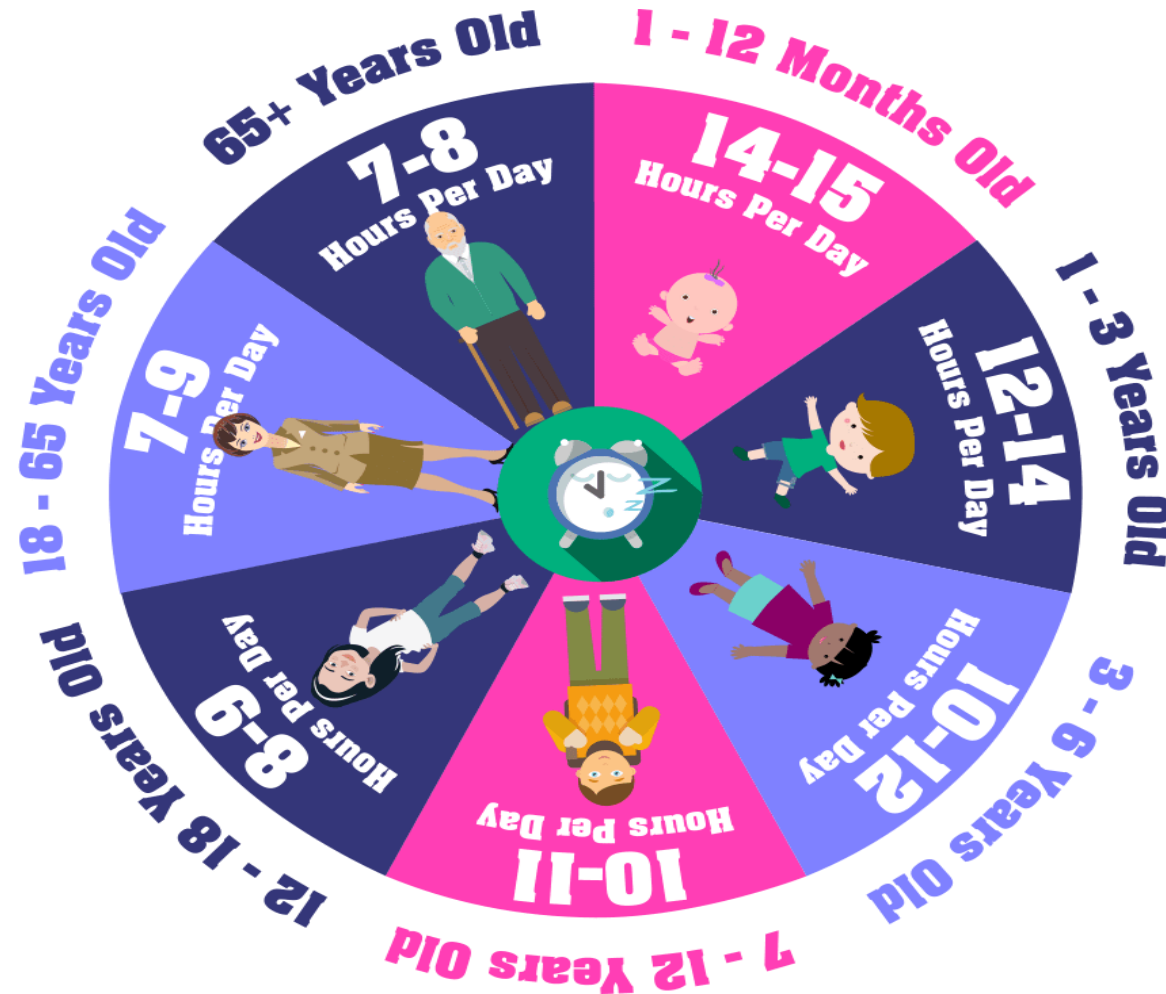
- Most schools will not have a fridge space available for children's lunchboxes to keep the food cool. Use an insulated lunchbox and include an ice pack or frozen drink which will melt in time for lunch.
- If preparing the lunchbox the night before, remember to store it in the fridge!





Sleep

How much sleep does my child need ?



Sleep

- If your child is struggling to sleep it can be exhausting for them and for the whole family.
- More than half of all children may have difficulties settling or sleeping at some point in childhood.
- Children with additional needs and learning disabilities can be more likely to experience sleep difficulties.
- Everyone needs sleep. Lots of important processes take place whilst we're sleeping.
- A lack of sleep can affect our wellbeing and can cause anxiety and difficulties regulating our emotions.

