



# Bottesford Infant School

EYFS

Open afternoon

September 2026

Executive Headteacher: Miss Rachel Busby

Deputy Headteacher & SENCO: Miss Zoe Labourne



# Aim of today

- To find out what your child will be learning this year
- To find out how you can support your child at home
- Chance to meet and chat with your child's class teacher & support staff
- To see your child's classroom
- To take part in class activities
- To answer any of your questions





# Respect

We foster a culture where respect is fundamental. Pupils and staff treat each other with kindness and empathy, valuing differences and celebrating diversity.



# Integrity

Honesty and fairness guide all our actions. We encourage pupils to be truthful and trustworthy, taking responsibility for their choices



# Strive

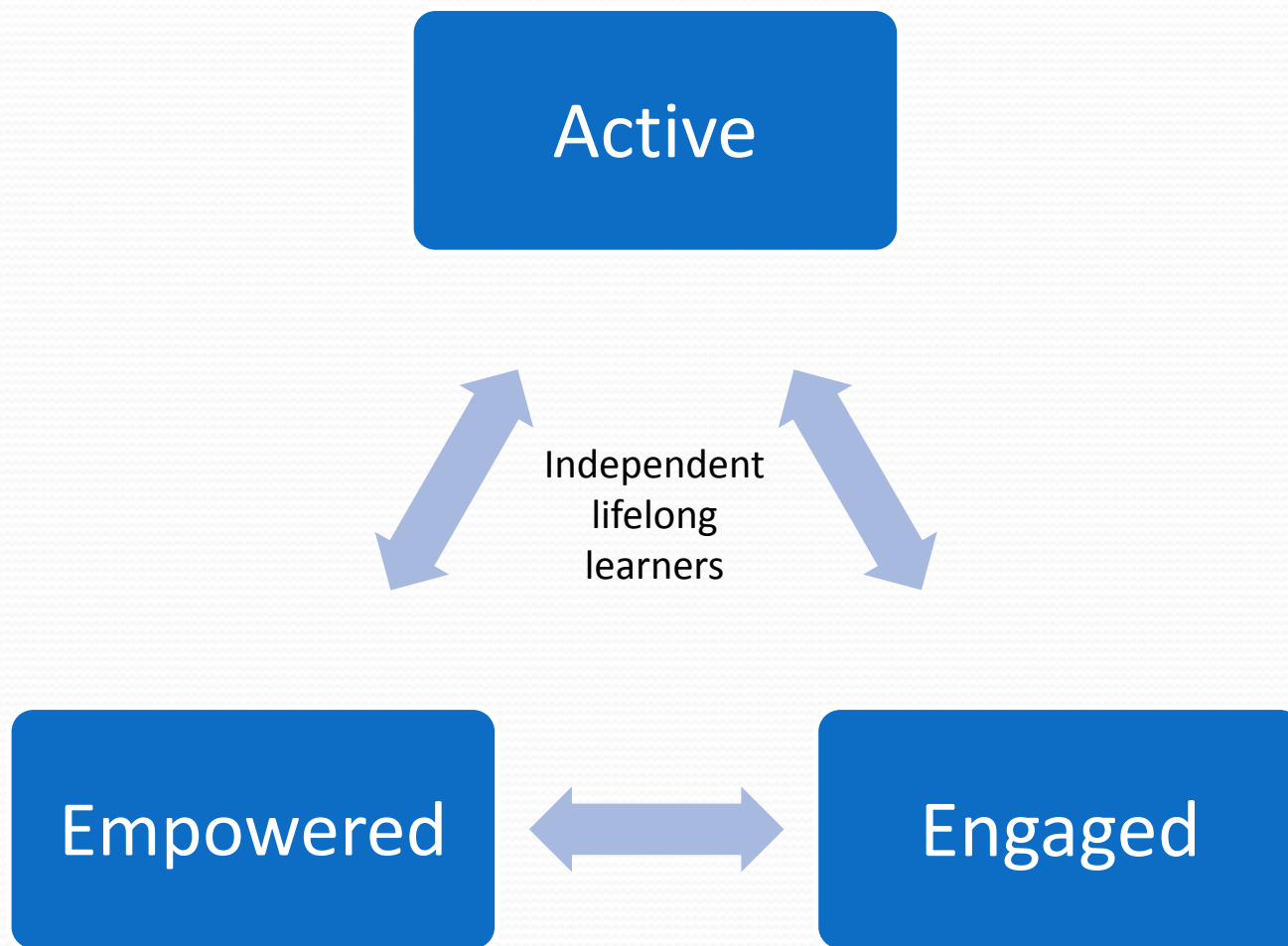
We foster a resilient mindset where pupils strive to do their best, embrace challenges, and learn from mistakes - setting high expectations, persevering with determination, and celebrating all progress and achievements.



# Empower

We empower our pupils to  
become confident,  
independent learners who  
take responsibility for their  
education.

