

## **Autumn Term 2025-26**

### **Reception Newsletter**

Dear Reception Parents and Carers,

We hope you and your child have enjoyed the first weeks of school. The children are settling in so well and slowly getting used to our environment, routines and expectations. Our Theme for the Autumn Term is '**Once Upon my Story**' where we will be learning all about ourselves and our families.

We would appreciate you encouraging your child to line up by the door in the morning and come in independently. Please can we ask that the children don't play on the equipment or touch the resources in the Reception outdoor area before and after school. Our Teaching Assistants, Mrs Stenning and Mrs Williams are always on hand to help settle your child into the classroom if needed. Class teachers will stay by the door and gate to support any children, before closing the gate by 8:25 am.

We would also appreciate your support in helping your child to practise putting on and off items of clothing such as coats, jumpers, cardigans, and shoes. Please encourage your child you get dressed and

### **Uniform and Personal belongings**

Please note that all your child's belongings including all uniform items, jumpers, cardigans, shoes, coats, book bags, lunch boxes etc., **MUST** be **clearly labelled**, so that your child is able to identify their property independently. We are afraid if items are not labelled, it is very difficult for us to keep track of items and stop them becoming misplaced. Please check this daily.

Toys and teddies from home are not allowed in school, as they cause disagreements and may get lost.

### **Seasonal clothing and spare clothes**

Children will have access to our outdoor area throughout the day, no matter the weather. Therefore, please ensure your child has a pair of **named** wellies, warm coat, waterproof trousers and a hat to ensure they do not miss out on any learning opportunities.

Please ensure a set of labelled, spare clothes is left in school including shoes if possible, as children may have toilet accidents or get wet and muddy during their learning activities.

**We ask that these spare clothes are brought in a drawstring PE style bag as we do not have the capacity to store large backpacks.**

### **PE**

We will be doing PE on a **Friday**. Please ensure your child is wearing the appropriate active wear uniform including their house colour t-shirt. Also, note that as part of the school's PE Policy, earrings and other jewellery must not be worn.

### **Water bottles and Snack**

Please provide a daily named plastic water bottle containing water only. We will provide your child with a morning snack of fresh fruit which they will eat on the carpet as a class. They will receive a carton of milk if you have signed up to 'Cool Milk'. You may also want to send your child with an extra drink for lunchtime in their lunch box, if having packed lunches.

undressed independently at home, to support these skills. As we say, 'practice makes it permanent'.

### **Reading**

This term we will be sending home, a picture book from our *Fifty Reads for Reception children*. It is expected that the children share and discuss this book with an adult, to develop their love for reading and reading skills. This will be sent out on a Friday and must be returned by the following Wednesday.

**Phonics decodable books:** Once your child can blend orally in our phonics lessons, we will send a phonics book to practise at home. We expect your child to read a minimum of **three times a week** and for you to record this in their Reading Record.

We will change their book in school, once they are able to read it fluently. We will also be counting reads on a weekly basis to reward your child for regular reading.

### **Phonics weekly home info booklet:**

Your children will take home an information page of what we have been learning in phonics and how you can support them at home.

### **Book Bags**

Book bags must be in school **every day**. Please DO NOT put water bottles in bags, as they tend to leak and ruin our reading books and this will result in a £6 charge to replace damaged books.

Reading records and Phonics reading books must also be in school **every day**, as we need them throughout the week.

### **Reception Baseline Assessment**

As you may be aware, the Government introduced a National Reception Baseline Assessment (RBA) which is statutory as of September 2021.

- *What is the baseline?*

The Reception Baseline Assessment (RBA) is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they start school in reception. It is statutory for all schools from September 2021. The purpose of the baseline is to provide the starting point for a new measure to identify how well a school supports their pupils to progress between reception and year 6.

- *What does it mean for my child?*

Every child in reception will take part in the baseline assessment with a trained member of the reception team. This will be a qualified teacher. It is anticipated that each session will take approximately 20 minutes, depending on each individual child.

The RBA is not about judging your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the RBA.

