



New Parents' Information

September 2026

School's Vision Statement

Life in all its fullness' (John 10:10), which focuses on educating the whole child, underpins our school vision. At South Bersted Church of Primary School, we aim to achieve the highest possible standards for all learners.

Vision

Effective teaching and a creative, child centred curriculum, together with an emphasis on Christian values and beliefs, enables all learners to recognise and achieve high standards. Pupils are encouraged to embrace challenges and become lifelong learners in a safe, secure and nurturing environment. We are committed to enriching pupils' moral and spiritual development inspiring all to become caring, responsible 21st century global citizens.



Three Pillars

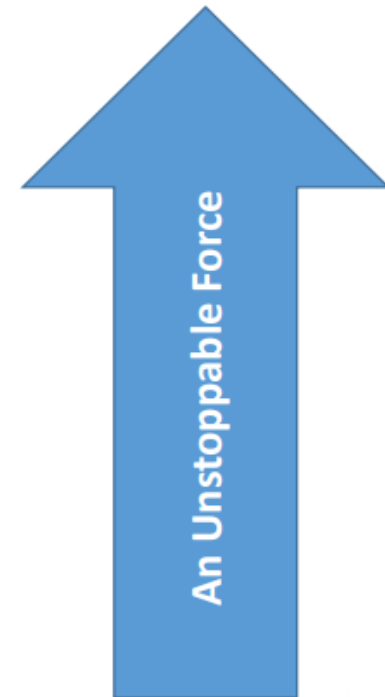
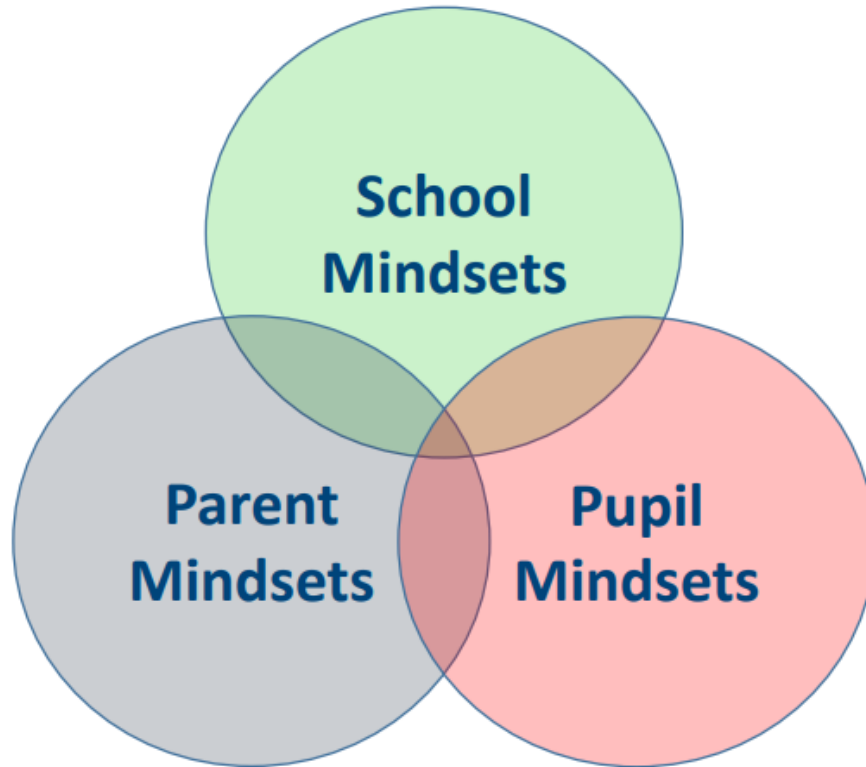
John 10:10: Life in all its Fullness

Effective teaching and a creative, child centered curriculum, together with an emphasis on Christian values and beliefs, enables all learners to recognise and achieve high standards. Pupils are encouraged to embrace challenges and become lifelong learners in a safe, secure and nurturing environment. We are committed to enriching pupils' moral and spiritual development inspiring all to become caring, responsible 21st century global citizens.





For Success We Need...



Key Staff



Mr Goodwin



Miss Armour



Miss Stanton

Staff in Early Years



Miss Stanton



Miss Armour



Mrs Rogers



Miss Begum



The Curriculum

Early Learning Goals

Communication and Language

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.

