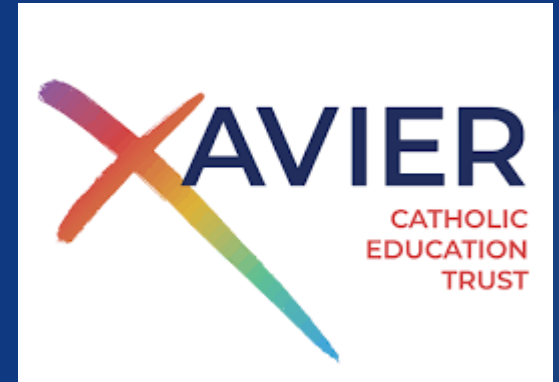




ST. ALBAN'S
CATHOLIC PRIMARY SCHOOL
LEAD THE WAY



Welcome to St. Alban's EYFS Stay and Play

Reception Parents' Information Session October 2025

An outstanding Catholic School leading the way together

Beauchamp Road, East Molesey, Surrey KT8 2PG T: 020 8979 5893

St. Alban's Catholic Primary School's Mission Statement

Mission Statement

We will grow
in faith
together as a
school family

We will follow
the examples
of Jesus

We will work
hard to be
the best that
we can be

We will lead
the way for
others both
near and far



Agenda

- Positive partnerships and enabling a successful learning journey
- Independence
- Communication
- Behaviour
- Wellbeing, mental health
- Update on learning so far
- Where your child's learning will go next



Positive partnerships to enable your child to succeed

The information on the following slides is based on the age 3 and 4 development checkpoints from the Department for Education Early Years Guidance.

[DfE Development Matters](#)



1. Children are toilet trained and mainly dry throughout the day and able to wash their hands independently.

What can you do to help?

[ERIC](#) is the national charity dedicated to improving children's bowel and bladder health. If your child isn't dry throughout the day, if they are experiencing toilet anxiety, bedwetting, have additional needs which are impacting their toileting or any other toileting-related issues, the above link has a wealth of information, tips, advice and support.

Model and talk to your child about why it's important to wash their hands carefully throughout the day, including before they eat and after they've used the toilet.



2. Children can feed themselves confidently and drink from an open cup.

What can you do to help?

- Encourage good eating habits and behaviours
- Practise using a knife and fork by cutting shapes made from playdough
- Enjoy mealtimes together and model good table manners

Scan the QR codes for some simple matching table manners activities



3. Children can follow instructions and understand the need for rules e.g. “please tidy the toys away because it is story time” or “please sit on the carpet so we can have a snack”

What can you do to help?

- Give more independence at home, putting things away, jobs to do
- Discuss school routines and expectations
- Be clear and concise with your instructions – don’t overload your child with too many at once
- Follow up at home any incidents which may have been brought to your attention by your child’s teacher



4. Children cooperate with other children and adults with developing kindness and respect.

What can you do to help?

- When appropriate, notice and talk about your child's feelings e.g. "I can see you are finding it hard to wait, let's watch the boy have a turn and then it's your turn to go down the slide."
- Model useful phrases like "please can I have a turn?"
- Support your child to find ways into the play and friendship groups of others e.g. encourage them to stand and watch from the side with you. Talk about what you see and suggest ways for your child to join in.



5. Children can put on and take off their shoes, coat, trousers/ shorts/ tights.

What can you do to help?

- Encourage your child by helping them, but leaving them to do the last steps, such as pulling up their own zip after you have started it off. Gradually reduce your help until your child can do each step on their own.
- Make it fun by using a timer or music to get dressed to and see if they can beat the timer/ music.
- Consider using visual prompts and sequencing cards to support routines



6. Children can communicate in simple sentences.

What can you do to help?

...stories and poems help communication skills too!

<https://www.bbc.co.uk/tiny-happy-people>



7. Children can walk and run confidently and walk up and down stairs.

What can you do to help?

Gross motor skills

Ensure children have at least 45 minutes of physical activities every day. Include lots of opportunities for children to move freely and explore their surroundings.

All movement counts. The more the better!

- Jumping
- Walking
- Dancing
- Swimming
- Playground activities
- Skipping
- Active play e.g. hide and seek
- Throwing and catching
- Scooting
- Riding a bike



Fine motor skills

A child who has poor fine motor skills or weak muscles in their fingers, hands and shoulders might struggle when it comes to writing.