# Vision



# How children learn...

# By having serious FUN!



### Heroes and Villains – Does every forest have a tale to tell?

| Prime Areas of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Communication and Language</b></p> <p>I am starting to concentrate for longer periods.</p> <p>I can listen carefully to adults and peers.</p> <p>I can start and continue a conversation with an adult or a peer.</p> <p>I can use talk in my play.</p> <p>I am starting to learn new vocabulary.</p> <p>I can answer a simple question.</p> <p>I can follow two-part instructions.</p> <p>I can understand and answer 'why' questions.</p> <p>I can join in with rhymes and songs.</p> <p>I encourage and congratulate others.</p> <p>I follow instructions involving several ideas or actions.</p>                                                                                                                                                      | <p><b>Personal, Social and Emotional Development</b></p> <p>I can talk about who my key person is.</p> <p>I can identify my safe adults in school and at home.</p> <p>I understand how it feels to belong and that we are similar and different.</p> <p>I can start to recognise and manage my feelings.</p> <p>I enjoy working with others to make school a good place to be.</p> <p>I understand why it is good to be kind and use gentle hands.</p> <p>I am starting to understand children's rights and that this means we should all be allowed to learn and play.</p> <p>I am learning what responsible means.</p> <p>I can identify something I am good at and understand everyone is good at different things.</p> <p>I understand that being different makes us all special.</p> <p>I know we are all different but the same in some ways.</p> <p>I can tell you why I think my home is special to me.</p> <p>I can tell you how to be a kind friend.</p> <p>I know which words to use to stand up for myself when someone says or does something unkind.</p> <p>I can talk about ways to keep safe when crossing the road.</p> <p>I can make independent choices.</p> <p>I show an understanding of my feelings and can regulate my behaviour.</p> | <p><b>Physical Development</b></p> <p>I can demonstrate balance.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I play cooperatively and take turns.</p> <p>I use movement skills with developing balance and coordination.</p> <p>I understand the rules and can explain why it is important to follow them.</p> <p>I play games honestly with consideration of the rules.</p> <p>I am confident to try new challenges.</p> <p>I can decide on the skills I need to use.</p> <p>I use to hold scissors/a pencil.</p> <p>I can hold a pencil correctly.</p> <p>I can form recognisable letters.</p> <p>I am starting to form some letters correctly.</p> <p>I am beginning to use small tools with control e.g. scissors, tweezers, cutlery.</p> |
| Specific Areas of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Literacy</b></p> <p>I can write my name.</p> <p>I can write some letters accurately.</p> <p>I can read individual letters by saying the sounds for them.</p> <p>I can blend sounds so I can read short words.</p> <p>I can identify initial sounds in words.</p> <p>I can use my fred fingers to segment words.</p> <p>I can hear sounds in words and write them.</p> <p>I can name the different parts of a book.</p> <p>I know we read English text from left to right and top to bottom.</p> <p>I can talk about a picture in a book.</p> <p>I can talk about what has happened in a book.</p> <p>I can answer simple questions about a book.</p> <p>I am starting to learn new vocabulary through story times, 'Word of the day' and our project.</p> | <p><b>Mathematics</b></p> <p>I can subitise up to 3 objects.</p> <p>I can recite numbers past 5.</p> <p>I can say the number for each item in order up to 10.</p> <p>I know the last number I reach is the total.</p> <p>I can show finger numbers up to 5.</p> <p>I can link numerals to amounts.</p> <p>I can compare amounts and say which is more and which is fewer.</p> <p>I can recognise and name 2D shapes.</p> <p>I can continue and create a repeating pattern.</p> <p>I can say the number that is one more than a given number.</p> <p>I can say two numbers that make 5.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Computing</b></p> <p>I can unlock an iPad.</p> <p>I can select an app to use.</p> <p>I can use the apps that I have been taught how to use.</p> <p>I can 'close' an app when I have finished using it.</p> <p>I can use the camera app to take photos.</p> <p>I can name safe adults in school and at home.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Understanding the World</b></p> <p>I can talk about changes over time.</p> <p>I can name the different seasons.</p> <p>I can talk about weather changes through the seasons.</p> <p>I can talk about the seasons changing around me.</p> <p>I can make observations and talk about what I have seen.</p> <p>I can make predictions.</p> <p>I can explore and draw conclusions about objects that float and sink.</p> <p>I can share what I know about Remembrance Day.</p> <p>I know where I live.</p> <p>I can talk about my journey to school.</p> <p>I can name features that I might see on the way/ near to my school (trees, road, traffic lights, roundabout, shops, and houses).</p> <p>I can describe my house features (garden, windows, garage, door etc.) and the street/road where I live.</p> <p>I can discuss settings in books, such as castles, beaches, space, gardens etc.</p> <p>I can talk about how people celebrate special events (birthdays, Christenings, weddings)</p>                                                                                                                                                                                                                                                      | <p><b>Expressive Arts and Design</b></p> <p>I can draw something that I like.</p> <p>I can draw something that I see often.</p> <p>I can use lines to create some shapes.</p> <p>I can hold a drawing tool correctly.</p> <p>I can use colour appropriately in my drawings.</p> <p>I can say what I see.</p> <p>I can say what I like about a piece of artwork.</p> <p>I can explain how I made my artwork.</p> <p>I know which hand I hold scissors in.</p> <p>I know how to be safe when using scissors.</p> <p>I can make cuts (snips) in paper.</p> <p>I can explore joining materials in different ways.</p> <p>I can build with and join construction pieces together.</p>                                                                                                       |

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| <p>I know to find help from my safe adults if I am upset/worried/unsure when using technology.</p> | <p>I can talk about what might happen/what I might experience on Bonfire Night/Christmas.<br/> I can sequence daily events.<br/> I can talk about how an object or toy works.<br/> I can talk about how a toy or object moves.<br/> I know what a group is.<br/> I can talk about groups I am part of.<br/> I can talk about similarities and differences between others and myself.<br/> I can name the special building.<br/> I can talk about why people visit the special building.<br/> I can name a religious group of people.<br/> I can name special people to me<br/> I can name special people to a religious group<br/> I can talk about different jobs.<br/> I can talk about the job of a Reverend.<br/> I know what a celebration is.<br/> I know why Christmas is celebrated.<br/> I can talk about the Christmas story.<br/> I can talk about ways Christmas is celebrated.<br/> I understand Christmas is celebrated differently around the world (Ethiopia)</p> | <p>I can explore making sound with voices and percussion instruments to create different feelings and moods.<br/> I can make up new words and actions to a song about different emotions and feelings.<br/> I can sing with a sense of pitch, following the shape of the melody with voices.<br/> I can mark the beat of the song with actions.<br/> I can explore storytelling elements in the music and create a class story inspired by the piece.<br/> I can identify and describe contrasts in tempo and dynamics.<br/> I can begin to use musical terms (e.g. louder/quieter, faster/slower, and higher/lower).<br/> I can respond to music in a range of ways (e.g. movement, talking, writing)</p> |
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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Literature Spine<br/>Fiction</p>  <p>Non-fiction</p>  <p>Poetry/Song<br/>Four Seasons to Love – Author unknown</p> | <p>What is my hidden talent?<br/>Project Timeline</p> <p>Week 1 and 2: Jack and the Beanstalk<br/> Week 3 and 4: The Three Little Pigs<br/> Week 5: The Three Billy Goats Gruff<br/> Week 6: Hansel and Gretel<br/> Week 7 and 8: Exhibition filming<br/> Week 9: Exhibition 'Does every forest have a tale to tell?' – 26<sup>th</sup> November 2026</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



