

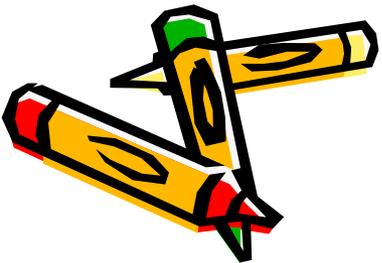
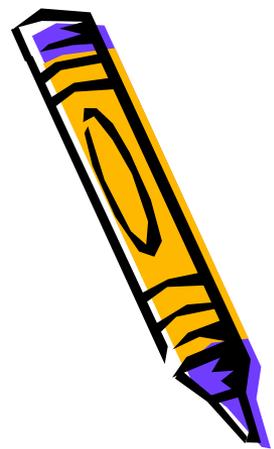
Welcome to New Parents

New Parents' Meeting at
Ludgershall Castle Primary School
2025-2026



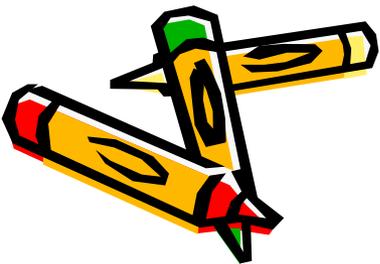
THANK YOU

- At Ludgershall Castle Primary School we think that a strong partnership between the school and home is at the heart of success.



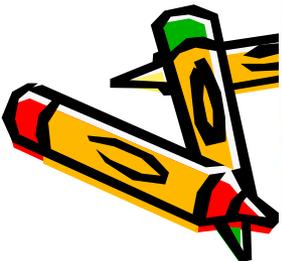
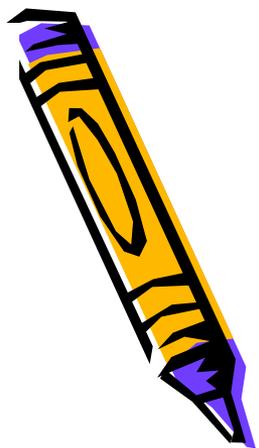
At Ludgershall Castle
Primary School
we aim to:

LEARN
HAVE
SUCCEEDED



- Learning at Ludgershall Castle Primary School is amazing; it's top notch!
- Children are well behaved.
- We have kind Teaching Assistants and Teachers.
- Teachers always make learning fun.
- We like learning to read.
- We have good and safe equipment; the school is really safe.
- We have outside areas with high levels of nature and good air quality.
- Teachers bring learning to life.
- We all work together.
- There is a wide range of after school clubs and activities.
- We have a good variety of toys and learning supplies.
- Teachers are always kind to us and give us good advice.
- Teachers hardly ever shout.
- If someone looks lonely we will always go up to them and make sure they're ok.
- We practise fire drills often.
- We have great school values and every class has books about our school values.
- There are high gates to keep us safe and school security is good.
- We have medically trained staff.
- Teachers are kind and caring.
- We're a telling school.
- Lessons are always fun.
- We are all polite and kind.
- We have lovely school dinners.
- If there's ever any bullying it gets sorted out straight away.
- Teachers are very supportive.
- We don't approve of rudeness.
- We are all reminded that learning is for life and not just when you are a child.
- Students are kind and helpful towards each other.

Many thanks to all the councillors who contributed including Olivia, Logan, Erik, Wilfie, Freya, Isobel, Klaudia, Ruby, Byron, Ellsie, Casper and Theo. I was very impressed with all the grown up phrases that you used.

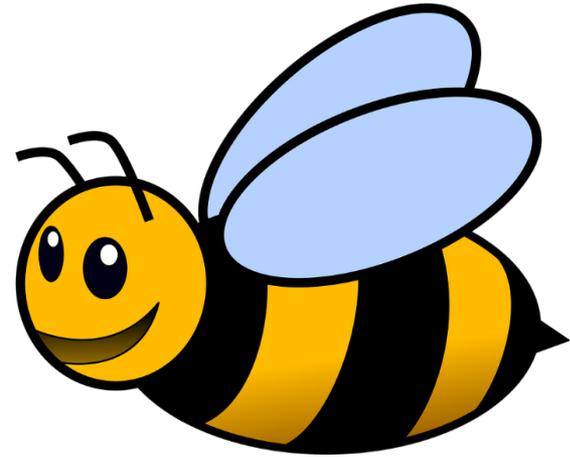


Classes

- There will be 2 classes in Reception. We will run as a unit.

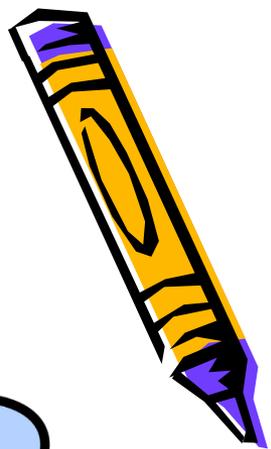


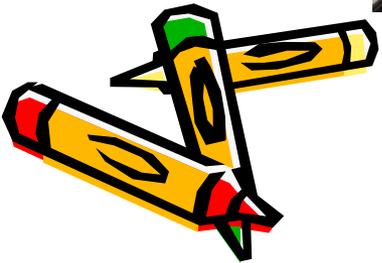
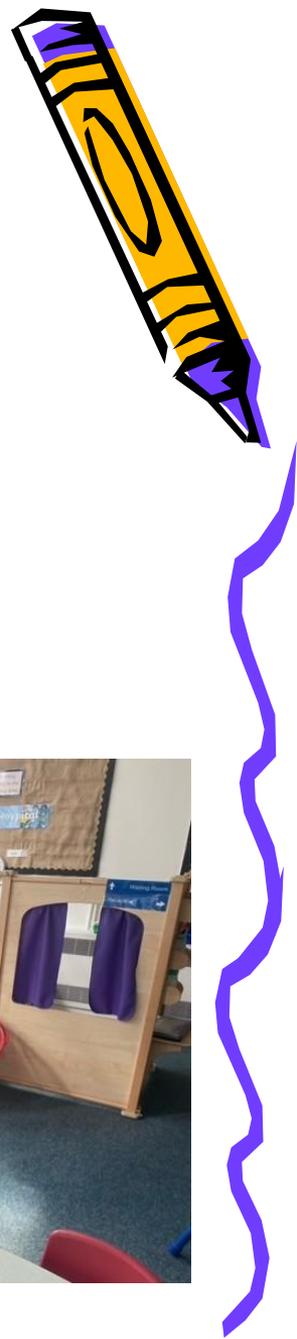
Butterfly Class

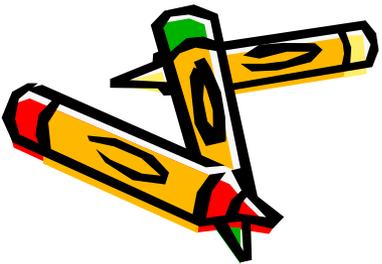
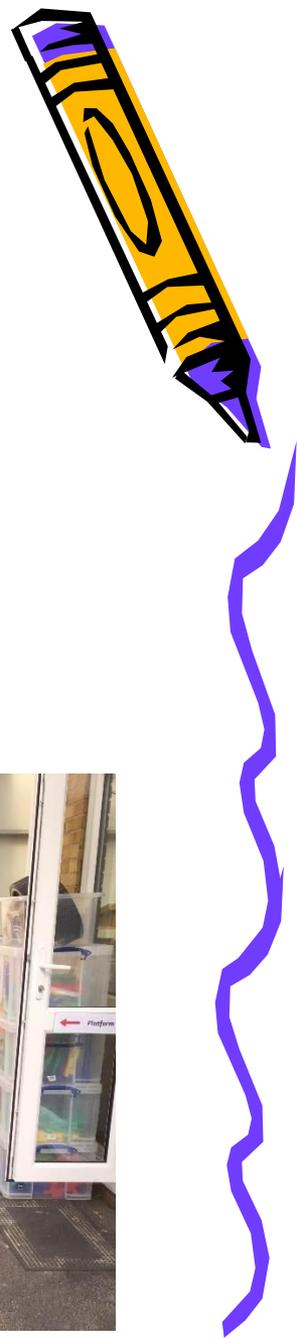


