



# **New Parents' Meeting**

## **Welcome to Reception**

### **2025-2026**

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# The EYFS Curriculum

In Reception our children follow the Early Years Foundation Stage Framework (EYFS).

This curriculum is based upon four themes and principles in 'Development Matters'

The Unique Child - Positive Relationships - Enabling Environments - Learning and Development

The curriculum is broken down into 7 areas of learning.

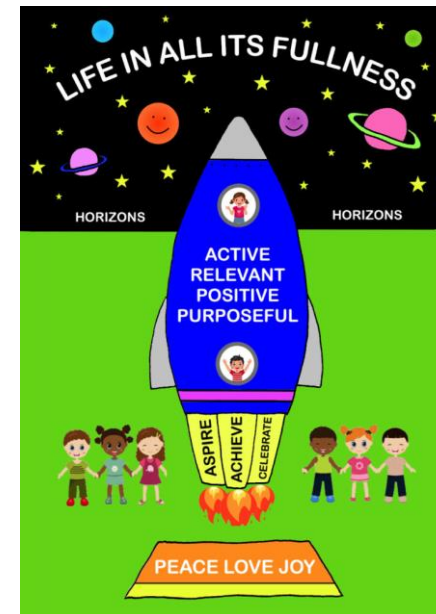
The prime areas include;

- Communication and language
- Personal, social and emotional development
- Physical Development.

The specific areas include;

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

Throughout the year we plan and deliver an engaging curriculum that supports your child's development in all these areas. At the end of the year we assess against the Early Learning Goals.



# The Early Learning Goals

## Early Learning Goals

| Prime Areas | Personal, Emotional and Social 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.   |
|             | Communication and Language                 | 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.  |
|             |  | 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.   |
|             | Physical Development                       | 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. |
|             |  | 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.   |
|             | Literacy                                   | 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, paint brushes and cutlery.   | Begin to show accuracy and care when drawing.  |
|             |  | 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.  |
|             | Maths                                      | 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.   |
|             | Understanding of the World                 | Number                                 | Have a deep understanding of number to 10, including the composition of each number.   | Subsite (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.  |
|             | Expressive Arts and Design                 | 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 Community          | 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.   |
|             |  | 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.   |

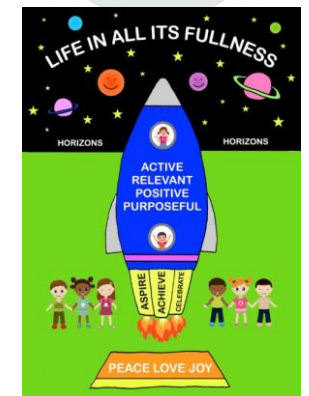
# Learning in the Foundation Stage

Reception is where the excitement and exploration begins!

- an environment which is developed around children's individual interests.
- we pride ourselves on being an exciting and engaging place to be - encouraging our children to be independent learners through a range of practical activities.
- we follow a dynamic and interest driven curriculum which allows us to be creative with our lessons and let the children lead their own learning.
- development is tracked through observations and child -initiated interaction.
- personal learning journey wall – individual observation and photographs
- there are lots of different areas, indoors and outside, for children to explore and develop their learning:

sand  
creative  
investigation  
water

small world  
construction  
role play





“Adults who help children to play  
are adults who help children to  
learn.”



# Getting ready to learn

## Speaking and listening

- taking turns to talk.
- listening for short periods.
- holding a conversation.

These habits will help children to build up relationships, negotiate resources, extend play.

## Behaviour

- boundaries/following rules
- consistent routines – particularly when it comes to sleeping/bedtime
- manners (please and thank you)
- toileting

We need your support to reinforce rules at home. We are also here to support you too. Please talk to us.

