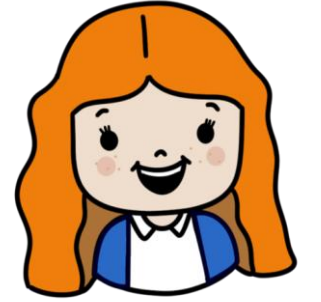


Two Waters Primary School

Proud to achieve, proud to care



Agenda



- Meet the team
- Daily routine
- School uniform
- School lunch
- What will your child need?
- Curriculum
- Learning through play
- School readiness
- Parental engagement
- Transition

Introductions



Mr T. Gately
Headteacher

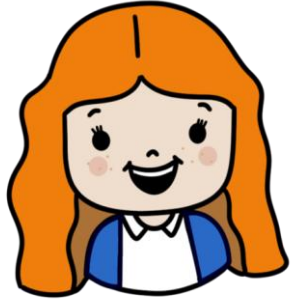


Miss E. Battams
Reception Class Teacher



Mrs H. Brady-Turner
EYFS Leader
(Maternity leave September 2026)

Wraparound Care



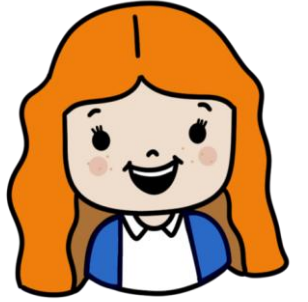
Two Waters offers wraparound care facilities of breakfast club and after school club.

Breakfast club runs from 7:45am until 8:45am and is charged at **£7.50** per day.

After school club runs from 15:15pm until 17:00pm and is charged at **£10.50** per day

*(NB. 18:00 finish availability on Monday, Tuesday and Thursday only and is charged at **£18.00** per day)*

Sickness and Illness Policy



- Two Waters Primary School enforces a strict **48-hour absence rule for contagious illness, including diarrhoea and vomiting.** Children must stay away from school until a full 48 hours have passed since the last episode of illness to prevent spreading.
- Please notify the school office as soon as possible on the first day of absence.
- For medical appointments or pre-planned absences, these may be requested via the [Two Waters Absence Request Form](#) page or alternatively emailed to the school office.

School uniform

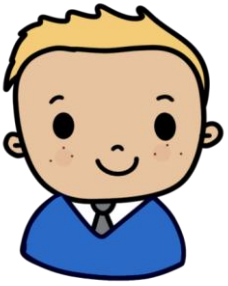
Please clearly label everything with your child's name.



PE kit



Learning through play... it's a messy job!



Exploring in the water tray is giving me lots of maths and scientific skills! I love pouring, filling and emptying! I usually wear an apron but sometimes my clothes get wet!



Using a knife and fork at lunchtime is tricky! Sometimes I get food on my clothes!

Our mud kitchen is so much fun! I use all my senses, which is so important for my development. It also helps me use my imagination and practise playing with my friends nicely!



When I get messy, I have been showing curiosity, determination, persistence, imagination and confidence!

The daily routine - morning



8.40am

Register

Check in

Days of the week

Calendar

Head count



8.40am

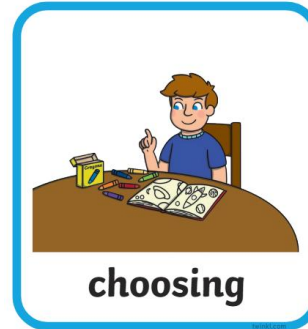
Fiddly fingers

Focused work
in small groups



9am

Phonics



9.10am – 11.00am

Child led learning



11am

Adult led
session e.g.
story,
numeracy,
literacy, UTW



11.45am

lunch

The daily routine - afternoon



1pm
Register



1pm - 1.15pm
Adult led
session e.g.
story, numeracy,
literacy, UTW,
EAD, focused
work



1.15pm– 2.30pm
Child led learning

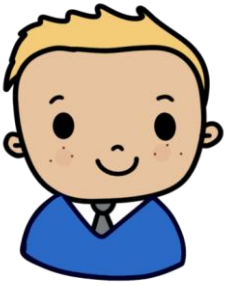


2.30 – 3pm
Adult led
session e.g.
story,
numeracy,
UTW, EAD,
focused work



3.15pm
Story
Reflection
Celebrations
Home time

School Lunch vs. Packed lunch



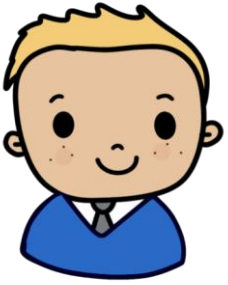
All lunches must be pre-ordered via Arbor

