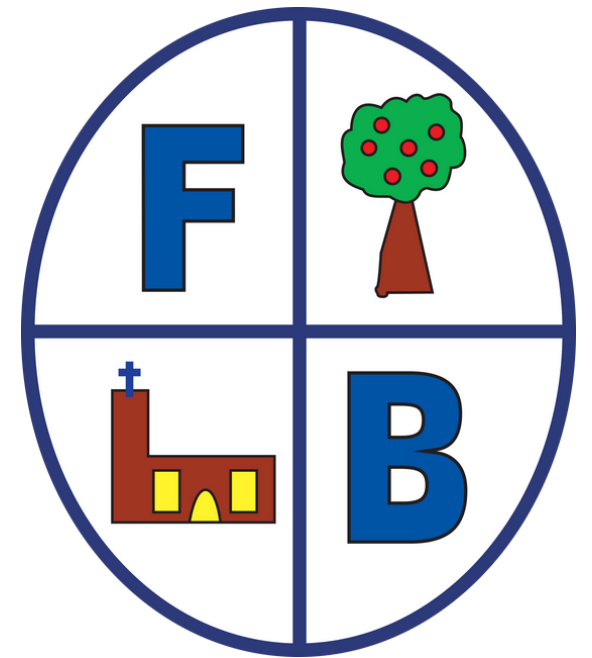


September 2025

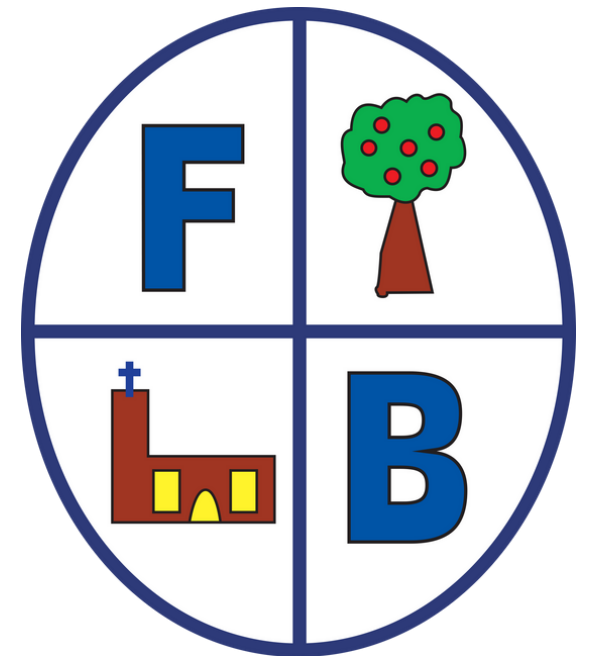
Welcome to Chestnut class



Growing together towards life in all its fullness

Home Visits

Thank you!



Growing together towards life in all its fullness



Staff



Class Teacher
Mon, Tues & Wed



Class Teacher
Thurs & Fri



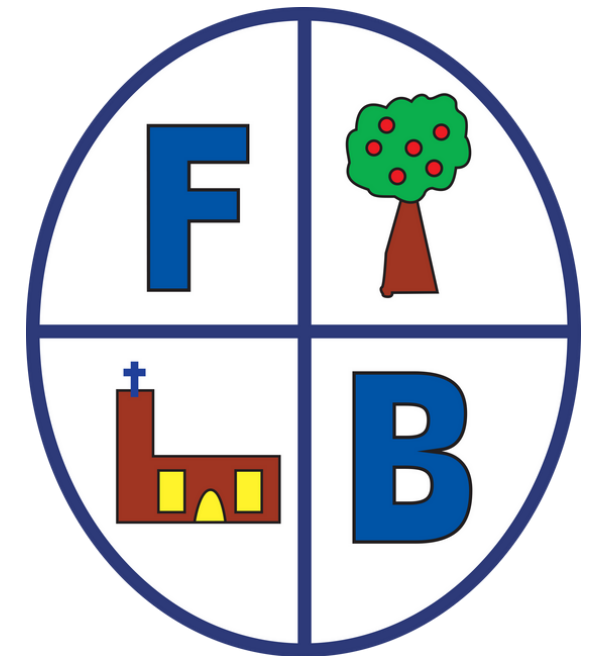
HLTA



EYFS LSAs



LSA

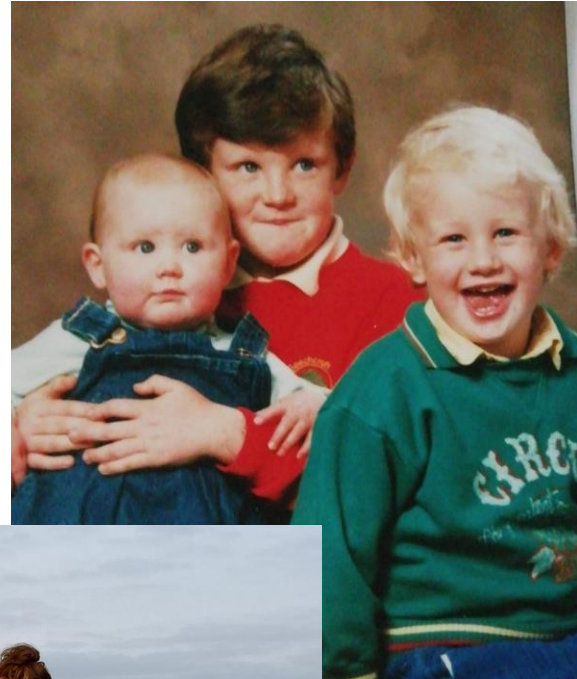


Growing together towards life in all its fullness

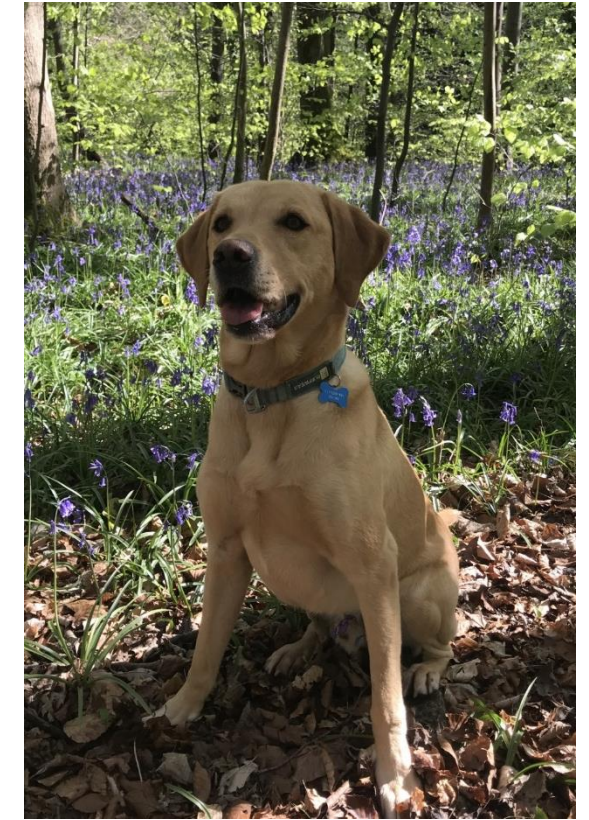


A Little bit about us.....

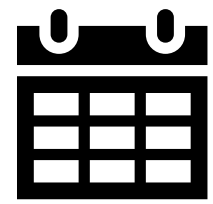
Mrs Hallbery



Mrs Williams



Growing together towards life in all its fullness



What we are looking forward to this year

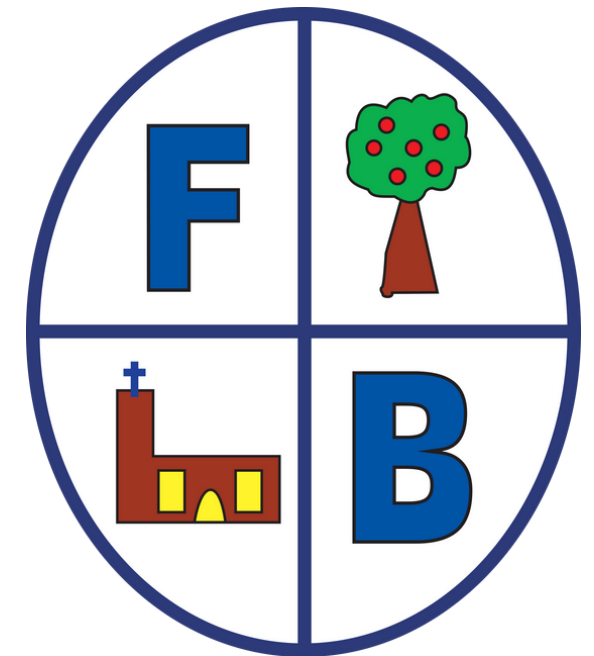
Dress up days

Show & Tells

Farm Visit

Buddies

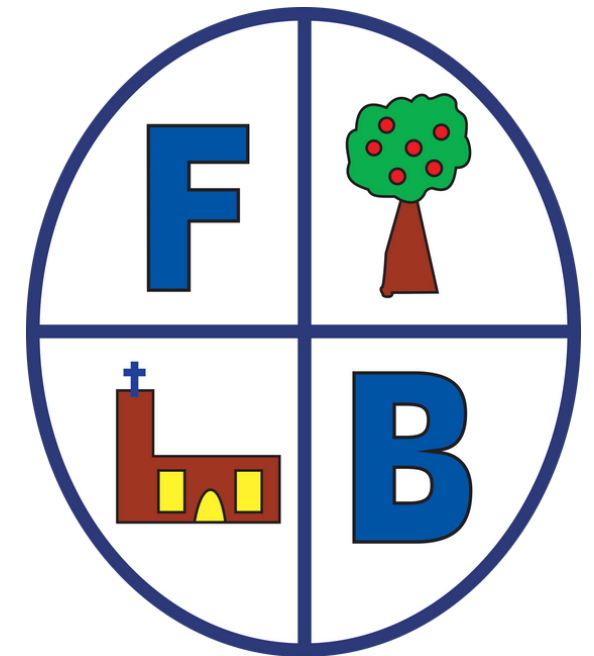
Our First Christmas



Beginners Service - Friday 17th October



Growing together towards life in all its fullness

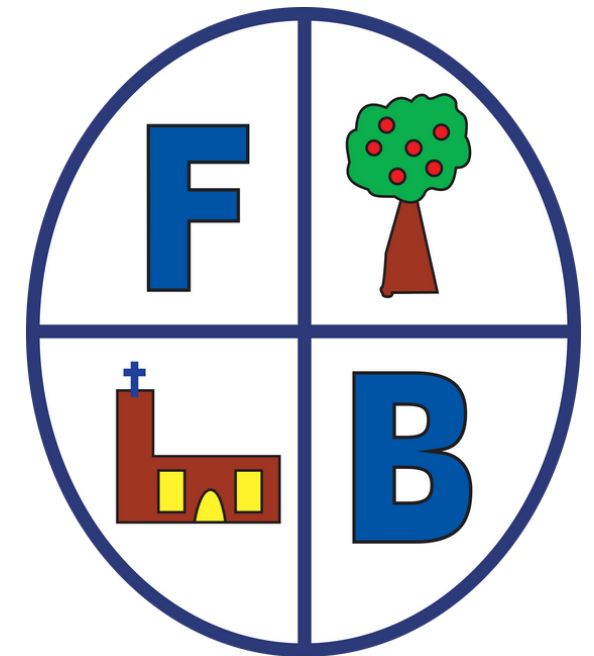


Growing together towards life in all its fullness



Safeguarding

- Mr Lung is the school's Designated Safeguarding Lead and works with our staff to help our children learn about staying safe. Mrs Williams is our Deputy Designated Safeguarding Lead.
- We encourage children to name who their 5 trusted adults are; people who they might go to if they had a problem or worry.
- Sometimes we need to talk to families about questions or concerns we might have.
- Please talk to us to share anything that you think we should know about your child's welfare and/or if any family circumstances change.
- Mr Lung is also our Designated Teacher for children looked after (children who are or have been in care (adopted)).
- We want to work with families to help each child feel supported and flourish.