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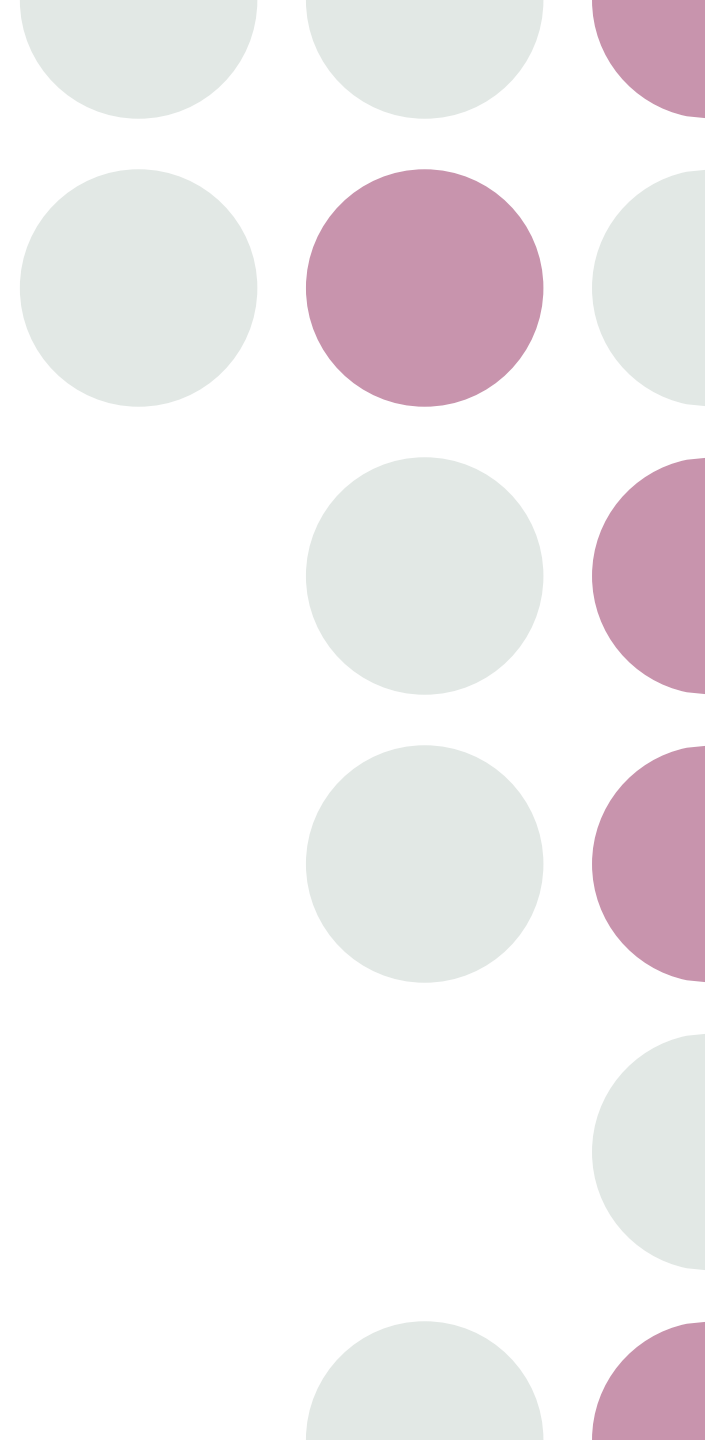
# Getting ready to learn

## Numbers skills

- counting daily/saying number names out loud
- looking for numbers/print in the environment (buses/doors/shop fronts)
- counting sorting toys

## Writing skills

- mark making
  - fine motor skills (colouring/threading/playdough/cutting using children's scissors)
  - writing name
  - gross motor skills (climbing equipment/large drawing – water and paint brushes on concrete)
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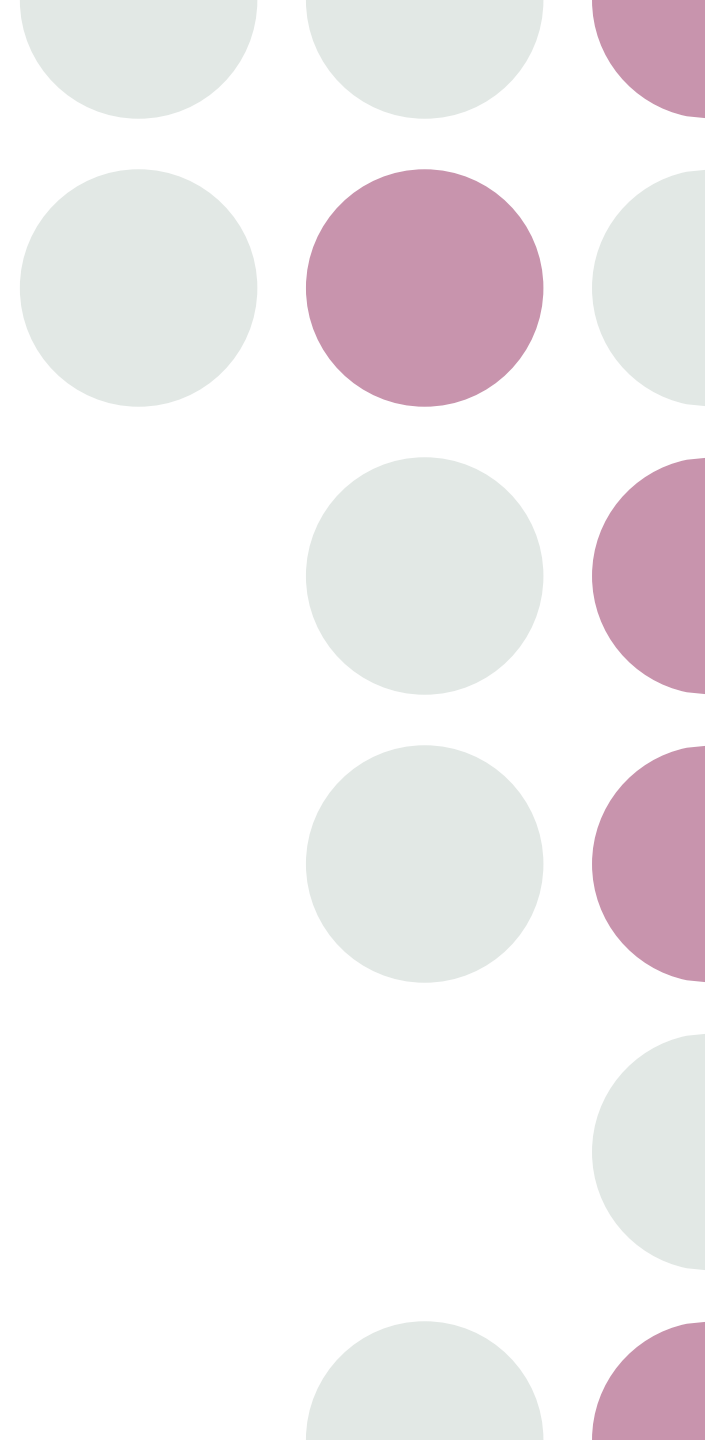


