



Forsbrook CE Primary School



Welcome to Reception Class

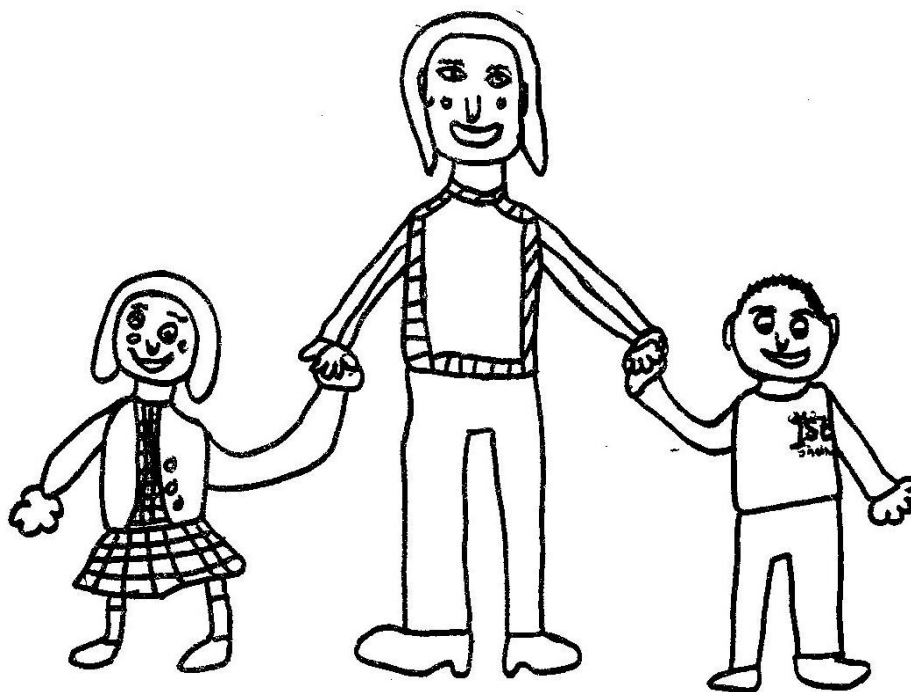
“Start children off on the way they should go, and even when they are old they will not turn from it.”—Proverbs 22:6

Reception Class 2026 - 27

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.



Let's take a look at your Reception Class family...

Miss Adams is your Class Teacher.



Miss Adams loves animals, especially her dog Monty and her two guinea pigs Luna and Guna.



She loves taking her godchildren on days out, trips usually include eating food and meeting animals!



She plays the bassoon in an orchestra and loves playing and listening to music. She sings all the time! 🎵

She loves the children's book Supertato. 📖

Her favourite colour is green. ❤️

Miss Adams looks forward to welcoming you to our Forsbrook Family. 😊

Arriving in the morning



Every morning Miss Adams or your class Teaching Assistant will greet you at the bottom hall doors at 8.35am, the doors will close at 8.45am. If you are running late one day, please pop to the school office and the lovely Mrs Minor or Mrs Dawson will let you into school.

Please try your best to be on time to school every day.



Mrs S Minor



Mrs S Dawson

Mornings can be a bit busy so if your grown-up would like to have a meeting with Miss Adams, they can send her a message on ClassDojo or write a note in your school diary.



Your classroom looks like this.





Your Things

You will have your own locker with your name photo on. your coat clothes in a here.



and smiley
You can put
and spare
named bag in

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 - including your school books

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



Snack

During the day we all have a piece of fruit to eat. This may 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.

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.

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.



Lunch Time

When you have lunch, you will eat it in the dinner hall, at a table, with the rest of your class. You will use a knife and fork to eat your meal so we ask that you practise using these at home when you eat your dinner. 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 healthy packed lunch in a special box from home.

Please make sure your lunchbox has your name on.

Food Guidance

We are a **NUT FREE** and **HEALTHY** school.

