





Welcome

Core Values

Curious
Responsible

Active
Respect

Creative
Brave



Lower Park School

Values

The Lower Park values of curious, responsible, active, respectful, creative and brave form a golden thread through our curriculum and are at the heart of all we do. Through living these values we aim to:

•Build children's knowledge through rich, motivational and inspiring learning experiences that provide them with real life skills that enable them to move into the world with integrity and confidence.

•Provide knowledge in all subjects that builds sequentially through their time at Lower Park.

•Reflect the needs and be specific to our local area and community.

•Develop transferrable skills through their growing knowledge of the curriculum.

•Be stimulating, fun and memorable for all children which is extended into an enhanced extra-curricular school life.

•Have high expectations and aspirations inclusively for every individual, including academic, artistic, personal and sporting achievements.

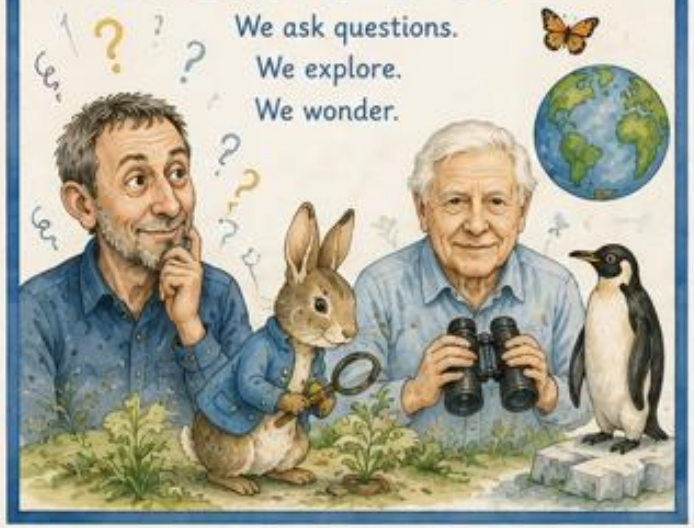
•Develop life-long learners who are knowledgeable and aware of their own well-being, social, emotional, physical and spiritual needs.

Celebrating Our Role Models

- As part of our commitment to supporting children's personal development, we have introduced a diverse range of role models whose values closely align with our own school values.
- Our aim is to broaden the range of role models our children are exposed to, inspire a wide variety of career aspirations, and help bring our school values to life in meaningful and memorable ways.
- Look out for our new **Commendation Awards** and discover which role model has been chosen for your child's class. The children have been very excited to find out more about the character linked to their class and to learn about the values and qualities they demonstrate.

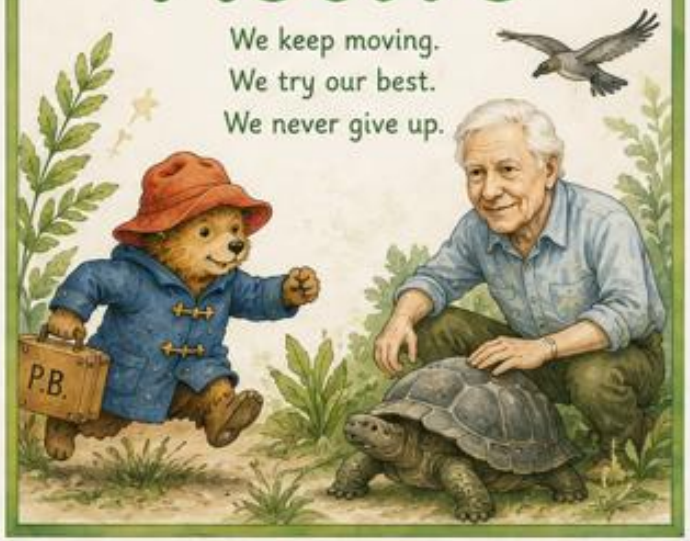
Curious

We ask questions.
We explore.
We wonder.



Active

We keep moving.
We try our best.
We never give up.



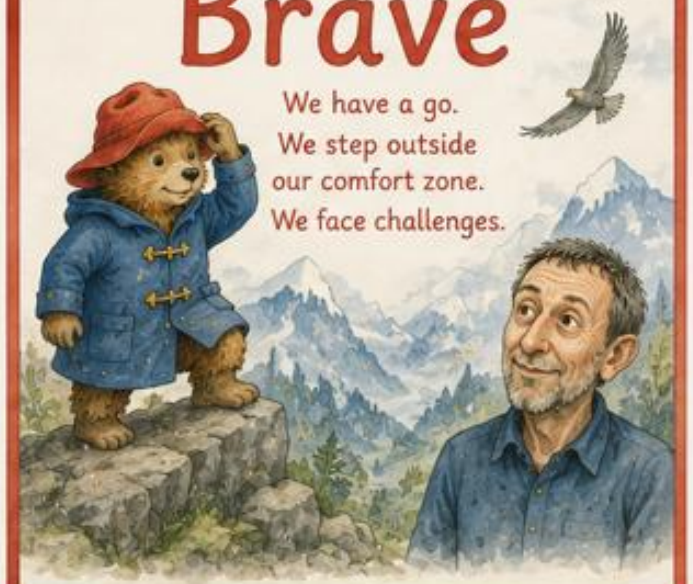
Creative

We use our imagination.
We think of new ideas.
We express ourselves.



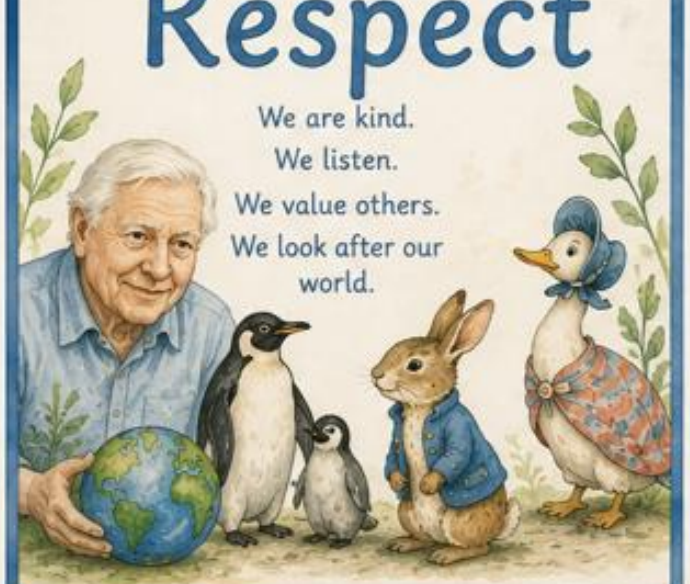
Brave

We have a go.
We step outside
our comfort zone.
We face challenges.



Respect

We are kind.
We listen.
We value others.
We look after our
world.



Responsibility

We make good choices.
We look after things.
We do our part.



PADDINGTON BEAR

Words. Ideas. Values.

"If we're kind and polite, the world will be right."
– Paddington Bear

Paddington Bear is kind, polite and good-hearted. His adventures in London show values that make the world a friendlier place.

RESPECT

Paddington respects everyone, whether they are family, friends or strangers.

- He is always polite, says "please" and "thank you" and listens to others.

"Thank you for looking after me."
– Paddington Bear



Paddington Bear shows his values in the way he treats others, tries his best and looks for the good in every day.

CREATIVE

Paddington uses his imagination to solve problems and find clever ideas.

- He makes the ordinary special – from sandwiches with marmalade to unusual ways of helping.