Supporting sleep

- Important to have a bedtime routine.
- Golden Hour
- Comfortable bedroom environment
(Temperature/lighting/comfort/relaxation)
- Food and sleep

<https://thesleepcharity.org.uk>

www.sureychildandfamily.co.uk

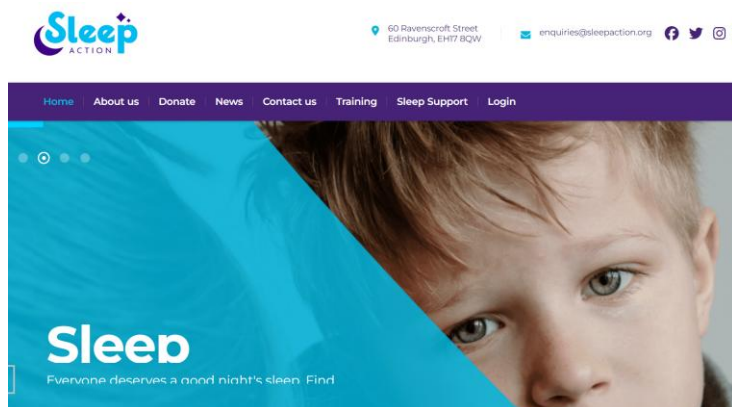
Nightmares and Night Terrors

- About three quarters of children have nightmares, with 40% having them on a regular basis.
- Nightmares are different from night terrors.
- Night terrors are less common than nightmares and only affect about 3% of the whole population. They don't have any long-term effects and aren't remembered the following morning.



[National Sleep Helpline - The Sleep Charity](#)

Check website for opening hours as this can vary.



[Home - Sleep Action](#)



Hand Washing

Hand Washing

Washing your hands properly removes dirt, viruses and bacteria to stop them spreading to other people and objects, which can spread illnesses.

The current NHS guidelines are for everyone to wash their hands with warm water and soap for up to 20 Secs.

This is around the length of time it takes to sing happy birthday x 2 or most common nursery rhymes.

When Should You wash your hands?

- After using the toilet.
- Before eating.
- After blowing your nose, sneezing or coughing.
- When your hands are visibly dirty.
- After touching animals, including pets, their food and after cleaning their cages.
- After playing outside or gardening.



Wet hands with warm water



Add Soap to get rid of germs

Hand washing steps



Scrub front and back of hands
for at least 20 seconds



Rinse under warm water



Dry hands with a clean towel



A simple guide to demonstrate to children the correct process of how to wash your hands.

Videos and step by step picture guide available.

<https://www.nhs.uk/live-well/best-way-to-wash-your-hands/>



Reception Year Health Screening

Routine Health Screening

The School nursing service will offer all children in reception year a health questionnaire.

This questionnaire will be triaged by a health professional and parents/carers will be contacted if a health concern is raised.

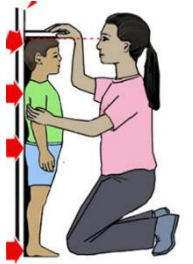
Vision Screening



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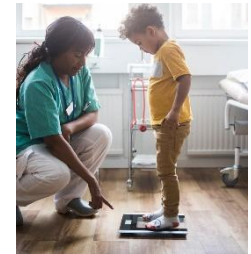
National Child Measurement Programme

As part of the National Child Measurement Programme, children are weighed and measured at school.



The information is used by the NHS and your local council to plan and provide better health services for children.

Further information can be found at www.nhs.uk/live-well/healthy-weight/childrens-weight/national-child-measurement-programme





School Vaccinations

Annual Flu Vaccination

The nasal spray flu vaccine is offered and delivered in school to:

- All primary school children (Reception to Year 6)
- All secondary school children (Yr 7 to Yr11)

For further information visit: www.surreyimmunisations.co.uk



Missed any vaccines at school?

Booking appointments and giving consent (if you missed a vaccination in school)

- visit www.surreyimmunisations.co.uk to give online consent and book an appointment.



- Advice and guidance:
Search for health
promotion in schools
<https://qrco.de/minfec>




Should I keep my child off school?