# Reading

- we follow a synthetic phonics programme called ELS
- picture books and reading records
- book with words to ***practise*** reading at home
- books changed once a week at school
- should be read 5 times at home
- STAR READERS
- reading for pleasure book

**Please see the school website for more information.**

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# Writing

- letter formation - mnemonic phrases from ELS
- tripod pencil grip
- fine motor activities
- gross motor activities
- writing for a purpose – lists, messages
- technical terms – phoneme, grapheme, digraph, trigraph, blend, segment



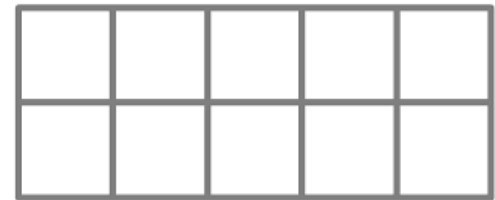
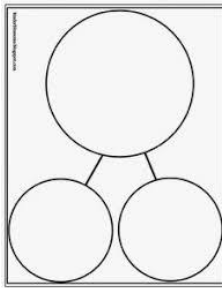
Phase 2

|    |   |   |   |    |   |    |   |
|----|---|---|---|----|---|----|---|
| s  | a | t | p | i  | n | m  | d |
| g  | o | c | k | ck | e | u  | r |
| ss | h | b | f | ff | l | ll |   |

**Please see the school website for more information.**

# Maths

- children will start off with a 'Maths Facts Booklet' and continue through the entire school.
- they help the children to practise maths skills including days of the week, months of the year, counting, and number bonds.
- Numbots – login and password
- technical terms – subitise, part-whole model, manipulatives, tens frame