We ask that your grown-up limits the amount of sugar in your lunch box and aims to put in items that will give you energy for the rest of the day ie:

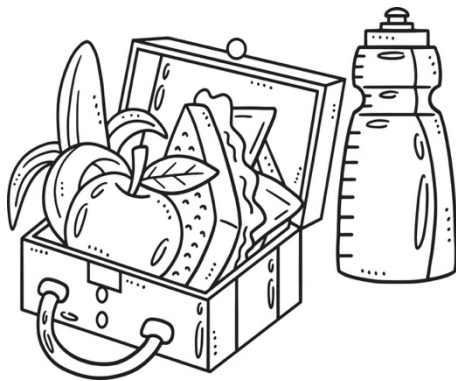
Sandwich/wrap

Cucumber slices

Piece of fruit (grapes **must** be cut in half)

Yoghurt

These are just some examples, but your grown-up knows you best. They will be able to give you foods that you enjoy. Please just be mindful that we are a nut free and healthy school.



Your grown-up can take a look at this food guidance:

Early years food choking hazards

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.

Make sure food is prepared appropriately for children under 5 years old, see: <https://www.nhs.uk/start4life/weaning/>

It is also advisable that care givers are familiar with how to respond to a choking incident, see: How to stop a child from choking: <https://www.nhs.uk/conditions/baby/first-aid-and-safety/first-aid/how-to-stop-a-child-from-choking/>

and How to resuscitate a child: <https://www.nhs.uk/conditions/baby/first-aid-and-safety/first-aid/how-to-resuscitate-a-child/>

Reading

We hope you enjoy sharing books with your friends and families and enjoy singing lots of nursery 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.

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 together.

We also make sure we have time for lots of special stories throughout the day.

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 three books home to read. One of these books will be matched to your phonics learning at school and the other two 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.

It is really important that you read your phonics book at home so that you can develop your phonics knowledge that you have been taught in school.

Phonics

At school we use Little Wandle Revised Letters and Sounds Phonics Programme to help you to learn your letter sounds and names. 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	t	p	n	m	d	g	c	r	h	b	f	l	j	v										
s	t	p	n	m	d	g	c	r	h	b	f	l	j	v										
ss	tt	pp	nn	mm	dd	gg	k	rr		bb	ff	ll		vv										
							ck	cc																
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u										
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u										
			zz																					
			s																					
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.

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, drawing and many more.

How can I develop my writing skills at home?

If you would like to practise your name:

Only use a capital letter at the start of your first and second names please.

William

Ben

Chloë
Joshua

Wonderful writing appears when fingers, wrists and hands are strong. To build your strong fine motor skills, try these activities at home:

Dough Disco (dance to music and mould the playdough!).
Colouring inside the lines.

Drawing.

Painting.

Scrubbing - using brushes/sponges etc.

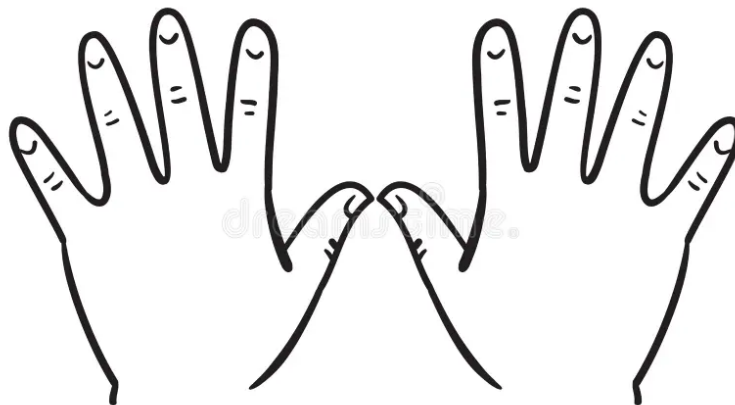
Scissor cutting.

Threading.

Using tweezers to pick up items such as pom poms.

Pegging washing on the line.

Using a knife and fork to eat your dinner.



Mathematics

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

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.

Bakin - talk about which items 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.

