Welcome to Reception

Meet the Teacher

2026 - 2027

Reception Team

Miss Edizer Class Teacher Mon - Fri	Mrs Latham Early Years Practitioner Mon- Thurs	Mrs Akehurst	Miss Dada	Mrs Duffy Forest School Teacher

Mrs Silver	Miss Weaver PE/ Bikeability

The path into formal education

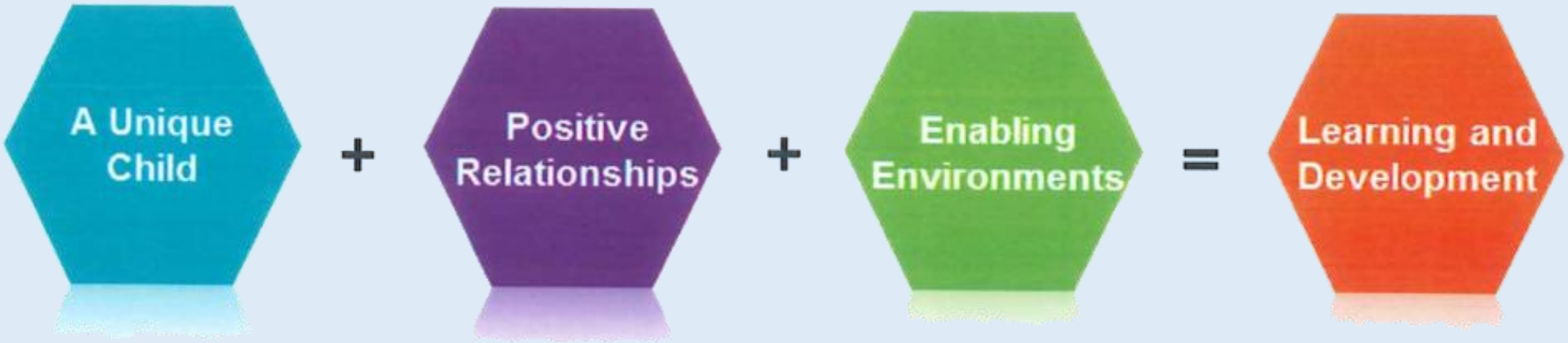
Early years ethos

Early learning setting

Formal schooling

-Developing a desire and hunger for learning
-enjoying learning and developing socially

4 Guiding principles



The areas of learning

1. **Communication and Language**
2. **Physical development**
3. **Personal, social and emotional development**
4. Literacy
5. Mathematics
6. Understanding of the world
7. Expressive Arts and Design

Baseline assessments

Baseline assessments will be completed in the coming weeks.

Ideally, these are to be done before we start formal teaching so they are an indicator of what the children are able to do when they arrive in the school.

These are government assessments but the data is not reported nationally.

7 Key areas of learning

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.

Overview – by the end of Reception…

- Good **communication**
- Making **friends** and socialising
- **Physically** independent and actively able
- **Write** a sentence independently
- **Read** and understand a sentence
- Understand **story** structure and retell well known stories
- Can count to 20 and beyond
- Can **manipulate** numbers to 10
- Can talk about **shapes** and different ways of **measuring**

Love of learning	Deep understanding	Exploring similar concepts in different ways

What is the same and what is different Reception?

- Learning independence with support
- Making new friendships
- Beginning and end of day children will be dismissed to parents/ carers at the door

Expectations

School Ethos:

Learn, Enjoy, Achieve

School Values:

- Kindness
- Respect
- Ambition
- Pride

Golden rules

- ✓Do be gentle
- ✓Do be kind and helpful
- ✓Do be honest
- ✓Do work hard
- ✓Do look after property
- ✓Do listen to people

Provision

- Outdoor area
- Forest school
- Balanceability
- Y6 Buddies

Timetable

Reception times table Autumn 2025 (CHIL = Child initiated learning)

	08:45 – 09:00	09:00 – 10:00	10.05 10.20	10.25-10.40	10.40 – 11.30		13:00 – 13:20	13:20 - 14:20	14.20 – 14.40	14:40 – 15:00	15:00 - 15:20
MON	Busy fingers	Chil	Snack time	Phonics	Chil/ interventions	Lunch	Maths	Chil	Reading groups	Music Carpet session	Tidy up and story
TUE		Chil		Phonics	Biking / Chil / PPA / Maths		PPA PE		PPA Chil and Library		Tidy up and story
WED		Chil		Phonics	Chil/ interventions		Maths	Chil	Reading groups	RE Carpet session	Tidy up and story
THUR		Chil		Phonics	Chil/ interventions		Maths	Chil	Reading groups	Understanding the World carpet session	Tidy up and story
FRI		Phonics		PE	Biking / Tidy up, carpet session lunch		½ class Forest school (Forest school starts 19th Sept) / ½ class Maths & Chil				Assembly

Daily Timetable

➔**8:45-8:55 – The start of the school day**

- ❖Busy Fingers
- ❖CHIL – child initiated learning
- ❖Phonics
- ❖Focus activities / free play
- ❖Topic / Literacy

➔**12:00 – Lunchtime**

- ❖Maths
- ❖Focus activities / free play
- ❖Story / music

➔**2:55-3:20 – The end of the school day**

Attendance

• Please ensure your child is in on time every day.

- If they are unwell call the school office in the morning.
- Make medical appointments after school when possible.
- Plan holidays in the school holidays.

Sleep tips for under-5s

•Make sure you have a calming, predictable bedtime routine that happens at the same time and includes the same things every night.

•If your child complains that they're hungry at night, try giving them a bowl of cereal and milk before bed (brush their teeth afterwards).

