Welcome to

Western House Academy

Parent Workshop
Reception
26-27

SCAN ME



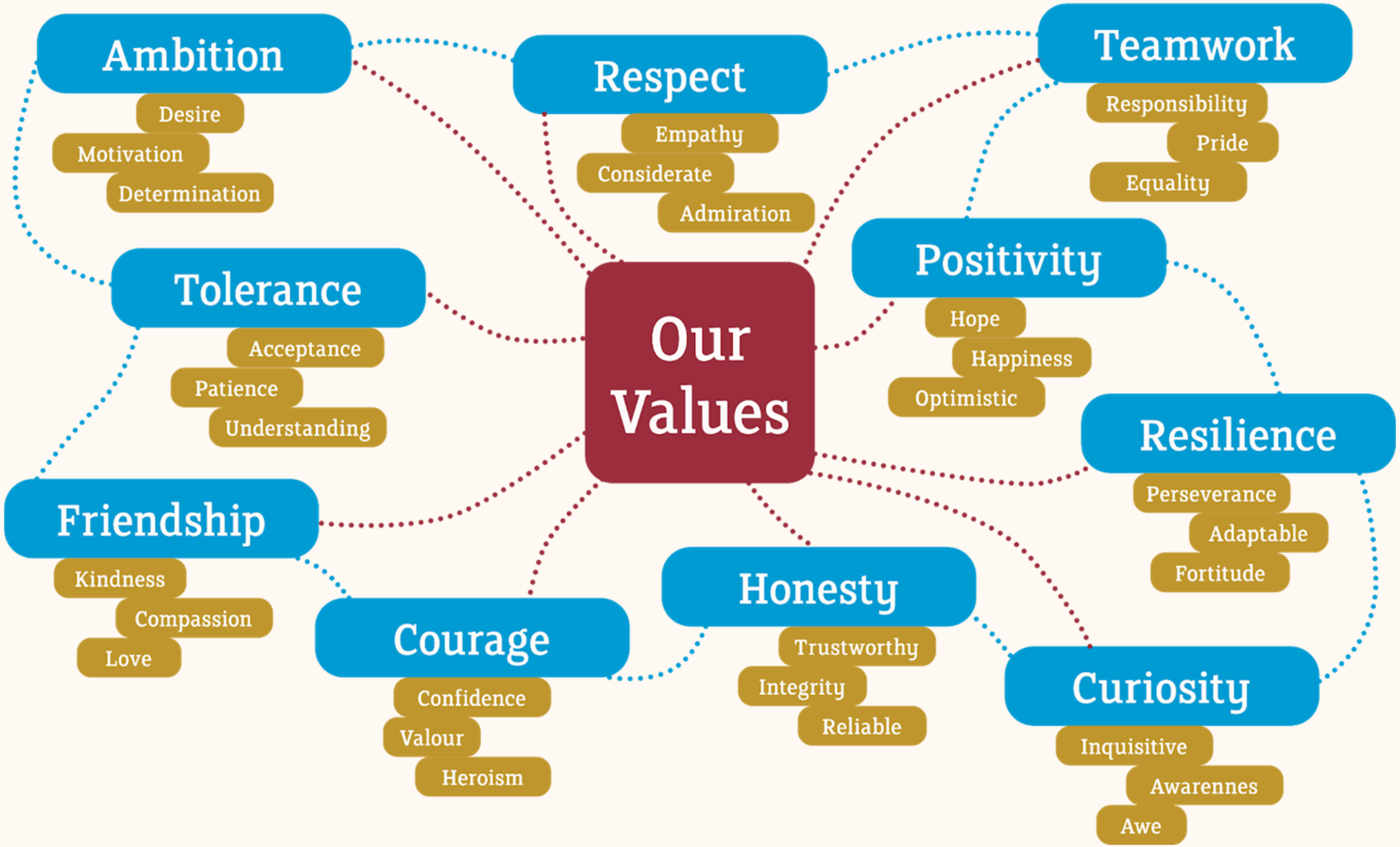
Our Vision

By embedding our values-based, high expectation approach to learning and behaviour, we believe in developing the whole-child. What do they need today? What do they need tomorrow?

We strive to give children the knowledge and skills to achieve their full potential and be successful lifelong learners who value their emotional health and wellbeing. WHA is a place where no time is wasted and ‘where every opportunity shapes a life'.



Our Values



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Our Safeguarding Team

We are here to help

If you are worried about anything, at home or in school, or have any safeguarding concerns please speak to a member of the safeguarding team.

