

Pentrepoeth Primary School

Nursery Welcome Meeting 2025



Creating a **Caring, Respectful,
Open Environment**
where **Success and
Opportunity** flourish

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Welcome Evenings 2025



Nursery



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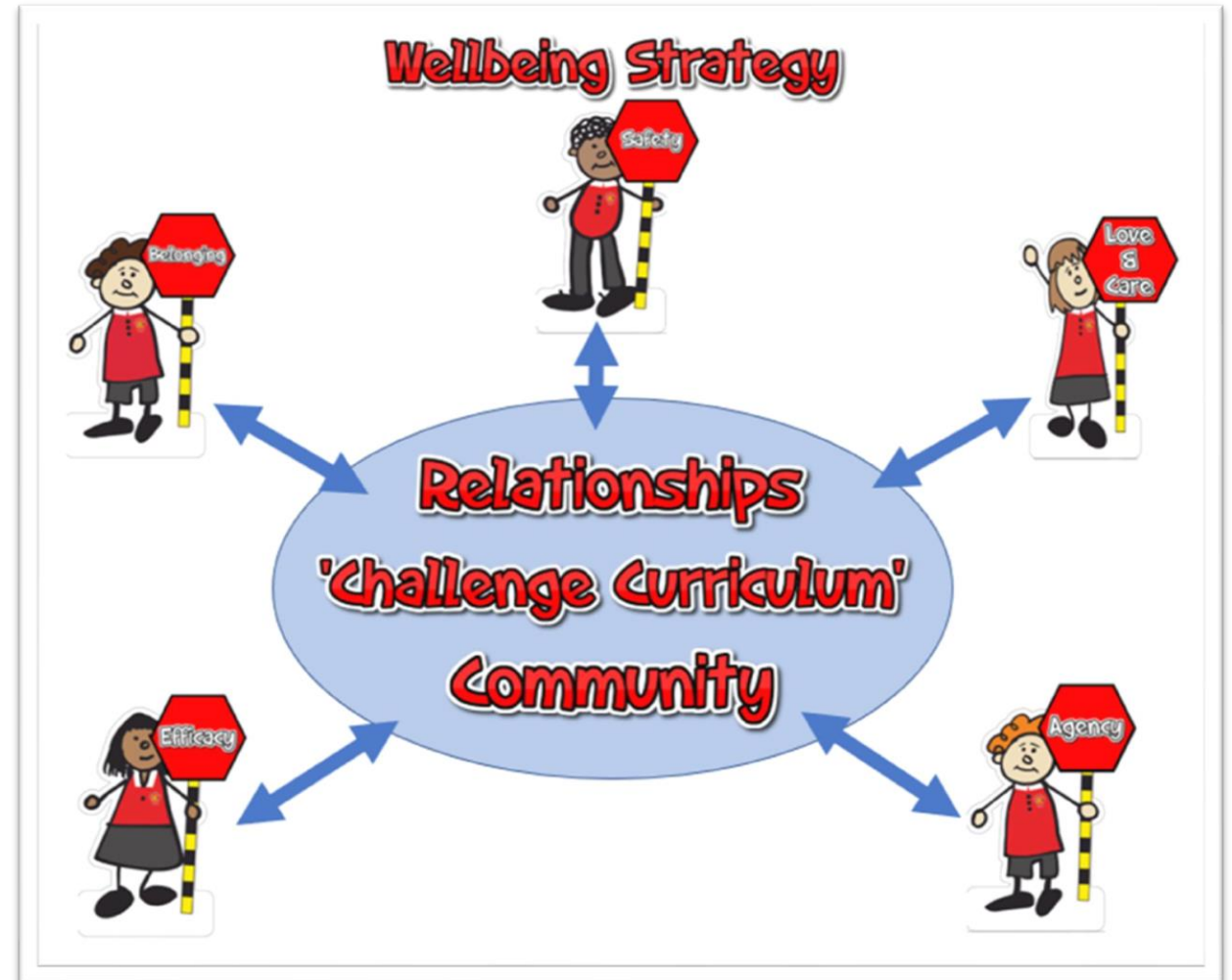
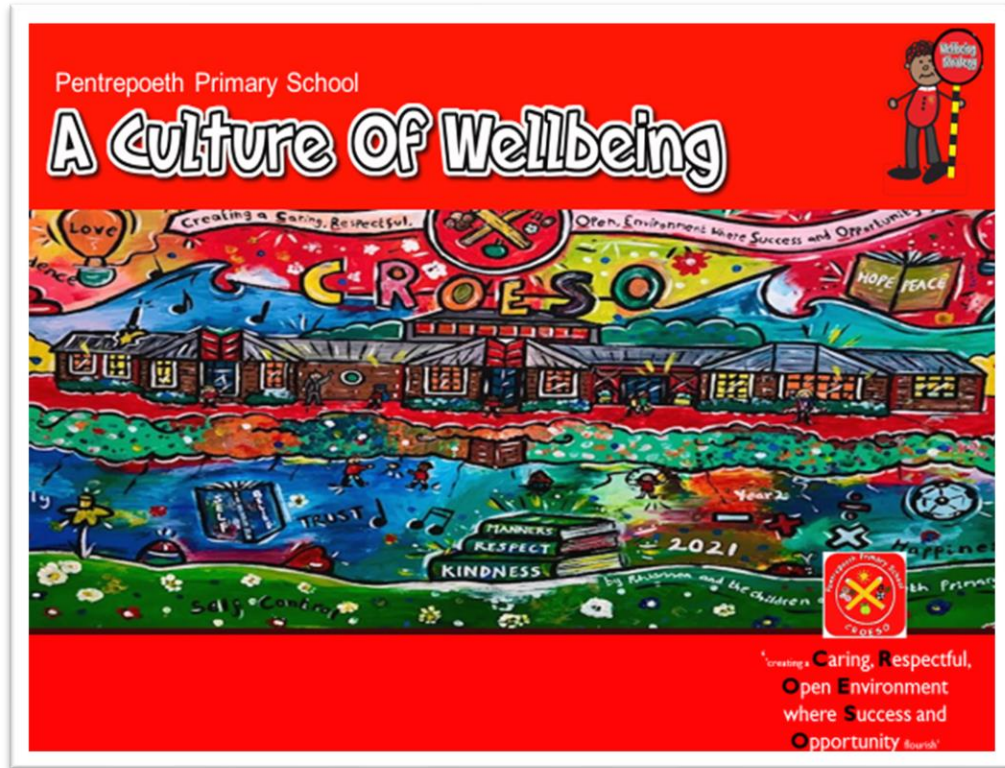
New Intake Arrangements



