



# Forsbrook CE Primary School



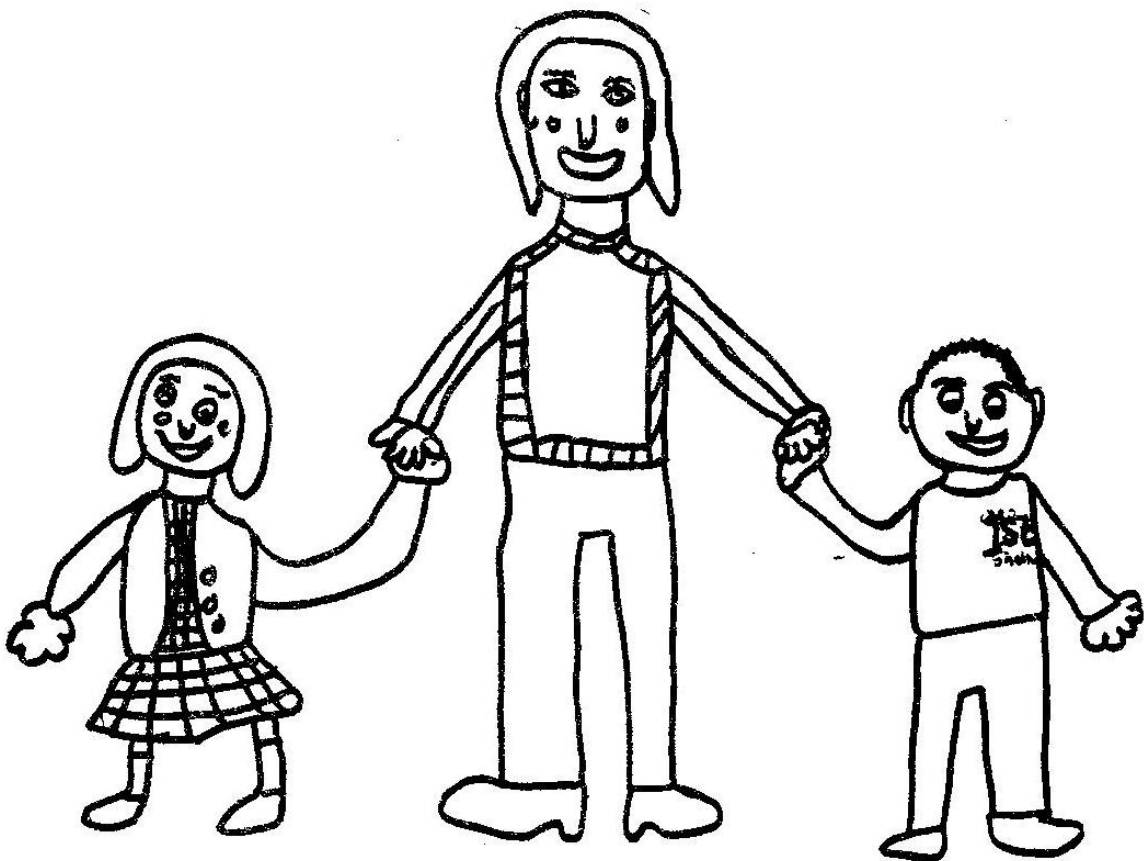
## Welcome to Reception Class

***“Start children off on the way they should go, and even when they are old they will not turn from it.”—Proverbs 22:6***

# Reception Class 2025-26

This booklet is for \_\_\_\_\_

It tells you all about the amazing things that happen in Forsbrook CE Primary School's Reception Class. We hope that you enjoy looking through it with your family.



# Who will you see at school?

Your class teacher is Miss Adams.



She will greet you every morning at this door.



When you go into your classroom, Mrs Collins will see you, she is your class teaching assistant.





Your classroom looks like this.

















## Your Things

You will have your own locker with your name and smiley photo on. You can put your coat and spare clothes in a named bag in here.



Please bring a special book bag to school each day. They look like this:



Letters for home will go in your book bag together with your school reading books and your reading diary.

If you are struggling to find a school logo book bag, then any kind of book bag will do. It will need to fit an A4 diary and a few books inside it.

