



WELCOME TO SPRING BANK PRIMARY SCHOOL



Meet the Teacher 2026 - 2027

Staff working in Reception class



Class Teacher – Mrs. Jowsey

TA – Mrs. Holmstrum.

Dougie



Our Approach

Vision and values

A community that learns, grows and succeeds together.

Children, our partnership with their families and our community are at the heart of everything our school does.



School Website

**SPRING BANK
PRIMARY SCHOOL**

Our School ▾ Key Information ▾ Parents and Community ▾ Our Curriculum ▾

▶ ◀ ▶

Our School

Home > Our School > Vision and values

Vision and values

What's in this section?

- Welcome
- Contact Us
- OMAT
- Our Staff Team
- The School Day
- Vision and values
- Uniform
- School Calendar

You can view the school menu here. We run on a 3 week cycle.

Lunches

Free school meals application.

Lunch Menu

Click the link below for the application for free school meals.

Free school meals application

DOC ↓

Menu Spring Summer 2025

PDF ↓

Chartwells Sugar reduction strategy

PNG ↓

Lunches

**SPRING/SUMMER
2025 MENU**

Week 1



		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HOT DISHES	OPTION 1	Cheese and Tomato Pizza with Garlic and Herb Bread 	BBQ Chicken with Rainbow Rice 	Roast Chicken with Roast Potatoes and Gravy 	Classic Beef Burger with Potato Wedges 	Battered Pollock with Chips
	OPTION 2	Broccoli, White Bean and Leek Tart 	Macaroni Cheese 	Roasted Cauliflower and Chickpea Masala with Wholegrain Rice 	Quorn Burger with Potato Wedges 	Veggie Fingers with Chips
	OPTION 3	Tomato Pasta fresh, homemade tomato sauce with pasta 	Tomato Pasta fresh, homemade tomato sauce with pasta 	Tomato Pasta fresh, homemade tomato sauce with pasta 	Tomato Pasta fresh, homemade tomato sauce with pasta 	Tomato Pasta fresh, homemade tomato sauce with pasta
HOT DISHES ARE SERVED WITH TWO VEGETABLES AND FRESHLY BAKED BREAD						
DELI DISHES	OPTION 4	Cheese Panini 	Tuna and Cheese Panini Melt 	Roast Chicken Pitta Pocket 	Cheese and Tomato Panini 	Cheese Panini
	OPTION 5	Cream Cheese and Cucumber Pitta Pocket 	Egg Mayonnaise Roll 	Tuna and Sweetcorn Wrap 	Cheese Baguette 	Chicken and Sweetcorn Sandwich
DELI DISHES ARE SERVED WITH MIXED SALAD						
DESSERT	Fruits of the Forest Jelly	Chocolate Brownie	Banoffee Pie	Ginger Biscuit with Fruit	Strawberry Ice Cream	



BAKED POTATOES SERVED DAILY
With a choice of toppings



AVAILABLE DAILY
Fresh fruit, salad, yoghurt and water



Chartwells
Schools



Arbor

You are able to access Arbor: Here you can book after school clubs, wrap around care, paying for school meals (KS2) and booking trips/residentials.

Wrap around care

- Our aim is to create a warm, friendly environment, where children can relax and play under the supervision of experienced, child centred staff, in the company of other children.
- We provide a wide variety of activities including arts and crafts, card and board games and active games, making use of the school grounds whenever possible.
- AM - £5 (7:45 – 8:50)
- PM - £10.50 (15:30 – 18:00)

We provide a healthy and varied breakfast and snack after school. Breakfasts are generally a choice of the following: scrambled eggs, bagels, crumpets, porridge, yoghurt with fruit, toast and cereal. The after school snack may be: home-made pizza, tomato and lentil soup, or pasta with home-made sauce. Children are involved with the preparation of food whenever possible, for example, making bread dough or fruit salads.

