



Welcome to Reception

2026-2027

Curriculum Information for Reception



Welcome to Reception

Welcome to Reception at Hamstel Infant School. We hope that this booklet will provide you with more information about the Reception Year. We strongly believe in our children having the best possible start to primary school and aim to provide a smooth and happy transition, so that all children settle quickly into school life. It is especially important for us to build strong working partnerships with our parents/carers which will continue throughout the time your child is at Hamstel Infant School.

Meet the Reception Team



Mrs Bryant
Assistant Principal
and EYFS Lead



Miss Parmenter
Owl Class



Miss Capon
Woodpecker Class



Miss Bishton
Peacock Class



Miss Golding
Kingfisher Class



Mrs Bird
Kingfisher Class

Our Vision

At Hamstel, we strive for all children to become lifelong learners equipped for the future by providing an excellent, engaging and inspiring education. We provide a range of opportunities for children to reach their full potential within a welcoming, caring, safe, happy and supportive community.

Our School Values

We Care

Working together



Enthusiasm and determination



Caring



Aspire



Respect



Effort and resilience



We are committed to our whole school value 'We Care' that flows through everything we do.

Our 'We Care' values underpin our success and promotes positive relationships and behaviour from everyone in the school community.

Our values and expectations are regularly referred to and displayed around the school. Our high expectations are the shared responsibility of all.

The Reception Year

In reception, we value the importance of providing the children with learning spaces that are engaging and which allow for exploration and play. We strongly believe in:

Relationships – our children developing strong relationships with adults and their peers.

Oracy: Speech and Language development – we want our children to be confident and clear communicators. Oracy plays an important role in future learning success.

Independence – we aim for all our children to become confident and independent learners.

Self-regulation – we want all our children to be able to self-regulate their own behaviour, knowing how to behave in different situations and being able to deal with conflicts appropriately.

Reading – is the key to future success and is paramount across all areas of the curriculum.

Physical development – developing both gross and fine motor skills, as the building blocks for future success in handwriting as well as writing attainment.

Enrichment - providing our children with other opportunities that they may not otherwise experience.

Parents/Carers – play a vital role in their child's education. We aim to work closely with all our parents, sharing learning experiences and how we teach in school so that parents feel supported and confident in continuing learning at home.

In reception, we want children who are engaged in their learning, forming positive and lasting relationships with both their peers and adults. Children who feel safe, happy and excited about their learning achieve the best results.

Our Curriculum Intent

At Hamstel Infant School and Nursery we believe our curriculum offer meets the needs of the children in our community. We pride ourselves in offering a flexible, enriched, connected and nurturing curriculum that goes beyond the statutory requirements.

Our Reception curriculum will:

- Promote and model our '**WE CARE**' values
- Develop the children's oracy skills to allow them to communicate effectively
- Deliver a meaningful and flexible curriculum through exciting themes and books to excite and engage our learners
- Meet the needs of all our children through a nurturing and inclusive approach
- Provide an engaging and safe environment for the children to learn
- Provide a variety of engaging enrichment opportunities
- Develop collaborative and independent skills

Early Years Statutory Framework

We strongly believe in ensuring that our children are surrounded by a rich, stimulating environment with a broad, balanced, ambitious curriculum. All our children are valued as individuals and we encourage each and every child to reach their full potential. We work from The Early Years Foundation Stage (EYFS) curriculum alongside the Development Matters document. There are seven areas of learning and development:

Prime Areas

- Personal, social and emotional development
- Physical development
- Communication and language development

Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Statutory Reception Baseline Assessment (RBA)

The Reception Baseline Assessment is a statutory assessment completed in the first six weeks in reception. It provides a snapshot of children's existing knowledge and skills when they arrive at school. The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills. Its main purpose is to create a starting point to measure the progress schools make with their pupils. The assessment will help teachers plan your child's learning based on their next steps in development.

Theme

We use fun and exciting themes to engage and hook the children into their learning. The year is split into 6 themes and each week begins with a key book chosen to match our theme. Our half-termly themes this year are:

Autumn 1: All About Me!

Autumn 2: Lights and Sounds

Spring 1: Superheroes

Spring 2: Journeys

Summer 1: Around the World

Summer 2: Once upon a time

A curriculum overview will be sent out to parents and carers at the beginning of each new theme.