# House Points

- Templar
- Manor
- Saxon
- Knight



# RISE assembly

- RISE certificates
  - Star reader of the week - golden ticket award
  - Active class of the week
  - House Attendance award
  - Achievements from home
- 
- Star of the term

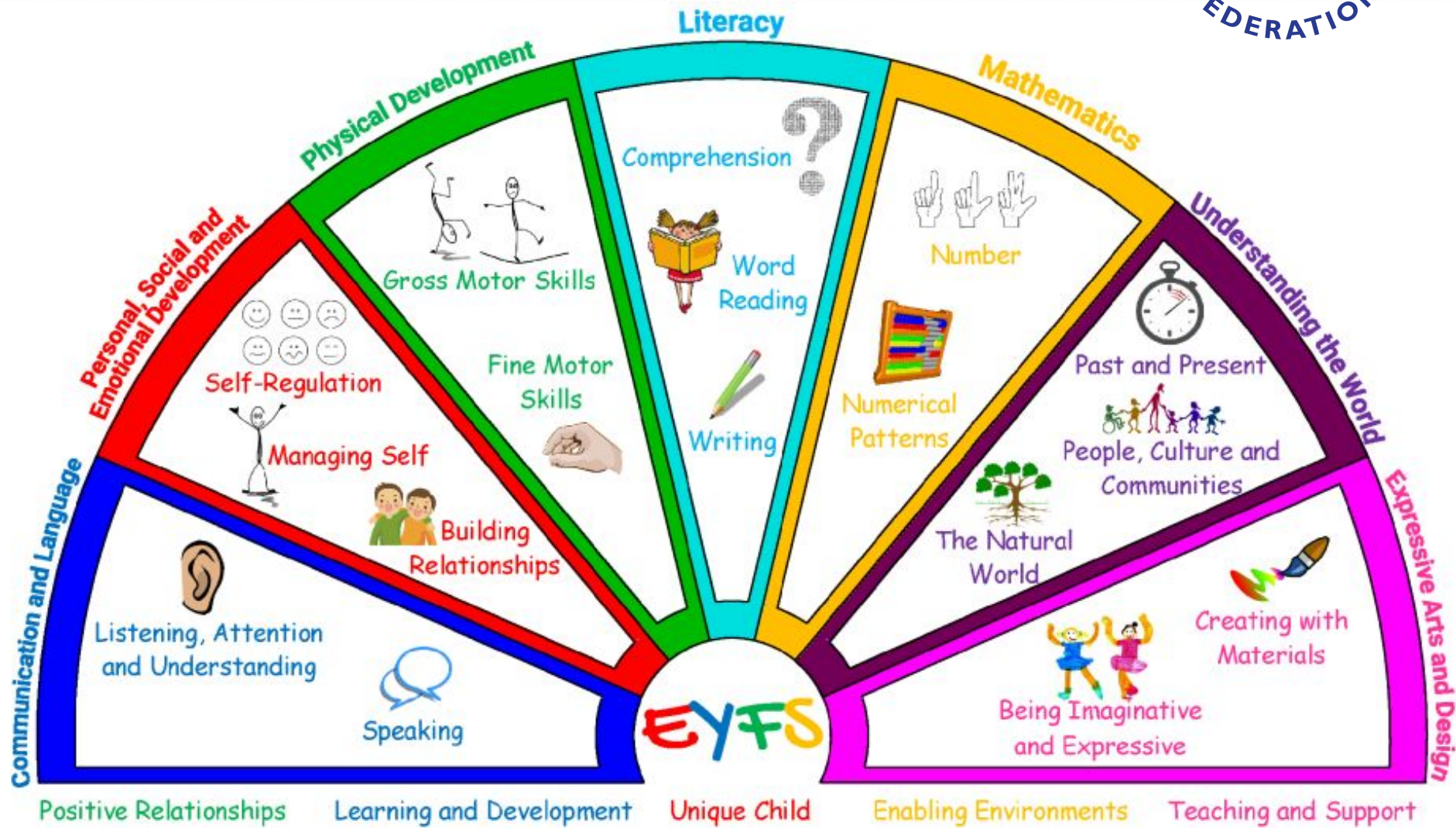
# Behaviour



# Behaviour



# Our EYFS curriculum



# How?

- The children are at the heart of everything we do. Our planning and routines begin with the children's needs. All planning starts with observing the children in order to understand and consider their interests, development and learning styles.
- Play!
- Self-initiated and adult-directed activities
- Immersive environment
- Project-based learning

# Play

- Children's play reflects their wide ranging and varied interests.
- In their play, children learn at their highest level.
- Play with peers is important for children's development.

Play is the  
highest form  
of research

Albert Einstein

# The environment

- A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.
- The environment should support every child's learning through planned experiences and activities that are challenging but achievable.

*Enabling*  
environments  
"mobilise the ENERGY,  
ATTENTION, curiosity  
and FOCUS  
of children"  
*Howard Gardner*

# Project based learning

Project based learning is a teaching method in which pupils gain knowledge and skills by working for an extended period of time to investigate and respond to an open-ended question.

This teaching method...

- unlocks student engagement
- stimulates curiosity,
- develops deeper thinking skills and a passion for learning.

