Reception

2025-26

Headteacher-Mrs Hall
Assistant Headteacher-Miss Stroud
Pastoral lead-Ms Harris
SENCO-Mrs Linscott
(All of these adults are on the safeguarding team)

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We respect others
We are individuals
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Swans class- Mrs Isaac





Wrens class- Mrs Kramer and Miss Stroud

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Support staff-
Mrs Curtis and Miss Lewin

Our first week of school

▶School will begin on on Thursday 3rd September

- Children to be dropped off and collected from classrooms (Wrens door or Swans will come through Duckling's door.)
- **Doors will open at 8:40, dismissal at 3:20. The door will be closed at 8:50am everyday after which children will need to be dropped at the office.**
- All children will need a packed lunch for the first week. We are a nut free school so please no nut products
- Upon enrolment, you will be sent a School Money log in where you can book and pay for any out of school clubs/ activities

Pick-up and drop-off



- Please ensure your child arrives to school on time every single day. This helps with their routine, transition and ensures they do not miss their learning.
- Unexpected delay – school must be informed
- Child is absent – school must be informed and reason why
- Different adult collecting your child – School must be told in writing or in person to class teacher.
- Your child will not be allowed to go home with an unfamiliar face.
- Breakfast and Afterschool club both take place in the school hall.
- Please contact school office for wrap around care.

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Drop off

It's completely normal for some children to feel wobbly at morning drop-off, especially in the first few weeks.

What helps children most

- **Keep goodbyes short and calm** -Long, emotional farewells make it harder for children to settle.
- **Use a consistent routine** - Same drop-off pattern each day builds security.
- **Show confidence** - Children take emotional cues from you; calm confidence helps them feel safe.
- **Trust staff to settle them** - Most children stop crying within minutes once inside.

What we do in school

- **Warm welcome at the door**
- **Comfort, distract and settle quickly**
- **Reassure you if needed** - We'll always let you know if your child doesn't settle.

How you can help

- **Positive language about school**
- **Quick handover to staff**
- **Avoid returning after goodbye** -Returning can restart the wobble.
- **No home toys in school**

Attendance Expectations

Good attendance builds strong routines — Children settle more quickly when they come every day.

Every day counts — Reception is full of important early learning, social development, and confidence-building.

Talk to us early if you're worried — We're here to help with any barriers to attendance.

Why this matters

Children who attend regularly **settle faster**.

Consistent routines help reduce **morning tears and separation anxiety**.

Daily attendance supports **speech, social skills, and early learning**.

Missing days makes it harder for children to feel part of the group.

Uniform



- White polo shirt (with or without school logo)
- Grey pinafore dress/skirt/trousers
- Dark green cardigan or jumper (with or without school logo)
- Grey tights, white/grey socks
- Green striped or checked summer dress (optional)
- Black shoes:

  -Must be closed toes and no crocs or boots.

  -No laces

School jumpers must be named.

P.E. kit- PE will start after the October half term

- White, short sleeved t-shirt (with or without school logo)
- Dark shorts/trousers (with or without logo)

Forest school

Children will need a named pair of wellington boots that will stay in school.

Medical/other



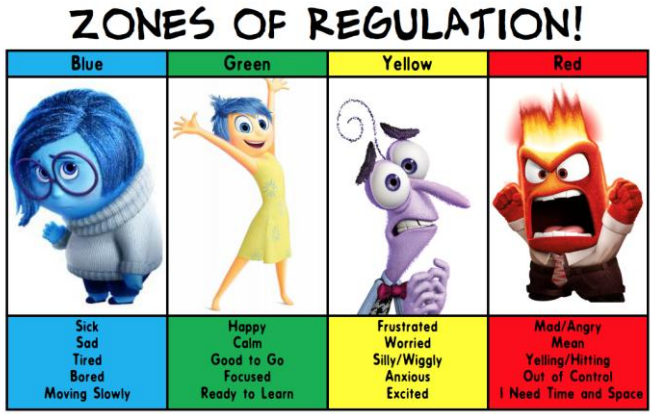
- Please hand in any prescribed medicines to main reception where you will complete a consent form
- **Medical conditions:** asthma – 1 pump needed in school (classroom)
- **Allergies**- 1 epipen for the classroom
- **Bumps/ injuries** – children will be given a note if minor injury. Head bumps will receive a phonecall home.
- **Birthdays-** To keep celebrations safe, inclusive and manageable, we don't give out sweets or food items for birthdays. Instead, families are welcome (but not required) to mark the occasion by donating a book to the class.

