Welcome to Hardwick Green Primary Academy

Reception 2026/27

OUR SCHOOL VALUES



Mission Statement: The academy will endeavour to raise the achievement and aspirations of every child.

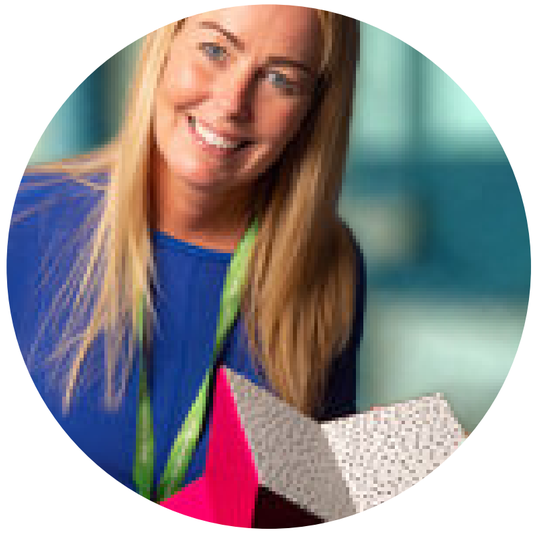
OUR RECEPTION TEACHING STAFF



Mrs Gorman

Early Curriculum Lead

Reception Teacher



Miss Pruden

Higher Level Teaching Assistant



Miss Finlay

Teaching Assistant

OUR DAY IN RECEPTION

The school day begins at 8:40am and finishes at 3:20pm. Please do ensure that your child arrives to school on time so that they do not miss valuable learning time.

As Reception is still within the Early Years a large portion of our day will be spent with the children engaged in child-led play. High quality resources and adult interaction will allow your child to learn through their play whilst also following their own interests.

The children will also engage in adult-led direct teaching such as phonics, maths, PE, PSHE, RE and topic. This will be taught through engaging, hands-on experiences wherever possible.

LEARNING THROUGH PLAY

"Most of what children need to learn during their early childhood years cannot be taught: it's discovered through play" - Ruth Wilson

There's no such thing as 'just play'. Children learn best when they follow their interests, and our team is dedicated to creating a space that encourages exploration, creativity and discovery. Every activity and resource is chosen to support each child's development. Our staff play alongside the children, using careful questions and gentle support to guide their learning. Each day brings new chances to explore—independently, with others, indoors or outside. We invite families to join in the fun at home. When we connect with children at their level, their abilities shine.





WHAT WILL MY CHILD LEARN IN RECEPTION?

There are 7 key areas of learning for young children which will be developed in Reception. You can also help develop these areas at home!



Communication & Language
Listening, attention and understanding, and speaking.



Personal, Social and Emotional Development
Managing self, self-regulation and building relationships.



Maths
Number and numerical patterns



Expressive Arts & Design
Creating with materials and being imaginative and expressive



Physical Development
Gross motor skills and fine motor skills



Literacy
Comprehension, word reading and writing



Understanding the World
Past and present, people, cultures and communities, and the natural world

Early Learning Goals (ELGs) are targets outlining the knowledge, skills, and understanding children should achieve by the end of their reception year.

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.

CURRICULUM

We use Drawing Club to provide exciting opportunities for the children to write and be exposed to lots of high quality texts.

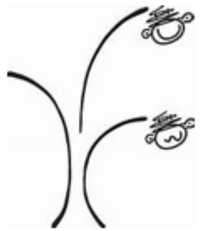
The Read Write Inc phonics programme teaches children how to read and write words and then sentences by hearing and saying sounds within them.



Read Write Inc Talk Through Stories provides daily opportunities for children to hear and talk about engaging stories.

CURRICULUM

Kinetic Letters
making hand-writing easy for everyone



The Kinetic Letters handwriting approach makes letter formation simple and accessible for all.

White Rose Maths

White Rose Maths provides the children with hands-on opportunities to explore number and shape, space and measure.

Number Sense Maths

Number Sense Maths builds a deep understanding of numbers to 10 and is the foundation for factual fleuncy.

CURRICULUM

Our Jigsaw PSHE lessons help children to become the best version of themselves and learn about ourselves and our personal, social and emotional health.

My Happy Mind sessions are aimed at helping children develop a healthy mindset and create a culture of positive mental wellbeing.

Reception take part in weekly PE lessons aimed at developing their gross motor skills and giving them PE skills for participation in games.

CURRICULUM



Discovery RE introduces Reception children to key concepts of some of the main religions.

Kapow Primary™

We use Kapow Primary to help introduce various art and music skills which are then embedded during child-led play.

ENVIRONMENT











In our environment we favour open-ended, natural materials.

This allows for the children to lead their own learning through play.

OUTDOOR ENVIRONMENT









In 2022 we had an extensive remodelling of our outdoor environment. We now have a large sandpit, sensory kitchen, play tree, stage area and water area.

SCHOOL UNIFORM IN RECEPTION





Our school uniform consists of:

- A white shirt
- Clip-on tie
- V-neck jumper or cardigan with logo
- Plain black school trousers or skirts
- Plain black school shoes or plain black trainers

Jumpers, cardigans and ties can be ordered from Tees Valley Schoolwear, Motif8 or Rawcliffes.

Please can you name label all of your children's clothes!
PLEASE NOTE THAT FOR HEALTH AND SAFETY REASONS EARRINGS ARE NOT PERMITTED IN EARLY YEARS AND MUST BE REMOVED.

KEEPING IN TOUCH

Once your child is enrolled in our school you will receive an invite via email or text message to sign up to the MyChildAtSchool (MCAS) app. It is really important that all parents/carers have this app You can select your child's lunch choices and complete consent forms on this app.

We also regularly post photos on our Instagram account @HardwickGreenEY. If you would like us to not post any photos of your child on Instagram then please indicate so on your consent form.



We also use an app called Class Dojo for our reward system. The children can earn Dojo points for trying hard in school and making good choices in school. These points can be redeemed for prizes.