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KEEPING SAFE at FLAX BOURTON PRIMARY SCHOOL

You have
the **RIGHT**
to be:

SAFE

EDUCATED

HEALTHY

**TREATED
FAIRLY**

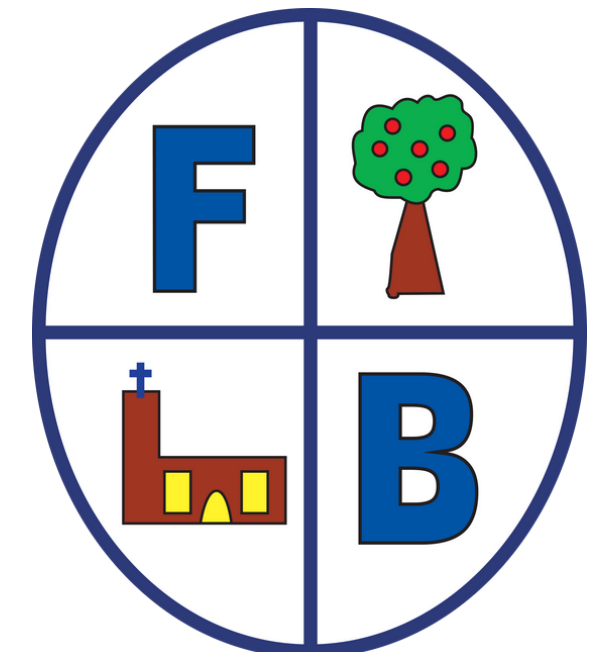
HEARD

Adults have the **RESPONSIBILITY** to:

- listen to you
- check you understand how a problem has been resolved and ask how you feel
- take the register and know where you are if you are not in school
- teach you what to do in an emergency
- share what you have said with other adults, including your family, to help keep you safe
- check which adults visit our school and work with you
- check the school site is safe
- monitor the websites/apps you access
- teach you about how to care for your body and stay safe online

You have the **RESPONSIBILITY** to:

- tell a trusted adult if something in school or online makes you feel uncomfortable or unhappy
- talk to a trusted adult if you are worried about something (communicate in your preferred way)
- keep our school tidy and tell someone if something seems unsafe
- follow instructions and respect decisions that are made with your best interests in mind



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Who are your **5 TRUSTED ADULTS?**



We are here
to listen to
YOU!

Talk to a trusted adult or
add a comment, concern
or question in your class
SPEAK OUT box.

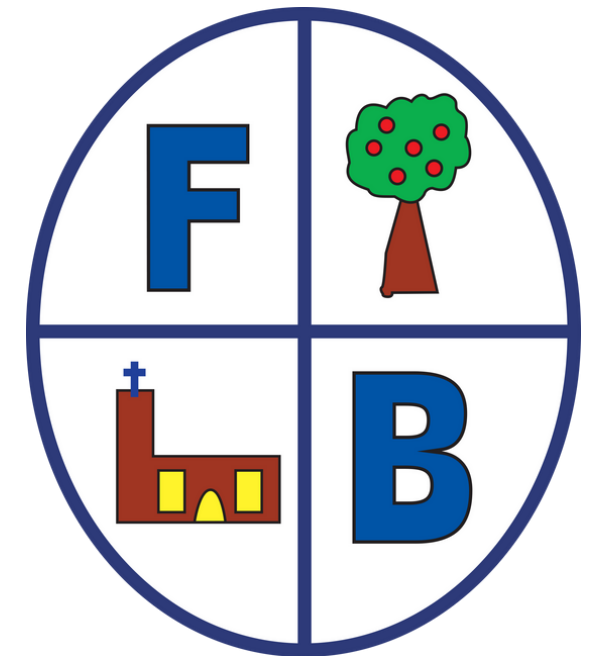


CALL CHIDLINE

Childline is part of the **NSPCC**. They are always happy to listen and talk to you.
You can call their number at any time of the day or night for free.



0800 11 11

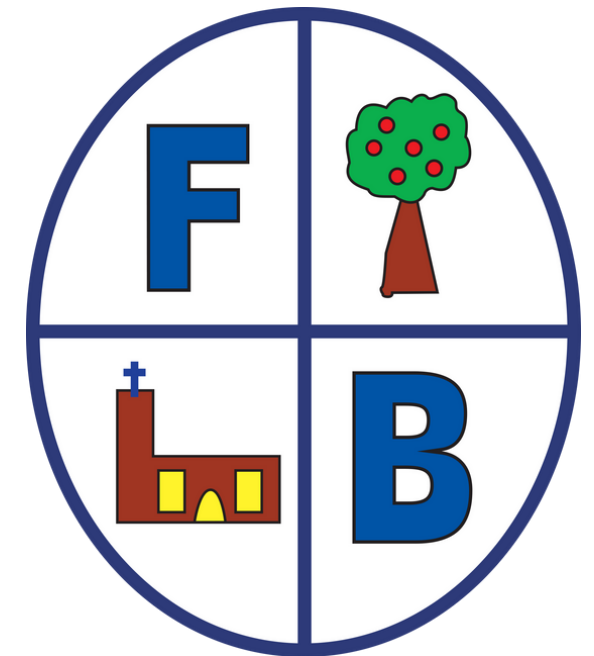


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Inclusion including SEND (special educational needs and disabilities)

- Mrs Williams is our SENDCo.
- She will work with staff and families to coordinate support for children with SEND.
- If you have any questions or concerns about your child's learning and progress, please come and see your child's teacher first who can listen and share more about what we see in the classroom. We will then refer to Mrs Williams as the next step if necessary.
- You can find more information on our website.



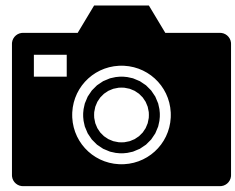
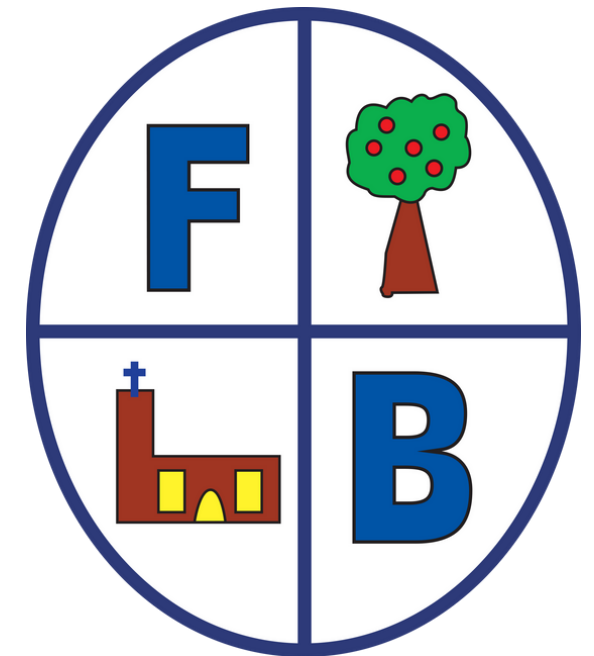


Photo permissions

- ▶ We take photos of our children's learning to help celebrate and share their achievements.
- ▶ We might do this on our website and on X (Twitter) and in our newsletters.
- ▶ Please feel free to check with our admin team that our records are in line with your permission preferences.
- ▶ Tapestry- we will have shared tapestry posts and are for personal use only and under no circumstances to be shared on social media. Please notify school if you see any tapestry posts have been shared.

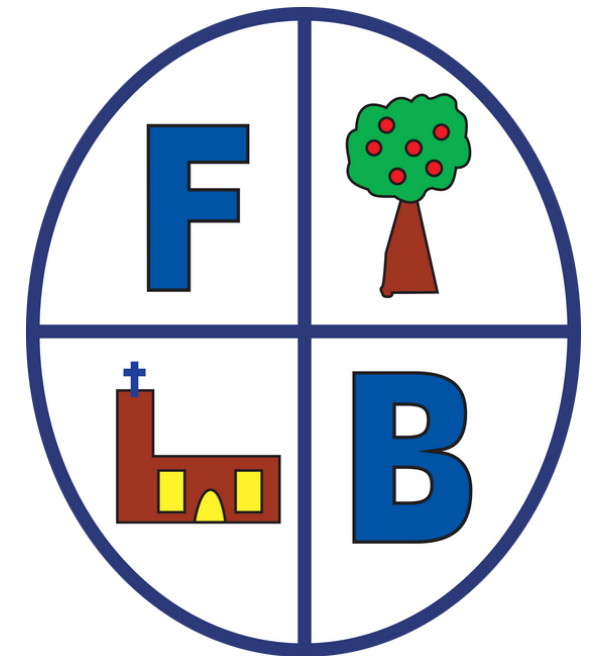


Growing together towards life in all its fullness



Our classroom

Please add photos of the classroom and any key areas e.g. the classroom door where children will be collected etc.



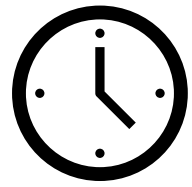
Growing together towards life in all its fullness



Our classroom

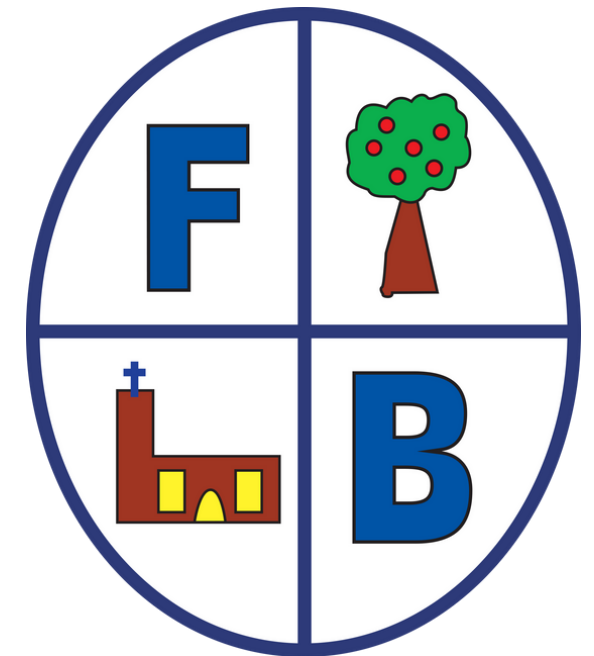


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Times of the school day

8.40am	Classroom doors open to children.
	Classroom doors close. All children should arrive before this time.
8.55am	Children arriving late should be signed in at the office by their family.
9.10am	Arriving after this time is recorded as an unauthorised absence.
3.15pm	Reception to Year 2 collection at classroom doors
3.20pm	Year 3 to Year 6 collection at classroom doors



We have lots of exciting learning opportunities planned for this year. Please help your child get the most out of the time here by coming to school every day and on time.



