



Whitchurch Primary School: Welcome to Reception





Our Vision and Values



Our Vision

Ein Gweledigaeth

At Whitchurch Primary School we aim to deliver a stimulating, exciting and challenging curriculum.
We empower children to lead their learning, become independent thinkers and achieve high standards.
We will develop learning attitudes that will stay with them for life.

Enterprising Creative Contributors



Ambitious Capable Learners

Ethical Informed Citizens



Healthy Confident Individuals

Our Values

Respect - We value children's rights

Achieve - We achieve the highest possible standards

Care - We care about ourselves, each other and our environment

Inspire - We inspire children to be independent and lead their own learning



Our Aims

We aim for us all, as learners to:

1. Feel safe and valued as part of a caring community
2. Be polite and courteous
3. To be able to think creatively, critically and independently
4. To be confident risk takers
5. To be like our learning heroes
6. To understand and respect diversity in our local and global community

Work Together - Play Together - Succeed Together

Gweithio, Chwarae a Llwyddo Gyda'n Gilydd



Whitchurch Primary School

We are safe, respectful learners!



- 1 Keep yourself and others safe.
- 2 Be kind and respectful to everyone.
- 3 Listen carefully and follow instructions.
- 4 Take responsibility for your actions.
- 5 Try your best to keep learning!



'Work Together, Play Together, Succeed Together'

'Gweithio, chwarae a llwyddo gyda'n gilydd'





Day in the life of Reception



All about Reception

Due to decreasing pupil numbers, Reception will operate in the same way as nursery.

By joining the classroom areas together, we can create a **purpose-built Early Years environment** that supports independence, exploration, and high-quality play and learning.

It is to avoid having two full bigger classes. Instead the pupils will have **better use of three large classes space** and **adults working collaboratively** across the environment.

The pupils will be in three groups to enter and register. Teaching groups will flexible based on the children's needs and staff expertise.

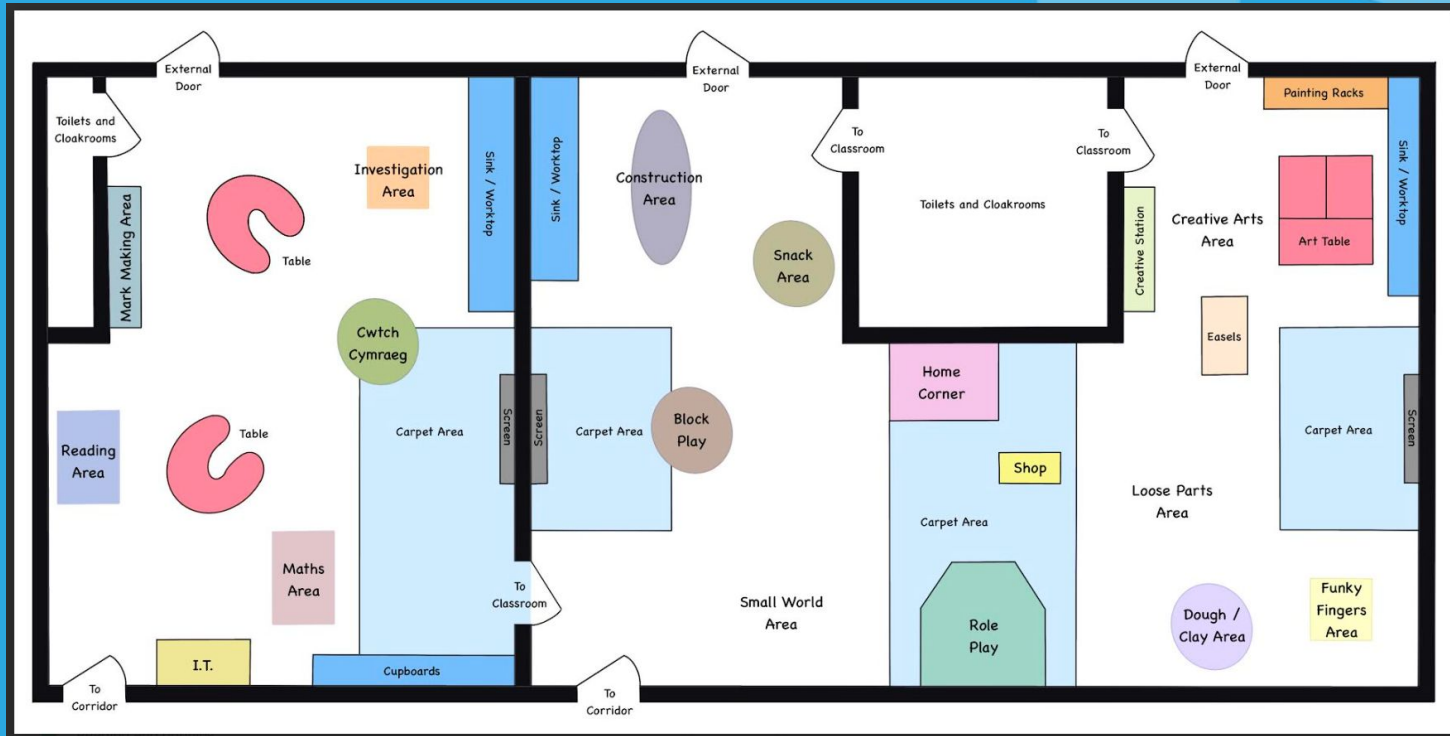
The pupils will not remain in these registration groups throughout the day. This will only be at drop off and pick up times. The rest of the day, the pupils will be in flexible groupings based on their needs and staff expertise and skills for teaching specific areas of learning.