- Hot or cold options daily
- Healthy pudding
- Named lunch box
- Named water bottle
- Healthy snacks
- Nut free (inc. 'may contain' items)

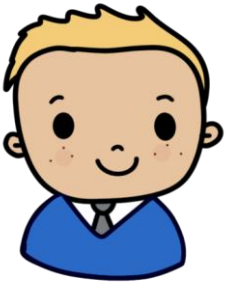


What will your child need?

- Named book bag
- Named water bottle
- School bag with spare clothing
- Splash suit
- Welly boots
- Named lunch box (if applicable)



EYFS Curriculum



Prime Areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

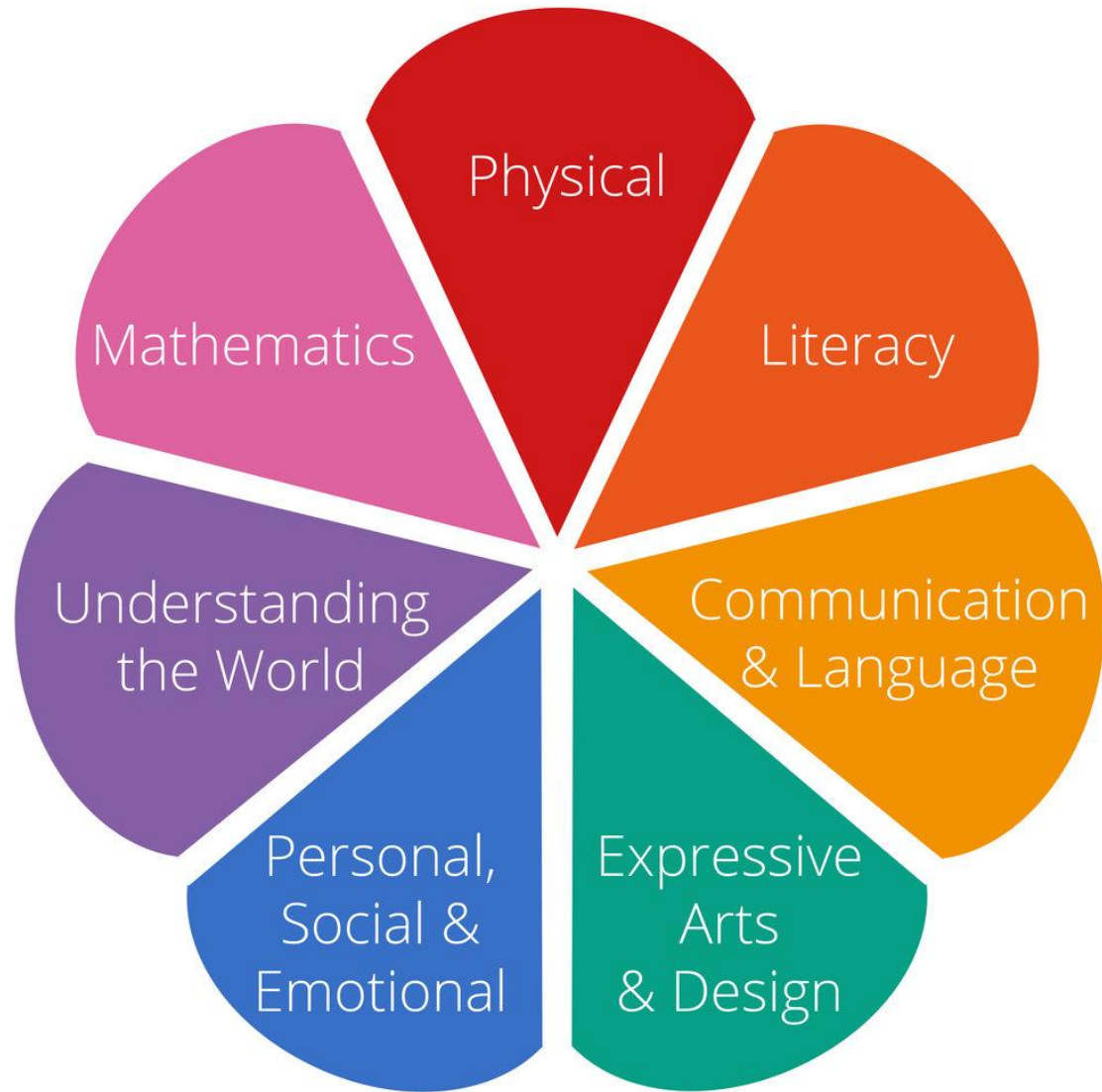
Specific Areas:

