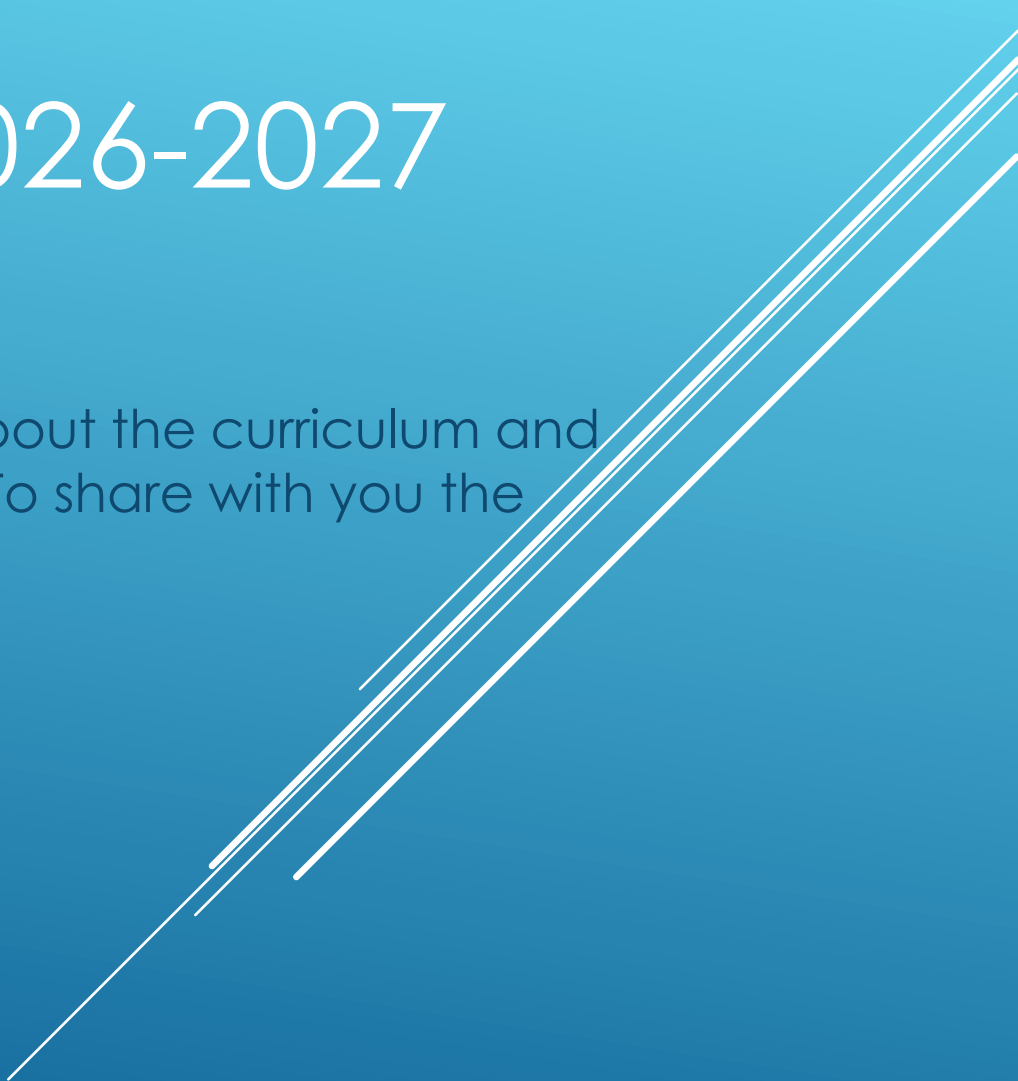


RECEPTION 2026-2027

Information for Parents

To give you information about the curriculum and assessment in Reception. To share with you the way learning is structured.