- Autumn –Heroes & Villains
- Spring – Journeys
- Summer – There's no place like home



# Organisation

- The children have 2 timetabled sessions per class for PE.
- The remaining sessions are spent in our classrooms and the Outdoor area for both self-initiated activities and adult-directed activities.
- Homework will be sent via Tapestry on a Friday. Paper copies will be available from the office if needed. We will send homework books home on a Friday and collect them back in on the following Wednesday – homework will include fun, practical activities for the children to develop their learning at home.

# Self-directed activities

- Help develop the children's independence as they explore, play and learn in the environment, both indoors and outdoors.
- Encourage the children to:
  - ❖ make their own choices and decisions
  - ❖ co-operate and take turns with each other
  - ❖ be responsible for clearing away equipment when sessions come to an end.



# Adult-led activities

- Children have access to and try out a wide range of activities and experiences with support from specific adults.
- During these activities, staff observe the children's understanding and responses.
- The adult is there to help develop the children's understanding through careful and thoughtful questioning, as well as providing opportunities for the children to develop their ideas further.
- Link to the areas of learning and develop the children's characteristics of learning.
- Indoors and outdoors!

# Assessment in the Early Years

- Baseline assessments completed during their first 6 weeks.
- We are observing and assessing children all of the time. We are consistently assessing what the children know, understand and can do. We use this information to plan children's next steps in learning and monitor their progress.
- We may record our assessments and observations on Tapestry.
- Staff work individually with children on any identified next steps.
- Staff complete assessment sheets during adult-led activities and the information noted on these help with the compilation and completion of the Early Years Foundation Stage Profile.
- At the end of year the children will be assessed using 17 Early Learning Goals, one for each aspect.

# Our Healthy, Active School

*Better movers make better thinkers.*

*Better movers make better learners.*

- High quality PE
- Active playtimes and lunchtimes
- Active classrooms
- Healthy homework
- Get Ahead partnership
- Competitions and events
- After school clubs
- Active Bear
- PE Library bags



**GET AHEAD**  
PARTNERSHIP

EDUCATION. SPORT. WELLBEING

# PSHE

## Personal, social, health and economic education

‘PSHE helps children and young people to be safe, healthy and prepared for life's opportunities.’ PSHE Association

- Jigsaw PSHE lessons weekly
- Weekly assemblies
- School Values
- Relationships and Health Education
- Growing up safe

For more information please visit:

<https://www.bottesfordinfants.co.uk/pshe-1/>



# Mental Health & Well being

## SMILERS

### 7 steps to wellbeing

**Socialise:** Get together with others



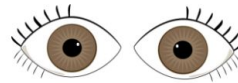
**Move:** Be active



**Interest:** Have a hobby, keep learning, do something creative



**Look:** Take notice of the world around you



**Eat well:** Eat a balanced diet



**Rest:** Relax, sleep well



**Support:** Give help to others



# Parent support

Tuesday, October 13th, 2026

IN 3 WEEKS

**12:00 PM**

BOOK

FREE Monthly Live with Anisa with Anisa Lewis

2026 Autumn Programme: October: Walking on Eggshells November: I Wish They Could See What Everyone Else Sees December: Can We Just Enjoy Christmas This Year? These free live online sessions take place monthly. If you can't join live, p ...

SHOW ALL

Tuesday, November 10th, 2026

IN 7 WEEKS

**12:00 PM**

BOOK

FREE Monthly Live with Anisa with Anisa Lewis

2026 Autumn Programme: October: Walking on Eggshells November: I Wish They Could See What Everyone Else Sees December: Can We Just Enjoy Christmas This Year? These free live online sessions take place monthly. If you can't join live, p ...

SHOW ALL

# Parent Support

Tuesday, December 1st, 2026

IN 10 WEEKS

**12:00 PM**

**FREE Monthly Live with Anisa with Anisa Lewis**

**BOOK**

2026 Autumn Programme: October: Walking on Eggshells November: I Wish They Could See What Everyone Else Sees December: Can We Just Enjoy Christmas This Year? These free live online sessions take place monthly. If you can't join live, p ...

**SHOW ALL**

# How do we involve you in your child's learning journey?

- Consultation evenings regarding your child's progress take place during the Autumn and Spring term
- Report and Student Led Conference in Summer term
- Weekly homework
- Website
- Half termly celebration newsletter
- Weekly parent briefing email
- Tapestry



# TAPESTRY

ONLINE LEARNING JOURNAL



All children attending Bottesford Infant School have a personal online learning journal which records photos, observations and comments, in line with the Early Years Foundation Stage and National Curriculum, to build up a record of your child's time with us and their learning journey with us.

## How it works

- Photos, videos and observations uploaded to Tapestry.
- 'Memories' will be added of special days and events in school.
- Opportunity for parents/carers to write back or input examples of what your child is doing outside the school day – weekend trips, exciting learning opportunities, trip to the shops etc. It will also be an easy way to show us photos/videos of any practical activities undertaken for homework. We will then share these photos/videos in 'Tapestry Time' each week.
- It may not be checked daily so please continue to communicate any messages through the main school office and [office@bottesfordinfants.co.uk](mailto:office@bottesfordinfants.co.uk)