Spring Bank Primary

WRAP-AROUND CARE MENU

BREAKFAST	AFTER SCHOOL SNACK
Bagels (butter, jam or honey)	Toast (beans or spaghetti hoops)
Toast (butter, jam or honey)	Pasta (homemade sauce)
Greek yoghurt	Homemade soup (tomato, lentil or vegetable)
Porridge	Pitta pockets
Scrambled eggs	Homemade salsa and tortilla chips
Cheerios	Cheesy spaghetti
Weetabix	Veggie wraps
Rice Crispies	Sandwich platter
Shredded Wheat	SERVED WITH VEG STICKS, FRUIT KEBABS, FRUIT SALAD OR YOGHURT AND HONEY.
Fruit (apples, bananas and oranges)	

At Spring Bank we aim to provide a varied and healthy snack! The children of Spring Bank often input their ideas for snacks and assist with food preparation where possible. We continue to develop and improve our menu and look forward to trying some new recipes.



Trips and visits

Through the year Reception class will have trips/visitors which will be linked to the curriculum

We **may** visit:

- Pizza Hut - Headingley
- Hesketh Farm – Bolton abbey
- Golden acre farm
- Harewood house
- The Jolly Christmas Postman – Virtual
- Owl's - Visiting our school

Readiness for Reception

Growing independence

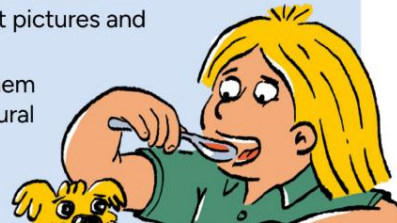


Taking care of themselves

- ✓ Putting on/taking off their coat and shoes
- ✓ Using the toilet and washing their hands
- ✓ Getting dressed with little help, e.g. after using the toilet or doing PE
- ✓ Using cutlery (e.g. fork and spoon, chopsticks) and drinking from an open cup
- ✓ Spending time away from you, learning they can be looked after by caring adults

Play, creativity and curiosity

- ✓ Taking part in imaginative play (e.g. role play)
- ✓ Drawing, painting, colouring and sticking
- ✓ Sharing story books, looking at pictures and talking about the characters
- ✓ Exploring the world around them (e.g. looking closely at the natural world, playing safely with objects at home)



Building relationships and communicating



Being with others

- ✓ Practising sharing and taking turns with toys
- ✓ Talking to them about **how** they are feeling and **why**
- ✓ Looking at story books together and speaking about what characters are feeling is a good way to do this
- ✓ Beginning to recognise what others are feeling, e.g. understanding if a friend is sad
- ✓ Encouraging them to set boundaries for themselves and others (e.g. knowing how to say 'no')

Communication and language

- ✓ Singing along with songs and nursery rhymes
- ✓ Talking happily to others about activities, experiences and the world around them
- ✓ Showing they need help by speaking clearly (in basic English or sign language)
- ✓ Recognising the pattern of their name (so they can find it on their coat peg or jacket)



