



Welcome to Nutgrove Methodist Primary School
Reception 2026

Together, let's watch your
child grow!



A gift from Nutgrove
Methodist Primary School.

Plant your seed heart and watch it
grow with your little one.



Executive Headteacher's Welcome

We are excited to be part of
your child's learning journey

Who is Who – Senior Leadership Team



Head of School
Mrs S Taylor



UKS2 Phase Leader
Mrs B Hill



LKS2 Phase Leader
Mrs J Dawes



KS1 Phase Leader
Mrs Z Chalmers

Nutgrove Methodist Primary School



Our school is special

Every child matters

Everyday matters

Learning is fun

Promote equality and kindness

Happiness is a priority

Methodist

Reading is at the heart of the curriculum



Our Vision

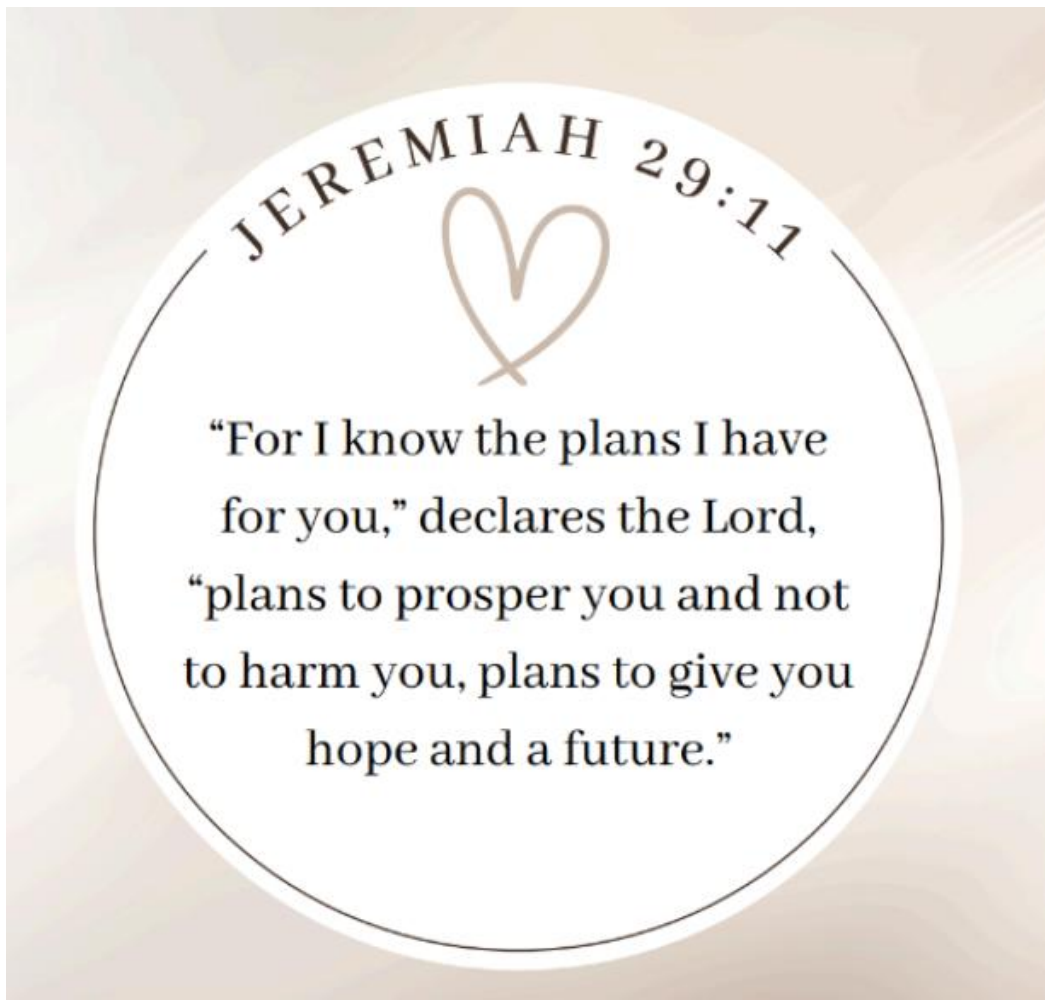
'To be a family of schools working together so all within our communities can flourish and succeed.'



EPWORTH
EDUCATION TRUST



Epworth Education Trust



Our Vision



Christian Values





Mrs Picton – Chair of Governors

Chair's Welcome

Curriculums

Sequenced
Progressive
Connectiveness
Built on research



Science Long Term Plan

Year Group	A1	A2	Sp1	Sp2	Su1	Su2
Reception	Animals and Humans	Materials	Earth and Space	Forces	Living things and their habitats	Sound and Light
Seasonal Changes to be covered continuously through the year – as appropriate.						
Year One	Seasonal Changes	Everyday Materials	Animals including humans	Plants		
Year Two	Living things and their habitats	Uses of Everyday Materials	Animals including humans	Plants		
Year Three	Rocks and soils	Light	Animals including humans	Forces and magnets	Plants	
Year Four	States of matter	Electricity	Animals including humans	Sound	Living things and their habitats	
Year Five	Properties and changes of materials	Earth and Space	Animals including humans	Forces	Living things and their habitats	
Year Six	Electricity	Evolution and Inheritance	Animals including humans	Light	Living things and their habitats	



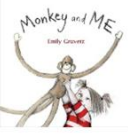

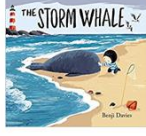
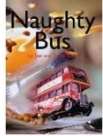
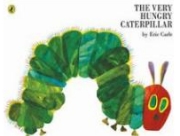

Progression in Skills & Knowledge - Science			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Plants			
Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
Living things and their habitats			
Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.	Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats,	Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.