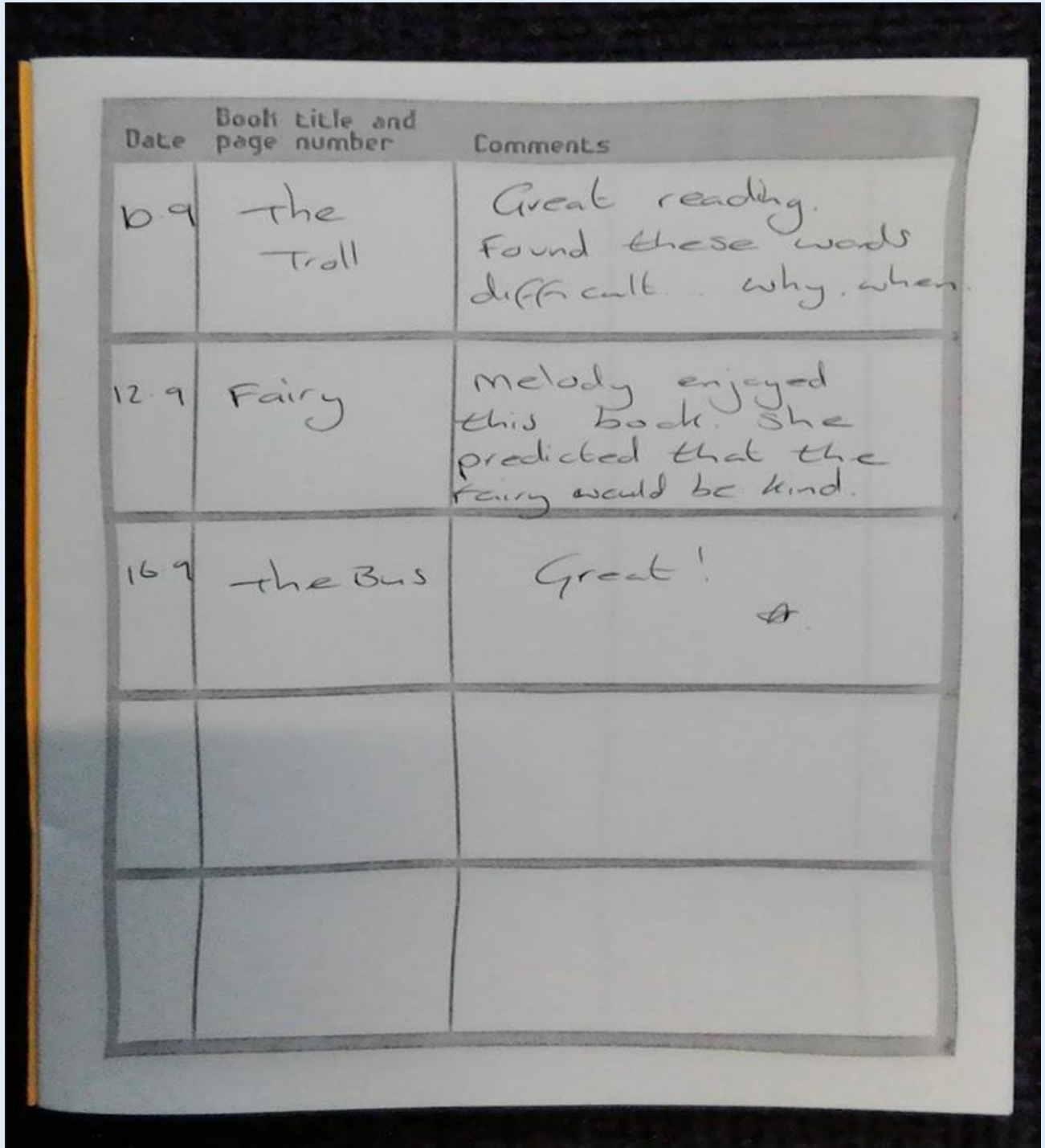
•If your child is afraid of the dark, consider using a nightlight or leaving a landing light on.

•Do not let your child look at laptops, tablets or phones in the 30 to 60 minutes before bed – the light from screens can interfere with sleep.

•If your child wakes up during the night, be as boring as possible to avoid exciting them and leave lights off.

•Avoid long naps in the afternoon.

NHS Advice



Date	Book title and page number	Comments
6.9	The Troll	Great reading. Found these words difficult. why. when.
12.9	Fairy	Melody enjoyed this book. She predicted that the fairy would be kind.
16.9	the Bus	Great! ☆

Reading books

Please make sure you read regularly and write in the record book when you have heard your child read.

Reception
Curriculum Map
Autumn 2023

Super me (A1)
Into the Woods (A2)

In Personal, Social and Emotional Development we will be learning…

- the rules and routines in Reception and the expectations inside and outside the classroom
- to form relationships with adults and other children
- to talk about people who are important to us
- to explore together, share and take turns
- how to use and care for Reception equipment
- to share our likes and dislikes
- to take turns and share resources

In Physical Development we will be…

- developing and strengthening the muscles in our hands with daily 'Busy Fingers' activities, e.g. manipulating play dough, cutting, threading etc.
- learning how to hold pencils and other mark making tools correctly.
- writing letters using correct formation and on the line.
- developing our gross motor strength and co-ordination by using our bikes, jumping off and balancing on the climbing equipment and large apparatus outside.
- learning the importance of hand washing, healthy eating and looking after ourselves.

In Communication and Language we will be…

- learning to listen to (and join in with) stories, poems, information books and nursery rhymes attentively.
- developing their attention span by using their interests to engage them in activities.
- learning to use their learning partner on the carpet to discuss answers
- learning how to ask and answer questions.
- listening to and following instructions
- learning how to express ourselves and talk about things that are important to us.