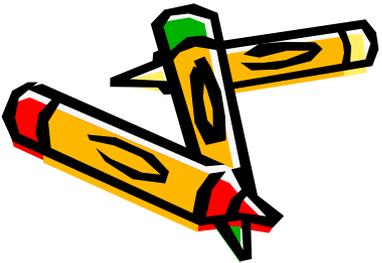
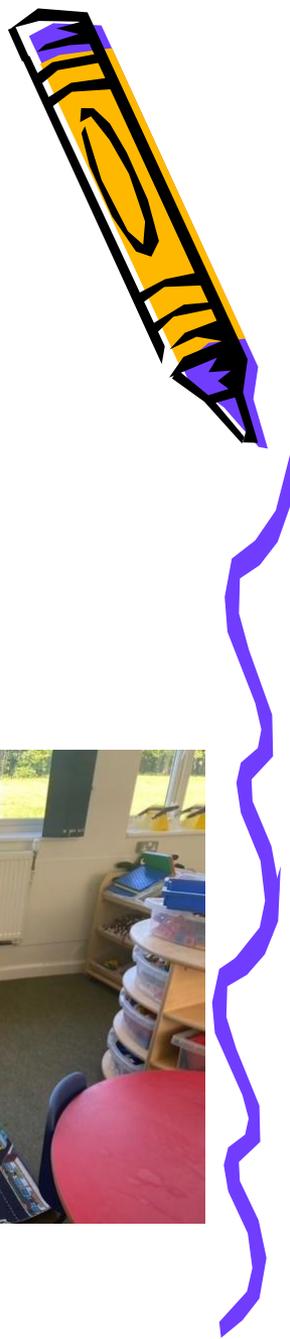
Bumblebee Class

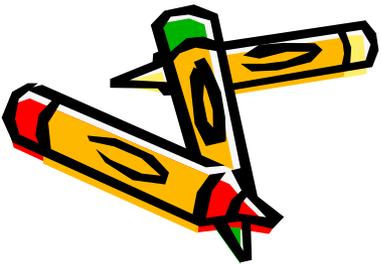
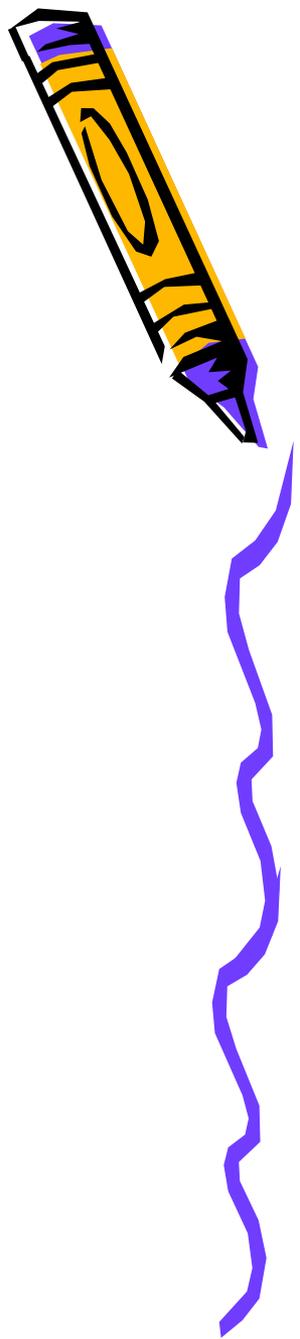
- We have good links with the Preschool and are happy to work with other settings.

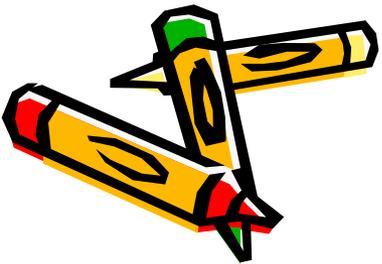
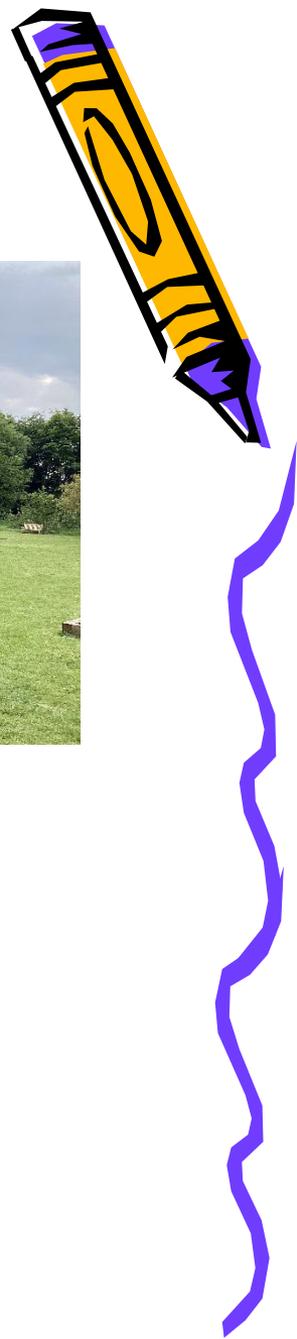


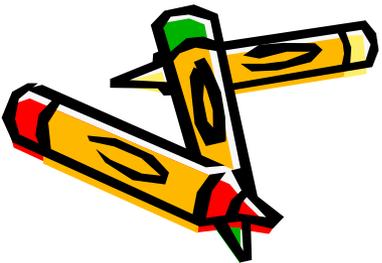
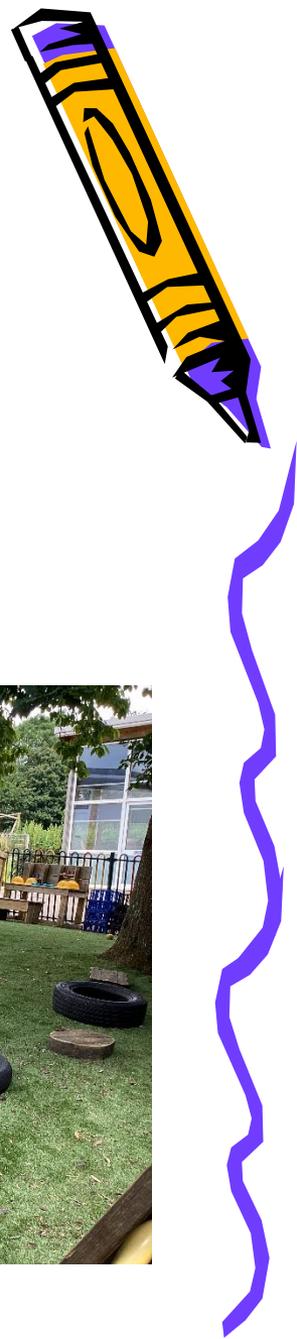