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Our School and Nursery Code

- Manners
- Respect
- Kindness

Built with the children and staff
Owned by the school



Pentrepoeth Primary School

Our School Code





Manners

- Be polite to adults and to other children
- Show good table manners
- Be a good role model
- Walk sensibly and quietly around the school
- Open doors for others and offer help where appropriate

Respect

- Show respect to staff, visitors and each other
- Show care and appreciation for our school grounds and each other's property
- Show understanding for each other's opinions, decisions, thoughts and feelings
- Understand that we are all different





Kindness

- Show support and encourage your peers
- Include others in your games and activities
- Be welcoming to visitors and new children
- Show compassion and be aware of other people's feelings
- Treat people how you would like to be treated



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What does 'Gold' behaviour look like?

You said...

- Remembering to walk sensibly down the left hand side of the corridors at **all times**
- Constantly** making the right choices
- Paying attention to **all adults**
- Always** working to the best of your ability -doing your best
- Choosing the right time to go to the toilet-break times and lunchtimes
- Always being well **mannered**—saying please and thank you, showing **courtesy** to each other, holding the door open, greeting people politely
- Behaving beautifully on the way to and from school
- Showing good **learning behaviour**
- Following rules**— inside the school building and on the playground
- Show **respect** at all times to all people

What does 'Green' behaviour look like?

You said...

- Listen to the chosen speaker at all times
- Good listening and sitting nicely
- Concentrate in class—try your best and manage your distractions
- Be polite and always use good manners
- Be helpful and work well together
- Always be ready to learn
- Call people by their given names
- Look after school/personal equipment
- Respect all adults-treat them all in the same way
- Care for each other and share
- Walk sensibly around the building
- Always consider other children's feelings and be inclusive
- Always use an appropriate voice in the classroom and around the school

What behaviour might lead to a warning?

You said...

- Choosing to talk at the wrong time
- Walking off without asking
- Spoiling other children's chance to learn
- Being a bit cheeky (answering back)
- Rocking on your chairs
- Not following instructions
- Having poor body language

Remember—if you are given a warning, then you are being given the chance to correct your behaviour.

Make the right choice!
YOUR BEHAVIOUR - YOUR CHOICE!

What does 'Red' behaviour look like?

You said...

- Hurting other children - by hitting, kicking, pushing or with words
- Bullying
- Being defiant - ignoring a direct instruction from a grown up or using bad body language and facial expressions
- Not correcting your behaviour when you are on a 'warning'
- Using bad language
- Lying to a teacher
- Being offensive towards others.