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STAFFING

- ▶ Mrs Bailey - Class Teacher
 - ▶ Mrs Corrigan - TA and mid-day for Reception
 - ▶ Mrs Dooley - Reception PPA cover (Tuesday afternoons)
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EYFS CURRICULUM

- ▶ 7 areas of learning and development:
 - ▶ PRIME AREAS – Personal, Social and Emotional Development, Communication and Language, Physical Development
 - ▶ SPECIFIC AREAS – Literacy, Mathematics, Understanding the World, Expressive Arts and Design
 - ▶ In each area we work through age related phases towards the 17 Early Learning Goals
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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

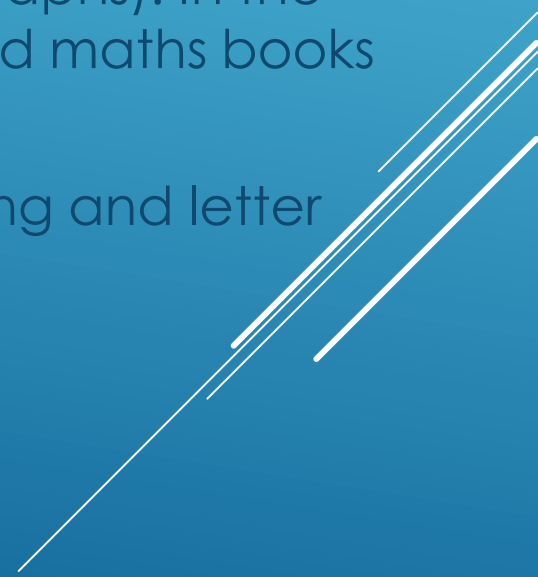
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

TIMETABLE

EYFS timetable 2026-2027

	Monday	Tuesday	Wednesday	Thursday	Friday
Gate 8.40-8.50 Register 8:50	Register	Register	Register	Register	Register
8.50-9.00	Letter Formation/Mark Making	Letter Formation/Mark Making	Letter Formation/Mark Making	Letter Formation/Mark Making	Letter Formation/Mark Making
Teaching time 9:00am – 9.30am 30 minutes	Phonics/Handwriting	Phonics/Handwriting	Phonics/Handwriting	Phonics/Handwriting	Phonics/Handwriting
Teaching time 9:40-10.00am 20 mins Reading Squad: HB, NC, NM, Jo R/ES, KG	Reading Groups	Reading Groups	Reading Groups	Reading Groups	Reading Groups
Snack and Chat 10-10.20					
Teaching time 10:20-11:20 1 Hour	Continuous Provision	Continuous Provision	Continuous Provision	Continuous Provision	Continuous Provision
11:20-11:45 25 mins	Mastering Number	Mastering Number	Mastering Number	Mastering Number	Mastering Number
11:45 – 12:00 15 mins	Dough Disco	Dough Disco	Dough Disco	Dough Disco	Dough Disco
<u>Lunch 12:00 – 1:00</u>					
Register 1	Register	Register	Register	Register	Register
Teaching time 1:00 - 1:30 30minutes	English	English	English	English	English
1:30 – 2:30 1 hour	Continuous Provision	Continuous Provision	Continuous Provision	Continuous Provision	Continuous Provision
Teaching time 2:30-2.50 pm 20 minutes	Wider Subject	PSHE/RE	PE	Wider Subject	Wider Subject
2.50-3.10	Assembly	Assembly			2.45 Assembly
3.10-3.20	Story	Story		Story	Story

TOPICS

- ▶ Our work is planned around themes (Autumn – Belonging, Spring – Everyday Heroes, Summer – All Around Me).
 - ▶ Topic based work is cross curricular and tasks are completed with adult support and put into our topic books.
 - ▶ Each child will have their own Phonics and Writing Book
 - ▶ Maths will be recorded in a class floor book (the majority of our maths is practical so there will be lots of photographs). In the last half term we will introduce individual squared maths books ready for the transition to Year 1.
 - ▶ Each child will have a set of books for handwriting and letter formation tasks.
- 

ASSESSMENT

- ▶ RBA – Reception Baseline Assessment - statutory from September 2021. Individual activities are carried out with the class teacher. Focus on Communication and Language and Maths.
- ▶ School Baseline - children's starting points phonics, numbers etc.
- ▶ Half termly assessment for Phonics (Little Wandle – these determine which reading books your child brings home).
- ▶ Ongoing Assessment throughout the year – tracking from baseline towards ELG's.
- ▶ Government target for schools to aim for 75% of children getting a Good Level of Development at the end of Reception. To get the GLD the children must have met the Early Learning Goal for all the Prime Areas along with Literacy and Maths

TEACHING/CLASS GROUPS

- ▶ Whole class teaching – Phonics, writing, Mastering Number, letter formation, dough disco, squiggle while we wiggle, PE, UTW (Understanding the World), PSHE, RE
 - ▶ Group tasks will include activities to support or extend writing, number work, phonics and topic activities.
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LITTLE WANDLE - PHONICS

