

Reception Parent Information Meeting

September 2026



‘Living and learning together’

Kindness Respect Curiosity

Reception – Ruby Class

Miss Stubbs - Class Teacher

Miss Barnes – LSA

Miss Carter – LSA

Mrs Cutler - LSA

Mrs Holford - LSA

Senior Leadership Team (SLT)

Mrs Margaret Coxhead
Headteacher
Designated Safeguarding
Lead

Mrs Anna Laban
Assistant Headteacher
SENCO
Deputy Designated
Safeguarding Lead

Mrs Tina Smith
Wellbeing Mentor
Deputy Designated
Safeguarding Lead

SEND and Inclusion

Mrs Anna Laban - SENCO and Inclusion Lead

- In the first instance, if you have a concern about your child's learning, please speak to your child's class teacher.
- If further advice is needed, the class teacher will speak to the Mrs Laban.

Uniform

Reception uniform consists of:

- White or dark purple polo shirt
- Purple school sweatshirt or cardigan
- Black jogging bottoms or leggings
- Plain black shoes or trainers

PE Uniform

- White t-shirt
- Black shorts, leggings or jogging bottoms
- School jumper or plain, black jumper - no hoodies

Year 1 – 6 school uniform consists of:

- White or dark purple polo shirt or shirt
- White blouse
- Grey or black trousers
- Grey or black skirt or tunic
- Purple school sweatshirt or cardigan
- Purple/white checked dress
- Grey or white socks
- Plain black shoes with laces or straps

Uniform

Hair

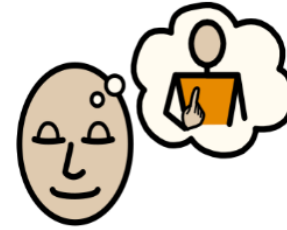
- Long hair must be tied back with simple hair accessories.
- No extreme hair styles e.g. fashion/celebrity styles; this includes mohicans, over use of gel and patterns shaved in hair or eyebrows.

Jewellery and Accessories

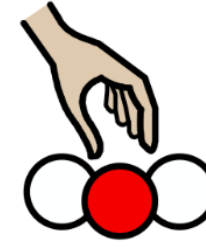
- Jewellery must not be worn. Small gold or silver stud earrings are allowed – no hooped earrings. Pupils may wear a watch, fitted to the wrist – SMART watches are not permitted. No nail varnish.

Curriculum – Timetable

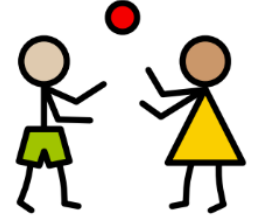
- In Reception we have a varied timetable.
- Everyday the children will participate in a whole class phonics, literacy and maths lesson.
- In addition to this, they will take part in choosing time. This is where the children choose where/what to play with in the classroom/outside area, story time, mindfulness.
- Snack time will take part in the morning before break.
- Milk and story time will take place in the afternoon at 2:30pm.



Mindfulness



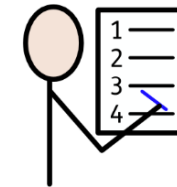
Choosing



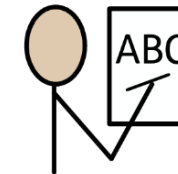
Break



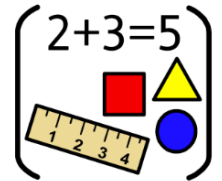
Story time



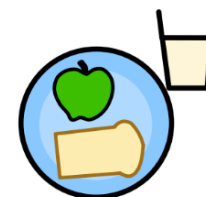
Register



Phonics



Maths



Lunch



Home



Handwriting

Curriculum – Timetable

- PE – Tuesday morning (Sports coach)
Wednesday morning (Class teacher)
- Teacher planning time – Friday afternoon
(Miss Carter and Miss Cutler will be teaching the class)



Curriculum – Timetable

- Each week children will be expected to participate in activities linked to the learning (with adult support) . For example, a drawing, writing, or a maths activity.
- This will increase throughout the year, in readiness for Year 1.
- They will all have a ‘Learning Moment’ book in which their work will be collated. You will have a chance to see these books during parent consultation meetings and at the end of the school year when they can be taken them home.



Early Learning Goals

- The Early Learning Goals set out the key skills, knowledge and understanding that children are working towards and are expected to be able to demonstrate by the end of their Reception year.
- These goals are carefully weaved throughout everyday teaching, play and learning experiences to support children's progress and development.
- The Good Level of Development (GLD) is a performance measure used at the end of reception in the Early Years Foundation Stage (EYFS). Children are defined as having reached a GLD if they have achieved the expected level for the Early Learning Goals (ELGs) in the prime areas of learning, which are *communication and language*, *personal, social and emotional development*, and *physical development*, as well as the specific areas of *mathematics* and *literacy*. This assessment is crucial for supporting the children's successful transition to key stage 1.

