



Supporting Your Child in Reception Class

Autumn 2025



Dear Parents and Carers,

We hope everyone had an enjoyable summer and we would like to wish you all a very warm welcome to the reception unit. Here is some information we hope you will find useful as your child begins his or her school journey with us.

Times:

School starts at 8.45 am Lunch time 11.45 - 1.15 pm School ends 3.15 pm.

We greatly appreciate parents bringing their children to school on time as it gives them a good start to their day. Punctuality ensures the children feel part of the morning routines and class registration, which is important in making them feel part of the class community.

It is always imperative that class teachers are acquainted with any adults that will be collecting your child from school. Staff need notifying when someone different will be picking them up. We have a collection book which names those adults who are allowed to collect a child at any time, it can be added to by parents throughout the year. If your child cannot attend school or may be late for whatever reason, please inform the office with as much notice as possible. If your child arrives after 9am please take him/her to the office to be signed in, not the classroom.

Bags:

We suggest that your child brings their school bag to school every day because it helps the children to get into a routine, and is also a place to put letters and correspondence between home and school. The school bags need to be big enough to carry their reading books in (they will be put inside a plastic wallet to prevent damages), however, we do ask that they are not large rucksacks.

Please remember, no water bottles go in their bags in case of leaks.

Indoor shoes:

Named plimsolls should be brought into school so that your child can change into them in the morning whilst indoors. They will be kept at school, and we will inform you if your child has outgrown them.

Water bottles.

In Reception your child is allowed to bring a water bottle, which they will have access to throughout the day. Please put your child's name on the bottle. We do have access to fresh water and will be able to top up the bottle if your child has finished. We do not have juice, squash, or flavoured water in the classroom because spillages could cause damage to equipment. We have found that although your child may refuse water at home, they are often happy to drink it at school when thirsty.

Uniform

Please could you ensure that children are in the correct uniform for the school day.

Boys: Grey/black trousers, a white/blue shirt/polo shirt and a blue school jumper.

Girls: Grey/black skirts/pinafores or trousers, a white/blue shirt/polo shirt and a blue school jumper or cardigan.

Curriculum

As well as settling your child into the unit, it is important for us to baseline your child on entry to the Reception Unit, in all the Areas of Learning. This will take a few weeks to complete and will be done alongside introducing the range of activities, equipment, rules, and routines in the Reception Unit. Throughout the year you may receive letters regarding different activities, phonics updates, activities you may do at home with your child, etc, so please keep a look out for those in their school bags.

Our first topic this term will be 'All About Me!'. We will be finding out about ourselves, naming parts of our bodies, our similarities, and differences, and talking about our families.

We will also cover other topics such as the seasons, weather, and celebrations, and incorporate your child's interests as appropriate. We believe in taking learning from each child and will encourage them to follow their interests as they develop.

P.E

Our P.E. days will be **Tuesday** and **Friday**.

The children are to come to school in their P.E, kits and do not bring their school uniform to change into after.

PE kit - white t-shirt, school jumper/cardigan, black shorts/jogging bottoms, and trainers.

For health and safety reasons NO JEWELLERY is to be worn. Staff are unable to remove or take responsibility for the safe keeping of jewellery. If your child is unable to remove their own earrings, we would suggest that you remove them before they come to school.

Please name ALL clothing, including school uniform and shoes.

Home-school links:

In the Reception Unit your child will be taught by Mrs Muddimer (class Teacher), Miss Lear (a.m.) and Miss Nicholas (p.m.) Mrs Redfern will be covering the class on Monday afternoons when Mrs Muddimer has PPA time (Planning, Preparation, Assessment). Mr Biddles will take the class for P.E. on Tuesday afternoon too.

Please feel free to talk to any member of staff in the Reception Unit at the beginning or end of the day if you have any small concerns or worries, or write us a note/email the office. We are very friendly! If you need to talk to us privately then you may book an appointment with us via the office.

You can also keep up to date by visiting our school website **www.langmoor.leics.sch.uk**

Finally, we hope this will be the beginning of a happy and exciting journey of learning, developing, and discovering for your child in Reception - and we look forward to getting to know you all more in the coming weeks.

