

Reception 2026



Good evening and welcome!

Please check the tables at the back of the room

- Complete the friendships in other settings form
- Fill in the names for books and drawers form, if you would like your child's name shortened (eg. Benjamin to Ben)

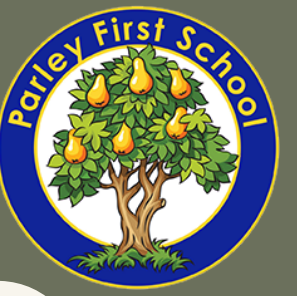
Your partnership with Parley First School



‘The goal of early childhood education should be to activate the child’s own natural desire to learn.’

Maria Montessori

Why does your child come to school?





‘Each of us is meant to have a character of our own, to be what no other can exactly be, and do what no other can exactly do.’

William Ellery Channing

The Reception Team



Teachers



Mrs Wyatt-Jones



Mrs Knight

What has happened already?



- You have been offered a place for your child
- You have completed the forms what we sent you online
- Staff have made contact or visited pre-school settings



Induction process

- Transition visits; Tuesday 2nd or Wednesday 3rd June 1.15-2.30
- Everyone on Thursday 11th June 1.15 - 2.30
- Everyone on the morning of Friday 26th June 9.30-11.30
- Class letters will be handed out - Friday 26th June
- Home visits; 3rd - 5th September
- Staggered entry - morning and day visits
- 16th September - all children attend for the morning 8.45 - 11.45
- 17th September - all children start full time



What will my child need?

- Uniform – please see our website
- PE kit; blue/black shorts, blue Parley t-shirt, trainers (preferably velcro fastening), joggers and hoodie/sweatshirt
- Wellies to be stored for Forest School
- Forest School outfit
- Snack – fruit or vegetable only in a named pot
- Drink of water, water only due to spillages, in a named bottle
- Book bag
- No ruck sacks please
- Don't forget names!



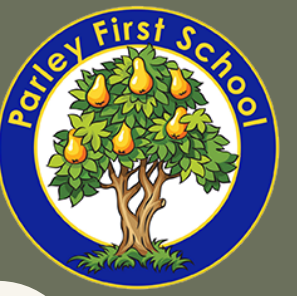


What options are there for my child?

- Free school milk - www.coolmilk.com until your child is 5 yrs old
- Free fruit
- Lunches - <https://www.parley.dorset.sch.uk/parents/lunch-arrangments/>
- Pear Drops - breakfast and after school club

WHISKED <i>by Clearside</i>	MONDAY	TUESDAY	WEDNESDAY <i>The carvery</i>	THURSDAY	FRIDAY
MAIN COURSE	PEPPERONI PIZZA MADE WITH OUR SUPER 7 SAUCE	COWBOY HOTPOT SAUSAGE & MIXED BEANS IN OUR SUPER 7 SAUCE TOPPED WITH SLICED POTATO	ROAST CHICKEN	PASTA BOLOGNAISE	FISH FINGERS AND CHIPS
SIDES	SWEETCORN BAKED WEDGES	BROCCOLI	YORKSHIRE PUDDING STUFFING RUFFLED 'SKIN ON' ROASTIES CARROTS, PEAS AND GRAVY	GARLIC BREAD	BAKED BEANS OR GARDEN PEAS
MEAT-FREE	MARGHERITA PIZZA MADE WITH OUR SUPER 7 SAUCE	VEGGIE COWBOY HOTPOT VEGGIE SAUSAGE & MIXED BEANS IN A SMOKEY SUPER 7 SAUCE TOPPED WITH SLICED POTATO	ROAST VEGETABLE TAGINE	VEGGIE CHILLI & RICE	QUORN NUGGETS AND CHIPS
DESSERTS	UNICORN SPONGE	CHOCOLATE ORANGE CAKE	FRUIT JELLY	FRUIT YOGHURTS	CHOCOLATE SPONGE
AVAILABLE DAILY	FRESH BAKED BAGUETTE Choice of ham, cheese or Tuna mayo.		HOMEMADE FRESH BREAD ALSO AVAILABLE DAILY FROM THE BREAD STATION	OUR MEAT IS RED TRACTOR APPROVED! 	Autumn / Winter 2025_26
HOT PASTA BAR Freshly cooked pasta served in a homemade super 7 tomato sauce.	OVEN BAKED JACKET POTATO CHOOSE: served plain with cheese with beans Tuna mayo		ALLERGENS & INTOLERANCES 	WEEK ONE 1	Dates: 3/11 - 24/11 15/12 - 5/1 - 26/1 9/3 - 30/3
				Ferndown & Delivered Whisked Autumn Winter 25/26	