We may also have book bags available to purchase from our school PLUS (Pre-Loved Uniform Shop), please contact the school office to see what is available... you can also purchase school uniform for as little as £1!



Please bring these to school each day:

Coat

Hat (weather dependent)

Sun cream (weather dependent)

Water bottle

Spare clothes

Book bag

Please make sure **EVERYTHING** has your name on.

You do not need to bring:

Snack (we have fruit available every day)

Pencil case



# Your Team



You are in \_\_\_\_\_

In school you will join in with team competitions such as Sports Day and team challenges.

You will also join regular team meetings to discuss school life with everyone in your team.

Our School Teams:

Fire

Air

Water

Earth

## Arriving in the morning

When you come to school you will wait outside with your grown-up until your teacher opens the door at 8:35am. If your grown-up would like to have a meeting with Miss Adams, your grown-up will be able to book an appointment with her by writing a note in your school diary.

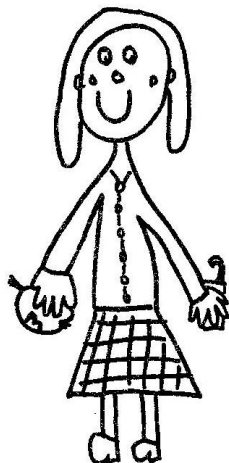


## Snack

During the day we all have a piece of fruit to eat. This might be an apple, pear, banana, satsuma or another exciting fruit. The fruit is provided free.

We will also have a cup of milk available for you to drink if you would like to. Your grown-up will receive more information about this in September.

Please bring your named water bottle to drink from throughout the day. We would like you to bring water in your bottle. You can refill this during the day.



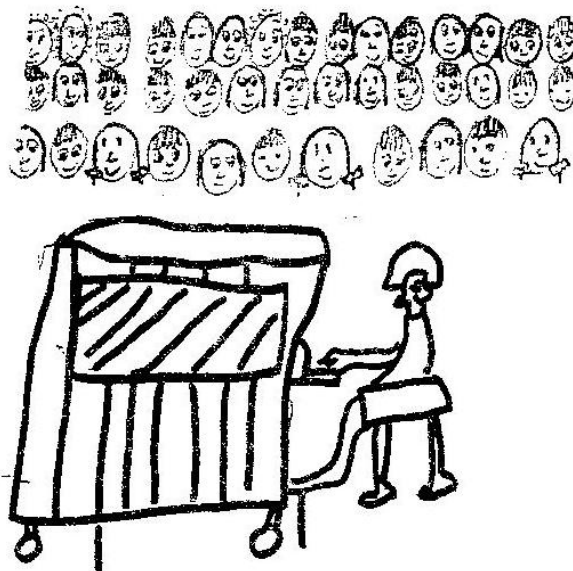


# Collective Worship

Each day at school we all come together for Collective Worship. You will be able to hear a story, say a prayer and sing a hymn.



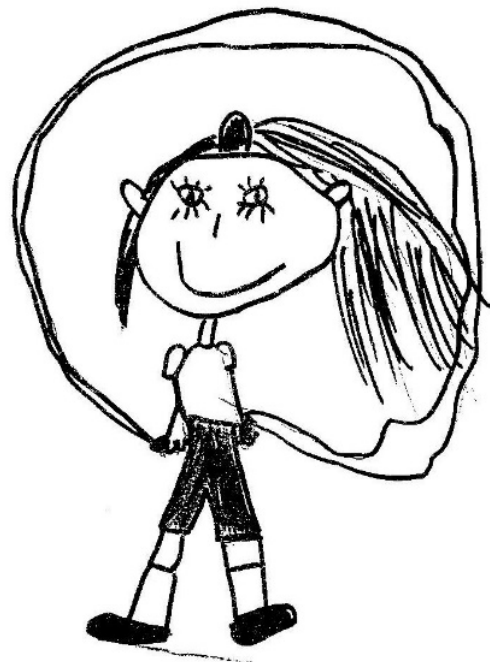
On Monday mornings we have a Values Assembly where we share our special work and achievements alongside the whole school.