Area 1

Area 2

Area 3

What
Reception
will look
like



A shared learning space

Clearly defined zones (construction, small world, writing, creative, role play, maths, reading, outdoor flow etc)

Calm, quieter spaces for nurture and small-group work

Continuous provision areas that are richer and more varied than before

Area 1

A quieter spaces for nurture and small -group work

Quiet Nurture Space for small-group teaching, emotional support and focused learning

Mark Making Area encouraging early writing skills (also available across provision areas)

Reading Area with cosy seating and book choices (books also placed across the provision linked to areas)

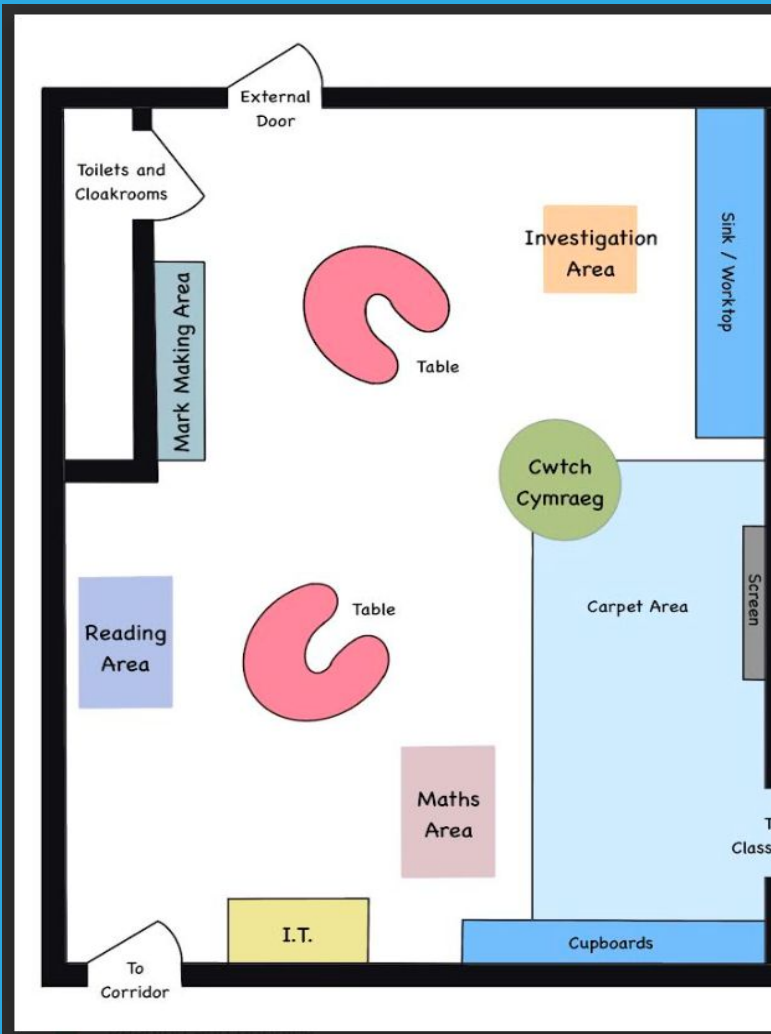
Maths Area offering hands-on resources used throughout all classrooms