CURIOUS

Paddington is curious about the world around him.

- He asks questions, tries new things and goes on adventures to learn more about places and people.

"There is so much to see and learn."
– Paddington Bear

BRAVE

Paddington is brave in new places and when things go wrong.

- He faces challenges with courage, tries his best and never gives up.

"I may be just a bear, but I promise I will do my best."
– Paddington Bear

ACTIVE

Paddington is always on the go!

- He travels, helps others and gets involved in the life around him.

RESPONSIBILITY

Paddington takes responsibility for his actions and looks after others.

- He tries to do the right thing, helps out and learns from his mistakes.
- He cares for the Brown family and treats their home with love and respect.
- He looks after the world around him and reminds us to be kind.

Through his adventures and kind heart, Paddington Bear shows us how these values can help make the world a warmer, kinder place for all.

The School's Ethos and Values

- At Lower Park School, we are more than just a happy, inclusive community—we are a vibrant family committed to nurturing the brightest minds and kindest hearts. We passionately strive for excellence in teaching and learning through a dynamic, engaging curriculum that inspires curiosity and creativity in every student.
- Here, every individual is celebrated for their unique qualities—curiosity, responsibility, respect, bravery, and a commitment to achieving our best. In our nurturing and safe environment, we embrace equality and diversity, ensuring that every member feels valued and cherished.
- Our vibrant school life is enriched by special events, inspiring visitors, and unforgettable trips that bring our curriculum to life. We believe in the spirit of community, fostering meaningful relationships between adults and children that cultivate responsibility and inspire positive role modelling. Together, we create a supportive atmosphere where everyone thrives and learns from one another.
- As we learn to protect our planet's precious resources, we also develop a strong sense of responsibility that extends beyond the classroom. Our integration of technology enhances every learning experience, opening doors to communication and collaboration that prepare our students for the world ahead.
- Our green, outdoor spaces invite all children to engage in meaningful activities that promote health, wellbeing, and a sense of adventure. Through their journey at Lower Park, our children will emerge as well-rounded individuals, equipped with the values, knowledge, and skills they need to thrive and make a positive impact on the world.
- Together, we are not just educating minds; we are shaping a brighter future filled with hope, creativity, and kindness.

Communicating with parents

- Tapestry – learning journey
- School website – including weekly sway
- Emails/ messages via MCAS
- MCAS – ordering lunches, payments, etc
- Busy Bee Books (From October half-term – opportunity to share news with rest of class and celebrate our school values when seen)

Curious Responsible
Active Respect
Creative Brave

Lower Park School

Communication - Home to School

ATTENDANCE/ COLLECTION ARRANGEMENTS (What if my child is ill?)

- If your child is feeling unwell but is in school/a teacher needs a wellbeing update - speak to the member of staff on the gate
- Ill and unable to attend school - Call the office (option 1)

LEARNING (What is happening in class?)

- Weekly newsletter also posted on the website (Sway)
- Check class pages on the website
- Termly newsletter (available at the bottom of the class page)
- Call the school office to arrange a call back/meeting in person (formal question) (option 2)

CLUBS (Is football club on tonight?)

- Check the calendar on the school website (under the Key Info tab)
- Any other information call the office (option 2)

CHANGE IN INFORMATION (address/ medication/newly diagnosed allergy etc.)

- Call the office (option 2)

PAYMENTS (lunches/visits/trips) How do I pay for school dinners?

- Via the MCAS app

School website and Newsletters



Autumn 2026

Early Years Foundation Stage Newsletter

Welcome to Reception! We hope your child has found their first days at school to be an enjoyable and happy experience. It has been a pleasure to welcome them in, and we look forward to getting to know them better and helping them to progress in their development.

Communication between school and home is very important and we hope newsletters are one way we can provide you with up-to-date information about the experiences your child is having in school.

Our topic for this term is *'My Favourite Things'* and, as with all our work in the Foundation Stage, the topic will involve a strong emphasis on practical activities to develop the children's learning. Below is a summary of some of the activities in which the children will take part.

Personal, Social & Emotional development	Communication and Language	Physical development
We will use 'My Happy Mind' to help create a positive mental wellbeing culture in which children build resilience, self-esteem, and character. Additionally, the children will learn strategies to help them with new beginnings and starting school, following the '1 Decision' scheme.	In oracy, the children will contribute ideas about why events happen in stories, why they think a character is behaving a certain way and predict what might happen in the story. They will develop their communication, including irregular tenses and plurals and sing a large repertoire of songs.	The children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure' and 'everyday life'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. The children will develop their fine motor skills so that they can use a range of tools competently, safely and confidently.

Literacy	Mathematics
In Autumn 1, the children will develop their literacy skills through the text 'The Whale Who Wanted More'. They will be able to draw, paint and make a fish and be able to contribute orally to a short story about their fish. In Autumn 2, the children will learn from the story 'The Pirates are Coming'. They will create a pirate ship and interact with their peers to role play parts of the story, this will involve relevant mark making and the use of simple CVC words.	During the first half-term, the children will learn to recognise, represent, and manipulate numbers to 5. They will focus on comparing two groups of objects and correctly identifying which has more, fewer or whether they have the same amount. In Autumn 2, the children will explore 3D and 2D shapes as well as focusing on positional language. They will find one more and one less than a number within 5 and concentrate on number bonds to 5 in the context of a part-whole model.

Welcome to Reception

Meet the Team

https://lowerpark.ht.school/

EYFS Curriculum

Seven areas of learning

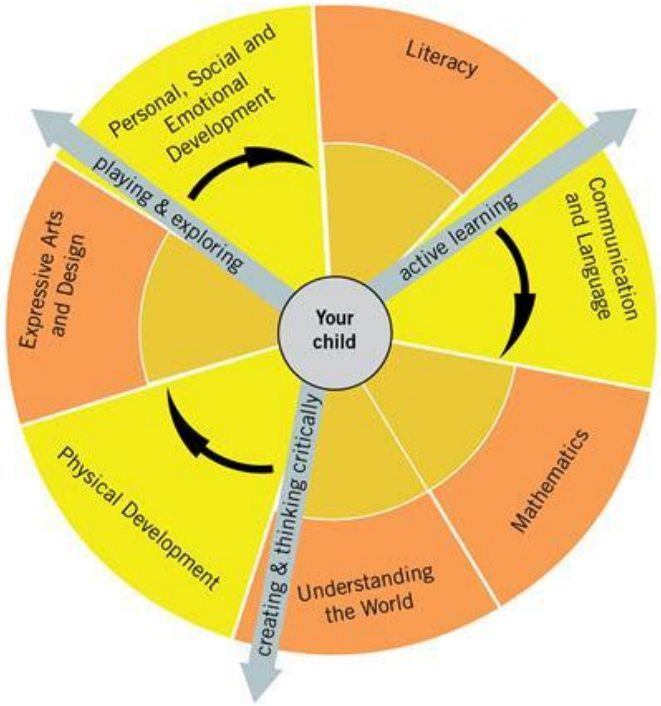
- **Communication and language** is the development of children's spoken language which underpins all seven areas of learning and development. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
- **Physical development** is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.
- **Personal, social and emotional development** is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

Seven areas of learning

- **Literacy** involves developing a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
- **Mathematics** involves developing a strong grounding in number which is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.
- **Understanding the world** involves guiding children to make sense of their physical world and their community. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.
- **Expressive arts and design** involves the development of children's artistic and cultural awareness which supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

Characteristics of effective learning

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.