## Morning Break Time

You will have a morning break time where you can stretch your legs on the playground alongside the Y1 and Y2 children. This will be for fifteen minutes straight after Collective Worship.

We do not have an afternoon break on the playground but we do use our own outside area throughout the morning and afternoon as part of our continuous provision.



## Lunch Time

When you have lunch, you will eat it in the dinner hall, at a table, with the rest of your class.

Reception school lunches are free.

Please ask your grown-up to order your school lunches with you at home. This saves lots of time at school, meaning more time for fun.



You may want to bring a packed lunch in a special box from home.

Please make sure your lunchbox has your name on.



# Reading

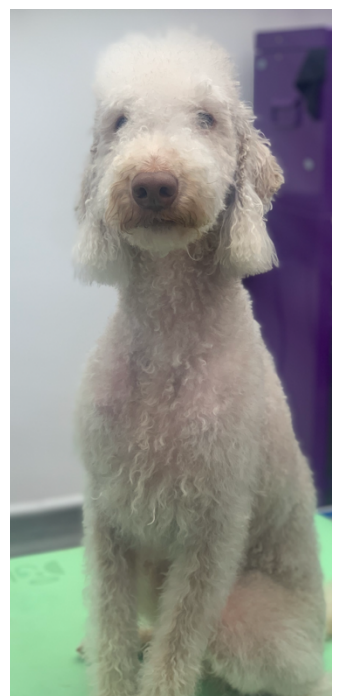
We hope you enjoy sharing books with your friends and families and are getting to know lots of rhymes.

At school you will hear stories every day. The book corner in your classroom is a special place to sit while you are looking at and reading books. There are books about everything- dinosaurs, pirates, trains, fairytales, animals and many more (Miss Adams loves animals, she has a dog and two guinea pigs).



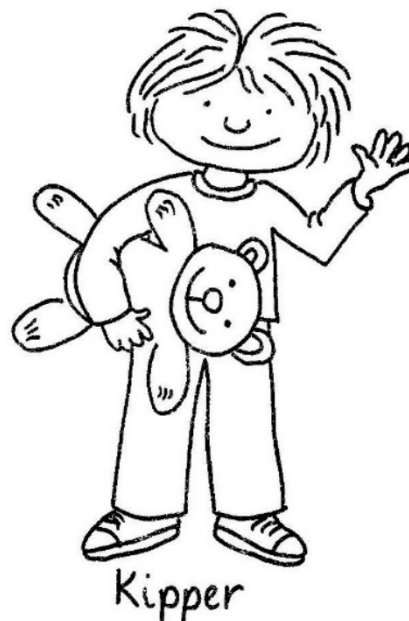
This is her dog, Monty.

These are her guinea pigs, Luna and Guna.



# Drop Everything and Read

Every afternoon straight after the register, the whole school have a 'Drop Everything and Read' session. This is where we read a shared story with our teacher. Once a week during 'Drop Everything and Read' you will be able to explore a special story that has been donated from the Rotary Club. You will be able to take a book home every week from the Rotary Club, then swap it the next week. This is like a library! We are very lucky to have been gifted lots of books to explore.



## Reading at home

As a school we expect you to read with a grown-up at least four times a week at home. When you read four times in a week, you will receive a special star in your reading diary!

Every week you will take two books home to read. One of these books will be matched to your phonics learning at school and the other will be a shared book to enjoy reading with a grown-up.

At first you will remember the stories just by looking at the pictures. With lots of practise you will begin to use your phonics to help you to sound out and blend the sounds in the words.



You will have a reading record diary to keep in your book bag. Please ask your grown-up to write down when you read to them and how you got on.

### Home Reading Record









































Date	Title	Comment

# Phonics

At school we use Little Wandle Letters and Sounds Phonics Programme to help you to learn your letter sounds and names. For each sound you will learn the shape of the letter, a phrase to help you remember it and the letter name. As you learn the letter sounds in school you will take home reading books to help you to practise the sounds at home.