iPads for digital learning across the provision

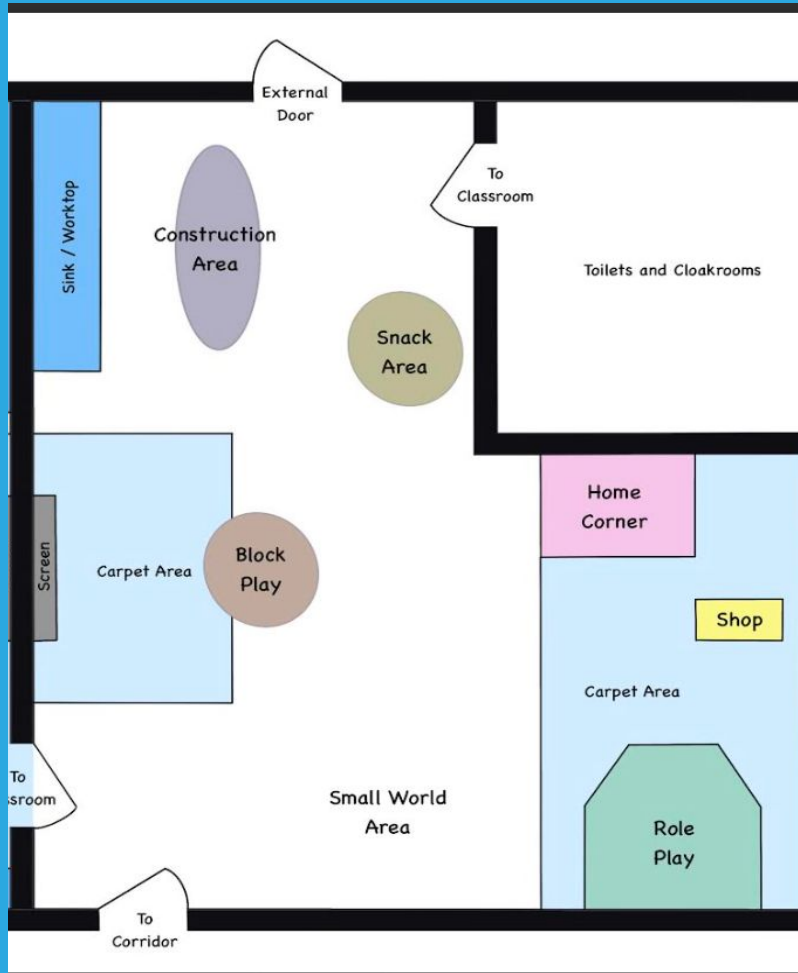
Investigation Area supporting current inquiry-based learning and continuous provision

Carpet Area for whole-class and group teaching, access to the interactive screen.

Cwtch Cymraeg promoting Welsh language exploration



Area 2



Construction toys for developing problem-solving, planning, spatial awareness and collaborative building skills

Block Play for strengthening early maths, balance, cause-and-effect thinking and imaginative structure design