Growing together towards life in all its fullness



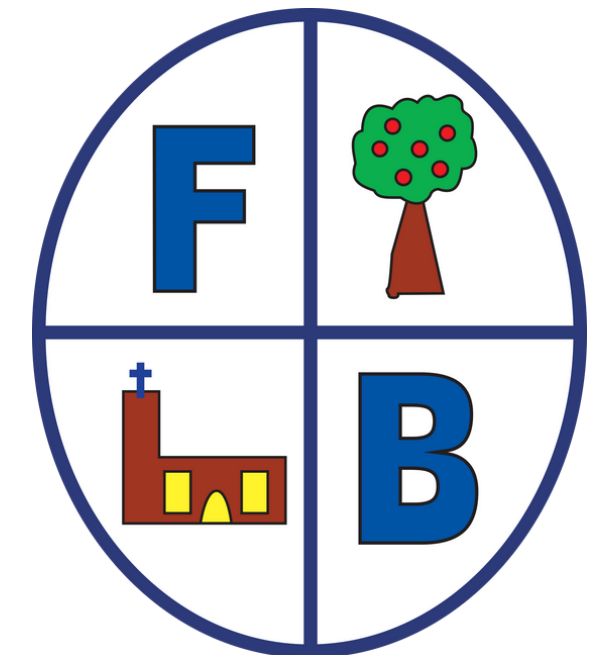
Be an attendance H.E.R.O

We have lots of exciting learning opportunities planned for this year. Please help your child get the most out of the time here by coming to school **every day and on time.**

Here
Every day
Ready to learn
On time

If your child (or you) are experiencing some struggles in coming to school for any reason, please speak to us so we can be aware and work with you to help your child come in happily each morning.

During our 'ready to learn time' between 8.40 - 8.55am, we have purposeful activities in place to practise recent learning and to help your child settle calmly into the day.

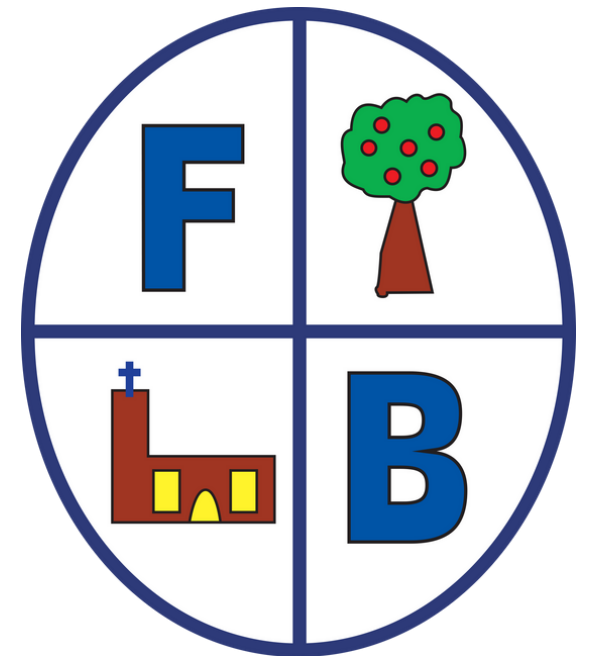


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What to bring to school

- ▶ Book Bag - every day (only books)
- ▶ Wellies & Waterproofs to stay in school
- ▶ Named water bottle - please do not put in book bags, leaks damaging books

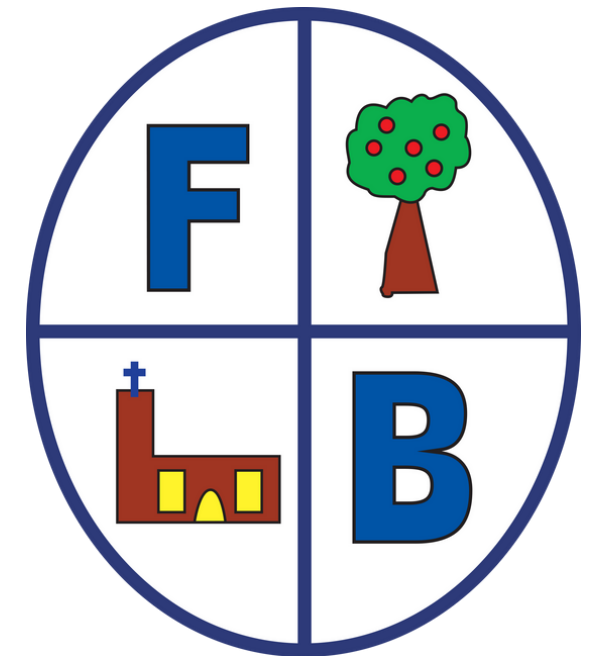


Growing together towards life in all its fullness

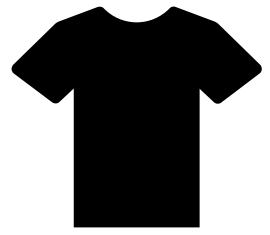


End of the day dismissal password

- ▶ A reminder that if another adult comes to pick up your child, you must inform the school office and that person should coming ready to tell us the password you have set for your child.



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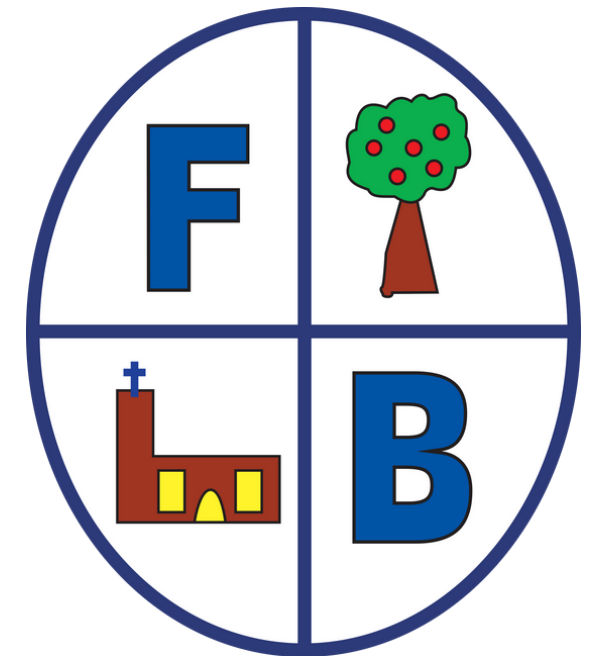
Uniform

- ▶ Please label all items of school uniform.
- ▶ See our website for the school uniform expectations.
- ▶ Lost property is outside the year 6 classroom.



PE days

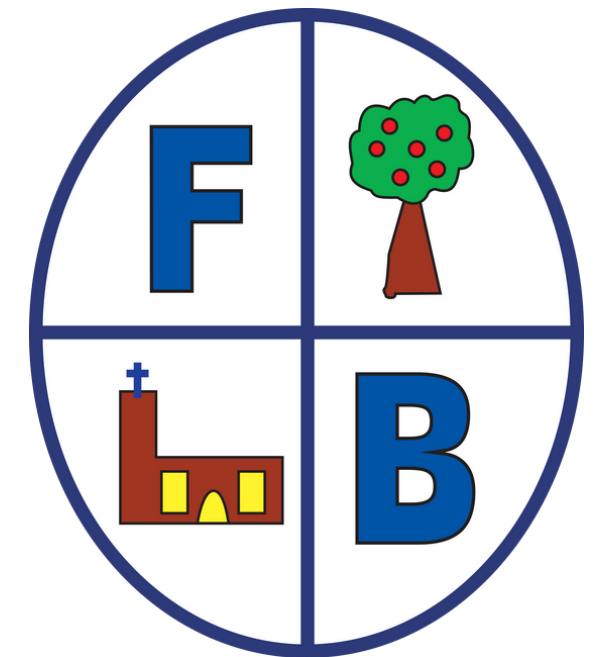
- ▶ Our PE days are on Tuesday
- ▶ Children come to school dressed in their PE uniform



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House Teams

- ▶ This year we will be doing more in our house teams including afternoons of enrichment.
- ▶ Children can be awarded merits that can go towards their team's total.



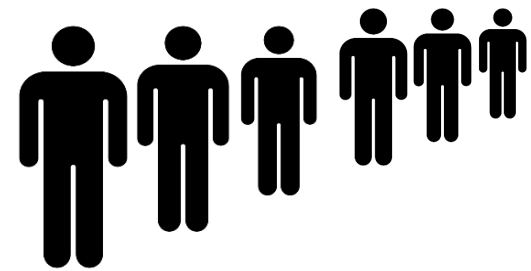
Growing together towards life in all its fullness

Language your child will hear us say



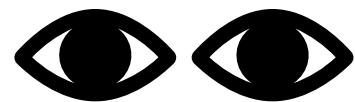
Wonderful walking

Walking smartly and safely around our school



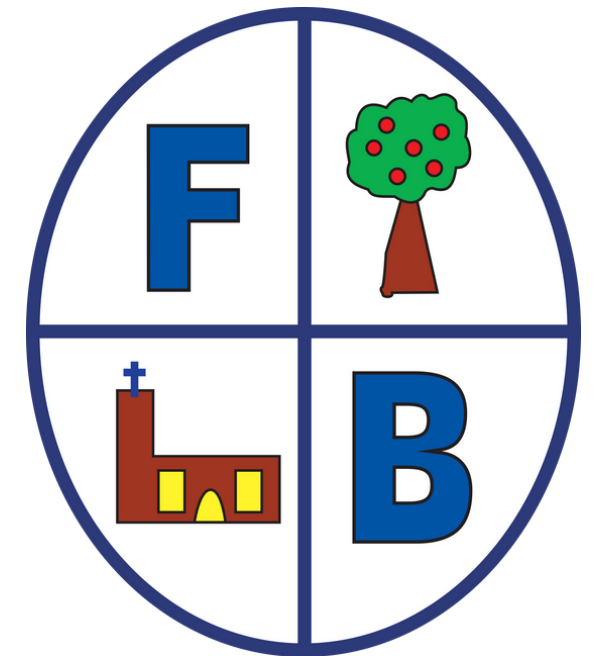
Legendary lining up

Smartly and safely lining up so we can move to playtime or lesson time swiftly

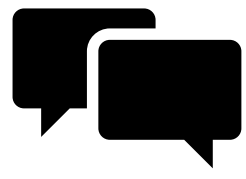


Tracking

Using our eyes to follow the person speaking to us (adult or child)



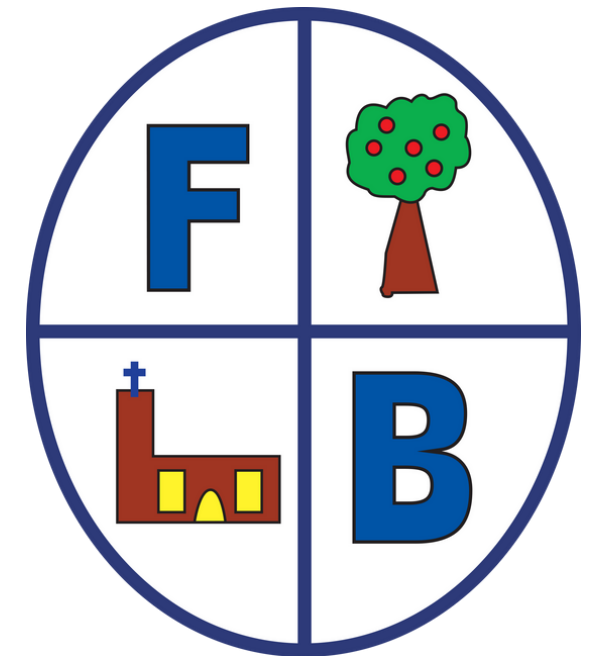
Growing together towards life in all its fullness



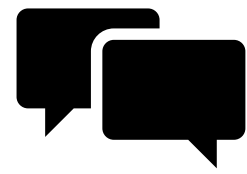
Communication between home and school

We want to build a positive partnership between home and school and work together to help your child get the most out of their learning.

