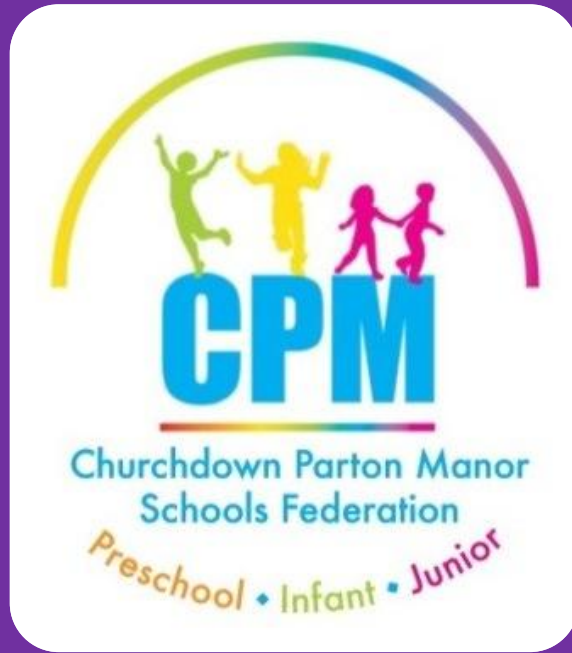




Welcome to the Reception Parents Information Meeting 2026-2027

The Reception Team



Rabbits Class



Mrs
Tilley



Ms
Hadley



Mrs
Maj
Every other
Tuesday



Mrs
Hosler
Every
Tuesday



Squirrels Class



Ms
Phillips



Ms
Hadley
Every
Tuesday



Mrs
Sims



Mrs
Roberts
SEND
Support



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 19th 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

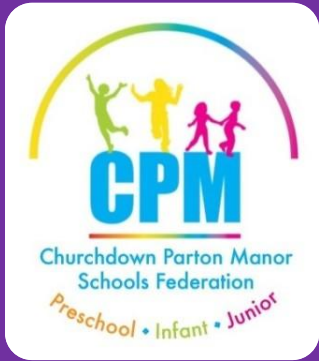
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction,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