Small World for storytelling and imaginative play

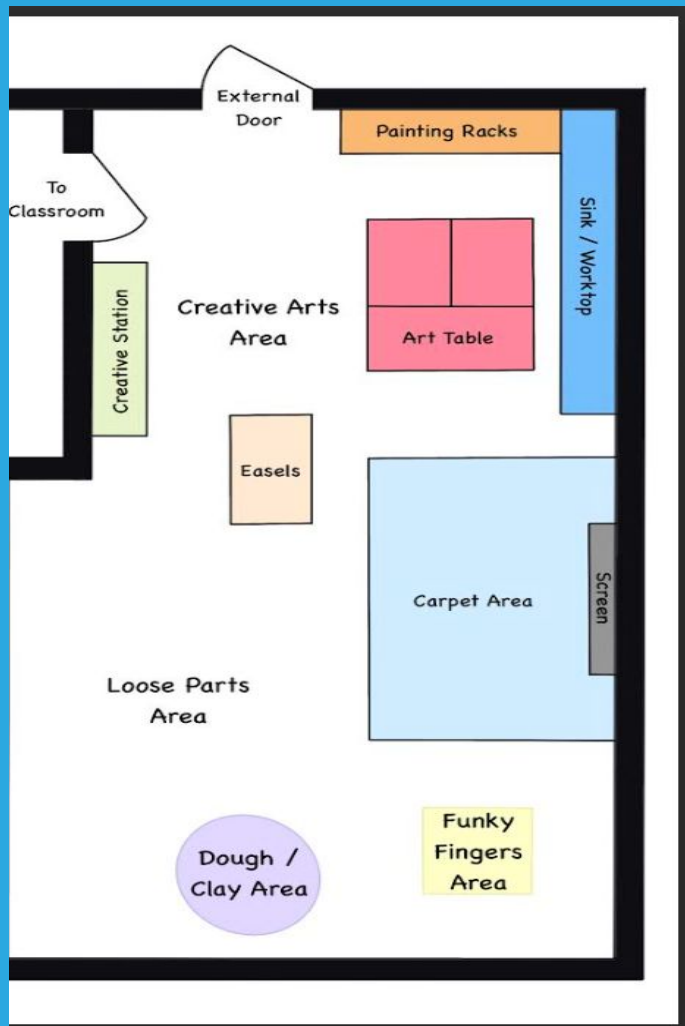
Home Corner and **Shop** for real-life role play

Role Play encouraging language, creativity and social skills
- open ended or linked to the current inquiry

Snack Area supporting independence and routines, available all day

Carpet Area and **Screen** for group work and area for building and creating

Area 3



Creative Station for open-ended making and designing - 2D and 3D

Art Table creative work including drawing, painting, collage, printing and small-scale sculpture

Easels for painting and drawing

Malleable Play (dough, clay) to strengthen fine-motor skills and develop creativity

Funky Fingers activities to support early writing readiness -

Loose Parts for imaginative building, exploration, transient art etc

Carpet Area and **Screen** for group work and digital creativity, music

Outdoor Area

A shared outdoor space offering larger -scale, hands -on learning for all children.

Sand & Water – capacity, flow, problem-solving

Mud Kitchen – sensory play and language

Large-Scale Construction – crates, planks, tyres for big-build creativity

Nature/Investigation – plants, minibeasts, seasonal change

Gross Motor – climbing, balancing, running

Bike/Scooter Track – coordination and turn-taking

Mark Making – chalks, brushes, large-scale writing

Creative Area – art, music, transient art

Small World – imaginative outdoor landscapes

Role Play – open-ended themed setups

Loose Parts – building, transporting, inventing

Reading/Quiet Space – cosy shaded calm area

Gardening – planting and caring for living things

Performance/Stage – performing, imagination and language



Benefits For Your Child

- **More adult support** — staff work as one team, allowing targeted small-group teaching.
- **More choice & independence** — children can follow interests and engage deeply in learning.
- **More social opportunities** — friendships across the year group, not just one class.
- **More consistency** — shared routines, expectations, and teaching approaches.
- **More space** — reduces noise, crowding, and transitions.
- **More specialist areas** — areas set up continuously that are currently rotated due to increased space and resources

This has been deemed as excellent practice by our School Collaboration Partner.



Staffing and Organisation

- Minimum: three teachers and two teaching assistants across the provision.
- During the first term, Mrs Matthews will also work in Reception in the afternoons to support transition.
- An additional intervention teaching assistant will also support mornings pick up and drop off times.



A day in Reception

- Children will enter via an alphabetically allocated door, hang up belongings, self register and move freely into provision. Door allocations will be shared with parents.
- Letters and Sounds - phonics sessions in three groups.
- Literacy/Maths Focussed adult led groups and Independent Learning (Amser Sgiliau and Continuous Provision) in the indoor and outdoor classrooms.
- Maths Fluency games in small groups.
- Lunchtime (11.45-12.45 - in the dining hall and on the MUGA/outdoor areas for play)
- Dyddiol Deg (daily 10) in small groups (Welsh Oracy and Reading activities)
- Inquiry Activities adult led groups and Independent Learning (Amser Sgiliau and Continuous Provision) in the indoor and outdoor classrooms
- Reflection Time/story/singing



Important Information



Start dates for September

To allow us to spend time with the pupils settling them into their new classes we will be staggering the start dates and times from Thursday 3rd until Monday 7th September.