Literacy

Numeracy

Understanding the World

Expressive Arts and Design



Summer term children are assessed against the EYFS Early Learning Goals 'ELGs'

EYFS Curriculum at Two Waters



Reception Long Term Overview 2026 - 2027

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Themes	All About Me My Favourite Stories	My Special People People Who Help Us	Things I Like Animals	Celebrations Journeys	My Amazing Body Traditional Tales	Natural World Minibeasts
HFL Essentials Core Texts	All Are Welcome That's Not My Name All Kinds of People BEEGA	My Must-Have Mum Say Goodbye, Say Hello My Grandpa	I Like Bees, I don't Like Honey Super Duper You	Our Favourite Day Festivals We Catch the Bus On the Way Home	You're So Amazing Amazing Everybody Anansi and Golden Pot	I Saw a Bee
Enhanced Texts	In Every House, On Every Street	Whose Hands are These?	The Hungry Hen	Jack and the Beanstalk FLY	Goldilocks Three Bear	
Phonics	Phase 2	Phase 3	Phase 3 - 4	Phase 3 - 4	Phase 4	
Literacy (Reading)	Listening to and responding to stories	Talking about stories, characters and settings	Blending sounds to read CVC words	Blending sounds to read captions	Reading simple sentences	
Literacy (Writing)	Hearing initial sounds in words, representing them in writing	Hearing, saying and writing the initial sound in words	Segmenting to write simple words	Segmenting to write captions	Writing simple sentences	
Numeracy (White Rose)	Baseline Compare amounts Representing 1,2,3	Representing 4, 5 Comparing numbers	Composition of numbers Introducing zero Comparing numbers within 5	Composition of numbers Growing 6, 7, 8 Combining two amounts Making pairs Number bonds to 10	Build number 10 Adding more away Even and odd	

Mid-term planning

EYFS Mid-Term Planning

Reception Autumn 1

Topics: 'All About Me' and 'My Favourite Stories'

PSED

Key learning:

- ✓ Transition into school life
- ✓ Learning rules and routines
- ✓ Developing positive relationships

How you can help from home:

- Talk about your daily routine
- Ask your child questions about their day
- Praise positive efforts and progress

Communication and Language

Key learning:

- ✓ Further develop listening skills to support learning
- ✓ To respond appropriately to questions
- ✓ To express themselves with increased confidence in a range of contexts

How you can help from home:

- Model language and sentence structure
- Read books together every day and ask lots of comprehension questions

Physical Development

Key learning:

- ✓ To further develop spatial awareness
- ✓ To further develop co-ordination and balance
- ✓ To further develop fine motor control over one handed tools

How you can help from home:

- Visit large open spaces and parks regularly
- Encourage your child to practice writing the letters from their name starting with a capital letter and the rest in lowercase

Literacy

Key learning:

- ✓ To further develop comprehension skills
- ✓ To orally blend together words to develop early reading skills
- ✓ To orally segment words to spell simple words

How you can help from home:

- Develop a positive routine around reading
- Provide opportunities to write simple labels, maps, lists etc

Numeracy

Key learning:

- ✓ To further develop number knowledge within five
- ✓ To recognise, describe and create simple patterns
- ✓ To further develop counting skills

How you can help from home:

- Play mathematical games, including dice games, which may promote subitising, counting and problem solving.

Expressive Arts and Design

Key learning:

- ✓ To explore the effect of a brush to create different strokes, textures and effects
- ✓ To explore different methods to make marks with meaning
- ✓ To engage in simple pretend play

How you can help from home:

- Look at interesting pictures, art work and discuss what you see
- Provide opportunities to further develop your child's creative interests

Core Texts

Reception Core Books 2026 - 2027

Theme	Core texts explored
Autumn 1 All About Me My Favourite Stories	
Autumn 2 My Special People People Who Help Us	
Spring 1 Things I Like Animals	
Spring 2 Celebrations Journeys	
Summer 1 My Amazing Body Traditional Tales	
Summer 2 Natural World Minibeasts	

Long term vision

Core Texts

Understanding the World

Key learning:

- ✓ To talk about the members of their family
- ✓ Name and describe people who are familiar to them
- ✓ Have a growing sense of community and belongingness

How you can help from home:

- Create a family tree and discuss the members of your family together
- Create a special person or memory book together

Children's individual interests and in the moment learning will be enhanced through high quality interactions and developing the environment. Ad-hoc lessons and topics may be designed alongside the children and are built in alongside the pre-planned curriculum across the academic year to support the development of the whole child.

