

WELCOME TO SOUTHRIDGE FIRST SCHOOL

RECEPTION CLASSES 2026-2027

"You learn lots of things by doing stuff
and you can learn from the teacher too! "

"It's amazing because you can do
two add two and we call them plus
as well or altogether! Ha!
We get to use lots of things and
we are always busy. "



"Reception makes me happy because
it's fun!"

"Reception makes me happy because the
teachers are funny they always make me
laugh"

'Proud to Make a Positive Impact'



The Reception Team



Mrs Gendler-Watson

Class Teacher



Miss Flitcroft

Class Teacher





What is the Early Years?

One phase of learning from birth to 5.

Progressive and developmental.

Play and outdoor learning are key features.

The foundation for all further learning.

Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

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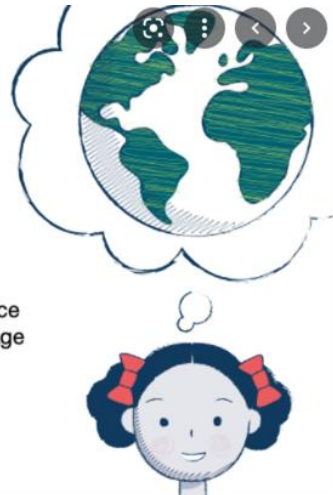
Effective: 1 September 2021



Development Matters

Non-statutory curriculum guidance
for the early years foundation stage

First published September 2020
Revised July 2021





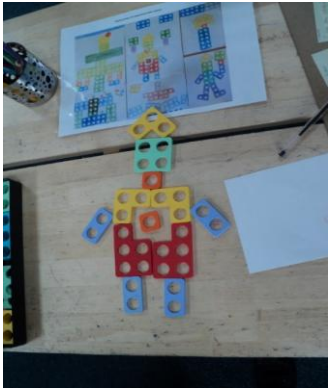
EYFS Key themes:

Unique Child - the individual, who they are, how they learn.

Positive Relationships - what can we do? How do they interact?

Enabling Environments - what can we provide? Where do they access & how?

All these lead to effective Learning & Development



7 Areas of Learning

3 Prime areas:

Personal, Social, Emotional development

Physical development

Communication & Language

4 Specific Areas:

Literacy

Mathematics

Understanding the World

Expressive Arts & Design

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.	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.
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.	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.	

Characteristics of Learning (how children learn)
Playing & Exploring, Active Learning, Creating &
Thinking Critically



Relationships Education in schools is becoming increasingly embedded and is now compulsory, meaning that there is no opt-out for parents. It teaches children about healthy relationships, including the concepts of friendship and privacy.

This subject does not involve sex education, which continues to be taught in middle or secondary schools. However, children are taught the correct names for parts of their body, which supports safeguarding where required, as well as learning about the concept of puberty.

Information about Relationships Education within our Personal, Social, Emotional and Health (PSE/REd) curriculum can be found on our school website. It is carefully woven through our Jigsaw programme across the year, alongside our core values, enrichment opportunities, and weekly assemblies.

Monitoring shows that all children feel safe to express their own views and opinions.

Our children are provided with varied and diverse opportunities to apply their learning throughout their time at Southridge.

Relationships Education update 2026-2027





Play

Play underpins the delivery of all of the principles of the Early Years Foundation Stage (EYFS).

Children will have the opportunity to play both indoors and outdoors all year round and develop intellectually, creatively, physically, socially emotionally.



We carefully plan a well-balanced combination of play and adult guided learning to ensure the best learning opportunities for your child to make progress.