Grapheme chart

Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr	 h	 b bb	 f ff	 l ll	 j	 v vv
 w	 x	 y	 z zz s	 qu	 ch	 sh	 th ng	ng	 nk	 a	 e	 i	 o	 u
 ai	 ee	 igh	 oa	 oo	 oo	 ar	 or	 ur	 er	 ow	 oi	 ear	 air	

# Writing

Writing is fun! At school you will learn how to form letters correctly and write words and sentences.

It would be great if you could practise writing your name at home. Don't worry if you can't; you will soon learn at school.

William

Ben

Chloë  
Joshua



If you would like to practise your name:  
Only use a capital letter at the start of  
your first and second names please.

We write while we play all the time; in the  
construction area, outside and on the  
writing table.

When you have been at school a while you  
will begin to know, recognise and write  
the letter sounds you hear in words.  
Then you will quickly begin to write  
sentences too!

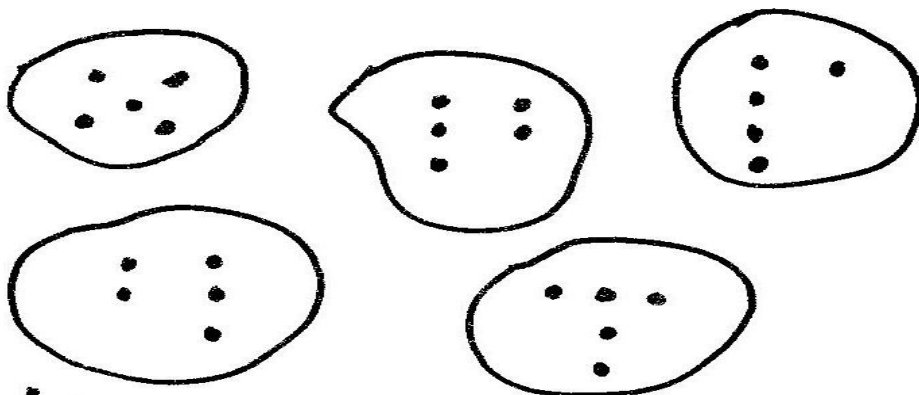
You will be able to do lots of other  
activities at school to help with your  
writing. These include tracing over  
pictures, drawing patterns, colouring,  
making models with playdough, cutting  
and drawing.

# Mathematics

There are lots of things you can do at home with your family that will help you with your maths:

- sort blocks by colour and size
- fit jigsaw puzzles together
- learn nursery rhymes and number songs such as "five currant buns"
- play lots of games where you have to throw a dice and move along a board
- cooking - talk about which things are heavy and light, how much you need and counting and sharing
- talking about your family... who is the youngest, oldest, tallest or shortest
- talk about time using words such as morning, night, yesterday, tomorrow and next week

- at bath time look at which things float or sink; is the bath full or empty?
- when you are getting dressed look at things you put on first and last, which is the back and front, how many buttons are there?
- at mealtimes you can lay the table and make sure you have enough knives and forks
- when you go shopping you can look at numbers, coins and look at the shape, size and colour of the boxes
- challenge your family to see how far they can count to