- ▶ Little Wandle phonics programme – Phases 2-4
 - ▶ We work through initial sounds (emphasis on correct pronunciation of phonemes – look at the parents section of the Little Wandle website for the correct pronunciation <https://www.littlewandle.org.uk/resources/for-parents/>)
 - ▶ Early introduction of segmenting and blending (c-a-t= segmenting cat=blending)
 - ▶ Phonics focus through Reading and Writing
 - ▶ Tricky words and reading simple sentences (The dog ran to the man.)
- 

• EARLY READING

PROCESS/ACTIVITIES

- ▶ Wordless books with no text- talk about the pictures, progressing to decoding simple texts once the children can blend
 - ▶ Sharing story books at home (class library book)
 - ▶ 3 reads per week at school - decoding, prosody, comprehension
 - ▶ Phase1 - tuning in and listening games
 - ▶ Phase 2 – initial sound work
 - ▶ Phase 2 – CVC work
 - ▶ Phase2 – CVC texts – sent home
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READING

- Following our first Little Wandle assessment after 5 weeks the children will be put into reading groups where they will focus on 1 book a week. They will read that book three times a week in school and a copy will then be sent home on the Friday (decoding, prosody, comprehension).
 - Please write in your child's reading diary
 - READING REWARD
 - 3 reads = 1 point
 - 4 or more reads = 2 points
 - Bronze, Silver, Gold, Platinum and Diamond reward certificates
 - A new phonics book and class library book will be sent home EVERY FRIDAY
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LETTER FORMATION

- ▶ Little Wandle letter formation in Reception (please take home a formation sheet)
 - ▶ Handwriting patterns; vertical lines from top, retrace vertical lines, anticlockwise circles
 - ▶ Correct formation is very important for fluency later on.
 - ▶ Pencil Grip/Control – fine motor skills. The tripod grip. Please model and correct your child's grip. Encourage a good seating position, pressure on the page etc. (consider left handed writers). Good fine motor skills develop from good gross motor skills.
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WRITING

- ▶ Early writing progresses through: mark making, 'scribble' /play writing, random letters, initial sounds, phonetically plausible words and writing short sentences
 - ▶ Link to Phonics – writing CVC words/Phase 2 captions e.g. 'the cat is on the mat'
 - ▶ Encourage your child to have a go!
 - ▶ Writing their name
 - ▶ Correct letter formation
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MATHS

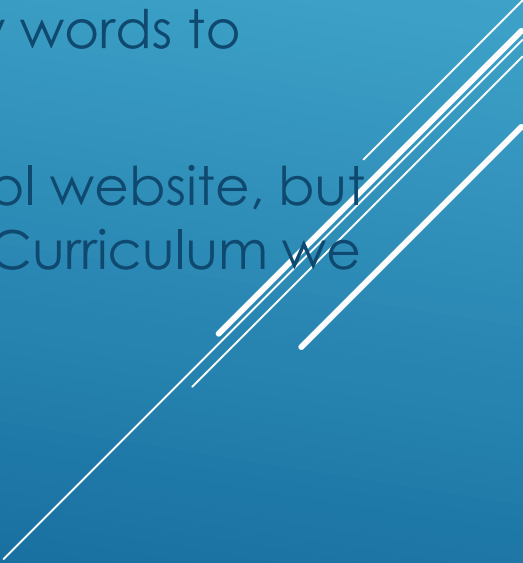
We will be working on:

- ▶ Numbers 1-10, sets, ordering, recognising, 1 more/1 less
 - ▶ Addition and subtraction – vocabulary, problem solving – build and apply understanding and reasoning skills – how do you know/prove it, 1 more, 1 less
 - ▶ Subitise – recognition of quantity e.g dice spots
 - ▶ Number patterns – number bonds to 5 and some to 10, composition of numbers
 - ▶ Basic measure and patterns (shapes).
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UNIFORM

- Please ensure that children wear black footwear as part of their active school uniform.
 - Our P.E. slot is on a Wednesday.
 - It is helpful if all children have a spare change of clothes, which is left in school, in a PE-style bag. Children have accidents or can fall over and get wet/muddy.
 - Please ensure ALL clothing is clearly named. Many of the jumpers/cardigans are unnamed.
 - Please bring in a fresh water bottle daily which is clearly named.
 - They can also bring in a healthy snack
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HOMework