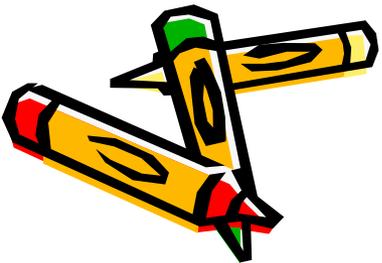
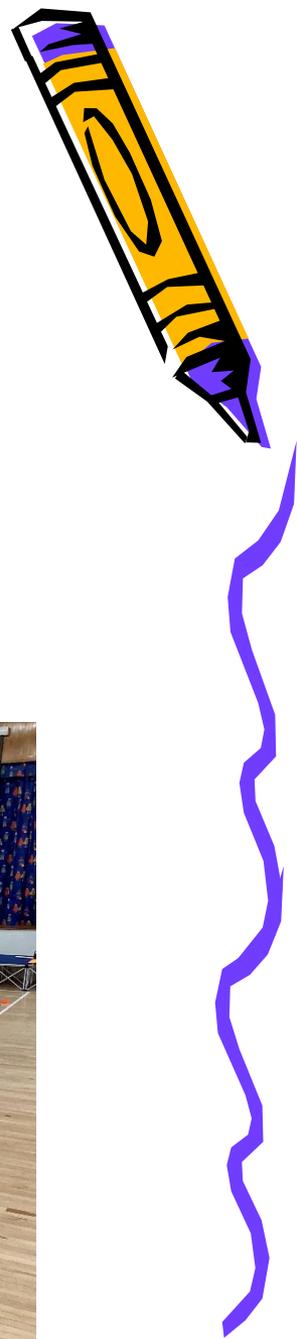












Parents as key educators

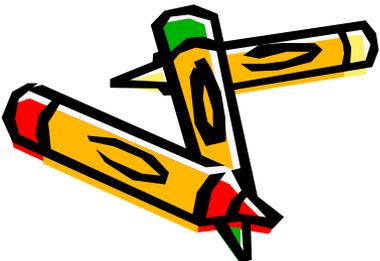


Parent helper

- "Parents are children's first and most enduring educators."

Curriculum Guidance for the Foundation Stage

- We encourage parents to be actively involved in their children's learning both in and out of school.



A broad curriculum

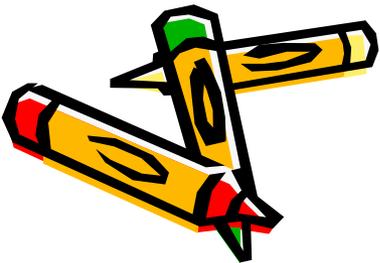
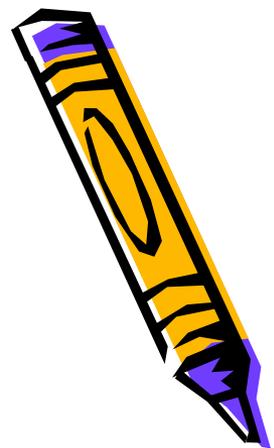
- We try to provide children with a **BROAD AND BALANCED** curriculum.
- We have fun.
- We provide a range of experiences and learning opportunities.



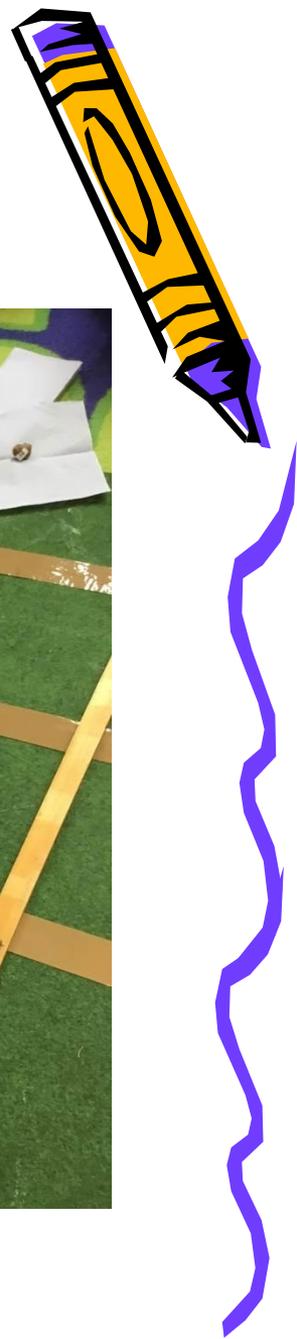
Space Dome



Caterpillars → Chrysalis → Butterflies



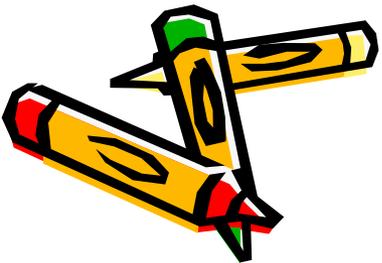
The Foundation Stage



- We have a themed approach to learning.
- Children learn through play.
- We encourage independence.



Snail Race
1st, 2nd, 3rd



Our Curriculum

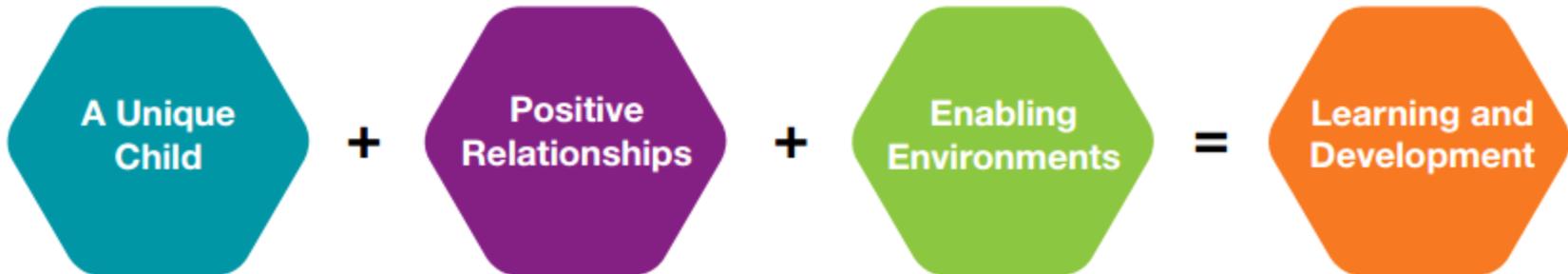
7 areas of learning:

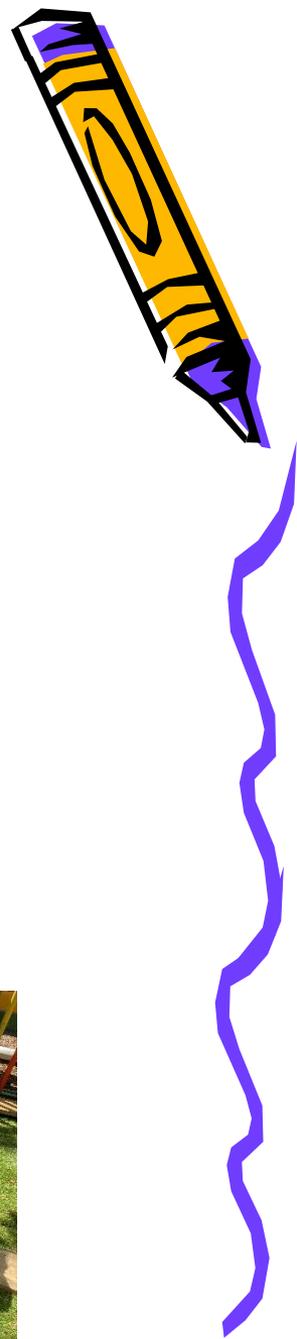
Prime Areas

1. Communication and Language
2. Personal, Social & Emotional Development
3. Physical Development

Specific Areas

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design





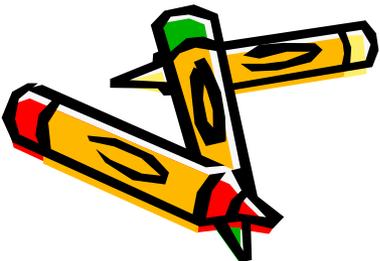
Communication and Language

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.