DSL



Mrs Costelloe
Vice Principal
Inclusion
and Safeguarding

Deputy DSL Team



Mrs Snowden
Principal



Mrs Kearney
Deputy Principal



Mrs Parmley
Vice Principal



Miss Poynter
Vice Principal



Mr Overton
Director of
Early Years



Miss Gregory
Child and Family
Support Officer

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Introductions: Reception Team



Mr Overton
Director of Early Years



Mrs Chinnery
Year Team Leader



Mrs Janes
Class Teacher



Mrs Skinner
Class Teacher



Miss Hawkins
Class Teacher



Miss Raja
Keyworker



Mrs Panda
Keyworker



Mrs Sandhu
Keyworker



Mrs Rainer
Keyworker



Mrs Ali
Keyworker

Miss Porter
EYP



Mrs Madigan
HLTA

The Classes

- Across WHA, each year group has a theme based on ‘British values’
- Reception classes are named after British animals

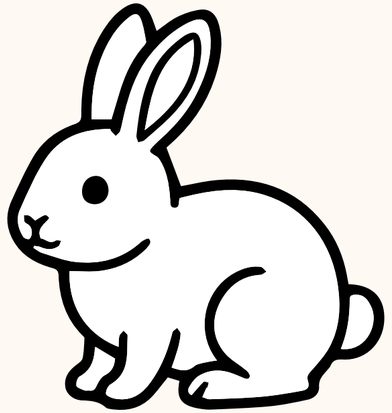


Mrs Janes
Class Teacher
R Squirrel



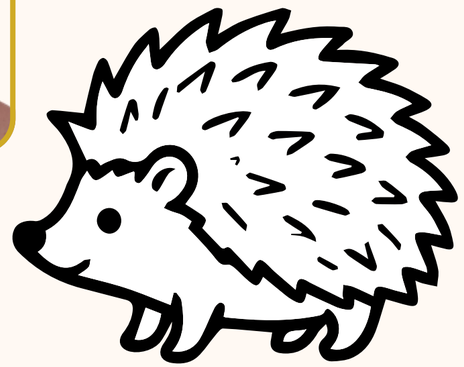


Mrs Chinnery
Class Teacher
R Rabbit





Miss Hawkins
Class Teacher
R Hedgehog



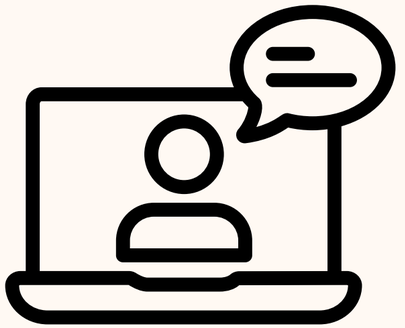
Meet Jessie

- Jessie is our school dog and lives with Mrs Snowden and her family
- She has a very calm temperament and is hypoallergenic
- Jessie became a school therapy dog in June 2026.
- She will always be on a lead around the school.
- No child with work directly with her without permission from parents



Online Safety

- Parental controls in place on ALL apps and platforms on your child's device.
- Set passwords to restrict access
- Restrict timings
- Be involved
- Ensure you are aware of age restrictions on apps and social media and the risks they present to young children.
- Use age-appropriate apps such as YouTube Kids, Sky Kids, BBC iPlayerKids,
- Be mindful of ‘ads’ and ‘pop-ups’
- Be aware of apps that use AI, such as Snapchat or Instagram
- **Under 2s:** Avoid screens altogether. The only exception is shared, interactive family activities like video calls with relatives.
- **Ages 2 to 5:** Limit total screen time to a maximum of 1 hour per day (less is better).



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Positive Behaviour

- Hot Chocolate Fridays
- House Points
- Half-termly value badges



JUBILEE

A-F

WINDSOR

G-L

MERCIAN

M-R

ETON

S-Z

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School Uniform

- Pride
- Appropriate and smart black school shoes (maybe Velcro)
- Named uniform (All of)
- Only branded uniform that must be worn is PE tops
- More information in the welcome pack and website

SCHOOL DAYS DIRECT
The Uniform Specialist



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School Uniform

Girls

- Grey (not black) skirts, grey trousers are permitted
- Burgundy jumper/sweatshirt or cardigan
- Pale blue blouse/polo shirt
- Grey or black socks or tights
- School tie* (optional)
- Pale blue/white check dresses for summer





Boys

- Grey (not black) trousers
- Burgundy jumper/sweatshirt
- Pale blue shirt/polo shirt
- Grey or black socks
- School tie* (optional)
- Grey shorts for summer

Shoes

Flat black shoes or black trainers
(no logos or other colours visible)

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PE Uniform

On PE days children are expected to wear their WHA house colour t-shirt.

