



HOLY CROSS
& ALL SAINTS
RC PRIMARY

W E L C O M E



Meet the Early Years Team



Mrs Cookson



Mrs Hilton



Mrs Randle



Mrs O'Shaughnessy



Mrs Regan



Mrs Sinclair



Miss O'Dowd



Miss Brown

Our Mission Statement

"We are of the Gospel, educating all children in order for them to grow and reach their full potential as fulfilled people in Christ."



As a Catholic school we place Christ at the centre of all that we do. Using Jesus Christ as our example, children are taught how they can be 'lights of the world.' They learn that they are all loved equally by God and have special and unique gifts and talents which they can use to make the world a better place. They learn to pray together, love and respect one another and learn to respect those with faiths and beliefs different to their own.

Love Jesus, Love Learning, Love Life



www.holycrossandallsaints.co.uk











Website header and hero section for Holy Cross and All Saints RC Primary School. The header includes navigation links and search/translate options. The hero section features a video player with a young boy in a school uniform, the school name, motto, and quicklinks.

Website navigation: Home About Us Children Learning Whole School Curriculum News and Events Parents

Hero section content:

- Pause, Previous, Next video controls
- Welcome to | Search | Translate
- Holy Cross and All Saints RC Primary School**
- Love Jesus, Love Learning, Love Life
- Purity & Holiness**
- Quicklinks: Contact Details, Noticeboard, Quicklinks

Learning at Holy Cross

L OVE LEARNING		E VERYONE WORKS TOGETHER		A LWAYS BE CREATIVE		R EMEMBER TO CHALLENGE YOURSELF		N OTICE THINGS		I MPROVE YOUR WORK		N EVER GIVE UP		G IVE IT A GO	
↑ Feel proud of your achievements ↑ Feel your neurons connecting		↑ Cooperate ↑ Listen to others		↑ use your imagination ↑ Develop your talents		↑ Concentrate ↑ Manage distractions		↑ Be curious ↑ Ask questions		↑ Review your work ↑ Identify your best bits		↑ Be resilient ↑ Practice lots ↑ Work hard		↑ Have a growth mindset ↑ Learn from mistakes	
 <small>Proverbs 4:1-4 The benefits of wisdom</small>		 <small>Mkemiah 4:1-22 Rebuilding the walls of Jerusalem</small>		 <small>Matthew 14:13-21 Jesus feeds the five thousand</small>		 <small>Romans 15:1-6 St Paul's letter asking the Romans to challenge themselves.</small>		 <small>Luke 2:41-52 The boy Jesus at the Temple</small>		 <small>Matthew 25:14-30 The parable of the Talents</small>		 <small>Luke 18:1-8 The parable of the persistent widow</small>		 <small>Exodus 18:13-27 Jethro advises Moses</small>	
		LOVE JESUS, LOVE LEARNING, LOVE LIFE.													

- Playing and Exploring: children investigate and experience things and 'have a go'.
- Active Learning: children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically: children have and develop their own ideas, make links between ideas and develop strategies for doing things.

A day in the life at Holy Cross and All Saints!



Early Learning Goals and Development Matters



- Every child will be working towards a good level of development (GLD) by the end of the Early Years Foundation Stage (Reception)
- All children are unique and have different strengths, gifts and talents. Not all children will make the same rate of progress in all areas of development.

Early Learning Goals			
Communication and Language Listening, Attention and Understanding	Personal, Social and Emotional Development Self-Regulation	Physical Development Gross Motor Skills	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 and steps. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing or acting. 	
Communication and Language Speaking	Personal, Social and Emotional Development Managing Self	Physical Development Fine Motor Skills	
<ul style="list-style-type: none"> Participate in small groups, classes 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
Understanding the World Past and Present	Personal, Social and Emotional Development Building Relationships	Physical Development Literacy	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
Understanding the World History, Culture and Communities	Personal, Social and Emotional Development Expressive Arts and Design Creating with Materials	Physical Development Mathematics Number	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitize (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 10 (including subtraction facts) and some number bonds to 10, including double facts. 	
Understanding the World The Natural World	Personal, Social and Emotional Development Expressive Arts and Design Being Imaginative and Expressive	Physical Development Mathematics Numerical Patterns	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 with numbers up to 10, including even and odd, double facts and how quantities can be distributed equally. 	