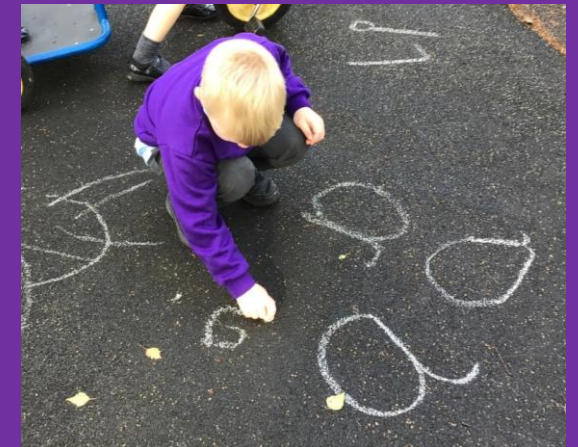
Phonics

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

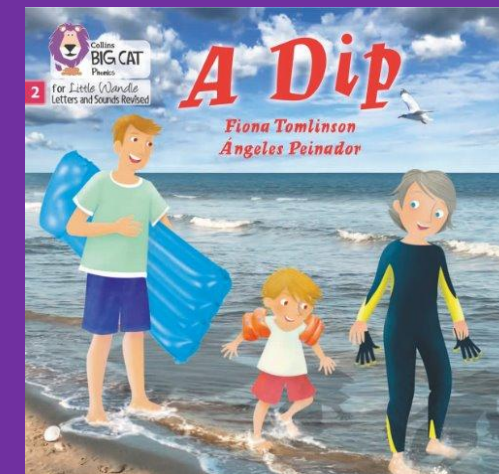
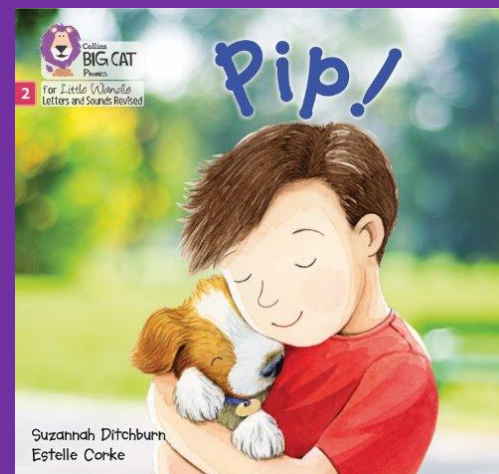
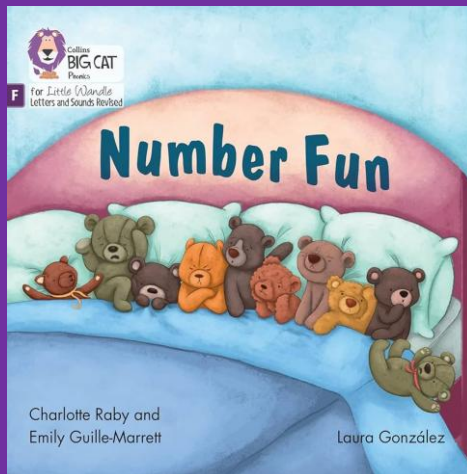
It is not necessary to pre-teach children any of the phonics, but it is useful for you to understand how the sounds are made as these may differ from what you have learnt or seen elsewhere. We have sent home a yellow Phonics Book which we hope will be useful for you.



Reading

Before children are given Reading books to take home they will bring home wordless books. 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.





Reading Record with Sharing Books

Name: Marlow
Class:



Books read at home				
	Date	Book level	Book title	Parent Signature
59	18/4/26	P3S1	Up in a Rocket	Mir
	20/4/26	P3S2	Sun and Rain	Mir
	21/4/26	P3S2	Sun and Rain	Mir
	23/4/26	P3S2	Sun and Rain	Mir
63	25/4/26	P3S2	Sun and Rain	Mir
	27/4/26	P3S2	Wow Cow!	Mir
	02/5/26	P3S2	Wow Cow!	Mir
66	04/5/26	P3S2	Wow Cow!	Mir
	5/5/26	P3S2	The Hopper	Mir
	7/5/26	P3S2	The Hopper	Mir
69	10/5/26	P3S2	The Hopper	Mir
	11/5/26	P3S2	A Bee on a Lark	Mir
	16/5/26	P3S2	A Bee on a Lark	Mir
72	17/5/26	P3S2	A Bee on a Lark	Mir
	18/5/26	P3S2	Shoot a Hoop	Mir

Books read at home				
	Date	Book level	Book title	Parent Signature
	21/5/26	P3S2	Shoot a Hoop	Mir
75	23/5/26	P3S2	Shoot a Hoop	Mir
	07/6/26	P3S2	Food on the Farm	Mir
	08/6/26	P3S2	Food on the Farm	Mir
78	09/6/26	P3S2	Food on the Farm	Mir
	08/06/26	P4S1	Track a T-Rex	Mir
	11/06/26	P4S1	Track a T-Rex	Mir
81	14/06/26	P4S1	Track a T-Rex	Mir
	15/06/26	P4S1	Crick and Crook Have Lunch	Mir
	17/6/26	P4S1	Crick and Crook have lunch	Mir
	20/6/26	P4S1	Crick and Crook have lunch	Mir
85	21/6/26	P4S1	Crick & Crook have lunch	Mir
	22/6/26	P4S1	The Foolish Fox	Mir
	25/6/26	P4S1	The Foolish Fox	Mir
	28/6/26	P4S1	The Foolish Fox	Mir



READING AWARD

Awarded to:

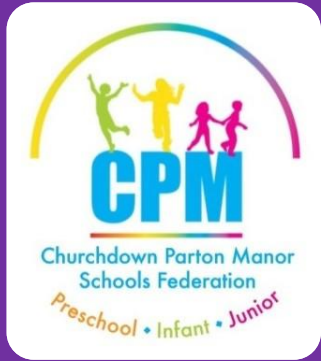
For reading

times

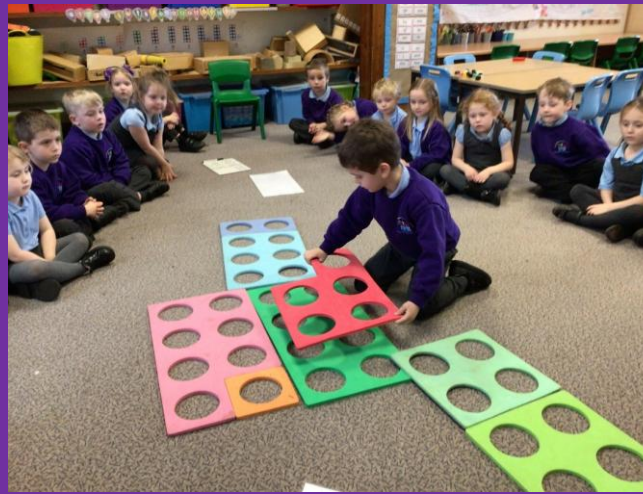
Awarded by:

Shirley

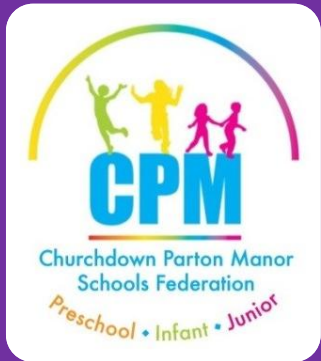




Maths



- 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.



PE and Forest School



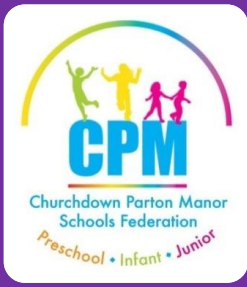
- We have PE on Wednesdays.
- They will need PE shorts and a House Team T-shirt. Please name and send in to school in a small drawstring bag. They do not need daps/plimsolls. We will need trainers in the summer term only.
- Forest school will be run by Mrs Maj after Christmas.



Reading Café

After half term we will have our first Reading Café, where parents are invited to come and share books with the children for 20 minutes at the end of the day. The first one will be on Friday 13th November.

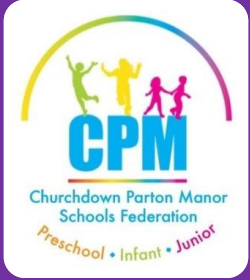




Sickness

- If your 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 your child has either of these then they must stay off school for a full 48 hours following the last episode.
- Medical Appointments – You must inform the office and fill in a form. If you need to take your child early for an appointment in the afternoon please make sure it is after 1.15.





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.



Water only in a bottle



Cool Milk

Snack Time

Fruit or vegetables are provided or children can bring in their own.
Send £1 in for crackers





Diamond Award

For independence

Awarded to:

for demonstrating exceptional Diamond Power.

Awarded by:

J. Smith



Emerald Award

For perseverance, courage and resilience

Awarded to:

for demonstrating exceptional Emerald Power.

Awarded by:

J. Smith

What is Parton Play?

