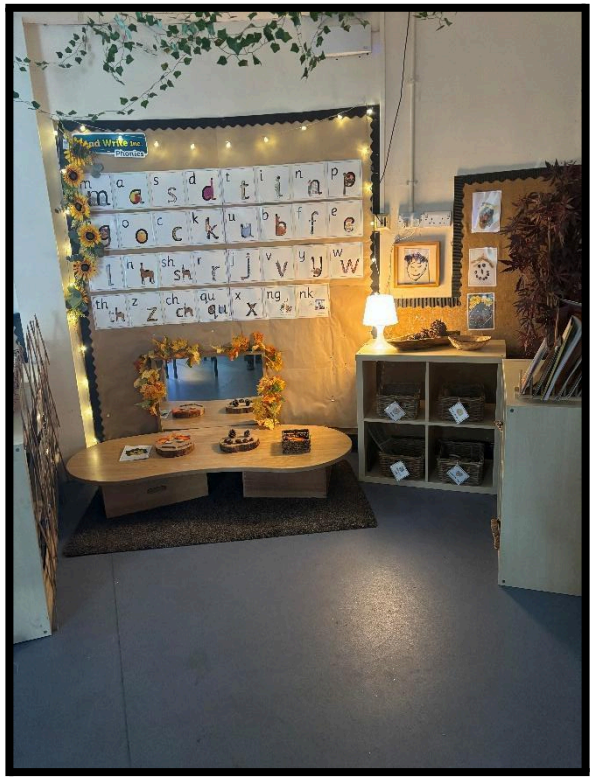
Welcome to Mosspits Lane
Early Years Foundation Stage







Information for Parents/Carers 2026-7

General Information

We welcome you and your child to our school and hope that your child will be very happy here. Our contact details are:

Mosspits Lane Primary School
Mosspits Lane
Liverpool
L15 6UN

Telephone 0151 722 1716
Email office@mosspits.com
School Website www.mosspits.com
Type of school: Primary, age 4-11 years
Head Teacher: Mr Peter Heery
Chair of Governors: Mrs Erini Cheliotis
Local Authority: Liverpool

Follow us on twitter: @mosspitslane
Follow us on instagram: @mosspits.lane

Welcome to Mosspits Early Years Foundation Stage

Mosspits provides a vibrant and stimulating environment where children are supported by and educated by highly skilled, dedicated and caring staff.

We acknowledge that children learn in different ways and as such we provide a variety of teaching methods to make learning exciting for our children. Extra support is given to children who may be experiencing difficulties and more demanding targets are set to extend and challenge the more able children.

We aim to develop positive attitudes to learning and children receive praise and encouragement at every opportunity.

Starting School

All children will start school on a part-time basis.

This allows staff to get to know each child personally.

The children will be phased into school across the first week.



As our intake is from a number of different settings, we may consider re-allocating the classes after the first half term to ensure the best placement for the children.

Induction

Here are some key dates and information.

Thursday 4th June 2026 (4.30pm)	**Welcome Meeting** We will hold an Early Years Welcome meeting for all parents/carers of our new Reception cohort. This will involve a small talk from myself, Mr Heery (Headteacher) and Mrs Culshaw (EYFS lead). Other key staff members will also be there for introductions. Following the talk, parents/carers and children will have a chance to visit the Reception learning environment and explore their new classroom.
Wednesday 1st July 2026:	**Transition day** Our Reception teachers would like to offer you and your child an opportunity to attend our Early Years classroom for a 'stay and play' session. This will take place in small groups to allow for children to explore their new setting, and get to know the adults who will be looking after them. Your time slot for this will be given to you in your welcome pack at the Welcome meeting on 4th June.
Friday 3rd July 2026:	**Parent/Carer conversations** Our Reception teachers would like to offer you an appointment to discuss your child and ensure that they have a smooth start to Reception. They will use this time to answer any questions that you may have as well as gathering information about your child. These meetings will take place in school on Friday 3rd July. Further details about how to book an appointment will be shared in our welcome meeting on 4th June.
Wednesday 2nd and Thursday 3rd September 2026:	Children start school on a part-time basis (mornings or afternoons only): 9:30am – 11:30am or 1:15pm - 3:15pm Your child will be allocated a morning or afternoon session in the Reception setting,

	along with half of the children from the year group. You will find out if your child is in the morning or afternoon session in our Welcome Meeting on 4th June.
Friday 4th September 2026:	All Reception children will come into school at 8:45am for a half-day session and will leave school at 1:15pm following lunch.
From Monday 7th September 2026:	Full-time attendance: 8:45am – 3:25pm Your child will be in school full-time with all the children from the year group. Pick up and Drop off will be via the EYFS Conservatory.

