



All About Your New Class

Here is your new teacher, Miss Brown. She cannot wait to help you learn, play and grow!



This booklet can be kept at home to support your child with the transition into Reception. Inside, there are also resources that you can use with them throughout the year to support their learning.

This is our class mascot, Hopeful Hector.
Hector helps us to learn about our special
school values.

Every Friday, Hopeful Hector chooses someone
that has worked super hard and been a great
friend. The person Hector chooses will get to
take Hector and his special diary home with
them for the weekend.



Our Reception Timings are:

Doors open - 8:35

School day starts - 8:40

Lunch time - 11:55-12:45

Home time - 3:10

Here are our 3 learning environments:

1. The indoor Reception classroom
2. Our outdoor areas
3. The emotional environment



Self-Regulation

In Reception, we will use books and films to help us learn and talk about different feelings we may experience. When we experience uncomfortable feelings we can learn to:

1. Stop!
2. Take a deep breath.
3. Say the problem and how it



Here are the other grown ups that will help us in Reception...

Miss Brown - Class Teacher



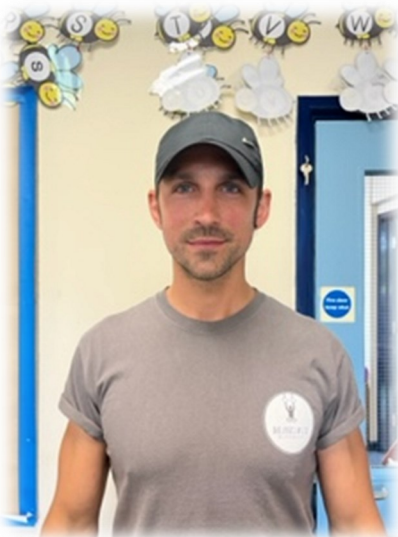
Miss Gilbert - Early Years Practitioner



Mrs Betts - RE Teacher



Mr MindFit - MindFit Teacher



Mr Stuart - PE Teacher



Here are some pictures of your new classroom, where you will learn and play...



Here are your toilets and lockers...



Our Stay Healthy Bear

This is our special 'Stay Healthy Bear'. He teaches us lots of different ways to keep our teeth and our bodies healthy so that we can play and learn.

You and your grown ups will be able to request to take our 'Stay Healthy Bear' home with you when you visit the dentist or take part in extra-curricular activities that help you to stay fit and healthy such as dance or swimming classes. He may also come home with you to see you brush your teeth or take part in other daily activities that help you to stay clean and healthy.

'Stay Healthy Bear' introduces our healthy snack and helps us to build our Reception rainbow snack chart.



Our Early Year Uniform

As Early Years have such an active curriculum, with lots of time spent outside moving and developing our physical skills, we wear an active uniform. You will need to wear your uniform every day and bring any additional clothing needed with you depending on the weather.

- Royal blue V-neck jumper or cardigan with embroidered St Joseph and St Theresa logo
- White polo top (embroidered logo optional)
- Black jogging bottoms or leggings
- Black or grey socks
- Black Velcro shoes or trainers

Uniform Suppliers for embroidered school logo items:

- A and J Designs Chasewater Country Park, Pool Road WS8 7NL
- Uniforms Plus, Burntwood Town Shopping Centre WS7 1JR

If you need help supplying your child with a school uniform please speak to Ms Walker or Miss Palmer and they will be able to support your family with this.

Spare Clothing: You will need to bring spare clothing in case of toileting accidents. Please put these in a draw string pump bag so that it will fit easily into your child's locker

Ask your grownup to label ALL of your clothing with your name. The wearing of jewellery and other fashion items are not allowed for reasons of health and safety.

Learning Outdoors: We learn and play both indoors and outdoors on a daily basis. Therefore you will also need:

- A pair of named wellington boots to keep in Reception.
- A coat with a hood (named).
- A pair of spare socks.

Your new teacher, Miss Brown, likes to...

Walk her dogs, Twig
and Nina,



bake cakes and...

watch movies!



Disney · PIXAR

At the end of Reception, you should be able to:

Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

At the end of Reception, you should be able to:

Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

At the end of Reception, you should be able to:

Understanding the World	Past and Present	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Reception Sight Words List

a	an	is	it
if	in	as	at
of	off	on	can
dad	had	get	big
not	got	his	up
but	put	him	mum
and	back	will	for
the	that	then	the
my	this	with	now
down	look	I	go
no	see	to	too

Please practise reading these words with your child at home.