In Literacy we will be…

- sharing stories linked to our topics including, Super Duper You, The same but different, Superkid and many more!
- given the opportunity to enjoy books independently and borrow books from the school library to share at home.
- using writing resources for mark making in all areas of the classroom.
- writing our name using the correct letter formation.

In Phonics we will be…

- delivered using Little Wandle
- using Phase 2 phonics to hear initial sounds and write initial sounds.
- using Phase 2 phonics to write or find the initial sounds.
- using Phase 2 phonics to hear and write/find the sounds in a CVC word.

In Mathematics we will be …

- learning to count accurately up to 5 and count objects by touching.
- learning the order and comparing numbers to 5.
- identifying missing numbers in a line of 5.
- practising recognising amounts up to 5 by sight (without counting).
- learning that the last number, when counting, is the total size of the group.
- noticing, exploring and describing patterns in the environment.
- continuing repeating patterns and creating our own patterns.

In Understanding the World we will be…

- sharing and learning about different celebrations (Harvest, Diwali and Christmas) and talking about the similarities and differences.
- discussing the differences and similarities between us.
- sharing who lives in our home and who is in our family.
- learning the balance between using technology to play and being outdoors. Using digital maps such as Google Earth.
- developing and using new vocabulary linked to our discussions and explorations.
- using the outside areas and spaces to observe the change in seasons.

In Expressive Art and Design we will be…

- exploring skills of printing and collage using natural resources.
- Investigating ingredients and utensils required for baking gingerbread.
- creating artwork for the hall.
- expressing ourselves and our ideas through role play, the small world area, art, music and dance.

Other information ….

- **Please bring in a named water bottle everyday.**
- **We go outside in all weather conditions; please ensure your child has a suitable coat and shoes and all items of clothing are labelled.**
- **You are welcome to upload learning and achievements at home on Tapestry**
- **Please send your child into school in their PE kit on a Tuesday and Friday.**

Reception
Curriculum Map
Autumn 2023

Super me (A1)
Into the Woods (A2)

How can you support your children's learning at home?

- **Share a story everyday together**
- **Read their school reading book everyday and sign reading record twice a week**
- **Look for numbers and patterns outside**
- **Look for phonics sounds in their environments – inside and outside**
- **Practise writing their name, using correct letter formation and ensuring it is on the line**
- **Count objects, steps, claps etc. accurately Have a go at following a recipe together**
- **Practice turn taking by playing a game**

How do we support your child in Reception?

Learning and Development Considerations

- *Children learn by leading their own play and by taking part in play which is guided by adults*
- *Play is essential for children's development , building their confidence as they learn to explore, relate to others , set their own goals and solve problems*
- *Practitioners must stimulate children's interests , responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.*

Department for Education

Enabling Environment

An **enabling environment** is one which provides a rich, varied and safe space in a setting in which children can play, explore and learn.

BIRTH TO 5 MATTERS Guidance by the sector, for the sector

Parents as partners

Key points:

Parents make a crucial difference to children's outcomes.

Parents are children's first and most enduring educators.

Each unique family must be welcomed and listened to.

Research tells us that … involving parents in their children's learning is the most significant factor in enabling children to do well….

The benefits [for the children] are greatest when practitioners and families work in respectful partnership to develop ways to support children both at home and in the setting.

Working together ensures a good understanding of a child's needs, leading to appropriate provision within the setting and the possibility of supporting learning in the home.

Source: https://birthto5matters.org.uk/parents-as-partners/

https://www.birthto5matters.org.uk/videos/

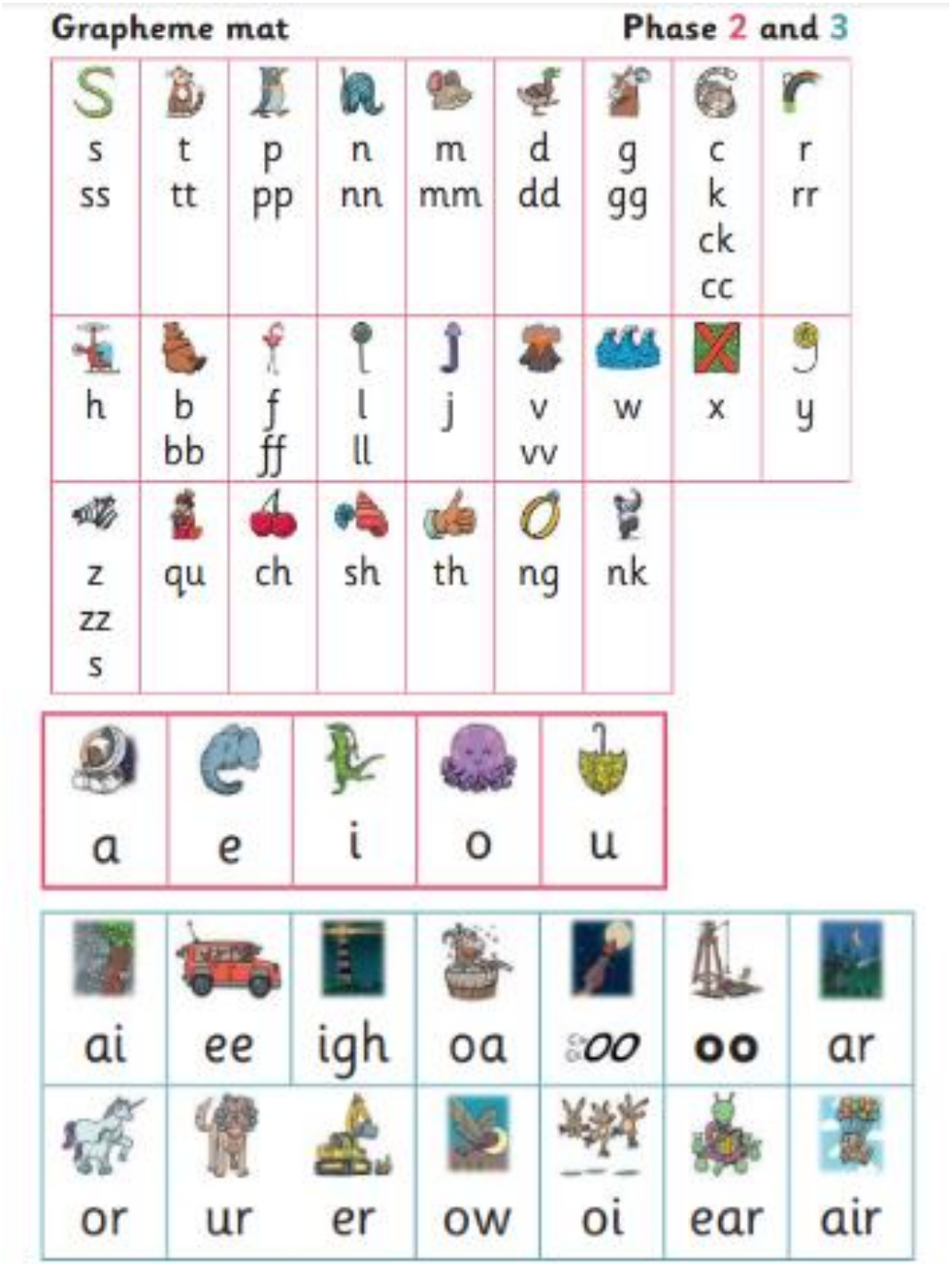
What is phonics?