Department for Education

Development Matters

Non-statutory curriculum guidance for the early years foundation stage



First published September 2020
Revised September 2023

Special Educational Needs (SEND)

**COMMUNICATION
AND
INTERACTION**

**COGNITION AND
LEARNING**

**SOCIAL,
EMOTIONAL AND
MENTAL HEALTH
DIFFICULTIES**

**SENSORY AND/
OR PHYSICAL
NEEDS**




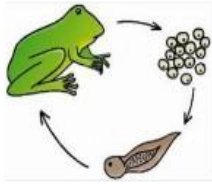






If you feel that your child has additional special educational needs (diagnosed or undiagnosed) please make sure you share as much information as possible with us over the coming weeks so we can put the right resources in place to help them settle into their new environment.

We will work with the professionals in their current setting and any external agencies to ensure their needs are being met wherever possible. Children with additional needs may need specific arrangements and additional support with transition such as a build up timetable (BUTT) or pre-visits to school.

Our Core EYFS Curriculum Topics



Our Religious Education curriculum and national curriculum topics are also enhanced and led by children's interests, hobbies and relevant or topical themes.

<p><u>Unit 1</u> What is magical about me and my family?</p> 	<p><u>Unit 2</u> What makes a house a home? Are all homes the same as mine?</p> 	<p><u>Unit 3</u> What would I see if I travelled from Earth into Space?</p> 	<p><u>Unit 4</u> How do plants and animals change and grow?</p> 	<p><u>Unit 5</u> What amazing animals will I see in different places around the world?</p> 
<p><u>Unit 6</u> What might I see swimming under the sea?</p> 	<p><u>Unit 7</u> How can I travel and explore my world?</p> 	<p><u>Unit 8</u> How do heroes and superheroes make the world a better place?</p> 	<p><u>Unit 9 (ongoing)</u> How does the weather and my environment change through the Seasons?</p> 	<p><u>Unit 10 (ongoing)</u> How do people celebrate festivals around the world?</p> 

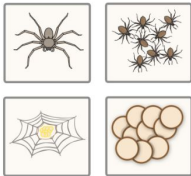
🌈 EYFS Rainbow Challenges

🌈 Yellow Challenge 🌈

I can create a painting of the daffodils.



🌈 Turquoise Challenge 🌈



I can talk about the life cycle of a spider and put the pictures in the correct order.



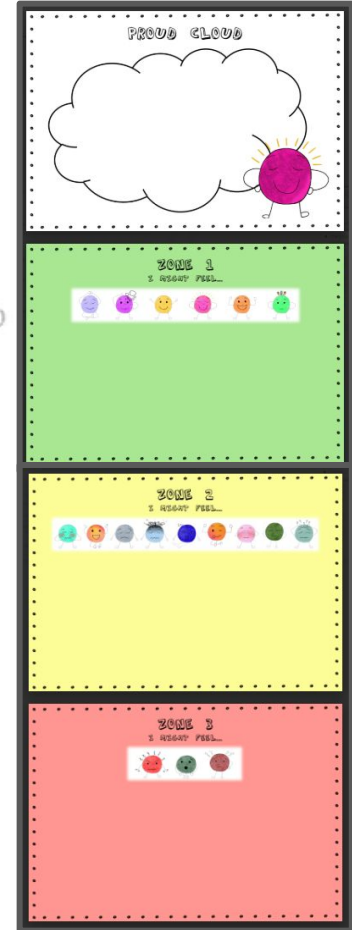
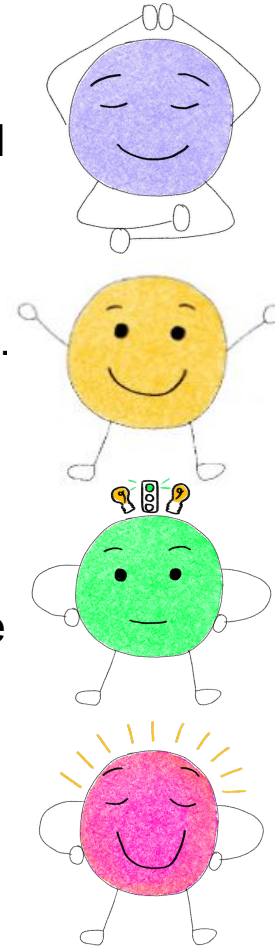
Our Behaviour Policy

We have high expectations of behaviour for all pupils and staff and we pride ourselves on being an Emotionally Friendly School.