Phonics, Early Reading and Decodable Books



Our phonics scheme followed is called Essential Letters and Sounds (ELS)

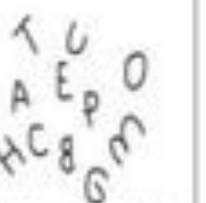
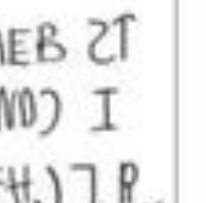
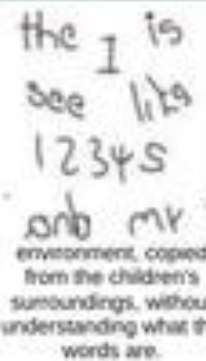
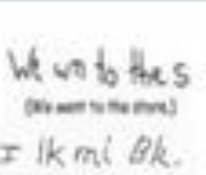
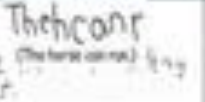
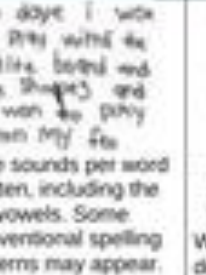
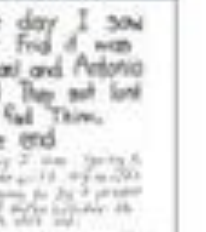


One decodable book will be sent home per week, practicing the phonics sounds taught that week.

