



Reception **NEWSLETTER**

SEPTEMBER 2026

Welcome back!

I hope you all had a wonderful summer break and enjoyed spending time with family and friends. I am excited to welcome everyone back for another fantastic year of learning, growth, and fun. I can't wait to see what we achieve together!

What we will learn!

This half term we are learning about our families, ourselves and our community in our "All About Me" topic!

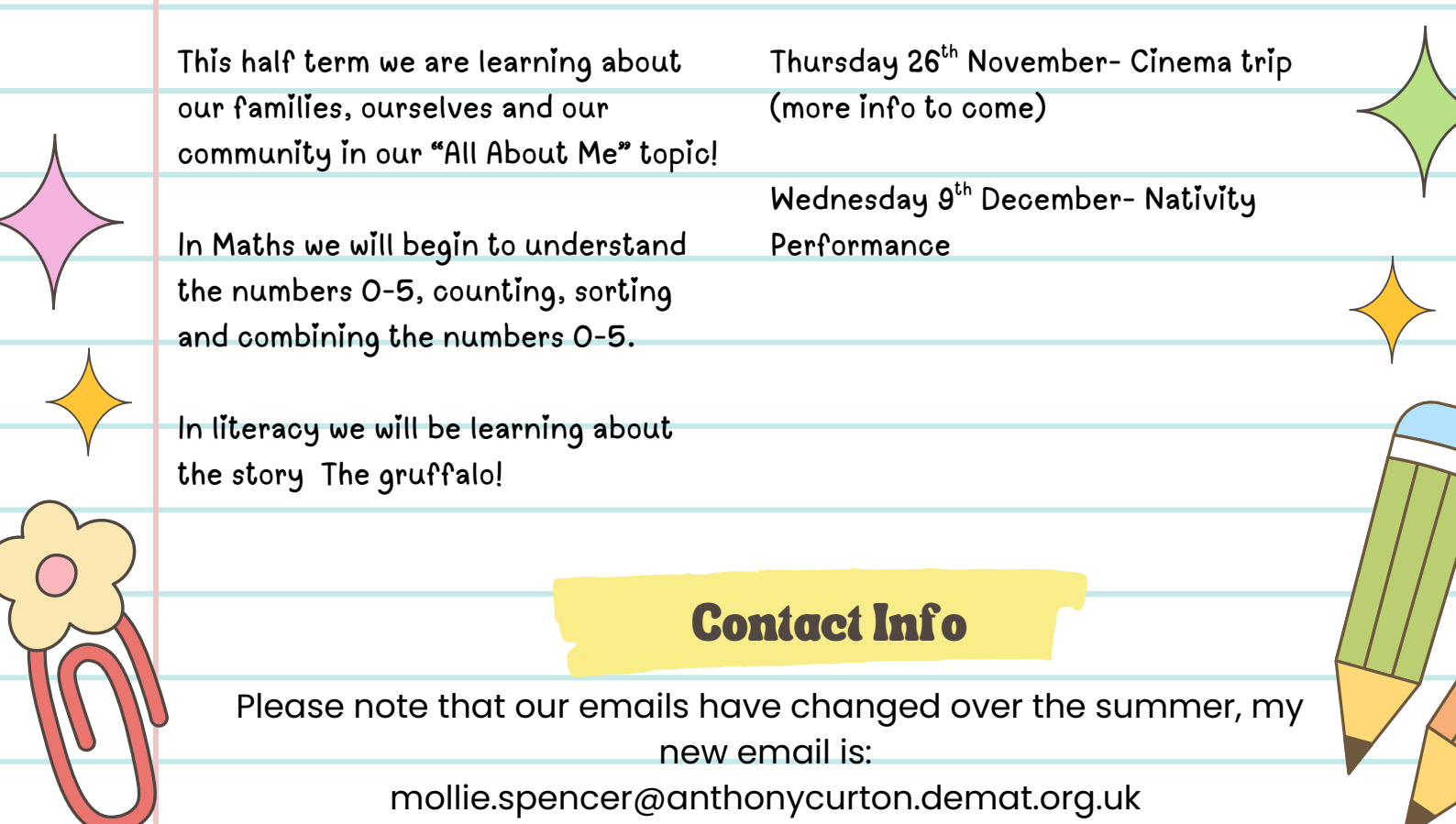
In Maths we will begin to understand the numbers 0-5, counting, sorting and combining the numbers 0-5.

In literacy we will be learning about the story The gruffalo!