Yours sincerely,

The Reception Team



<p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • Sing rhymes and action songs and join in with any actions. • The characteristics of the season and weather conditions. • Text in English is read top to bottom and left to right. 	<p>EYFS - RECEPTION AUTUMN TERM 1 2025</p>		<p style="text-align: center;"><u>Key Skills</u></p> <ul style="list-style-type: none"> • Building trusting and positive relationships with other children and adults in the classroom. • Use a pencil with a comfortable grip for them. • Talk about my family and friends. • Mark-make using a range of different materials and other equipment comfortably for them.
<p><u>Maths</u> (Link to White Rose)</p> <ul style="list-style-type: none"> • Getting to know you: Build trusting relationships - Ensuring children have good levels of well-being and involvement to be ready to learn. • Match, sort & compare: Match pictures and objects, identify a set, create sorting rules. • Talk about measures and patterns: Compare size, mass and capacity, copy and continue simple patterns, create simple patterns. • It's Me 1,2,3: Find, subitise, and represent 1,2,3, one more/less, composition of 1,2,3. 	<p style="text-align: center;"><u>Communication & Language</u></p> <ul style="list-style-type: none"> • Getting to know and talk to other children in their class to find common interests. • Listen and respond to children and adults. • Listening during story times and show an interest in the books being read. • Following simple 1-step instructions • Understand and respond to appropriate 'why' questions. • Speak in simple sentences 	<p style="text-align: center;"><u>Literacy</u></p> <ul style="list-style-type: none"> • Use our phonics (Link to ELS). Oral blending, sounding out and blending with 23 new grapheme phoneme correspondences (GPCs), 12 new harder to read and spell (HRS) words • joining in with rhyme, songs and poems. • to hold a book correctly and carefully turn pages • understand books have a beginning and an end • Writes their name - copying it from a name card or trying to write it from memory. • Develop an awareness that writing communicates meaning and gives meaning to marks they make. 	
<p style="text-align: center;"><u>Personal, Social, & Emotional Development</u></p> <ul style="list-style-type: none"> • Talking about their feelings to trusted adults or a friend. • Listen to the rules and expectations and begin to follow them. • Becoming independent at coming into school in the morning and getting ready for home at the end of the day. 	 <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">Who Am I? Getting to know me.</p> </div>		<p style="text-align: center;"><u>Understanding the World</u></p> <p>Link to History- Peek into the Past</p> <ul style="list-style-type: none"> • Looking at their own and peer baby photographs to see changes over time. • Make simple observations to decide whether a photo depicts the past or not. <p>Link to Geography - Outdoor Adventures</p> <ul style="list-style-type: none"> • Using the senses to explore and describe the natural world around them whilst outside. • Begin to recognise the effect of the changing seasons. <p>Link to Science -Exploring Materials</p> <ul style="list-style-type: none"> • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. • Begin to understand what 're-cycle' means and why we should do it.
<p style="text-align: center;"><u>Physical Development</u></p> <p>Gymnastics in P.E Unit 1</p> <ul style="list-style-type: none"> • To balance and move balls and bean bags • To perform simple shapes and balances <p><u>Gross Motor</u></p> <ul style="list-style-type: none"> • Begin to use their core muscle strength to achieve good posture when sitting on the floor or at a table. • Begin to safely use tools and equipment 	<p style="text-align: center;"><u>Religious Education</u></p> <p>Why is the word God so important to Christians?</p> <ul style="list-style-type: none"> • Listen to the Creation story • know how different people celebrate Harvest. • Begin to learn to care for the world and everything in it. 		

Fine Motor

- Using pencils/crayons/chalk, and other equipment comfortably
- Make snips in paper either using on hand or two.

Enhancements

- Recognising seasonal weather conditions and features of the changing seasons.
- Using natural materials to create self-portraits.
- Working in teams to build houses and buildings with different construction materials.

Expressive Arts & Design

Link to Art - Finding Circles

- Discovering shapes in the environment
- Recognising shapes out of context
- Make a simple class sketchbook by recording their images they have found.

Link to music - Exploring sounds

- Exploring how we can use our voice, bodies and instruments to make sounds.
- Identifying sounds in the environment.