https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/engaging-parents/

Phase 2 sounds taught in Reception Autumn 1

Phase 2 sounds taught in Reception Autumn 2

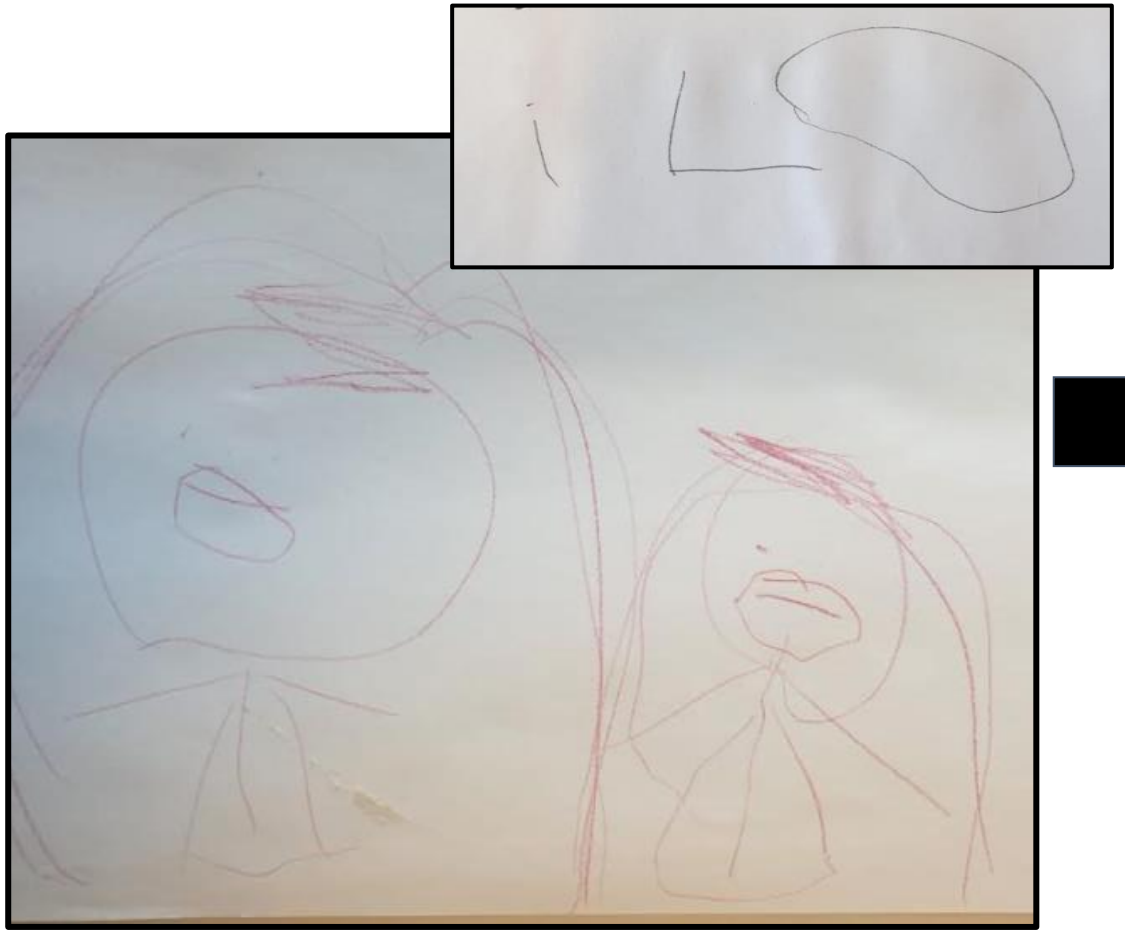
Phase 3 sounds taught in Reception Spring 1