What should happen if you use 'Red' behaviours?

You said...

- Go to supervised play
- Miss out on treats
- Contact parents by letter if you have been to supervised play 3 times

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Rewards

We use the Class Dojo system across the school. All children are able to obtain points in different categories. These points result in children receiving a Bronze Award for 100 points. There is also a Silver Award, a Gold Award and a Platinum award to obtain after that!

The categories children can obtain points for are:

Years 3-6 – Homework, Behaviour, Manners, kindness and Respect, Wow Work

Rec - Year 2– I'm a Superstar, manners, kindness and Respect, Wow Work

You can read our school Positive Behaviour and Relationships Policy by [clicking here](#).



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Our 'Challenge' Curriculum



Ethical, informed citizens who:

- › Find, evaluate and use evidence in forming views
- › Engage with contemporary issues based upon their knowledge and values
- › Understand and exercise their Welsh Government's Curriculum for Wales - a curriculum for life, we aim to embed its four purposes, so that all of our children can be...
- › Understand and consider the impact of their actions when making choices and acting
- › Are knowledgeable about their culture, community, society and the world, now and in the past
- › Respect the needs and rights of others, as a member of a diverse society
- › Show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world.

Ambitious, capable learners who:

- › Set themselves high standards and seek and enjoy challenge
- › Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- › Are questioning and enjoy solving problems
- › Can communicate effectively in different forms and settings, using both Welsh and English
- › Can explain the ideas and concepts they are learning about
- › Can use number effectively in different contexts
- › Understand how to interpret data and apply mathematical concepts
- › Use digital technologies creatively to communicate, find and analyse information
- › Undertake research and evaluate critically what they find and are ready to learn throughout their lives.

Healthy, confident individuals who:

- › Have secure values and are establishing their spiritual and ethical beliefs
- › Are building their mental and emotional well-being by developing confidence, resilience and empathy
- › Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- › Know how to find the information and support to keep safe and well
- › Take part in physical activity
- › Take measured decisions about lifestyle and manage risk
- › Have the confidence to participate in performance
- › Form positive relationships based upon trust and mutual respect
- › Face and overcome challenge
- › Have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

Enterprising, creative contributors who:

- › connect and apply their knowledge and skills to create ideas and products
- › think creatively to reframe and solve problems
- › identify and grasp opportunities
- › take measured risks
- › lead and play different roles in teams effectively and responsibly
- › express ideas and emotions through different media
- › give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.



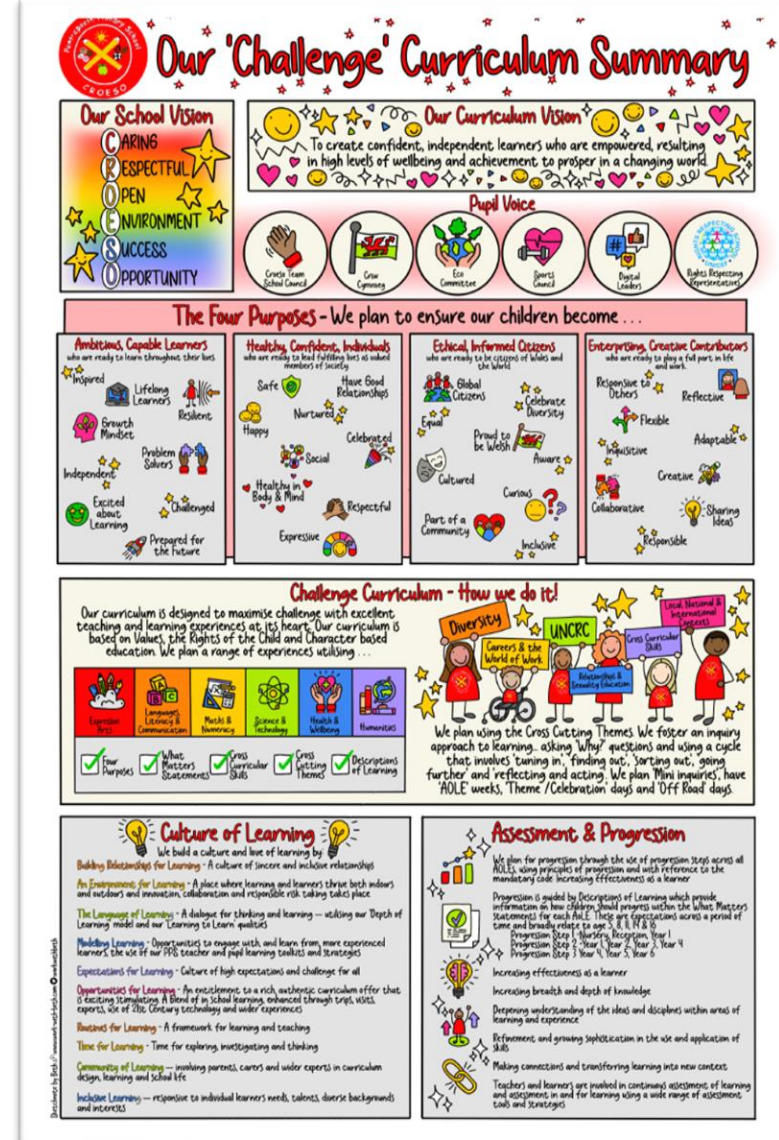
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Our 'Challenge' Curriculum