- Parents evenings in term 2 & 4
- At the end of the day – brief chats (face to face is always best)
- Send an email to classchestnut@flaxbourton.n-somerset.sch.uk and/or make an appointment
- **Families must avoid using Whatsapp to air personal questions or concerns. Please come and speak to us.**



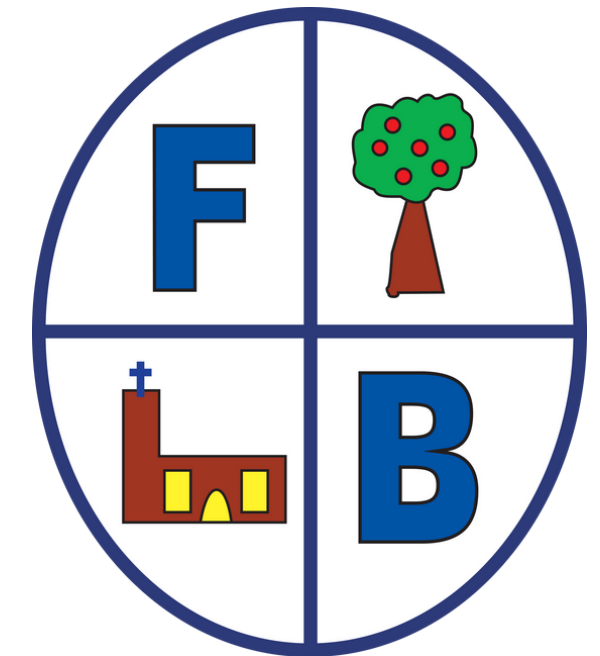
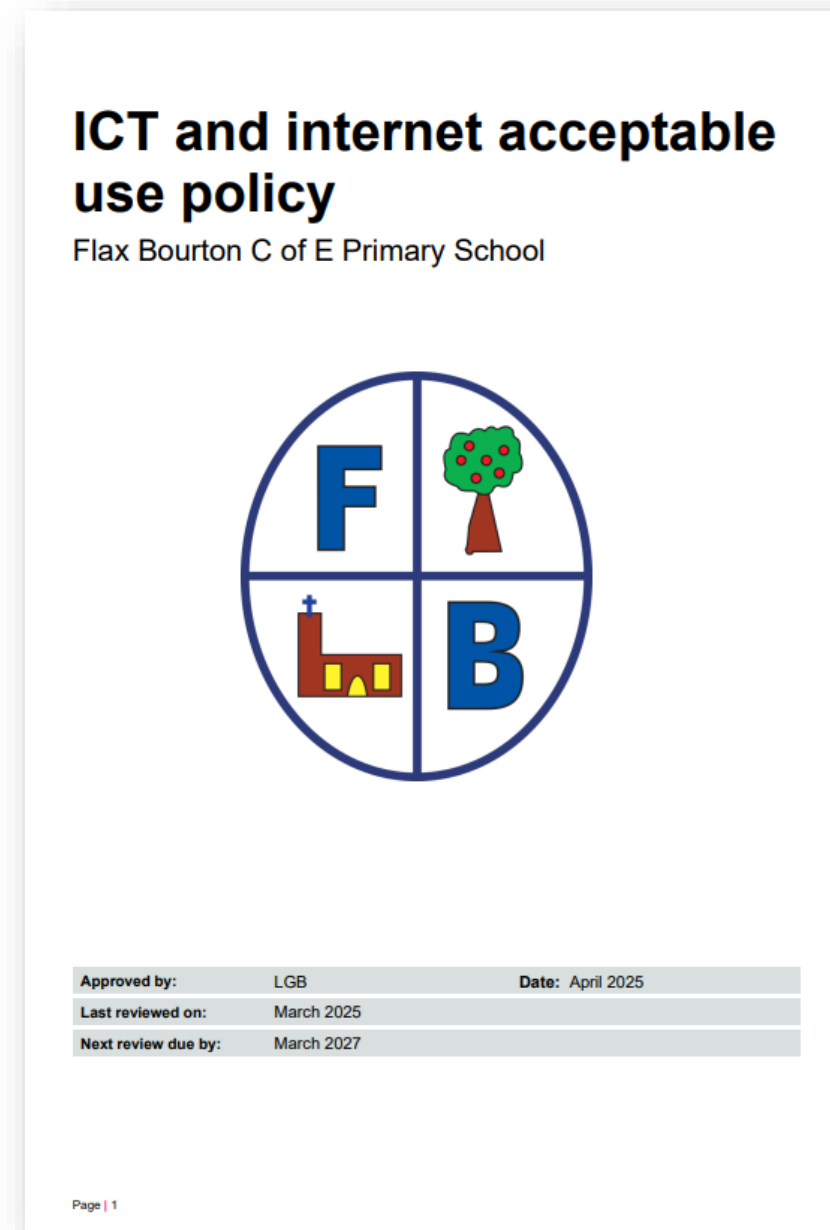
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Communication between home and school

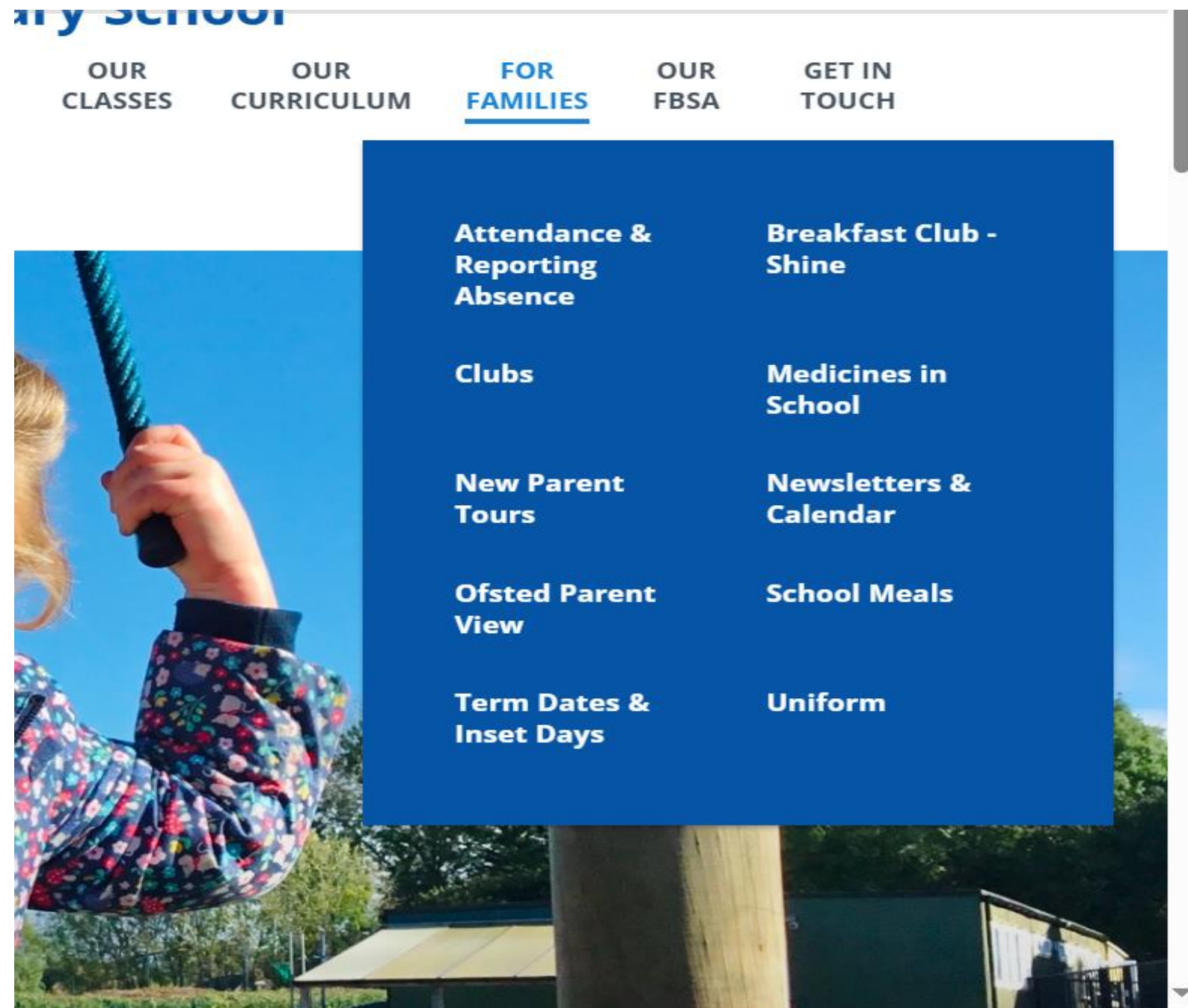
Two key documents sharing how we expect to navigate positive partnerships with home and school.

These can be found on our school website.

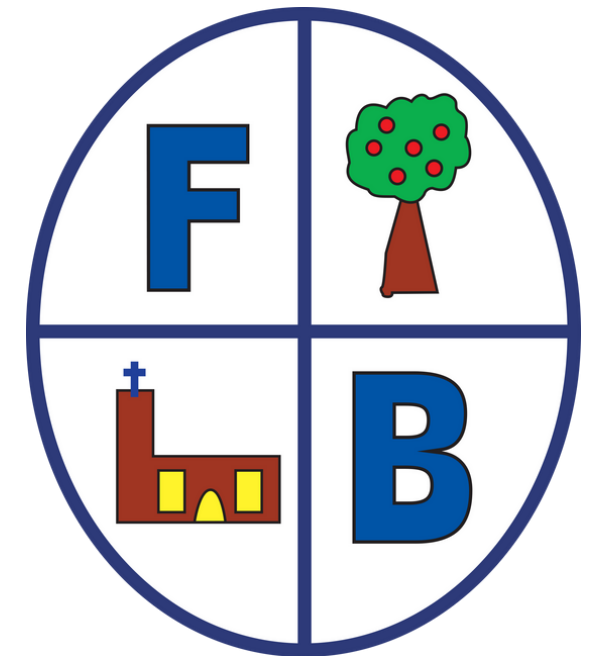


Growing together towards life in all its fullness

Our website – helpful webpages



Lots of information about different key areas of school life.