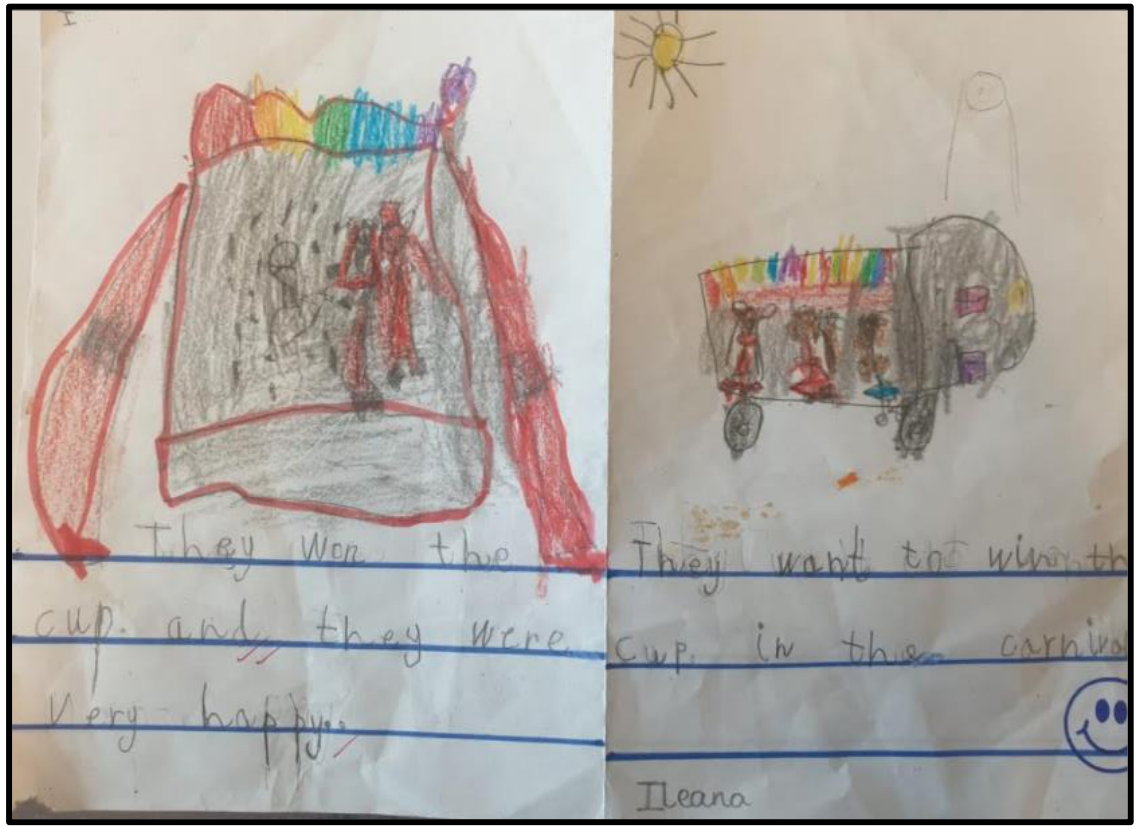


Reception Tricky Words

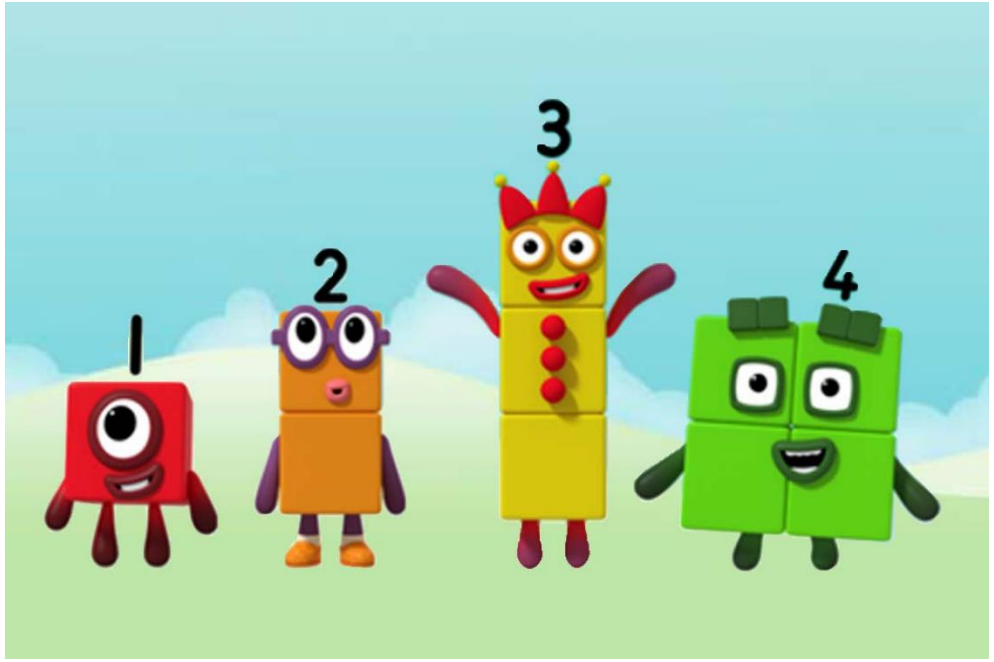
Autumn Term	Spring Term
is	was
I	you
the	they
put	my
pull	by
full	all
as	are
and	sure
has	pure
his	
her	**Summer Term**
go	said
no	so
to	have
into	like
she	some
push	come
he	love
of	do
we	were
me	here
be	little
	says
	there
	when
	what
	one
	today

Progress in writing!