# Characteristics of Effective Learning

## Playing and Exploring

### Finding out and exploring

- ✓ Showing particular interests

### Being willing to 'have a go'

- ✓ Initiating activities
- ✓ Showing a 'can do' attitude

## Active Learning

### Being involved and concentrating

- ✓ Maintaining focus on their activity for a period of time

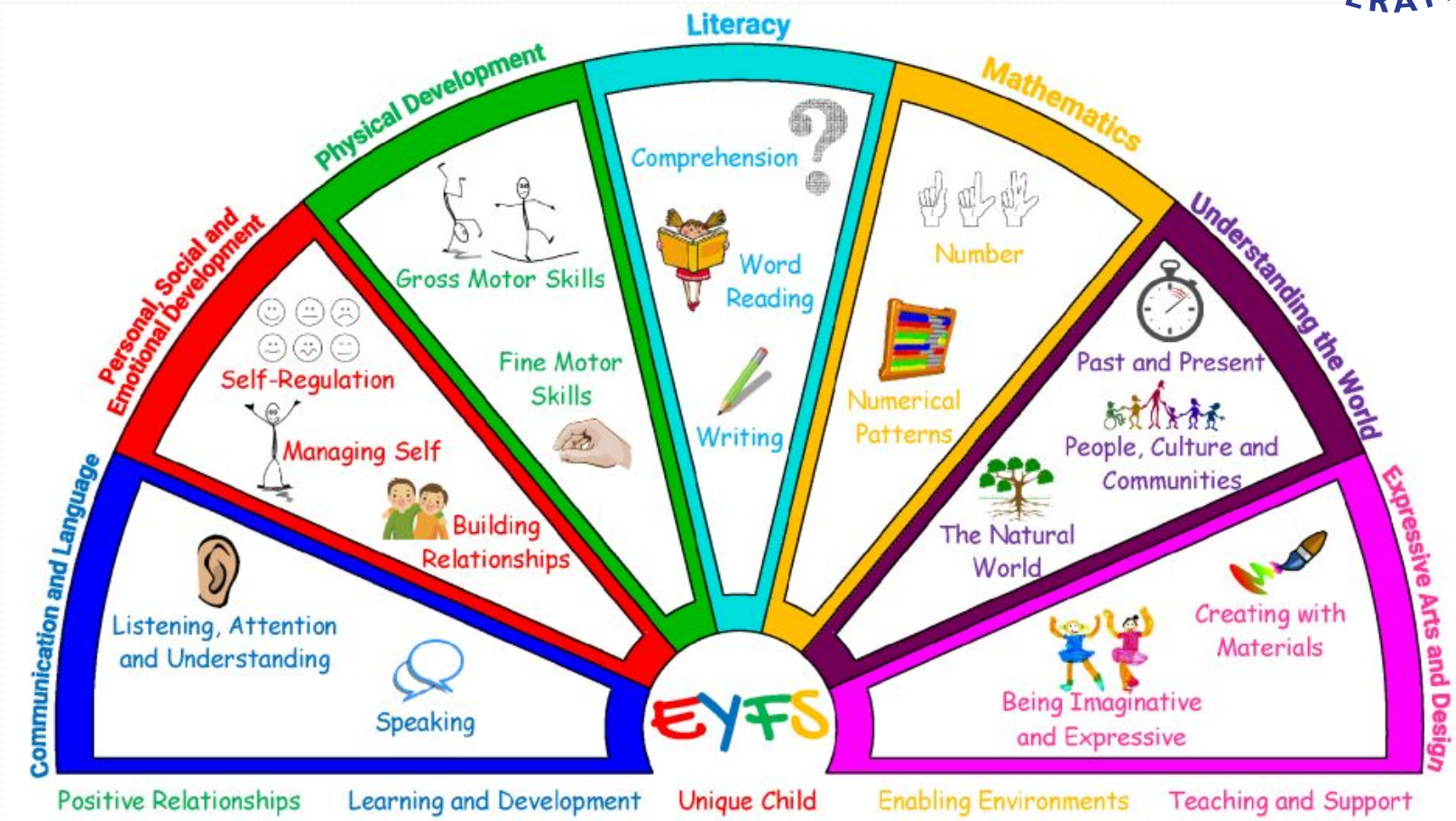
## Flags

Child led

Indoors

Fine Motor Skills

Word Reading





# Our Aim

- To give children the best start possible to become accomplished readers by developing a skill for life with confidence and enjoyment.

# Importance of reading

“Over the last two decades, there has been a deepening recognition of the fundamental importance of improving reading standards on a child’s future academic achievement, wellbeing and success in life.

The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and employment”.



“**Reading** for pleasure in early childhood can help youngsters perform better at school and boost their mental health as they enter teenage years, a study suggests. The study of more than 10,000 children found that those who started reading for fun at a young age performed better at cognitive tests and showed improved ‘brain structure’ in adolescence.”

Reading for pleasure in childhood boosts brain health in teenage years - study

The Independent June 2023



# Reading in school

- Phonics - Read Write Inc. daily session 8.55-9.30am
- Shared Reading
- Cross Curricular
- Listening/reading corner
- Learning environment
- Individual reading
- Use of technology - reading games and apps