Personal, Social and Emotional Development

Self-Regulation

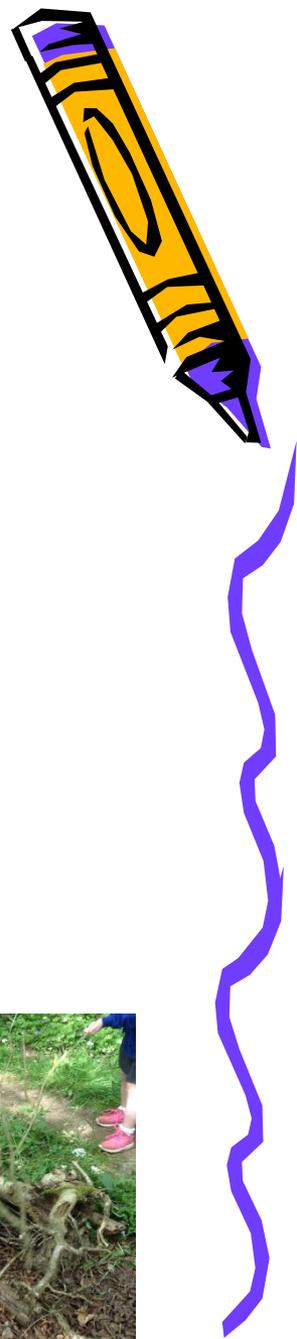
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding 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.



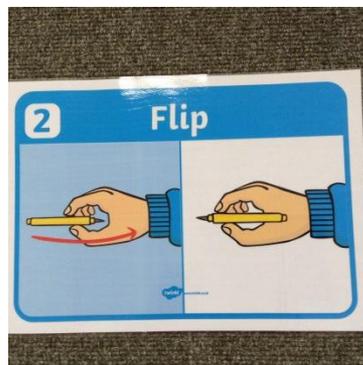
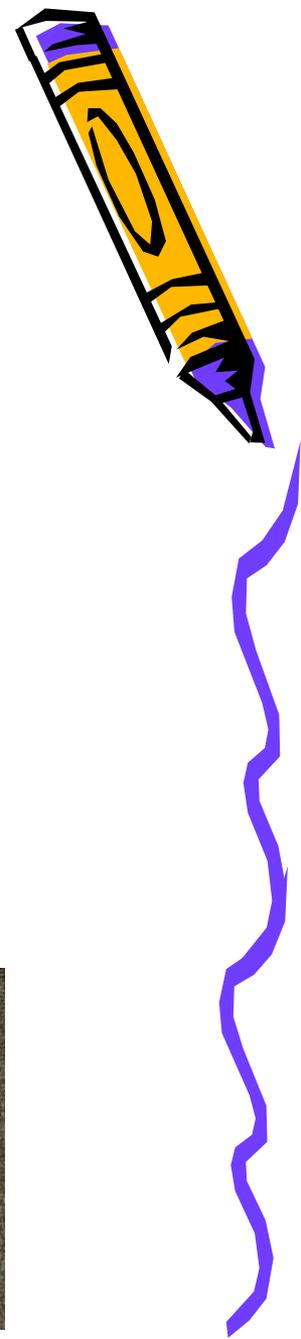
Physical Development

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

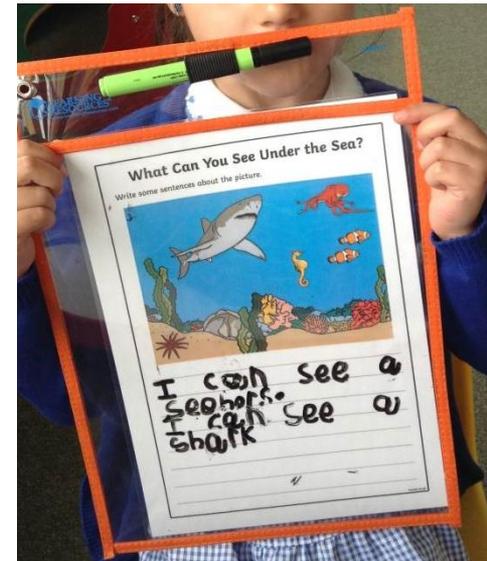
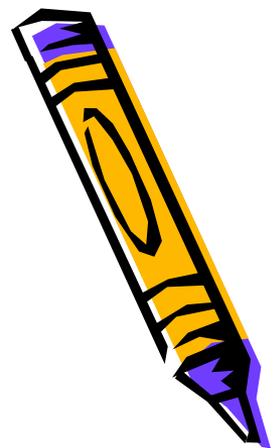
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction,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





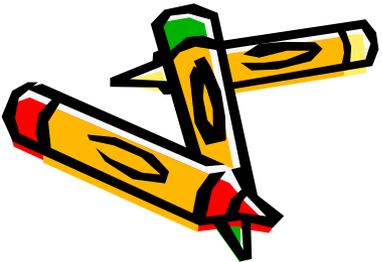
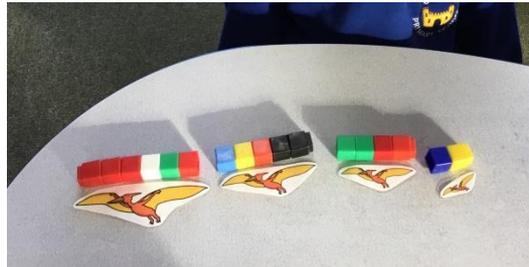
Mathematics

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.





Understanding the World

Past and Present

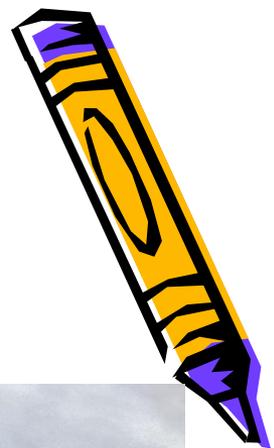
- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read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



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.

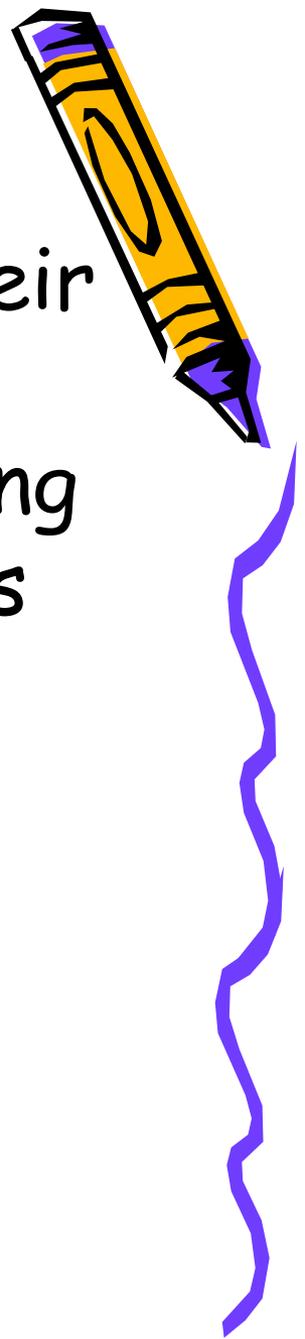
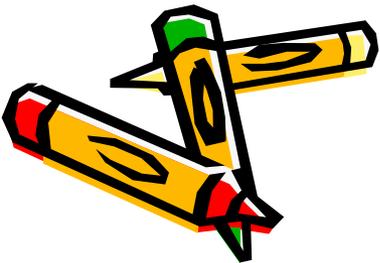
Being Imaginative and Expressive

- 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.



Phonics

We will start teaching children their sounds using the Sounds~Write program. We will send home reading books that match the new sounds that are taught to your child.