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.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

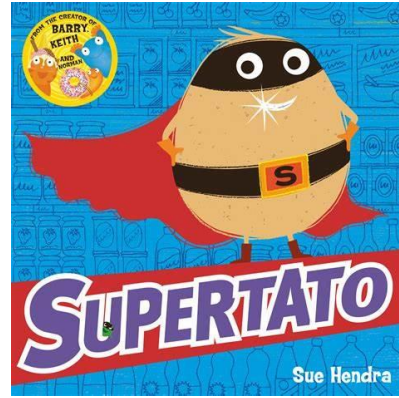
Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

The Curriculum





Our School Day

- **8.35am self registration begins,**
- **9am Phonics: introduction of new sound followed by gross motor handwriting activities**
- **9.30am Child Initiated Learning (CHIL) – ‘Busy Learning.’**
- **10.15am Dough disco to develop fine motor skills**
- **10:30am Snack time**
- **10.45am Break time**
- **11am Carpet time – Book/ topic focus,**
- **Child Initiated Learning (CHIL) – ‘Busy Learning.’**
- **12:00pm Lunch**
- **1:00pm Carpet time – Maths/ UTW/ PE**
- **CHIL**
- **2.45- Tidy up and circle time**
- **3:15pm Home time**

**Children must be in school by 8.45am
and collected at 3.15pm**



What will your child need?

- *School Uniform – named,*
- *Shoes – velcro please,*
- *Long hair tied up,*
- *Jewellery rules,*
- *PE kit – named;*
- *Plimsolls not needed for first term*
- *Spare underwear and uniform,*
- *Book bag,*
- *Packed lunches/school dinners/milk arrangements,*
- *Coats/appropriate outdoor clothing for hot and cold weather,*
- *Named water bottles will be given out on their first day.*



Our School Uniform



School uniform items containing the School Badge can be purchased from JW Sports in the High Street, Bognor Regis

Our PE Kit



School Dinners

- Universal Infant Free School Meals,
- Income based Free School Meals:
<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/free-school-meals/>
- School Milk,
- Snacks



STARTING SCHOOL:

All About Me Activity Booklet

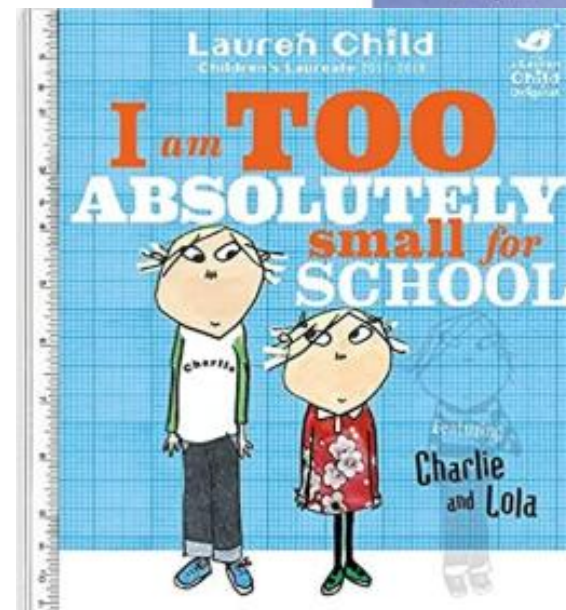
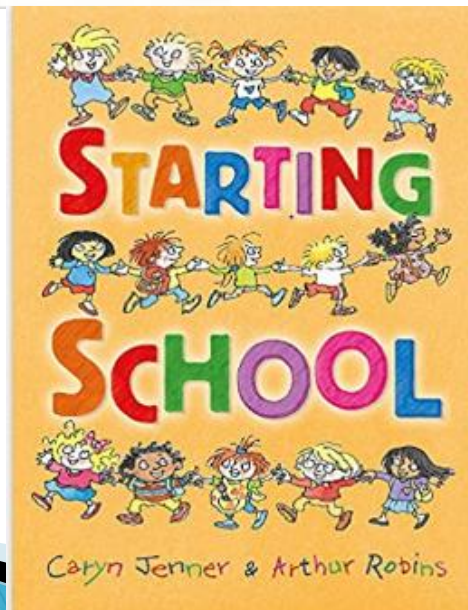
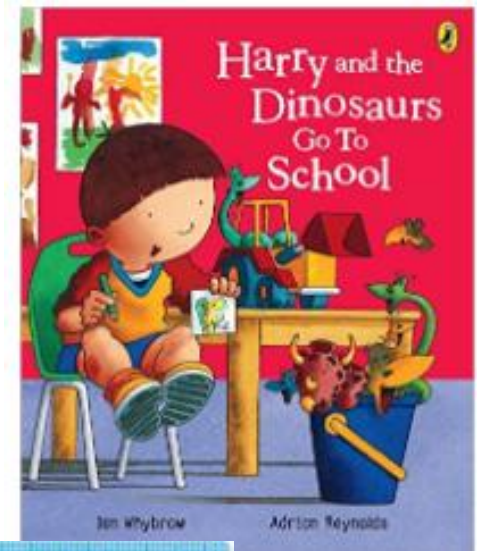
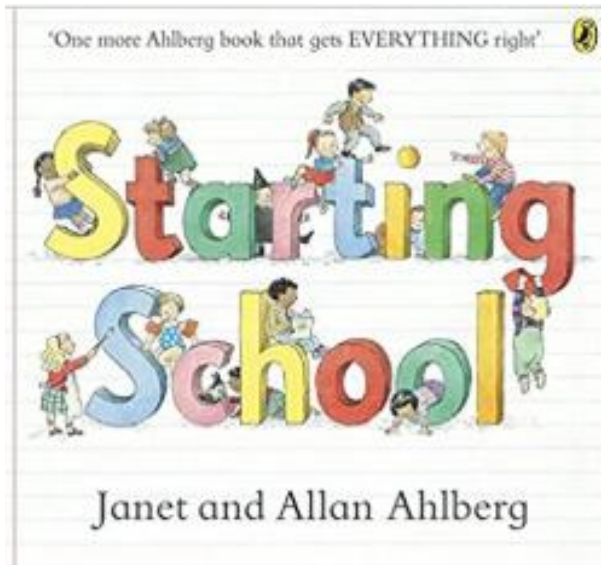
My name is:



twinkl



Books to share

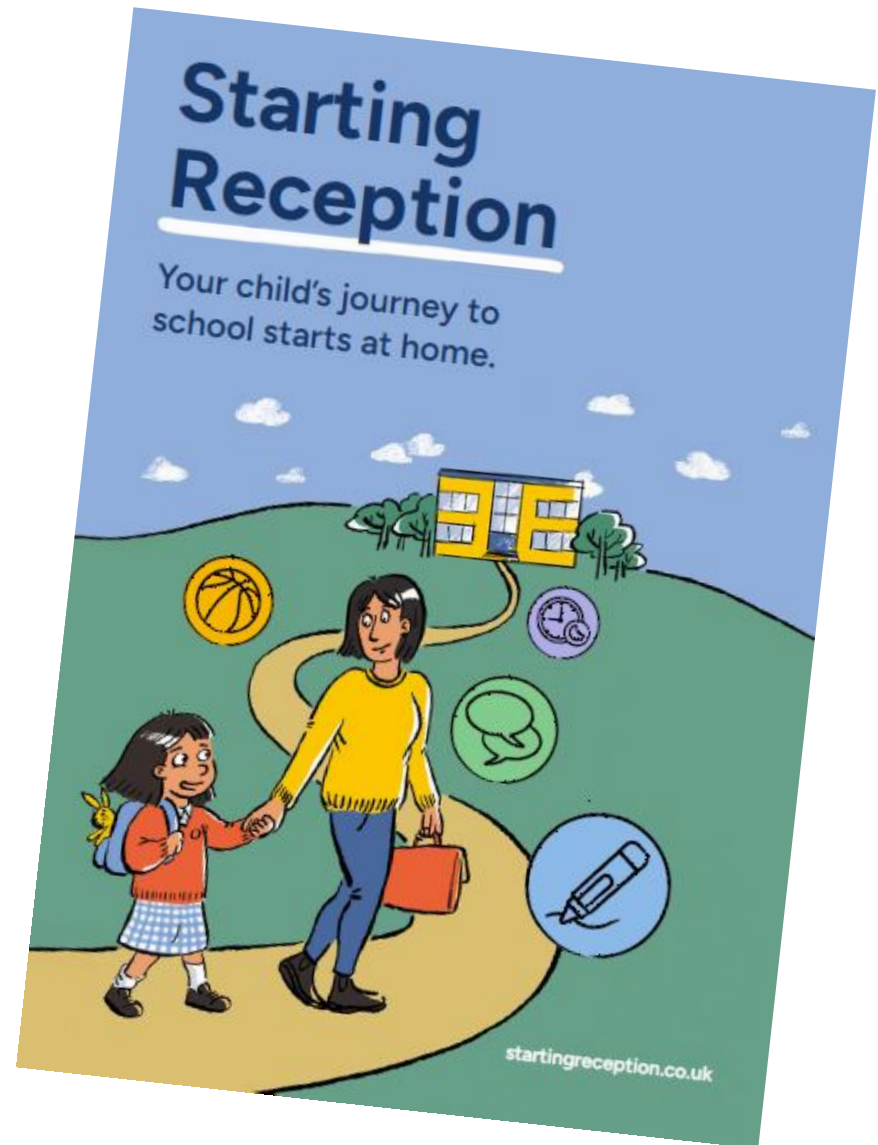


Developing Independence

- Getting dressed and undressed independently,
- Going to the toilet independently,
- Knowing how to wash their hands,
- Eating habits,
- Being independent – *tidying up, carrying own bags.*



<https://startingreception.co.uk/>



Settling in

- Wednesday 17th June (Group A) and Wednesday 24th June (Group B), pupils and parents are invited for a Stay and Play session related to the text, The Hungry Caterpillar. Both sessions will be at 3.30-4.30pm.
- Wednesday 1st July 9:15 – 10:15am (Group A) and 10:45am – 11:45am (Group B) stay and play session (pupils only).
- Thursday 3rd September (Group A) and Friday 4th September (Group B) we will be holding meet the teacher sessions followed by mornings or afternoons.
- All children to complete a full day on 14th September Parents invited for tea and cake in the hall on Friday 18th September.



School Website

Starting school for the first time

Starting school for the very first time, is an important milestone for both you and your child. At South Bersted Church of England Primary School, we believe that this should also be a time of great excitement and opportunity.

It is our aim that the below videos provide you and your child with key information for this exciting time. You can access the Power Point of the meeting here: [New Parents 2025.26](#)

If, after attending the Parent Information Meeting on Monday 8th June you, or your child, have any questions regards starting school, please ask use the link below to submit your question:

Starting-Reception

Below is a document with responses to the Frequently Asked Questions we have received via the link above. This will continue to be updated as more questions are received:

[FAQ EYFS](#)



Below is a copy of the 'All About Me' booklet which all parents have also now received. Please complete this with your child and bring it to school in September.

[ALL ABOUT ME BOOKLET](#)



The First Day of School

- Walk your child through to the entrance to the EYFS classroom.
- Your child will come in and find their name on the table and put it on the wall,
- They will put their book bag away in their tray,
- Place coats and bags on their named coat peg,
- Put water bottles in the water bottle tray by the sink,
- Put lunch boxes on the shelf,
- Come back and collect the children at the end of the session,