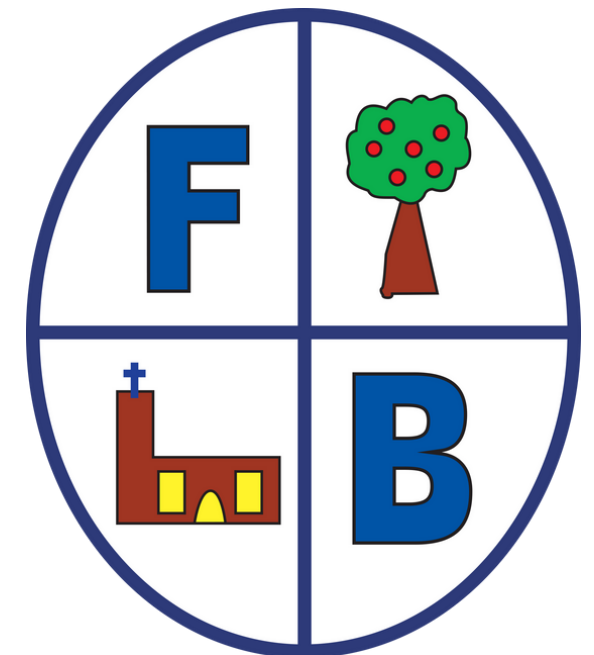


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Our website – helpful webpages



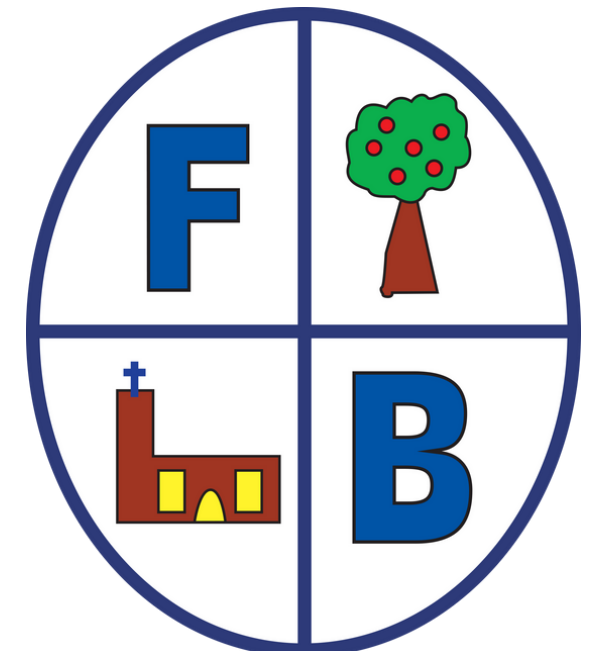
Yearly Learning Journey documents show the units of learning we will be teaching each term in all subjects.



Growing together towards life in all its fullness

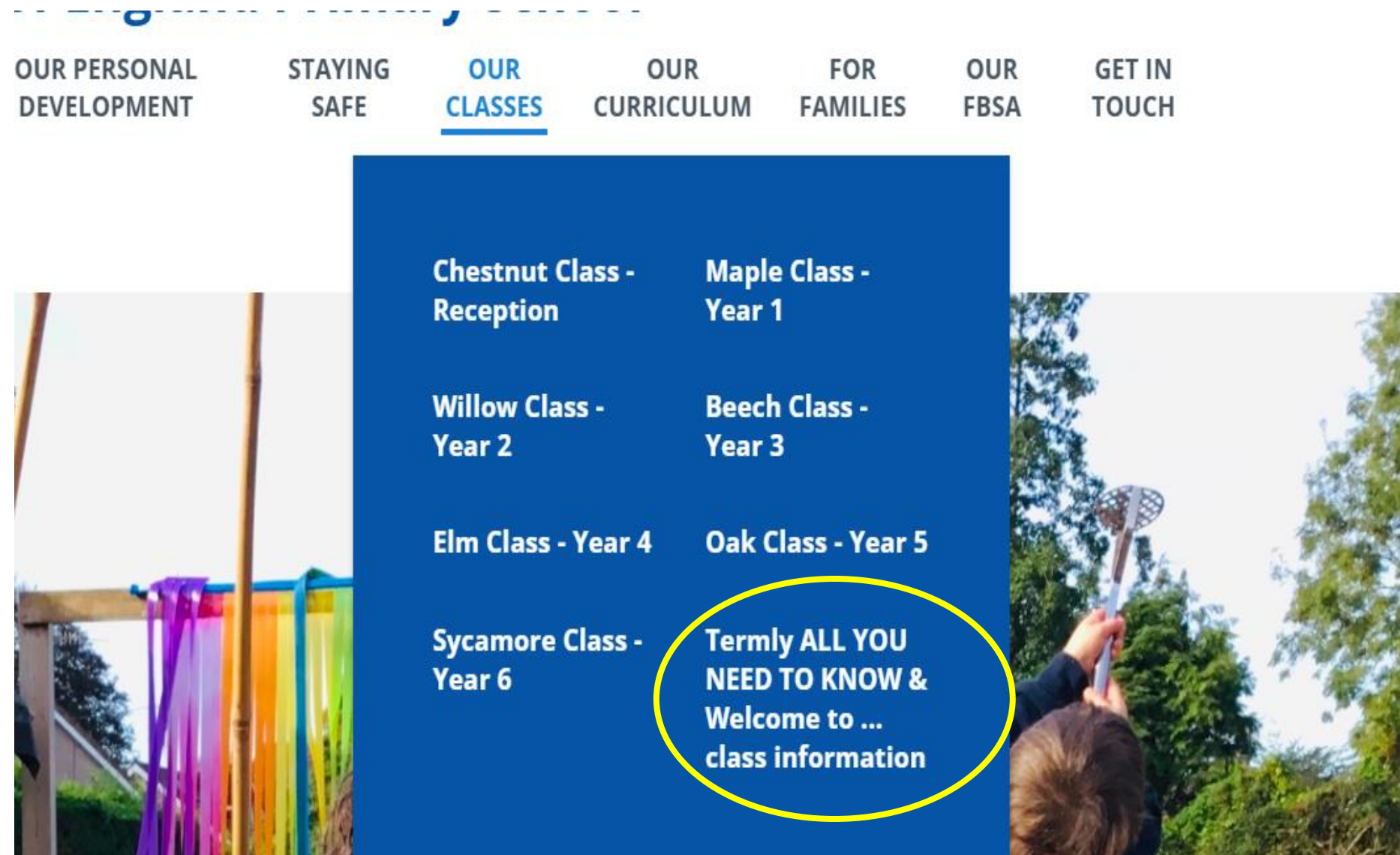
Yearly Learning Journey

EYFS YEARLY LEARNING JOURNEY						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
COMMUNICATION & LANGUAGE	We use the Development Matters age bands to meet the communication & language needs of individual children throughout the year					
	Baseline Assessments All About Me Book – talking about me and my family Daily Picture books	Celebration Show & Tell	Show & Tell	Show & Tell	Orally composing sentences	Orally composing and holding sentences.
PHYSICAL	We use the Development Matters age bands to meet the physical needs of individual children throughout the year					
	Using tools safely Fine Motor Skills Hand Washing / hygiene	Fine motor skills Pencil grip & control Hand Washing / hygiene	Fine motor skills Pencil grip & control Hand Washing / hygiene	Healthy eating	The importance of exercise and changes to our bodies	Sport Day
P.E (Scheme of Learning)	Me & Myself Exploring the body & how it works	Movement & Development Discover & develop a range of body movements	Throwing & Catching / Dance Throwing & catching skills, hand & eye co-ordination Perform dance using simple pattern movement	Ball Skills Ball skills, control & co-ordination	Fun & Games Jumping, catching, throwing & other skills through a variety of activities	Working with Others Teamwork & cooperation
PSED	We use the Development Matters age bands to meet the PSED needs of individual children throughout the year					
PSHE (Jigsaw)	Being me in my world	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
LITERACY	Apply phase 2 – 4 phonics to reading & writing / Capital letters & full stops / Writing simple sentences					
	Write left to right and top to bottom. 'Hold' and write a word or label which has been orally composed together. Writing CVC words Rhyme Rhyming stories This is me / What makes me a me? / Incredible you / There's only one you / The Growing Story Pumpkin Soup The Little Red Hen	Introduce finger spaces 'Hold' and write a word or label which has been orally composed together. Writing CVC words Remember November Rama and Sita You Must Bring a Hat I Really Want the Cake Rhyming Christmas The Nativity Variety of Christmas stories	Using finger spaces Introduce capital letter, full stop & writing sentences. 'Hold' and write a caption or sentence which has been orally composed together. Lost & Found Penguins in the Fridge There's a Bear on my Chair Jonty Gumbo The Adventures of a Penguin Poles Apart Penguin Huddle	Using finger spaces, capital letter, full stop for sentence writing. Orally composed, 'hold' and write a caption or sentence. Sparks & the Grapes The Gruffalo Stickman Room on the Broom What the Ladybird Heard	Use consistent in size spaces between words Orally composed, 'hold' and write a caption or sentence. Alien's Love Underpants Look Up Whatever Nest How to Catch a Falling Star The Way Back Home	Independently writing sentences using consistent in size spaces between words, capital letters and full stops. Rainbow Fish Tiddler Commotion in the Ocean Billy's Bucket What the Sea Saw What the Ladybird Heard at the Seaside
PHONICS (ULS)	Phase 2	Phase 2 & 3	Phase 3	Phase 3 & 4	Phase 4	Phase 4
MATHS (White Rose)	Baseline Assessment Match, Sort & Compare Talk about Measure & Patterns	It's Me 1, 2, 3 Circles & Triangles 1, 2, 3, 4, 5 Shapes with 4 Sides	Alive in Five Mass & Capacity Growing 6, 7, 8 Length, Height & time	Length, Height & time Building 9 & 10 Explore 3D Shapes	To 20 & beyond How many now? Manipulate, compose & Decompose	Sharing & Grouping Visualise, Build & Map Make connections Consolidation
KUW (LSP - Science)	Light & Dark (The Natural World)		Materials (Vocabulary – through play)	What do plants and animals need to live and grow? (The Natural World)	Forces (The Natural World)	What is a habitat? (The Natural World)
Seasonal changes	Autumn	Autumn / Winter	Winter	Spring	Spring / Summer	Summer
KUW (LSP - History / Geography)	Who am I? (Past & Present / People, Culture & communities)	Who are the people in the community who help us? (Past & Present / People, Culture & communities)	How different is it live in Kenya? (People, Culture & communities)	What is it like to live in the city? (People, Culture & communities / The Natural World)		
RE	Discovery R.E. p.1 Religion: Christianity, Judaism Theme: Special people? Key question: What makes people special?	Understanding Christianity Unit F2 Concept: Incarnation Key question: Why do Christians perform Nativity plays at Christmas?	Discovery R.E. p.33 Religion: Hinduism Theme: Celebrations Key question: How do people celebrate?	Understanding Christianity Unit F3 Concept: Salvation Key question: Why do Christians put a cross in the Easter garden?	Discovery R.E. p.71 Religion: Christianity, Hinduism, Islam, Sikhism Theme: Stories Key question: What can we learn from stories?	Discovery R.E. p.99 Religion: Christianity, Islam, Judaism Theme: Special Places Key question: What makes places special?
COMPUTING	ipads	ipads	Programmable toys	Programmable toys	Introduce ICT Suite	Using a mouse / keyboard



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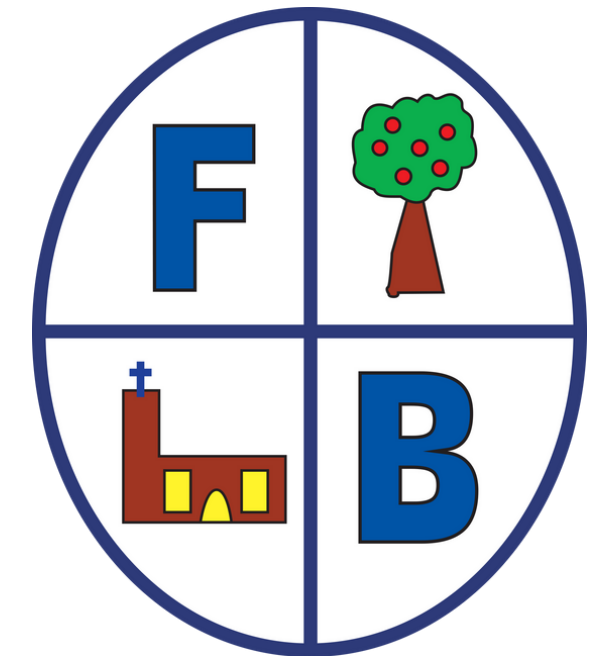
Our website – helpful webpages



Here you will find our termly ALL YOU NEED TO KNOW guides that share more about our term in this class; what to remember, key dates, how you can help etc.

