

# Welcome to Reception 2026-2027



Children are taught through **play and exploration**. We encourage children to choose their own activities and learn independently. Children are also taught by an adult during planned small group activities and whole class tasks. We plan through children's interests.

Throughout the year your child will be one of our focus children, we will ask what you would like us to focus on and we'd like to include any interests your child may have.



# Curriculum

- Prime Areas
  - Personal, Social and Emotional Development
  - Communication and Language
  - Physical Development
- Specific Areas
  - Literacy
  - Mathematics
  - Understanding the World
  - Expressive Arts and Design



# Characteristics of Effective Learning

## Playing and Exploring (Engagement)

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

## Creating and Thinking Critically (Thinking)

- Having their own ideas
- Making links
- Choosing ways to do things

## Active Learning (Motivation)

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

# 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.

# The Importance of Talk

Research shows the importance of strong interactions between adults and children make a BIG difference to how well communication and language skills develop.

In school, all adults are trained to use the **ShREC approach**. This ensures the back and forth conversation between the adult and the child is promoting high quality, rich language.

## Thrive by Five



# Interventions

- Unique to the child or small group of children.
- Can be academic or nurture based.
- We have reactive interventions. If a child finds our learning that day, then an intervention is planned for the same day.
- If you have concerns, please email and I will arrange a meeting to discuss further.
- SALT
- Attention Autism
- Fine Motor
- Phonics



# Routine

- Early Risers – 8:30am FREE Breakfast Club
- School gates open at 8:45am, this allows time for parents and the key person to talk about any concerns or events happening.
- Children are encouraged to be independent and put away belongings in own lockers.
- Children self-register and order lunch. Parents are encouraged to pre-order lunch on the school app. School Gateway (see leaflet)
- Children will take part in a 30-minute phonics session each day (Monster Phonics). They will also do at least 15 minutes of handwriting.
- Group work, adult led, and independent learning takes place inside and out. We encourage children to free flow between the indoors and outdoors.
- A whole class session will take place before lunch, after lunch and at the end of the day.
- Children sit on the carpet before leaving class at the end of the day.
- Doors open from 3:30pm for parents / carers to pick up and After School Club can be booked on the School Gateway (see leaflet).



# Key Person

- Children thrive from a base of loving and secure relationships. A key person is a named member of staff with responsibilities for a small group of children who help those children in the group feel safe and cared for. The role is an important one and an approach set out in the EYFS which is working successfully in settings and in Reception classes.
- We will inform you of your child's Key Person during the first couple of weeks.



# Phonics



- We follow the Monster Phonics scheme.  
Our reading books are part of our phonics scheme.
- Children are taught **letter sounds** s a t
- Children are taught how to **blend** letter sounds to read
- Children are taught to **segment** words to spell
- Children are taught to write letters and **form** correctly
- Children are taught the **letter names** (alphabet)
- At home, please encourage children to use **letter sounds** along with letter names.

You will be invited to a phonics workshop in the first term.



# Maths

- Mastering Number & Power Maths
- Daily maths session
- Understanding number
- Numerical patterns
- Understanding shape, space and measure
- Problem solving
- Fluency



# FMS and PE

We encourage children to be active in all areas of learning.

Children will do P.E. twice a week. They get changed into their P.E. kit for this. On the other days, children will take part in a Fundamental Movement Session.



# Recording and Assessments

## Assessments

- A statutory baseline is recorded at the beginning of the year. It is an activity-based assessment of pupils' starting points in language, communication / literacy and mathematics. These will be used for comparative data when your child leaves in year 6.
- End of year data will be collated and sent to the Local Authority. This is where your child will be assessed against the 17 ELGs. They will be expected or emerging.

## Record keeping and evidence

- Photographs, notes and annotated pieces of work are displayed in our floor books. The children are encouraged to look back and reflect on prior knowledge and learning. Children do not have their own files of work.



# Trips

We start our trips instilling skills and behaviours by visiting the local area.

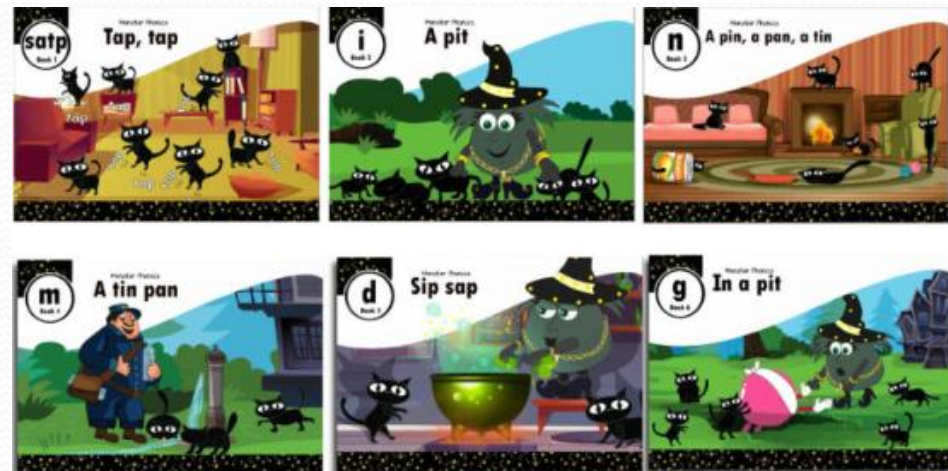
We also have visitors who come into the classroom. (See leaflet)



# Home Reading

**Books will be changed once a week.**

- Your child will bring home at least **three** books.
- A Monster Phonics – all letters and tricky words will have been taught in phonic sessions. This book will have been read during guided reading. The book will be familiar to them.
- A banded book – some words and letters may be unfamiliar.
- A Library book – parents read to child.
- Reading records **must be signed everytime** you hear your child read.