# What is Phonics?

# What is Read Write Inc.?

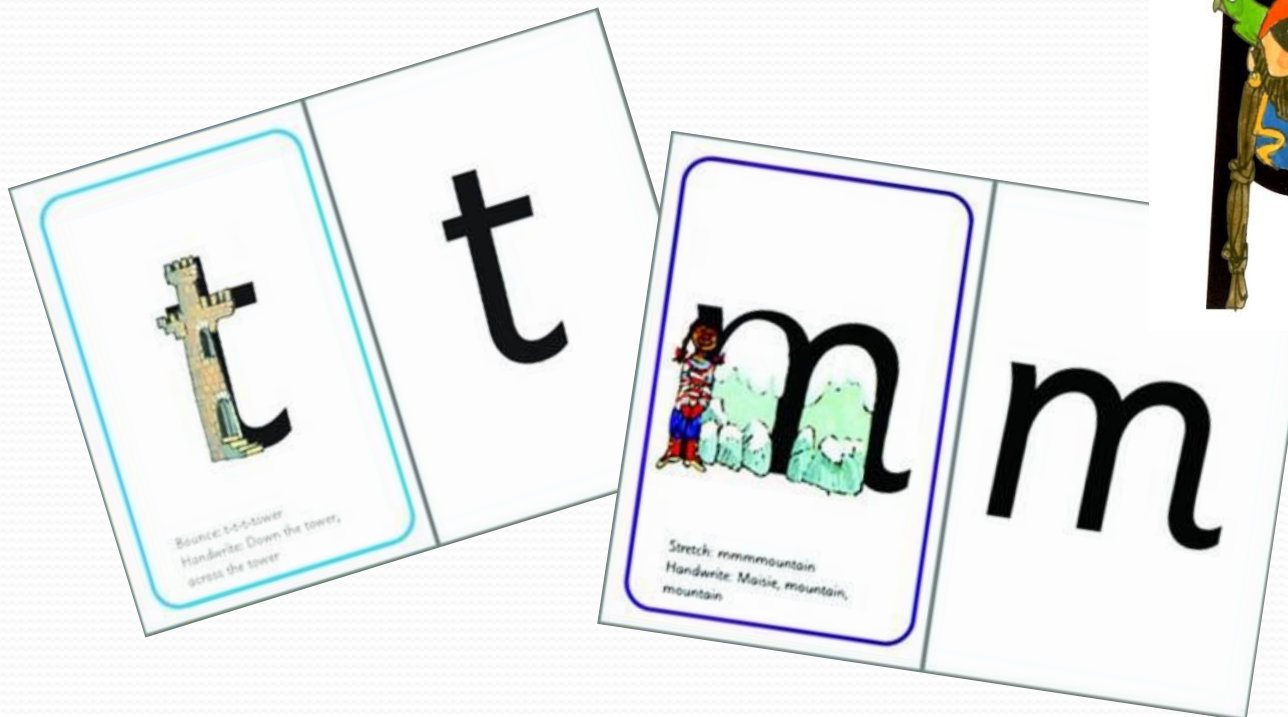
<https://www.youtube.com/watch?v=MbWlujM1WGM&list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c>



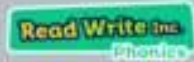
<https://www.ruthmiskin.com/parentsandcarers/>

# How do we teach the children?

- Sound-letter pictures



# Set 1 sounds



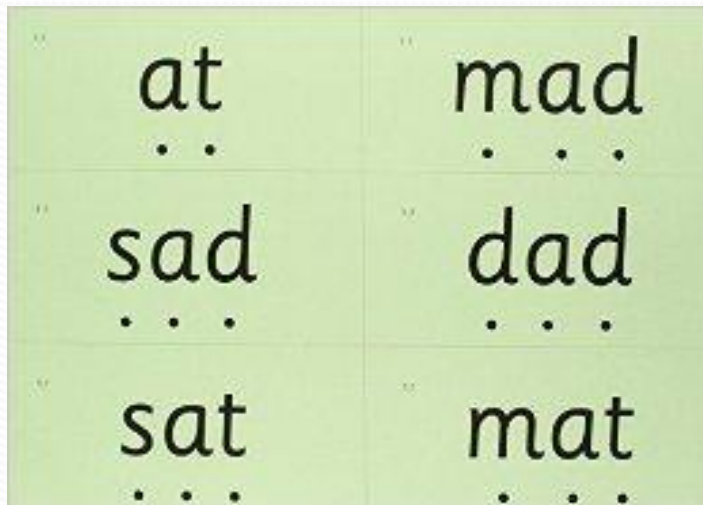
## Desktop Speed Sounds Chart

### Speed Sounds Set 1

|        |          |          |          |          |
|--------|----------|----------|----------|----------|
| m<br>m | a<br>a   | s<br>s   | d<br>d   | t<br>t   |
| i<br>i | n<br>n   | p<br>p   | g<br>g   | o<br>o   |
| c<br>c | k<br>k   | u<br>u   | b<br>b   | f<br>f   |
| e<br>e | l<br>l   | h<br>h   | sh<br>sh | r<br>r   |
| j<br>j | v<br>v   | y<br>y   | w<br>w   | th<br>th |
| z<br>z | ch<br>ch | qu<br>qu | x<br>x   | ng<br>nk |

# How do we teach the children?

- Blending and segmenting using Word Time and Fred Talk.



vap



# Fred Talk

Fred is a puppet who says, reads and spells words in pure sounds; he never says the whole word so the children do this for him. He never adds 'uh' after a consonant sound e.g. fuh luh muh

Fred Fingers for blending and spelling



## Fred Games

Speaking like Fred helps children to understand that words are made up of sounds. Use Fred Talk throughout the day to help children practise blending sounds together.

### Fred says...

1. Say: Fred says put your hands on your l-e-g. Ask children to repeat. Pause to allow children to jump in with the whole word and do the action.
2. Say: l-e-g, leg. Ask children to repeat.

### Fred I spy

1. Say: Fred says 'I spy something r-e-d' Ask children to repeat. Pause to allow children to 'jump-in' with the whole word and point to something red.
2. Say: r-e-d, red. Ask children to repeat.



# How do we teach the children?

Children are assessed every half-term and move groups when they are ready for the next step.

Once the children can blend, they read reading books that are matched correctly to their reading stage and only contain sounds the children know.

## School books



## Bookbag books for home



# Red Words

Children learn these tricky, red words.

These words contain graphemes that are not on the sound chart.

**'You can't fred a red!'**



I  
no  
the  
to  
go  
into

he  
she  
we  
me  
be  
you  
are  
her  
was  
all  
they  
my

**Read Write Inc.**  
Phonics



# My Set 1 Speed Sounds Book

Name: \_\_\_\_\_

Class: \_\_\_\_\_



OXFORD



# Reading Scheme

- ❖ Read Write Inc.
- ❖ 1 Read, Write Inc book a week once the child is confidently blending
- ❖ Read three times at home - record this in your child's reading record
- ❖ Golden ticket
- ❖ After October half term
- ❖ 1 library book a week



# Library

- ❖ Visit the library every week



# Reading at home

## Enjoy It!



Make reading an enjoyable experience. Give your child lots of praise and reward for their reading. Have fun looking at the pictures and relating the story to the children's own life and experiences.



## Make Time!

Choose a good time when you and your child can be together. Try to make sure you are not disturbed and avoid distractions such as the T.V.