Progression in Vocabulary - Science			
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Working Scientifically look closely, observe, watch, touch, feel, smell, listen, same, different, compare, ask questions, record, sort, group	Working Scientifically observe, changes, patterns, grouping, sorting, compare, same, different, identify (name), measure, data, record results, drawing, picture, table, tally chart, present, pictogram, block chart, Venn diagram, ask questions, test, investigate, explore, equipment, resources, magnifying glass, hand lens, ruler, tape measure, metre stick, pipette, syringe, spoon, teaspoon, answer questions, interpret results, scientific enquiry, pattern seeking, comparative testing, observing over time, classifying, researching using secondary sources	Working Scientifically practical work, fair testing, relationships, accurate, thermometer, data logger, stopwatch, timer, estimate, data, diagram, identification key, chart, bar chart, prediction, similarity, difference, evidence, information, findings, criteria, values, properties, characteristics, conclusion, explanation, reason, evaluate, improve	Working Scientifically variables, independent variable, dependent variable, control variable, evidence, justify, argument (science), causal relationship, accuracy, precision, scatter graphs, bar graphs, line graphs, force meter
Plants plant, leaf, stem, branch, root, bark, flower, petal, seed, berry, fruit, vegetable, bulb, plant, hole, dig, water, weed, grow, shoot, die, dead, soil, names of plants they grow	Plants leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area	Plants photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (wind dispersal), animal dispersal, water dispersal), air, nutrients, minerals, soil, absorb, transport	
Living things and their habitats plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest)	Living things and their habitats living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet,	Living things and their habitats classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate	Living things and their habitats life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, cuttings vertebrates, fish, amphibians, reptiles, birds, mammals, warm-blooded, cold-

EYFS Curriculum

Sequenced
Progressive
Connectiveness
Built on research

Autumn Term		Spring Term		Summer Term	
English - Writing					
Core Text:	Core Text:	Core Text:	Core Text:	Core Text:	Core Text:
					
Monkey and Me Emily Gravett	The Gingerbread Man Mara Alperin	The Storm Whale Benji Davies	The Naughty Bus Jan Oke	The Very Hungry Caterpillar Eric Carle	Toys in Space Mini Grey
Supporting Texts:	Supporting Texts:	Supporting Texts:	Supporting Texts:	Supporting Texts:	Supporting Texts:
You Choose – Pippa Goodheart I'm special I'm Me – Brenda Burdine Thornton My mum and Dad make me laugh – Nick Sharratt Funny Bones (R) – Allan Ahlberg	Little Red Riding Hood Three Little Pigs Goldilocks Stick Man (R) – Julia Donaldson Dear Santa – Rod Campbell	How to Grow a Dinosaur – Caryl Hart and Edward Eaves The Rainbow Fish – Marcus Pfister Farmer Duck – Martin Waddell Commotion in the Ocean (R) – Giles Andreae	Blown Away – Rob Biddulph Handa's Surprise – Eileen Brown Mr Wolf's Pancakes – Jan Fearnley Range of Non Fiction texts about transport	Tadpoles Promise – Jeanne Willis The Very Hungry Caterpillar – Eric Carle Mad about Minibeasts (R) – Giles Andreae Range of Non-fiction texts about mini beasts	Aliens Love Underpants (R) – Claire Freedman Whatever Next – Jill Murphy Beegu – Alexis Deacon Katie Morag – Mairi Hedderwick

Mathematics					
Routines (WK 1-3)	Number, Shape and Measure (WK 1-3)	Number and Measurement (WK 1-3)	Number and Numerical Patterns (WK 1-3)	Number, Numerical Patterns and Space (WK 1-3)	Numerical Patterns, Space and Measurement (WK 1-3)
<ul style="list-style-type: none"> Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, 	<ul style="list-style-type: none"> Representing 1,2,3 Comparing 1,2,3 Composition 1,2,3 Circles and triangles Positional language 	<ul style="list-style-type: none"> Introducing zero Comparing numbers to 5 Composition of 4 & 5 Comparing mass (2) Comparing capacity 	<ul style="list-style-type: none"> Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 	<ul style="list-style-type: none"> Building numbers beyond 10 Counting numbers beyond 10 Spatial reasoning (1) 	<ul style="list-style-type: none"> Doubling, sharing & grouping Even and odd Spatial reasoning (3) Visualise and build

class routines. Exploring the continuous provision inside and out. Where do things belong?		(2)		Match, rotate, manipulate	
<ul style="list-style-type: none"> Match and sort. Compare amounts. Compare size, mass and capacity. Exploring pattern 	<ul style="list-style-type: none"> Representing numbers to 5 One more and one less Shapes with 4 sides Time 	<ul style="list-style-type: none"> 6, 7 & 8 Combining 2 amounts Making pairs Length and height Time 	<ul style="list-style-type: none"> 3D shapes Spatial awareness Patterns 	<ul style="list-style-type: none"> Adding more Taking away Spatial reasoning (2) Compose and decompose 	<ul style="list-style-type: none"> Deepening understanding Patterns and relationships Spatial reasoning (4) Mapping