Physical development

Getting moving for at least three hours a day

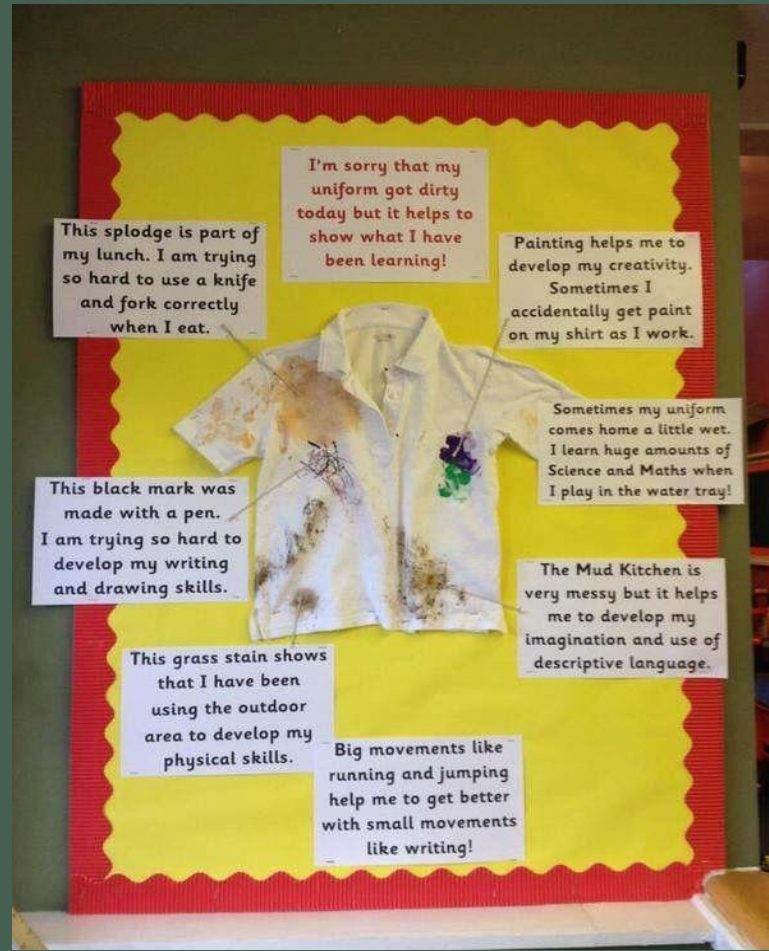
- ✓ Walking up and down steps (one foot at a time, using the wall for support)
- ✓ Climbing, running, jumping and playing
- ✓ Catching a large ball (most of the time)
- ✓ Doing simple puzzles and craft activities, strengthening their grip with cutting and sticking



Healthy routines

- ✓ Going to bed around the same time each night, waking up in time to get ready for school
- ✓ Limiting screen time to the recommended daily amounts (see advice)
- ✓ Eating a healthy diet and trying new foods
- ✓ Brushing their teeth with fluoride toothpaste twice a day (you'll need to supervise this until they are at least 7)





Stay and Play

- From October to July we will be inviting parents to attend monthly stay and plays with their children in Reception from 13:30 – 15:00.
- Younger siblings are welcome to join.



Timetable



Reception and Key Stage One:

8:50

The classroom door is opened for the children to enter.

9:00

Registration and lessons begin.

10:35 - 10:55

Playtime

11:00 - 12:00

Lessons

12:00 - 1:00

Lunch time

1:00 - 1:30

Assembly

1:30 - 3:30

Lessons

A day in reception

- Choose lunch (pictures on board)
- Independent activities for settling in and self regulation
- Wake up shake up
- Phonics input
- Continuous provision
- Playtime
- Maths input
- Lunch time in the hall
- Literacy input
- Continuous input
- Home time


Reception Timetable - W/C Monday 06th January 2025

Day:	09.00-09.20	09.20-09.35	09.35-10.35	10.35-11.50	11.50-12.00	12.00-13.00	13.00-13.10	13.10-13.25	13.25-14.15	14.15-14.55	14.55-15.05	15.05-15.25
Monday CN PPA	Registration and whiteboard writing	Literacy input	Free flow provision		Circle time	Get ready for lunch and story	Lunch	Registration and dough disco	Phonics input	Free flow provision • Library time	Maths input	Home time and story
Tuesday	Registration and whiteboard writing	Phonics input	Free flow provision		Music Charanga S1 W1	Get ready for lunch and story	Lunch	Registration and singing assembly	Free flow provision		Maths input	Home time and story
Wednesday	Registration and whiteboard writing	Phonics input	Free flow provision		Utw input	Get ready for lunch and story	Lunch	Registration and dough disco	Maths input	Free flow provision		Home time and story
Thursday	Registration	PE Real PE A2 W5 https://app.realpe.co.uk/pe/year0/unit/3/lesson/1		Phonics input	Free flow provision	Get ready for lunch and story	Lunch	Registration and dough disco	Maths input	Free flow provision		Home time and story
Friday	Registration and whiteboard writing	Phonics input	Free flow provision		???	Get ready for lunch and story	Lunch	Registration and dough disco	Maths input	Free flow provision		Assembly 15.00 Home time

What the children will be learning this year...