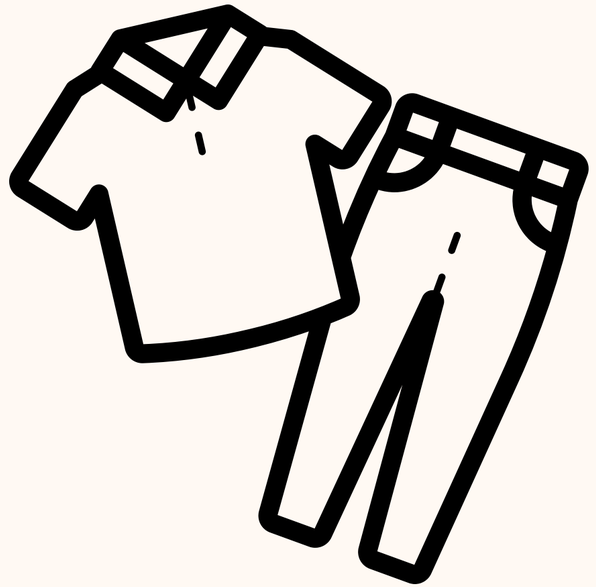
This is the only branded part of the uniform we ask our parents to purchase.
Trainers (for outdoor sport) – plain black or plain white
Plimsolls or trainers (indoor)
Tracksuit or jogging bottoms and a sweatshirt for winter



Tracksuit, jogging bottoms & sweat tops need to be a plain, dark colour (navy, black, dark grey) with NO pictures, writing or patterns.

Uniform

- Hair must be tied up.
- Any hair accessories must be in school colours.
- All black shoes. The children can wear black trainers, but they must be ALL black.
- No hoop earrings.
- No nail polish.
- **Label everything!**



Lunches

pabulummmm
HONESTLY GOOD FOOD

- Pabulum Catering
- Complete dietary form
- Universal free school lunches
- Weekly menus on website
- Must order before 8am on that day
- Please speak to Mr Overton with any additional concerns with eating or food
- No nuts, chocolate, sweets, fizzy drinks or hot food
- Small chokeable food (eg grapes) to be cut



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Our Curriculum

VALUES



At WHA values are stronger than rules and we are proud of our Enhanced Values Based Education Award. We see values as a child's moral compass for life; a life skill they can use anywhere.

We promote 10 core values:

- Respect
- Friendship
- Honesty
- Teamwork
- Courage
- Curiosity
- Ambition
- Resilience
- Tolerance
- Positivity

Each core value will have linked values that the children will also explore.

KNOWLEDGE



We believe progress is knowing and remembering knowledge and being able to use it in different contexts.

Therefore, we build on knowledge right from the Early Years through to Year 6.

Whole school concepts span year groups so that they show how knowledge and understanding extends within a concept.

We also use a hybrid learning environment to build the digital literacy our children will need in future life.

EQUALITY



We define equality as being about fairness and ensuring that we give all our children the best possible chance to succeed in life, whatever their background or identity.

Our school promotes equality of opportunity and we value and celebrate the diversity of all children and families. Our curriculum is representative, inclusive, diverse and anti-racist.

We include all elements of the acronym 'GRADES' in our learning to provide an inclusive curriculum to our pupils.

G = Gender
R = Religion
A = Age
D = Disability
E = Ethnicity
S = Sexuality (KS2)

EXPERIENCE



Experiential learning is woven throughout a child's learning journey at WHA. It is carefully designed to bring children into contact with events and places they might not ordinarily encounter, providing crucial context and meaning - we do not need to go far, much of this is on our doorstep.

Beyond the classroom there is a 'hidden curriculum' where pupils are expected to assume a level of responsibility for maintaining societal values in their community, through pupil roles that contribute to the running of the school and in their everyday behaviours.

This is where they have the space to grow confidence, resilience and moral and physical courage.

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

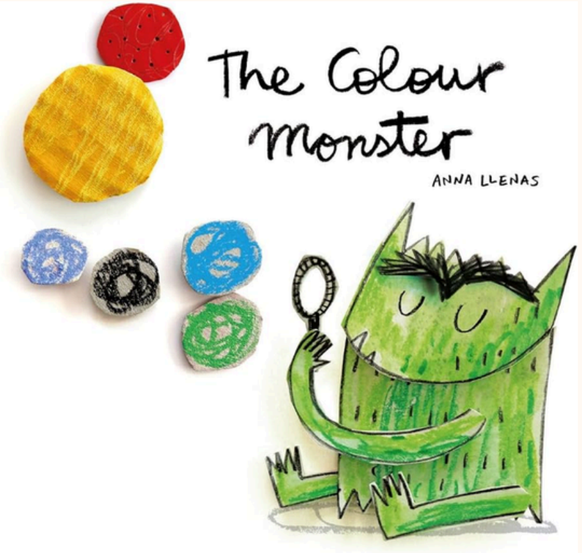
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