- Wait in our outside area under the shelter at collection time. We will send the children out to you with all their things.



Home/School Links

- My Child At School app (MCAS – email invite to follow shortly),
- Daily whiteboard messages,
- School's Website,
- South Bersted Facebook & Instagram Pages,
- Class Dojos (we will help set up today),
- Weekly newsletter.



Reception Baseline

- The reception baseline assessment (RBA) is a short, task-based assessment of your child's early literacy, communication, language and mathematics skills when they begin school. It is statutory for all schools from September 2021.
- The assessment will take place in the first 6 weeks of your child starting reception. The assessment will form the start of a new measure of how schools are helping their pupils to progress between reception and year 6.
- Your child does not need to prepare. There is no pass mark or score and your child should not realise they're doing an assessment.
- Once the RBA is fully established, the intention is to make the key stage 1 national curriculum tests and teacher assessments that children currently take at the end of year 2 non-statutory.



Reception Baseline

What the assessment involves...

- During a short one-to-one session with their teacher or teaching assistant, your child will do a number of practical and interactive tasks

What you need to do...

- You do not need to do anything. Your child is unlikely to even know that they are doing an assessment when they are completing the tasks.

How the data will be used...

- Children will not 'pass' or 'fail' the assessment; it will provide a snapshot of where they are when they start school in the reception year. The results of the assessment will not be used by government to track or label individual pupils, or to judge the performance of early years settings.
- The data from the assessment will only be used at school level to measure the progress of the year group from reception to year 6. The data from the assessment, including numerical scores, will not be shared with parents, pupils, teachers, or external bodies, including schools. There will be no published score.



Any Questions

If you have any questions, please share these with us on the Google Forms link on our website or contact the school office.

01243 821678

We look forward to working with you!