Important dates

Thursday 26th November- Cinema trip
(more info to come)

Wednesday 9th December- Nativity
Performance



Contact Info

Please note that our emails have changed over the summer, my new email is:

mollie.spencer@anthonycurton.demat.org.uk

IMPORTANT

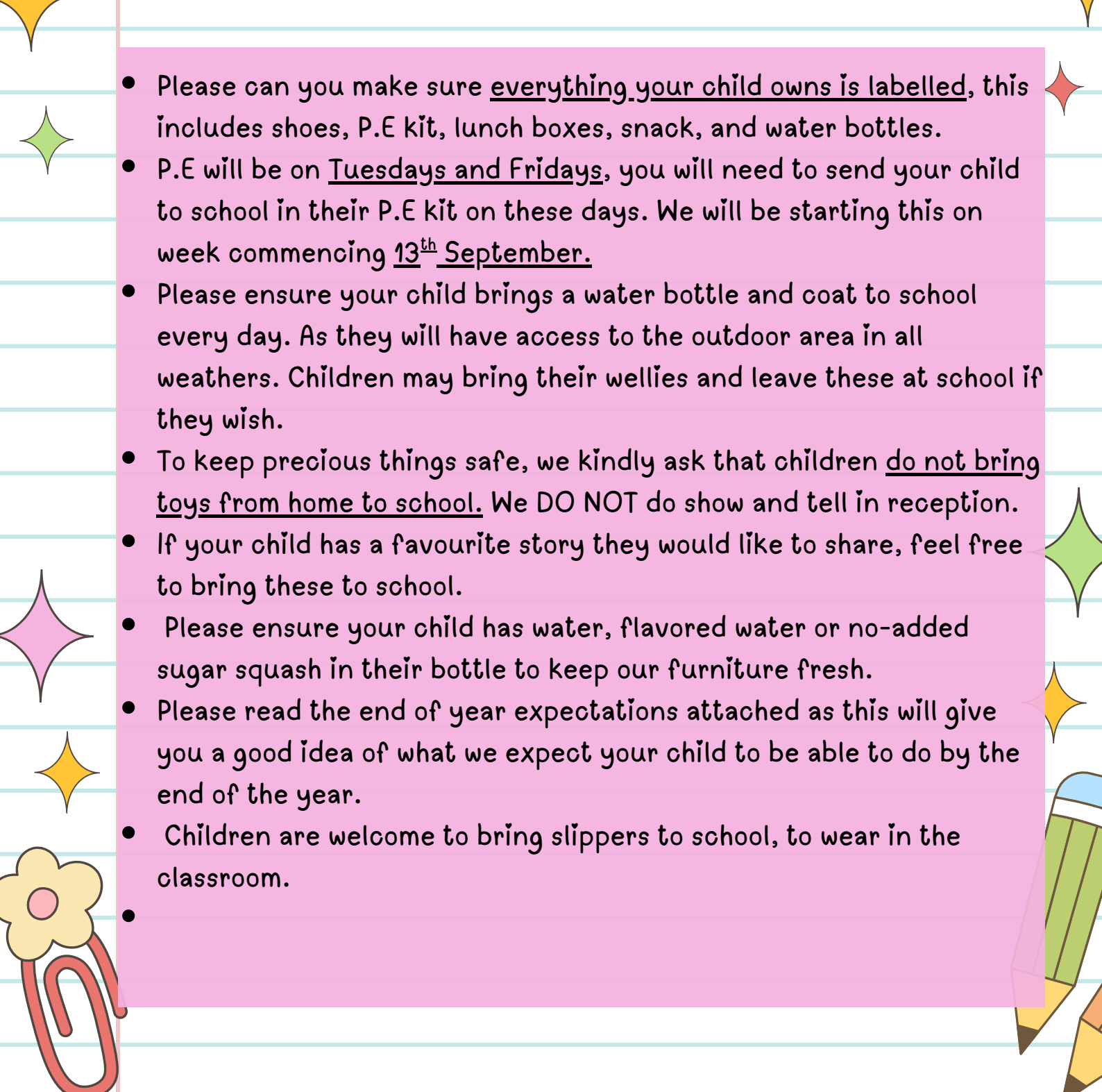
Due to having a child in our class with a severe nut allergy, we will not allow any snack, or lunch box item that **does not have the ingredients clearly labelled on them to be consumed at school.**

If we suspect that an item may contain nuts, or has traces of nuts, we will take the item from the child and offer an alternative.

We are not doing this to prevent children from eating their lunch, we are doing this to **protect children's lives.**



HANDY THINGS TO KNOW!