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Off Road Days



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Culture of Learning



We build a culture and love of learning by:

- Building Relationships for Learning** - A culture of sincere and inclusive relationships
- An Environment for Learning** - A place where learning and learners thrive both indoors and outdoors and innovation, collaboration and responsible risk taking takes place
- The Language of Learning** - A dialogue for thinking and learning — utilising our 'Depth of Learning' model and our 'Learning to Learn' qualities
- Modelling Learning** - Opportunities to engage with, and learn from, more experienced learners, the use of our PPS teacher and pupil learning toolkits and strategies
- Expectations for Learning** - Culture of high expectations and challenge for all
- Opportunities for Learning** - An entitlement to a rich, authentic curriculum offer that is exciting stimulating. A blend of in school learning, enhanced through trips, visits, experts, use of 21st Century technology and wider experiences
- Routines for Learning** - A framework for learning and teaching
- Time for Learning** - Time for exploring, investigating and thinking
- Community of Learning** — involving parents, carers and wider experts in curriculum design, learning and school life
- Inclusive Learning** — responsive to individual learners needs, talents, diverse backgrounds and interests



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Assessment & Progression

We plan for progression through the use of progression steps across all AoLEs, using principles of progression and with reference to the mandatory code: Increasing effectiveness as a learner

Progression is guided by Descriptions of Learning which provide information on how children should progress within the What Matters statements for each AoLE. These are expectations across a period of time and broadly relate to age 5, 8, 11, 14 & 16

Progression Step 1 - Nursery, Reception, Year 1
Progression Step 2 - Year 1, Year 2, Year 3, Year 4
Progression Step 3 - Year 4, Year 5, Year 6

Increasing effectiveness as a learner

Increasing breadth and depth of knowledge

Deepening understanding of the ideas and disciplines within areas of learning and experience

Refinement and growing sophistication in the use and application of skills

Making connections and transferring learning into new context

Teachers and learners are involved in continuous assessment of learning and assessment in and for learning using a wide range of assessment tools and strategies