Look for simple, everyday activities to improve their fine motor skills.

pegs



pouring



stickers



Behaviour expectations

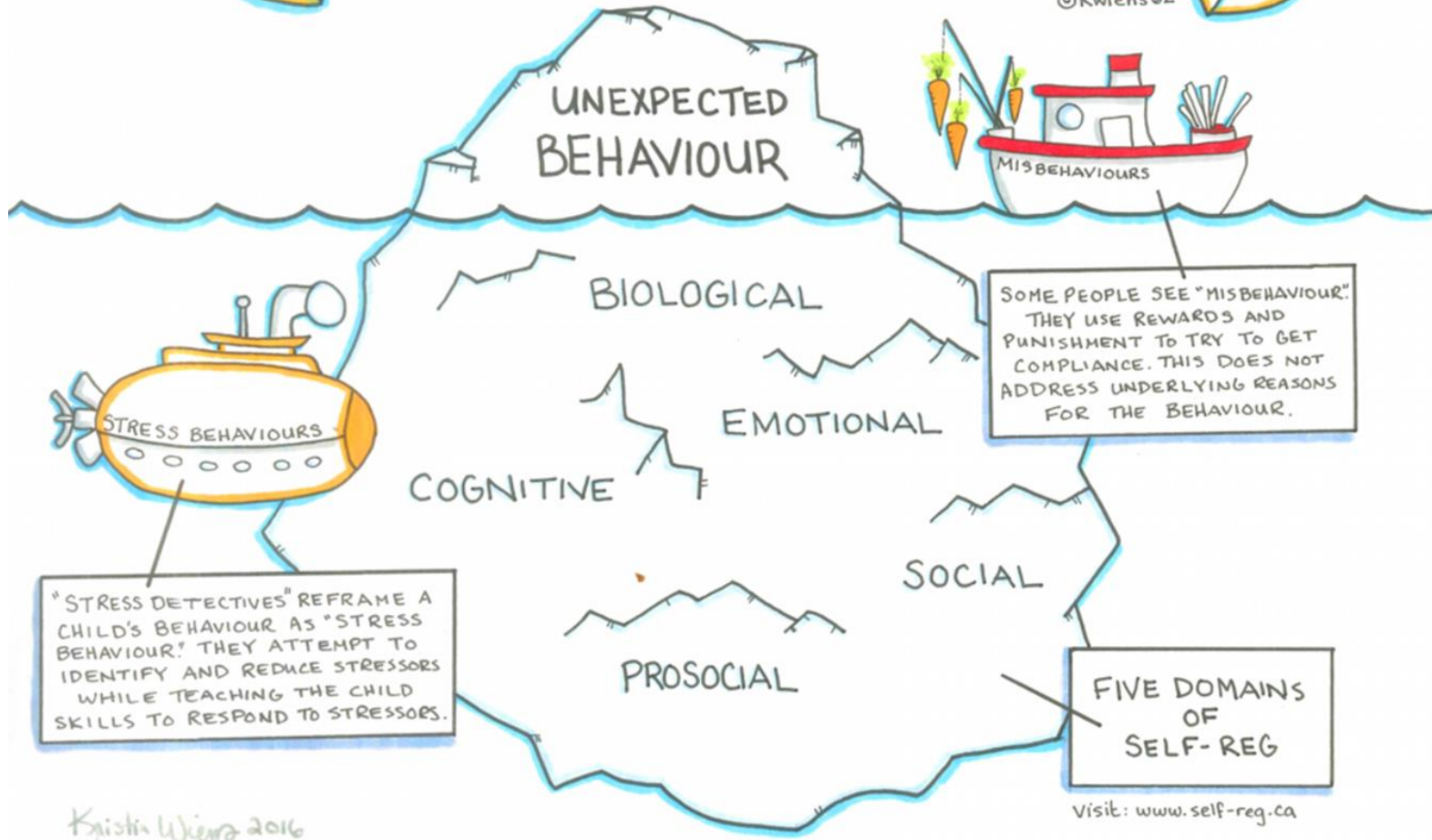
- Targeted support through a child-centred approach
- Dysregulation – Emotion zones in classroom
- Behaviours can make it a hard space to learn
- Help children get the most out of education
- Fosters a positive learning environment
- Praise for positive behaviours “Thank you for being so kind and sharing your toy car”