If you have a specific date that is better for you due to work commitments please let us know.

You will receive confirmation of your child's start date and teacher before the end of term.



Parent Meetings

October 2026 - Parent Consultations (Online)

February 2027 - Parent Consultations (Face to face)

June/July 2027 - Curriculum Celebration event



Breakfast Club

A free breakfast club operates daily from 8.10am. Younger pupils have breakfast in the hall where they can choose from a range of cereals, toast and fruit juices. Staff from breakfast club will then take the pupils to their classrooms for the start of the school day. To access breakfast club please complete the registration form and return it to the main office.



Snack

As a school we support small businesses and provide your child with a healthy snack each day from the local green grocers.

We would appreciate a contribution of £1 per week to cover the cost of this. This can be paid via the Parent Pay app for each half term. Please see the office if you need your payment information.

Snack and drinks are available to pupils all day.

There is no need to send a water bottle for snack as we have plenty of cups. Drinks bottles will be needed if pupils are bring a packed lunch.



Lunchtime

All pupils in reception are entitled to free school meals.

To view the menu options and to order a meal for your child you will need to use your Parent Pay account.

The pupils in reception have their lunch in the school dining hall where they are supported by our midday supervisors and teaching assistants.

Your child can bring a packed lunch if they prefer. Please send your child's lunch in a **small** lunch bag with all containers and drinks bottles clearly labelled with your child's name.

Following their lunch they have the opportunity to participate in physical play activities with the lunchtime staff on the MUGA/outdoor area.



Reading Books

We will be reading with your child in school and assessing their current reading levels. Reading books and key words will be sent home for them to practice at home.

We will send some information about how you can support your child with reading and phonics at home in September. Details of reading workshops for parents will be sent out nearer the time and we highly recommend you attend these sessions.

Reading books will be changed during the week (Details will be shared nearer to the time). Bookbags and books should be brought **daily** as books will be used for supporting activities throughout the week.



P.E.

Each registration class will have a specific day for P.E. Details of these will be sent out in September.

On their P.E. day please send your child to school wearing their PE kit with their school uniform jumpers/cardigans on top as normal.

P.E. kit:

Black leggings, joggers or shorts

White t-shirt

Trainers



Uniforms

Please see the displays for the uniform. Can purchase the uniform from YC Sports -opposite WHS. However, uniforms without badges are absolutely fine, which can you collect from the supermarket.

We will also be using more outdoor play and will be incorporating the need for weatherproof clothing and wellies for daily outdoor play, so please provide these when they start in Reception.

Please ensure all of these items are labelled with your child's name.



Attendance and Punctuality



Punctuality

Teaching at Whitchurch Primary School starts at 8.55am. Please make every effort to ensure that your child arrives on time, to minimise disruption for the pupil, the rest of the class and the teacher: **late arrivals may miss the important teaching points at the start of the lesson.**

Minutes late	Days lost in school
5 minutes	3 days
10 minutes	6.5 days
15 minutes	10 days
20 minutes	13 days
30 minutes	19 days

Any child who arrives after 8.55am, including those using the Foundation Phase entrance, will need to be signed in electronically at the main Reception office.



Attendance

INCLUSIVE ATTENDANCE

≡ Miss School? Miss out! ≡



Attendance is everyone's responsibility.

By working together, we can ensure every child feels safe, belongs to their school community and achieves their best.



TIER 1 – LOW RISK OF PERSISTENT ABSENCE

0-9 DAYS MISSED

Universal Attendance Offer –
What every child and family can expect, every day.

- ✓ Warm welcomes and positive relationships
- ✓ Clear routines and high expectations
- ✓ A safe, inclusive environment where children feel they belong
- ✓ Engaging learning that encourages participation and success
- ✓ Prompt support when attendance concerns emerge
- ✓ Attendance monitored as part of our safeguarding responsibility

★ Most pupils remain within Tier 1 support.