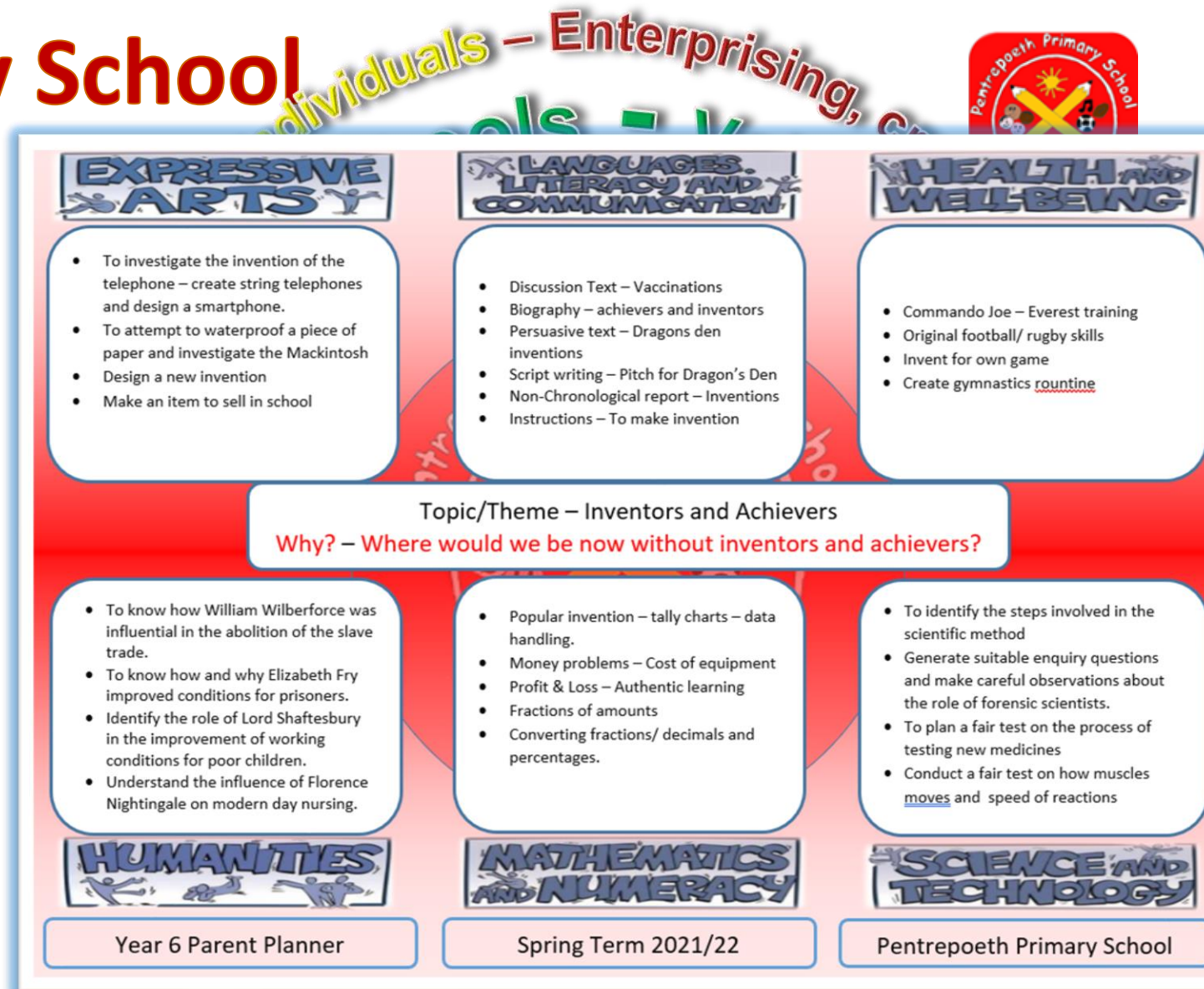
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Planning for Progression

At Pentrepoeth, our main focus is teaching English and Maths, and, along with the children, we plan lots of opportunities to practice these skills across the curriculum. We do this through a 'project' based approach which we have outlined above. We use Rights Respecting Schools and Values Based Education to underpin this work, creating ethical and informed 21st Century Learners



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Meet the Team

Miss Ellis



Mrs Williams



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Our Culture of Learning and Pedagogy
Why is it so important?

**Your child is at the heart
of the curriculum**



**Your child helps drive our
topics**

**“The Foundation Phase Curriculum is planned as a progressive framework that spans four years (3 to 7 years) to meet the diverse needs of all children including those who are at an earlier stage of development and those who are more able”
(Framework for Children’s Learning for 3 to 7-year-olds in Wales.)**



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Areas Of Learning and Experience....

Challenge Curriculum - How we do it!

Our curriculum is designed to maximise challenge with excellent teaching and learning experiences at its heart. Our curriculum is based on Values, the Rights of the Child and Character based education. We plan a range of experiences utilising ...

 Expressive Arts	 Languages, Literacy & Communication	 Maths & Numeracy	 Science & Technology	 Health & Wellbeing	 Humanities
☒ Four Purposes	☒ What Matters Statements	☒ Cross Curricular Skills	☒ Cross Cutting Themes	☒ Descriptions of Learning	



We plan using the Cross Cutting Themes. We foster an inquiry approach to learning... asking 'Why?' questions and using a cycle that involves 'tuning in', 'finding out', 'sorting out', 'going further' and 'reflecting and acting'. We plan 'Mini inquiries', have 'AOLE' weeks, 'Theme / Celebration' days and 'Off Road' days.



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Play is one of the most important ways in which children learn. It underpins formal learning later in childhood, but also enables the individual child to develop their self-worth.

In fact the right to play is deemed so fundamental to children's wellbeing, that it is enshrined by the UN as a universal children's right.

It strengthens powers of concentration, essential for a successful future in the classroom, and underpins everything from learning social interactions and norms, to the beginnings of scientific thinking.