The Reception Day

The timetable below is a basis of what a day looks like in Reception.

PE, PSHE/ RE and writing lessons are taught once a week labelled as the theme-based carpet session on the timetable below.

Reception Timetable	
8.30 – 8.45am:	Funky Fingers Activities Autumn Term Early Morning Work from Spring Term
9.15 – 10.00am:	<u>RWInc</u>
10.00 – 10.20am:	Theme Carpet Session
10.20 – 11.50am:	Continuous Provision (Garden Open)
11.50 – 12.20pm:	Maths Meeting and Maths Carpet Session
12.30 – 1.25:	LUNCH
1.30 – 1.50pm:	Handwriting
1.50 – 3.00:	Continuous Provision (Garden Open)
3.00 – 3.15:	Story and Singing
3.15:	Home Time

We have an extended registration period to allow a longer window for drop off, which hopefully will avoid queuing. Classroom doors open at 8.30am and will close promptly at 8.45am. Arrivals after 8.45am must go to the main office where you will be asked the reason for late arrival. The school day ends at 3.15pm. You will need to collect your child from their classroom door.

Continuous Provision

During continuous provision times the learning garden is open and the children can choose to learn inside or outside. Activities are planned and set up based on current and previous learning. At times children may be guided towards a certain activity. As the year progresses, certain activities will have to be completed before choosing time. During this time, adults work with the children in small groups or on a 1:1 basis.

Outdoor Learning

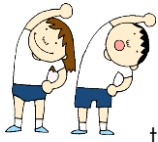
- The children have outdoor learning every 3 weeks.
- Timetables are found in classroom windows, in the newsletter and the website.
- Children need to wear appropriate old clothes to be outside that matches the weather.
- Wellies should be kept in school.

Personal, Social and Emotional Development

Building relationships, managing self and self-regulation are three areas covered in PSED. These are interweaved throughout the day so there is a continued focus on children's personal, social and emotional development. Strong, warm and supportive relationships with adults enable children to learn to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interactions with other children, they learn how to make friendships, co-operate and resolve conflicts peacefully. These attributes prepare children for later life.



Over the year several discrete PSHE lessons will be taught. These lessons are planned using the PSHE Association programme of study and cover three areas of learning: Making Friends, Understanding and Managing Emotions and Being Healthy, including lessons on the NSPCC Talk Pants.



Physical Development

Developing both gross and fine motor skills are crucial in ensuring future success in handwriting and writing. Gross and fine motor skills are directly planned and taught to ensure every child has the foundation skills needed for effective handwriting. Gross motor skills are further embedded and targeted in the outdoors environments. Children access a daily funky fingers session at the start of each day during autumn term in reception where key fine motor skills are practised. Fine motor resources are available in the learning environments for the children to access.

PE

Each class has one PE lesson a week. PE lessons will focus on Fundamental Movement Skills (FMS), which are the building blocks of movement. FMS include:

- Basic locomotor – run, jump, hop
- Object control – throw, catch, kick
- Stability/balance skills – balance, twisting, static poses

Children need to master the FMS in order for them to complete more complex sports skills.

Children need to wear their PE uniform to school on these days and will stay in it for the day. Long hair should be tied back and earrings taken out.

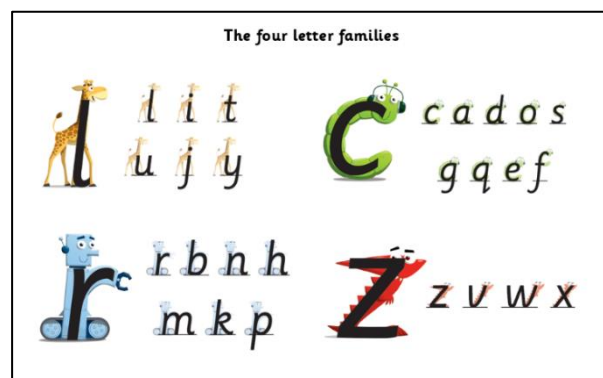
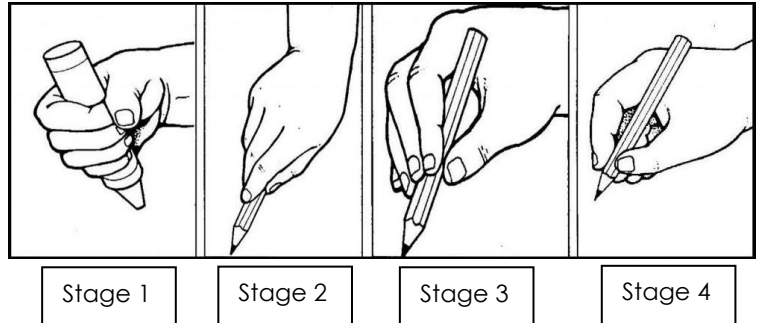
Handwriting