Pupil Premium



Based on the following

- Financial situation
- Service Children
- LAC – Looked After Children
- PLAC – Post Looked After Children

Please contact the school office for more details.

Advice and support



Our Request for Support Form aims to provide every Parent/Carer, school staff, GP or other services (with parental consent), the opportunity to discuss any aspect of a child's health or wellbeing with a member of the School Nursing Team, either via a virtual appointment, face to face or via telephone, where appropriate.

School Nursing can support you with advice on the following:

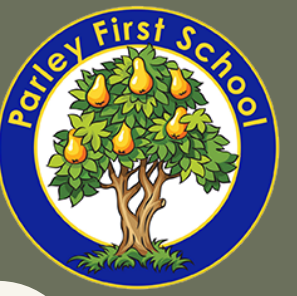
- Bed wetting
- Behaviour
- Nutritional advice
- Sleep
- Toileting
- Emotional Wellbeing
- General Health and wellbeing advice

NHS

**Dorset HealthCare
University**

NHS Foundation Trust

Important information

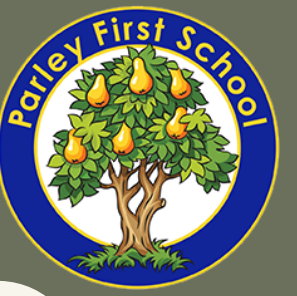


- Emergency details need to be up to date with the Office
- Absence - please report this via Arbor or leave a message on the answer phone
- Collection of child - please leave a message on the gate
- Curriculum information evening - October



School Readiness

What to expect in the Early Years
Foundation Stage



Seven areas of learning and development in the EYFS

Three prime areas that are crucial of igniting curiosity and enthusiasm for learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

The three prime areas are strengthened and applied through four specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Physical development – every movement counts!



- Important for children to be physically active and to eat well
- Children learn through their bodies
- Every time they move; their brains build connections
- Develops balance, posture and coordination
- Foundations to being ready to sit still and concentrate
- Encourages development of hand eye coordination for reading and writing
- Learning about what their bodies can do
- Learning about social rules and managing their feelings

Physical activity for early years
(birth – 5 years)

Active children are healthy, happy,
school ready and sleep better

BUILDS RELATIONSHIPS & SOCIAL SKILLS	MAINTAINS HEALTH & WEIGHT	CONTRIBUTES TO BRAIN DEVELOPMENT & LEARNING
IMPROVES SLEEP	DEVELOPS MUSCLES & BONES	ENCOURAGES MOVEMENT & CO-ORDINATION

Every movement counts

Aim for at least **3 Hours** across everyday

PLAYGROUND				
JUMP	CLIMB			
MESSY PLAY	THROW/CATCH	SKIP		
OBJECT PLAY	DANCE	GAMES	PLAY	
TUMMY TIME	SWIM	WALK	SCOOT	BIKE

Move more. Sit less. Play together



4 and 5 year olds: how can you help me with my learning?