Our behaviour policy can be found on our school website.

Children are taught;

- we all learn best when we are calm, happy and focused.
- feelings can affect how we behave and influence the choices we make.
- our behaviour directly affects how those around us.
- strategies to self regulate and calm down.
- reflective and restorative practices.



Parents as Partners (Home & School Communication)

We recognise that parents are the primary educators of their children and we are here to do everything we can to support you in your role to ensure the best possible outcomes for your children. Working together we can ensure that your children thrive in our happy, successful school.

www.holycrossandallsaints.co.uk



Our School Day 8:45am - 3:15pm

Children can enter their classrooms from 8:40am and doors are closed for the register at 8:45am. After this time children must enter through the school reception.

Parents are asked to wait on the larger playground outside Reception Red until the gates are opened so that outdoor activities can be set up for the day.

Our school day finishes at 3:15pm and children are collected from their classroom doors.



Our School Uniform

- White Shirts (long or short sleeve)
- Grey School Trousers (no fashion styles e.g. bootleg) Shorts, Pinafore and Skirts.
- White/Grey/Black Socks, Grey Tights
- V Neck Royal Blue Jumper or Cardigan (available with school logo from Goodies)
- Royal Blue and Red Tie £3:70 (available from the school office)
- Holy Cross and All Saints Book Bag £5:00 (available from the school office)
- Holy Cross and All Saints Drawstring Bag £4:00 (available from the school office)
- Black School Shoes (Not trainers or boots)
- Light Blue Gingham **Summer Dress** (No playsuits)



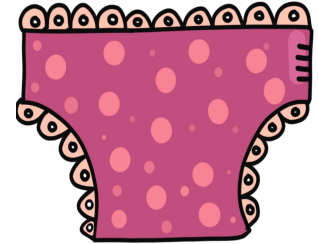
<https://www.goodies.co.uk/product-category/schools/holycross-allsaints/>



Labelled Uniform, Spare Clothes and Wellington Boots



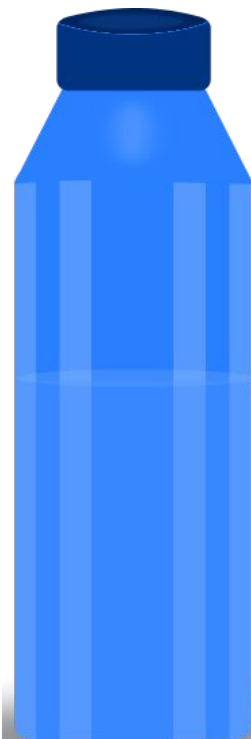
Please provide your child with spare clothing **everyday** including tops, trousers/skirts, socks, tights and plenty of underwear.



Please clearly label **ALL** your child's clothing including their uniform, any spare clothing and their coats, hats, gloves and scarves in the winter.



Healthy Snacks and Water Bottles



School Dinners & Packed Lunch

Your child may prefer to bring a packed lunch to school each day. Please ensure that their lunchboxes and drink bottles are labelled clearly and there is a healthy balance of all food groups to fuel them through the day.

Our cashless dinner system 'School Money' allows parents and guardians to pre-book and pay for dinners in advance with their children.

You will receive a code before the start of the school year with details about how to get set up and log in.



evolve  Hub

Free School Meals & Free School Milk

Your child may be able to get free school meals if you get any of the following:

- 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 Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Your child may also get free school meals if you get any of these benefits and your child is both younger than the [compulsory age for starting school](#) and in full-time education.