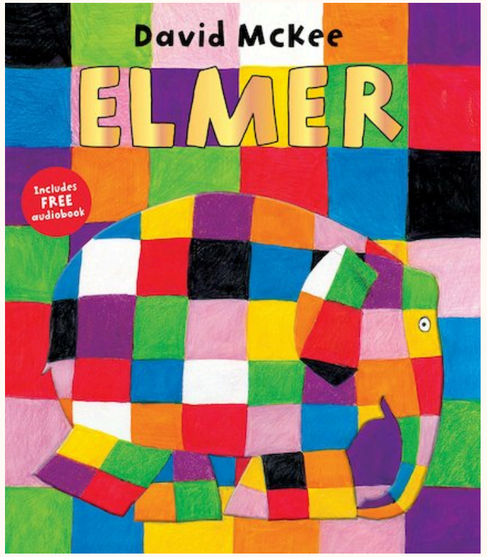
Writing

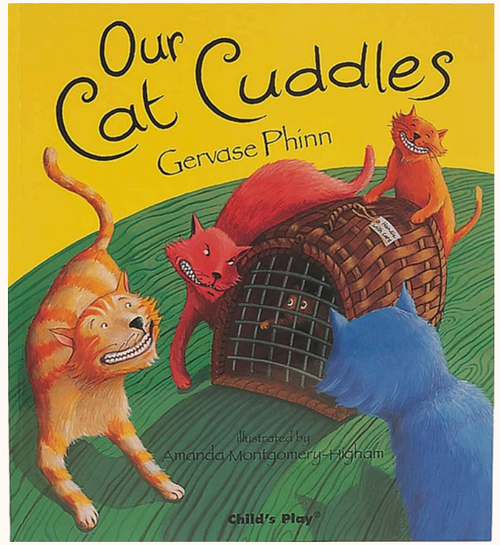
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

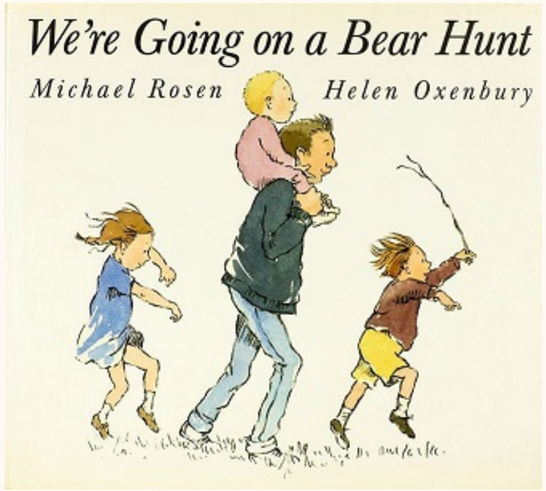
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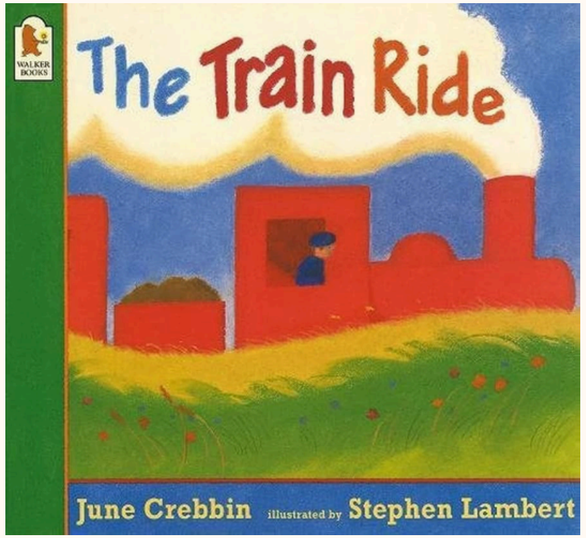
Reading