- *When will the baselines take place?*

As a school we must ensure that all baseline assessments are completed within the first six weeks of your child starting in Reception.

- *Do I need to do anything to prepare my child?*

No, you do not need to do anything. As mentioned above, this is a very informal process for your child, and it is used to measure their individual starting points. It is very unlikely that your child will even know that they are taking part in an assessment.

The information booklet must be returned to school by Wednesday, so we can add the next weeks learning page.

Finally, our mornings are very busy and would ask you to understand that we must help our children come in to school. If you have an urgent matter to discuss with us, please send us an email on the admin email or catch us at the end of the school day. If it is a safeguarding or childcare issue, please go to the office and they will guide you.

Thank you for your continued support.

Mrs Field, Miss O'Conner, Miss Baker and the  
Early Years Team.

**Dates for your diary:**

26<sup>th</sup> September – European day of Languages

2<sup>nd</sup> October- Themed Lunch day – pizza and ice cream. Please book on Parentpay

22<sup>nd</sup> October – TD day.

### **Communication and Language Development**

We will be learning to take turns to speak and listen to our peers with attention and recall. 'Talking Partners' will be introduced to make this process more effective. Learn to follow instructions effectively during whole class activities and individually. Listen to stories with the increasing ability to talk about characters and events accurately. Develop the ability to answer why and how questions by using full sentences when answering, a range of tenses and in the correct order. Use language that represents their breath of experiences through Role play, child and adult led activities.

### **Mathematics**

This term we will focus on numbers 1-5 to master all of the concepts in relation to the number system; such as, cardinality, subitising, conservation of number, 1:1 correspondence. To understand and reason why a number is and why is not and use mathematical language to explain it. We will learn to represent numbers in different forms and media. Use number names in rhymes and stories and meet 'The Numberblocks.' Estimate numbers and understand more and fewer to compare two sets.

### **Physical Development**

We will explore how our bodies move through turning, rolling, jumping, hopping, and sliding. We will focus on how our bodies change when we exercise. We will have focused fine motor skills sessions during the week, where we will exercise our fingers, hands, arms and shoulders to help us become fantastic writers in the future. This will be through our Dough Disco sessions and Squiggle whilst you wiggle. As well as bike balance sessions.

### **Personal, Social and Emotional Development**

This term we will be learning about our classroom 'Golden Rules' and how to adapt behaviour to different events, social situations and changes in routine. To understand our feelings and to form good relationships with peers and all the adults in school.

We learn most of our PSED goals through our circle times and Jigsaw scheme. Our theme will be 'Being Me in My World'. It explores feelings, how to be a good friend, my likes and dislikes, amongst some of the topics.

## **EYFS Reception Term 1 2025/2026**



### **Understanding the World**

This term and next term will be learning about Autumn during our 'Welly Walks' in the school grounds. The children will talk about what they have noticed and observed such as plants, animals, natural and found objects.

We will be learning about ourselves, exploring our five senses, what our bodies are made of and how we have changed since we were born.

### **People and Communities and Religious Education**

This term we will be exploring the key question 'Where do we belong?' In this unit we will discuss the idea that each person is unique and valuable, using stories from different religions. We will also celebrate Harvest Festival.

### **Expressive Arts and Design**

#### **Art**

We will be exploring colour and how to change it. Painting self-portraits, autumn pictures, our creations in the 'Tinkering Lab' and many more activities.

#### **Music**

We will be exploring how to make sounds using the body e.g. clapping, tapping, and using our voices etc. As well as experimenting with the percussion instruments.

### **Literacy**

#### **Writing**

We will be learning to give meaning to marks we make and practise writing some clearly identifiable letters to communicate meaning, by writing our name, labels, etc. We will learn to break the flow of speech into words, continue a rhyming string, hearing, saying and attempting to write the initial sound in words.

#### **Reading**

The children will be listening to Traditional tales and Nursery Rhymes. They will be joining in with repeated refrains, by showing awareness of rhyme and alliteration, anticipating key events and phrases in rhymes and stories through our shared reading sessions. We will start developing the awareness of the way stories are structured by describing main story settings, events and principal characters.