Phase 2 Sound Mat

s 

a 

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p 

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m 

d 

g 


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c 

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ck 

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Phase 3 Sound Mat



ai



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oo



oo



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or



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ow



oi



ear



air



er

Tricky words

is I the put pull full as
and has his her go no to
into she push he of we me be

Tricky words

was you they my by all
are sure pure

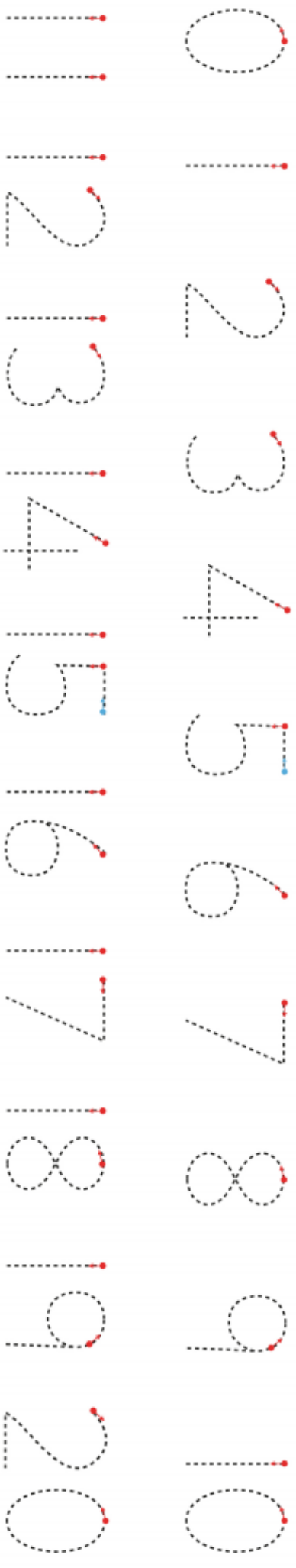
Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

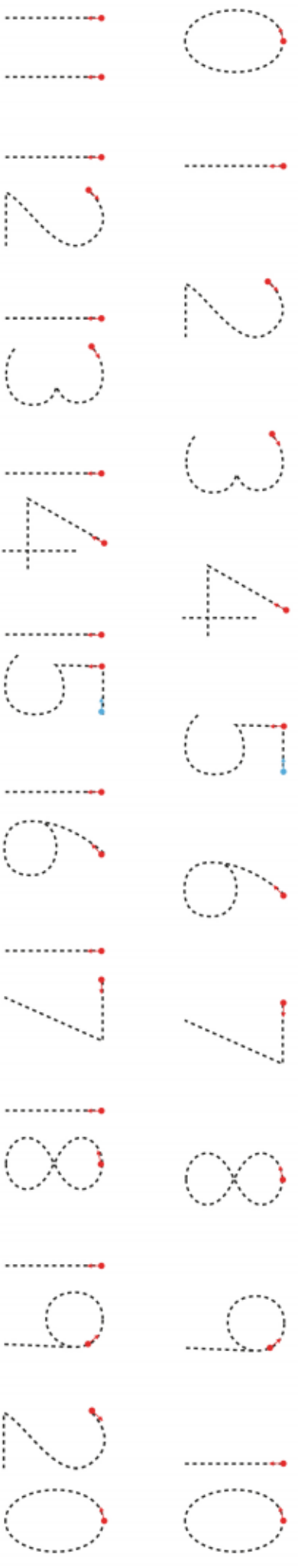
Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

My 0-20 Number Formation



My 0-20 Number Formation



A Checklist for Grown Ups

Complete the photograph consent form, toileting permission slip, pupil information form & Evidence Me agreements via ParentMail.	
Talk to Mrs Palmer in the school office if you think you may be eligible for pupil premium entitlements.	
Read through the information pack again at home and discuss with your child all the exciting things to expect when they start school.	
Purchase and label school uniform. Encourage your child to practise getting dressed and undressed.	
If your child hasn't visited a dentist lately, book a check-up appointment ASAP.	
Establish a good bedtime routine. Share a bedtime story and reduce/ limit use of technical toys.	
Establish a balanced diet. Encourage your child to try different fruits and vegetables. Download the 'Make a Rainbow' chart from our class	
Play games that support and encourage sharing and turn taking.	
Share the 'Marvellous Me' Pack with your child. Complete and return forms as well as photographs for our family wall and photo album.	
Talk positively with your child about starting Reception. Share books or stories about first days and changes.	
Teach your child to say 'please' and 'thank you.'	
Teach your child how to ask to go to the toilet, use the toilet and wash their hands. You may want to teach the 'Wash your hands' song.	
Get plenty of fresh air. Children should aim to be physically active for at least 3 hours each day.	
Enrol in a local library.	
Take a look at the school website and familiarise yourself with how we teach Phonics in Reception.	
Don't forget to take a photograph of your child's first day in their uniform!	
Have fun and enjoy lots of family time together! They grow up fast!	