Developing independence

- Getting dressed/undressed
- Putting on shoes/wellies/ coats – velcro shoes please
- Going to the toilet/ washing hands
- Using a knife and fork

- More time for learning
- More time for play!
- Increased self esteem and confidence

Phonics



We follow Read Write Inc.



This is a complete phonics programme - systematic and structured.

Read Write Inc is a Department of Education approved scheme, and it meets the demands of the National Curriculum and EYFS curriculum.

It develops children into fantastic early readers.

Starting at the beginning...Early Years

- Read storybooks and non-fiction books closely matched to their developing phonic knowledge
- Read with fluency and expression
- Learn to spell using known sounds
- Write confidently by practising what they want to write out loud first
- Work well with a partner

Aim for the end of year...

Children are becoming accurate and speedy readers.

One-to-one tutoring - no child is left behind.

Book bag books align with sounds learned in class. *The children will bring a book home once they are secure with individual letter sounds and can confidently blend.

The Speed Sounds



Special friends...
2 letters that make 1 sound



You have all been receiving a link to the sounds children are learning each day.
Important- Please use the videos for correct pronunciation of sounds and don't use letter names.

How do phonics help us to read?

Say “hello” to Fred.





Fred can *only* talk in sounds…

He says “*c_a_t.*” Not **cat.**

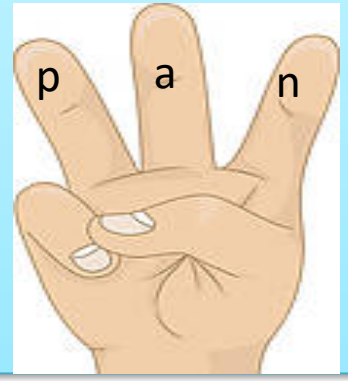
We call this *Fred Talk.*

Important- To encourage fred talk with your child when they are reading.

e.g. pan

Fred talk- p_ a_ n
Say the word- pan

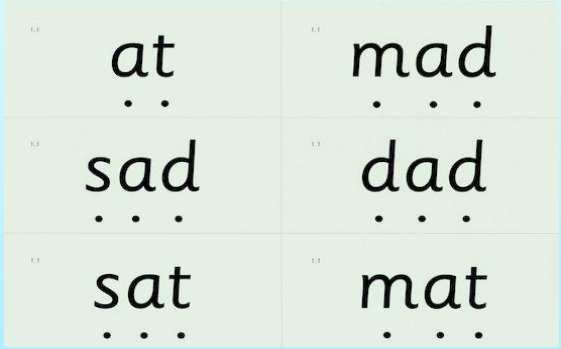
Using Fred Fingers helps when children are writing words.



Learning to blend and segment with the sounds we know...

Green words – contain all the sounds we know

*We use Fred talk to sound out these words.
*Children will become confident and begin to just say the word.

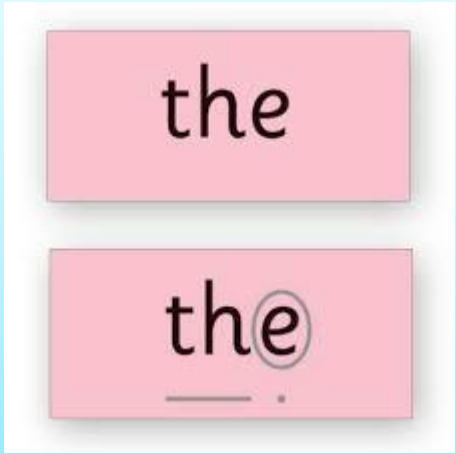


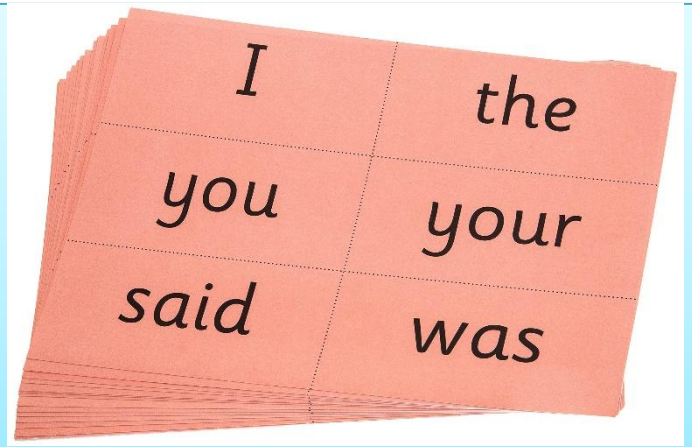
Alien words!



Red words

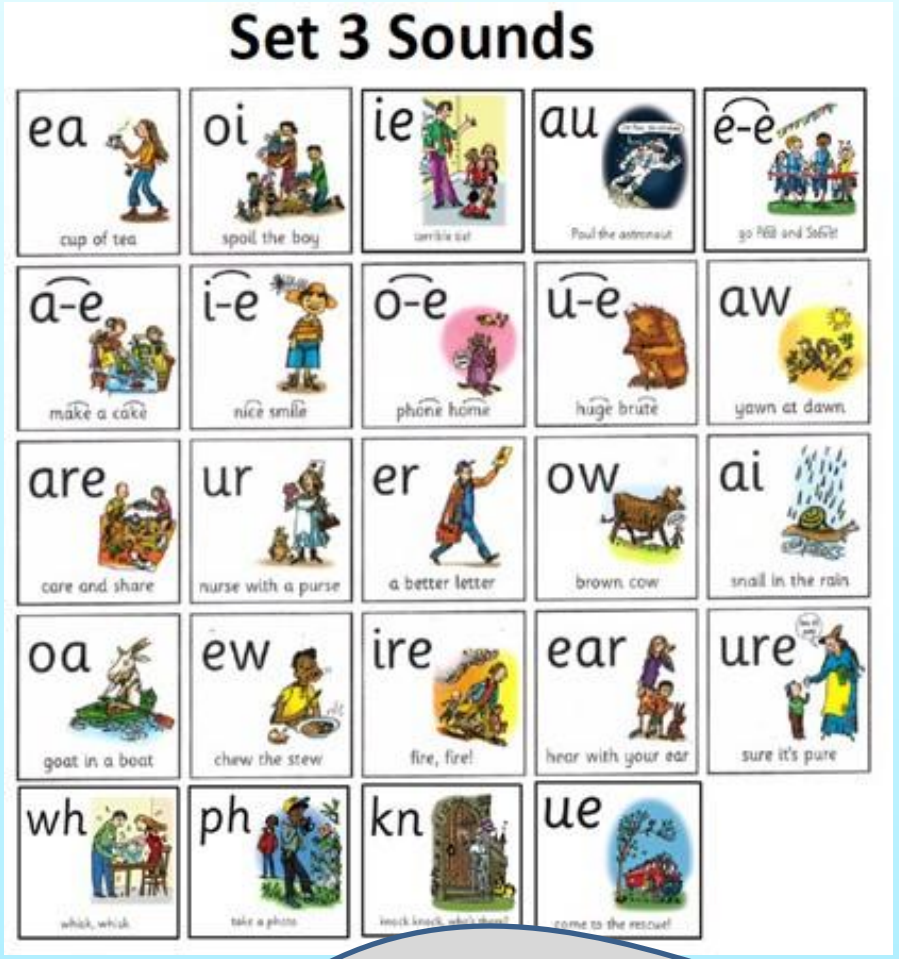
*Can't use fred talk. Children learn these.
'If it's red it's hard to Fred'





When the children are secure with set 1 sounds they move on to set 2 and 3 with more 'special friends' (2 or 3 letters that make one sound).