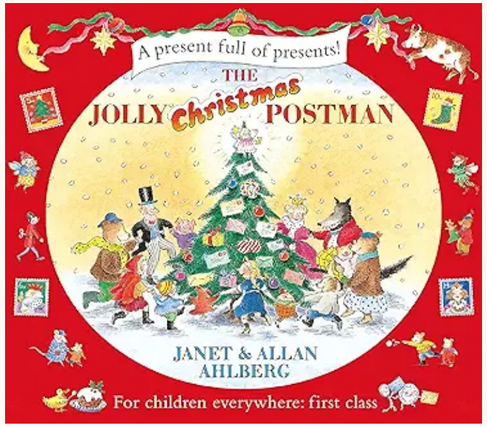












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Maths

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison
Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitise objects and sounds	Comparison of sets - 'just by looking' Use the language of comparison: *more than* and *fewer than*
Autumn 2	**Week 6**	**Week 7**	**Week 8**	**Week 9**	**Week 10**
Focus	**Counting, ordinality and cardinality**	**Comparison**	**Composition**	**Composition**	**Counting, ordinality and cardinality**
Set 2	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets - by matching Use the language of comparison: *more than, fewer than, an equal number*	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20

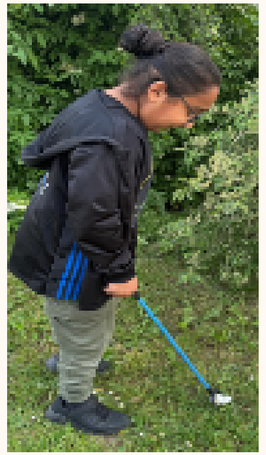
50 reads



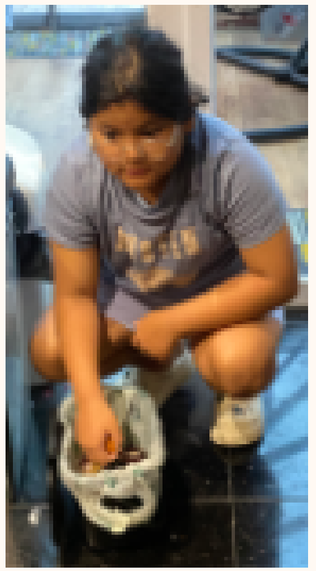
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Junior Duke

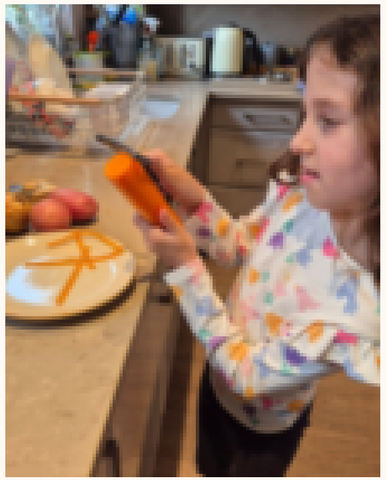
- 10 age-appropriate levels of challenges aimed at developing independence, confidence and resilience
- challenges broaden horizons and develop awareness of others and our world
- completion of each level earns your child a certificate and metal badge