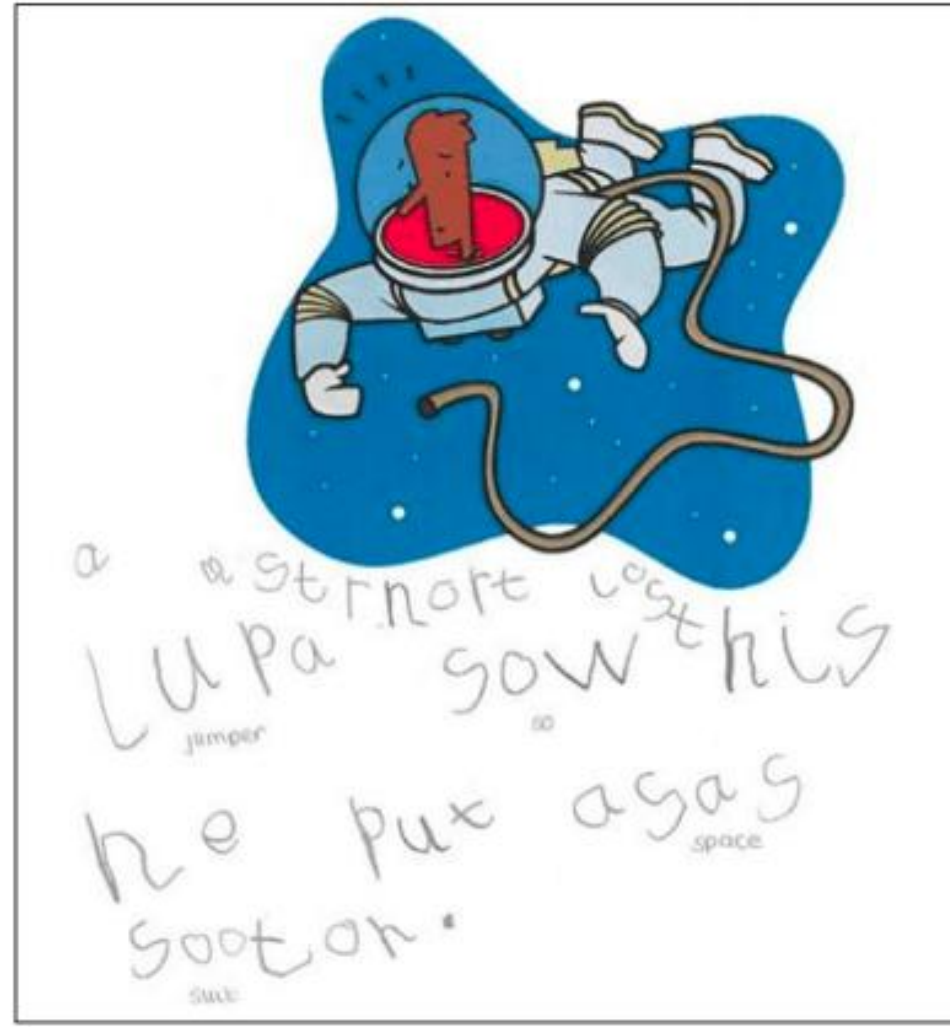
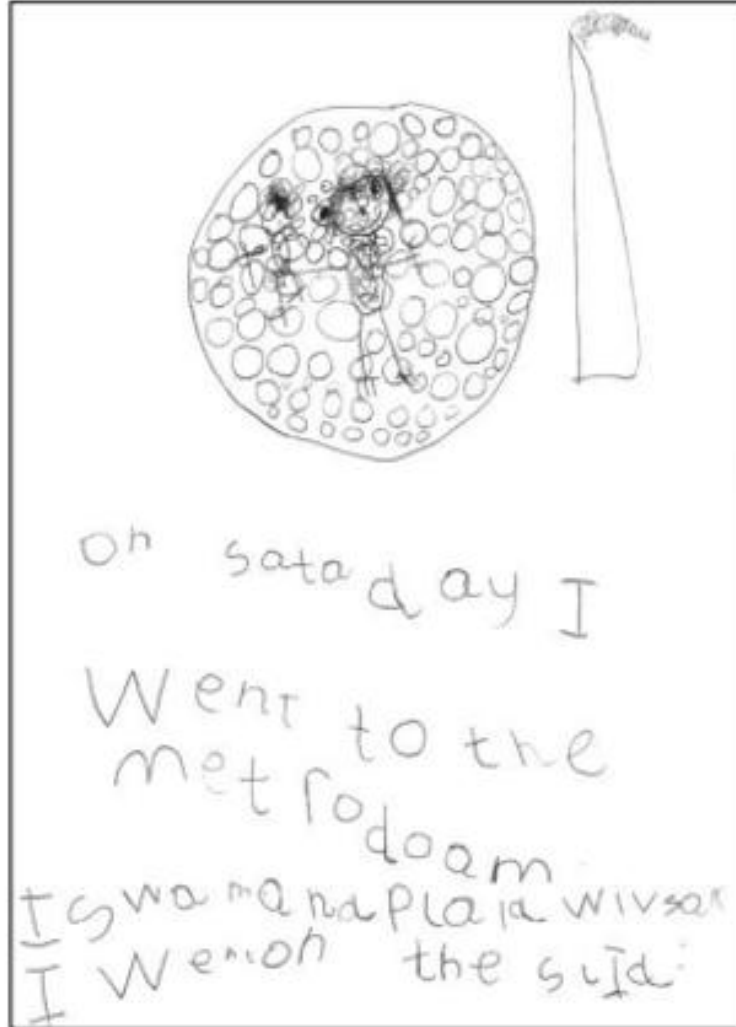


**Please complete the virtual Reading Log via Boom Reader.
Log three times per week.**

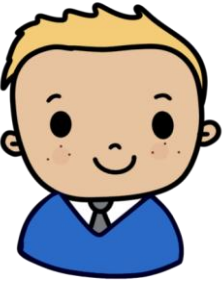
Early Writing

Progression of Skills Map and Key Learning Opportunities						
Pre-Phonemic Stage:						
Pictures	Random Scribbling	Scribble Writing	Symbols that Represent Letters	Random Letters	Letter Strings	Letter Groups
 The so as described by the child.	 The ... the 'writing' begins at any point of the paper.	 The writing is progressing from left to write. It is written in linear fashion to mimic real writing.	 Letters and symbols are imitated.	 written with no true meaning and there is no relationship between the sounds written and what the child is saying.	 Letter strings progress from left to right and move down the page as the child 'reads' their writing.	 The ... and separated by spaces to resemble real words.
Early Phonemic Stage	Beginning Sounds Random and Initial Consonants	Initial and Final Sounds Appear	Vowel Sounds Appear and Evidence of Tricky Words	All Syllables Represented	Inventive Spelling	Multiple Related Sentences with Many Words Spelled Correctly
 the I is see like 12345 and mr's environment, copied from the children's surroundings, without understanding what the words are.	 The beginning and ending letters are used to represent words.	 The beginning and ending letters are used to represent words. Children start to write simple sentences using tricky words and initial sounds.	 Medial sounds may initially be written as a consonant. Vowels begin to appear. Tricky words are used.	 The child hears the beginning, middle and ends sounds. Spaces between words.	 More sounds per word written, including the vowels. Some conventional spelling patterns may appear.	 Whole sentence writing develops. Some real spelling of words and spelling patterns appear. Punctuation is beginning to appear.