In set 3 there are some trickier words using e_e a_e, i_e, o_e, u_e.
We call these friends, friends that don't sit next to each other as they got too chatty!



How to help your child read at home

Ten top tips for reading stories to your child

1 Make reading to your child feel like a treat.
Introduce each new book with excitement.

2 Make it a special quiet time and cuddle up so both of you can see the book.

3 Show curiosity in what you're going to read:
Oh no! I think Arthur is going to get even angrier now.

4 Read the whole story the first time through without stopping too much. If you think your child might not understand something, model an explanation:
Oh I think what's happening here is that...

5 Chat about the story:
I wonder why he did that?
Oh no, I hope she's not going to...
I wouldn't have done that, would you?

6 Avoid asking questions to test what your child remembers.

7 Link stories to your own experiences (e.g. *This reminds me of...*)

8 Read favourite stories over and over again.
Get your child to join in with the bits they know.

9 Read with enthusiasm. Don't be embarrassed to try out different voices. Your child will love it.

10 Read with enjoyment.
If you're not enjoying it, your child won't.



Have fun with Fred Talk!



"What a tidy r-oo-m!"
"Where's your c-oa-t?"

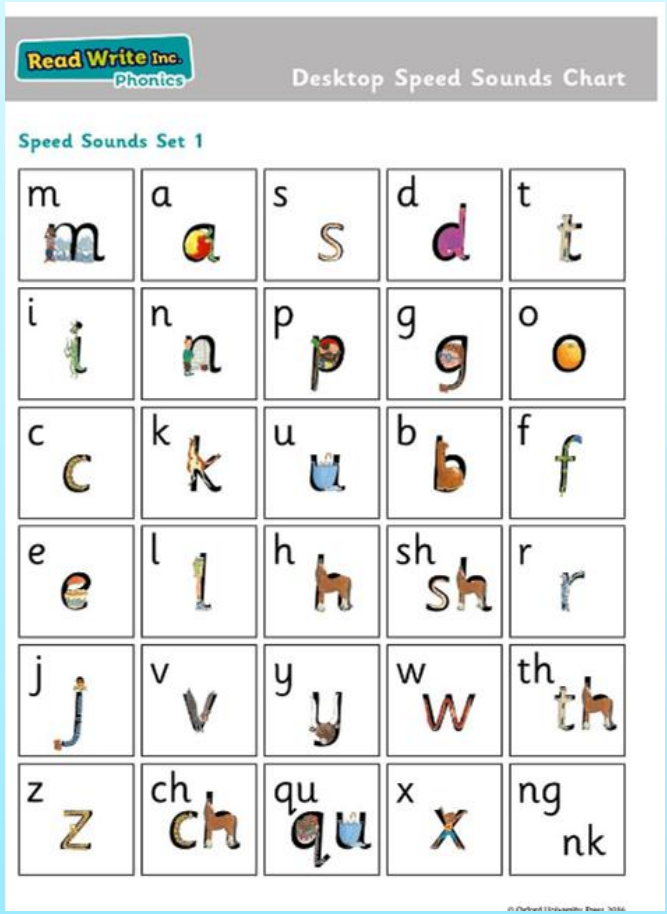
"Time for b-e-d!"

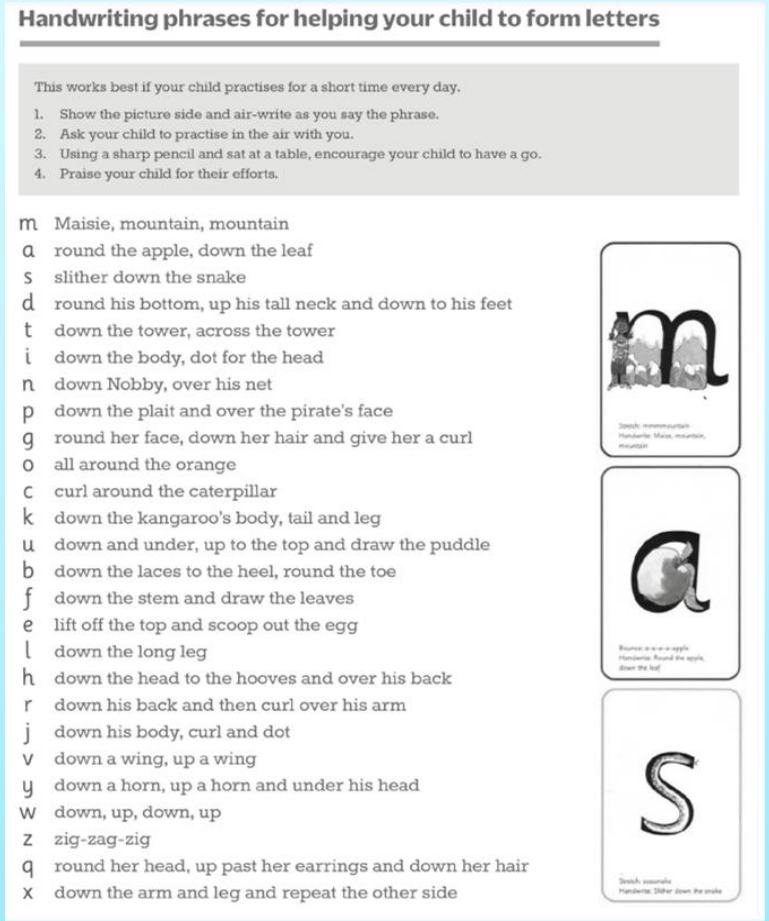
Important- Make sure you are pronouncing sounds correctly if you point out a word that you think your child can read.

Handouts

Please take one of each handout on your tables (3 handouts- speed sound mat, handwriting, top ten tips for reading)

Any questions, please just ask!