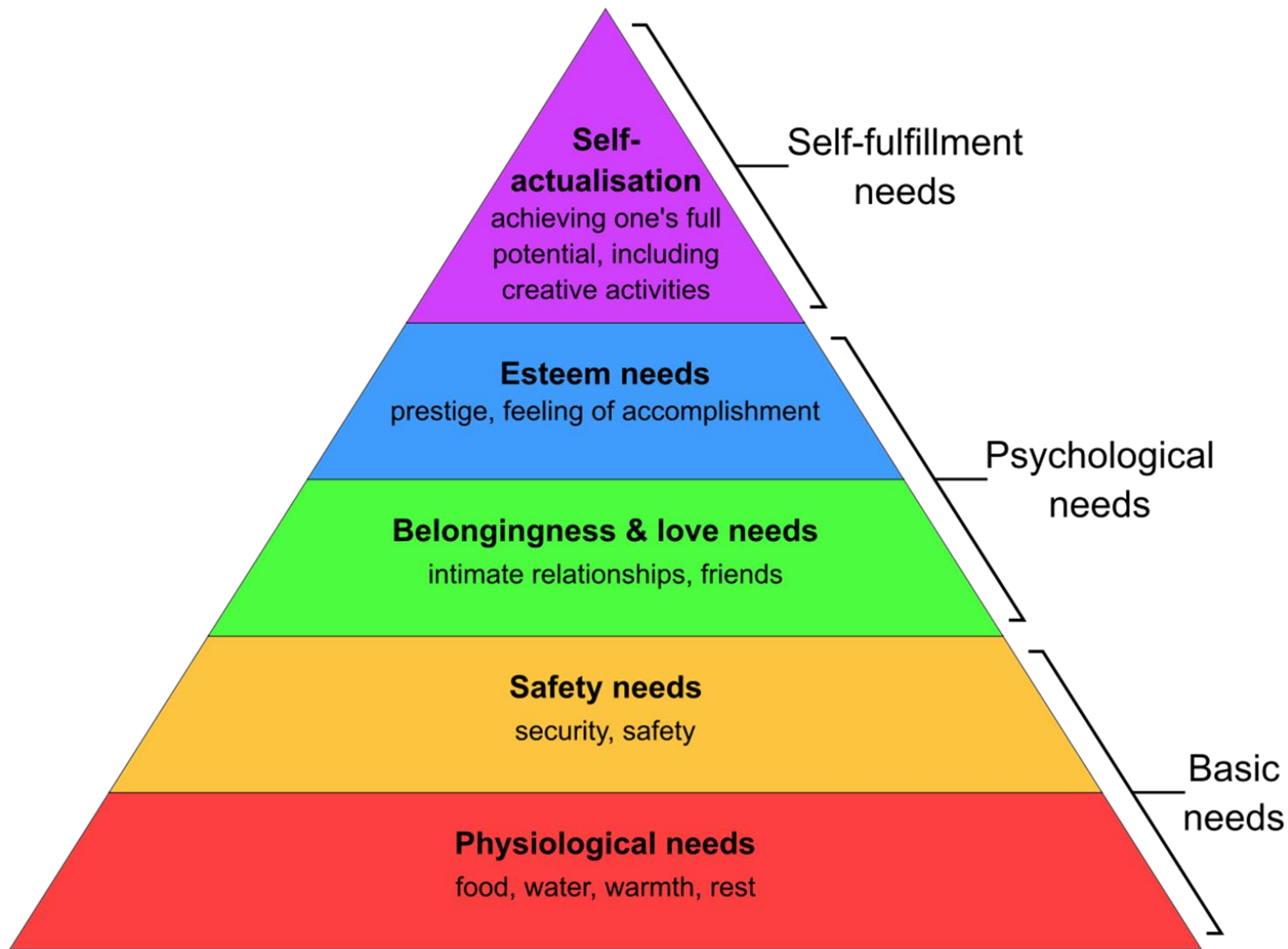
[St. Alban's Behaviour Policy](#)



BEHAVIOUR IS COMMUNICATION

@Kwiens62





Developmental milestones and Impulse Control

Ages 3–5

Beginning to follow simple rules, but still struggles with turn-taking and immediate wants.

Ages 6–10

Can start to stop behaviours with reminders, but needs significant support, especially when tired or upset.