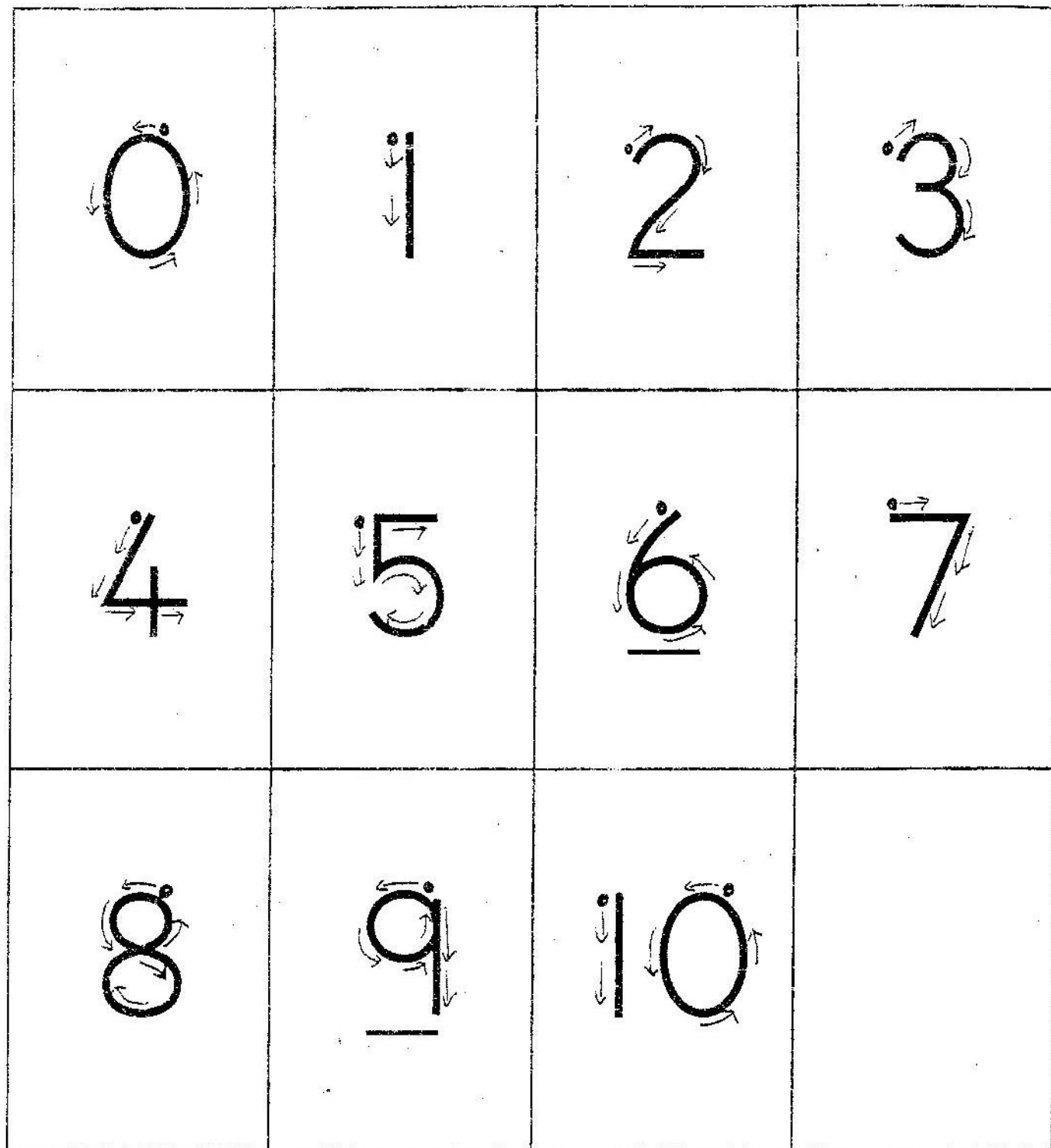


"five currant buns in  
a baker's shop..."

At school we will do lots of mathematical activities. You will do lots of exciting things, such as counting, adding, subtracting, measuring, weighing, looking at shapes, making models and following directions.