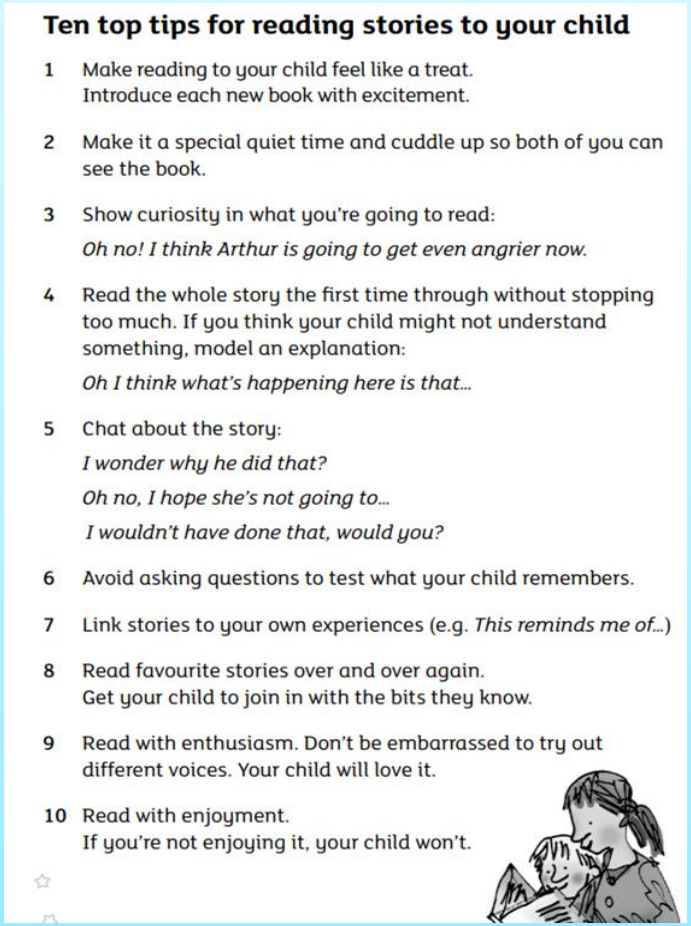


Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

m	Maisie, mountain, mountain
a	round the apple, down the leaf
s	slither down the snake
d	round his bottom, up his tall neck and down to his feet
t	down the tower, across the tower
i	down the body, dot for the head
n	down Nobby, over his net
p	down the plait and over the pirate's face
g	round her face, down her hair and give her a curl
o	all around the orange
c	curl around the caterpillar
k	down the kangaroo's body, tail and leg
u	down and under, up to the top and draw the puddle
b	down the laces to the heel, round the toe
f	down the stem and draw the leaves
e	lift off the top and scoop out the egg
l	down the long leg
h	down the head to the hooves and over his back
r	down his back and then curl over his arm
j	down his body, curl and dot
v	down a wing, up a wing
y	down a horn, up a horn and under his head
w	down, up, down, up
z	zig-zag-zig
q	round her head, up past her earrings and down her hair
x	down the arm and leg and repeat the other side



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Introduce each new book with excitement.

2 Make it a special quiet time and cuddle up so both of you can see the book.

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Mathematics

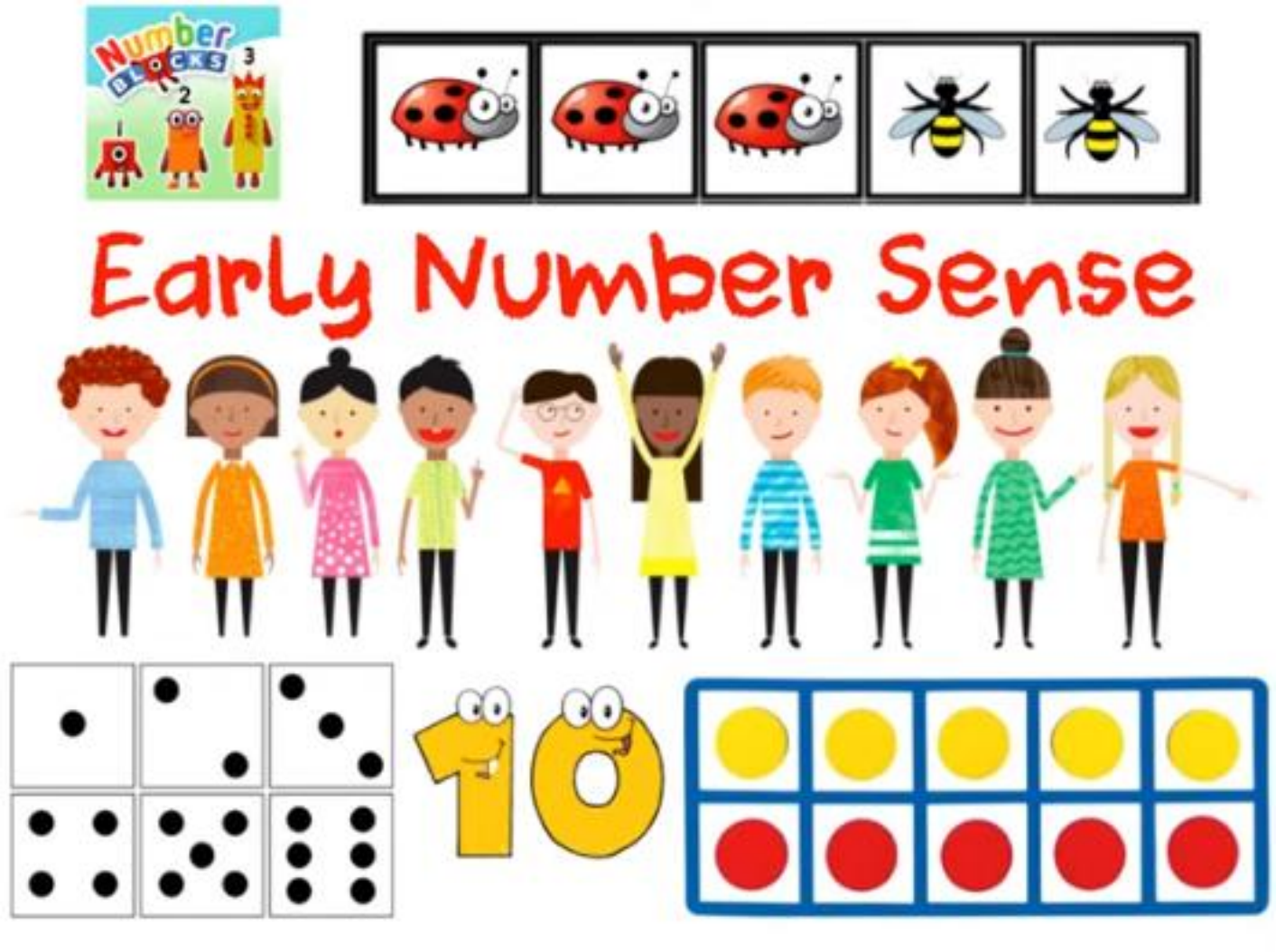
Power Maths

- Combines short, ten-minute bursts of maths teaching each day with plenty of practice through both guided activities and independent play.
- Supports teachers in delivering teaching for mastery in Reception and covers the Early Learning Goals.
- Helps ensure a smooth transition to KS1, and a consistent approach across our whole school from Reception to Year 6.

Mastering Number

- We also follow the Mastering Number programme.
- This project aims to secure firm foundations in the development of good number sense for all children in Reception.
- The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.
- In KS2, children will develop fluency in multiplication and division facts.

What we are really trying to establish in our children is early number sense.
The emphasis is on learning through play.