- Please can you make sure everything your child owns is labelled, this includes shoes, P.E kit, lunch boxes, snack, and water bottles.
 - P.E will be on Tuesdays and Fridays, you will need to send your child to school in their P.E kit on these days. We will be starting this on week commencing 13th September.
 - Please ensure your child brings a water bottle and coat to school every day. As they will have access to the outdoor area in all weathers. Children may bring their wellies and leave these at school if they wish.
 - To keep precious things safe, we kindly ask that children do not bring toys from home to school. We DO NOT do show and tell in reception.
 - If your child has a favourite story they would like to share, feel free to bring these to school.
 - Please ensure your child has water, flavored water or no-added sugar squash in their bottle to keep our furniture fresh.
 - Please read the end of year expectations attached as this will give you a good idea of what we expect your child to be able to do by the end of the year.
 - Children are welcome to bring slippers to school, to wear in the classroom.
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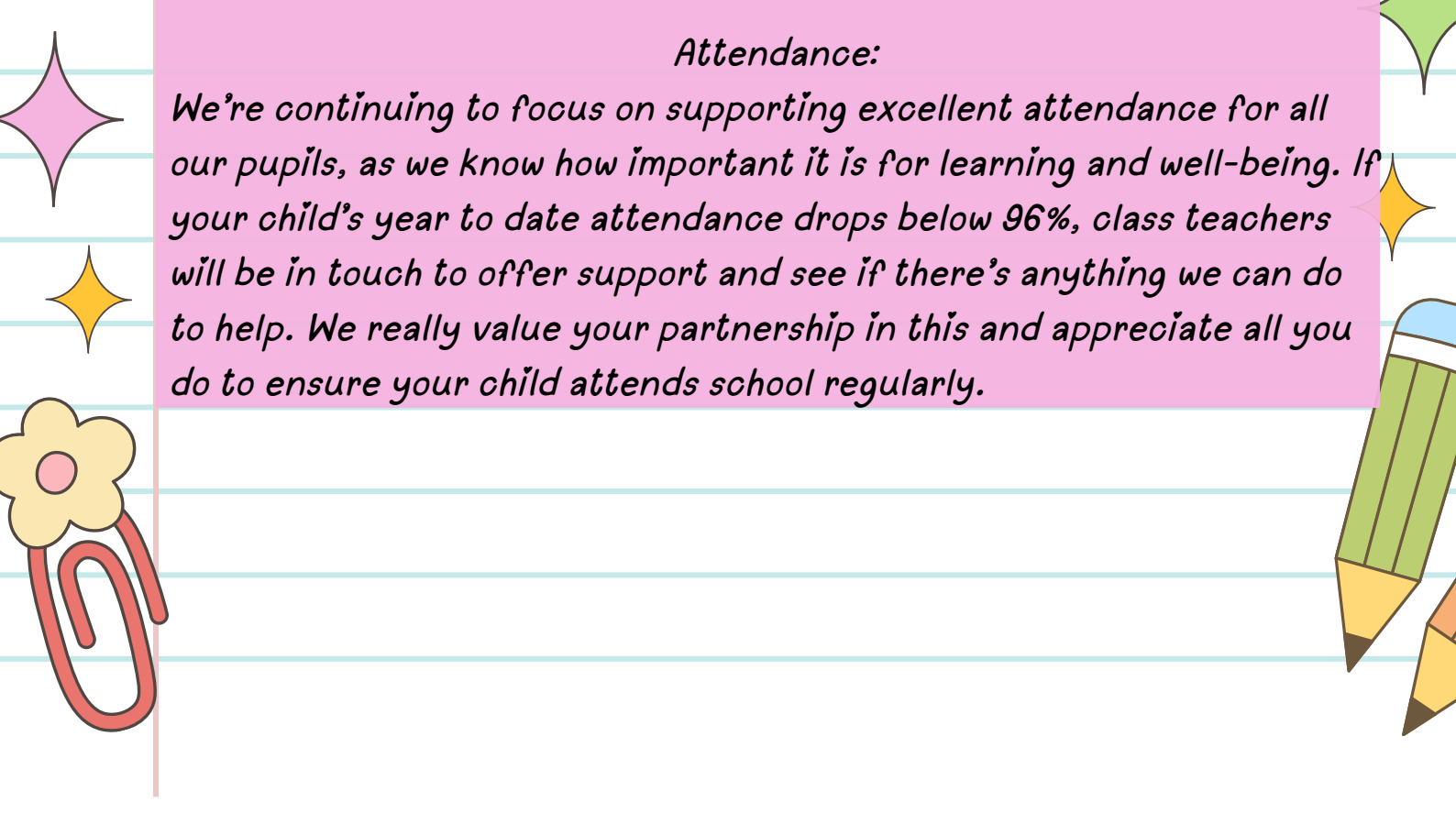


HANDY THINGS TO KNOW!

- Snack- if your child would like to bring their own snack to school, please ensure it is in a NAMED tub or bag, we try to promote a healthy diet, and so chocolate and crisps are not suitable for snack time. This only needs to be one or two small treats, as we have lunch an hour after snack.
- Any medication such as inhalers must be taken to the office, as you will need to complete a form before they are stored at school.
- Please ensure your child has spare clothes at school at all times, we like to get messy in Reception!
- Forest School will be starting after October half term- more information will be provided on this.

Attendance:

We're continuing to focus on supporting excellent attendance for all our pupils, as we know how important it is for learning and well-being. If your child's year to date attendance drops below 96%, class teachers will be in touch to offer support and see if there's anything we can do to help. We really value your partnership in this and appreciate all you do to ensure your child attends school regularly.





COMMUNICATION AND LANGUAGE

Listening and Attention

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-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.

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.

Early Learning Goals

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

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

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, nonfiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least ten 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.

MATHS

Number

Have a deep understanding of number to ten, including the composition of each number.

Subitise (recognise quantities without counting)

up to five.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to five (including subtraction facts) and some number bonds to ten, including double facts.

Numerical Patterns

Verbally count beyond twenty, recognising the pattern of the counting system.

Compare quantities up to ten 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 ten including evens and odds, double facts and how quantities can be distributed equally.

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.