TIER 2 – AT RISK OF PERSISTENT ABSENCE

10-18 DAYS MISSED

- ✓ Contact home
- ✓ Issue a support questionnaire to understand barriers to attendance
- ✓ Identify what is helping and what is making attendance difficult
- ✓ Agree support where needed
- ✓ School Attendance Officer involved



Working Together to Improve Attendance
The questionnaire helps us understand factors such as illness, anxiety, friendships, routines, transport, wellbeing and family circumstances so we can provide the right support early.



TIER 3 – PERSISTENT ABSENCE

19+ DAYS MISSED

(Approximately 10% of the school year)

- ✓ Hold attendance review meetings
- ✓ Create an attendance support plan
- ✓ Involve specialist services where appropriate
- ✓ Support continues throughout
- ✓ School Attendance Officer involved



Working Together to Improve Attendance
A review questionnaire helps us understand what support has already been tried, what is working, what barriers remain and what further help is needed.

MENU OF SUPPORT OFFERED

Support is tailored to each child and family's needs.



Meetings with school staff



Attendance support plan



Emotional wellbeing & anxiety support



Morning routines support



Breakfast club



Visual timetables & routines



Named trusted adult



Transport support



Support with learning



Referral to Family Gateway



School nurse support



Multi-agency support

We will always listen, understand and work together to remove barriers and improve attendance. ♥

OUR APPROACH IS BUILT ON:



School-home communication



Understand barriers



Agree support together



Work together to improve attendance



Create a culture where every child belongs



IMPORTANT TO KNOW

- FPNs are not issued for authorised absences such as illness, medical appointments or religious observance, although supporting evidence may sometimes be requested.
- Schools will always seek to understand barriers and offer support before concerns escalate.



We value every child



We build positive relationships



We have high expectations



We act early



We celebrate progress and success

Our approach reflects the All Wales Attendance Framework, Cardiff Council's Code of Conduct and the principles of Inclusive Attendance.

FIXED PENALTY NOTICES (FPNs)

The two routes



FPNs are issued by the Local Authority through the Education Welfare Service based on the information that schools are required to report.

FPN AMOUNTS (PER CHILD)

£60

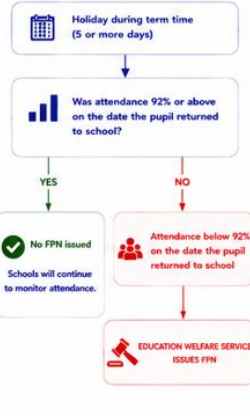
if paid within 28 days

£120

if paid within 42 days

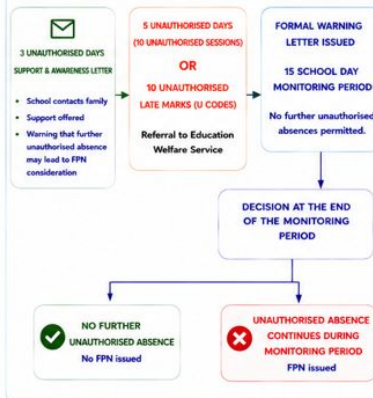
ROUTE 1: TERM-TIME HOLIDAY (UNAUTHORISED)

Applies to holidays of 5 or more days only.



ROUTE 2: UNAUTHORISED ABSENCE & LATENESS

Examples: No reason provided • Reason not accepted • Evidence not provided • Arriving more than 30 minutes late (after register closes)



IMPORTANT TO KNOW

- FPNs are not issued for authorised absences such as illness, medical appointments or religious observance, although supporting evidence may sometimes be requested.
- Schools will always seek to understand barriers and offer support before concerns escalate.



We always listen, understand and work together to remove barriers and improve attendance.



The best place to improve attendance is in partnership – not in court.



Homelinks

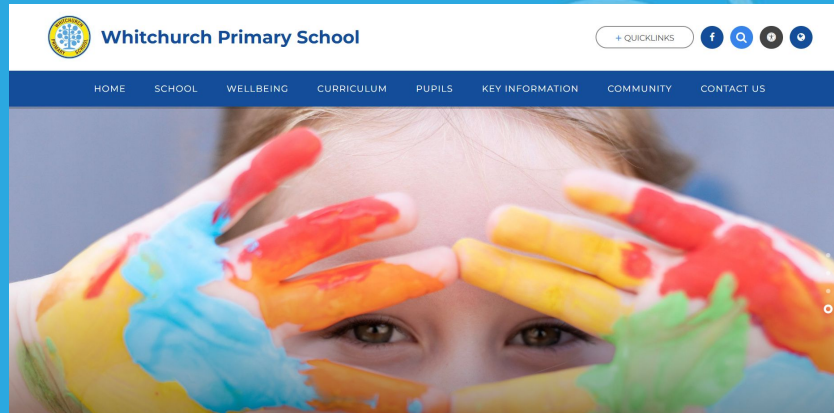


Homelinks

Details of what the pupils in Reception have been doing in school can be found on the year group page on our school website along with a selection of photographs.