Maths

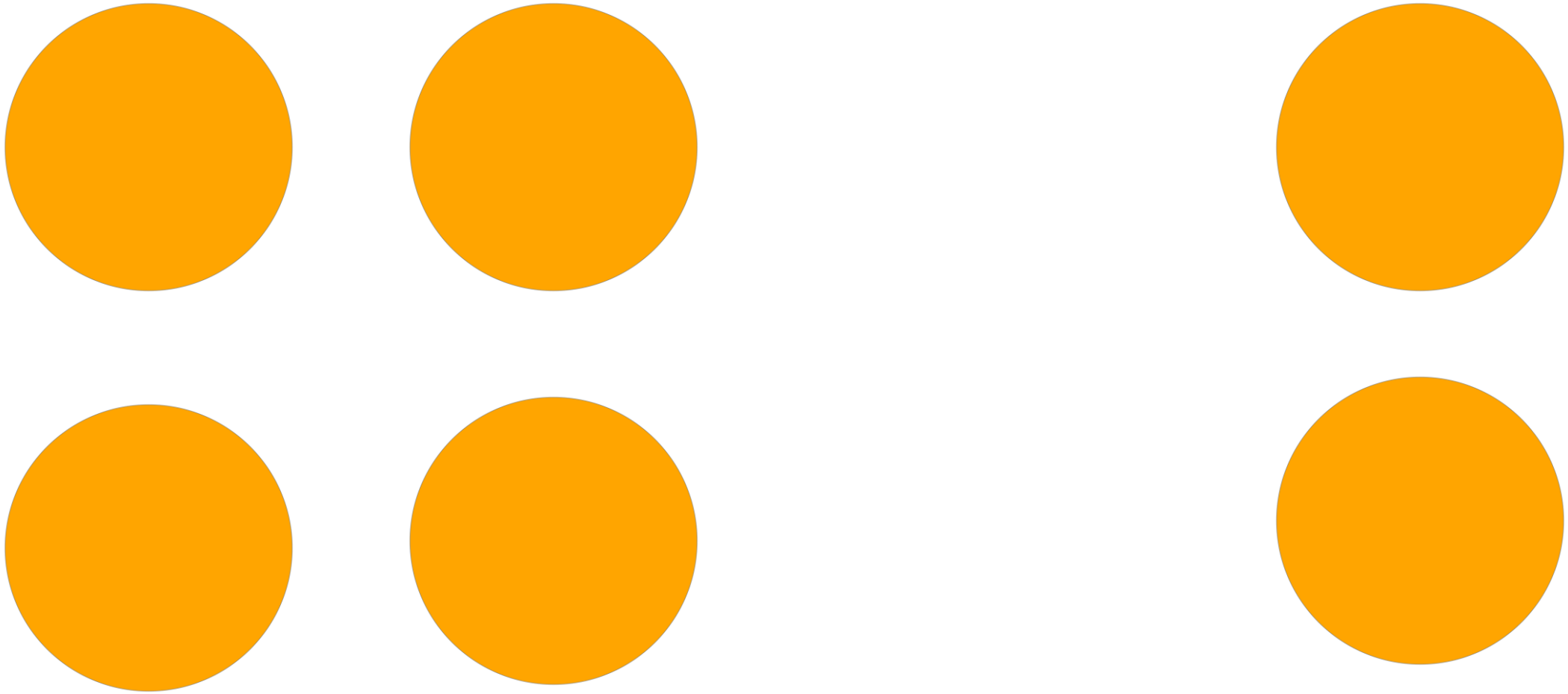


My 4 year can count already count to 100!

Can you think of any counting songs?

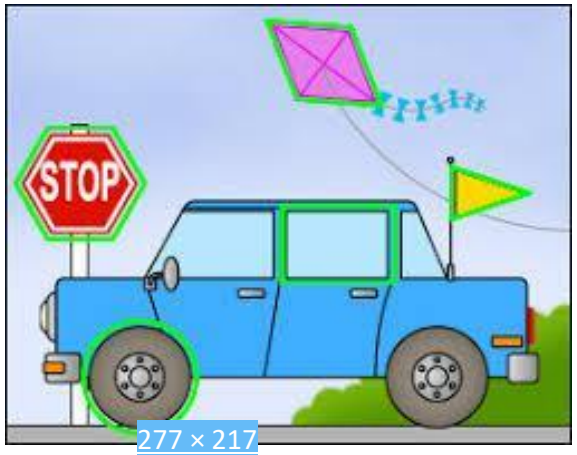
1, 2, 3, 4, 5 once I caught a fish alive.

Subitising

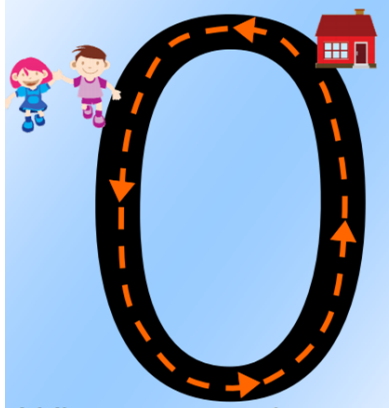


Learn Enjoy Achieve
THE LEA

Shapes in the world

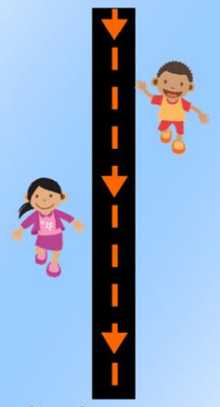


Around and round and round we go,



When we get home we have a zero.

Start at the top and down we run,

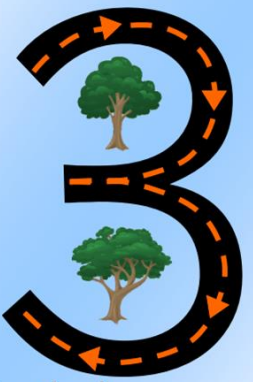


That's the way we make a one.

Around and back on a railroad track

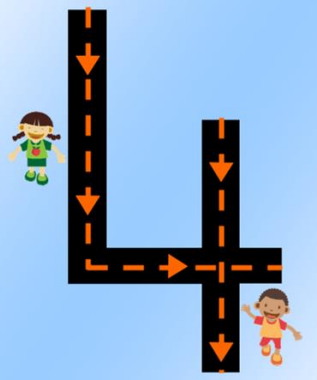
Two, two, two

Around the tree and around the tree,



That's the way we make a three.

