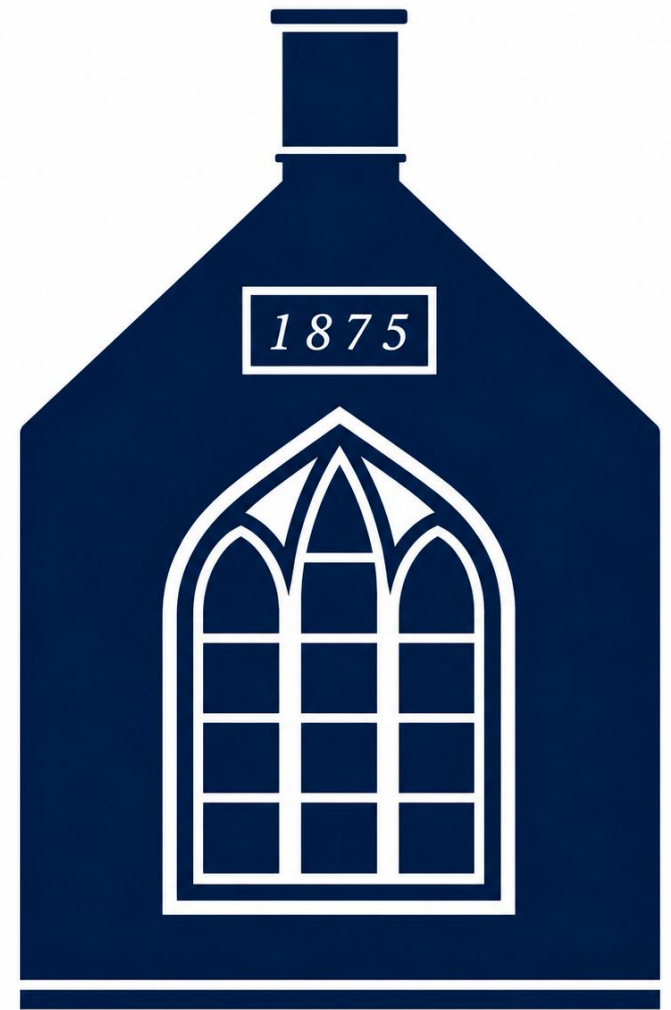


Enstone Primary School Class Welcome Meeting September 2026

Welcome to Glyme Class

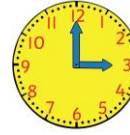
Staff: Mrs Griffith, Miss Tuckey, Miss Young and

Mrs Moore



Our weekly
timetable:
P.E. days and
other things to
note.

Our Timetable



	8:40-9:00	9:00-9:15	9:15-9:30	9:30-10:30	11:00-11:45	1:00-2:50	
Tuesday	Self-registration Morning activity	Lunches Visual timetable Calendar	Phonics	Drawing Club Choosing Time Snack	Maths Choosing Time	Funky Fingers/Dough Gym Topic Choosing Time	Story/singing and prepare for home time

P.E takes place on a Monday and Friday.

Please make sure that your child's P.E kit is in school at all times.



Sonny the Bear – Our 'Star of the Week' takes Sonny home for the weekend! We would love your child to draw a picture of something that they got up to with Sonny during his stay. It could be a trip to the park, playing in the garden or watching a favourite movie. Please return Sonny's diary by the Friday of the following week.



Our weekly
timetable:
P.E. days and
other things to
note.



ClassDojo

This year will keep you updated using Class Dojo.

Over the coming days we will send parents an invitation to join via email.

We will share photographs and videos using this platform.

What will your child be learning this term?

Maths - Match, sort and compare objects, numbers 1-5, circles, triangles, squares and rectangles.

Phonics - To identify the initial sound in words and begin to orally blend sounds in short words e.g. cat, dog.

Drawing Club - It uses characters, stories, and "magic" to develop fine motor skills, vocabulary, and a love for writing through engaging and themed drawing adventures.

Science - Animals, plants, materials and seasonal changes.

A Peek into the Past - Looking at memories and experiences from their own past and comment on images of familiar situations in the past.

Outdoor Adventure - Using the senses to explore and describe the natural world around them whilst outdoors; understanding the effect of changing seasons.

Marvellous Mark Making - Exploring mark making through different drawing materials.

Junk Modelling - Experiment using a combination of materials and joining techniques in the junk modelling area.

What will your child be learning this term?

P.E - Gymnastics, dance and games

R.E. - What makes people special?
What is Christmas?

P.S.H.E - Managing and naming feelings, recognising differences, learning how to be kind and show responsibility.