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

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

Tapestry

- We will be setting up Tapestry to share learning and special moments with you.
- More information on this will be shared with you soon.



School bags

- Everyday your child needs to bring in to school a named bag and water bottle.
- We advise the bag contains a spare set of clothes/underwear in case of any accidents or after engaging in sensory play.
- Please name/label all uniform as items can be misplaced.

Goodbyes

- When children come into school in the morning, we want them to feel excited and ready. We believe that speaking positively about school at home or on the way to school with your child can really help.
- We also recommend that your 'goodbye' is a conversation on the way to the school gate rather than a 'big goodbye' at the gate.
- We also recommend not calling your child back to you to say goodbye after they have already entered the school, as this can sometimes cause upset.



Attendance

Milldene Primary School expects a high level of attendance throughout the year:

- If your child is unwell, please inform the school before 9am on the first day of absence.
- Holidays during term time will not be authorised.
- In exceptional circumstances, application for leave in term time form to be completed (from office).
- Once attendance drops below a certain level, it is closely monitored, a letter may be sent or parents may be invited in for a meeting.
- Persistent absence (below 90%) will be followed up by the school. This may lead to a fine and failure to comply may result in legal action.

Punctuality

- The school gate opens at 8:35 am
- The school gate closes at 8:45 am
- Learning starts at 8:45am
- If late (anytime after 8:45am), children will need to enter school via the main entrance.
- Persistent lateness will be followed up and may result in a fine.
- School finishes for all children at 3.15pm. Children will be dismissed from **the main office**. Please be on time to collect your child.

First Aid Procedures

- Children always have access to staff who are first aid trained and know who these staff members are.
- You will only be contacted, if your child has a head/face injury that has left a mark, serious accident or needs to go home as unwell.
- If your child bumps their head and there is no visible mark, a form will be sent home with your child informing you of the time it happened and including brief details of the incident.
- If a child bumps their head, the class teacher is informed so they know to monitor any changes.



Behaviour – Core values and class rules

Core Values

At the beginning of the academic year each class decides on their class rules which are based on our school's **Core Values**:

Kindness

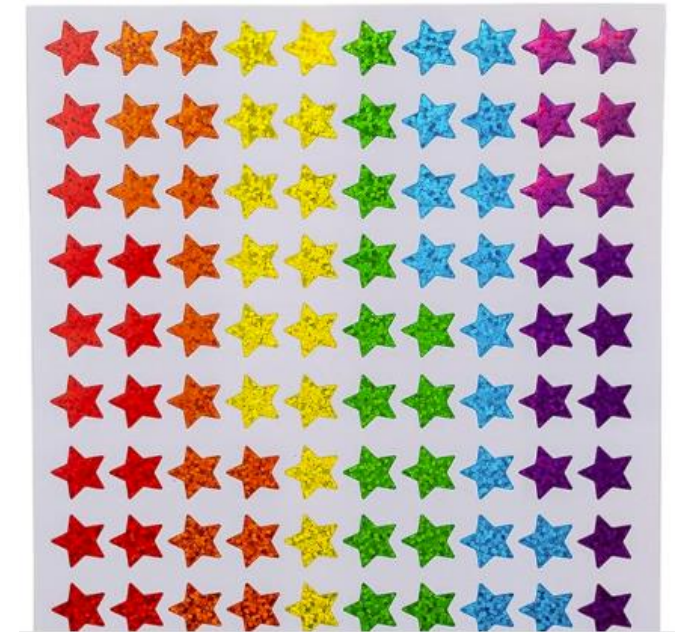
Respect

Curiosity

Behaviour – Sticker charts

- In years 1 – 6 there is consistent approach to dealing with learning behaviour which is called Good to be Green.
- Due to the children being younger in Reception, we believe they needed their own behaviour system.
- The aim of the sticker charts is to motivate the children and develop a sense of achievement as well as help with name recognition.
- We have discussed with the children the types of behaviours that we are looking for to earn a sticker, which are all in line with our core values, kindness, respect, and curiosity.
- Also, we are working on other skills such as using manners, using a confident voice, being kind to others, showing a 'can do' attitude and speaking in full sentences.