- Milk is free for under 5's- please register with Cool milk
- www.coolmilk.com
- Any concerns or questions- please see you child's class teacher first.

Behaviour and Expectations



- We have high expectations
- Modelling positive behaviours to the children and talking out loud
- Verbal reminders about positive behaviour
- Using Zones of regulation and thinking time
- Rewards include lots of stickers and praise.
- Phone call/meeting with parent/carers to work in partnership



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Home & School Partnership



- **1st meeting:** End of the first half term- discuss how your child has settled.
- **2nd meeting:** During the spring term- discuss your child's progress.
- In the summer term you will receive an end of year report.
- Class Dojo
- Emails from school office
- Weekly Newsletters
- *Important* - Please always update your contact details
- Tell us if there is a significant change in your child's home life

Whiteheath Infant and Nursery School

What does a school day look like?

8:40am	Doors open and soft start activities
8:50	Doors close for registration
9-9:20	Learning time on the carpet
9:20-10:20	Independent learning time
10:20-10:40	Maths
10:40-11:15	Independent learning time
11:15-11:30	Story time and getting ready for lunch
11:30-12:30	Lunchtime
12:30-12:45	Register and dough disco
12:45-1:00	Drawing club
1:00-2:00	Independent learning
2:00-2:20	Learning time on the carpet
2:20-3:00	Independent learning
3:00-3:20	Story time and home time



Phonics and reading



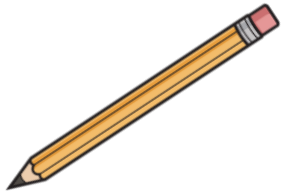
- Phonics will start in week 2.
- Phonics is taught daily in 20-minute sessions, with a review on Fridays . Children learn to:
- **Say the sounds:** Articulate each sound (phoneme) accurately without adding "uh" (e.g., saying 'sss' not 'suh').
- **Write the letters:** Practice handwriting movements (graphemes) using fun visual cues (e.g., "slide down and round the snake's tail" for 's').
- **Blend and segment:** Sound out words and blend them together to read (e.g., /c/ /a/ /t/ becomes "cat") .
- **Learn Tricky Words:** Words that cannot be sounded out easily, such as *the*, *to*, *no*, and *go*

- Reading groups will start in Autumn 2
- We will read 3 times a week. Nearer the time we will be asking for volunteers who can come in and read with the children.
- Children will bring home a book on Friday and this will need to be returned on the Monday. This book is perfectly matched to your child's current phonic stage and contains the exact sounds they have learned that week.

Our curriculum

Our Reception curriculum is an exciting blend of purposeful play and high-quality teaching, giving children rich opportunities to explore, discover and build strong foundations in reading, writing, maths and the wider world.

Drawing Club (Writing & Storytelling)



- Story-rich writing approach inspired by Greg Bottrill.
- Builds vocabulary, mark-making, imagination and early writing confidence.
- Children draw, talk, act and begin to write with purpose.
- Supports all learners, including reluctant writers.

White Rose Maths



- Small-step progression that builds strong number sense.
- Focus on counting, subitising, patterns, shape, and early calculation.
- Practical, hands-on maths using real objects and real-life contexts.
- Ensures secure foundations for KS1.

Dimensions CURRICULUM

Dimensions Thematic Curriculum

- Thematic, knowledge-rich learning across all EYFS areas.
- Topics connect learning in Understanding the World, Expressive Arts, PSHE, and Communication & Language.
- Encourages curiosity, exploration and purposeful play.
- Builds cultural capital and broad early knowledge.