- The children learn phonics and develop reading skills in our daily phonics sessions.
- In maths, the children will develop a deep understanding of numbers to 10.
- We have weekly sessions in PE, music, PSHE, and understanding the world, which covers the sciences, biology, and history and geography.
- Art and craft (messy play) is accessible daily in provision.
- Our provision is set out so that the children are able to continue their learning through play as well as follow their interests.
- Each half-term, the children's learning is centred around a topic, e.g. 'All about Me' or 'Transport'

Adult interactions are important to further the children's learning and to help them develop important communication and social skills.

QUALITY INTERACTIONS 


1 **NAMING**
Find one like this
What can you see?
What is it?
Say this...
What did you hear?
What did you do?


2 **DESCRIBING**
What happened?
What shape is it?
What size is it?
What colour is it?
Where is it?

BLANK LEVEL QUESTIONS

3 **IDENTIFY**
How are these the same?
Tell me something else you could use...
Tell me a story...
Find me one to use with this...
Tell me the beginning middle...end...

4 **PREDICTING**
What will happen if...?
Why?
What could you do?
How can we tell...?
What should we use that?
Why is ... made of ...?


Comment
Comment
Comment
Comment
Question


10 second rule

1. Ask a question.
2. Wait 10 seconds for a response.
3. Repeat the same question.
4. Wait another 10 seconds.
5. Ask a rephrased question.

Some of your children's learning will be shared with you on Tapestry.



You can download the app or access tapestry via google.
You will receive a log in and you will be able to access your child's account.

Statutory assessments – EYFS

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

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

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

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

Word Reading

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

Writing

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

- Baseline assessment at the start of Reception
- Early Learning Goals (ELGs) are expected to be reached by the end of Reception.
- The EYFS profile assessment must take place before the end of June

The importance of reading

- The children will be taught 'Phonics' to develop their reading skills. It is a way of sounding out and blending words to read or segmenting them to write.
- Spring Bank Primary School follows the Floppy's Phonics scheme.
- You will get a log in for your child and you will be able to access the reading books at home.
- We aim to read individually with each child once a week and will send home a reading book and write a comment in your child's reading record.
- Each child will have a colour banded reading book matched to their ability.
- Children start on pink books and then move to red. By the end of Reception they are expected to be reading yellow books.

“Little and often”

Phonics

- We will be hosting a Phonics Information Evening in September. Phonics plays a vital role in the Reception curriculum, with children participating in daily phonics lessons and engaging with independent learning opportunities during continuous provision. This foundational skill directly supports the development of their reading abilities, both at school and at home.
- We highly recommend attending this session, as understanding our teaching structure and methodologies will enable you to effectively support and further embed your child's learning at home.

Home learning

- The only homework to complete in Reception class is to practice reading “little and often”.
- We ask that you read **with** your child on a daily basis during the week.
- Engage with the phonics folder. I will send home their completed sheets twice a week. Talk to your child about what they have learnt. This helps to retrieve the knowledge for them to practice.
- Use the grapheme tiles to practice sounds and make words.
- Please write a short comment in your child’s reading record so we can see that they have read at home.
- Talk to your child about numbers. Can they count to 10, then 20, and then beyond? Ask them what they have learnt about numbers at school. Do they know what double 1 is? Or what one more and one less of a certain number to 10 is?
- **Please support your child in holding a pencil correctly and practice letter formation (start with their name)**

Ways to support your child

- Please read with them and to them on a daily basis. Make it part of your routine. Make it fun; it shouldn't be a chore.
- Bring your child's book bag with their reading record, and reading book to school every day.
- Please make sure your child has a named PE kit in school.
- Talk to your child about what they have been doing at school. Often they are keen to share.