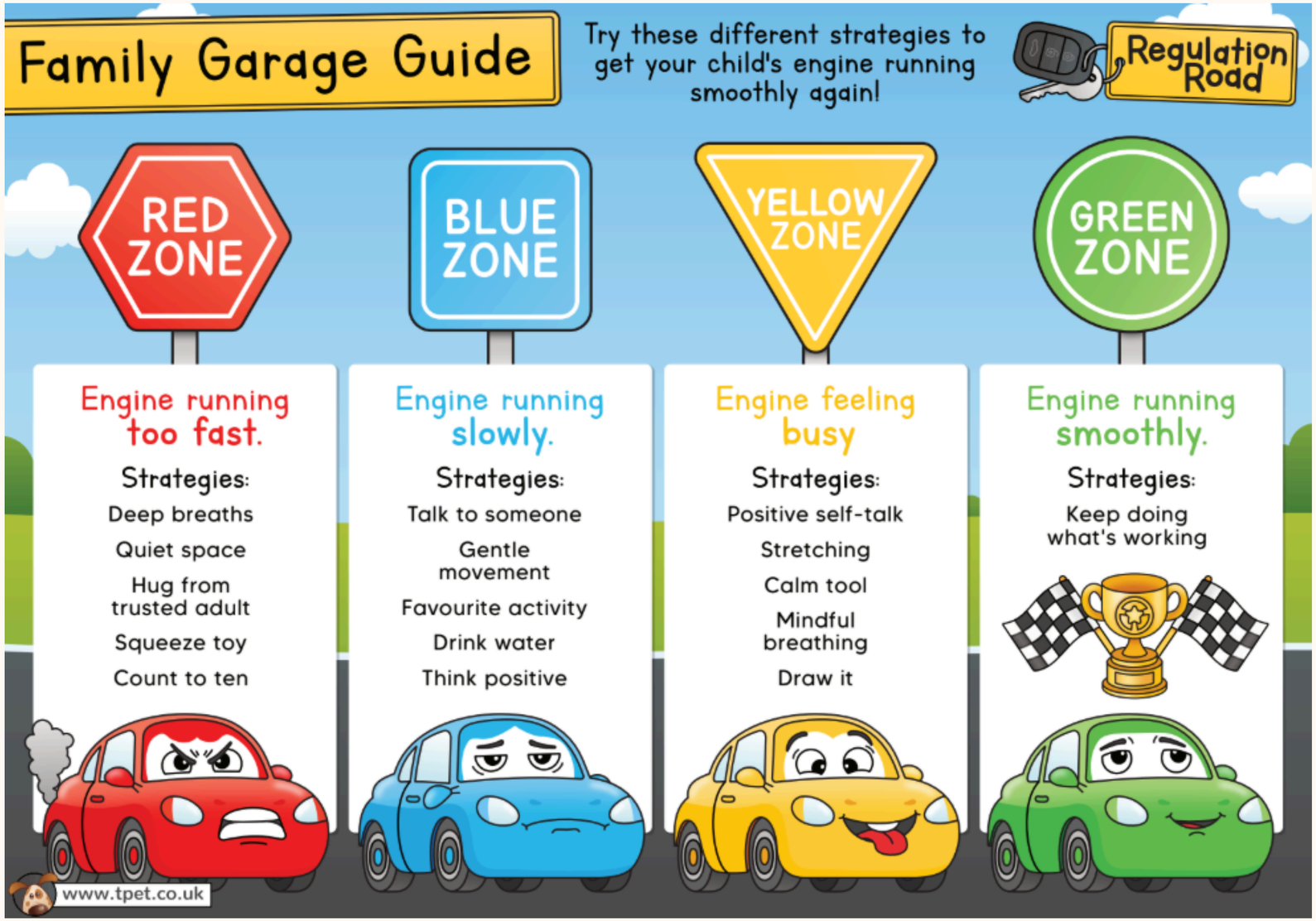






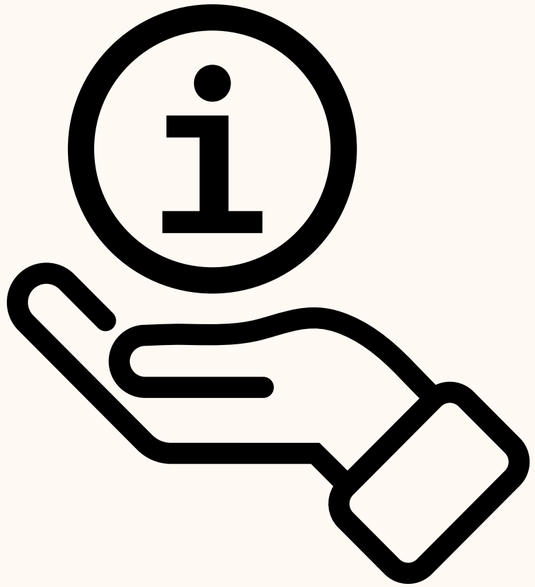


Zones of Regulation



General information

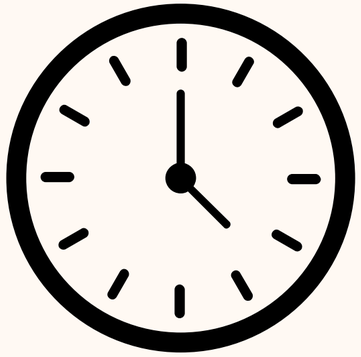
- **Thursdays** are specific **PE days**
- Please ensure children come to school in the correct PE uniform.
- Reading books will be changed once a week.
- Well-being days- Children can wear their own clothes to school.
- After school clubs- Some clubs will be available after school for children to attend in the Summer term