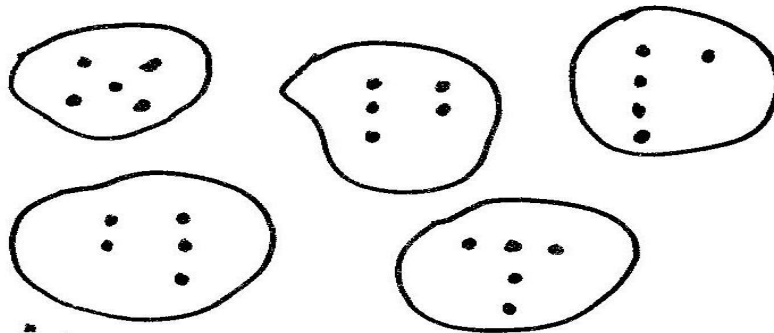
At bath time look at which things float or sink; is the bath full or empty?

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.

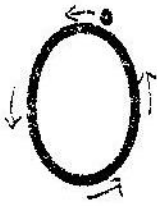









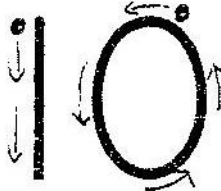


"five currant buns in
a baker's shop.."

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.

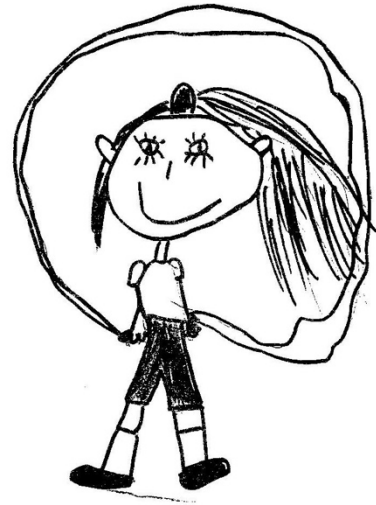


This is how we write our numbers:

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. 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 fun 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!

An art area where you can paint, draw and colour.

A construction area for you to create and build many magnificent creations.

A farm with buildings and lots of animals.

Games and jigsaws.

Playdough and clay.

A sand tray and a water tray.

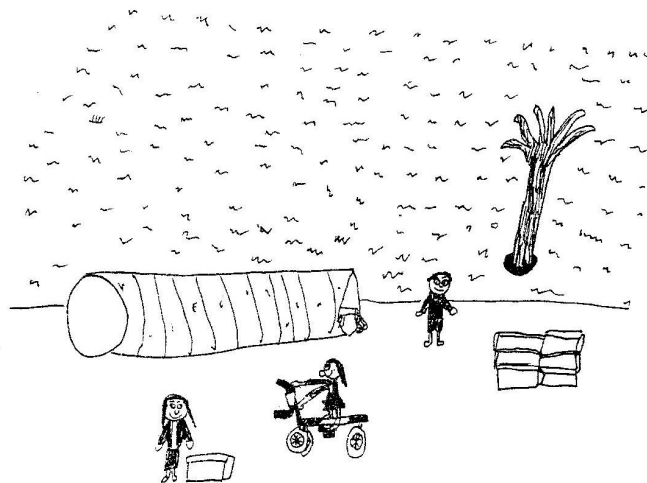
An interactive whiteboard to draw and colour on.

Trikes, scooters, tunnels and a slide.

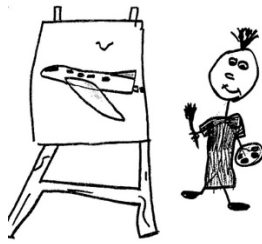
A play outdoor kitchen.

An outdoor stage.

Plus lots of amazing activities ready to burst out of Miss Adams' 'classroom cupboards of many things'!



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 grown-up will wait for you outside the hall doors. Your teacher will make sure your grown-up waves 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. If your grown-up is over 10 minutes late, you will wait at the office.

Please ask your grown-up 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. There is a fee to attend Breakfast and/or After School Care Club.