Geography – Taught first half terms					
Our School	Hot, Cold and Wet Places	Where should we go on holiday?			
Art - Taught second half terms					
DT - Taught first half terms					
Structures	Food	Textiles			
To create a structure for a set purpose and audience, e.g. a swing, slide or see-saw for baby bear.	To make a fruit kebab for themselves.	Designing, making and evaluating a fabric product, e.g. a simple soft toy.			
PE					
PE Passport Units					
Fine Motor Skills	Personal Challenges	Gymnastics	Rocking and Rolling	Athletics	Dance
PSHE					
Me and my Relationships Social, Moral	Valuing Difference Cultural, Spiritual	Keeping Myself Safe Social, Moral, Cultural	Rights and Responsibilities Moral, Social	Being my Best Spiritual	Growing and Changing Social, Cultural

At Nutgrove we are:



School Rules Habits for Learning High Expectations for all



Habits for learning

Moving Around School	Showing Respect	Taking Pride	Breaktime and Dinner Time	Positive Interactions	Learning Time
<p>Walk on the left.</p> <p>Move around quietly.</p> <p>Look in the direction of travel.</p> <p>Line up in single file.</p> <p>Always accompanied by an adult when moving as a class.</p> <p>Pupil at the front of the line holds the door open for the class.</p> <p>Carry snacks to the playground instead of eating on corridors.</p>	<p>Pick items up from the floor.</p> <p>Hold doors open.</p> <p>Demonstrate good manners.</p> <p>Say thank you.</p> <p>Allow others to pass on corridors (give way).</p> <p>Respond to the Clap-Response signal straight away.</p> <p>Follow the 1-2-3 movement signals for all transitions.</p>	<p>Wear your uniform with pride.</p> <p>Look after books and belongings.</p> <p>Hang coat and bag on peg.</p> <p>Store lunchboxes neatly in the correct tubs.</p> <p>Resources away and chair under table before leaving the room</p> <p>Be a positive role model.</p> <p>Take ownership of the Habits for Learning.</p>	<p>Line up quietly, in a single file line, facing forward when collecting lunch.</p> <p>Collect your drink before you sit down at your table.</p> <p>Eat quietly having conversations on your table.</p> <p>Stay seated whilst eating until directed by an adult to move.</p> <p>Tidy up your own plates. No food to be dropped on the floor.</p> <p>Use reflection area quietly and respectfully.</p> <p>Engage in games with playleaders.</p> <p>Play in your designated zone.</p>	<p>Make eye contact with adults.</p> <p>Say 'good morning' or 'good afternoon.'</p> <p>Say 'please' and 'thank you' when asking for something.</p> <p>Listen when others are speaking and wait your turn to respond.</p> <p>Use kind words.</p>	<p>Sit up straight following correct seating position model.</p> <p>Speak at appropriate volumes.</p> <p>Raise your hand to show you would like to speak.</p> <p>Have the same high expectations with all adults that teach you.</p>

Ready and Respectful Expectations

- Eyes looking
- Mouths Closed
- Body Still
- Ears listening
- Brain focused

The expectation of pupils



Children as Leaders

We are developing lots of leadership roles for our children in school. I am proud to introduce our newly elected leaders below:



House Captains:

Red: Ivor, Ellana
Green: Minahil, Leo R
Blue: Isla F, Zach
Yellow: Olivia B, Charlie FT.



School Council:

Y6 Zac and Jemima
Y5 Charlie T, Libby F
Y4 Alice and Joseph Lynch
Y3 Sam and Tilly
Y2 Myla and Teddy



Ethos Committee:

Year 3:
Year 4: Jacob W, Phoebe F,
Evie M
Year 5: Holly M, Aiden C, Hallie
Year 6: Eliana, Isla, Minahill



Worship Leaders:

From Year 6:
Mondays - Jemima, Olivia B
Wednesdays - Ariyan, Leo R
Thursdays - Zach, Reuben
Fridays - Leo H, Charlie FW, Tristan



Y6 EYFS Buddies

As part of our drive to develop young leaders across school, we are delighted to introduce our Y6-EYFS Buddies. These Year 6 children have kindly volunteered to support our EYFS pupils during worship by modelling how to enter and leave worship in line with our Habits for Learning.

At lunchtime, our buddies and their EYFS partners enjoy lunch together before heading out to the playground, where the Y6 children organise fun games and activities for everyone to enjoy. They are already working incredibly hard in their new roles and will be taking part in training over the next two weeks with the team from St Helens Council (SHAPES - St Helens Association for Physical Education & Sport). This training will help them to plan and organise engaging playtime games even more effectively.

We are so proud of our new Y6-EYFS Buddies and the wonderful start they've made!