Gymnastics and Sports sessions

Visitors

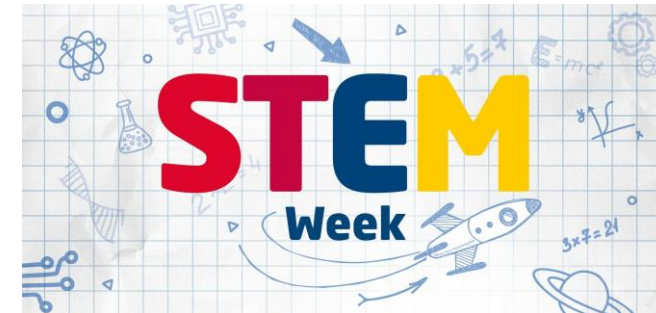


Enrichment Opportunities

School trips

Whole school themed weeks

Wellbeing opportunities





Drop off and collection times



The Reception entrance is accessed from the school entrance gates by the playground, not by the school office. Please be prompt:

- 8.40am the school gates open and at 8.50am gates shut
- 3.20pm the school gates open and at 3.30pm the school gates close

When the children start school for their first week it will only be half days:

- The morning session the children will be met by their teachers at the school gate but collected by parents/ carers from the school office.
- The afternoon session the children will be met by their teachers at the school office and collected by parents/ carers from the Reception gate that leads onto the main playground.

When collecting your child, please move forward to the gate to ensure a safe handover, thank you.



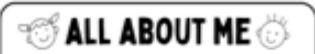
Lunchtime Routine

- Learning opportunity, part of the 'selfcare' area of learning within early years:
 - Table manners
 - Fine motor skills
 - Building friendships and socialise with others in the school
 - Independence
- Please support us:
 - Inform us of any allergies before the start of the school year and provide medication from the first day.
 - Trying new foods
 - Talk about the food choices for the next lunch meal
- Cool milk - free until 5years.





Things you will need for the first week in September

Item		Checklist
	Book bag	
	Water bottle	
	Waterproof all-in-one	
	Wellington Boots	
	Coat	
	All about me booklet	
	Getting To Know YOU Show and Tell Bag	
<u>Please remember to label ALL items with your child's name.</u>		

Please note:
Children come to school in their PE kits on their 2 PE days (days TBC)



New to Reception class brochure



2026-2027

Welcome to Reception Class



Southridge First School

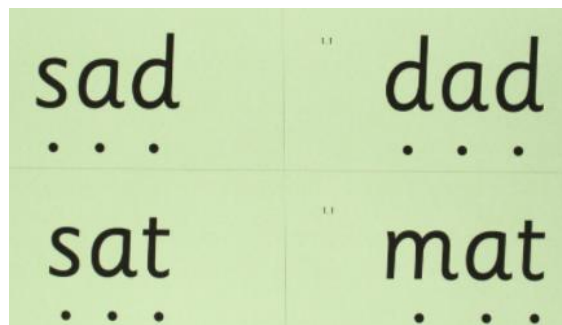
Electronic version will be sent to you with information like:

- Daily timings
- Uniform
- Birthdays
- Meals and milk
- Child protection
- Illness
- Allergies and medications



Home-School communication

Parent workshops- New to Reception meeting, Phonics and Reading and Outdoor learning



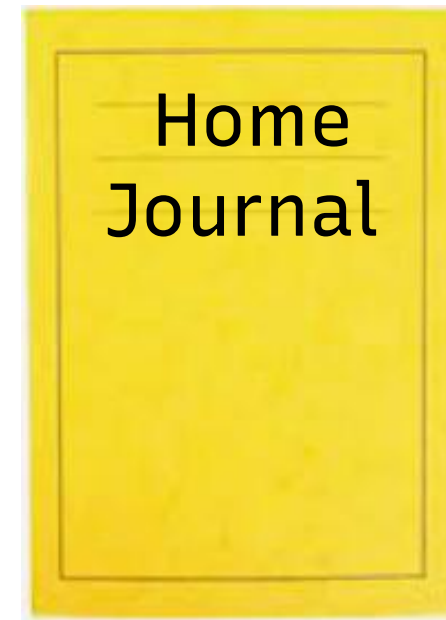
Weekly Newsletters

Reception Newsletter: 23.5.24



Parent consultations - twice a year.

End of year report



Home journal to share in class.