Ages 10–12

Significant growth in impulse control and ability to manage emotional responses

Ages 13–18

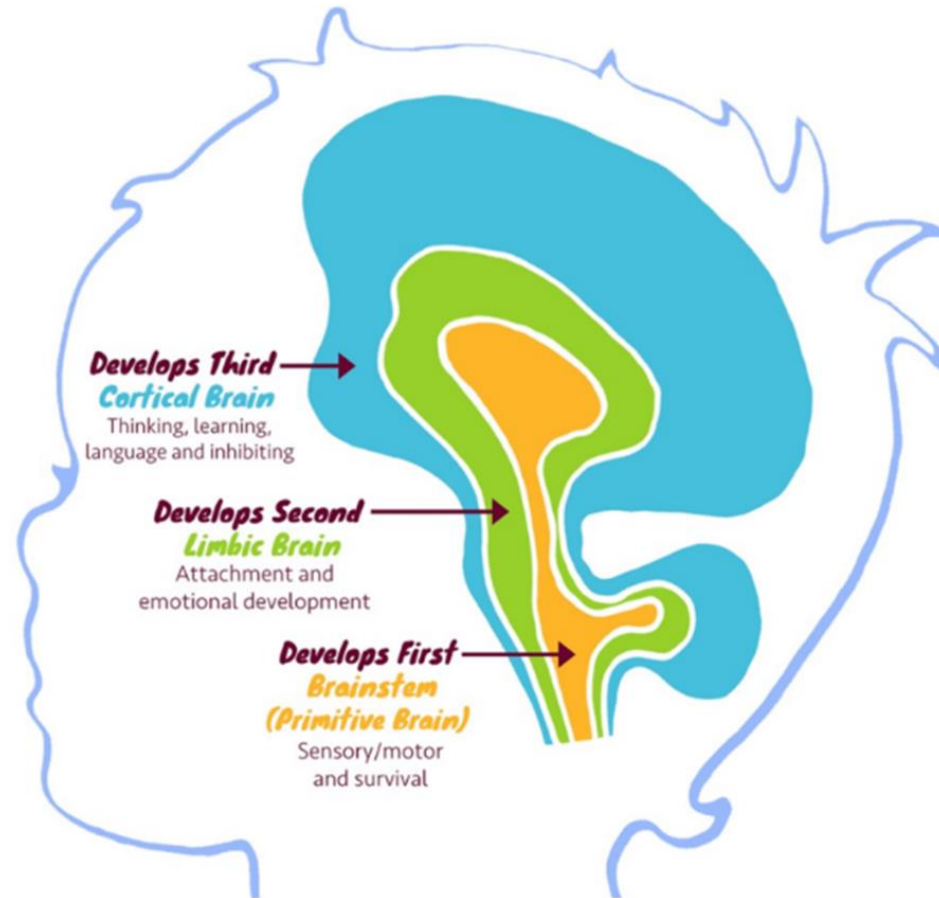
Continued refinement of executive function, but still prone to emotional reactivity and risk-taking behaviour.

Early adulthood

The brain's prefrontal cortex continues to mature, leading to further improvement in impulse control, though stress can impact this ability.



Flipping your lid



Clear rules and routines

- When the world is unpredictable and confusing there is a lot of uncertainty, which can lead to anxiety.
- Many children have a need to control activity and interaction around them. To help deal with this insecurity and anxiety, we have to decrease the uncertainty in their lives.
- Boundaries keep children safe
- Be consistent and calm
- Take up time



What to do when it gets tough

- ATTUNE: Catch 'n' Match the feeling!
- VALIDATE: Stop the behaviour, validate the feeling
- CONTAIN: Make the unbearable survivable!
- REGULATE: Meet the intensity then calm soothe.



Say what you want to see

- Praise the small things!
- Aim for 5 positives to every negative
- Praise effort, not just achievement
- Be specific
- Don't follow praise with criticism



“You are putting your toys away really nicely!”

“I really like it when you share your toys with Sam!”

“I’m really proud of you for going to school today!”

“Good boy for doing as you were asked first time.”

“Wow, what a wonderful job you’ve done on your homework!”

“Thank you for coming in on time!”

“Well done for going upstairs in the dark!”



Some Ideas for Simple Rewards...

Getting to stay up half an hour late

Movie night

Having a friend round to play/stay over

Getting to choose what sort of take-away to order

A trip to the park

A magazine

Choosing a board game to play

A small toy (e.g. something from a pound shop)



Consequences

- What are your non-negotiables?
- Time In vs. Time Out
- Age appropriate
- Natural Consequences
- Restorative conversations
- Beware of the 'shame cycle'



In a busy world, make special time!

Putting aside 10 minutes every day just for your child can make a huge difference!



My Happy Mind – parent portal



Questions and queries

- Please use this time to enjoy seeing your child in their classrooms.
- Parents evening is after half term and we will be happy to answer any questions then.

Autumn 2 drop off

- After half term all Reception children will enter through the main gate (with all other children).
- There will be a member of the EYFS team to help guide the children to the classrooms if needed.

