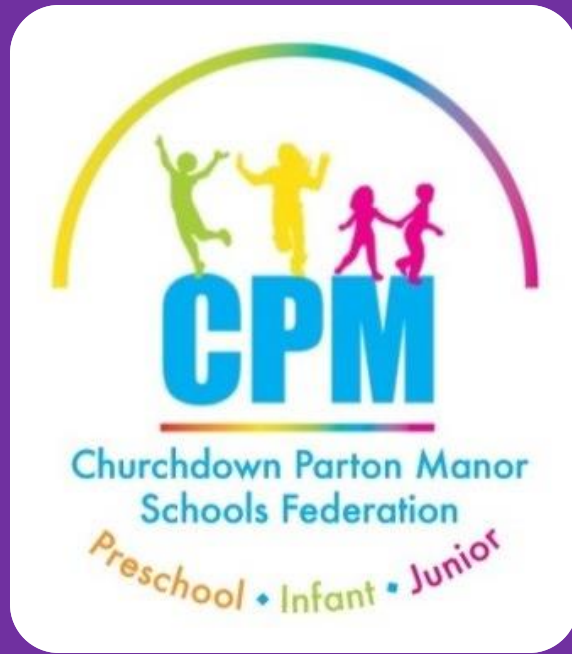




**Welcome to Reception
2025-2026**

The Reception Team



Rabbits Class



Mrs
Tilley



Ms
Hadley



Mrs
Parfitt



Ms
Phillips



Mrs
Neal



Mrs
Meecham



Mrs
Bentley



Squirrels Class



Communication

Class Dojo – please look at Class and School Pages regularly.

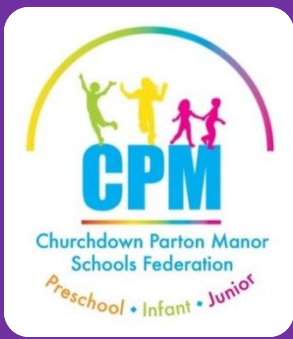
Messages – we will answer when we can but not in the evening or at weekends.

In person – end of the day is best unless it is urgent.

Individual Parent/Teacher Meetings – Week beginning 20th Oct

Please update your contact details with the school office if they change during the course of the year.





Learning in Reception

Formal Learning – Phonics, English, Maths etc

Continuous Provision – similar to how they will have learnt in Nursery/Pre-school. Play based and planned around their interests where possible. Activities to re-enforce skills we have taught and want to them to improve on.

Gross and Fine Motor Skills focus at start of term to build strong muscles ready for writing.

Communication and Language Skills



Early Learning Goals

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

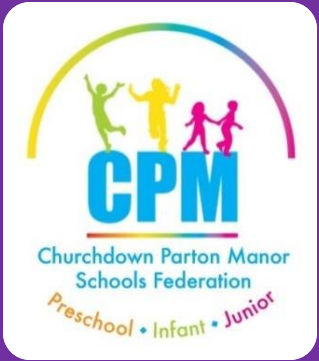
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction,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



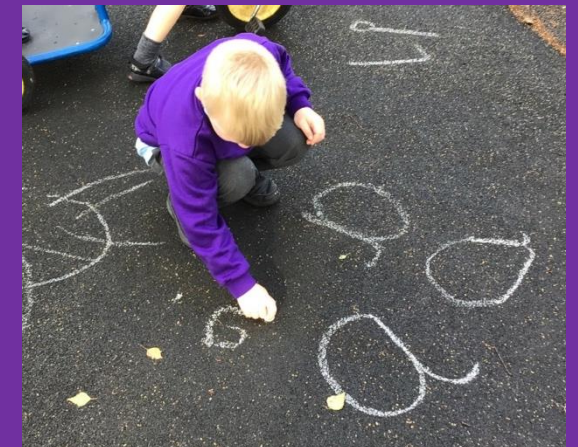
Phonics

We teach children to read and write by developing their phonic knowledge and skills.

Little Wandle Letters and Sounds Programme – Phases 1 – 4.