Medicines

- Medicines can only be administered in school if they have been prescribed by a medical professional, and the first dose has already been administered at home.
- All medicines must be brought to the school office and the necessary paperwork completed by a parent or carer.
- Medicines will be stored in a locked cabinet or fridge.
- A record will be kept of the dosages given and the time they were administered for medicines which are short term e.g. antibiotics
- Consent and a care plan must be given for use of long-term medicines in school e.g. epi-pen or inhaler.
- Long term medications such as epi-pens must be kept in date. Out-of-date medicines will be returned to you.

Further information can be found on our 'Medication in School' policy.



Aim High for Attendance



Attendance Guidance		
Percentage	Judgement	Comment
100%	Outstanding	Perfect Attendance! A child has the very best chance of success in their learning.
96.1–99.9%	Excellent	Fantastic Attendance! This is above the minimum government expected national target. This gives a child the best chance in their learning.
96%	Good	Good Attendance! This meets the minimum government expected national average target for them to learn well.
93–95.9%	Below Average	Below Average Attendance. This attendance does not meet the minimum government expected national average target. This may affect their learning in school and is a concern.
90.1–92.9%	Poor	Poor Attendance. This is well below the government's minimum expected national average target and is very close to a 'persistent absence' status. This is a significant concern as a child's progress in school may be affected.
90% or below	Very Poor	Very Poor Attendance. This attendance is categorised as that of a 'persistent absentee'. This is an unacceptable level of attendance and is a serious concern.



School Readiness at Southridge First School

A School-Ready Child Is One Who...

- feels safe and secure
- can communicate needs
- can follow simple routines
- plays alongside others
- has developing independence
- shows curiosity and enjoys learning through play



It's about confidence, curiosity and communication, not academics.

We want your child to be happy and ready to learn when they join us.



School readiness continued....

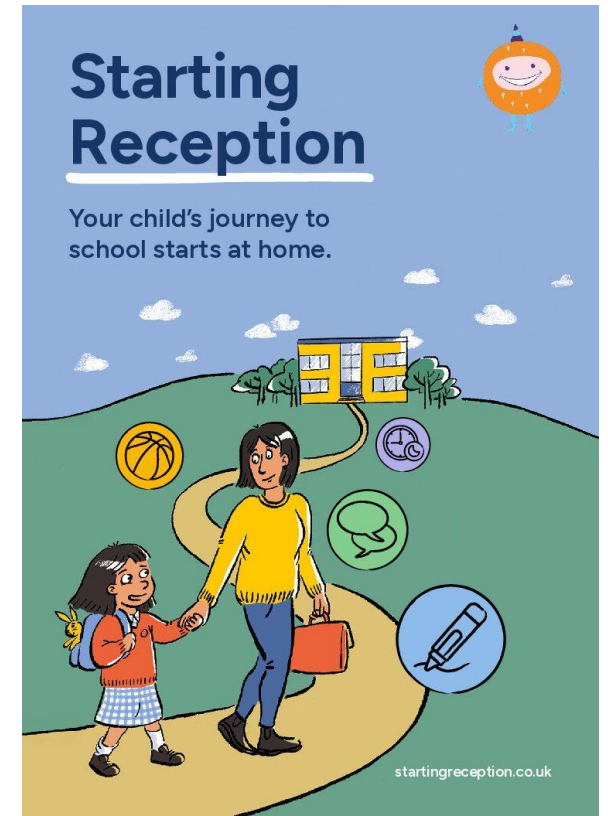
As well as the summary sheet in your packs here are some additional information you can access to support your child getting ready for school.

Reception Booklet can be accessed here:

<https://startingreception.co.uk/>

Other useful websites for parents:

- <https://www.bbc.co.uk/tiny-happy-people/articles/zxpc8p3>
- <https://www.parentkind.org.uk/for-parents/be-school-ready>
- <https://beststartinlife.gov.uk/preparing-for-school/>





Indoor and outdoor classroom visit.