It also includes the three optional home learning projects your child can choose from to then share with their class at the start of the next term.

You will also find this Welcome to ... Class PowerPoint there.

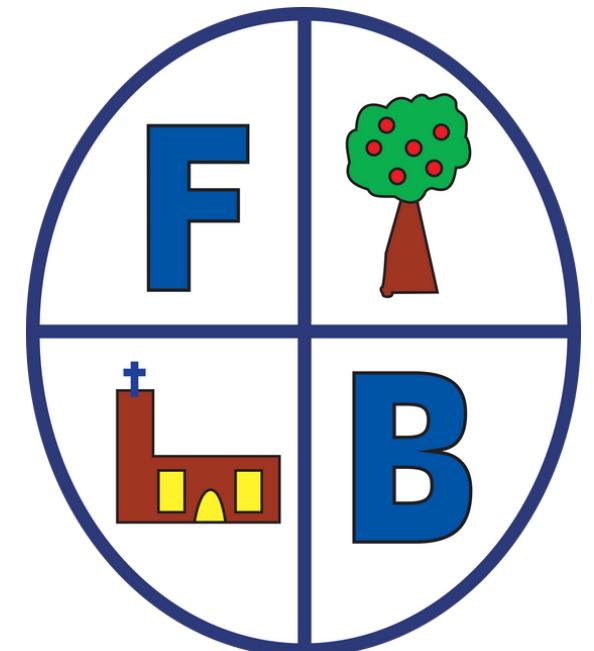


Growing together towards life in all its fullness

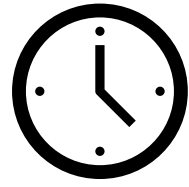
All You Need to Know.....

All You Need to Know about Term One in Chestnut Class 2025 Settling into School / All About Me

Prime Areas of the Foundation Stage Curriculum			
<p>Communication and Language</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important by promoting and modelling active listening skills. Engage in story times through a timetabled story using books that will develop vocab. Listen carefully to rhymes and songs, paying attention to how they sound by pausing when reading, allowing the children to join and predict the word. In rhyme model noticing how some words sound a bit the same at the end. Listen to and talk about stories to build familiarity and understanding through rereading selected stories. Engage in non-fiction books through engaging with books that extend their knowledge of the world. Learn new vocab, using picture cue cards to talk about an object. Use new vocabulary through the day through modelling from adults or words and phrases. Develop social phrases through adults modelling talk routines throughout the day. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition by making books available in the reading corner. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts but linking fun phrases to familiar stories. Learn rhymes, poems and songs by joining in and refrains and learning some verses be heart <p>At home: Encourage your child to talk about their school day. Encourage good eye contact when speaking. Practice rhyming with real words and silly words.</p>		<p>Physical Development</p> <ul style="list-style-type: none"> Develop small motor skills through daily opportunities to develop upper arm and shoulder strength, moving and rotating arm and wrist independently through activities such as crawling, climbing, pulling and hanging. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes (chunky/short handled), scissors (alternative supporting e.g. spring scissors), knives, forks and spoons, spray bottles, pouring and construction. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Teach and model correct letter formation. Revise and refine the fundamental movement skills they have already acquired: walking, running, crawling, and climbing. Develop the overall body strength, co-ordination, balance and agility through opportunities to spin, rock, tilt, fall, slide and bounce. Develop the overall body strength, co-ordination, balance and agility through opportunities to balance, sit or ride on, pull or push using a range of wheeled resources. Develop overall body strength by encouraging children to be highly active and get out of breath several times in a day. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes <p>At home: Play puzzles, use scissors, help with correct pencil grip, look on Pinterest for 'Funky Fingers' ideas.</p>	
<p>Personal, Social and Emotional Development</p> <p>Jigsaw – Being Me in My World - 'Who am I and how do I fit?'</p> <ul style="list-style-type: none"> I understand how it feels to belong and that we are similar and different I can start to recognise and manage my feelings I enjoy working with others to make school a good place to be I understand why it is good to be kind and use gentle hands I am starting to understand children's rights and this means we should all be allowed to learn and play I am learning what being responsible means Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs. - Personal hygiene. See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and <u>wellbeing</u>: regular physical activity - sensible amounts of 'screen time' - healthy eating - having a good sleep routine – tooth brushing - being a safe pedestrian Build constructive and respectful <u>relationships</u>. <p>At home: Complete you All About Me book to share in school with your friends. E-mail the class e-mail with a baby photo for our class learning.</p>			
Specific Areas of the Foundation Stage Curriculum			
<p>Literacy</p> <ul style="list-style-type: none"> Re-read books to build up their understanding and enjoyment. (On going CP) Make familiar books available for children in the book corner and at home (on going CP) Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. <p>At home: Enjoy sharing your books from school.</p>	<p>Maths</p> <p>Opportunities for settling in and getting to know the children. Key times of the day, class routines. Exploring CP. Where do things belong? Positional language. Baseline Assessments</p> <p><u>Whitrose</u> - Match and sort / Compare amounts / Compare size, mass and capacity / Exploring pattern</p> <ul style="list-style-type: none"> Subitising by showing small quantities in familiar patterns, such as on a dice when playing games & showing number on fingers without counting. Comparing numbers using vocab more than and fewer than, the same as, equal to by providing collections. Continue, copy and create repeating patterns using the rule AB. <p>At home: Play dice games learning to recognise the amount on the dice without counting.</p>	<p>Understanding the World</p> <p>D.R.E. Religion: Christianity, Judaism Theme: Special People. Key question: What makes people special?</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Draw out common themes from stories such as Values. Talk about members of their immediate family and community. Learning that there are many different families. Understand that some places are special to members of their community through Beginners Service at church. Providing frequent opportunities for outdoor play and exploration. Observing and interacting with natural processes such as a magnet attracting an object through magic construction. Creating opportunities to discuss how we care for the natural world. Describe what they see, hear and feel whilst outside by <p>At home: Go on a wellie walk and look for signs of Autumn, talk about them with your family.</p>	<p>Expressive Art & Design</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Provide props and costumes for children to incorporate through their pretend play. Develop storylines through pretend play. Explore and engage in music by playing movement and listening games that use different sounds for different movements. Model how to tap rhythms e.g. syllables of names, objects, animals and lyrics of songs. Choreograph their own dances and movements. Explore and use a variety of artistic effects to express their ideas and feelings including printing with sponges/finger printing, repeated patterns, joining techniques e.g. tape and glue <p>At home: Listen to your favourite music & enjoy dressing up</p>



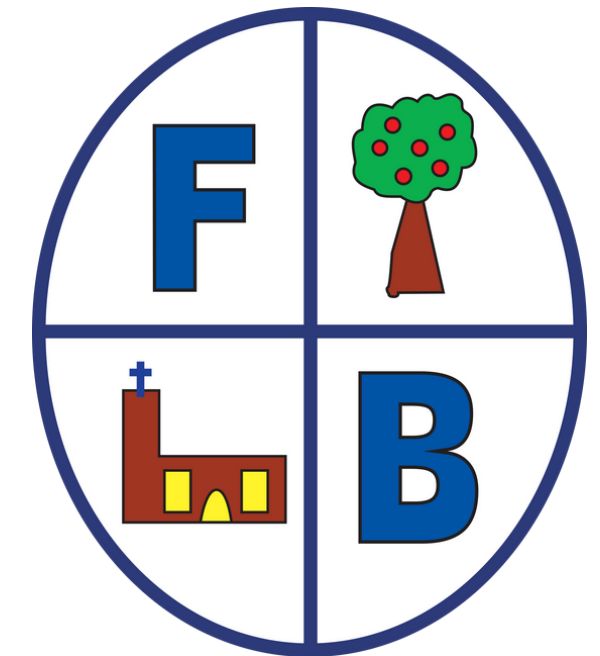
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What a typical week looks like in our class

Time Table Term 1 Chestnut

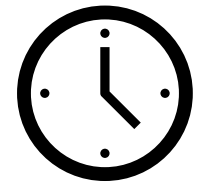
Day	9.10 -10.10am	10.15-10.25		11.10- 11.45		1.-1.20	1.15 – 2.15pm		2.50 – 3pm
Monday MH	Literacy	Phonics phase 2		Maths		LSP KUW	Free flow		Story / Class worship
Tuesday MH	Literacy	Phonics phase 2		Maths		Music	RL PPA cover 2pm P.E		Story / Class worship
Wednesday MH	Literacy	Phonics phase 2		Maths		Story / Rhymes & singing	PSHE		Story / Class worship
Thursday DW	Literacy	Phonics phase 2		Maths		LSP KUW	Free flow		Story / Class worship
Friday DW	Literacy	Phonics phase 2		Maths		RE	Free flow		Story / Class worship
8.40 – 9.00am – Physical fine motor activities as children arrive & settle									
Register & Check in games									
10.25– 10.40 –snack and a story									
10.45– 11:00 – Playtime (on grass area) (LD on KS2 duty for interim)									
Lunch 11.55 – 1pm									
Playtime 2.15-2.35									
Drink & Snack 2.40									



As part of our universal provision for all children, we use visual timetables in the classrooms to walk children through the day so they can see what is happening now and next.

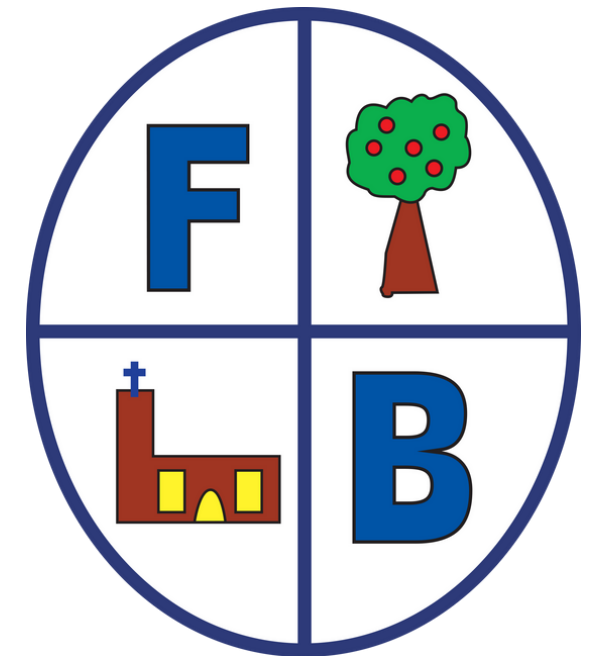


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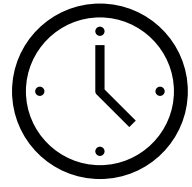


Learning in Chestnut

- Practical activities to promote enthusiasm for learning.
- Children learn most when having fun.
- Purposeful and planned play - activities are available which encourage exploration & investigation
- Increased to more structure in terms 3 & 4
- Enabling the children to be 'school ready'
- Phonics / White Rose Maths week (from next week)