Class school reward system

Respectful	Resilient	Diligent	Collaborative	Curious

Individual school reward system

Super Year 2 (24/25)

Classroom | Class Story | Chats | Calendar | **Dojo Islands** NEW | Student login 100% · Family connections Options

Students | Groups

Student	Dojo Islands Score
Whole Class	59
Aram	4
Elsie-Mae	4
Enzo	5
Harrison	4
Hira-Noor	5
Jannat	4
Khadizha	4
Maya	4
Mishel	4
Razan	4
Samir	5
Sareena	4
Simona	4
Wyatt	4
Add students	

OPAL



Outdoor play and learning...

Opal's vision is that every child in every school has an amazing hour of high-quality play every day-with no exceptions.

OPAL



- **What is OPAL?**

- We have recently started a programme to improve opportunities for physical activity, socialisation, co-operation, coordination, resilience, creativity, imagination and enjoyment through improved play.
- The OPAL Outdoor Play and Learning Programme is the result of 17 years testing and development in over 250 schools and is now used in Canada and New Zealand as well as across the UK.
- In 2018 OPAL won first prize in an EU funded award for the best active school's programme in Europe.
- It is based on the idea that as well as learning through good teaching, your children also learn when they play, and as 20% of their time in school is playtime, we want to make sure that this amount of time (equivalent to 1.4 years of primary school) is as good as possible.



UNIFORM

- **Shirts** - Collared or Polo - White, Grey or Jade Green.
- **Trousers** - Grey or Black.
- **Skirts/Dresses** - Grey or Black - Standard School dress in summer.
- **Jumpers / hoodies** etc. - Jade Green - With or without the logo
- **Shoes** - Flat and practical, appropriate trainers for PE.
- Branded uniform is available at The Uniform Shop in Meanwood and on their website (below).
- <https://www.uniweears.co.uk/search?q=spring+bank&options%5Bprefix%5D=last>
- Plain jade green jumpers are available from Sainsburys.
- <https://tuclotthing.sainsburys.co.uk/list/shop-green-school-uniform?tag=tu:browse:clp:school-uniform:m050:shop-green-school-uniform>
- The following PE kit is essential and should be in school all week: Sports Trainers (no pumps) black shorts/ leggings and white T-shirt. Children who are not participating in PE must bring a letter from parents stating the medical reasons for absence.

Jewellery

- Please note that in accordance with our school policy, children are **only** permitted to wear one pair of plain stud earrings. This rule is strictly enforced for health and safety reasons.



Key dates

- Transition date 2nd July (9:30 – 11:30 or 13:15 – 15:00)
- Summer fayre Saturday 27th June (11 – 2)

- First day Wednesday 2nd (8:50 – 11:30)
- Thursday 3rd (8:50 – 13:00) – preparation for lunchtime
- Friday 4th All day

Newsletter

School Newsletter

This Week At Spring Bank

As we reach the end of another half term, we want to extend a huge well done to everyone for their hard work and dedication.

Our Sense of Adventure Week was a resounding success! It was fantastic to see all the children step outside their comfort zones, try new things, and genuinely support and encourage one another. The enthusiasm was palpable, and the children particularly enjoyed seeing the adults joining in the activities too.

This week, we were once again treated to a wonderful performance by the M&M Theatre group, who presented a captivating rendition of The Wizard of Oz. The children were completely engrossed by the cast and their exceptional acting. We've already secured their return for next year, when they'll be performing Treasure Island!

A massive congratulations again to our Year 6 pupils for successfully completing their SATs. They certainly earned their celebratory treat at 'Heavenly Desserts' on Friday! They're now busy finishing their writing curriculum, preparing for an exciting debating competition at Pudsey Civic Hall, and getting ready for their end-of-year performance.



PTA – How to get involved

The Parent-Teacher Association is a group run by some of the parents and teachers of Spring Bank Primary to discuss matters that affect the children, and to organise events to raise money to help the school.

If you would like to join the PTA, please let us know! 😊