Roles and Responsibilities – Child as Leaders



We are shaping the future!

At Nutgrove Methodist Primary School, we recognise that our children are the leaders of the future and therefore provide a range of opportunities for children to develop their leadership skills. We believe that nurturing children's sense of responsibility and willingness to lead is a key element of preparing children to become productive and considerate citizens in the wider world.

Head of School Message

Each half term, we will be sending a focused SEND newsletter to all our families to provide key dates and information for anyone on the Special Educational Needs and Disabilities (SEND) list. The aim is to provide up to date information and have a focus on each of the areas of need across the year with signposting as appropriate. This term, we explain our graduated approach and key review dates for the year. You will have been informed if your child is on the SEND list and will have met with the class teacher or the Special Educational Needs and Disability Coordinator (SENDCO) to share any initial concerns. We are sending this newsletter to all our families as you may find some of the information useful. If you ever have any concerns about your child, please don't hesitate to get in touch and make an appointment with myself, the Key Stage lead or the SENCO. If your child's teacher ever has a concern about your child's development, you will be

SEND Newsletter

19/09/25



Website: [Nutgrove Methodist Primary School – My Best, Always Everywhere.](#)



Our Graduated Approach

In line with the SEND Code of Practice 2015, we follow a graduated approach of support. The details of each level can be seen on the next page as well as a brief description of what each level of need may look like in our school. Every child and family is unique so we do adapt the support as needed to ensure it is as effective as possible, however this provides a guide. **If there is a need for further meetings, we do operate an open door policy so please don't hesitate to contact us. We also have opportunities for informal feedback during the half term.** We are working hard to be increasingly clear with parents about what stage their child is up to and this is recorded on their paperwork. We use the following levels of need:

Level of need	Level of Support
Low Level Need (i) LLN (i)	All About Me—check-ins predominantly with the teacher Updated termly; October, February, June (in line with parents evening) Extended parent evening appointments will be offered.
Low Level Need (ii) LLN (ii)	All About Me —check-ins predominantly with the teacher (unless needs are escalating) 3 Assess Plan Do review plans printed and signed (within parents evening) Updated termly; October, February, June (in line with parents evening) Extended parent evening appointments will be offered.

Dates for your Diary—for dates further ahead, please visit the calendar on the school website.

School Calendar

10th Nov	SEND information / Coffee & Cake 2pm —Wesley Room—all welcome, drop-in Focus: The Graduated Approach
17th Nov	LLN / HLN Reviews Parent Evening & All about Me / APDR review — extended appointments
w/c 15th Dec	HLN Reviews Paperwork updates and phone calls
12th Jan	SEND information / Coffee & Cake 2pm —Wesley Room—all welcome, drop-in Focus: Supporting social, emotional & mental health
March	LLN / HLN Reviews Parent Evening & All about Me / APDR review — extended appointments
2nd Mar	SEND information / Coffee & Cake 2pm —Wesley Room—all welcome, drop-in Focus: Supporting communication and interaction
27th Apr	SEND information / Coffee & Cake 2pm —Wesley Room—all welcome, drop-in Focus: Supporting cognition & learning