Behaviour: what we expect



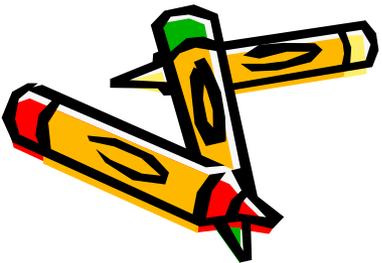
- We are clear about expectations.
- We celebrate significant achievements.
- We keep parents informed.
- We use a system called Class Dojo where the children can earn points for good behaviour. We also use this as a means of communication with you.



Communication



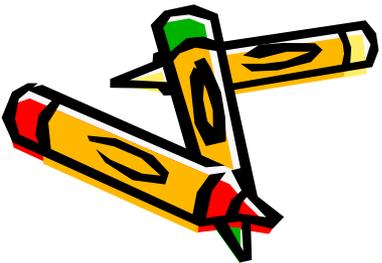
- Newsletters
- Website
- Parents' Meetings
- ClassDojo App
- Our School office number is 01264 790375 (this is on the newsletters)
- Facebook



ClassDojo

Keep us informed:

- Our priority is to make sure that your child is enjoying learning.
- Please feel free to arrange a chat after school if you want to discuss your child's progress or if there is anything you think we need to know.





Protect yourself,
protect others

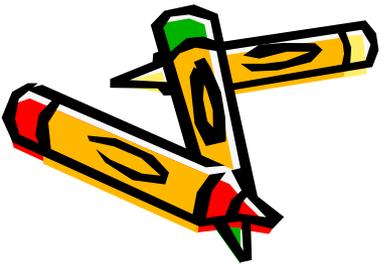
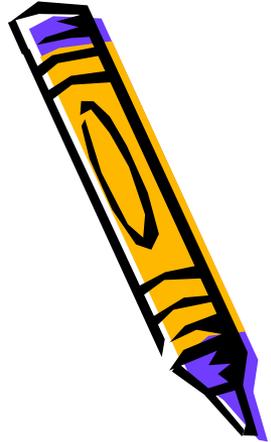


Protect your child with childhood immunisations

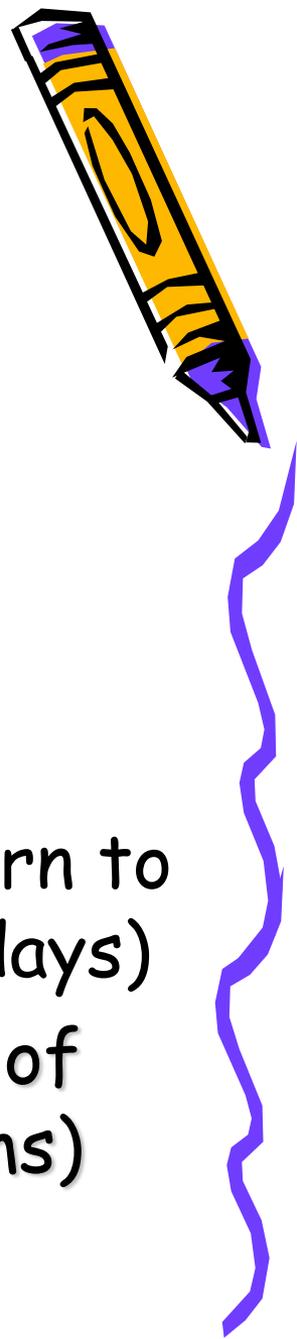
Your child will be making lots of new friends when they start school and could be at risk of catching preventable diseases if they haven't had all their childhood immunisations.

If you are not sure your child has had all their routine immunisations, check their personal child health record (red book) or contact your GP practice.

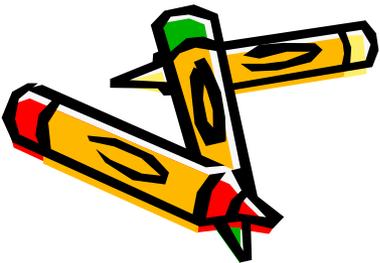
For a checklist of the vaccinations and the ages at which they should ideally be given visit:
www.nhs.uk/conditions/vaccinations



What Your Child Needs:



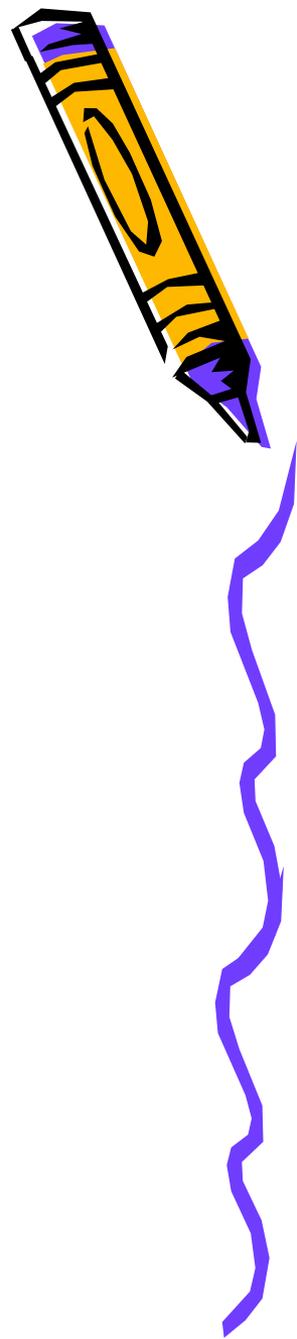
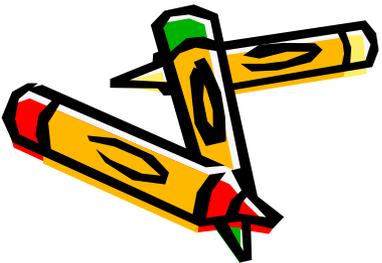
- School Uniform
- Book bag
- Water bottle
- Coat
- PE kit (to be worn to school on 2 PE days)
(Please label all of your child's items)



School Uniform

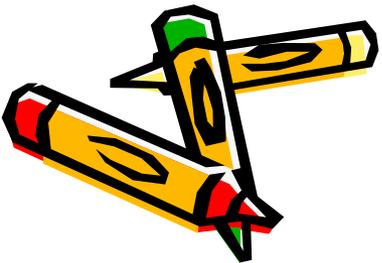
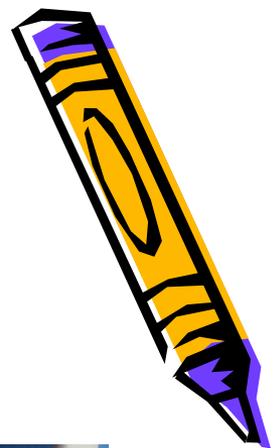


New and pre-loved School Uniform is available to purchase from the school office - we have the office open to order or look at uniform this evening.



PE kit

We wear:

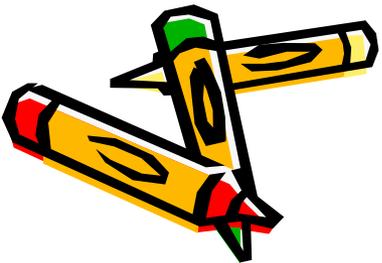


In Winter your child will need a hoodie and track suit bottoms as we do go outside for P.E.

Book bag



- In your child's book bag you will find a reading record book and a phonics reading book.

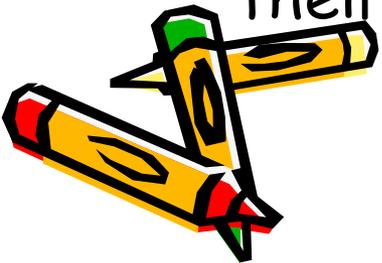


Ready for school?