- ▶ Weekly reading books will be sent home every Friday along with a class library book (word or wordless depending on their ability.) These will be changed the following Friday. Please use the library in Holmes Chapel too.
 - ▶ Please try and read with your child every night. This is good for fluency.
 - ▶ Phonics for the week/letter formation (sent home half termly)
 - ▶ Later in the term we will be sending home tricky words to practice.
 - ▶ Maths websites will be posted on the new school website, but Numberblocks supports the Mastering Number Curriculum we will be using in school.
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Other aspects of the Curriculum

- PE – 1 session per week on a Wednesday afternoon (may include using the climbing wall and adventure playgrounds outside)
- RE – we use the Jigsaw scheme (taught by Mrs Dooley)
- PSHE – we use the Jigsaw scheme for themes and activities and No Outsiders books (taught by Mrs Dooley)

BEHAVIOUR AND EXPECTATIONS



Hermitage Primary School



Nurture, Inspire, Achieve

Ready

We sit up straight and look smart

We use our ready eyes to focus on our teacher

We are sat in our seats

Respectful

We are kind to each other

We listen to the person who is speaking

We walk sensibly around the school using our manners to greet each other

We look after equipment and the school environment

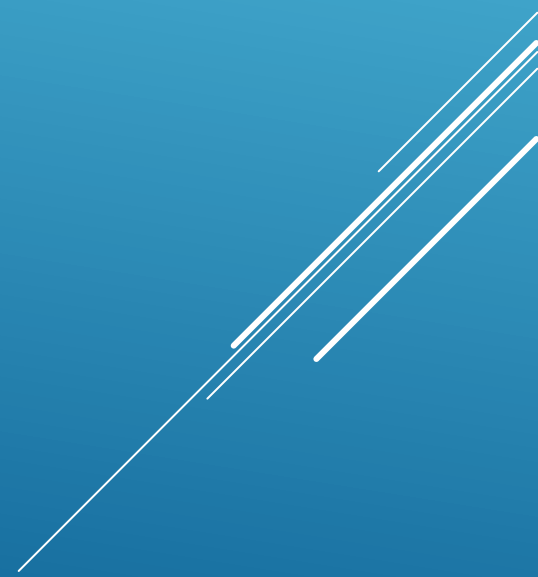
Safe

We follow instructions first time, every time

We keep our hands and feet to ourselves

We will always try our very best to make a difference to ourselves, our school and each other.

RECEPTION TRIPS

- ▶ Walk to the local library – (November)
 - ▶ Christmas pantomime (whole school)
 - ▶ Visit to the Methodist Church (e.g. Advent/Easter)
 - ▶ Peak Wildlife Park - Summer
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MYSTERY READER

- ▶ We would love to invite parents/grandparents in to school to take part in our *Mystery Reader* sessions (3.00pm Thursdays).
 - ▶ When the children are sat with their eyes closed creep into the classroom and surprise your child and the rest of the class by reading a book/s of your choice (10 mins).
 - ▶ The children love to say “Mystery reader, mystery reader, who are you?”
 - ▶ Please sign up - the sheet is on the reception cloakroom door.
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OTHER INFORMATION

- ▶ Merits – tokens/house points (ask if you're not sure what house your child in is)
- ▶ Class reward time – marbles in the jar!
- ▶ THRIVE values (Teamwork, Helpfulness, Resilience, Innovation, Value All, Excellence) – certificates awarded in Friday's achievement assembly
- ▶ Year 6 Buddies – Coffee Morning – Friday 2nd October
- ▶ Learn with me – Monday 16th November
- ▶ School Lunch choices – children will be asked to choose their lunch option at the morning register (menu on the school website)
- ▶ Reception do not pay for school lunch
- ▶ Parents Evenings – share baseline, next steps and progress – 20th October and 22nd October.

HAVE A LOOK AT.....

- ▶ New School web page being launched
 - ▶ Social media- facebook and Instagram pages. You can see what your child has been up to that week.
 - ▶ Whatsapp group – good for reminders. If you have individual concerns, worries or questions please email the school so we can help.
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CONTACT

- ▶ What to do if you have a worry or concern:
 - email school office – admin@hemitage.cheshire.sch.uk a message will be passed on to the class teacher (if it is urgent phone school or put URGENT in the email)
 - Phone school 01477 532838 (please appreciate we are in the classroom teaching so some phone calls will be returned at the end of the day).
 - Speak to the teacher before or after school although this can be difficult as we are seeing the children in/out of school – ok for quick messages

ANY QUESTIONS?