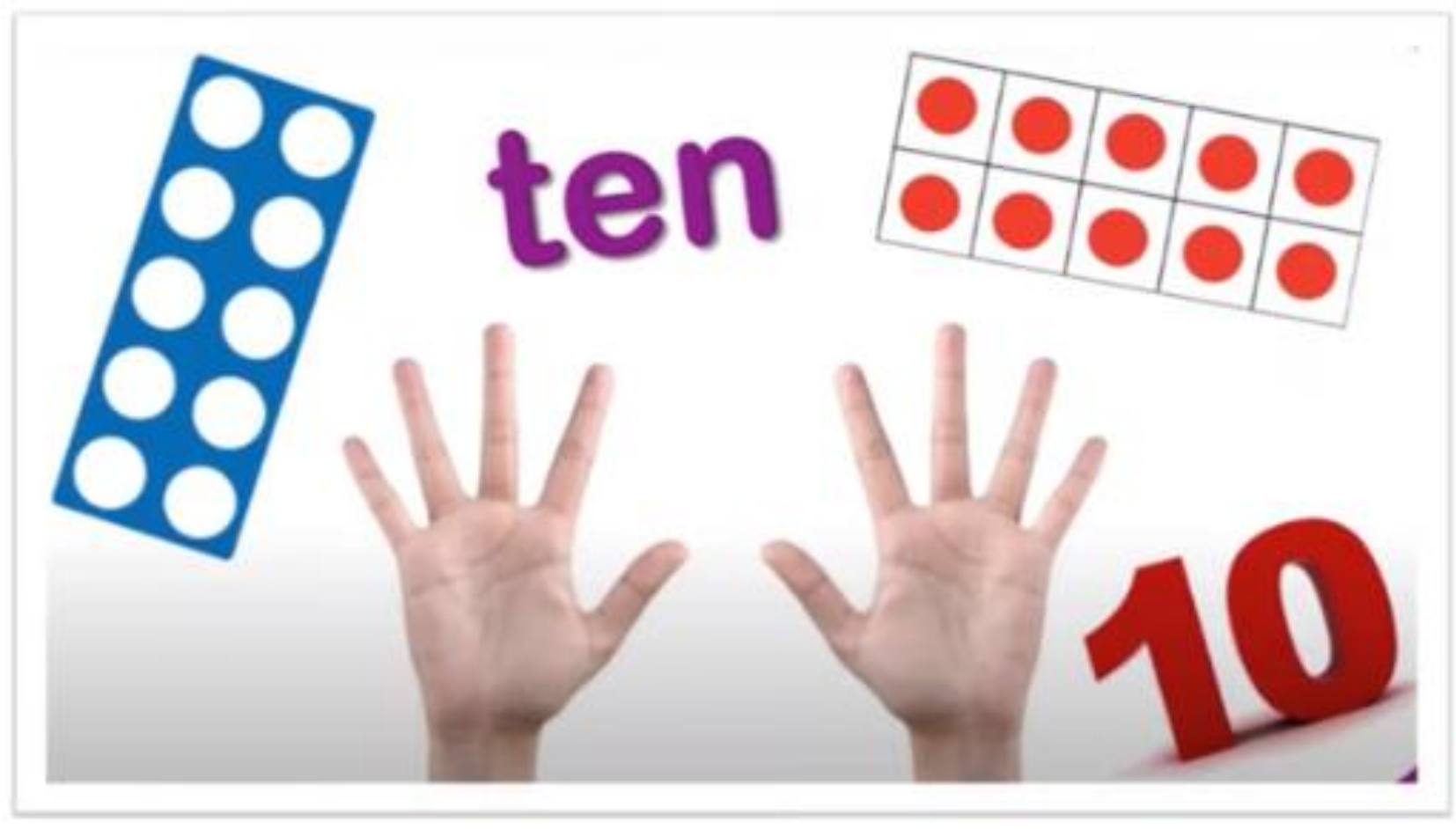




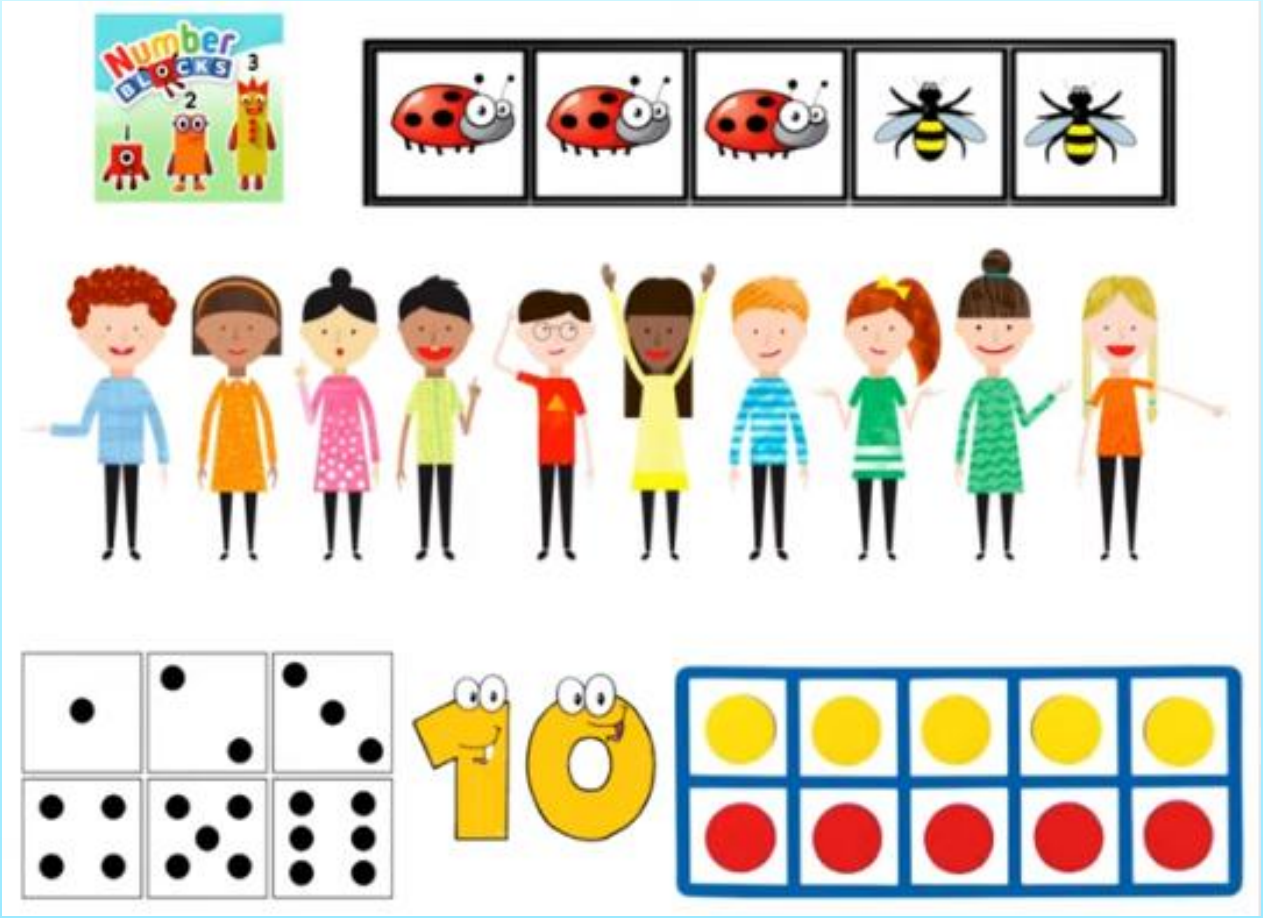


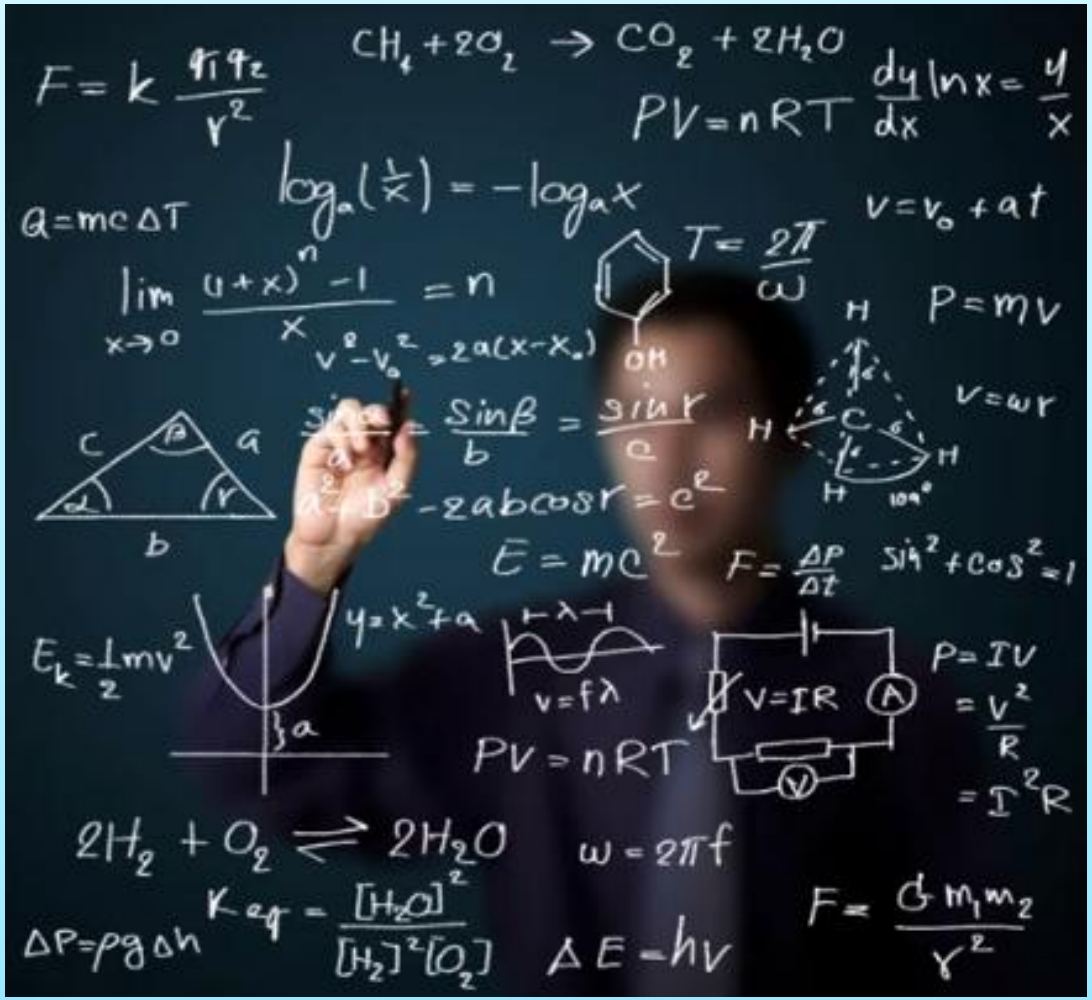
“My child could already count to 10 when they started school.”

“Why are you spending so long on numbers 1 – 10?”



The work that a child does on their early number sense is critical if they are going to gain the deep understanding of number that is going to allow them to work with more complex numbers as they get older.





Children start their Reception year at varying abilities, and many can count to 10 and beyond. They can recite sequentially the order of numbers or rote counting as it is known at this stage. But what does this really mean?



Children have had very few experiences to associate numbers with quantity by the time they reach school.





We try and expose the children to lots and lots of opportunities to handle, sort, compare and count real objects. We explore what all of these numbers really mean.