Mrs Turner's email address is:
nurseryadmin@forsbrook.staffs.sch.uk

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. Alongside your amazing writing and maths work.

We will also share photos on the school ClassDojo app (grown-ups will receive a log in soon). There will be regular class updates so grown-ups can see all the exciting things we get up to and also some individual photos to celebrate your successes.

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!

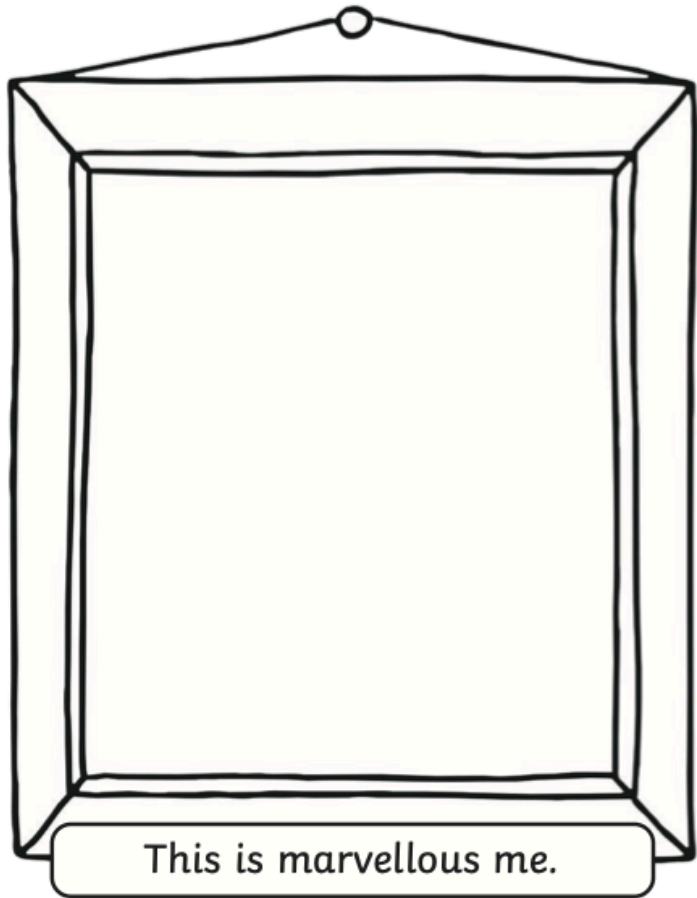
Sharing a **Marvellous Me Box** is a wonderful opportunity for you to share everything about yourself with your new friends, developing your social and listening skills.

Your **Marvellous Me Box** will go back home with you when everyone has shared their special box with the class, this will be towards the end of Autumn 1.



You may wish to include this special sheet:

Marvellous Me!

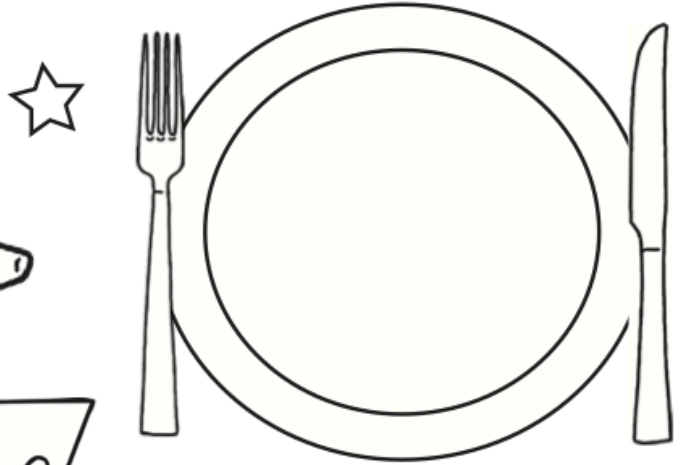


My name is:

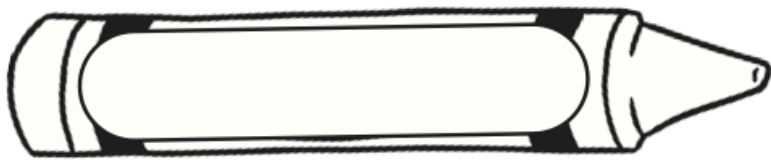
I am years old.