‘Tricky’ words

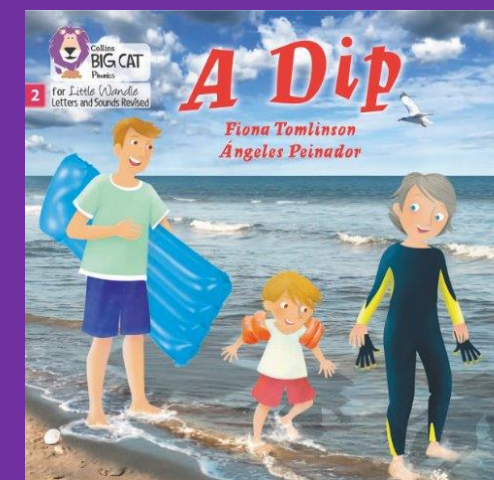
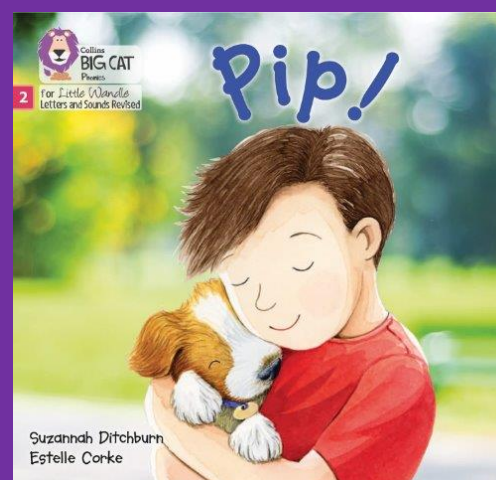
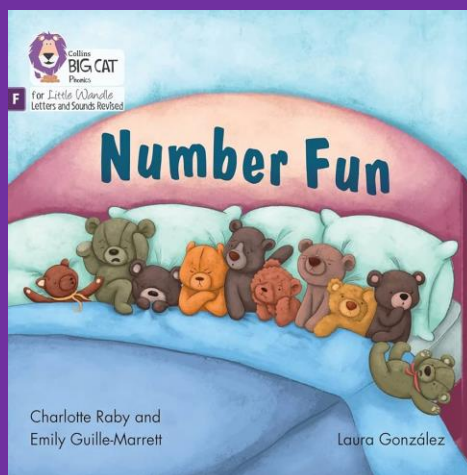
It is not necessary to pre-teach children any of the phonics, but it is useful for you to understand how the sounds are made as these may differ from what you have learnt or seen elsewhere. Please look at the Padlet page for info about the Phonics and other learning.

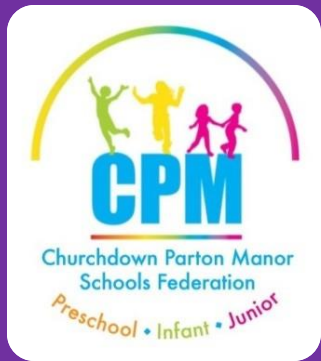


Reading

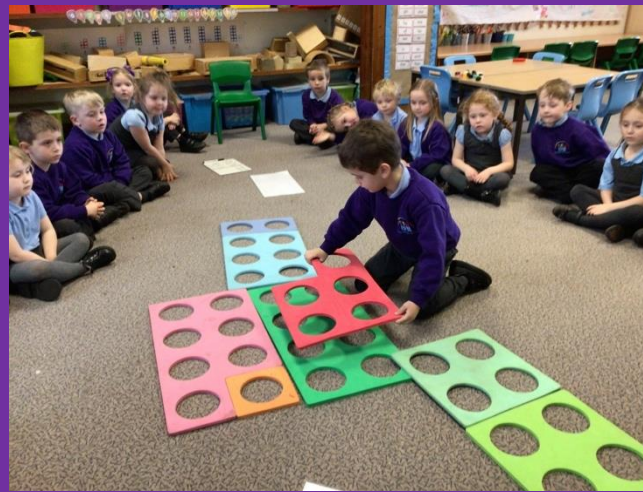
Before children are given Reading books to take home they will bring home wordless books. Even if your child already reads they provide valuable opportunities to look closely at a story and start to understand the structure of a narrative.

Once children have learnt enough sounds to blend short words (CVC) together they will start to bring books home every week. We ask that you mirror how we read in school - looking at the book three times during the week which encourages fluency and comprehension.