SEND

Experienced SENDCo – Mrs Dawes
Robust graduated approach

Aim to support all child

Clear, robust processes

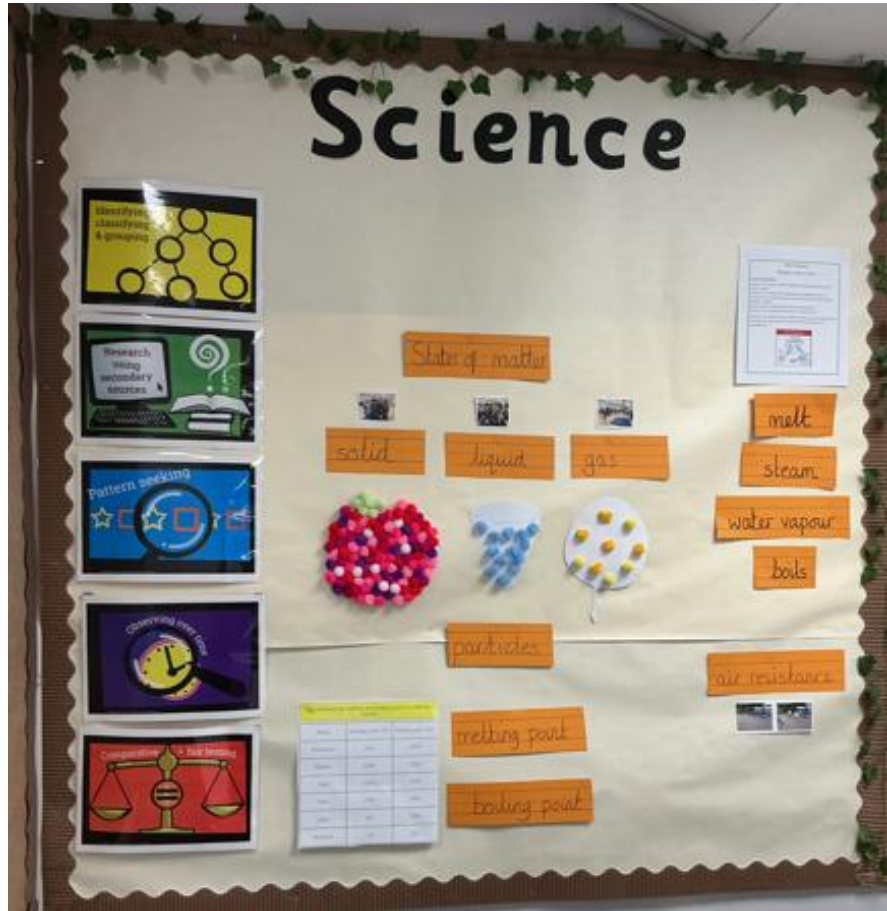
APDRs – Assess, plan, do, review

All About Me

Coffee afternoons across the year

SEND newsletter for the whole year

Consistent Learning Environments



Supporting all children within classrooms



As explained last week, part of our ongoing commitment to supporting the wellbeing of all pupils, we have introduced the Zones of Regulation across our classrooms. This is a framework designed to help children develop greater awareness of their emotions and to equip them with strategies to manage how they feel in a healthy and constructive way. These are our new posters to support implementing the Zones of Regulation in school:

Rewards and Positivity



Christian Values Champion

Nutgrove's Christian Values are:

Presented to _____

For displaying _____

Date _____ Signed _____

This Week's Awards

Well done to our Award winners this week:

Christian Values Champion



Star of the Week



EYFS Valli	EYFS Harper
Year 1 Isla C	Year 1 Neela
Year 2 Emilia	Year 2 Leighton
Year 3 Samuel	Year 3 Pippa
Year 4 Alicia L	Year 4 Isla B
Year 5 Cecily	Year 5 Reggie
Year 6 John	Year 6 Olivia M



Mrs Taylor's Kindness Award

Well done to the following children who received kindness awards this week for being 'kind':



Alicia in Y4 for kindly donating a shell, representing our school logo, for our reflection table in our school hall.

Daisy, Evie, Poppy, Libby and Holly in Y5 for kindly giving senior leaders lots of information about dinner times.



Willow and Olivia B in Y6 for showing such kindness helping our cooks and staff organise the dinner hall at the end of each dinner.

Mrs Best's Golden Broom Award

Winner: Year 4

Well done winning Mrs Best's Golden Broom Award this week. Thank you for keeping your classroom tidy by keeping tables straight and tucking in chairs. Keep up the good work!



Infinite 8 and our Wider Offer

It is an offer that takes into account the element of school life beyond the taught curriculum. It is hoped that by offering these opportunities, children will be active in their learning, enjoying the leisure to learn and follow personal journeys of self-discovery and reflection.



Parent/carers Quotes

It feels like a calm, welcoming school the minute you walk into the building. All children are happy and are kind to each other.

I just want to express my gratitude towards my son's Y2 teachers. They have showed my son so much support, care and attention, I am beyond grateful for giving Leighton the drive to learn. I have noticed a different attitude and approach towards his reading. I hope you pass this on to the three of them because they need be aware of how much they have continued to change my son.

The children have settled so well, and everyone is so welcoming to her and the children.

Thank you for all your support over the past few years. The boys have enjoyed being at Nutgrove school.

Child Quotes

We have lots of new roles in school like play leaders, worship leaders, Ethos Committee and School Council. We also have house captains. The roles give us new jobs to do and I like helping in EYFS – Rueben Y6

We love our school rules – they keep us safe and happy.
Thomas Y3

We have new laptops, and they are great! We do lots of learning on laptops and ipads which is fun and helps us to learn –
Isla Y3

We have more clubs now. I love doing dodgeball–
Aiden Y5

EYFS Staff

Miss Maguire






Mrs Storey







Early years foundation stage

Prime areas

Personal, social & emotional development	Communication & language	Physical development
<ul style="list-style-type: none"> • Self regulation • Managing self • Building relationships 	<ul style="list-style-type: none"> • Listening, attention & understanding • Speaking 	<ul style="list-style-type: none"> • Gross motor skills • Fine motor skills 

Specific areas

Literacy	Mathematics	Understanding the world	Expressive art and design
<ul style="list-style-type: none"> • Comprehension • Word reading • Writing 	<ul style="list-style-type: none"> • Number • Numerical patterns 	<ul style="list-style-type: none"> • Past and present • People, cultures & communities • Natural world 	<ul style="list-style-type: none"> • Being creative with materials • Being imaginative & expressive 

Learning in reception

Directed activities

Curriculum through focused activity and group activities

Enhanced provision

Resources, provocations, trips and visitors that support our focused text and learning objectives

Continuous provision

High quality learning environment that supports all areas of the EYFS indoors and out

Phonics - Little Wandle



We follow a systematic synthetic phonics scheme called Little Wandle. This scheme supports children with their early reading by teaching reading and writing by connecting the sounds of spoken language (phonemes) with the letters that represent them (graphemes).

Maths







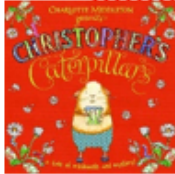

In EYFS the teaching of Maths is based on White Rose Maths, the Trust Curriculum, and the individual needs of the cohort.