The handling and counting of physical objects is crucial in the understanding of the value of these numbers.





When we begin to explore the larger numbers like 7, 8, 9 and 10, for example, the children perhaps need two hands or can't even manage these objects in their hands.
They are really feeling those quantities change as they handle the different amounts.







Counting principles

Counting principles:



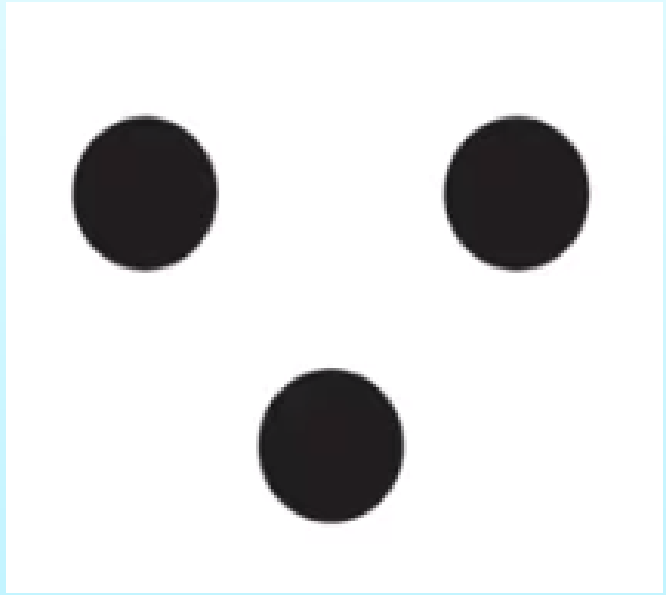
1 2 3 4 5

- One to one principle
- Stable order principle
- Order irrelevance principle
- Cardinal principle
- Conservation of number principle
- Abstraction principle

Next, we are going to discuss the deep understanding of the patterns and relationships of numbers within 10.
It is crucial to develop a deep and robust understanding of the composition of these numbers. Our whole number system is designed around the number 10.

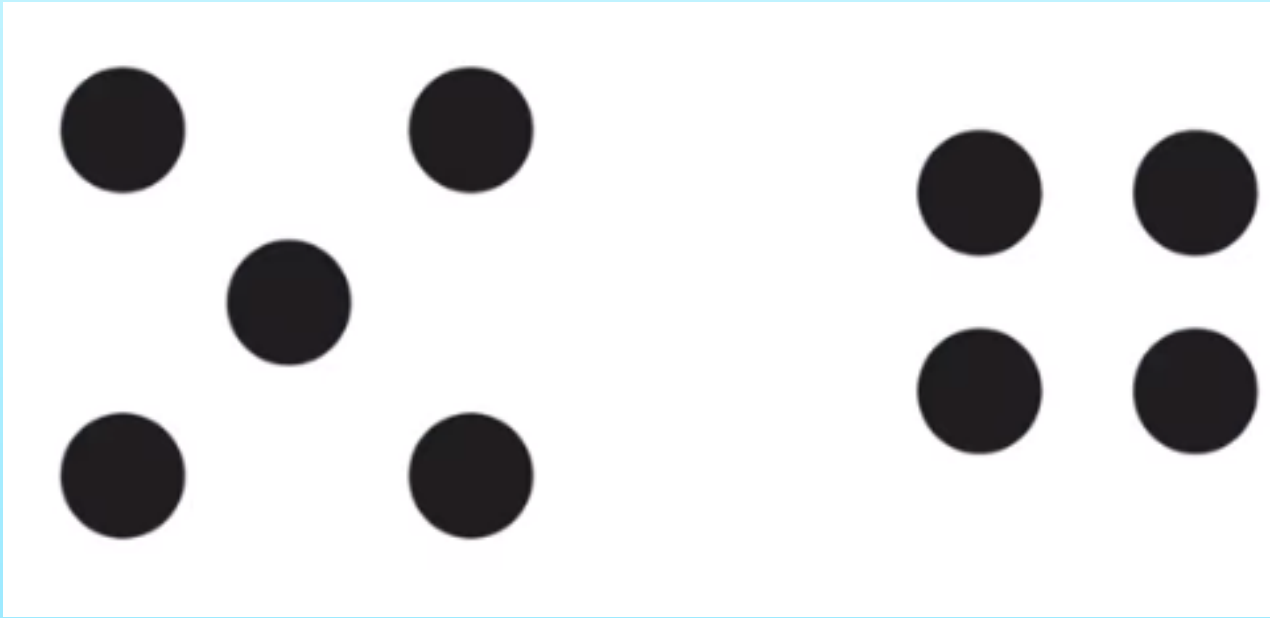


We want the children to really start to see the pattern in number.
Here is where we start subitising.



