

# Welcome to the Reception Information Evening



# Welcome to St. Edward's Catholic Primary School!

This presentation aims to provide an introduction to our school and includes initial information which we hope you will find useful. Should you have any further questions, staff will be happy to discuss these with you afterwards.

The school website and social media channels are kept up to date with the latest news and events and have lots more information about our school.



### Reception information and update from the Leadership team.

Dear Parents, it was lovely to see you last week at the Parent Information event, as promised please see the information discussed. This includes a copy of the slideshow, the day your child will be doing in the first week of September, their house and the plans for transition day next week.

### Transition morning next week ...

On Wednesday 8th July we are inviting our new Reception starters to St Edwards for the morning.

Children will be collected off you at the main office at 9.15am and you will collect them from this point at 11.45am.

## First week in September, week beginning 01/9/2026

As discussed, Tuesday 1<sup>st</sup> September is an INSET day, so children return to School on Wednesday 2<sup>nd</sup>. Each child in Reception will be allocated one day in the first week, which will either be the Wednesday, Thursday or Friday.

If you are worried about childcare during this week, let us know asap and we will do what we can to help.

Please see the allocated days below and their allocated house.

| Wednesday 2 <sup>nd</sup> September | Thursday 3 <sup>rd</sup> September | Friday 4 <sup>th</sup> September |
|-------------------------------------|------------------------------------|----------------------------------|
| Dennis - St Patrick                 | Beau - St Patrick                  | Arthur - St David                |
| Brodie - St Andrew                  | Bobby - St George                  | Jack - St David                  |
| Eadie - St George                   | Dolly- St George                   | Leo - St David                   |
| Myles - St George                   | Romee - St Andrew                  | Lily - St Patrick                |
| Amaya -St Patrick                   | Ivy - St Patrick                   | Quinn - St Patrick               |
| Hughie - St George                  | Noah - St David                    | Ayla - St David                  |
| Violet - St Andrew                  | Freddie - St Andrew                | Orla-Mae - St George             |
| Billie - St Patrick                 | Frankie- St David                  | Orla - St Patrick                |
| Luna - St David                     | Aurelia - St Andrew                | Ada - St Andrew                  |
| Bryony - St David                   | Ella-Rose - St George              | Monty - St Andrew                |

# The Reception Team

## Teachers



Mrs  
Owen



Mrs  
Casley

## Teaching Assistant



Mrs  
Stratford

# Daily Timetable and Important Dates

- 8:40am -8:50am Arrive at school
- 8:50am -9:00am Morning work (fine motor, phonics/number games)
- 9:00am-9:10am Register, Prayers, Dough Disco
- 9:10am -10:00am Drawing Club/Topic/RE and free flow
- 10:00am-10:30am Break and Snack time
- 10:30am-11:00am Supersonic Phonics
- 11:00am-12:00pm Free flow/ Adult-led work
- 12:00pm-1:00pm Lunchtime
- 1:00pm-3:00pm Maths groups/readers/free flow
- 3:00pm-3:15pm Celebration of the Word/Reflection
- 3:15pm-3:30pm Story Time

**Important Dates:** Important dates and events are included in our regular newsletters and can also be found on our school website.



# Early Years Foundation Stage

The Foundation Stage begins in Nursery and continues through to Reception.

We help the children to **learn through playing, exploring and being active**. This means children will take part in a range of fun, practical activities; some of which are adult led, some guided by adults and some will be child-initiated.

We follow the **EYFS Framework** which explains how and what your child will be learning. It is very flexible so it can be adapted to the children's needs and interests.



# Early Years Foundation Stage

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning**. All are vital and inter-connected.

The **3 Prime Areas** underpin in everything in the early years.

Personal, Social and Emotional Development

Communication and Language

Physical Development

The **4 Specific Areas** help children strengthen and apply the prime areas.

Literacy

Maths

Understanding the World

Expressive Arts and Design



## EYFS Development Matters Statements Children in Reception - Prime Areas

### Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

### Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
  - Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
  - regular physical activity
  - healthy eating
  - toothbrushing
  - sensible amounts of 'screen time'
  - having a good sleep routine
  - being a safe pedestrian

### Physical Development

- Revise and refine the fundamental movement skills they have already acquired:
  - rolling
  - crawling
  - walking
  - jumping
  - running
  - hopping
  - skipping
  - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:
  - lining up and queuing
  - mealtimes

## EYFS Development Matters Statements Children in Reception - Specific Areas

### Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

### Mathematics

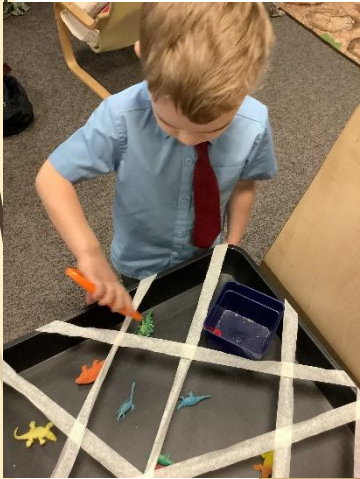
- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within it*, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

### Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

### Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.





# Religion

- Taught twice weekly
- Adult-led activity along with play based activities (Godly Play)



# What will my child need?

- Labelled drinks bottle
- Children will receive a free piece of fruit during the day but are welcome to bring a **HEALTHY** snack if they wish. **NO chocolate, sweets, nuts or crisps please.**
- Children wear their PE kit on PE days (day to be confirmed)
- Please ensure that all clothing that your child wears or brings into school is clearly named. **Velcro shoes if possible please unless your child can tie their own shoes laces.**
- Every child in Reception is eligible for a free school meal. This can be ordered at home via our online portal. Please tell your child what has been ordered for them. Your child can bring a packed lunch if they would prefer. A healthy lunch please with no nuts!
- Spare change of clothes just in case!
- Plastic wallet for reading book and planner
- No toys please

# Aspens



# Helping Your Child to Settle

These are a few ways that you can prepare your child for the first few weeks at school:

- Ensure that they can put on and take off their coat.
- Help them to master basic cutlery skills.
- Help them to be independent with their toileting skills.
- Encourage them to sit and listen to stories.
- Help them to develop the confidence to communicate with new people.
- Practise sharing and taking turns.

For more ways to help your child, there is a Starting Reception booklet available online at:  
[www.startingreception.co.uk](http://www.startingreception.co.uk)





# Reception Baseline Assessment

This is a statutory assessment for all Reception children in the country, covering Literacy, Communication & Language and Maths. It comprises short, practical activities for the children to complete with their teacher. The children will not be aware that they are completing an assessment and it is not something that they can prepare for in advance, so please do not worry!

It is used to measure progress between entering Reception and leaving Year 6.



# Parental Involvement

- Open door policy
- 'Stay and Read' on alternate Fridays
- 'Time to Shine' assemblies on alternate Fridays
- Reading Record books - books are changed weekly. Please bring reading books into school daily and record when you read with your child.
- Class Dojo - message system/weekly class story
- Themed workshops
- Tapestry
- 50p Friday

We hope that this presentation is useful. Should you have any questions, please feel free to speak to a member of staff.

We aim to ensure that your children's experience at St. Edward's is a happy and rewarding one. We look forward to working with both you and your children.