Timings of the day

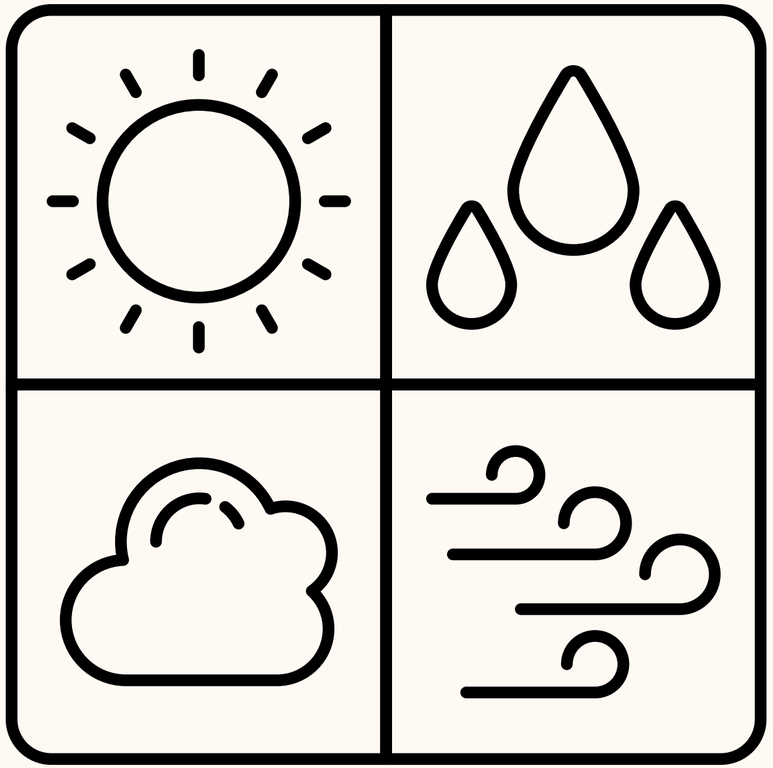
8:30am- Soft Start (Drop at metal gates in Reception garden, children can walk in)
8:45am- Day starts/register

3:15pm End of School Day
Parents to wait outside classroom doors
R Rabbit and R Squirrel parents please line up
If you would like to speak to the teacher, please wait to one side and wait until all children have been dismissed
If pick up is later than 3:25pm, this will result in a late fee charge



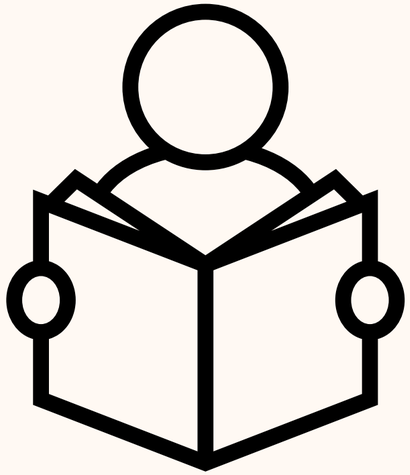
Weather

- Unpredictable
- Continuous Provision
- Weather is not a factor, great learning opportunities
- Named raincoats
- Named wellies
- Named umbrellas
- Named scarves and gloves
- Sun cream (before school)
- Names hats and sunglasses



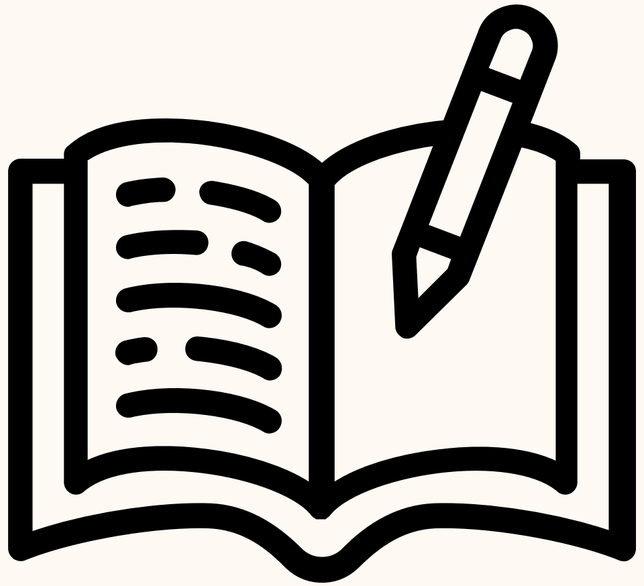
Phonics/Early Reading

- We follow the ELS (Essential Letters and Sounds) programme via Oxford Owl.
- Children have daily lessons and activities
- we ask that you read the decodable text provided by the school at least five times across the week.
- Spending 10 minutes every day reading with your child will hugely support them on their journey to becoming an independent reader.
- Children will receive a new decodable book every week based on their reading ability.