What we will be covering next and ways to help at home can also be found on this page.

<https://whitchurchprm.web11.juniperwebsites.co.uk/>





Additional Information



Extra Help

Free School Meals; additional funding. If you receive the following, your family can apply for Free School Meals funding:

- Income Related Employment Support Allowance
- Income Support
- Income Based Jobseeker's Allowance
- Guarantee Element of State Pension Credit
- Child Tax Credit with an income less than £16,190 or
- Universal Credit if the net household earnings is less than £7400.

Why apply?



The school will get a small amount of funding per child- this can be used to support the children with resources in school, additional adult help if needed and contributions and payment of after school clubs, music lessons, trips and residential trips. This will ensure that all our pupils get the best possible experiences at Whitchurch.

To apply visit this link on Cardiff Council's website:

<https://www.cardiffcouncilforms.co.uk/article/168>

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PTA

The PTA help organise events and activities for the children which raise money for the school.

Activities include: Colour Run, Discos, Fetes, Easter bonnets, Halloween pumpkin competitions.

However, we only have a small team of 5 people and would love more help so we can organise a better and bigger range of family events. Please let us know if you would be interested in joining the PTA. Thank you in advance!



Curriculum

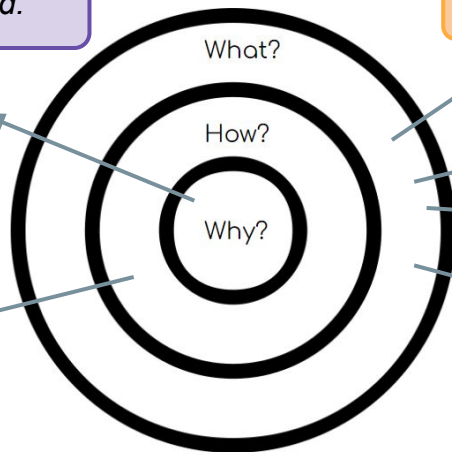


Curriculum Design: Our Challenge Curriculum

Why? *Learning to learn in a transforming world.*



Inquiry based learning



Statements of What Matters:
knowledge, skills and experiences

Cross curricular skills

Concepts

Integral skills

Pedagogy

Progression

Planning for
learning

Culture for
learning

Cross Cutting Themes: RSE, Human Rights, Diversity, Careers, Cynefin and Wider World

Work Together Play Together Succeed Together

Example Yearly Overview

Autumn Term

Spring Term

Summer Term

Language, Literacy and Communication

Mathematics and Numeracy

Health and Wellbeing

Humanities

Expressive Arts

Science and
Technology



Literacy, Language & Communication:

Information
Instructions
Retelling stories
Early writing skills
Early Reading skills
Welsh: language patterns... Daily greetings and introductions, Sut mae'r tywydd? .Beth sy' yn y [noun]? - the [noun]? Mae ...yn y ...

Key concepts:
Belonging, Identity,
Relationships, Place,
Change, Care
Design, Construct

Numeracy:

Patterns
Number - counting,
composition and
comparison

Rec - Autumn Term: Home Sweet Home (Humanities and Technology Focus)

Expressive Arts:

Music - rhythm and pulse
Art - line and form
Welsh artists

Humanities:

Families
Family celebrations
How we are the same and
different
Where do we live?
Familiar places in the local area.