Maths



- We teach using the Mastering Number scheme.
- The aim is to equip all children with a deep, secure and adaptable understanding of mathematical concepts.
- We will begin with small numbers investigating all sorts of possibilities with them, also developing our reasoning skills. Please do not worry that we are not using higher numbers, even though your children may know them, we will be developing a deeper understanding of number through the use of small quantities.

Padlet Page

Reception 2025-2026
Resources to support your child at home.

General **Phonics** **Reading** **Maths** **Stories to Share**

Reception Annual Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Annual Overview	[Table content: Overview of the year, including key dates, events, and learning objectives for each term.]					
Writing	[Table content: Writing objectives and resources for each term.]					
Maths	[Table content: Maths objectives and resources for each term.]					
Phonics	[Table content: Phonics objectives and resources for each term.]					
Reading	[Table content: Reading objectives and resources for each term.]					
Other	[Table content: Other resources and activities for each term.]					

DOCX
Reception Annual overview 2025-6

Phonics Phase 2

Phase 2 grapheme information sheet

Grapheme and resources	Phonics sheet	Pronunciation phase	Formation phase
S s	[Image of S s]	[Image of S s]	[Image of S s]
a	[Image of a]	[Image of a]	[Image of a]
t	[Image of t]	[Image of t]	[Image of t]
n	[Image of n]	[Image of n]	[Image of n]

Pronunciation_guide_Autumn-1_June-2023 (1)

Sharing Wordless Books

Reading at Home

[Video thumbnail: A man reading a book to a child.]

vimeo
Reading books with your child

One, Two, Three, Four, Five

[Image of a boy fishing.]

YouTube
Nursery Rhyme - 1,2,3,4,5 Once I caught a fish alive

Where's My Teddy

[Image of a teddy bear.]

YouTube
Where's My Teddy? Read Aloud

Counting to 20

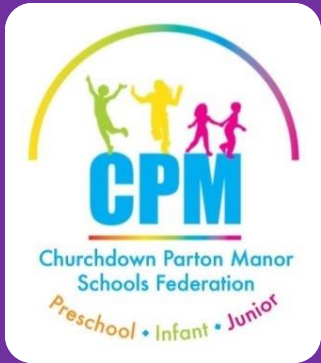
[Image of a man counting.]

YouTube
Let's Count to 20 Song For Kids

Little Wandle Parents Page

[Image of a bear wearing a hat.]

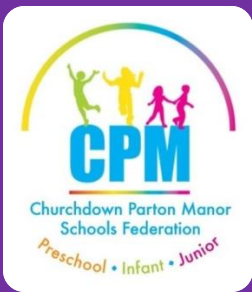
<https://padlet.com/sPhillips78/reception-2024-2025-z00580iuifd3>



PE and Forest School

- We have PE on Wednesdays.
- You only need to provide shorts – a House Team T-shirt will be provided. Please name and send in to school in small drawstring bag. We will need trainers in the summer term only.
- Forest school will be run by Mrs Maj.





Book Café

After half term we will have our first Book Café, where parents are invited to come and share books with the children for 20 minutes at the end of the day.





Sickness

- If you're child is ill you must inform the office by phone and leave a message.
- Calpol can be given for a couple of days, with parental permission, if necessary but cannot be administered for long periods.
- Sickness & Diarrhoea – if you're child has either of these then they must stay off school for a **full 48 hours** following the last episode.





Lost Property

- Every year items of clothing go missing. You will have a much better chance of getting it back if it is named.
- So please name every item of clothing including shoes, hats and gloves etc – ideally with a permanent marker or a nametape.