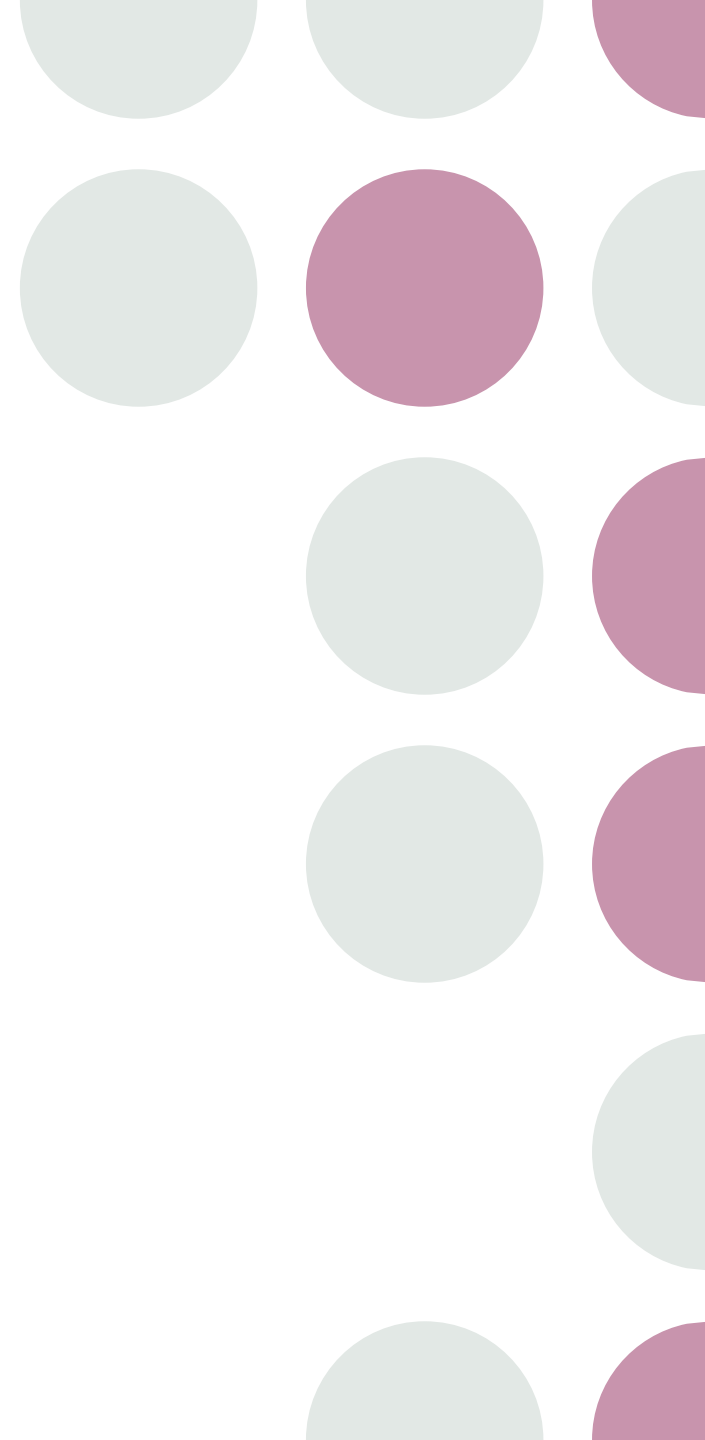


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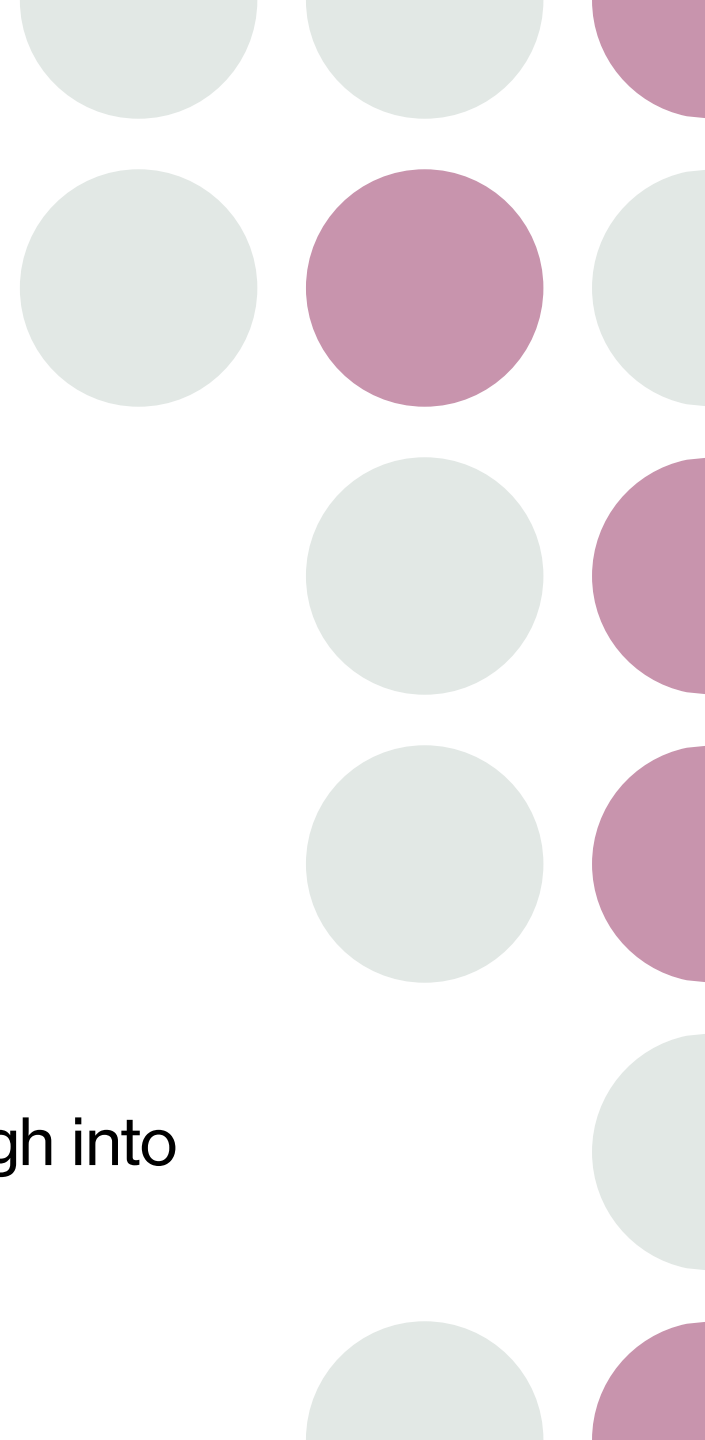
# Websites


- ICT games
  - Alphablocks
  - Numberblocks
  - Teach Monster
  - Numbots
- 



# What you could do at home

- put coat on & do it up independently
  - turn clothes the right way round
  - recognise name on clothing
  - dress without help
  - manage in the toilet
  - wash hands
  - make his/her needs known
  - tidy toys away
  - encourage your child to carry a tissue and to sneeze / cough into a tissue and then wash hands
- 





When you:

draw it for me...

cut it for me...

paste it for me...

put it together for me...

All I learn is that:

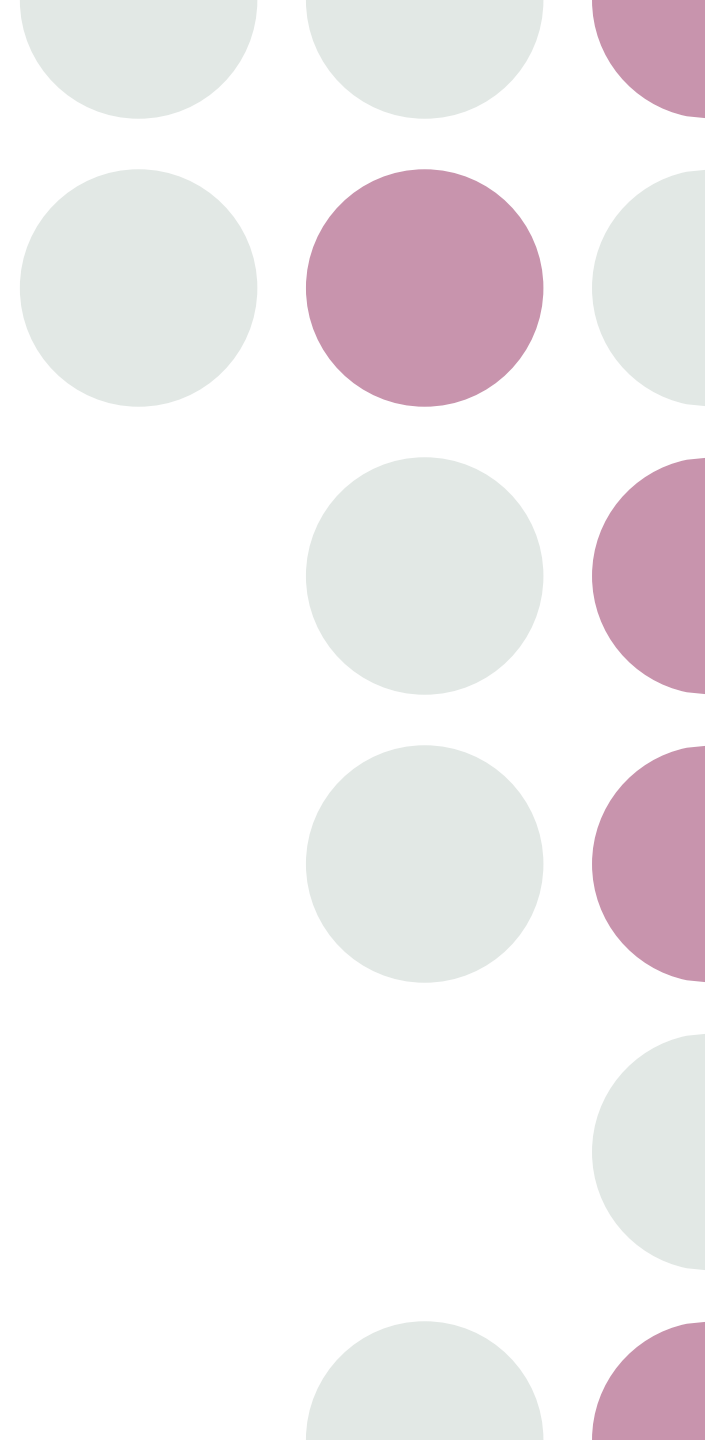
You do it better than me.





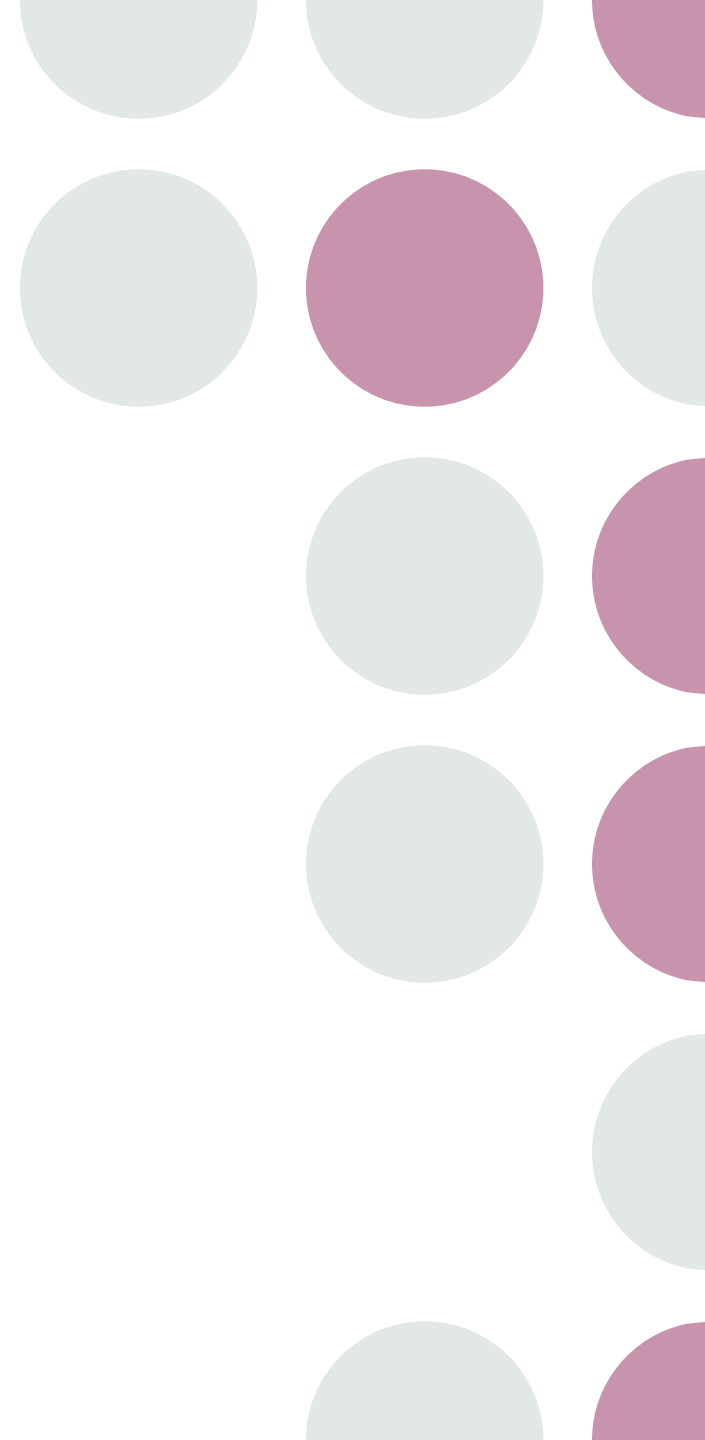
# Attendance and Holidays

- Holidays are not able to be authorised
  - Impact on learning
  - Building blocks
- 