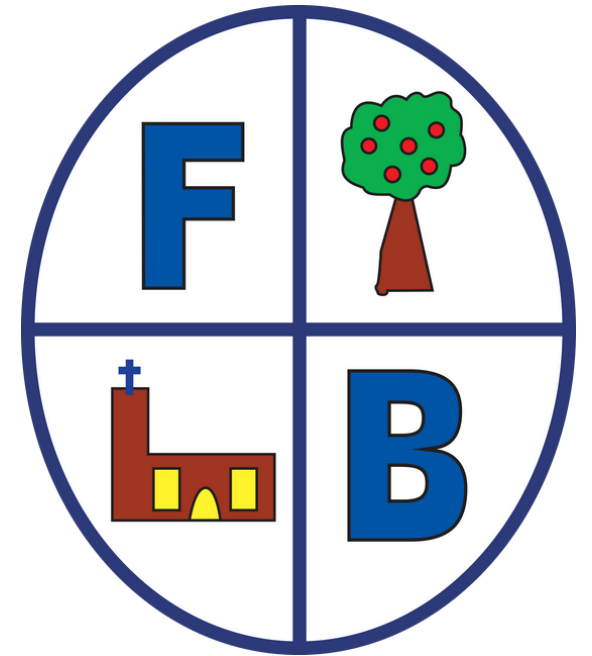
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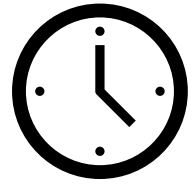
EYFS Profile

7 areas of learning

1. Communication & language
2. Physical development
3. Personal, social and emotional development
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts & design



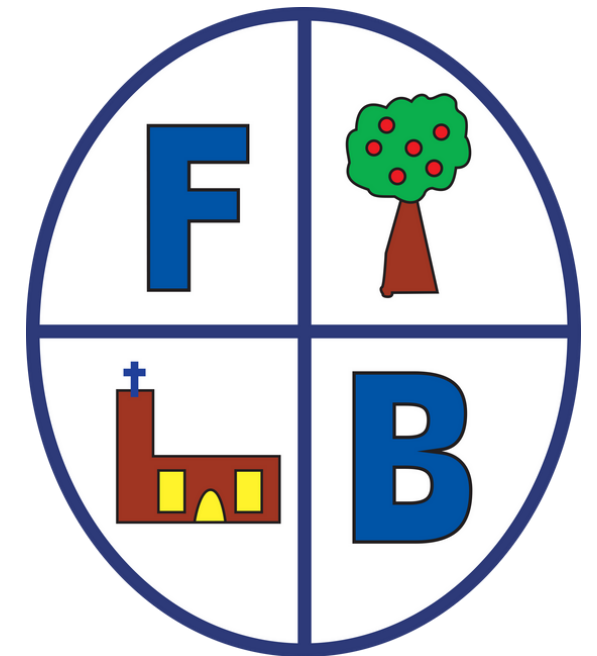
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Reporting to Families & Assessments

- Tapestry - An online Learning Diary / App
- Tapestry – Weekly summary & Parent Feedback
- Phonics Assessments
- Parents Evenings -
- At the end of the year formal report we report to you on ELG's and your child as a learner: -

Playing & exploring
Active learning creating
Thinking critically

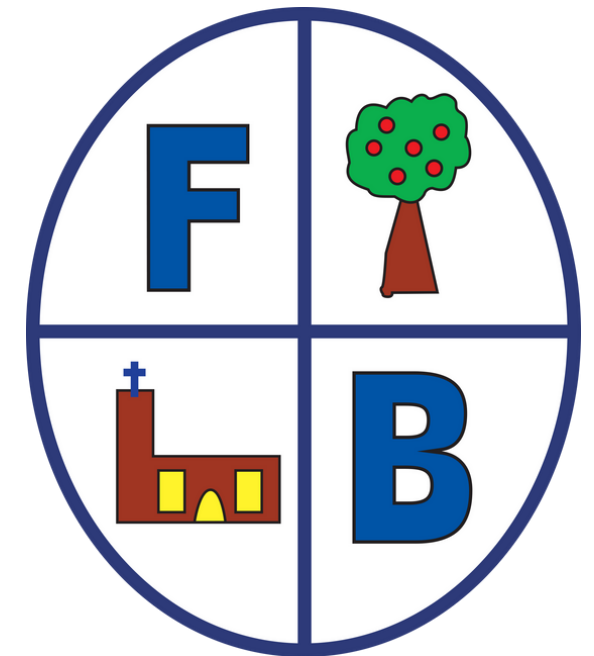


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How you could support your child

- Talk to us about how you feel your child is getting on or if they share any worries - drop off quick messages, email if you want a meeting.
- Developing independence - (jumpers, coats, toileting, nose wiping habits)
- Manners
- Encourage them in their learning.
- Read to them / Hear them read / Key word lists / Numbots (later in year)
- New milestones on Tapestry & bring learning to life in real life contexts e.g. food shopping, telling the time etc.
- Communicate with school and support our shared aims. Work together in partnership.

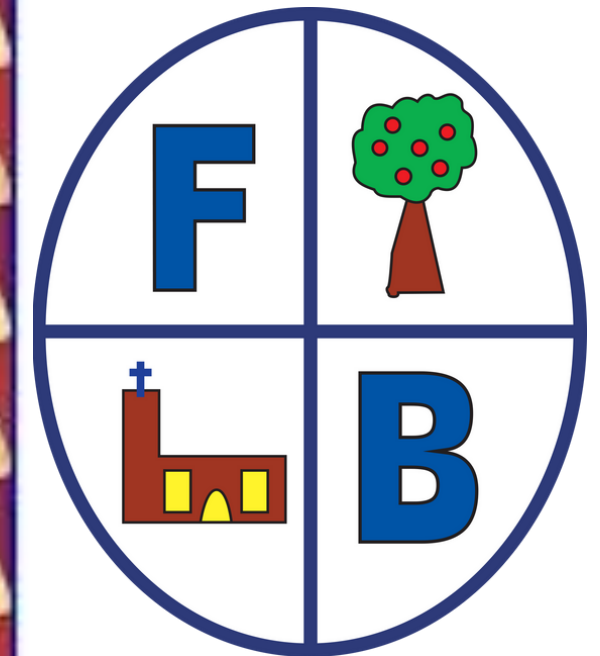
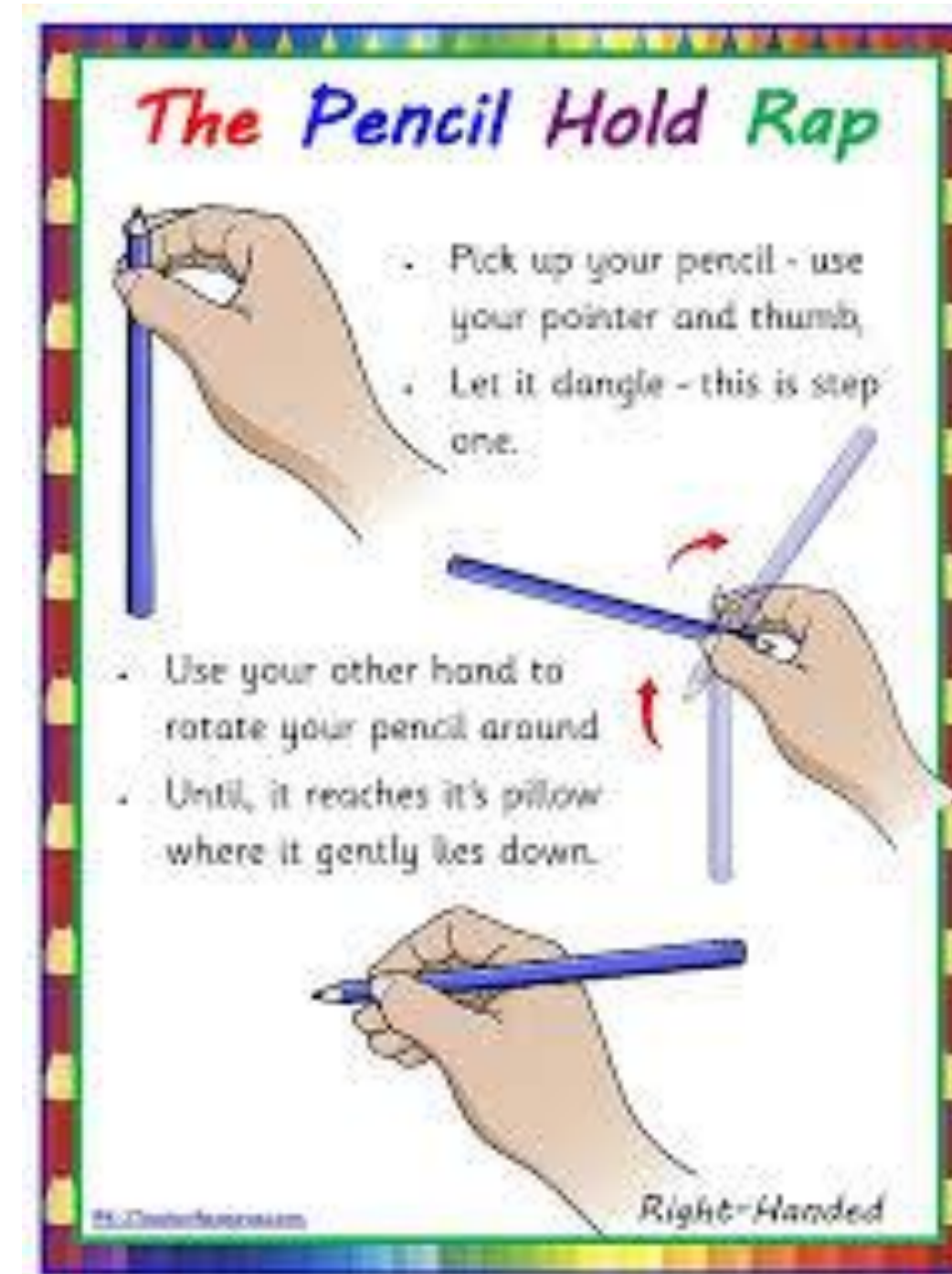
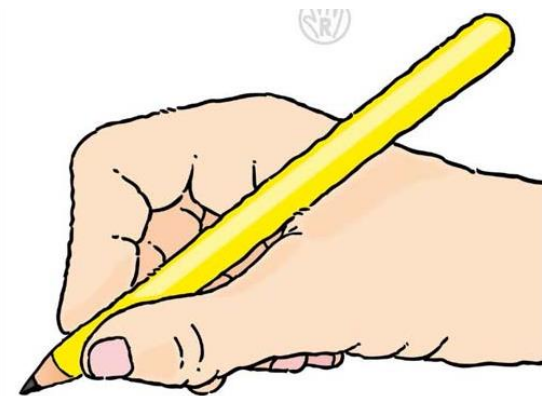


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Physical Skills

- Name writing – practise correct pencil grip and letter formation (lower case letters)
- Develop fine motor skills – cutting, jigsaw puzzles, manipulating small objects, Pinterest – Funky Fingers











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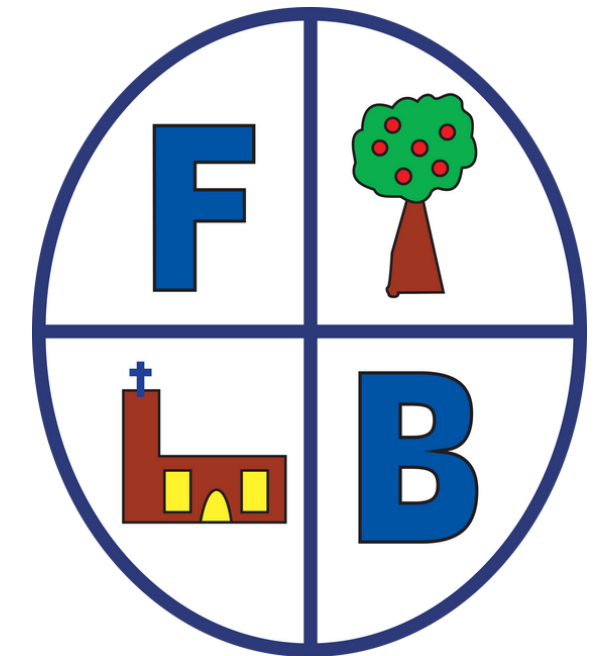
Physical Skills - Pre-writing Shapes

When should my child be able to make pre-writing shapes?