Your child will be able to get free school meals if they're in a [government-funded school](#) and in Reception class, Year 1 and Year 2.



Your 3 or 4-year-old child may be eligible for up to 30 hours of funded early years childcare up to a maximum of 1140 hours per year.

This can fund additional resources which can enhance our provision.

30

hours of early years childcare

Are you eligible?



Holy Cross and All Saints Treehouse out of school care



Our before and after school care is run by an outside provider.

Morning sessions are: £5.00

Morning sessions start from 7.30 - 8:45am. A selection of cereals, toast, yoghurts and fresh fruit is available.

Afternoon sessions are: £8.00

Afternoon sessions start from 3:15pm - 5:30pm. Light snacks including sandwiches, wraps, crackers and fresh fruit and vegetables are available.

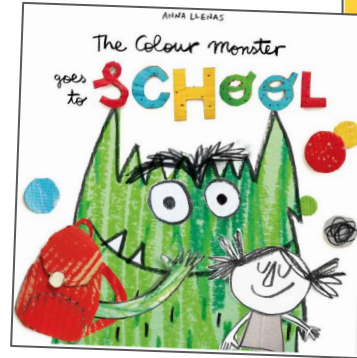
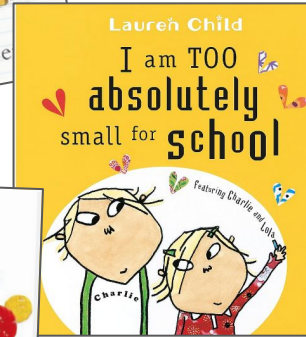
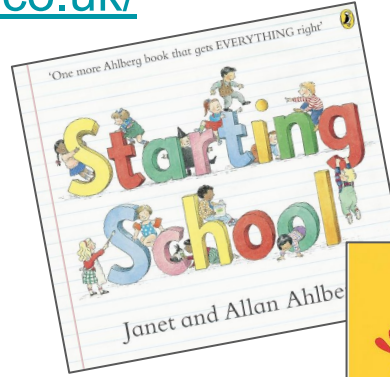
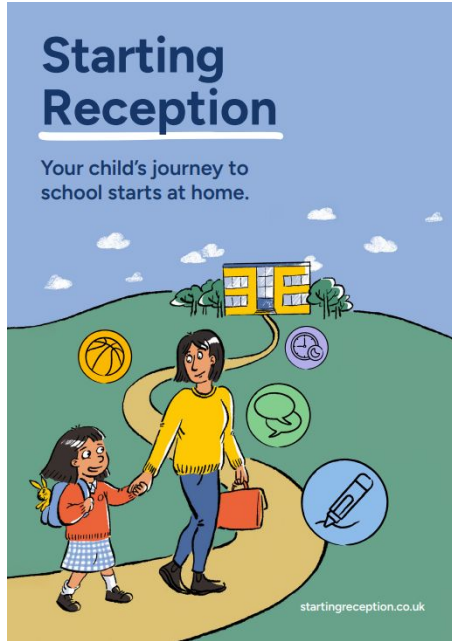
The club is run in the school hall and outdoor spaces and a wide range activities and resources are available including physical play, toys, board games, arts and crafts, cooking and reading etc.



Preparing your child for school (School Readiness)

<https://startingreception.co.uk/>

[BBC Tiny Happy People](#)



BBC TINY
Happy
PEOPLE



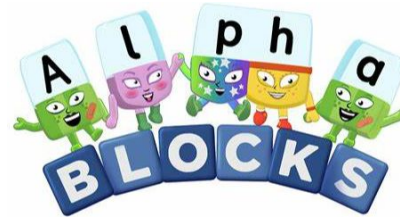
Making screen time count.

The recommended allowance of screen time for preschool children is an hour per day of high-quality programming or educational content.

Interactive apps can also be included within preschool screen time if they encourage the development of skills like creativity and problem-solving.

It's recommended that parents view content with so they can encourage questions about the material and discuss what they see.

This not only makes the experience more interactive but also helps to reinforce learning.