My favourite food is:



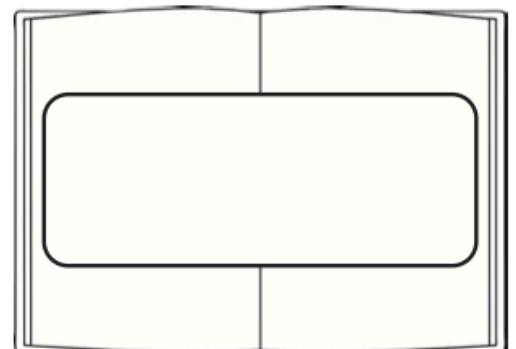
My favourite colour is:



My favourite animal is:



My favourite book is:

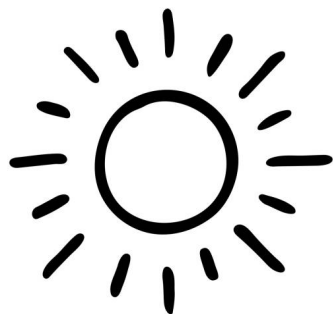


My favourite toy is:

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.



Parent's Guide

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:

The three prime areas:

Personal, Social and Emotional Development, Physical Development and Communication and Language.

The four specific areas:

Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

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.

See the Early Learning Goals below:

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.

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.

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.

Starting Reception

Your child's journey to school starts at home.



Introduction

We understand that all children develop at their own pace, and that we're all learning from birth. When it's time to start school, some children will need more help than others.

There are key skills* that schools expect children to be learning before their first day. Practising these will make your child's journey to Reception as positive as possible.

If your child is already at nursery, in pre-school, or with a childminder, those professionals will work with you and your child to help get them ready.

There's lots you can do at home to build your child's confidence and independence, helping them feel emotionally and practically prepared to start school.

*We are calling this document the 'Starting Reception' definition. Some people/ organisations refer to this as 'school readiness'.

How can I help my child get ready?

Your child will have lots of new activities and routines to get used to when they start school. There are some things they'll need to do more independently than they might have before.

Research shows that a child's relationship with their parents is the most important factor in their development, and there's a lot you can do at home.

When your child is at home with you or another caregiver, you can practise as a family with fun activities (we've included links at the end of this resource).

Some of these skills take time to master, so it's good to introduce them gradually in your daily routine.



What if my child has additional needs?

- If your child needs additional support to settle into Reception, make sure you share as much information as possible with their new teacher. They can work with you to find strategies to support your child.
- Summer born children, or those speaking English as an additional language (EAL) may need more support.
- If you know or suspect your child has special educational needs (SEND), developmental differences or delays, some of these skills may not be achievable for them at this point.
- Early intervention makes a big difference – ask your child’s nursery, school, health visitor, local children’s centre or Family Hub for help.

Who can I speak to for help?

All children will need help from their trusted adults so they can feel confident and excited about starting Reception.

Your childminder/nursery/pre-school team or your health visitor, children’s centre or family hub can help if you need more information.

Where can I find more resources?

We’ve also put together a list of organisations and resources to help you and your child get ready together.



These can be accessed online at <https://startingreception.co.uk>.



The definition: skills to practise before starting Reception:

New skills take time to learn. Practising at home will help your child move into school more easily and with confidence.