Science & Technology:
Designing and making
homes
Materials and their
properties
Structures

Health & Wellbeing:

PE- coordination &
balance/Gymnastics
Jigsaw belonging, me and my
family
Likes and dislikes
How we are the same and
different

Visits from: builders, architects, designers
Christmas Concert



Literacy, Language & Communication:

1. Information
2. Narrative
3. Discussion
4. Persuasion

Welsh: language patterns... Clothes (gwisgo) Feelings (Sut wyt ti?) Number, how many (sawl) Shape (siôp)

Key concepts:

Art; Colour, Pattern, Texture, Shape
Dance; Repetition & Pure
Music; pitch, pulse, tempo

Numeracy:

1. Number sequences and patterns
2. Subtraction
3. 2D and 3D shape
4. Direction and position
5. Time

Expressive Arts:

Art can look different to different people
Art can make us feel different things
Art can be used to show what we like
Art can be used to show our cultures
Dance, music, painting, singing are all forms of expressive art

Rec- Spring Term

An Invitation to ...

Expressive Arts Focus

Humanities:

Similarities and differences between people

Science & Technology:

Internet Safety
Sharing information online
Using technology for the expressive arts

Health & Wellbeing:

Self Awareness and Regulation
Communicating and Seeking help

Other Experiences:

Visits from: Welsh National Orchestra, Local singers, dancers and musicians.
Expressive arts performance for other year group.



Literacy, Language & Communication:

Descriptive
Informative
Factual
Welsh: language patterns... Likes/dislikes (hoffi) Colours, Can I have (Ga i..)

Key concepts:

Life and living, care, forces, similarities and differences, care, respect, decision making

Numeracy:

To 20 and beyond
Measure - length and height
Measure - mass
Measure - capacity

Science and Technology:

How do we differ from other living things?
How are animals different from one another?
What do animals need to survive?
Pushing and pulling makes things change in lots of ways.
Non living things do not move independently.

Rec-Summer Term

Animal Magic

Push and Pull Power

(Science and Technology Focus)

Humanities:

Making good choices to care for the environment.

Expressive Arts:

Creating music using digital software
Composition

Health & Wellbeing:

How can we care for other living things?
How can we support animals in need?
How do my decisions affect other living things?

Other Experiences:

Trip to a farm
Visits from a vet, various animals to visit
Fundraising for animal charities



RSE Overview

RSE Overview – Reception		
Relationships and Identity	Sexual Health and well-being	Empowerment, safety and respect
Recognising how people value different things and have different families. Friends and communities. https://drive.google.com/file/d/1aPdqUxbaLuraVOHSLCgWAuniPaxeRDbb/view?usp=share_link Jigsaw Dreams and Goals 4-5 Pieces 1-6	Our Day Understand some areas in which the children can look after themselves e.g dressing and undressing themselves. https://drive.google.com/file/d/1cA90f1SZwSqIS2mlyc3sa02BhrSpfy/view?usp=share_link Jigsaw 4-5 Healthy Me Pieces 1-6	Ability to interact with others in a way that is fair. Hwb - Good and Bad relationships Jigsaw Being Me in my World 4-5 Pieces 1-6
Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important Hwb - Family role play Jigsaw Being Me in my World 4-5 Pieces 1-6	Individuality A recognition that everyone's body is unique and special to them. Jigsaw Celebrating Differences 4-5 Pieces 1-6 Jigsaw Changing Me 4-5 Pieces 1-6	Beginning to recognise that other people have thoughts, feelings and opinions that are different. Jigsaw Being Me in my World 4-5 Pieces 1-6 Jigsaw Celebrating Differences 4-5 Pieces 1-6
Developing a sense of themselves, in the context of families, friends and communities. Jigsaw Celebrating Differences 4-5 Pieces 1-6	Trusted Adults Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe. Jigsaw Relationships 4-5 Pieces 1-6	An awareness of the need to seek agreement in order to share, for example toys. Jigsaw Being Me in my World 4-5 Pieces 1-6 Jigsaw Relationships 4-5 Pieces 1-6
Recognise rights to be treated fairly, kindly and with respect. Healthy relationships - guide for teachers Hwb - Good and Bad relationships Jigsaw Being Me in my World 4-5 Pieces 1-6	Keeping Ourselves Clean To understand why hygiene is important. Explain why it is important to keep clean. Understand some basic hygiene routines. https://drive.google.com/file/d/1uNKUtmLX1RfeXNkq0M0lc3p3aVNMT/view?usp=share_link Jigsaw 4-5 Healthy Me Pieces 1-6	Awareness of the right of privacy, boundaries and which part of the body are private. Jigsaw 4-5 Healthy Me Pieces 1-6