Uniform

School Uniform (Winter)	
Grey skirt or pinafore White blouse School cardigan or pullover School tie (optional for EYFS) Waterproof coat with logo (optional)	Grey trousers White shirt School pullover School tie (optional for EYFS) Waterproof coat with logo (optional)
School uniform is available for purchase direct from our suppliers –'The Uniform Factory' via our School Website link – click on (Key Information – Uniform)	
Shoes should be sensible and appropriate for school. Trainers are not to be worn for school; we rely heavily on parents to support us in this policy.	
	**Summer Uniform** In the Summer Term, children can wear blue and white cotton dresses which are widely available for purchase in numerous outlets. They may also wear grey school shorts, with a white short-sleeved shirt.

The first few weeks

We will find out what the children
already know and can do
and use this information to help us develop an
individual learning programme
for each child.

This will inform the statutory judgements that will be made as part of each child's **Baseline Assessment.**

We would value any contributions you would like to make in helping us to get to know your child's needs.

Early Years Foundation Stage

The Early Years Foundation Stage is a framework for children's development from birth to the end of the Reception year of Primary School.

The EYFS curriculum is based on the recognition that children learn best through play and active learning.







The EYFS curriculum is organised into the following areas of learning:

Prime Areas of Learning:

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

Specific Areas of Learning:

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

Personal, Social and Emotional Development



Children will learn to:



- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings, socially and emotionally
- Think about the perspectives of others
- Manage their own needs





Communication and Language

Children will learn to:

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and check to understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Engage in storytimes
- Listen to and talk about stories to build familiarity and understanding
- Retell stories
- Listen carefully to rhymes and songs paying attention to how they sound
- Engage with non-fiction texts



Physical Development

Children will learn to:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing
- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently (e.g. pencils, brushes, scissors, cutlery)
- Use their core muscle strength to achieve good posture when sitting at a table or on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of apparatus
- Develop overall body strength, balance and agility
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming
- Develop the foundations of handwriting style which is fast, accurate and efficient
- Know and talk about the different factors that support their overall health and wellbeing
- Further develop the skills they need to manage the school day successfully





Literacy

Children will learn to:

- Read individual letters by saying the sounds for them
- Blend sounds into words, so they can read short words made up of known letter sound correspondences
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic program
- Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words
- Re-read books to build up their confidence in word reading, fluency and understanding and enjoyment
- Form lowercase and capital letters correctly
- Spell words by identifying the sounds and writing that sound with letters
- Write short sentences with words with known letter sound correspondences using a capital letter and full stop
- Re-read what they have written to check it makes sense



Mathematics

Children will learn to:

- Count objects, actions and sounds
- Subitise (instantly recognise how many objects there are without needing to count)
- Link the number symbol (numeral) with its cardinal number value
- Count beyond 10
- Compare numbers
- Understands the 'one more than/one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0-10
- Select rotate and manipulate shapes in order to develop spatial reasoning skills
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy and create repeating patterns
- Compare length, weight and capacity



Understanding the World

Children will learn to:

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Recognise some environments that are different to the one in which they live
- Understand the effect of changing seasons on the natural world around them



Expressive Arts and Design

Children will learn to:



- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively, sharing ideas, resources and skills
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Develop storylines in their pretend play
- Explore and engage in music making and dance, performing solo or in groups

Monitoring Progress and Assessment

During the Reception year, as part of the learning and teaching process, we assess each child's development in relation to the age related expectations and early learning goals in each of the core and prime areas of learning. These statutory assessments are reported to parents and recorded in each child's individual EYFS profiles.

Assessments are made through observations of the children engaged in child-initiated and adult-directed tasks, as well as a shared dialogue between teachers and parents/carers.

Practitioners use all of this information to make a judgement of whether a child has met the level of development **expected** at the end of the EYFS for each ELG, or has not yet reached it (**emerging**).

By the end of the Reception year, each child will leave the Early Years Foundation Stage and enter Key Stage 1 with their strengths celebrated and their future learning needs clearly identified. The children are encouraged to "Reach for the stars" by working hard and always trying their best.



Reading

The children will learn to read using a range of strategies. These include:

- Daily synthetic phonics session (Read, Write Inc)
- A multi-sensory approach to learning letters and sounds
- Learning to recognise a series of high frequency words on sight, some of which cannot be sounded out phonetically (red words)
- Looking at context and other clues to assist in understanding words, sentences and texts.
- We begin by looking at books without text, telling their own stories from the pictures.
- Children are encouraged to read a variety of text types, including magazines, non-fiction texts, poetry and 'real' books selected from the class library.