Yes

	Until...
Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



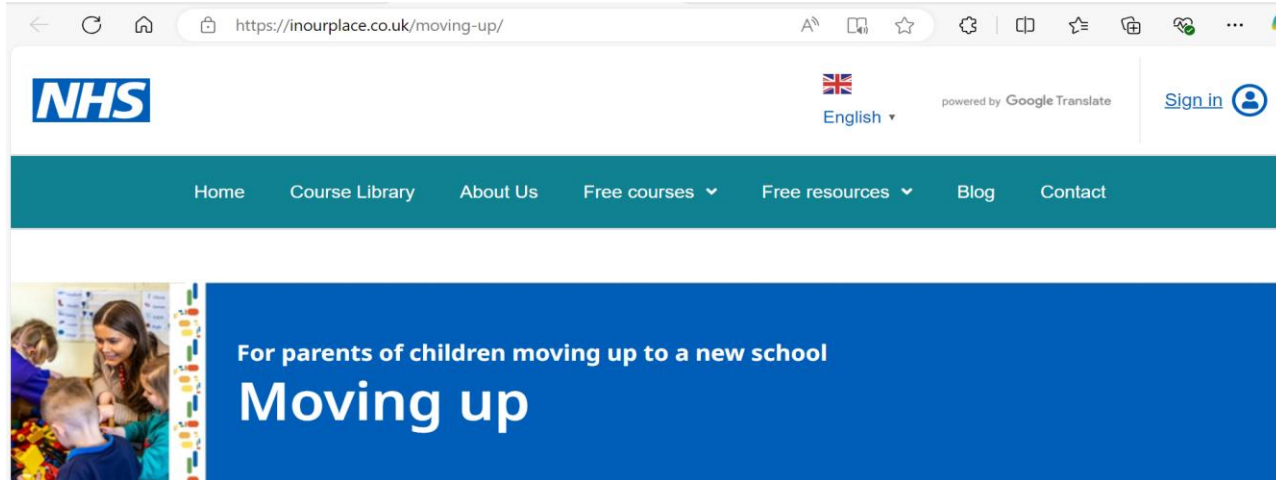
SCAN ME

Advice and guidance
To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>.



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Additional information – inourplace | Solihull Approach – Moving up



Raising emotional health:

For parents of children moving up to a new school

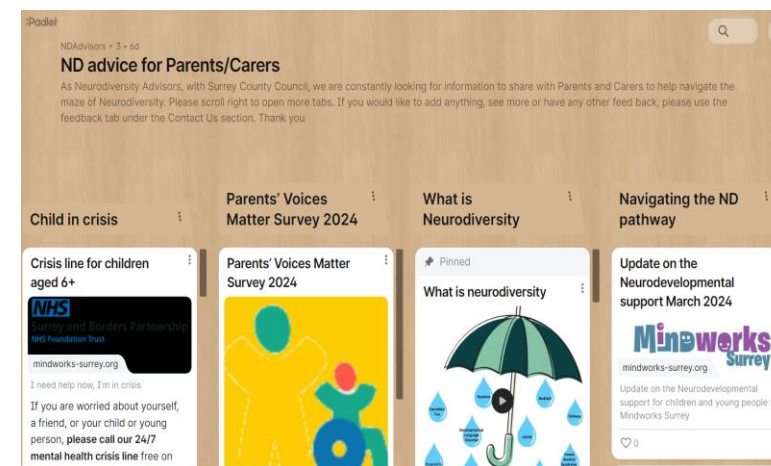
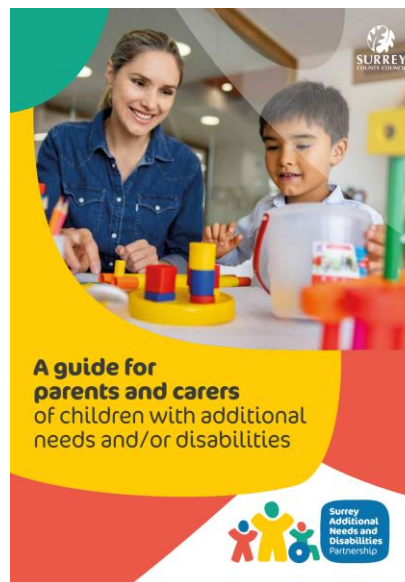
Moving up and changing school is a big change for children and parents or caregivers. It's a new stage of growing independence and separation. Fears and worries are normal as well as excitement, as with each stage of childhood development. As parents, your role is to help children cope with and overcome their fears, to nurture them to feel brave and capable.

Video resources



Additional Needs and Disabilities Resources:

- [Support services available throughout Surrey | Surrey Local Offer](#)
- [Additional needs and disabilities parent and carer guide | Surrey Local Offer](#)
- [Neurodiversity Padlet: ND advice for Parents/Carers](#)



Need to contact us?

We have a single point of access to make it easy for everyone to get in touch with us for advice and support.

Tel: 0300 247 0025

Open: Monday to Friday, 9am to 5pm
(excluding Bank Holidays)

Where to seek advice and support

- Your child's school nurse
- GP
- www.eric.org.uk
- www.surreychildandfamily.co.uk
- Single point of access 0300 247 0025 open Monday – Friday 9am – 5pm (excluding bank holidays).
- School nurses/health professional's offer support/advice for children from age 5 and their parent/carers.
- <https://www.autism.org.uk>



FEEDBACK

**Please scan the QR
code and complete a
quick questionnaire
on this session.
THANK YOU.**