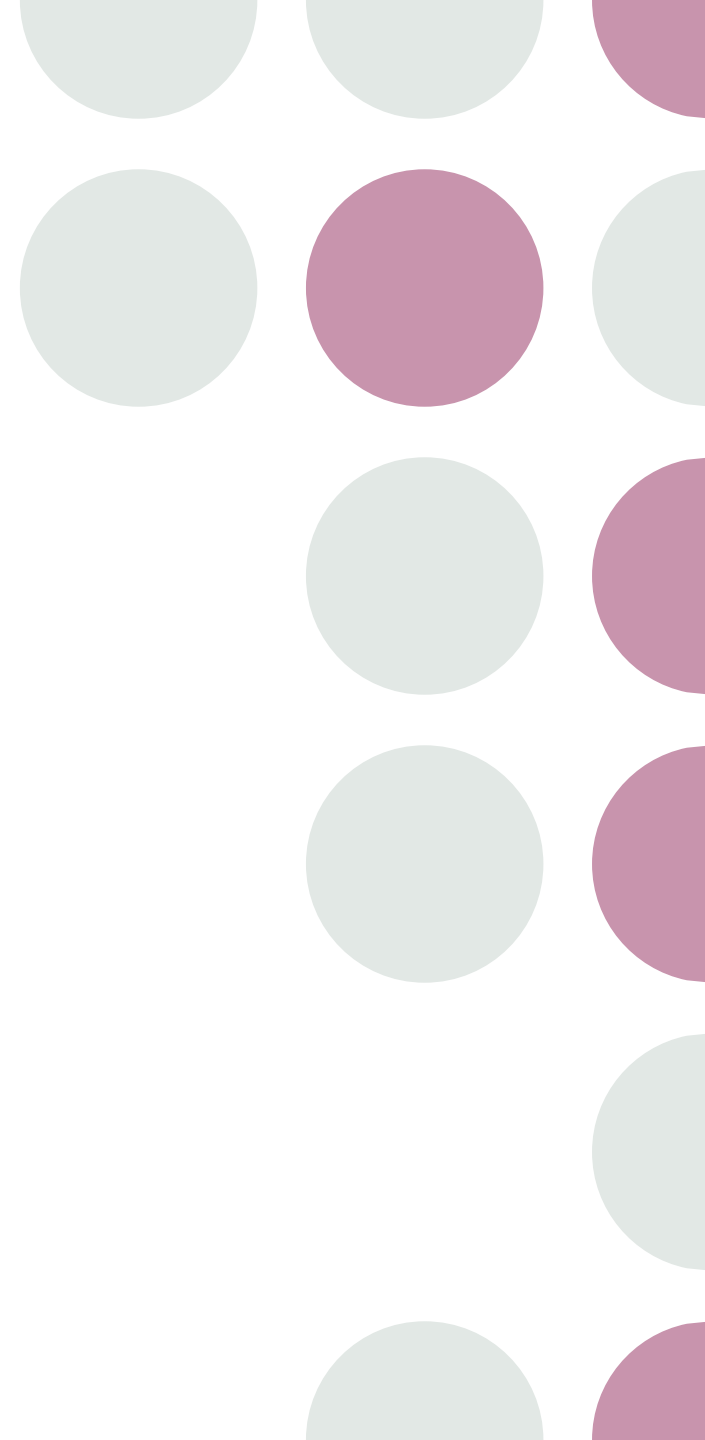
# Parents as Partners

- ELS phonics meeting
  - FOSS – bingo nights, meetings, quiz nights
  - parent evenings – 3 x a year
  - annual school report
  - website – Butterfly Class page
  - welly walk volunteers
  - discos
  - June Fayre, Christmas Bazaar, Nativity, Sports Day
  - Smiley Face Assembly
  - open door policy
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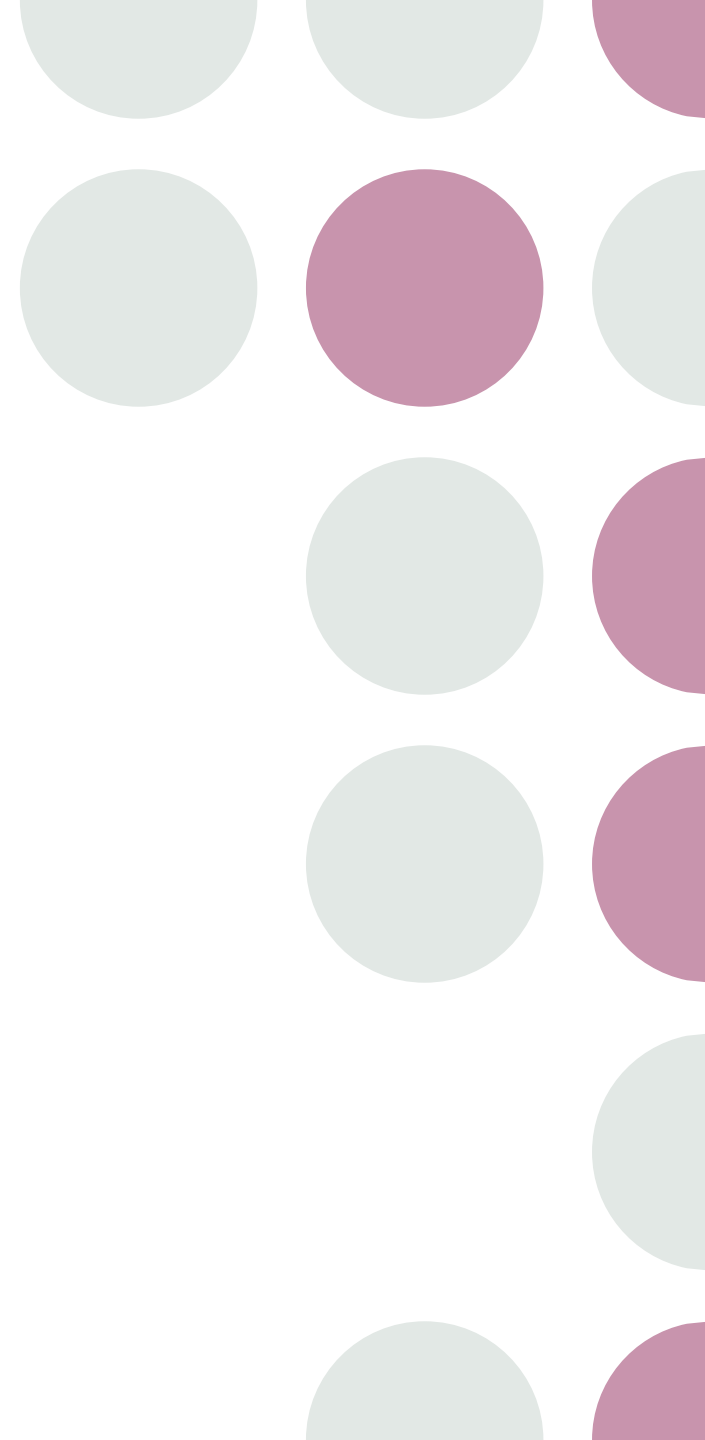
# Uniform

- please ensure that your child's name is in all items of clothing, including **shoes** and coats!
  - please also label snacks/snack boxes and drinks bottles.
  - your child will be taking part in lots of interesting and sometimes messy experiences, so may come home dirty! It is all part of the fun!