Play-Based Learning & Continuous Provision

- Child-initiated exploration through high-quality provision.
- Carefully planned areas that develop independence, creativity and problem-solving.
- Rich interactions with adults — adults model language, extend thinking,
- scaffold learning and join play to deepen understanding.
- Daily opportunities to explore, discover, collaborate and think deeply.
- Balanced with focused adult-led teaching.



Understanding ELGS and GLD

What are Early Learning Goals (ELGs)?

ELGs are the national end-of-Reception goals that describe what most children are *working towards* by July. They cover areas like:

- Communication & Language
- Personal, Social & Emotional Development
- Reading & Writing
- Maths
- Understanding the World
- Physical Development
- Expressive Arts & Design

They are not tests. Children show their learning through play, talk, everyday activities, and interactions with adults. Teachers use what they see over time to decide whether a child is *meeting* each goal.

A Good Level of Development (GLD) is a judgement made at the end of Reception. A child achieves a GLD when they meet the expected standard in the key areas: Personal, Social and Emotional Development; Physical Development; Communication and Language; Literacy; and Mathematics. In short, ELGs are individual goals, whereas GLD reflects overall readiness for Year 1.

Reception Baseline

What the Baseline is

The Reception Baseline Assessment is a short, one-to-one activity that all children complete in their first few weeks of school. It gives teachers a helpful picture of your child's early skills in language, literacy and maths.
It is not a test, and children are not given scores.

Why it happens

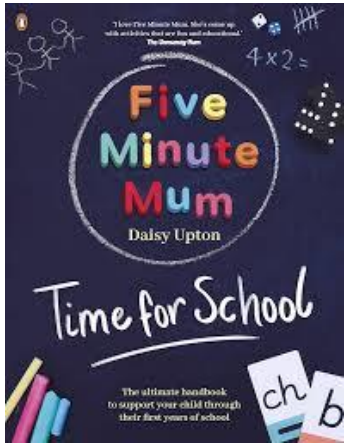
The Baseline helps schools understand children's starting points so we can:
•plan teaching that meets their needs
•support early language, reading, writing and maths
•measure school progress over time, not individual performance
It is used nationally, but for your child it simply helps us get to know them.

What your child actually does

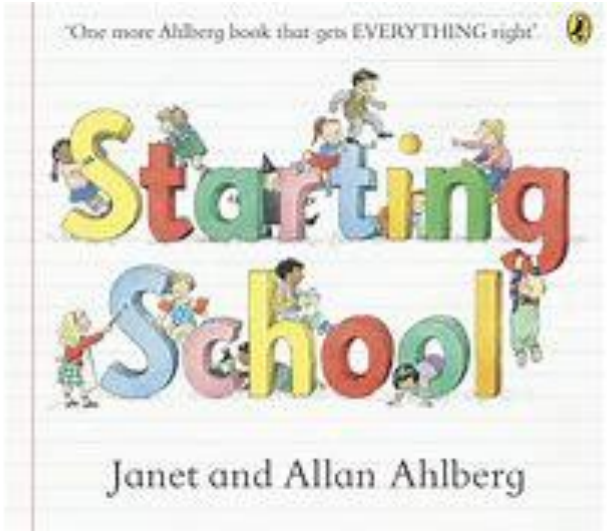
Children complete simple, playful tasks such as:
•looking at pictures and talking about them
•sorting or matching objects
•recognising numbers or quantities
•listening and responding to questions