Let your child hold their book themselves. This helps them to learn which way up the book should go and where the beginning is. They will also learn to hold their book and turn the pages carefully.

# Reading at home



## Express yourself!

If your child is reading the words accurately encourage them to add expression to their reading. You do it first, then ask your child to have a go. You could also search for punctuation in the text e.g. ?, !, and discuss what these mean.



## Practice, Practice, Practice!

Regular practice will make all the difference to your child's reading. Spending a little time reading each day and filling in your child's reading diary will help to build their confidence and pride in what they are achieving.



## What happened?

Talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. This will show you that they have understood the story.

# Reading at home

You can support your child at home by:

1. Getting them to open the book by themselves
2. Locating the author, title and start of the story
3. Discuss the front cover and predict story
4. Going on a sound hunt by spotting sounds they know
5. Finding words on a page that they know and can read
6. Reading the story with them or to them
7. Asking questions about what they have read or heard
8. Encouraging them to join in with parts they know
9. Asking them to tell the story from the pictures
10. Trying to sound out unfamiliar words

# Reading at home

11. Retelling the story in their own words
12. Talk about the characters or the setting
13. Re-reading for accuracy and identify own mistakes
14. Using language features – exclamation marks etc
15. Sharing their own reading material – comics, information books, packets, newspapers, cookery books etc
16. Discussing new vocabulary and what it means
17. Comparing stories, discussing which was their favourite
18. Pointing out the tricky, red words
19. Leaving a word out that they don't know and read the sentence again, guessing what it could be
20. Visiting the local library

# What should I do if my child won't read at home?



- Don't panic!
- Try not to turn it into a battle
- Talk to your child's teacher
- Keep reading to your child

## Strategies that might help

- They could read to their pets, sibling or teddies
- Choral reading - reading together at the same time
- Echo reading - my turn, your turn
- Partner reading - my page, your page



# Holding a pencil





# Handwriting

## Reception

- Physical preparation for handwriting
- Focuses on gross and fine motor skills
- Uses warm-up exercises, skywriting, pattern-making, and tracing

## Year 1

- Securing correct letter formation
- Teaches lowercase letters using a Sassoon primary font that includes an exit flick
- Introduces letters within unjoined words and numbers 0–100

## Year 2

- Beginning to join
- Introduces the four basic handwriting joins: diagonal to ascender, diagonal with no ascender, horizontal to ascender, and horizontal with no ascender

# Handwriting

## Curly caterpillar letter family



c a d o s

g q e f

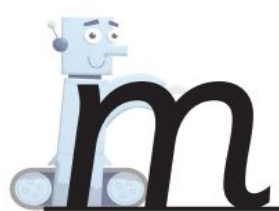
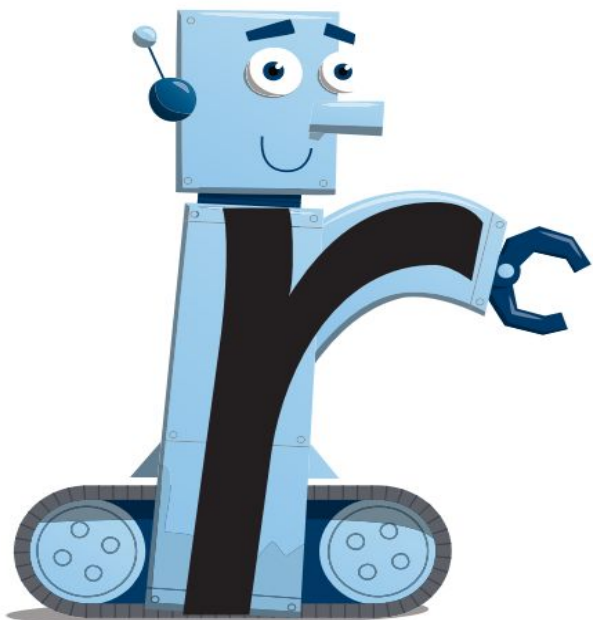
# Handwriting

## Long-legged giraffe letter family



# Handwriting

One-armed robot letter family



# Handwriting

## Zig-zag monster letter family



# Fine Motor Control

- Using tweezers
- Using pegs
- Picking up small objects and putting in a bottle
- Lego
- Manipulating play dough



# Dough Disco

<https://www.youtube.com/watch?v=qnpILg6I6Nk>

## NO COOK PLAY DOUGH

*By Learning with Sunflower Smiles*

### Ingredients:

2 cups flour  
1 cup salt  
4 tablespoons Cream of Tartar  
2 tablespoons oil  
2 cups boiling water  
Food coloring (optional)  
1 teaspoon vanilla essence (optional)

### Instructions:

Place all the ingredients in a bowl.  
Mix together until incorporated.  
Knead until smooth.  
Store in a sealed container.



# Useful websites

- <http://www.ruthmiskin.com/en/parents/>
- <https://www.oxfordowl.co.uk/>
- <http://www.phonicsplay.co.uk/freeIndex.htm>
- <http://www.epicphonics.com/games>



# E-safety tips for parents

Child friendly search engines:

- [www.safesearchkids.com](http://www.safesearchkids.com)
- [www.swiggle.org.uk](http://www.swiggle.org.uk)

Kids websites:

- You tube kids
- BBC Iplayer Kids

# E-safety tips for parents

- Do you filter inappropriate materials on devices?
  - Enable a filtering system
  - Set up parental controls
- 
- Is your child exposed to video games PEGI 12/16/18 (GTA V, Grand Theft Auto V, Call of Duty)?

[www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety)

[www.common sense media.org](http://www.common sense media.org)

# Top Tips for SETTING BOUNDARIES AROUND GAMING

If your child loves video games, then you'll probably be aware that how long they spend gaming – and what they're actually playing – can occasionally become a source of concern or conflict. The UK's trade body for interactive entertainment, Ukie, has recently launched a campaign to promote safer and more responsible gaming among young people – with parents and carers helping by setting sensible and fair boundaries. Our guide has tips on key areas where you could agree some healthy ground rules for your child's gaming activity.