  - P.E kit must be worn to school P.E days
  - We need a spare change of clothes, wellies and waterproofs to be kept at school – all labelled please!
  - outdoor learning – in the future
- 



# Snacks

- We only need 1 for break time (an extra snack can be brought in for Night Owls)
  - Need to be healthy – no sweets
  - Nut free school
  - New guidance about snacks – cut up fruit and vegetables, paediatric first aider recommended
- 



# Early years food choking hazards



**Food  
Standards  
Agency**  
food.gov.uk

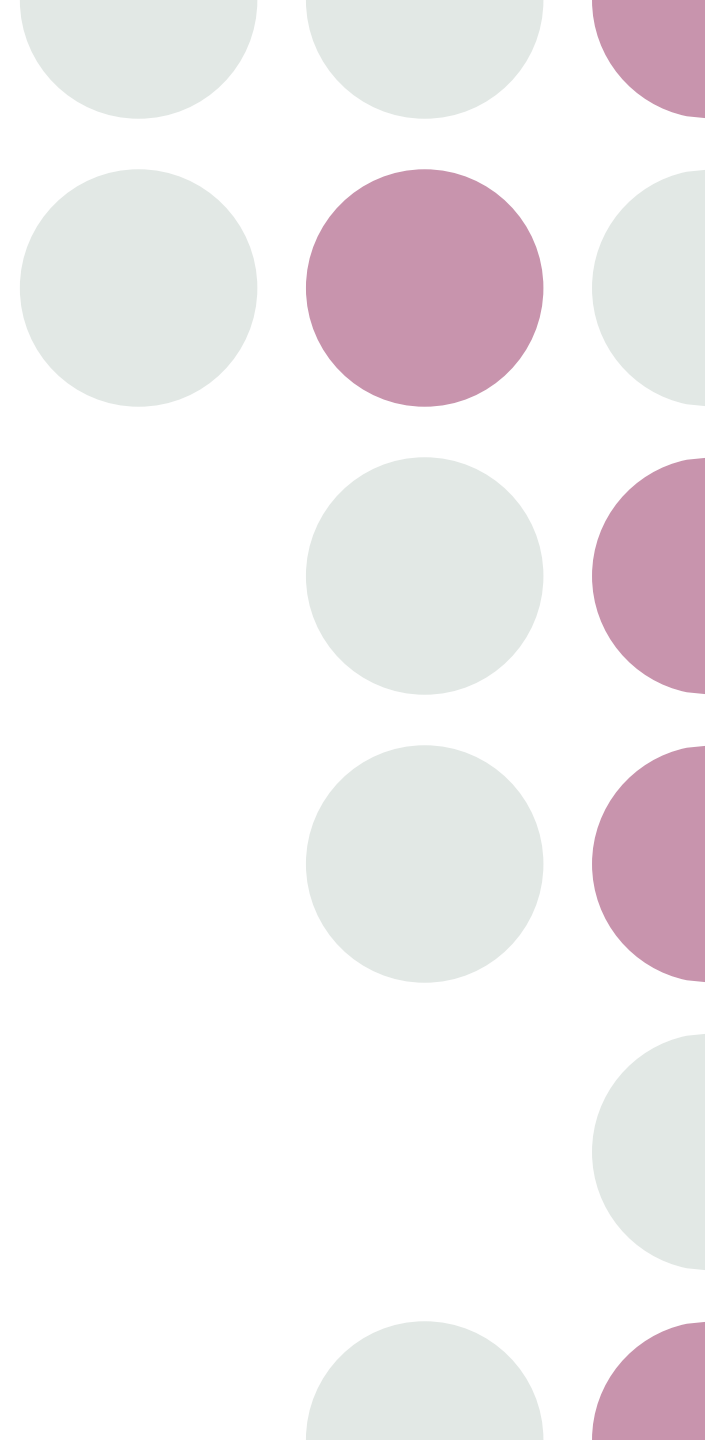
Below is a table of advice on key foods for care givers who are involved with preparing and serving food for babies and young children (under 5 years old)