Reading at Home



- Children may bring home a phonetically decodable reading book each week, or have access to one online, that is appropriate for their phonic ability
- Children will also bring home a 'library' book for you to read with them to promote 'reading for pleasure'
- Repetition is the key, as well as using contextual cues such as illustrations

Reading - How you can help...

- Read bedtime stories!
- Look at and talk about printed language in the environment,
  on food packages, road signs, labels, leaflets and subtitles.
- Practise orally blending sounds together to make simple words
  e.g. put on your c-oa-t (we call this 'Fred Talk')
- Ensure children share school reading books
  and RWI materials when brought home.
- Look at the RWI sheets and practise the
  sounds for each letter



Writing



- Children begin with “wiggles and squiggles” (mark making/emergent writing)
- They begin to ascribe meaning to these marks – celebrate their efforts !
- Increasingly they use their phonic knowledge – recording the dominant sound they can hear
- They will spell making phonetically plausible attempts
- Write simple cvc words as knowledge increases e.g. Mum, cat



Writing - How you can help...

- Encourage children to make marks: drawing, painting, chalking etc about things they are interested in;
- Model writing yourself: show children your writing, shopping lists, things to do, birthday cards;
- Make scrap books, write postcards, party invitations together;
- Develop fine motor skills through manipulative activities, cutting, threading, playdough, messy play;
- TALK to your child: they need to express their ideas verbally, before attempting to record in writing.



Outdoor Provision

The Early Years Foundation Stage requires children to have constant access to outdoor provision and learning in **all** weather conditions. We therefore request that during the winter months children wear a warm coat that is waterproof, hats gloves and scarves, and wellies to splash in the rain.

Staff will provide the children with a set of waterproof clothing – a jacket and trousers – for the children to wear over their outdoor coat. This will enable their uniform to be fully protected while they have fun playing with the large scale water equipment or digging in the mud !

During the summer months, children will need a sun hat, and should have protective sunscreen applied before they arrive at school. Children can bring in a named bottle of sunscreen for 'top ups' throughout the day.

Homework



In addition to reading, you can extend your child's learning practically at home through helping them to complete their weekly homework tasks.

Each week, the children will be given an increasing number of tasks to complete at home with you. This will be based on the work they have been doing at school during the course of the previous week – it should not be anything new to them.

This will be evidenced via photos, videos and electronic worksheets sent via the Class Dojos system - more information about this will be sent out to you.

Class Dojos are also used for home-school communication and to celebrate the successes of the children.

Parent/Carer Partnerships



Parent/Carers have a unique knowledge of their child's development, which is central to the learning process. An essential part of parental involvement is an ongoing dialogue between home and school. This helps to provide your child with security and confidence. Together we can achieve this in the following ways:

- Talking about and recording information about your child's progress and achievement
- Carrying out activities at home to reinforce learning at school
- Letting each other know of any changes, events, worries or concerns which may affect your child's learning experience.

Communication Between Home & school



- Regular newsletters (on the website)
- Class pages on website regularly updated
- Class Story (on Dojos) to record any important events/achievements outside school
- 'Open door' policy – feel free to telephone, email the office or arrange to speak to a member of the team whenever necessary
- Parent/teacher meetings on entry to Reception and termly throughout the year





P. E.



- P. E. takes place weekly
- P. E. kits are worn to school, covered by a school jumper/cardigan/fleece
- Children are encouraged to dress/undress themselves;
- Please ensure all items of P. E. kit are clearly labelled and your child knows how to identify their belongings;
- P. E. bags and kits are available to order from our suppliers via our school website.

Practical Details...

- Please inform the school office if your child will be absent due to sickness or needs to attend any medical appointments
- Leave of absence will only be granted in exceptional circumstances and is at the discretion of the Headteacher. Please complete a 'leave of absence' form to request this (available from the school office)
- Ensure all uniform is labelled with your child's name, especially P. E. kit and outdoor clothes (coats, hats, gloves, scarves)
- Packed lunches in a named lunch box
- No sweets or fizzy drinks
- Fruit and milk/water is provided daily for snack time
- Children are allowed to bring a water bottle into school and are encouraged to drink water regularly throughout the day.
- Children have "accidents". Please provide a set of spare underclothes/socks to be kept in their P. E. bag

And finally..

We are looking forward to working with you and your child this year!

Be prepared – your child will be very tired initially – school is hard work when you are 4 !