The Importance of Play

According to the book 'Einstein Never Used Flash Cards' by Golinkoff, Hirsh-Pasek, and Eyer, play can be broken down in to five core elements:

- Be fun and enjoyable
- Have no set goals
- Be spontaneous and voluntary
- Involve active engagement
- Involve an element of make-believe



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Sand play is a fantastic opportunity for the foundations of scientific learning, and developing self-confidence and physical development. Scooping, digging, pouring and sifting teaches children how things work, whilst also building their muscles and coordination. Done alongside a little pal, and it becomes about teamwork, sharing, and social skills.



Sand



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Similar to sand play, water play enables children to experiment in a safe environment with basic concepts such as volume. Additionally, water play is great for learning consequences of actions. Add in some hand-eye coordination and physical strength, and water play is a firm favourite.



Water Play



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Play dough has immense potential for learning. Not only does it strengthen fingers in preparation for a lifetime of writing, it teaches fine motor skills, creativity and hand-eye coordination. Add some beads to the dough for a fine-motor exercise, or get the kids threading beads on to lengths of dried spaghetti held in the dough, for extra play-value.



Play Dough



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Let the children loose with a bunch of dressing-up clothes and props such as toy doctor's kits, and let their imaginations run wild. Soon you'll discover the budding doctor, vet, nurse, astronaut, chef or thespian. Dressing-up helps children to begin to make sense of the adult world, roles, and interests, as well as boosting social interaction. Not least, dressing-up helps to reinforce the self-care aspects of self-dressing which is essential for primary school life.



Dress Up And Role Play



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Providing characters in the form of mini-figures and dolls allows both girls and boys to develop their social play. It encourages imagination and the expression (and labelling) of feelings.



Doll and Character Play



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Letting children run wild with paints and drawing tools allows them to experience their world in a sensory way and develop self-expression, whilst also developing pre-writing skills. Furthermore, it's an invitation to learn about colours, mixing and good-old tidying up!



Drawing and Painting



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Playing with blocks, jigsaws, and shape sorters all lay the foundations of spatial thinking, logical reasoning, ordering, and recognising various shapes, sizes, and colours.



Blocks, Jigsaws and Shape Sorters



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Singing and music hugely help to develop language and form the basis of literacy skills, as well as basic mathematical concepts such as counting. Furthermore, they begin to develop rhythm, whilst also refining their listening skills. Dancing helps the child develop strength and flexibility, not to mention coordination.



Music, Dancing and Singing



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All play should be imaginative, but we're referring to the type of play that comes naturally to many children. Leave a small child with nothing but a random selection of objects and you'll soon find them lost in a world of make-believe. Giving a child time and space for imaginative play is essential. It develops their imagination, which is important for literacy skills and intellectual reasoning. Additionally, it increases their sense of self, and self-esteem, as well as making sense of the world around them, as well as the ability to handle boredom.



Imaginative Play



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Children's learning is fuelled with rocket-fuel when you take the play space out in to the great outdoors. That's why Forest Schools are so popular and highly regarded. Not only is it healthy, it teaches a respect for the environment, and the beginnings of biology. It also helps children to become more independent and inquisitive.



Nature Play



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In a nutshell, sensory play is any play activity which involves touch, smell, taste, sight and hearing. This can be provided with a plate of jelly, aqua beads, ice, rice, or even small world tubs. Sensory play stimulates exploration and the building blocks of science and investigation.



Sensory Play



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There are so many board games available for even the youngest players, and these should be embraced – not only for their fun factor, but for their learning potential. In addition to the themes of numbers, colours, shapes, and early phonics, these games are vital for teaching children turn-taking and sharing.



Basic Board Games



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Young children have a compulsion to move. Allowing them to do so, and providing safe and age-appropriate challenges, allows them to increase their confidence as well as develop their resilience through risk-taking. Of course, gross motor skills also receive a mighty boost.



Running, Jumping, Climbing, Swinging



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Yes really! The humble cardboard box is one of the most incredible invitations to play. Will it be a house, a car, a home for their cuddlies? Provide them with scraps of fabric, cushions, pencils and paper plates and watch them explore their world, enter their imagination, and begin thinking like an engineer.



The Cardboard Box



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Routines

The best laid plans...

Morning Session Time - Doors open at 8.50am – 11.30am

Afternoon Session Time - 12.45pm to 3.15pm

During the morning & afternoon session the children will have...

- Healthy snack and milk



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Help make your child's entry as smooth as possible by ensuring:

- All items of clothing are clearly labelled as well as other personal belongings
- Children are able to dress themselves
- Children have a healthy snack for snack time. (milk provided by school)
- Children will need to bring a drinks bottle
- Children to carry their own bags to nursery to encourage independence
- Your child is independent in using the toilet
- Children will require wet weather clothes and wellies



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Please let us know if:

- Your child has any allergies or other specific medical requirements. Forms already issued.
- If your child is absent from nursery, please ring on the day they are absent and write a note to the class teacher on their return stating reason for absence. Whilst nursery is non statutory - attendance is vitally important.
- You have any questions or concerns – if you have a worry don't keep to yourself.