| Vegetable and fruits           | Advice  |
|--------------------------------|---|
| Pips or stones in fruit        | Always check beforehand and remove hard pips or stones from fruit.  |
| Small fruits                   | Cut small round fruits like grapes, cherries, berries, strawberries and cherry tomatoes, into small pieces: cut lengthways and then again cut them in halves (quarters).  |
| Large fruits and firm fruits   | Cut large fruits like melon and firm fruits like apple into slices instead of small chunks. For very young children, consider grating or mashing firm fruits, or softening them up by steaming or simmering.  |
| Vegetables                     | Cut vegetables like carrots, cucumber and celery into narrow batons. For very young children consider grating or mashing firm vegetables and legumes like butter beans, chickpeas and tofu, or softening them up by steaming or simmering.          |
| Skin on fruit and vegetables   | Consider removing the skin from fruit and vegetables, especially for very young children. Peeled fruit and vegetables can be swallowed more easily.   |
| Cooking fruit and vegetables   | Consider softening firm fruit and vegetables (such as carrots, broccoli, yam and apples) by steaming or simmering until soft. Serve cut into slices or narrow batons.   |
| Meat and fish                  | Advice  |
| Sausages and hot dogs          | Cut sausages and hot dogs into short strips. Cut them in half and then lengthways or as thinly as possible. Peeling the skin off the sausages helps them to be swallowed more easily.   |
| Meat or fish                   | Remove bones from meat or fish. Cut meat into strips as thinly as possible. Remove skin and fat from meat and fish, it will help the food pass smoothly down the throat.  |
| Cheese                         | Advice  |
| Grate or cut cheese            | Grate or cut cheese into short strips. Cut lumps of cheese as narrow as possible.   |
| Nuts and seeds                 | Advice  |
| Chop or flake whole nuts       | Chop or flake whole nuts, peanuts and seeds. Whole nuts should not be given to children under five years old.   |
| Bread                          | Advice  |
| White bread and other breads   | White bread can form a ball shape with a dough-like texture at the back of a child's throat, if not chewed properly. Brown bread or toasted white bread are good alternatives. Cut bread, chapatis, naan bread and other breads into narrow strips. |
| Snacks and other foods         | Advice  |
| Popcorn                        | Do not give babies and young children popcorn.  |
| Chewing gum and marshmallows   | Do not give babies and young children chewing gum or marshmallows.  |
| Peanut butter                  | Do not give babies and young children peanut butter on its own, only use as a spread.   |
| Jelly cubes                    | Do not give babies and young children raw jelly cubes.  |
| Boiled sweets and ice cubes    | Do not give babies and young children boiled, hard, gooey, sticky or cough sweets, or ice cubes.  |
| Raisins and other dried fruits | Do not give babies under the age of 1 whole raisins or dried fruits. Cut them into small pieces.  |



# Medical Matters

- if your child is ill for **any reason** please contact the school office - any absence requires telephone call explaining why.
  - any sickness, diarrhoea, must be followed by 48 hrs absence.
  - head lice are common! Please check regularly and treat as recommended. They are sometimes difficult to get rid of so you may need to retreat hair.
  - children with asthma will be helped to take their inhaler. Please contact the school office first if your child has an inhaler or any other medicines before sending anything in.
- 



# **Please remember....**

If you have any concerns or questions,  
we are always happy to help you.

**Mrs J Waters – Butterfly Class Teacher  
and SENDCO**

**Mrs Watkins –Head Teacher**

**Miss Hardiman, Mrs Smith, Mrs  
Barlow/Mrs Wells - Teaching  
Assistants**



**Stratford-sub-Castle**  
Church of England Primary School