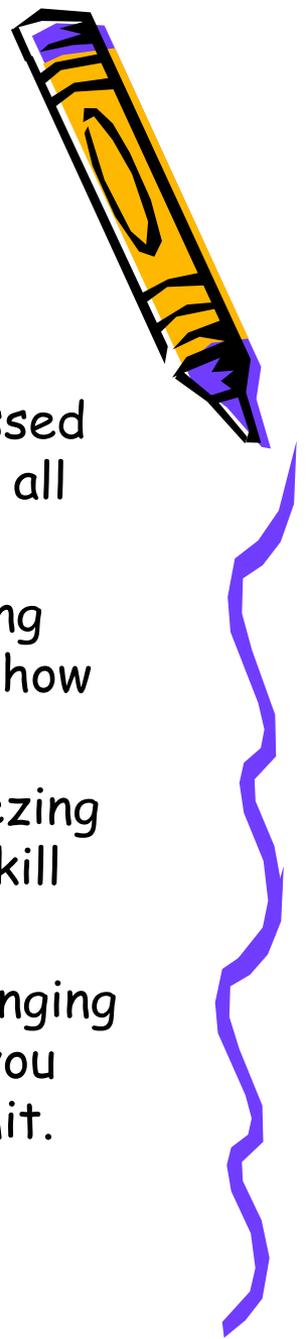


There are some things you can do with your child to help them be ready for school:

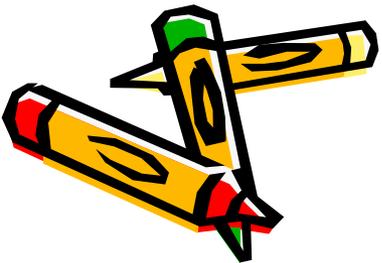
- Dressing themselves - Get your child turning their jumper/cardigan, t-shirt and trousers the correct way round after taking it off so its easier to put back on next time.
- Learning how to put shoes on the correct feet - Cut a sticker in half to put in their shoes or if your child can already recognise their name, write their name half in each shoe.



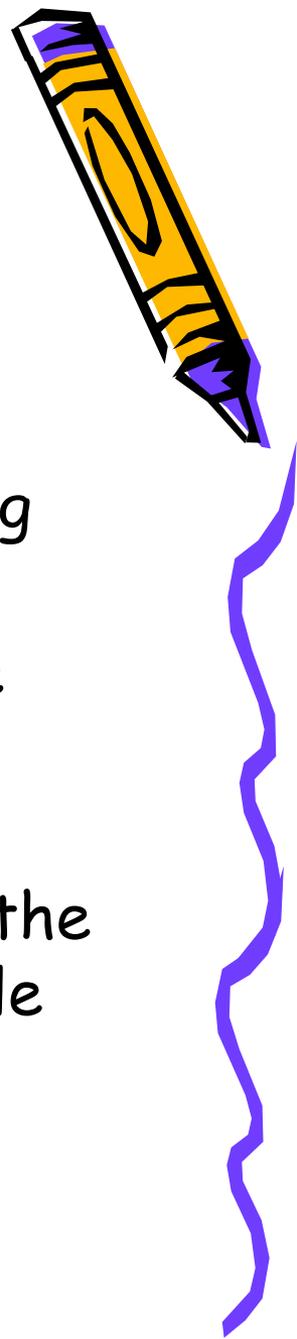
Ready for school? Continued...



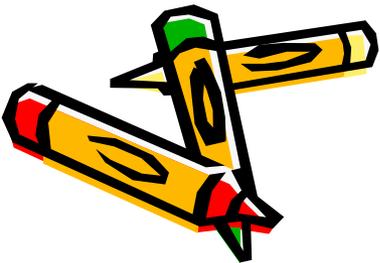
- Practise the school morning routine, including getting dressed and eating breakfast and practise the school run so you're all prepared for the journey.
- Practise good hand washing using soap and water and singing the Happy Birthday song twice to show the importance of how long it takes to get rid of germs.
- Encourage the routine of 'Catch it, Bin it, Kill it' when sneezing or coughing into a tissue and then washing hands after to kill germs.
- Encourage your child to become more independent with hanging their own coat up if possible and tidying away their toys, you can always introduce a tidy up song to give them a time limit.



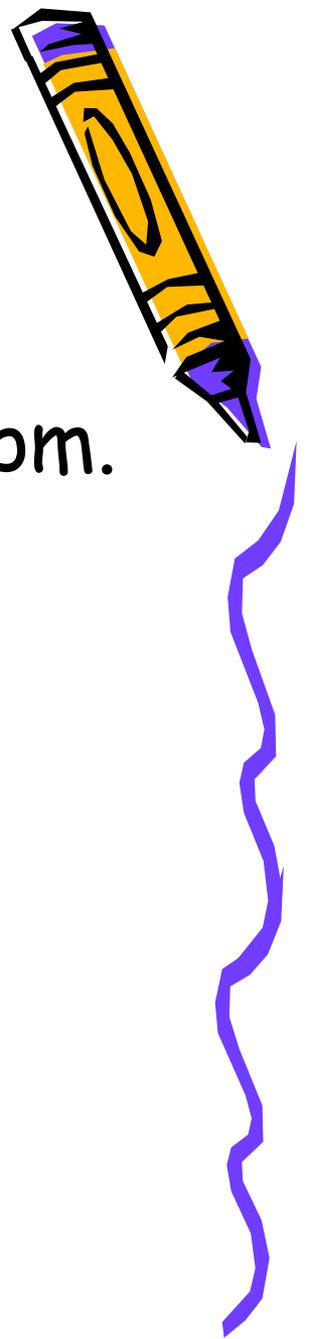
Ready for school? Continued...



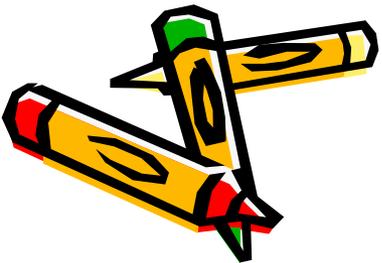
- Zip up their coats - Get your child to practise putting on (and taking off) their coat and doing their own zip up.
- Use cutlery to eat - Get your child to practise cutting up their own food ready for school dinners.
- Toilet independently - Ensure your child uses the toilet by themselves (you may provide flushable toilet wipes) and washes their hands after.



School Timings



- School hours will be 8.45am - 3.15pm.
- Children should arrive between 8.35am - 8.45am.



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Wraparound & Holiday Club



Ludgershall
07766 100455
07876 773830

6.30AM - 8.40AM
3.15PM - 6.30PM

ACTIVITIES

- Exciting Days Out
- Physical Play
- Arts & Crafts
- Green Living
- Helping the Community

WRAPAROUND
CARE
£5 per hour

AGES 0 - 14
YEARS ARE
WELCOME

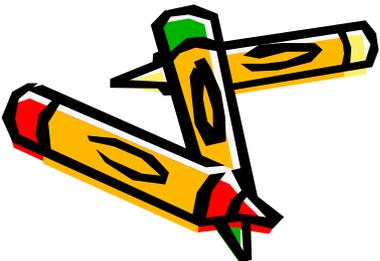
HOLIDAY
CLUB
£35 per day
(based on
9am-5pm -
extra hours
£5ph)

Childcare Vouchers &
Tax-Free Childcare
payments are accepted.