How parents can support at home

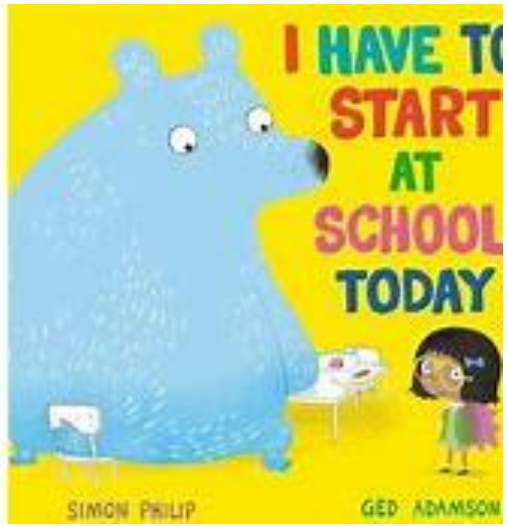
- Talk positively about school — Read books, visit the playground, discuss what they're excited about, walk past the school,
- Practise everyday skills — Build independence through small daily wins.
- Share information — Let teachers know about any additional needs, routines, or worries.
- Growing independence — Putting on coats/shoes, toileting, washing hands, opening lunchboxes. Lunch box lunches over summer,
- Communication & social skills — Taking turns, expressing emotions, following simple instructions.
- Healthy routines — Sleep, toothbrushing, manageable screen time.

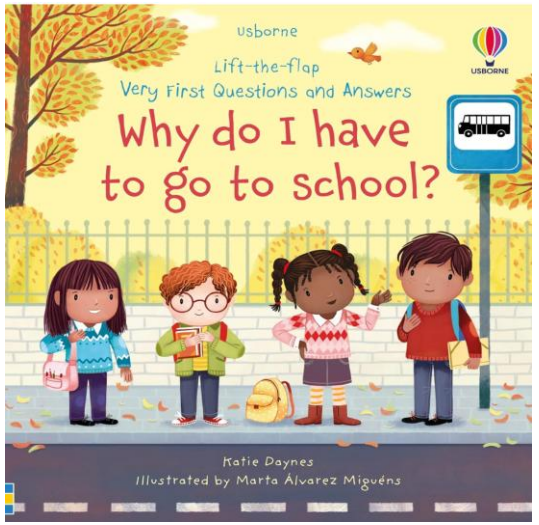


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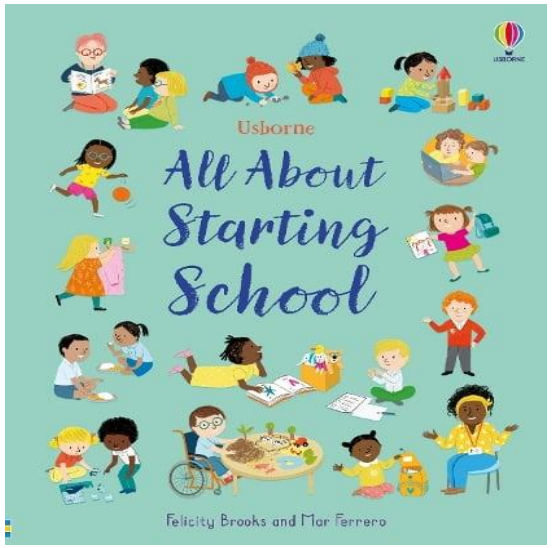


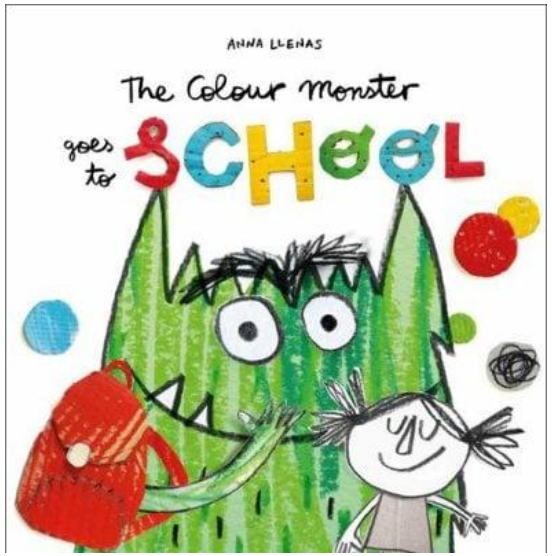












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