The PenPals scheme is followed in Reception to support the teaching of handwriting. Daily handwriting lessons provide regular opportunities for practise with careful and consistent instruction. The P checks are used to help children prepare for writing:



Efficient and effective pencil grip is directly taught, encouraged and assessed on a regular basis. It is expected that all children will develop a stage 4 pencil grip by the end of Reception.

Letter formation is taught in letter families, in order for children to develop similar movements for each letter in the family.



Oracy - Communication and Language Development

Developing children's listening and attention skills from an early age has a direct impact on their communication skills and academic success. Therefore 'good listening' is taught, modelled and reinforced by all adults. Talk routines are embedded through our whole school Talk Guidelines, so that all children know how to engage in conversations.



Once the children have settled into school, we will start teaching daily whole class NELI (Nuffield

Early Language Intervention) sessions to give all children further opportunities to develop their communication and language skills.

Throughout the day all children are encouraged to:

- Speak in full sentences.
- Use stem sentences to support their sentence structure **e.g I think that**
- Use subject specific vocabulary

Literacy

Word Reading

Reading is taught through our daily RWI lessons. We assess the children every 6 weeks to ensure that all children are accessing the correct stage of phonic development and are grouped according to their next stage of learning.



Reading books and QR codes for the RWI Virtual Classroom are sent home according to the RWI group the children are accessing. We encourage parents/carers to listen to their child read and/or read to their child at least 5 times a week.

Comprehension

Comprehension skills are taught every day in reception through:

- Our key text for the week
- Daily story times
- 'Talk through Stories' and NELI whole class lessons
- Role play
- Following instructions
- Answering questions

Writing

At the beginning of reception we focus on developing the foundation skills needed for writing:

- Gross motor development through weekly PE lessons and daily experiences in the learning garden.
- Fine motor development through daily Funky Fingers sessions, planned activities and accessing fine motor resources
- Handwriting development
- Communication and language development



All children are encouraged to access writing opportunities both in the classroom and learning garden and develop their writing through play.

Weekly formal writing lessons are taught as a whole class, small groups or on a 1:1 basis. Each child will work through a progression of stages and move onto to the next stage when they have mastered their current stage:

- Hear, say and write initial sounds
- Hear, say and write final sounds
- Hear, say and write middle sounds
- Write simple CVC words e.g cat
- Write words with four and five sounds
- Write simple dictated phrases e.g I am sad
- Write dictated sentences
- Think of and write their own sentence

Maths



Our formal lessons are taught using the Maths Mastery programme four times a week. Fluency and number sense is promoted. Children are exposed to number patterns and have the opportunities to verbally reason and problem solve. Shape, Space and Measure is taught using the White Rose scheme of work once a week.

Key Skills:

- Subitise numbers to 5 (know how many there are without counting)
- Represent numbers to 10 on fingers
- Count beyond 20
- Count objects accurately to 10
- Recall number bonds to 10 and some subtraction facts
- Recall double facts to 5
- Use positional language to describe patterns
- Compare sets of objects saying which is more than or fewer than
- Explore evens, odds, double facts and how quantities can be shared equally
- Know different ways numbers to 10 can be made e.g 6 and 4 make 10
- Recognise numerals to 10
- Order numbers to 10

Shape, Space and Measure

- Patterns
- Circles and Triangles
- Shapes with 4 sides
- Mass and capacity
- Length, height and time
- 2D and 3D shapes

Tapestry

We use **Tapestry** to share children's learning and development with parents and carers. It provides a valuable opportunity for families and school to work together to celebrate children's achievements, share experiences and support their next steps.