# Book Bags

- All children will be gifted a bag during the induction session from the PTFA.
- Please bring the book bag to school every day with reading books and reading record.



# School Uniform

Online orders via the school website



In store - Ormskirk



SCHOOLWEAR  
WORKWEAR  
TEAMWEAR



Please see information packs and school website for details full uniform details.



# Water Bottles

- Every child will need a water bottle. You may purchase from school, costing £2.00 and can be purchased through School Gateway.
- Children will take their water bottle home every day. Please wash bottles and return to school the following morning filled with fresh water.



# IMPORTANT!

- **Please label all children's clothes with a clear name.**
- All items of clothing need labelling including
  - All P.E. Kit (inc trainers)
  - All school uniform
  - Coats
  - Hats, Gloves, Scarves
  - Caps / Sun Hats
  - Water Bottles
  - Even shoes!



# Snack and Milk

- Children are offered toast each morning, this costs 25p per day and must be paid for the term on School Gateway.
- Free milk is available until the term after your child's 5th birthday.
- You will receive an email when you are required to pay a month before your child turns 5.
- Free fruit is available for all infant children.



# Lunch

- School lunches are free and funded from the government.
- Your child may bring a packed lunch on specific days, however, we encourage everyone to try them. (See Leaflet)
- Mrs Howard, highly experienced School Chef will be available on Friday 5<sup>th</sup> June during our stay and play session.



# Outdoor clothing

- We provide waterproofs.
- Please provide wellies for us to keep in school.
- In the winter, please send your child in with a warm coat and a hat.
- In the summer, please provide a sun hat and suncream.
- Please provide a full change of clothes which your child will keep in their own locker as they can get wet!



# Late Arrival

- School doors open at 8.45 am
- If you arrive later than 9.00am please walk to the main office.
- All children will need be signed in using the electronic system after this time.
- Please note that arrival after this time will be recorded as a late mark.



# Medical

- If your child needs to take prescribed medicine, you will need to complete and sign consent forms at the school office. We use a **medical tracker** and you'll be notified via email if your child has had first aid administered.



**medicaltracker**

# Come Learn with Me!

- We invite parents, grandparents and carers to stay and learn with their child.
- This is an opportunity for you to learn alongside your child and teachers.
- More information nearer these special events.



# Behaviour rewards

- House Points – your child will be given a house in September.
- Well Done Certificate - three children every Friday during assembly
- Half Termly Award – one child per year group



# The Road To School

This tracker helps you and your child prepare for school.

## Speaking & literacy

- I like to read stories & look at picture books
- I am able to talk about myself, my needs & feelings
- I am practising recognising my name when it's written down

## Listening & understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

## Writing skills

- I like tracing patterns & colouring in
- I enjoy making marks
- I am practising holding a pencil

## Sharing & turn taking

- I can share toys & take turns
- I like playing games with others
- I like interacting with other children

Everyone starts school with different abilities - your teacher will help you progress at your own level.

## Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

## Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash and dry my hands without any help

## Interest in the world & new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

What are you looking forward to the most?  
Is there anything you're unsure of?

## Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days

## Eating

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

## Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

## Getting dressed & undressed on my own

- I can button & unbutton my shirt & use a zip
- I can put my own shoes & socks on
- I can change into my PE kit & put my coat on

## Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school



# Potty training for toddlers

Get practical advice and top tips from CBeebies Grown-ups on how to start potty training your child.



LITTLE SMILES. BIG FUTURES.

# BIG BENEFITS OF SKIPPING THE DUMMY



Every smile, every word, every milestone starts with a little support.

You know your child best. We're here to support your journey.



## SAYING NO TO THE DUMMY CAN HELP WITH:



### CLEARER SPEECH

Helps little mouths form sounds and words more easily.



### HEALTHY TEETH

Reduces the risk of dental problems and supports a healthy smile.



### BETTER LISTENING & LEARNING

Encourages focus, understanding and confidence as they learn new things.



### IMPROVED SLEEP

Helps build self-soothing skills for more restful nights for everyone.



### CONFIDENCE & INDEPENDENCE

Supports children to feel proud, capable and ready for new adventures.

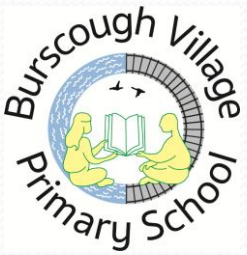
## TAKE IT ONE STEP AT A TIME

Every child is different and every journey is unique. You're doing a great job.

## YOU'VE GOT THIS!

We're here to support you and your little one every step of the way.

STRONG STARTS TODAY. BRIGHT FUTURES TOMORROW.



# Inductions

Please see letter for group information.

Date & Time	Time	Information
Friday 5 <sup>th</sup> June	Group A – 1-2pm Group B – 2:15-3:15pm	All children with parents are invited to attend a stay and play session where you can see the classroom in action. You can also meet our school cook, Mrs Howard.
Friday 12 <sup>th</sup> June	1:30 – 3:30	Group A children to attend without parents.
Friday 26 <sup>th</sup> June	1:30 – 3:30	Group B children to attend without parents.
Thursday 2 <sup>nd</sup> July – Group A	8:45 – 3:30	Children to attend full day and stay for lunch. You can provide a packed lunch or pay for a school lunch. The children will have an opportunity to meet their year 6 buddy.
Friday 3 <sup>rd</sup> July – Group B	8:45 – 3:30	





**STRIVING FOR  
THE FUTURE**

**All children start on  
Thursday  
3<sup>rd</sup> September 2026  
at 8:45am for their  
first day in  
Reception**