Communication and Language

- Play games with where I have to listen to your instructions such as a treasure hunt
- Share a wide range of books and stories with me, including non-fiction and poetry
- Talk out loud, commenting on your actions and mine. This helps me hear clear, well-formed sentences
- Encourage me to have lots of back and forth conversations with other children and adults

Physical Development

- Give me time and space to be highly active and get out of breath every day
- Encourage me to crawl on all fours, climb, pull myself up on a rope and hang on monkey bars. These help me develop the strength I need for writing
- Let me use one handed-tools like peelers and knives for cutting

Personal, Social and Emotional Development

- Listen carefully to me. Encourage me to express my feelings using words
- Help me solve problems by talking them through with me. This will help me keep going even when I find it really hard

4 and 5 year olds: how can you help me with my learning?



Mathematics

- Name small groups of things “There are three slices of pizza left”
- Ask me to count out a number of things from a group “Could you get my 6 eggs please?”
- Make number snap or bingo with numerals and pictures. Match the numerals with the right amount
- Make patterns with objects

Understanding the World

- Share photos and tell stories about my family, both past and present
- Take me to places of local importance in my community
- Let me help you cook. Talk about big changes such as ‘melting’ or ‘boiling’

Literacy

- Keep reading with me everyday. Share books that let me see people of difference races, cultures, gender and religion
- Play games with me where you give me an instruction “Can you h-o-p?”
- Let me make up stories
- Make a photo book of our family or when we went to the park and let me write my own words in it.

Expressive Arts and Design

- Sing and dance with me when we hear our favourite songs
- Give me string, scissors, glue, sticky tape and boxes to make a model

Check points



Communication and Language

- Can I use sentences with 4-6 words?
- Can I use sentences with joining words such as 'because', 'or', 'and'?
- Can I use different tenses? "I am going to the shop" or "I went to the park"
- Can I answer simple 'why' questions?

Personal, Social and Emotional Development

- Do I play alongside others or do I always want to play by myself?
- Do I take part in pretend play?
- Do I take part in other pretend play with different roles?
- Can I generally solve conflicts in my play?

What would help me?



- Recognise my own name
- Use a knife and fork
- Put on my own coat (and take it off!)
- Take off my jumper or cardigan
- Go to the toilet and wipe myself
- Wash and dry my own hands



<https://www.parley.dorset.sch.uk>



Pastoral Team

Mental Health Support Team

Hello, I'm Abi, the Education Mental Health Practitioner at Livingstone Road Infant and Junior school. I work with the school to promote wellbeing through the whole school approach. This includes 1 to 1 work with children and parents, therapeutic groups, class workshops, assemblies and staff training.

Here is what we have already been up to this academic year:

- Self-esteem group with year 6 students
- 1 to 1 interventions with parents supporting anxiety and behaviour
- Managing challenging behaviours workshop for parents
- Starting to enrol our student wellbeing ambassadors

We look forward to supporting more students and parents in the coming months.

Top Tip
Talking to your child every day about how they are feeling, how their day has been and what is on their mind shows you are interested and encourages healthy conversations. Starting conversations and knowing how to respond can be difficult so here are some tips! Try some open questions, like what did you do today you are proud of? and what was the best and worst part of your day?

WHAT TO DO IF YOUR CHILD TELLS YOU THEY'RE STRUGGLING...
IF YOUR CHILD TELLS YOU THEY'RE STRUGGLING, IT'S IMPORTANT TO MAKE SURE THEY FEEL HEARD AND UNDERSTOOD. HERE ARE SOME TIPS TO HELP YOU:

- Validate their feelings. You could say "It's really understandable that you're feeling..." to let them know that their feelings are valid.
- Thank them for sharing what's going on and be encouraging about the way they've opened up.
- Let them know that you love them, you're there for them, they can talk to you whenever they need to, and you can help them get support if they need it.
- Ask them if there's anything you could do that they would find particularly helpful.

At Parley First School we take pride in the offer of pastoral care to ensure the emotional welfare of our children and providing support to their families. The needs of children is always at the centre of what we do and it's important that our children feel safe, happy and involved within the school community and are able to perform to their full potential.