Home learning

- Reading for 10 minutes, at least 5 times a week
- Where applicable
- Weekly challenge- more information to come soon



Trips

- Local park trip- Den building/Nature Art- Date TBC
- Christmas Theatre Trip- Date TBC

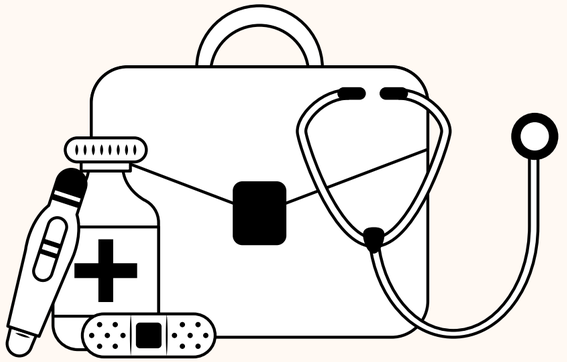




Important information

Medical Needs

- Please share
- Medicine taken in school to be prescribed by a doctor
- Child's name must be written on the medicine
- Arrange a meeting with our Welfare Officer



Allergies and Dietary Requirements

- Please share information with us
- No nut school



Birthday's

- No sweets, chocolate or food to share
- Shared reading book
- Birthday sash and hat

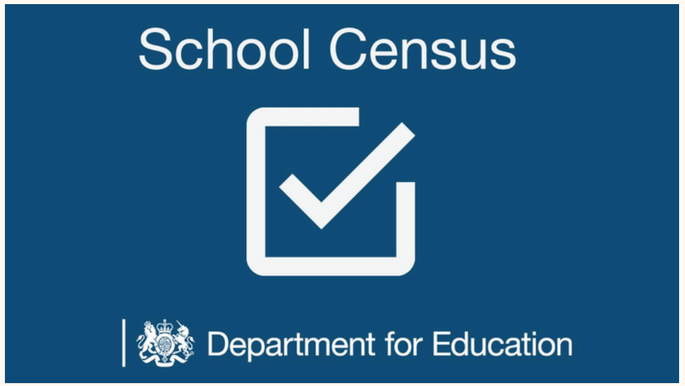
School Census

Thursday 1st October

Much of our funding is decided based on the school census on Thursday 1st October 2026.

The number of hot lunches eaten on this day is one of the ways that this funding is calculated.

We normally have a special menu on this day. Please order a meal to help secure the best possible funding we can for our children.



Dates for the diary

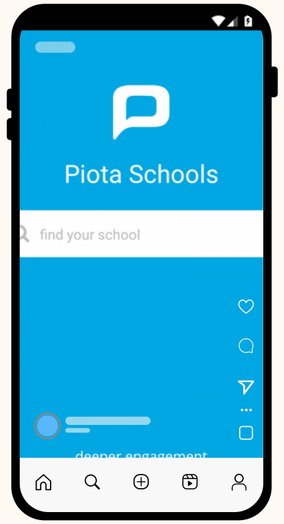
Tuesday 15th September	Well-Being Day - British Values
Thursday 1st October	Census Day
Thursday 15th October	Well-Being Day- Black History
Friday 16th October	Individual and Sibling Photos
Wednesday 21st October	Parent Consultation Meetings
Monday 26th October- Friday 30th October	Half Term
Monday 2nd November	Inset Day

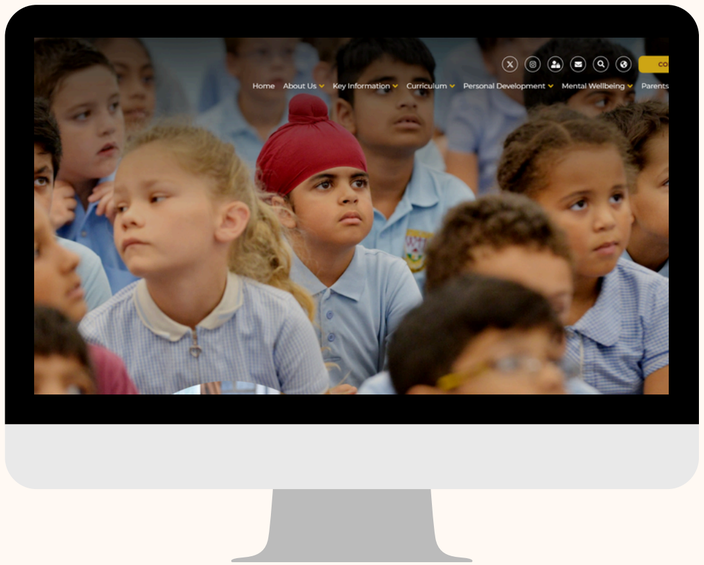
Keeping in touch

- Reading diaries
- Parent's evenings
- Website
- WHA App (PIOTA)
- Newsletters
- Instagram @westernhouseacademy
- SLT on main gates
- EYFS staff









- Email class teachers:

rrabbitwha@theparkfederation.org
rsquirrelwha@theparkfederation.org
rhedgehogwha@theparkfederation.org

- Mr Overton's email

doeywha@theparkfederation.org