Email or call for more info:

CSCHILDCARESOLUTIONS@OUTLOOK.COM



Starting School Activity Book



Ludgershall Castle Primary School

LEARN
HAVE FUN
SUCCEED

My starting school activity book

This is me

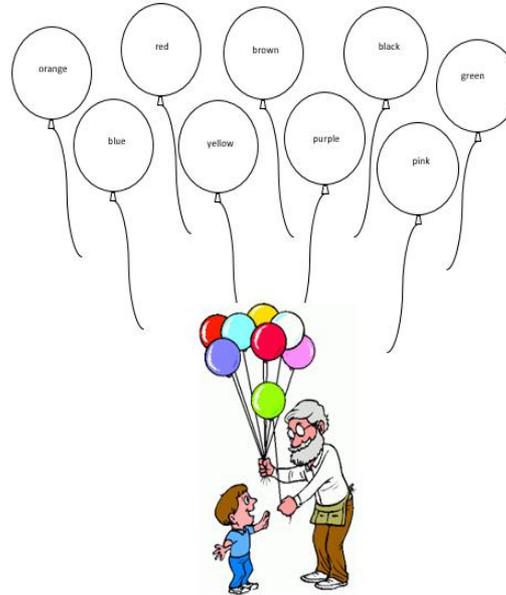
(Please attach a photo of your child.)



Please return along with your registration documents

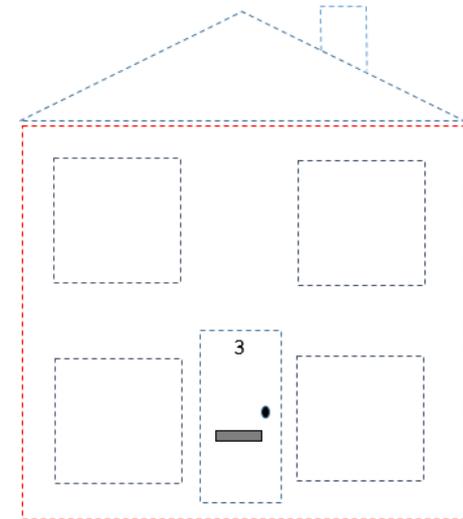
I can say the colour names

Please say the names of the colours and let your child find the correct coloured pencils so that they can colour the balloons in.

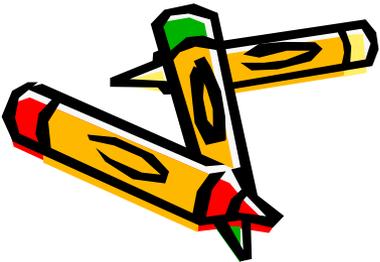


I can make my hand do what I want it to and use the pencil to follow the lines.

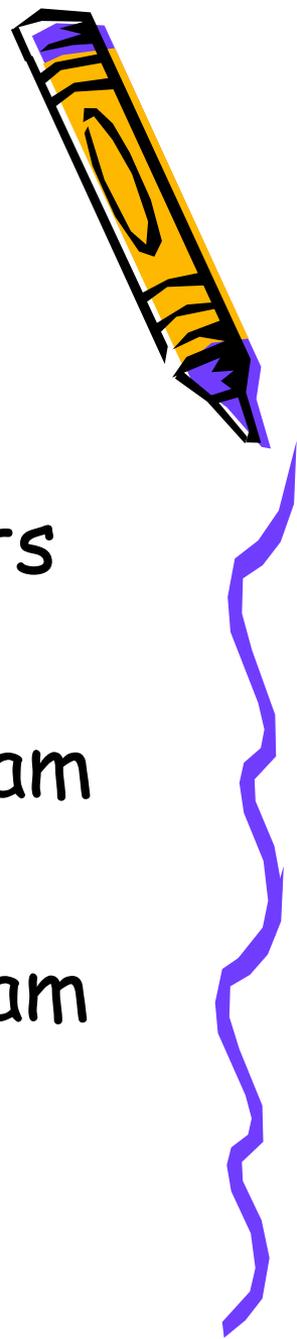
Please encourage your child to hold their pencil properly and follow along the dotted lines.



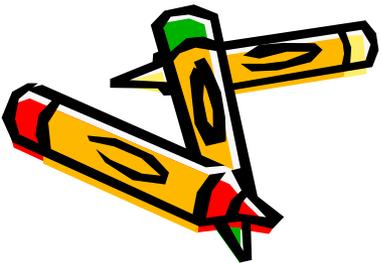
I held my pencil with my left/right hand.



Transition Meetings



- Wednesday 25th June 9.30am-10.30am **OR** 1.00pm-2.00pm parents and children.
- Wednesday 2nd July 9.30am-10.30am **OR** 1.00pm-2.00pm children only.
- Wednesday 9th July 9.30am-10.30am **OR** 1.00pm-2.00pm children only.



What do I need to do?



- School needs to see your child's Birth Certificate so that we can confirm their date of birth. This is not an urgent request, just bring it in to the school office next time you are visiting. Please do not post the birth certificate.
- Please either post your admission forms or drop them to school through the letterbox.
- Speak to your child about starting school and share the photos on our school website and any stories about starting with your child and speak to them about their worries. BBC Bitesize has some fun activities for you to share with your child:



<https://www.bbc.co.uk/bitesize/collections/starting-primary-school/1>

School Dinners



- All infant children are entitled to free school dinners.
- Please let the office know of any dietary requirements.

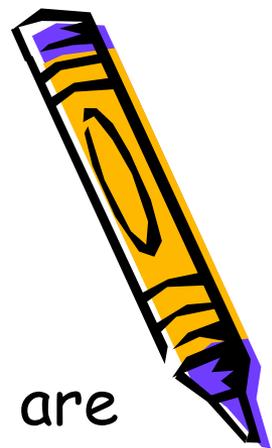
Ludgershall Castle Summer Menu week 1

Weekly menu				
Monday	Tuesday	Wednesday	Thursday	Friday
Beef burger on a salad filled bap with homemade coleslaw	Sausage and apple plat with oven baked wedges	Southern fried chicken Gaupons with yoghurt dip and spicy rice	Roast gammon with gravy and new potatoes	Salmon fishcake with tomato ketchup and chunky chips
Veggie burger on a salad filled bap (V)	Cheesy Dauphinoise potatoes (V)	Vegetable fritters (V)	Quorn Pasty	Margherita pizza (V/VE)
Jacket potato with a choice of fillings	Jacket potato with a choice of fillings	Jacket potato with a choice of fillings	Jacket potato with a choice of fillings	Jacket potato with a choice of fillings
Baked beans	Carrots and peas	Sweetcorn	Seasonal vegetables	Peas
Seasonal salad bar	Seasonal salad bar	Seasonal salad bar	Seasonal salad bar	Seasonal salad bar
Chocolate orange cookie	Rhubarb fool	Peaches and cream cupcake	Raspberry and white chocolate muffin	Biscuit of the week
yoghurt, fruit pots and fresh fruit	yoghurt, fruit pots and fresh fruit	yoghurt, fruit pots and fresh fruit	yoghurt, fruit pots and fresh fruit	yoghurt, fruit pots and fresh fruit

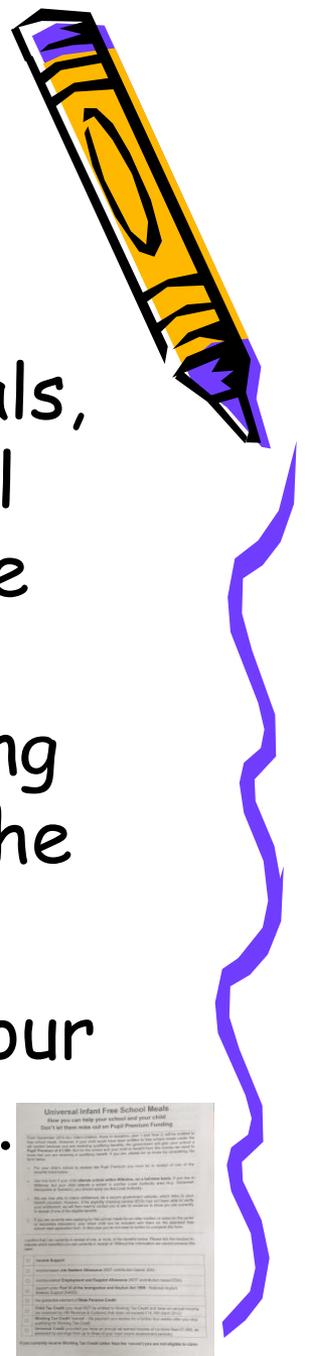
Vegetarian Only
Dietary requirements catered for, please contact school for details.