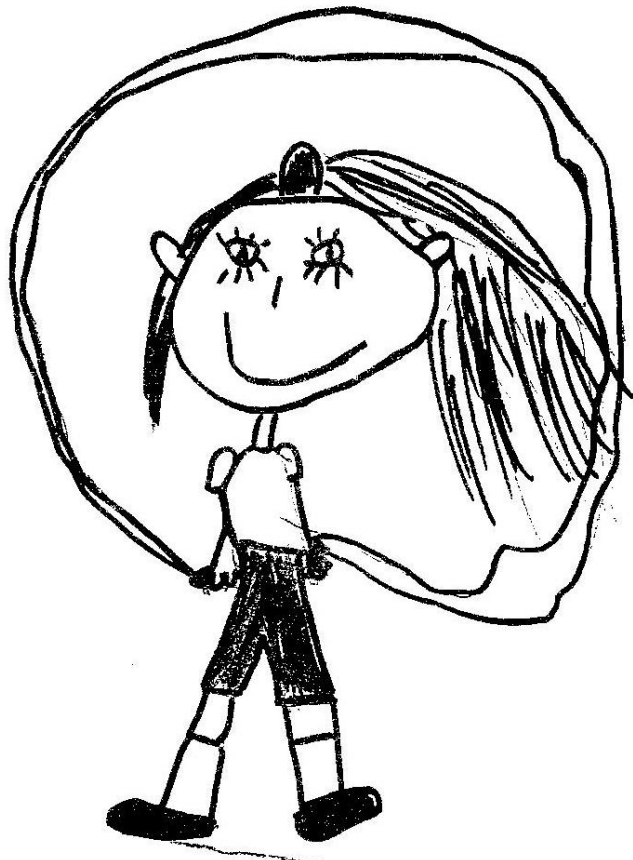


This is how we write our numbers:



# PE

At school you will be able to do PE twice a week and in the summer term you will be able to go swimming with your class. On PE days (we will let you know in September when your PE days are) you will come to school wearing your school PE kit and trainers or pumps. You will stay in your comfy PE kit all day!



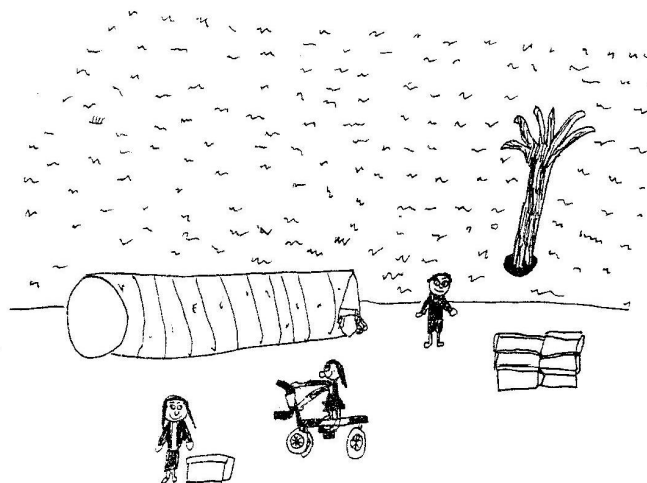


## Busy Learner Time

At school you have Busy Learner Time every single day. Busy Learner Time is when you can play and explore the classroom and the Reception class outdoor area. You will be able to freely access lots of activities and enjoy playing alongside others. There are lots of things for you to play with. Here are some of the things you will find:

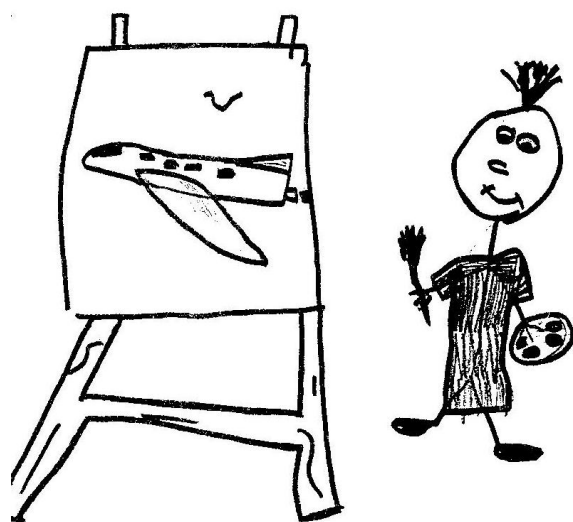
- a role play area filled with lots of exciting things to engage your imagination
- dressing up clothes so that you can be anything from a doctor to a princess, or the Gruffalo or a superhero!
- an art area where you can paint, draw and colour

- construction kits to make large models using nuts and bolts
- large and small building blocks
- a farm with buildings and lots of animals
- games and jigsaws
- playdough and clay
- a sand tray and a water tray
- an interactive whiteboard to draw and colour on
- trikes, scooters, tunnels and a slide
- a digging patch
- a stage
- and lots of amazing activities ready to burst out of Miss Adams and Mrs Collins' cupboards!