Mrs Martin



Mrs Laver - ELSA



Mrs Winter - ELSA

Partners of Parley School (POPS)



- Fondly referred to as POPS
- Parent PTA (Parent and Teacher Association)
- Registered charity
- Raise money to enrich the children's experiences
- Invested in outdoor areas; new markings on the playgrounds this year!
- Toys, games and learning aids for classrooms
- Easter egg for each child at Easter
- Fund the end of year parties

Follow on Facebook or email POPS@parley.dorset.sch.uk

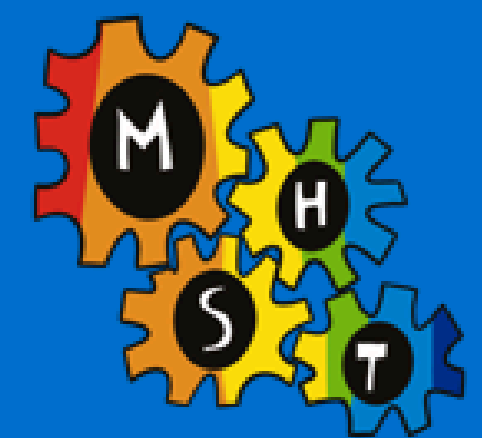


Thank you for
coming!

We look forward to seeing you again
very soon

Understanding the Mental Health Support Team (MHST)

- A guide for parents



**Dorset
Mental
Health
Support
Team in
Schools**

Mental Health Support Team in Schools



Purpose

- Early intervention support for CYP's mental health difficulties
- Familiar, safe, accessible environments

Focus

- Support for anxiety, low mood and behavioural difficulties at mild to moderate levels
- For children aged 5-18 (in education)

Funded by the NHS and Department for Education.

Mental Health Support Team in Schools



Approach

- Close collaboration with parents & schools
- Evidence-based interventions delivered 1-to-1, in groups, or indirectly via parents

Our Team

- Education Mental Health Practitioners (EMHPs), tEMHPs and Counsellors
- Senior Wellbeing Practitioners (SWPs)
- Team Leads
- Administrators

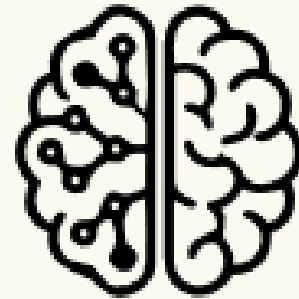
Funded by the NHS and Department for Education.

We are **not** trained to work with...



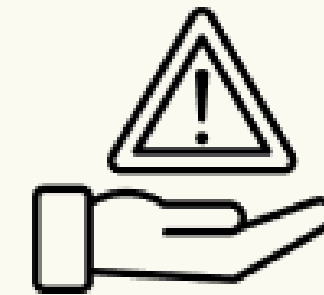
Family / Life

- Parent mental health difficulties
- Bereavement
- Attachment difficulties
- Trauma



Mental / Emotional

- Neurodiversity without mental health need
- Anger management
- Low self-esteem
- Blood, needle, vomit phobias



Crisis / Risk / Complexity

- Severe mental health difficulties
- Significant self-harm
- Abuse/violence
- Drug/alcohol difficulties

We **are** trained to work with...



Worries

- Worries about separation (separation anxiety)
- Worries about social situations (social anxiety)
- Always feeling worried (generalised anxiety disorder)



Thoughts & Fears

- Unwanted repeated thoughts & actions (obsessive compulsive disorder)
- Sudden intense fear (panic disorder)
- Fears about specific things (phobias)