We teach Maths through a CPA approach (concrete, pictorial and abstract) to ensure that all learners are given a chance to learn to the best of their ability.

Here are some aspects that we teach:

- Number recognition
- Counting and subitising
- Number patterns
- Mass & capacity
- Height and length
- 2D and 3D shapes
- Position
- Sequencing and time

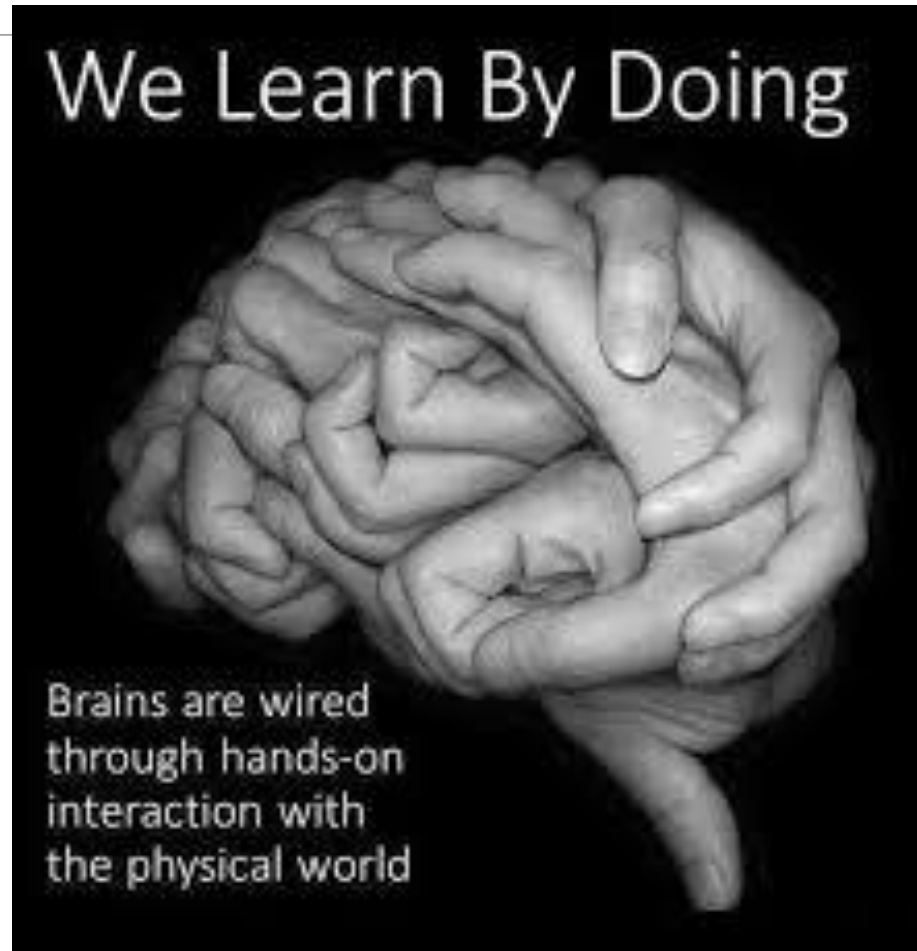
Books are central to our curriculum

<p>Quality Texts</p>	<p>Monkey and Me (R) – Emily Gravett</p>  <p>You Choose – Pippa Goodheart</p>	<p>Gingerbread Man</p>  <p>Little Red Riding Hood Three Little Pigs Goldilocks</p>	<p>Storm Whale – Benji Davies</p>  <p>How to Grow a Dinosaur - Caryl Hart and Edward Eaves</p>	<p>The Naughty Bus- Jan Oke</p>  <p>Blown Away – Rob Biddulph Handa's Surprise – Eileen Brown</p>	<p>Christopher's Caterpillars – Charlotte Middleton</p>  <p>Tadpoles Promise – Jeanne Willis</p>	<p>Toys in Space – Mini Grey</p>  <p>Aliens Love Underpants (R) – Claire Freedman</p>
<p>Other Texts</p>	<p>I'm special I'm Me – Brenda Burdine Thornton My mum and Dad make me laugh – Nick Sharratt Funny Bones (R) – Allan Ahlberg Non-fiction texts about people</p>	<p>Stick Man (R) – Julia Donaldson Dear Santa – Rod Campbell</p>	<p>The Rainbow Fish – Marcus Pfister Farmer Duck – Martin Waddell Commotion in the Ocean (R) – Giles Andreae</p>	<p>Mr Wolf's Pancakes – Jan Fearnley Range of Non Fiction texts about transport Transport Poems (R)</p>	<p>The Very Hungry Caterpillar – Eric Carle Mad about Minibeasts (R) – Giles Andreae Range of Non-fiction texts about mini beasts</p>	<p>Whatever Next – Jill Murphy Beegu – Alexis Deacon Katie Morag – Mairi Hedderwick</p>

Building, curiosity, vocabulary, understanding.

Learning in the provision

Children will be given the opportunity to play, create and engage in hands on discovery to consolidate learning and deepen their understanding.





Our Provision helps children to create...