## Messy Activities

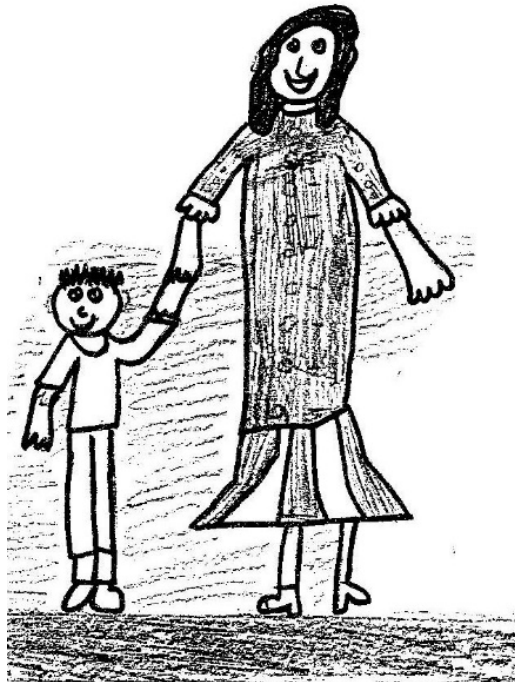
At school you will be able to do lots of "messy" things. You can paint, stick, make models, use clay and play in the sand and water.



We have aprons at school to keep your uniform clean and to keep you dry when you play in the water. Unfortunately, sometimes accidents can happen and a little bit of paint might touch your sleeve, but don't worry, we try our very best to stay clean.

## Home Time

You go home at 3:15pm. Your mummy, daddy or someone else you know really well will wait for you outside the hall doors. Your teacher will make sure they see your grown-up before you can go. Sometimes your grown-up may be a few minutes late but don't worry; you can wait safely with your teacher until they come. Please ask mummy or daddy to tell the teacher if someone different is collecting you.



## Care Club

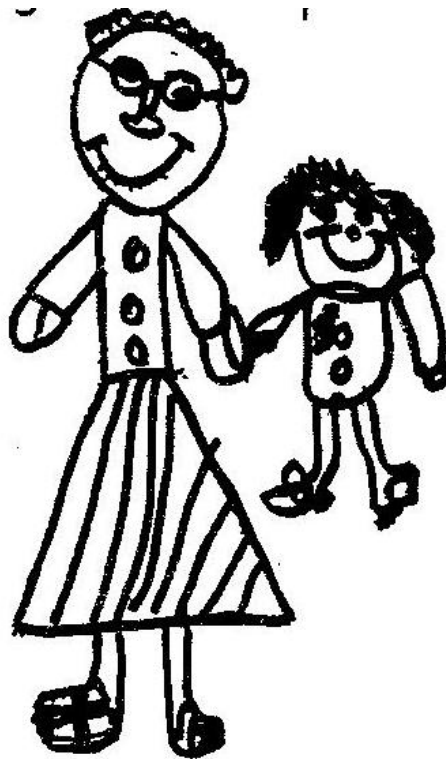
If you would like to come to our Breakfast or After School Care Club then this can be arranged with Mrs Turner. She is the Nursery and Care Club Manager. Mummy or daddy can ask Miss Adams to pass on her details to you. There is a fee to attend Breakfast and/or After School Care Club.

## After School Clubs

Throughout the year there will be opportunities for you to join our school's After School Clubs which are free of charge. Teachers and teaching assistants lead different exciting clubs for you to attend. You will receive a letter about these when you start school.

# Your Learning Journey

We will take lots of photographs and write about all the great things you do in school. These will go in your very special Learning Journey folder. We hope you will bring in some things from home to share all the wonderful learning you do with your family. We will put these in your Learning Journey too!



# Your First School Activity

In the first few weeks of Reception Class, we enjoy getting to know you.

We would like you to bring in a **Marvellous Me Box** with you in the first week of Reception class.

We would like this box to include pictures so that you can talk about your family; a favourite toy; an interest that you have (for example a picture of you playing football if you enjoy football); your favourite story and a picture of your favourite day out.

These are a few examples, but if you would like to put anything different in your box that is fine, it is your box to treasure!



Sharing a **Marvellous Me Box** is a wonderful opportunity for you to share all about yourself with your peers, developing your social and listening skills.