Pre-writing shapes are usually progressive and your child will be able to make more complex shapes as they get nearer to school age. Here is an estimate of when children are usually ready to make different pre-writing shapes.

	About 2 years old		About 2 and a half years old
	About 3 years old		About 3 and a half years old
	About 4 years old		About 4 and a half years old
		About 5 years old	

As you can see, by the time your child is getting ready to start school, they may have the skills to form most of these pre-writing shapes. However, please don't worry if they're not – that's what we're here for!

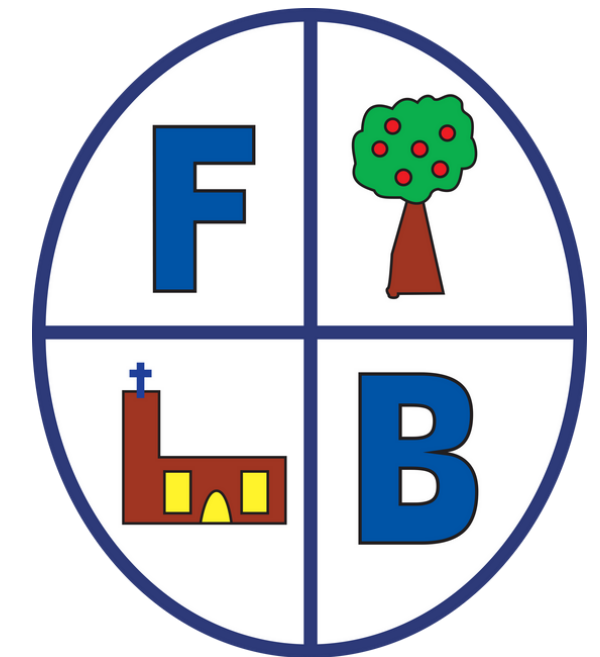


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Phonics - Unlocking Letters & Sounds

- Focus on letter sounds to aid phonetic reading & writing.
- Key word books - keep at home / Tapestry
- Not taught alphabetically.
- Phonics & Reading Evening - **Tuesday 30th Sept 6pm** in Chestnut Class.

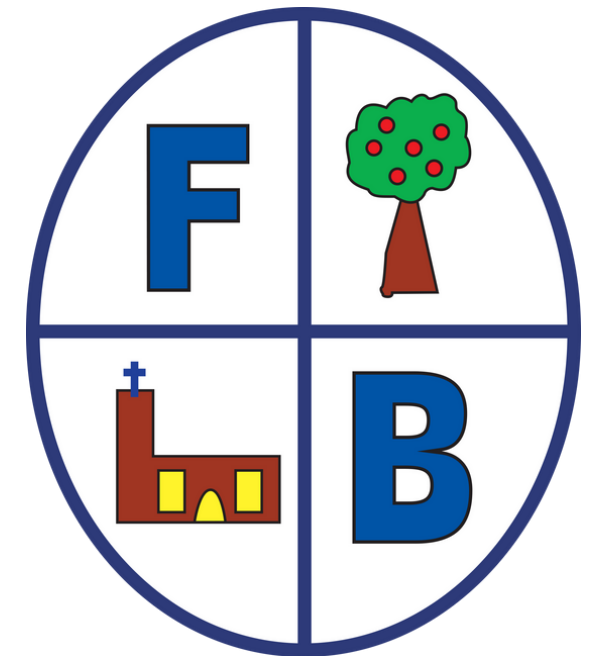


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Mathematics

- Counting / reciting numbers
- Subitising
- Playing board games
- Looking for numbers in the environment
- Shape hunts
- Exploring and talking about different shapes
- Comparing the height and weight of different things
- Practical and fun!



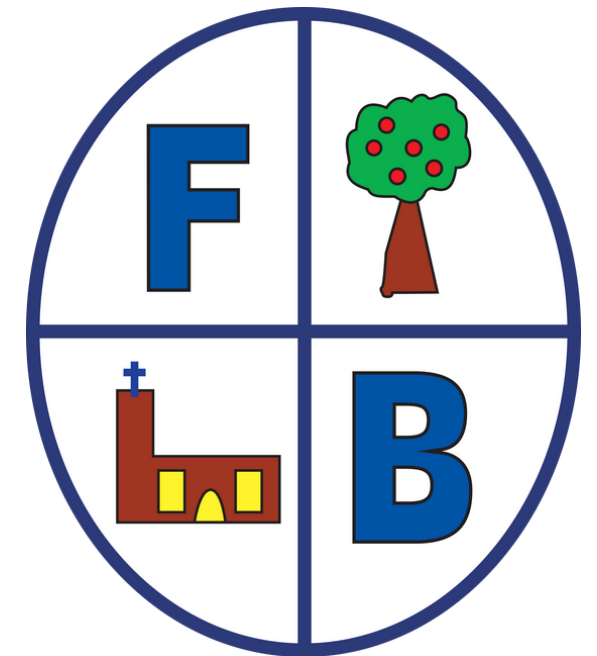
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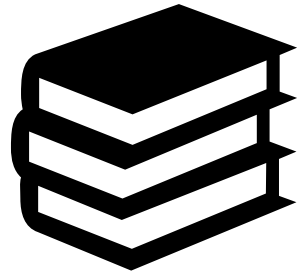
Home learning

Home learning includes:

- Keywords
- Reading 4 out of 7 days a week - please support children keep track of their reading in their reading records which will be looked at each week by school staff
- All You Need to Know has ideas for things to do at home
- Preparing and practicing Show & tell
- Numbots



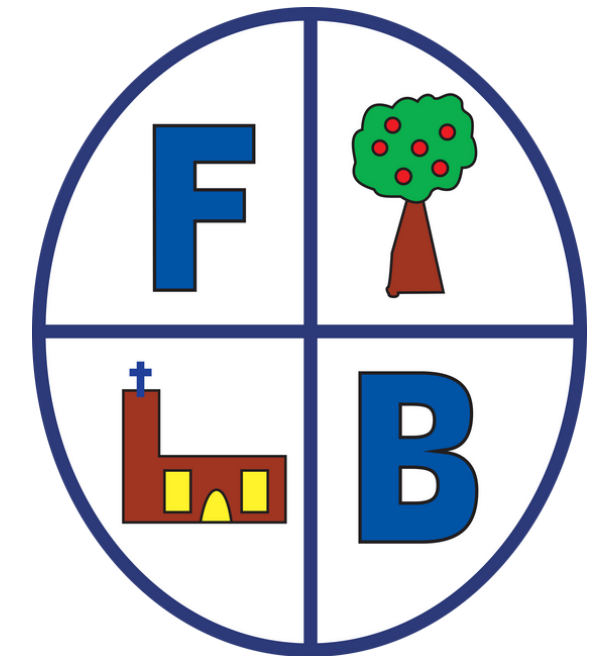
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Our love of reading

A great website sharing book recommendations

[The Reader Teacher | Children's Books | Reads, Reviews & Recommendations](#)

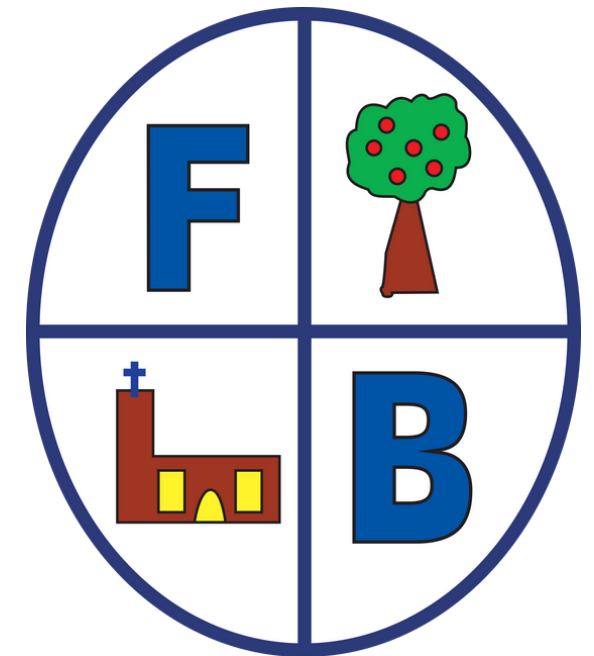


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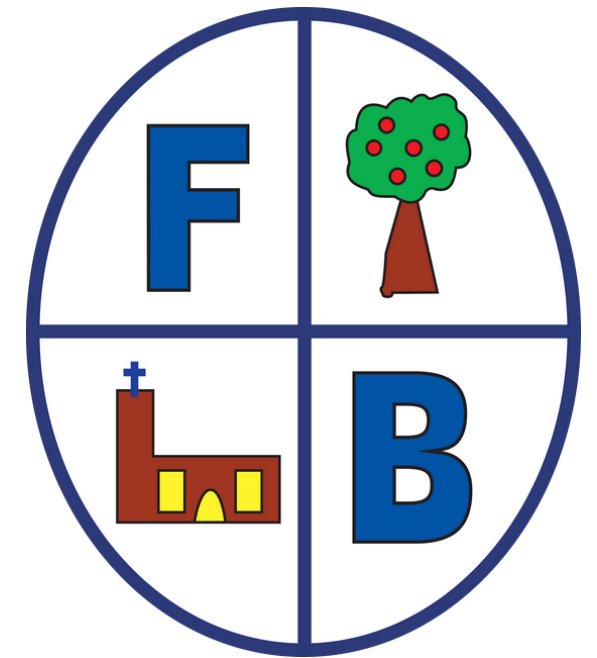
Volunteering

- ▶ Trips - join us on a trip
- ▶ Readers - give your time as a volunteer coming in to hear children read. There is an information pack in the office and we would ask you to apply for a DBS through our school before you start.
- ▶ Your hobbies, interests and profession could add to our curriculum and clubs - let us know



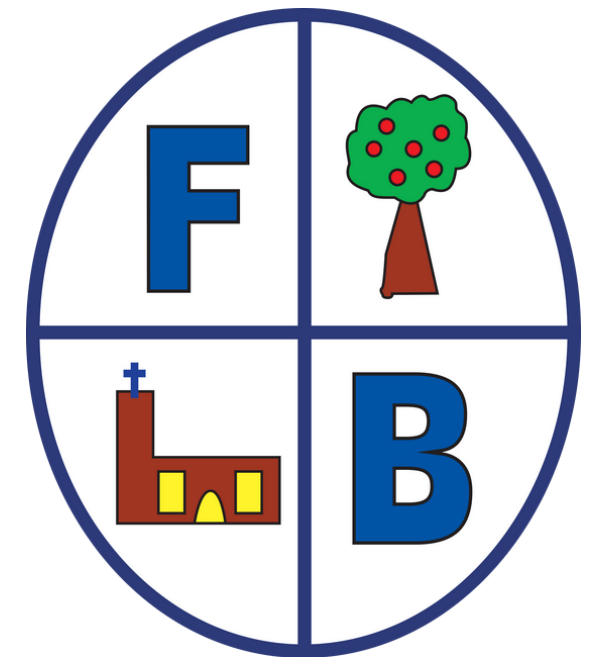
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Questions?



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Thank You!



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