Growing independence

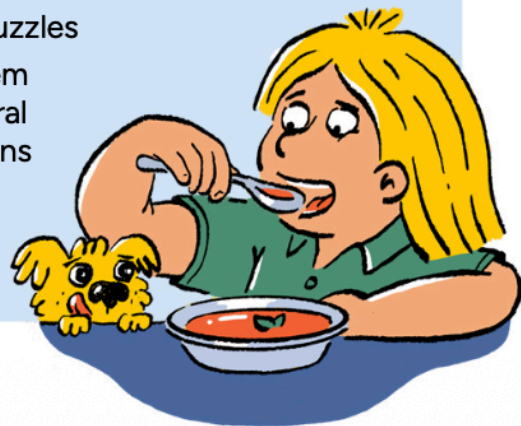


Taking care of themselves

- Putting on/taking off their coat and shoes
- Using the toilet and washing their hands
- Getting dressed with little help, e.g. after using the toilet or doing PE
- Using cutlery (e.g. fork and spoon, chopsticks) and drinking from an open cup
- Spending time away from you, learning they can be looked after by caring adults

Play, creativity and curiosity

- Taking part in imaginative play (e.g. role play)
- Drawing, painting, colouring and sticking
- Counting, building and doing puzzles
- Exploring the world around them (e.g. looking closely at the natural world, noticing numbers, patterns and shapes, playing safely with objects at home)



At school your child will be meeting lots of new people and make new friendships. Some things to help them get ready include:

Building relationships and communicating



Being with others

- Practising sharing and taking turns with toys
- Talking to them about **how** they are feeling and **why**
- Looking at story books together and speaking about what characters are feeling is a good way to do this
- Beginning to recognise what others are feeling, e.g. understanding if a friend is sad
- Encouraging them to set boundaries for themselves and others (e.g. knowing how to say 'no')

Communication and language

- Singing along with songs and nursery rhymes
- Talking happily to others about activities, experiences and the world around them
- Showing they need help by speaking clearly (in basic English or sign language)
- Recognising the pattern of their name (so they can find it on their coat peg or jacket)

Listening and engaging

- Paying attention for short periods of time
- Listening to and following simple instructions
- Carrying on with a task even when it's difficult and bouncing back if things go wrong



Physical development

Getting moving for at least three hours a day

- Walking up and down steps (one foot at a time, using the wall for support)
- Climbing, running, jumping and playing
- Catching a large ball (most of the time)
- Doing simple puzzles and craft activities, strengthening their grip with cutting and sticking



Healthy routines

- Going to bed around the same time each night, waking up in time to get ready for school
- Limiting screen time to the recommended daily amounts (see advice)
- Eating a healthy diet and trying new foods
- Brushing their teeth with fluoride toothpaste twice a day (you'll need to supervise this until they are at least 7)



What should I do if I have concerns about my child's development?

- If you're worried about your child's progress, talk to your childminder/nursery/pre-school team, health visitor, local children's centre or Family Hub.
- If your child has developmental delays or SEND (suspected or confirmed), speak to their nursery, childminder, or health visitor/nursery/pre-school team well before they start Reception and discuss their needs when you are selecting schools.
- You can work with your child's early years setting to help your child with self-care, managing emotions, social skills, and communication in a way that suits their stage of development.
- You might want to share details about their development, needs, what motivates them, what might trigger difficulties, how they learn best, and what strategies work well.
- Make sure you share important information with everyone supporting your child, including their new Reception teacher.

Resources for families with additional needs

There are many organisations who can support with information and strategies to prepare you, your child and their educational setting, ensuring a smooth transition and setting them up for future success.

These include:

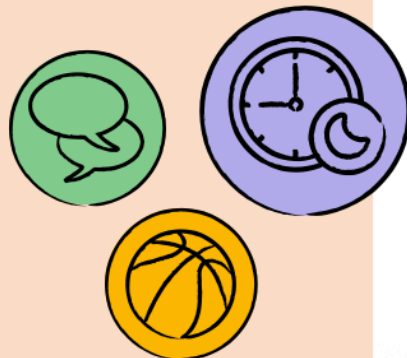
- [Family Lives](#)
- [Speech and Language UK](#)
- [Dingley's Promise](#)
- [KIDS](#)



Find out more

For more information, visit

<https://startingreception.co.uk>



This definition was created collaboratively by



Notes:



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