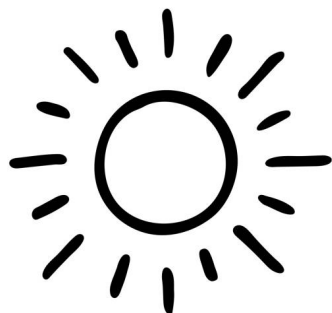
Your **Marvellous Me Box** will go back home with you when everyone has shared their special box with the class.



We hope this booklet has helped you and your family to learn about all the wonderful things that happen in Reception Class.



Have a lovely summer, see you in September.



# Early Years Foundation Stage (A Guide for Parents)

The Early Years Foundation Stage (EYFS) areas of learning and development have been produced by the government and early years professionals for use by all early years providers.

The Reception Class year is the final year in the Early Years Foundation Stage. It is all about well-planned play activities to develop all areas of the curriculum. There is a balance of teacher and child-initiated activities. There are set times of the day where the children are involved in planned activities to develop the early learning goals. Children are then given the opportunity to develop

these skills independently during child-initiated supported play. Much of the planned activities are linked to the key theme for the half term.

At Forsbrook CE Primary we use the areas of development when we are observing, assessing and planning for your child's individual needs. The areas of learning and development make sure that we are constantly challenging your child and helping them to develop and succeed. There are seven areas of learning and they are split into two parts:

1. The three prime areas.
2. The four specific areas.



## Prime areas

Personal, social  
and emotional  
(PSED)



This area of  
learning is about  
how your child...


- Is confident  
and self-  
assured
- Manages their  
feelings and  
behaviour
- Makes friends
- Shares and  
takes turns

Physical  
development



This area of  
learning is about  
how your child...

- Moves and  
uses gross  
motor skills

	<ul style="list-style-type: none"> <li>➤ Develops fine motor skills</li> <li>➤ Learns about healthy living</li> <li>➤ Manages self-care independently</li> </ul>
<p>Communication and language</p> 	<p>This area of learning is about how your child...</p> <ul style="list-style-type: none"> <li>➤ Listens and pays attention</li> <li>➤ Understands what is being said</li> <li>➤ Communicates with others</li> <li>➤ Develops vocabulary and speech</li> </ul>

## Specific areas

### Literacy



This area of learning is about how your child...


- Enjoys reading books
- Likes making marks
- Learns to write
- Starts to explore phonics and letter sounds


### Mathematics



This area of learning is about how your child...

- Learns about numbers and counting

	<ul style="list-style-type: none"> <li>➤ Recognises the passing of time</li> <li>➤ Explores measures, capacity, space, shapes</li> </ul>
<p>Understanding the World</p> 	<p>This area of learning is about how your child...</p> <ul style="list-style-type: none"> <li>➤ Finds out about nature and the world around them</li> <li>➤ Talks about people and their local community and learns about similarities and differences</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Confidently uses ICT equipment</li> </ul>
<p>Expressive Arts and Design</p> 	<p>This area of learning is about how your child...</p> <ul style="list-style-type: none"> <li>➤ Enjoys being creative</li> <li>➤ Sings, dances and makes music</li> <li>➤ Plays imaginatively</li> <li>➤ Uses colour to express themselves</li> </ul>

## Early Learning Goals

Towards the end of your child's time in Reception Class, Miss Adams will complete the Early Years Foundation Stage Profile, which assesses your child against the Early Learning Goals (see below).

This 'assessment' is a reflection of your child's achievements throughout the year, leading up to the Early Learning Goals.

Please note, your child will not complete any 'tests' for the assessment, it simply reflects Miss Adams' professional judgement and knowledge of your child.



Communication and Language	
Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>

Understanding the World	
Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
People, Culture and Communities	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul>
The Natural World	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

Personal, Social and Emotional Development	
Self-Regulation	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul>
Managing Self	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
Building Relationships	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>

Expressive Arts and Design	
Creating with Materials	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

Mathematics	
Number	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul>
Numerical Patterns	<ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

Physical Development	
Gross Motor Skills	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
Fine Motor Skills	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
Literacy	
Comprehension	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
Word Reading	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>