## PROMOTE SAFER GAME CHOICES

Deciding which online games are OK – and which should be avoided – is tricky. Some titles allow children to cooperate or compete with strangers, which creates potential risks. Watching your child play online for a while could provide more insight into a particular game, while the parental controls on most consoles allow you to limit who can chat to your child or send them friend requests. Remind your child of the hazards around strangers online when you discuss this boundary with them.

## ENCOURAGE REGULAR BREAKS

Help your child understand the need to take regular breaks, playing in shorter bursts rather than marathon sessions. Bear in mind that some games (such as role-playing games) require time investment from the player, while others (online team games, for example) can't be stopped or paused at a moment's notice. A quick break every hour or so is good practice, and you could suggest some things to do in these breaks, such as having a drink of water or getting some fresh air.

## AGREE SPENDING LIMITS

There's no doubt that gaming can be expensive, and younger players often don't realise how much paying for digital items and subscriptions can add up to. Many young gamers love to buy new skins or upgrades for their character, so you could settle on a fixed amount that your child is allowed to spend on in-game items each week or month. This sort of boundary will not only help your child to manage their expectations but will also make you more aware of the price of these items.

## DISCUSS AGE RATINGS

Children often ignore the age ratings on games – or are unaware they even exist. If you're happy with your child playing a particular game even though it's rated above their age, then establish that as a boundary: emphasise that you've made an exception, and talk about what age ratings mean and why they're important. You could add context to this boundary by browsing games' boxes together while shopping, discussing why some games might have earned certain age ratings.

18  
CENSORED

## Meet Our Expert

Daniel Upscombe is a writer specialising in technology, video gaming, virtual reality and Web3. He has also written 15 guidebooks for children, covering games such as Fortnite, Apex Legends, Valorant, Roblox and Minecraft. With works published by the likes of PC Gamer, Kotaku, Pocket Gamer and VG247, he has reviewed more than 50 games and products over the past year.



## FACTOR IN FRIENDS

If your child is a keen video gamer, the chances are that they'll have other gamers among their social circle, too. When friends visit, do they instantly dash to their console or computer? You could put boundaries in place before their guests arrive by agreeing on a length of gaming time. Bear in mind, though, that they may try to extend this once they're together. Try coming up with activities or challenges for them during screen breaks – if they join in, they earn a little extra time on their game.

## ENJOY GAMING TOGETHER

Setting time aside to play video games together can be an enjoyable bonding exercise. Unintentionally, some young gamers may be less enthusiastic about a parent or carer joining in, but it can be a productive way of encouraging them to share their hobby with you. Setting goals or tasks might be useful: if they love Minecraft, choose something to build together; if Fortnite's their favourite, ask to try out some of the fun game modes, like Prop Hunt, which don't require high skill levels.

## TALK ABOUT EMOTIONS

Help your child to monitor their emotions as they play. Discuss what is (and isn't) an acceptable level of competitiveness to show while gaming. Are they allowed to trash talk other players, for example? Can they notice when they get angry if they lose? Do they think these emotions are healthy? Some games can provoke anger, but others can bring joy, humour and the thrill of overcoming a challenge. Try to steer your child towards games that tend to produce these more positive feelings.

## BE PREPARED FOR TROLLS

A frequent problem when gaming online is other players who are deliberately troublesome. Make sure your child knows how to report and block someone who makes their experience a negative one. Between you, decide if or how they should deal with these online trolls. Talk about where your child's boundaries are in terms of what they think is acceptable: what behaviour by other users is merely frustrating, and what crosses the line to become upsetting or abusive.



National  
Online  
Safety®

#WakeUpWednesday



# Pupil Premium

## Is my child eligible?

Schools receive Pupil Premium funding for pupils in reception up to year 11 who fall into the following categories:

- **Targeted Free School Meals (FSM) / Ever 6 FSM:** Pupils currently eligible for targeted free school meals, or who have been recorded as eligible at any point in the past 6 years. (Note: While FSM expands to all Universal Credit households from September 2026, Pupil Premium remains tied to the targeted threshold of Universal Credit with a net earned annual income of £7,400 or below, or qualifying legacy benefits).
- **Looked-After and Previously Looked-After Children:** Children who are looked after by a local authority, or who have been previously looked after and adopted from state care or placed under a special guardianship or residence order.
- **Service Pupil Premium:** Children with a parent in the regular armed forces, those registered as a service child on any school census in the past 6 years, or those receiving a pension under the Armed Forces Compensation Scheme or War Pensions Scheme.



# Pupil Premium

## Is my child eligible?

Your child might be eligible if you access:

- Universal Credit - your household income must be less than £7,400 a year (after tax and not including any benefits you get)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of state Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more £16,190)
- Working Tax Credit run-on - paid for four weeks after you stop qualifying for Working Tax Credit



# Pupil Premium

Your child could be eligible for:

- Free school uniform
- Supermarket food vouchers during school holidays
- A wide range of free activities/childcare during school holidays  
(Fuelled - weekly camps or 4 hour long activities, food included)  
<https://www.northlincs.gov.uk/leisure/holiday-activities/>
- Reduced breakfast club childcare cost 07:45-08:45
- Free school lunches from school years 3 to 6
- Free milk



# Communication

- Tapestry
- Office email/telephone call  
[office@bottesfordinfants.co.uk](mailto:office@bottesfordinfants.co.uk) 01724862483
- ParentPay
- Arbor
- Website
- Parents afternoon/evening 19th & 20th October



# Parent SEND drop in

- Does your child have any needs that you would like to discuss with our SENCO (Miss Labourne)
- Please drop in for a cuppa before home time if you want a chat or have a concern....
- Monday 16th Nov 14:45 onwards (library)**



# Thank you for coming!

Time in classroom until 15:10

**Thank you for your continued  
support!**