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Summer Tips !



Tips for parents

When your child starts primary school there are a number of skills that they should ideally have mastered. Use this sheet as a guide to help track their progress.

Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

Speaking & literacy

- I am interested in reading stories & looking at picture books
- I am able to talk about myself, my needs & feelings
- I am practising recognising my name when it's written down

Getting dressed & undressed on my own

- I can button & unbutton my clothes
- I can put my own shoes & socks on
- I can put my coat on & use a zip

Interest in the world & new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

Eating

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

Writing skills

- I like tracing patterns & colouring in
- I enjoy experimenting with different shaped scribbles
- I am practising holding a pencil

Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash & dry my hands without any help

Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school

Listening & understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

Sharing & turn taking

- I can share toys & take turns
- I can play games with others
- I can interact with other children

Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days

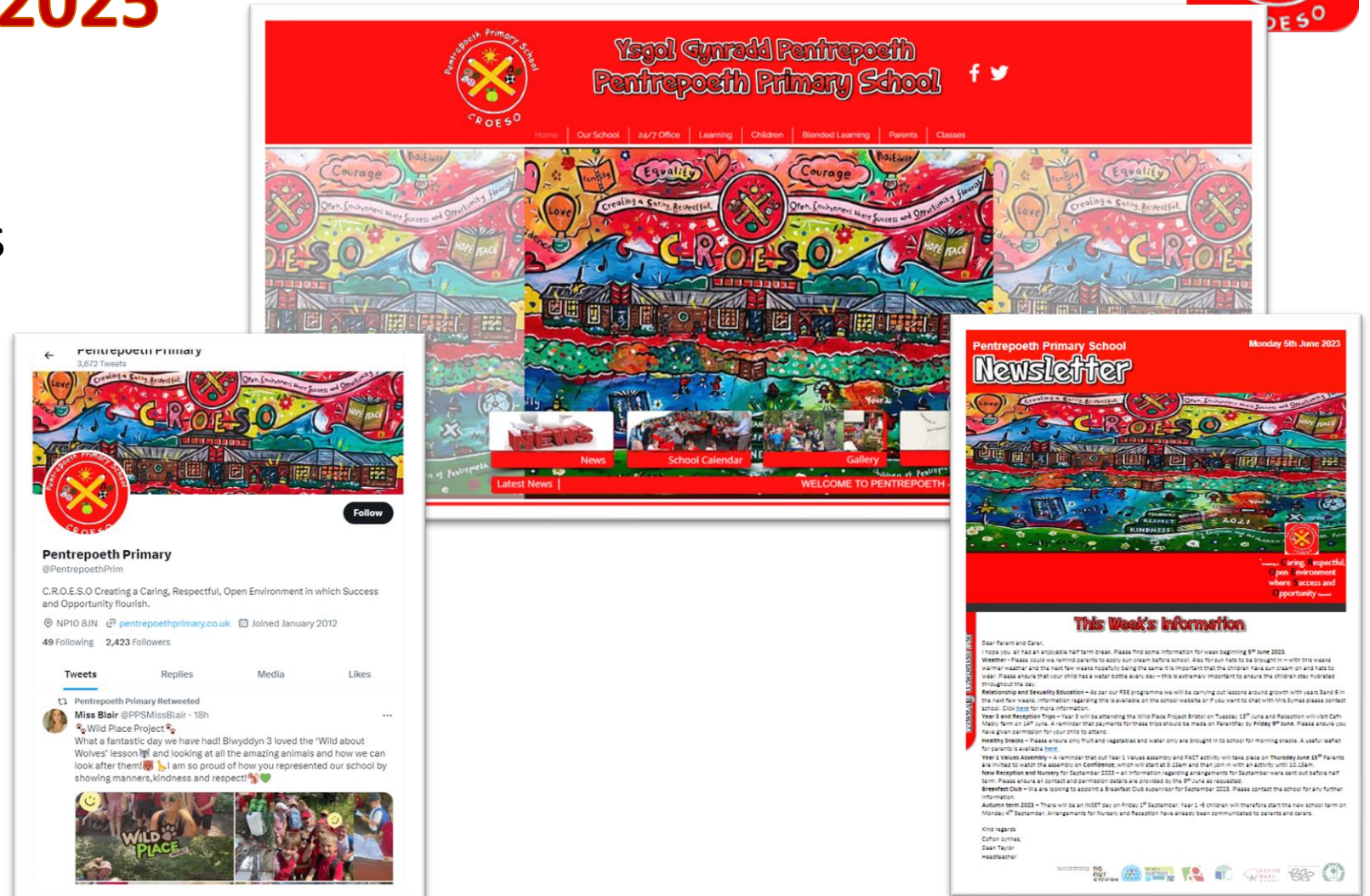


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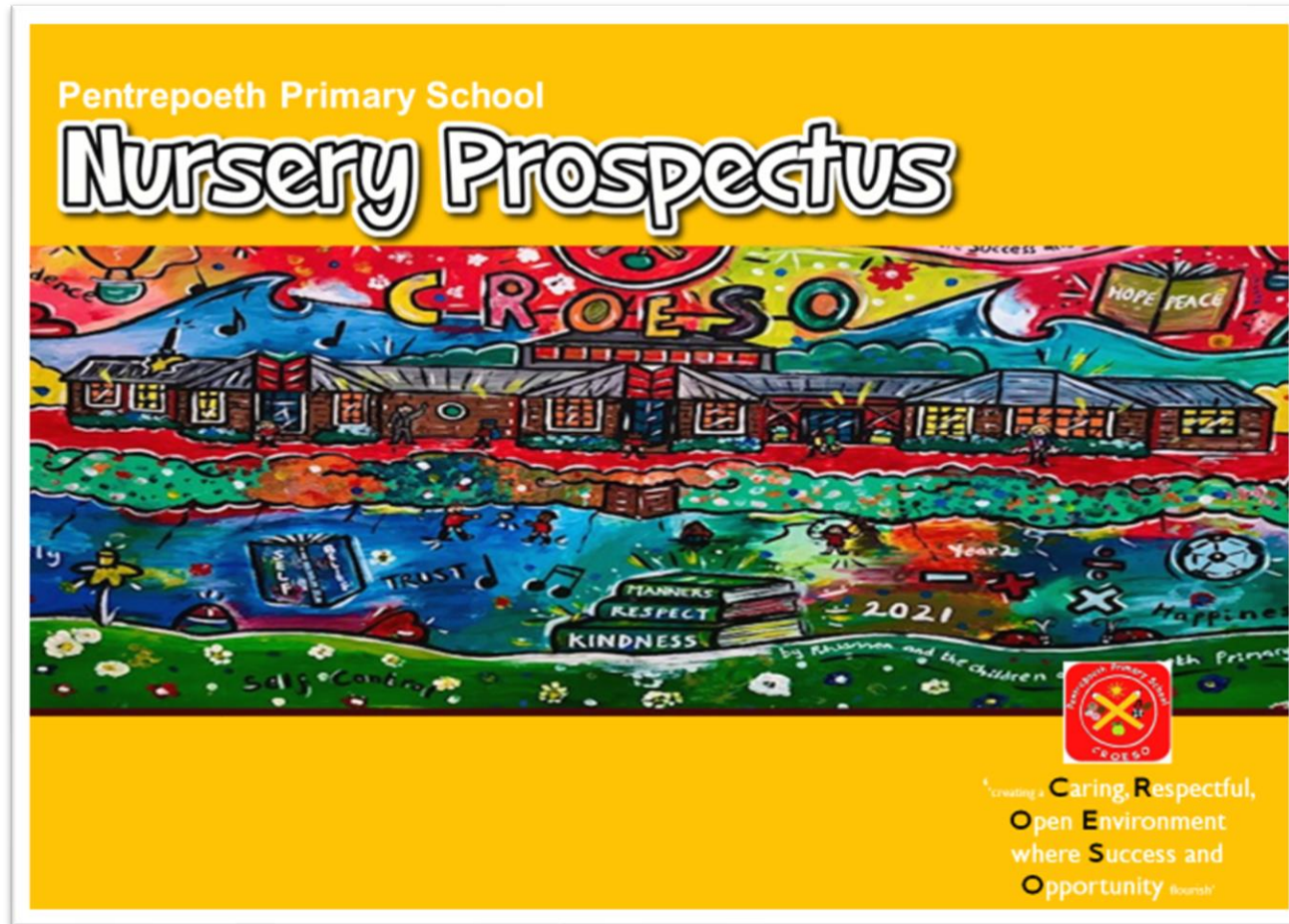
- Pick up and drop off
- Parking – neighbours
- Medication
- Attendance
- Talk to us
- X
- Text and See Saw
- Website



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