Down and over, down some more

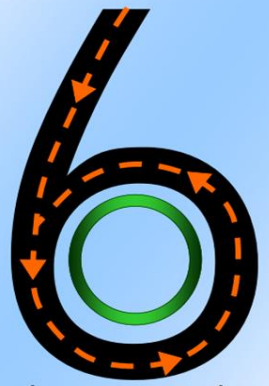


That's the way we make a four.

Down and around then a flag on high

That's the way we make a five.

Down we go and make a loop,

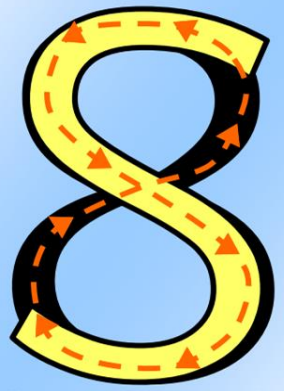


Number six makes a hoop.

Across the sky and down from heaven,

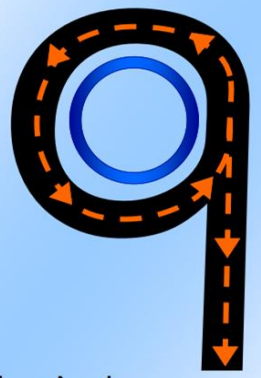
That's the way we make a seven.

Make an 's' and do not wait

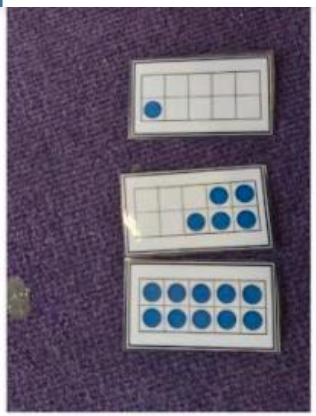
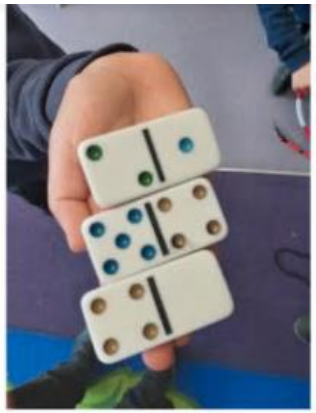


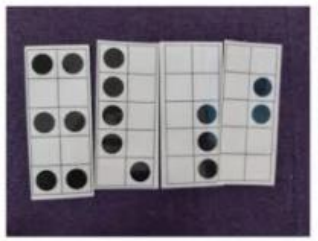
When it's joined up you have an eight.

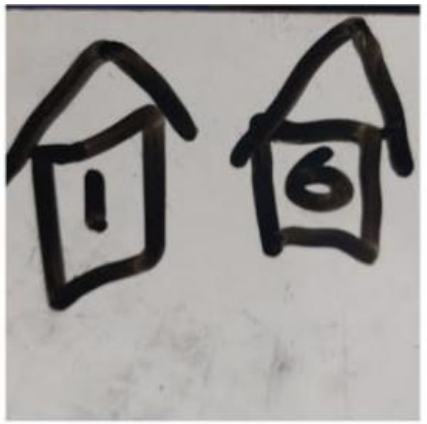
Make a loop and then a line,



That's the way we make a nine.

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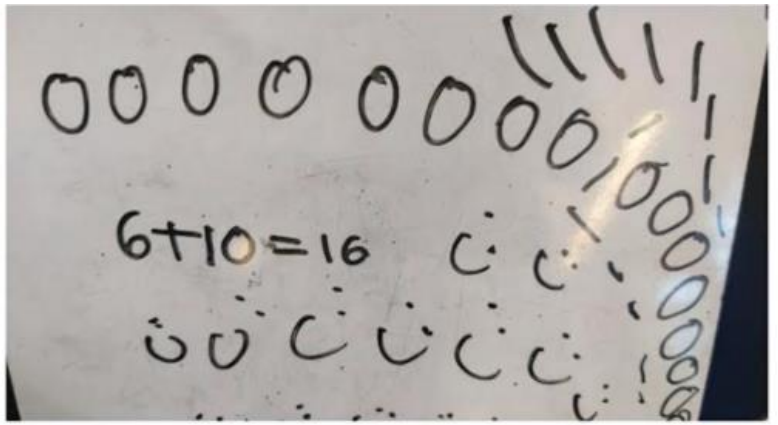
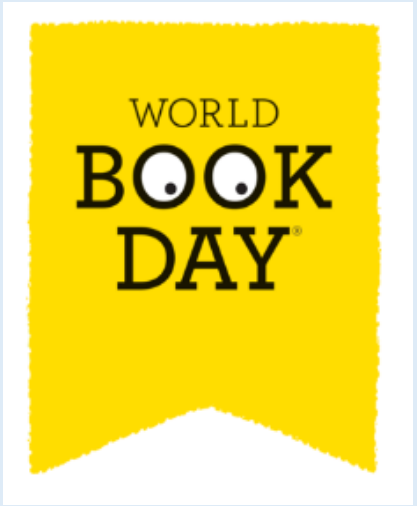
6