HARRISON
food with thought

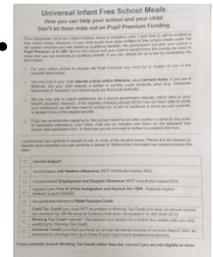
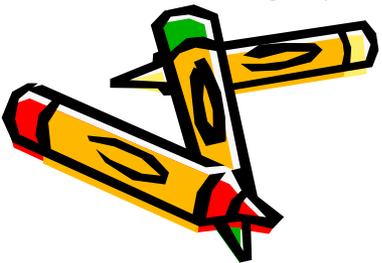
If your child will be having a packed lunch please let the school office know.



Free School Meals

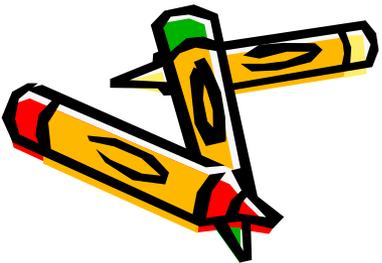
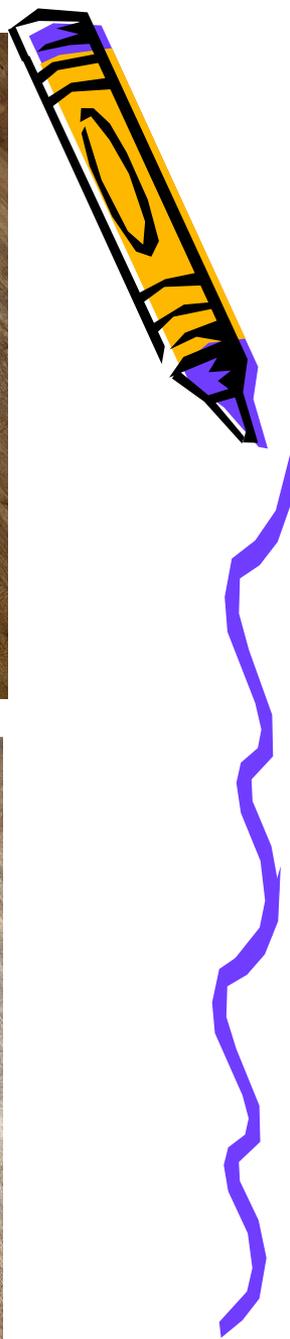
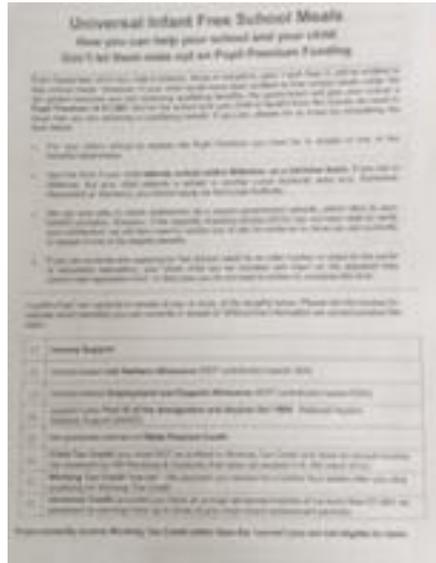


- All infant aged children (Reception to Year 2) are entitled to free school meals, however, if you fall under the Universal Infant Free School Meals category (are receiving qualifying benefits) you could help the school get funding. This funding will be used to benefit your child and the school.
- Please fill out the form to confirm if your child will receive Pupil Premium funding.





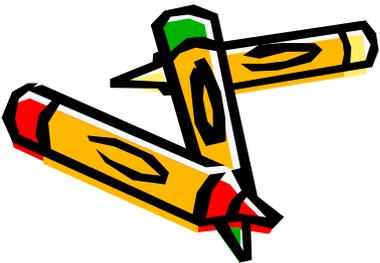
Affordable Schools WILTSHIRE



Milk and Fruit&Veg

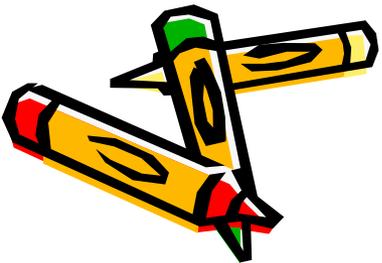


- In Reception we are very lucky to be part of the free fruit and vegetable scheme.
- If you would like your child to have milk please sign up online.
- www.coolmilk.com
- Milk is free until your child is 5 years old.



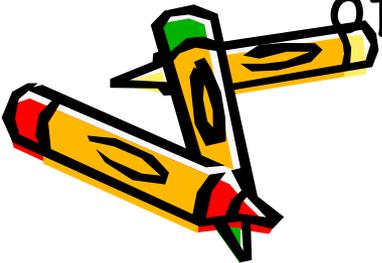
Home visits

- We will be doing home visits on Wednesday 3rd September.
- This can be an important time for the class teacher and teaching assistant to get to know your child.
- This is an opportunity to speak about any worries or ask questions.

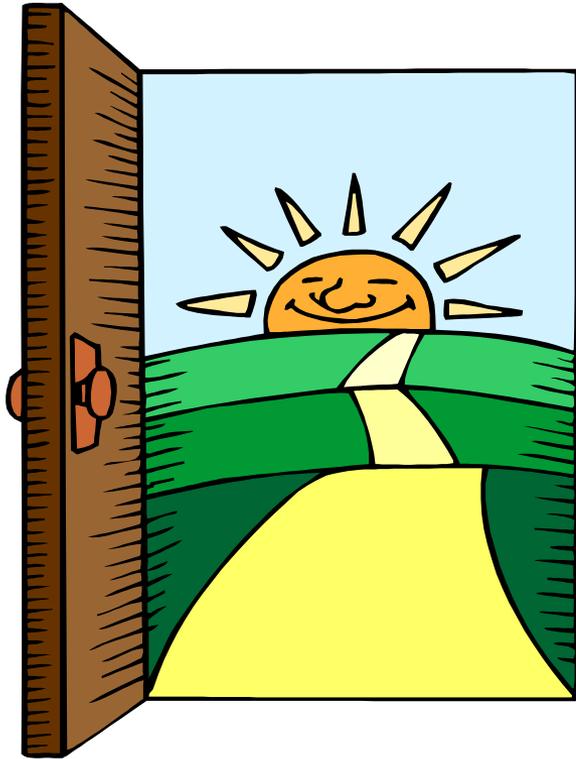


The Parent Support Advisor

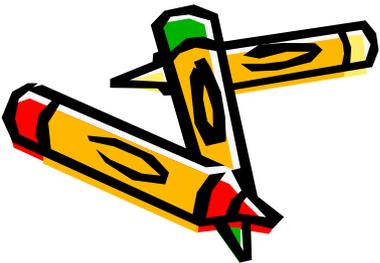
- Mrs Keel - ELSA (Emotional Literacy Support Assistant) and PSA (Parent Support Advisor).
- Friendly and welcoming.
- Support in and out of school.



The door is open.



- Please remember that we are approachable.
- Let us know when things are going well and when you have issues that you would like to raise. We will do our very best to help.



Any Questions?

- Please ask anything you like. We will do our best to answer.
- If you don't want to ask now you can either phone the school office or email us at:

reception@ludgershallcastle.wilts.sch.uk