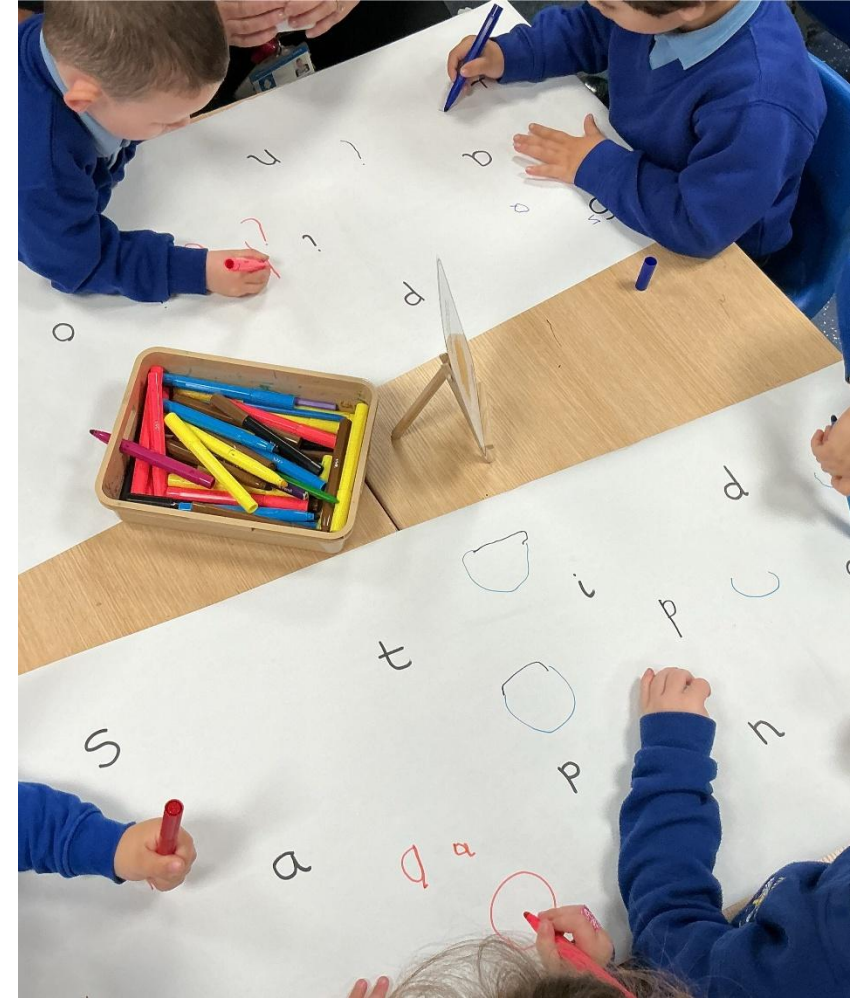
Our Provision helps children to imagine...



Our Provision helps children to explore nature...



Our Provision helps children to develop...



Our Provision helps children to be challenged...



Our Provision helps children to be unique...

A day in Reception



Nutgrove Methodist
Primary School

Reception Class Timetable – Autumn 1



	8.45am-8.50am	8.50am-9.00am	8.55am-9.15am	9.15-9:35	9:35-10:15	10:15 – 10:25	10:25 – 10:35	10:35 – 11:10	11:10-11:20	11:20-12pm	12pm – 1pm	1pm	1:05 – 1:15	1:15-2pm	2-2:10pm	2:10-3pm	3pm-3:20pm
Monday	Welcome and morning tasks	Registration	Worship	Phonics	CP	English	Snack	CP	Maths	CP	Dinner Classes collected at 12.55pm	Registration	PSED	PE	Key Worker	CP	Storytime
Tuesday	Welcome and morning tasks		Worship	Phonics	CP	English	Snack	CP	Maths	CP			UTW (Geog)	CP	Key Worker	CP	Storytime
Wednesday	Welcome and morning tasks		Rhyme Time	Phonics	CP (worship at 10)	English	Snack	CP	Maths	CP			UTW (Science)	CP	Key Worker	CP	Storytime
Thursday	Welcome and morning tasks		Worship	Phonics	CP	English	Snack	CP	Maths	CP			RE	CP	Key Worker	CP	Storytime
Friday	Welcome and morning tasks		Worship	Phonics	CP	English	Snack	CP	Maths	CP			EAD (DT)	CP	EAD (Music)	CP	Storytime

Uniform

School Uniform

Charcoal grey skirt, culottes or trousers

Light blue polo shirt either with or without school logo or light blue shirt with tie

Royal blue school cardigan or sweatshirt either plain or with school logo

White or grey socks and white or grey tights

Plain black shoes (no heels) or plain black trainers (not astroturf trainers or football-style footwear *or any visible labels*)

The first few weeks

BASELINE ASSESSMENT:

DURING YOUR CHILD'S FIRST FEW WEEKS, WE ARE REQUIRED TO COMPLETE A SHORT-TASKED BASED ASSESSMENT OF YOUR CHILD'S EARLY LITERACY, COMMUNICATION, LANGUAGE AND MATHEMATICS SKILLS. THIS WILL HELP US UNDERSTAND THERE STARTING POINTS AND PLAN FUTURE LEARNING



RELATIONSHIPS AND ROUTINES:

WE WILL PRIORITISE RELATIONSHIPS DURING THE FIRST FEW WEEKS, SPENDING QUALITY TIME WITH ALL CHILDREN GETTING TO KNOW THEIR INTERESTS, HELPING THEM TO LEARN ROUTINES AND DEVELOP A SENSE OF BELONGING.