Early Writing



School readiness



Self-Care and Independence

- I can put on and take off my coat (including fastenings)
- I can use the toilet independently

Speaking and Listening

- I can talk in sentences using a range of vocabulary
- I can ask a grown up for help
- I can follow simple instructions

Eating and Drinking

- I can open my lunch box and water bottle independently
- I can tell a grown up when I am hungry or thirsty
- I can use a knife and fork

Literacy

- I can read and write my name
- I can say the initial sounds of words
- I can blend together words that are sounded out for me

Numeracy

- I can count everyday objects to ten
- I can sing number rhymes and songs
- I can recognise numbers to ten



Parental Engagement

Secret Storyteller

Stay and Play

Stay and Read

Special Events and Enrichment

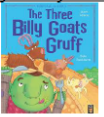
Parent Consultation evenings

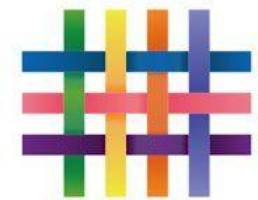
End of term report

Tapestry*

Weekly newsletter

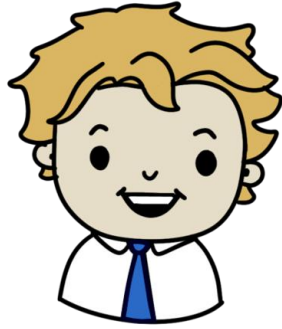


Summer 2 Week 1 – 7 th June 2024.	
Dear Parents and Carers, This week Nursery have enjoyed our traditional story called 'The Three Billy Goats Gruff'. We have joined in with the repeated refrains from the story book 'trip, trap, trip, trap' and 'who's that trip trapping over my bridge'. We had a go at retelling the story with small world toys and puppets. We also tried drawing the characters from the story too. In numeracy we recapped our preposition words <i>on, in, under, behind, near, at the start, at the end, across, in between</i>. The billy goats came to our classroom and we found their hoof-prints and described them with our mathematical words! Mrs Brady-Turner	Important Dates: Thursday 20th June – Water Day Friday 21st June – Occasional Day (school closed) Wednesday 26th June – New to Reception meeting 5pm to 6pm
Story book of the week 	Home Learning: Can you act out the story of the 'Three Billy Goats Gruff'? Can you join in with the repeated refrains? You could have a go at designing and making your own character mask or puppet! 
Phonics Sound of the week This week we have been learning our new sound: k Letter formation rhyme: <i>Down the body, up the arm, down the leg.</i> Challenge: Can you practice writing the letter k? 	Makaton sign of the week  troll
	Nursery rhyme of the week 'Big Bad Troll' <i>(Sung to the theme of 'Three Blind Mice')</i> Big, bad troll, big, bad troll, Under the bridge, under the bridge, Three goats came trotting with big gruff last, The big bad troll wouldn't let them past, He's a big, bad troll! 



TAPESTRY
ONLINE LEARNING
JOURNAL

Transition sessions



- Thursday 9th July 2026: Transition Morning – children meet Miss Battams and the EYFS team and participate in transition activities. Parents join for lunch at 11:20am and served at the hatch at 11.30am (Please order via Arbor by 30th June).

Starting in September 2026

- Wednesday 2nd September - Children return to school 8.40am to 11:45am (Lunch at home)
- Thursday 3rd September – 8:40am to 1:15pm (Lunch at school)
- Friday 4th September – 8:40am to 3:15pm



Any questions?

- Thanks for coming, we look forward to meeting you and your child on 9th July!
- Please explore the table tops for further information
- Feel free to visit the 'pre-loved uniform' sale from our FTW (PTA)