6+10=16

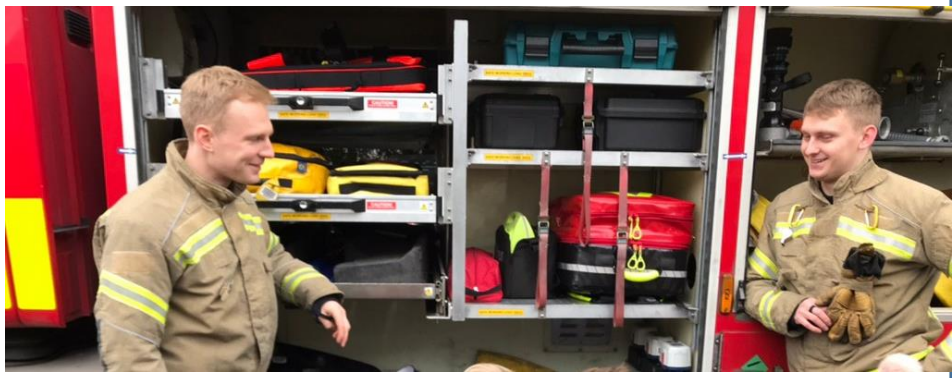
Whole School Events

- Individual School Photo
- Christmas dinner
- World Book Day
- Sports Day
- Class Photo
- Charity events - PTA



Reception Learning Events from this year

- Animal visit
- Fire engine visit
- PCSOs
- School trip – farm
- Dentist visit to the school



Lunch / Dinners

School Dinners

- Free for all children in Reception, Year 1 and Year 2.
- 3 week menu cycle
- Many dietary requirements can be catered for.
- School is allergy aware – **speak to us**
- Order online

Packed lunch

- Clearly named lunch box or bag
- No chocolate, sweets, biscuits
- Crisps only once a week if possible
- Water only
- No nuts, including peanut butter (NUT FREE SCHOOL)

Oral health

- Make healthy choices to look after our teeth and bodies
- Brushing effectively
- No birthday sweets or cakes

Sun safety

- Suncream before school
- Wide brimmed hat
- Water bottle

School Uniform

- Label everything!
- Bring **book bag** everyday
- Bring coat everyday
- Bring a water bottle everyday
- PE – Twice a week
- Wear PE kit to school on PE days
- Forest school (outdoor wet weather gear every other week)

Forest school

- Mrs Duffy is our qualified Forest School teacher.
- She will be running sessions with an additional adult from school.
- Sessions run every other week, groups A/B (these are not the same as the transition A/B groups.)
- Sessions run in nearly all weathers so make sure your child is prepared with appropriate clothing.

Communication home to school

- PARENTS EVENING CONSULTATIONS
- We will be holding 1-2-1 parent consultations in:
- October and February
- Tapestry system messages and home learning
- **Let's talk**

TAPESTRY
ONLINE LEARNING JOURNAL

You are all a part of our wonderful PTA!

We really do appreciate how you support us, and fund raise so pupils at The Lea can benefit. Events include discos, quiz evenings, fairs and colour runs, all for the benefit of our school community!

This autumn, the current committee is stepping down after 3 years at the helm, so we really need volunteers to continue those roles. Without the committee, there cannot be a PTA. Please do ask, or pop along to the September AGM to get involved.

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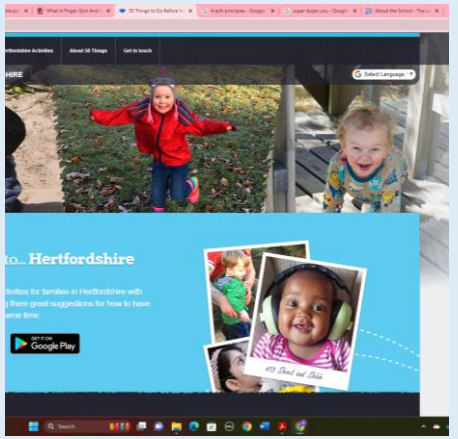
Supporting Your Child

- Read to your child everyday
- Visit the library – take part in the Herts Summer Reading Challenge
- Play games e.g. snakes and ladders to improve attention, listening and basic Maths skills.
- Show your child their name. Can they recognise it amongst other words?
- Visit the park, farm, zoo, beach, London etc.
- 50 Things to do before you are 5.

https://50thingstodo.org/



50 IDEAS OF THINGS TO DO BEFORE I START SCHOOL.

Tick off the following activites to help you get ready for school

Play 'Keepy Uppy' with a balloon

Draw a picture of my family

Dress up in old clothes, blankets or towels

Make music using pots, pans and spoons

Paint with water on the fence or path

Count how many things I can see flying

Talk about my day

Have a pyjama day

Practise breathing for 5 minutes

Do as many star jumps as I can in a minute

Play shops using real money

Make a card for my new teacher

Help cut up fruit or vegetables for a salad

Make a shadow using my hands

Complete a puzzle

Bake cakes or bread

Build or make something

Make a map of my journey to school

Build a den

Play outside and look for insects

Play I – Spy

Make a paper aeroplane and fly it

Pour myself a drink

Go on a colour hunt

Ready Child

Learn Enjoy Achieve THE LEA

Get a new tooth brush to practise brushing my teeth

Take photos of my family

Make a foil boat to float in the sink

Play hide and seek

Look at photographs

Play outside and look for daisies and dandelions

Help wash the car or bike

Play with cups and containers in the bath

Dance to my favourite song

Read a book to my toys

Use scissor to cut pictures out of a magazine

Go on a nature hunt

Try on all of my uniform and take a photo

Play a board game

Help set the table for dinner

Play a card game such as snap

Help write a shopping list

Draw around objects

Go on a number hunt

Play a memory game

Play traditional party games

Look at the dinner menu on the school website

Make a phone call to family or friends

Make a bracelet using pasta or hooped cereal

Make ice lollies

Help pair socks

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.**

Holiday clubs run every holiday apart from Christmas.
It's a great opportunity for children starting in September to became familiar with the school as we use Reception classroom, the playground and hall.
Children who came last year settled really well as a result of this.
Once children are enrolled in September, they can book via Arbor.
If you'd like to book for this Summer, you they can email the address on the flyer and they will send you a booking form.

Any questions…
please contact
the office, ask for
Miss Edizer