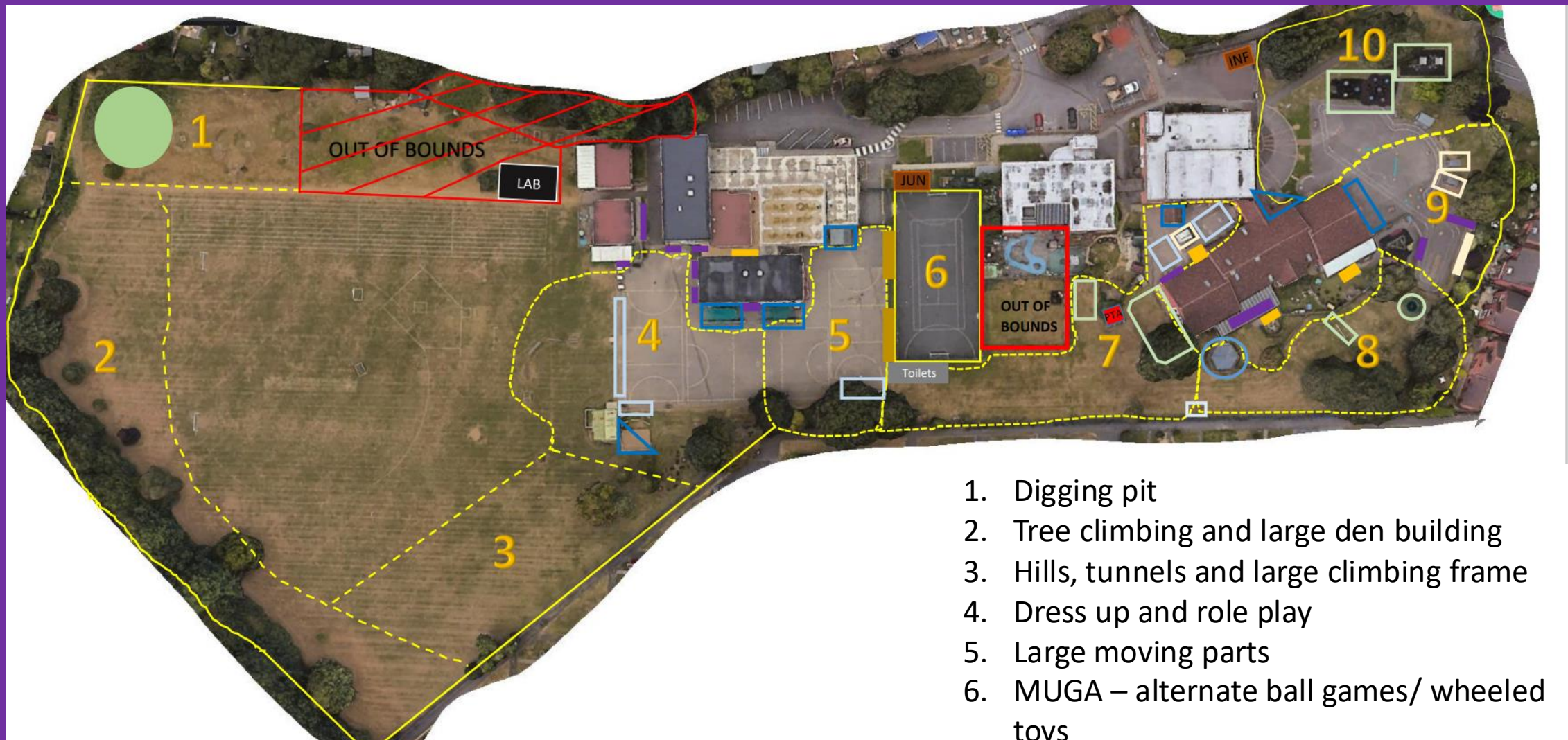
What is Parton Play?

- Exciting new initiative which will launch later this half term (date tbc)
- Opportunity for children to become more independent, creative, adventurous and social
- Encouraging children to use the full extent and scope of the school grounds
- Chance for older children to support younger children and for younger children to learn from older children
- A way of developing and broadening children's play experiences

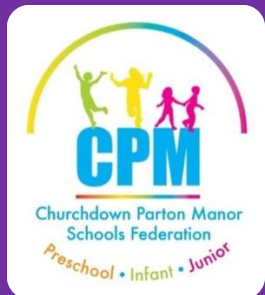
What will it actually involve?

- The entire school grounds will be divided into 'zones'
- Each zone will have a different theme
- All children will be able to access any zone during lunchtime
- Each zone will be overseen by a member of staff
- A play leader will oversee Parton Play, visiting each zone every day to check equipment and safety
- Children will need wellies and appropriate wet-weather clothing as they will use all areas all year





1. Digging pit
2. Tree climbing and large den building
3. Hills, tunnels and large climbing frame
4. Dress up and role play
5. Large moving parts
6. MUGA – alternate ball games/ wheeled toys
7. Quiet zone and sand pit
8. Adventure trail and small dens
9. Small world toys
10. Tyres, small climbing frame, active toys



Any Questions?