

start of the school day.
I collect your child on

h the main school
monitored and parents may
will be collecting your

have their name on,
be taking off their own
children to put them in
rly.

ok pack to take home for
child can choose their

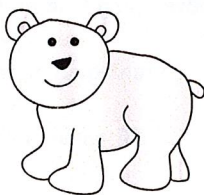
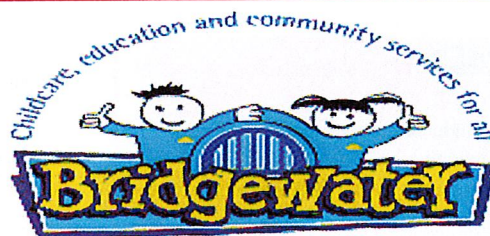
folder, yellow reading
home for you to read
as letters and words to
se write a small comment
ing reading folders to

write using cursive
alphabet so you can help
e too.

he letter sounds, there

ducation lessons in the
school and will stay in
nd undress themselves
PE is less challenging.

our child's classroom and
on. We value all
ng and welcome any



Welcome to Reception!

We are looking forward to getting to know you all very well! We believe a cooperative relationship between our school and yourselves is essential. By working together we will be able to provide the best possible start to school life for your child.

There are two classrooms in Reception; Polar Bears and Brown Bears. The staff in the Polar Bear's class are Miss Bond (Teacher), Mrs McCarthy and Mrs Vinson (Early Years Practitioners). The staff in the Brown Bear's class are Mrs Maughan (Teacher), Miss Roberts (Early Years Practitioner) and Miss Jones (Teaching assistant).

Your child will be allocated a key worker. We are always happy to chat about your child and school at a mutual appropriate time .

Throughout the first term we will be settling the children and finding out their likes and dislikes. We are always eager to find out more about your child and what interests and inspires them. Any learning and development you notice at home is always useful to help us plan relevant activities and to add to their Learning Journals.

Miss Bond
Mrs Maughan

Physical Development

Circle time -contribute to discussion about looking after yourself
Set up personal hygiene rules and make posters to display in the classroom
Exploring different ways of travelling.
Developing fine motor control and handling of tools, e.g. pencils, scissors, etc.
Listening to instructions and following rules during outdoor play
PE games in the big hall-spatial awareness, moving safely

Mathematical Development

Birthday display
Introduce daily visual Timetable
Days of the week display
Height chart to revisit in summer term
Representing/mastering numbers 1-5 in different ways
Counting, cardinality and subitising
Number rhymes
Making number books with photos

Who am I?

Communication, Language and Literacy

Listening to stories about school and stories they can relate to.
Talking about likes/dislikes
Talking about family/drawing family.
Naming body parts
Bring in photographs of their family.
Develop listening skills
Talking about their environment.
Letters of name, cut up order
Matching names to photo
Children to express their own thoughts and feelings about what makes them feel special
Explore and develop strategies to support early reading of whole words and printed texts.
Begin to learn Set 1 RWI sounds
Mark make and write for meaning and purpose in a variety of ways



Creative Development

Add mirrors to encourage the children to paint or draw a self-portrait. Create a starting school display using the self-portraits.

Create a home corner role-play area to encourage the children to engage in imaginative play based on their experiences at home.

Add Family Portrait Sheets to creative area to encourage the children to draw and discuss the different members of their family

Using a variety of media to create representational pictures of self, family and home.

Singing and experimenting with sounds and instruments.

Decorating face biscuits

Paperdolls - friends

Learn about different feelings and attribute each feeling to a colour ONA (link to Zones of regulation)