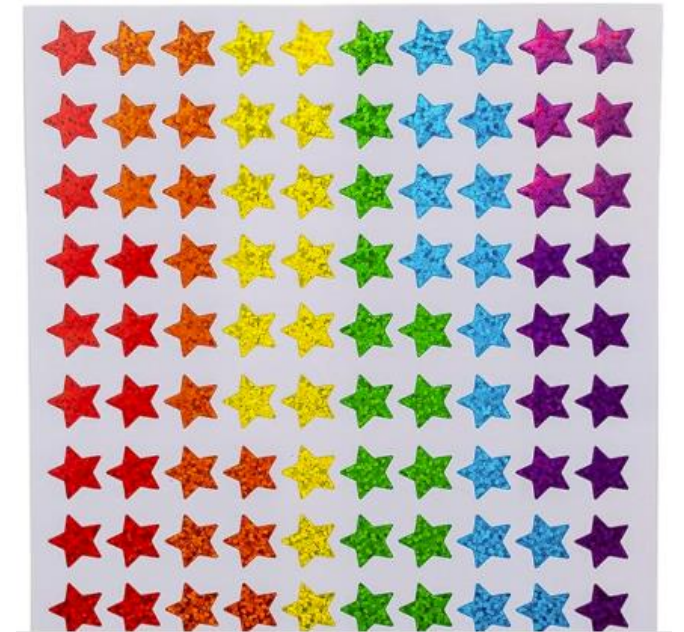
<u>Emilia</u>									
1	2	3	4	5	6	7	8	9	10



Behaviour – Sticker charts

- In addition to this, we have also discussed that we can feel happy and proud of our friends if they get a sticker.
- When the children 10 stickers on their sticker charts, we celebrate this moment as a whole class, by singing a song and the winner choosing a small prize from the prize box.
- This is a enjoyable moment to celebrate each other and feel proud of one another.

<u>Emilia</u>									
1	2	3	4	5	6	7	8	9	10



Reading

'Developing a love of reading can be more important for a child's educational success than their family's socio-economic background.'

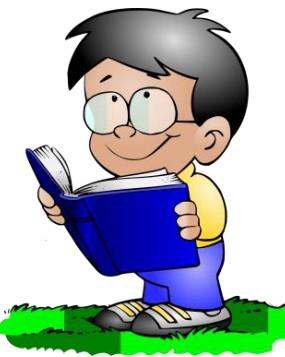


Organisation for Economic Cooperation and Development , 2002

The Teaching of Reading at School, EYFS and Y1

Reading experiences:

- Individual reading
- Reading groups (further on in the year)
- Story time
- Activities and classwork themed around books
- World Book Day/Week



Home Reading



Expectations of reading at home

- All Reception children will take home a book linked to our phonics learning.
- Reading with your child is very important to help improve their segmenting and blending skills and we would advise you to read with them as much as you can.
- Reading records and reading books should be brought to school every day.

In addition to this, reading story books to your child daily is also valuable for their reading, listening and understanding skills.



Homework

- There is no set homework for Reception, however there may be times where we ask the children to bring in certain objects/photos to share that will be linked to our learning. This will be communicated to you via email.

Water Bottles

- All children have access to water during the school day.
- Please ensure your child comes into school with a filled water bottle in the mornings. If they need to refill it we will support them with this.
- Only water allowed. No squash or juice please.

Toilet

- All children have access to the toilet during the school day.
- They are all encouraged to go to the toilet throughout the day.

Packed Lunch

- Children bringing packed lunches should have a proper lunch container, which is clearly marked with their name.
- Please note that hot drinks, glass bottles and fizzy drinks are not permitted.
- Mildene is an allergen aware, healthy eating school. We expect healthy home packed lunches. Sweets, chocolates and biscuits are not permitted. A packed lunch policy will be shared shortly in line with new government guidance.
- As we have children and staff with a range food allergies, we expect our whole school community to follow this rule. This will ensure the safety of all children and staff.

Lunch

- If your child is having a school lunch, please sit with your child and select the option together. This will save any upset for your child at lunchtime.

Milk

- If you would like your child to have milk in the afternoon please sign up on our website.

YOU ARE HERE: - [HOME](#) - [PARENTS](#) - [LUNCH MENUS](#)

Lunch Menus

CURRENT DINNER MENU



Click [HERE](#) to request free milk for children under 5 years old.

What to do if you have a concern

1. First, always speak to the class teacher – Miss Stubbs
2. Assistant Headteacher – Mrs Laban
3. Headteacher - Mrs Coxhead.
4. Chair of Governors.

An up to date copy of the school Complaint's Policy is on the school website. Please note that it is expected that the above steps are followed first in line with the policy.

Safeguarding

- Any Safeguarding concerns – please speak to a Designated or Deputy Safeguarding Lead.

Thank you

If you have any questions throughout the year, please e-mail or phone the school office and we will respond as soon as possible.

The Reception team.