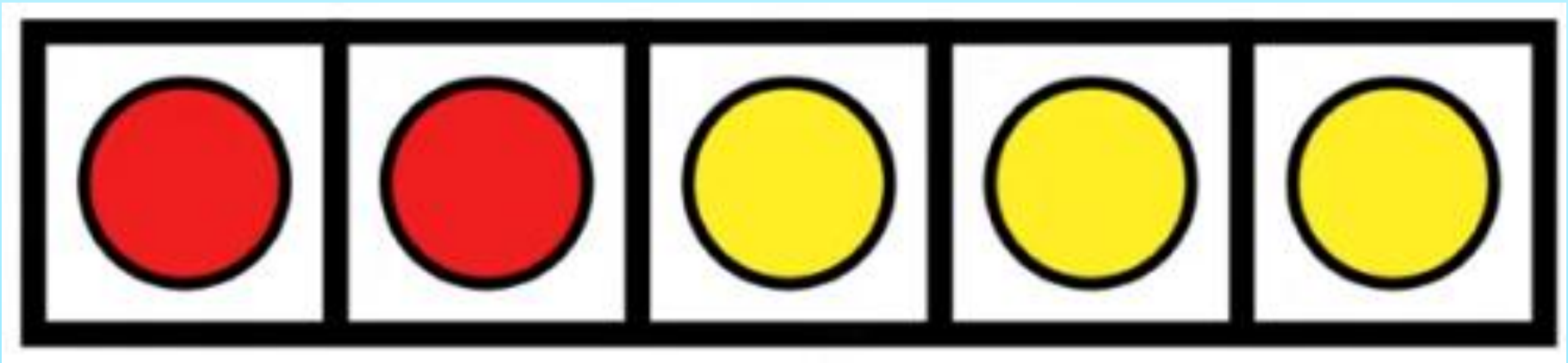
We try and explore all of the relationships between those dots.

We encourage the children to recognise those numbers very, very quickly and encourage them to make early calculations to start to group them together.



Then we introduce the children into a more standardised way to represent number.
Here we have 4 full spaces and 1 empty space so 4 and 1 is the same as 5.
The same here using counters. 2 red and 3 yellow makes 5.
But also 5 take away 3 leaves 2.



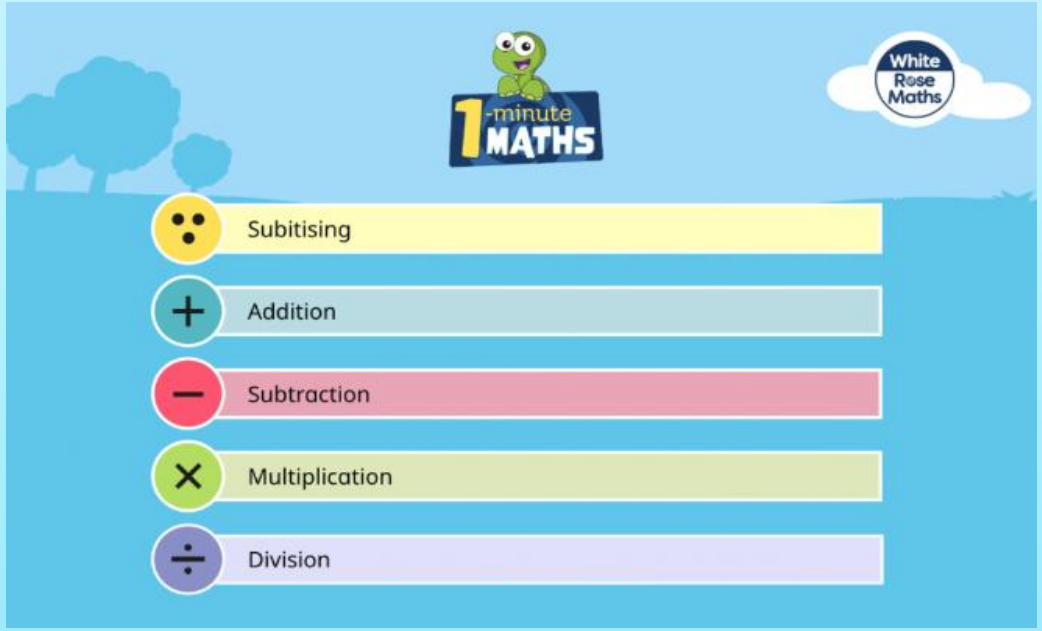


Then we introduce 10 frames. We use these in our play and during activities.



BY THE END OF THE YEAR...

- Have a deep understanding of number to 10, including the composition of each number.
- 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.
- Subitise up to five.



Wider Community and Signposting for support



Staying Safe

KEY CONTACTS IN OUR SCHOOL:

- Designated Safeguarding Lead: **Amelia Lomas**
- Deputy DSL/s: Rachel Fernley/ **Helen Day**
- Operation Encompass – Key Adult/s: **Amelia Lomas**
- Chair of Governors: **Helen Greenhalgh**
- Mental Health Lead: **Helen Day**
- Single Point of Contact (SPOC) for Prevent: **Amelia Lomas**
- **OUR LOCAL CONTACT NUMBERS ARE:**
- Cheshire East Consultation Service (CHECS): 0300 123 5012 (option 3, Option 2)
- Emergency Duty Team (Out of Hours): 0300 123 5022
- Cheshire East Family Help Front Door: 0300 123 5012 (Option 3, Option 1)
- Local Authority Designated Officer (LADO): 01270 685904 / 01606 288931
- Prevent referrals: Prevent Referral Process
- Cyber Prevent (concerns re online activity) referrals Cyber.Prevent@nwrocu.police.uk
- Police: 999 (Emergency) / 101 (Non-emergency)
- Mental Health Helpline: 0300 303 3972
- Adult Safeguarding: 0300 123 5010

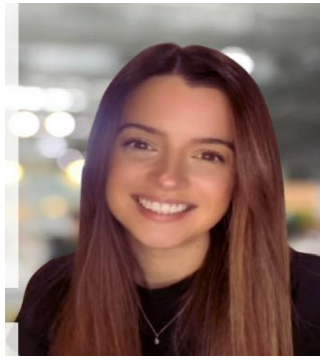
- Halliard Trust
- Local Governing Body
- PTA

Who are we?

This year's committee



Shauna Silcock
Chair



Charlotte Preece
Treasurer



Amy Billing
Secretary

Plus ALL parents/guardians of children at Lower Park
– **and that includes you**!

Why do we need a PTA?

- To enhance the children's overall experience at the school by raising money for equipment, initiatives and activities



- To act as a link between parents and the school and help to foster a 'family' or 'community' feeling



We've helped fund:



- Fun and educational workshops (musical, exercise, safety)
- A multi-use games area (MUGA)
- A new school stage
- Playground updates
- A sensory garden
- SEND resources
- Sports day ice pops
- Christmas crackers
- And much more











Last year's total: £17,352!





















This year's events:





















Myth-busters:

The PTA has **loads of members** and **doesn't need any more help**

Life is **too busy** to join the PTA

Joining the PTA = **endless meetings**

PTA is for **women only**

'**Clicky**' full of mean girls!

What next?

- Chat to us afterwards or in the playground
- **Next PTA meeting** (at school): Mon 16 November, 5.30 p.m.
- Facebook group: Lower Park PTA Information and Events
- Helper's WhatsApp group:

What did you do today?