Independent Toileting

Being toilet trained is a key skill that children need to develop independence, self-esteem and confidence and to be able to thrive at school.

Using the toilet independently includes;

- Recognising when they need the toilet and going to the toilet.
- Being able to undress themselves to toilet and redress themselves.
- Wiping themselves properly using the paper provided
- Flushing the toilet
- Washing and drying their hands

This essential life skill will ensure that your child has the freedom to get lost in their exploratory play and that learning time is not lost because adults are supporting children in the bathroom.

[About Let's Go Potty - ERIC](#)



Attendance and Punctuality Matters

Regular and punctual school attendance is essential in order for children to thrive and fulfil their potential.

In school children;

- learn, have fun, develop new skills.
- make and learn to manage friendships.
- experience and explore new things in the world around them
- develop an awareness and respect of other cultures, religion, ethnicity, and gender differences.
- take part in activities which build their confidence, self-esteem, well-being and happiness
- develop a sense of belonging to their school community
- are given the best possible start to their academic journey which impacts on future outcomes.

100%
- 98%

- 4 days missed each year
- 20 lessons missed each year

97.9%
- 95%

- 9 days missed each year
- 2 weeks missed each year
- 45 lessons missed each year

94.9%
- 92%

- 15 days missed each year
- 3 weeks missed each year
- 60 lessons missed each year

91.9%
- 90%

- 19 days missed each year
- 4 weeks missed each year
- 95 lessons missed each year

Below
90%

- 29 days missed each year
- 6 weeks missed each year
- 145 lessons missed each year

Parents can encourage good attendance and punctuality by;

- having regular bedtime and morning routines.
- packing a bag the night before and setting out school uniform.
- talking together about all the fun your child has and will have at school.
- celebrating, valuing and acknowledging achievements in school.
- supporting your child to arrive on time.
- work with the school by communicating any worries or concerns before they escalate.
- arranging routine medical appointments, outings and holidays for the times their child does not attend nursery if possible.
- informing school every day when your child is absent.



Attend Today, Achieve Tomorrow



Every School Day Counts!

Transition Arrangements

In the Summer term you will receive a letter about transition arrangements.

This will include information about your child's class and their transition group.

Nursery (age 3 - 4) Transition Arrangements 2025-26

Monday 01.09.2025	Tuesday 02.09.2025	Wednesday 03.09.2025	Thursday 04.09.2025	Friday 05.09.2025
School Closed Inset Day	Group A 8:45am - 11:00am Group B 1:00pm - 3:15pm	Group B 8:45am - 11:00am Group A 1:00pm - 3:15pm	Group A&B (all children) 8:45am - 1:00pm	Group A&B (all children) 8:45am - 2:00pm
Monday 08.09.2025	Tuesday 09.09.2025	Wednesday 10.09.2025	Thursday 11.09.2025	Friday 12.09.2025
Group A&B (all children) 8:45am - 3:15pm	 Parent's please note: we will make every effort to make sure your child feels settled and secure in their new setting, however some children can need more time to adjust to their new environment and you must plan in advance for this possibility. In the event that your child cannot be settled by an adult, parents will be asked to collect them and they may be placed on a part time induction where they increase the time spent in school slowly over an agreed period of time until they are ready for full time education.			
Group A		Group B		

Important Dates for your diary!

- 'Stay and Play' for new parents and children.
Thursday 27th June 9:00pm - 11:00pm
- Early Reading Meeting (Reception Parents)
Thursday 11th September 3:15pm - 4:00pm
(Childcare provided)
- Back to School Tuesday 02.09.2025
(Transition arrangements shared at home visits)



Please sign up for a home visit with a member of our experienced team.



Thank You

An illustration showing ten hands of various skin tones holding up large, colorful letters to spell out 'Thank You'. The letters are: 'T' (dark blue), 'h' (teal), 'a' (yellow), 'n' (purple), 'k' (red), 'Y' (teal), 'o' (light blue), and 'u' (purple). The hands are positioned below each letter, with some holding multiple letters. The entire scene is set against a white background with a blue border.



HOLY CROSS
& ALL SAINTS
RC PRIMARY

W E L C O M E