Mood & Behaviour

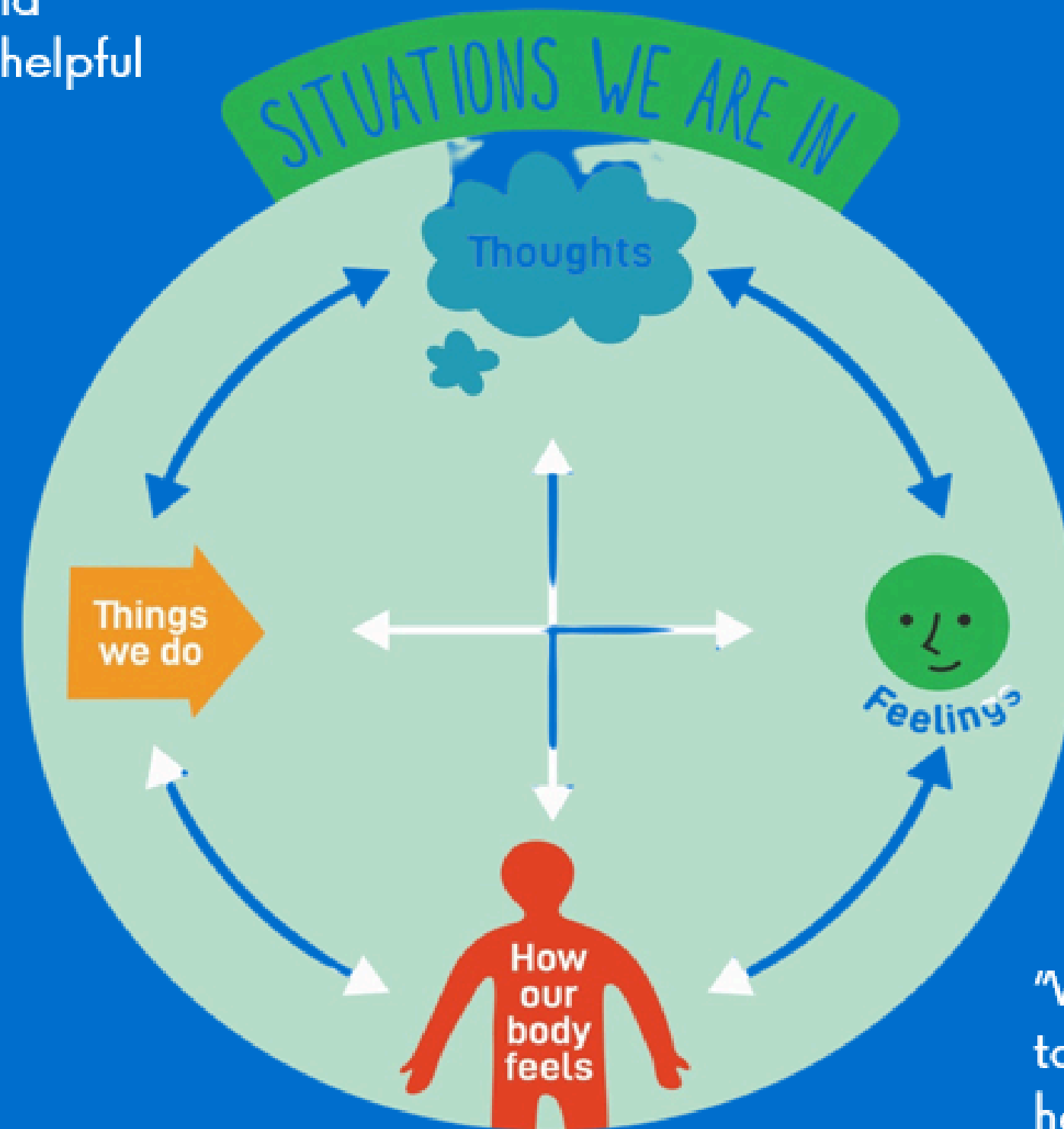
- Persistent low mood (depression)
- Challenging behaviour

If in doubt, speak to your child's school!

How do we help?

Low intensity CBT helps to make changes to our cognitions (thoughts) and our behaviours in a given situation.

“Teach strategies to help CYP overcome their fears and challenge unhelpful thoughts.”



“Work with parents to enable them to help their child navigate anxiety and behavioural difficulties.”

How can my child access support from the MHST?