School readiness

- Spend time away from parents, learning they can be looked after by caring adults
- Start to recognise their feelings and developed ways to calm
- Use the toilet unaccompanied (wipe bottom and wash hands)
- Get dressed with little help, e.g. after using the toilet or doing PE
- Eat with cutlery and drink from an open cup
- Share and take turns
- Understand simple boundaries and instructions
- Establish positive sleep/wake patterns



Parent partnership

- Share achievements and special moments
- Let us know about significant events/changing in your child's life
- Pastoral support
- Stay and play sessions
- Story sessions
- Whole school events

A message from Mrs Taylor

We've had such a wonderful week back in school after the half-term break! It's been lovely to see the children return with smiles on their faces and plenty of enthusiasm for the new half term ahead.

On Tuesday, our school governors led worship, taking the time to introduce themselves to the children and explain the important role they play in school life. It was a great opportunity for the children to understand how governors help support and guide our school community.

This week also saw the exciting start of our eight after-school clubs, including football, rugby, karate, crafts and puzzles, and more! The laughter and fun heard around school – especially on Wednesday evening, while staff were in training until 6.30pm – really brightened up the day. One child came out of rugby club beaming and said, "I loved it! I'm going to ask my mum if I can join a rugby team now!" Moments like that are exactly what we hope for – if our clubs spark new passions and interests in our children, then that's a wonderful success!

We also had a very special and unexpected visit in EYFS when a rare moth was found at a local allotment. The visitors kindly brought it in to show our children, who were absolutely fascinated to learn more about this unusual insect. It was a fantastic, hands-on learning opportunity that truly captured their curiosity. It's been a busy, joyful week full of learning, laughter, and discovery – a fantastic way to begin the half term!

Contacting School

Please speak to SLT on the gate or class teachers at the end of the day as first port of call.

 **01744 678400**
 office@nutgrove.epworthtrust.org.uk

Attendance Matters

WEEKLY WINNERS!
 1st Highest attendance - Y3
 2nd Highest attendance - EYFS

The whole school attendance this week is 94.32%



Next Week

Monday 10.11.25	Anti-bullying week Odd Socks Day - wear odd socks Forest School Y5 Y6 until 4.15pm Puzzle Club Y3 Y4 until 4.15pm Football Y5 Y6 until 4.15pm
Tuesday 11.11.25	Remembrance Day Drawing Club Y3 Y4 until 4.15pm Arts and Crafts Y1 Y2 until 4.15pm Rugby Y5 Y6 until 4.15pm
Wednesday 12.11.25	Deacon Helen's Worship Ethos Committee Meeting Football Y3 Y4 until 4.15pm
Thursday 13.11.25	Children in Need - dress in spots&donate please via Arbor Karate Y1 Y2 until 4.15pm School Council Meeting 9am Celebration Praise (check dojo/Arbor Tuesday for winners' invites)
Friday 14.11.25	



Curriculum Showcase

EYFS

We are so impressed with how the children in Reception have settled into school life. Over the past two weeks we have been "exploring our learning" both inside and outside whilst getting familiar with the school routines and expectations. The children have been getting to know each other, and us, by discussing their likes and dislikes, their family life, how they are all unique, and by having lots of fun. Well done, Reception, we are so proud of you!



AUTUMN TERM SAVE THE DATE

Wed 10.9	Deacon Helen Worships begin weekly for whole school worships for children
Thurs 11.9 12.30pm-2.30pm	Y6 swimming lessons start every Thursday until October half term
Fri 12.9	Celebration Praise 9am worships begin every Friday Star of the Week and Christian Value Champions parents/carers will be invited in each week to join us
Mon 15.9	EYFS start full time
Mon 15.9	Meet the Teacher Meetings in individual classrooms at 9am for all classes
Mon 15.9	Autumn 1 clubs to start
Tues 30.9	Smoothwall workshops for Y3-Y6 on keeping safe online
Wed 1.10	Harvest festival - food donations please
Fri 10.10	Hello Yellow Day Wear yellow and donate to mental health charity
Mon 27th - Fri 31.10	Half Term



Arbor

Keep up-to-date and get involved



PTFA Update



Nutgrove PTFA would like to invite you to the uniform and book store.

This event will take place on Thursday 23rd October on the KS1 playground (in the hall if it rains), we will communicate this closer to the time.

All items will be priced at £1.

If you have any old or unused uniform or books please bring them to the office or your child can bring it to the classroom. We will be accepting donation until Wednesday 22nd October. Please ensure that uniform and books are in a good condition.

Thanks,
 Nutgrove PTFA

Visit to EYFS

Staff and governors will be available in the EYFS classroom and hall to answer any questions.

Uniform examples are at the back of the hall.

Refreshments also available.