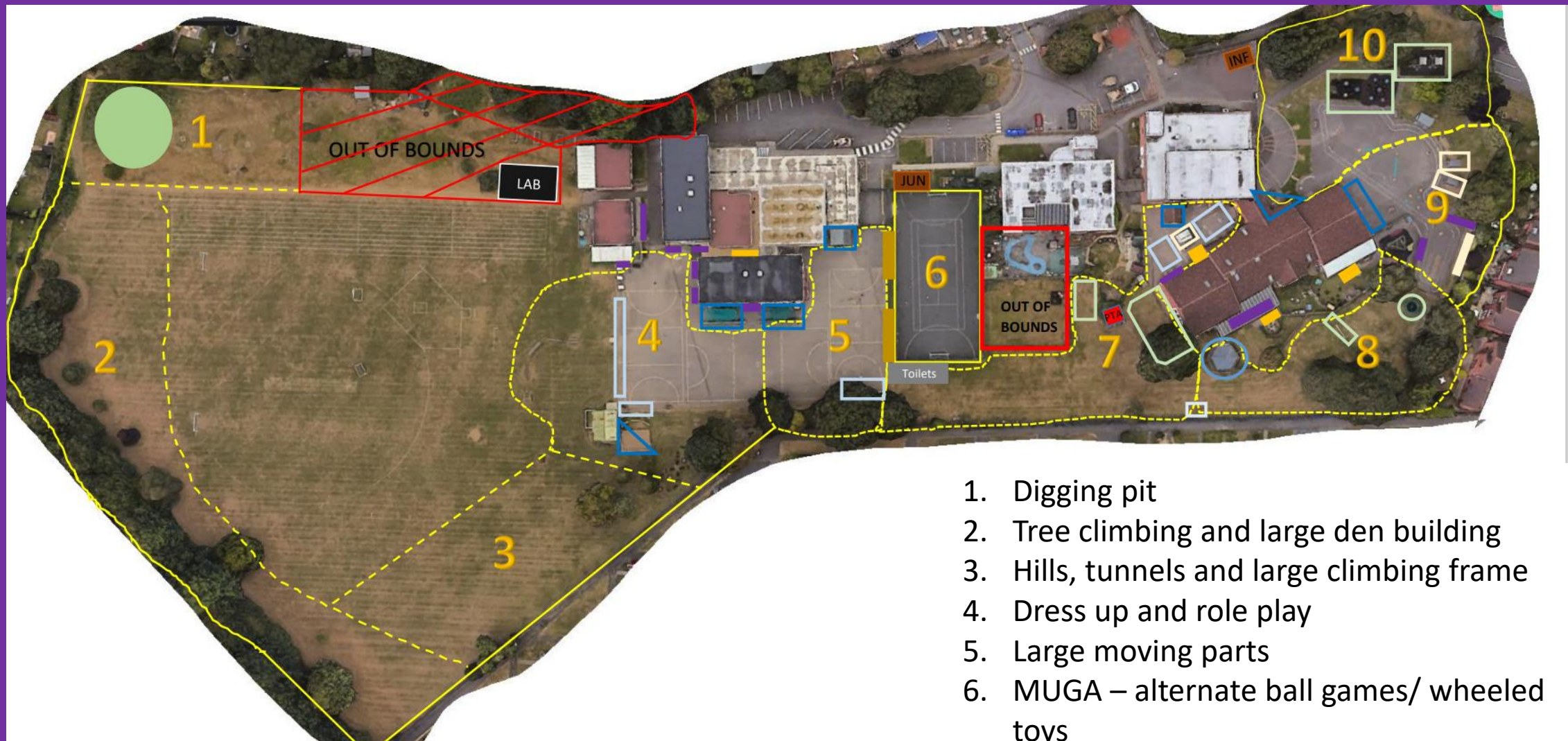
- Exciting new initiative which was launched during the last academic year.
- Opportunity for children to become more independent, creative, adventurous and social
- Encouraging children to use the full extent and scope of the school grounds
- Chance for older children to support younger children and for younger children to learn from older children.
- A way of developing and broadening children's play experiences



What does it actually involve?

- The entire school grounds is divided into 'zones'
- Each zone has a different theme
- All children is able to access any zone during lunchtime
- Each zone is overseen by a member of staff
- A play leader oversees Parton Play, visiting each zone frequently and checks 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

PMFA

PMFA UPCOMING EVENTS

SEPTEMBER - DECEMBER 2026

OCT
14TH

PARTON MANOR FRIENDLY ASSOCIATION - AGM

Everyone welcome! Please come along to find out what the PMFA is all about & our plans for this academic year.

OCT
14TH

FEDERATION DISCO'S

More information will be sent out with timings and payment details.

OCT
21ST

HALLOWEEN CRAFTS 3.30-5PM

This event will have limited spaces so keep an eye out for more info and when tickets will be on sale!

DEC
4TH

FEDERATION CHRISTMAS FAYRE

Lots of fun to be had the the annual Christmas Fayre! Come along 5-7pm!

DEC
8TH

CHRISTMAS WREATH MAKING WORKSHOP

Back by popular demand! Limited spaces so keep an eye out for more info!!

PMFA



Any Questions?