Music - A variety of nursery rhymes

ENSTONE PRIMARY EYFS OVERVIEW Academic Year 2026 - 2027

Themes	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Core Texts	 The Leaf Thief by Alice Hemming  Brown Bear, Brown Bear by Bill Martin Jr.  Find Your Happy by Emily Goodhead  From Head to Toe by Eric Carle	 Little Owl and the Starry Night by Murphy  The Stick Men by John Donalson  Ten Little Dinosaurs by Mike Brownlow  The Snow Thief by Alice Hemming	 The Snow Thief by Alice Hemming  The Polar Bear and the Snow Cloud by Jane Coleman  Compassionate People Who Changed the World by Heidi Pitlor  The Snow Thief by Alice Hemming	 We're Going on a Treasure Hunt by Laura Hughes  We're Going on a Treasure Hunt by Laura Hughes  We're Going on a Treasure Hunt by Laura Hughes  We're Going on a Treasure Hunt by Laura Hughes	 Jack and the Beanstalk  We're Going on a Treasure Hunt by Laura Hughes  We're Going on a Treasure Hunt by Laura Hughes  We're Going on a Treasure Hunt by Laura Hughes	 The Gnome and the Clockwork by Helen Hughes  The Gnome and the Clockwork by Helen Hughes  The Gnome and the Clockwork by Helen Hughes  The Gnome and the Clockwork by Helen Hughes

Enstone Primary EYFS Progression of Skills						
Early Years Foundation Stage Aims: The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The EYFS seeks to provide: • Quality and consistency in early years settings, so that every child makes good progress and no child gets left behind • A secure foundation through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly • Partnership working between practitioners and with parents and/or carers • Equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported.						
Communication and Language ELO Listening, Attention and Understanding • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELO Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.						
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	To follow two-step instructions.	To listen carefully at story time and retain what has been heard and recall key points.	To switch attention from one task to another.	To listen carefully and understand why listening is important.	To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	To hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
	To contribute sensible comments to discussions and conversations.	To respond to a series of instructions.	To follow complex instructions.	Listeners carefully to rhymes and songs, paying attention to how they sound.	To make comments about what they have heard and ask questions to clarify their understanding.	

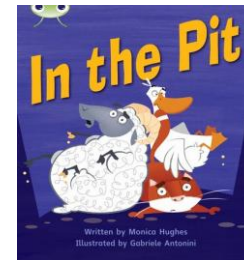
Homework
arrangements
and
expectations.

Please take a
handout about
reading at
home.

Reading

The children will be given a reading book to take home within the next few weeks.

Please make a note in the reading diary when an adult at home has listened to your child read.



The importance of naming your child's belongings!

Please name your child's uniform, school shoes, P.E. kit, trainers, lunch box, water bottle and anything else you don't want to lose!

WHY IT MATTERS



Helps us
return lost items
quickly.



Reduces loss
and saves
money.



Keeps items
together and
easy to find.



Promotes
independence and
responsibility.



Collection arrangements.

- It is important that we know who has permission to collect your child from school. If we are not sure about the adult asking to take them, we will not hand them over!
- You will be asked to provide names of permitted adults to the school office. Teachers keep lists of who is allowed to collect who and need to adhere to these.
- It can be embarrassing for staff and friends/family if we are not certain and have to challenge a request to collect a child. Please help us by making sure we have clear guidance from you about who your child can go home with.

The use of fidget toys.

- We have a strong focus on mental health and emotional wellbeing, and we teach the children skills of self-regulation and strategies that they can use if they are feeling “out of sorts” for some reason.
- Some children may benefit from use of a “fidget toy” in certain circumstances, but not everyone needs one and those who do have them don’t necessarily need them all the time.
- The use of fidget toys is at the discretion of the class teacher, based on an assessed need.
- Please do not send fidget toys into school for your child. If we believe they would benefit from this strategy, we will provide a suitable resource.
- Have you downloaded the My Happy Mind app? If not, please take a handout and check this out!

The importance of good attendance.

(Please take a handout)

WHY ATTENDANCE MATTERS



Better learning

Children learn more and make better progress when they attend school every day.



Stronger friendships

Being in school helps children build friendships and feel part of our school family.



Good for wellbeing

Routine and positive relationships at school support good mental health and confidence.



Opportunities for all

Your child won't miss out on important lessons, activities, trips and special events.

Where can I find out more?

- The school calendar on the website will be kept up to date with all the latest information. Did you know you can sync your smart phone to this?
- Newsletters are sent out every Friday. We hope you will take the time to read these in full, but if you are in a hurry there is always a REMINDERS section at the bottom which lists upcoming events.
- Meetings with teachers. We will have individual meetings on our two Parents' Evenings which are Monday 5th and Thursday 8th October. You will be sent a booking link nearer the time.
- We are also happy to meet with you to chat through any concerns or questions – after school is always best and if you are able to arrange a time in advance, we can be sure to give you our full attention.

Any questions?

Thank you for
coming. We
look forward to
a great year
with your child.