Our expectations for school

Teachers will aim to upload **at least two observations each week** for each child. These observations may include photographs, videos, examples of children's work or written observations of learning. These observation may be through group work, class discussions or whole class activities.

The **amount, frequency and content of observations may vary between children**. We recognise that every child is unique and that assessment should reflect their individual learning journey. At different points in the year, observations may be more frequent in particular areas where a child is developing a new skill, working towards a specific next step or where we need to gather further evidence of their learning.

Observations will focus on **meaningful learning and development**, rather than simply recording activities that children have taken part in. Not every learning experience will result in an observation being uploaded.

Teachers may use Tapestry to:

- Celebrate children's achievements and progress.
- Share significant moments in children's learning.
- Provide examples of children's skills and knowledge.
- Identify and share next steps in learning where appropriate.
- Keep parents and carers informed about their child's experiences in school.
- Encourage parents and carers to contribute to their child's learning journey.

Our expectations for parents and carers

We encourage parents and carers to **log on to Tapestry at least once a week** to look at their child's learning and development.

Parents and carers are encouraged to:

- Celebrate and talk to their child about the learning shared.
- Comment on observations where appropriate.
- Share relevant learning or achievements from home.
- Upload photographs, videos or observations of significant experiences and achievements at home.
- Tell us about new interests, skills or developments they notice at home.
- Use information shared on Tapestry to support learning at home.

A shared learning journey

Tapestry works best when it is a **two-way partnership** between home and school. The observations shared by school are only part of the picture. Contributions from home help us to build a fuller understanding of each child, including their interests, experiences, developing skills and achievements outside of school.

We ask families to remember that **Tapestry is not intended to be a daily record of everything a child does**. The focus is on meaningful moments that help us understand and celebrate children's individual learning and development.

Our aim is for every child's Tapestry journey to reflect **their unique progress, interests, achievements and next steps**, while keeping families actively involved in their child's learning.

Home Learning

Library Book – each week your child will visit the school library and choose a book to take home. This is a sharing book for you to enjoy reading to your child.

Reading Book – every child will be sent home a RWI book bag book and RWI storybook at the end of each teaching sequence. As the children work in different groups for RWI, the day the books are sent home will vary from one group to another. We strongly encourage all children to read these books to an adult at least 3 times in order to develop their fluency.

RWInc Speedy Sounds – we will send home speedy sound books which contain the sounds the children have been learning.

RWInc Virtual Classroom – QR codes will be sent home for you to access the Ruth Miskin Virtual Classroom videos. These links allow access to a short teaching video for your child to watch and join in with.

Teddy Bear Challenge – in your child's home school book will be their Teddy Bear Challenge. This will contain the maths objectives we will work on throughout the year. We will notify you which objective your child is working on and highlight it when it has been achieved.



Red Words – in your child's home school book will be a list of red words (words that cannot be sounded out). We will notify you which red words to practise with your child.

Enjoy reading to your child on a daily basis. Storytimes are an enjoyable time and will help to develop your child's speech, vocabulary and understanding of stories.

Each child will have a Home School Book for you to make a note when you have read at home or any other comments you may want to add about your child's learning.

Parent responsibilities

Please help your child by not being late, the early morning routine helps all children to settle and become prepared for the day ahead. If your child is ill, please telephone and leave a message with the school office on the first morning of illness before 10.00am.

All parents need to complete a collection form so that we know who will be collecting your child at the end of the school day. Please inform the school office of any changes to who will be picking up your child at the end of the day.

Attendance

Good attendance is vital; it ensures that you child is given every opportunity to develop friendships, enjoy daily school life and make good progress with their learning. Now is the time to set good routines for the year ahead. Reintroduce familiar routines such as reading before bed, preparing clothes, or having breakfast at the table. Limit screens for at least an hour before bed to support sleep as overstimulation can affect sleep quality, and plan a calm, structured first morning back to help them feel more confident.

We are required to monitor your child's attendance closely if it falls below our target of 95% and we will discuss this with you if the attendance falls below 90%. It is important that you inform us of any reason your child is unable to attend school as soon as possible.

Healthy Schools and Celebrations

At Hamstel Infants and Nursery School we are committed to helping improve the oral health of our children due to the rise in dental decay in children under 5 years old. Good oral care is important for overall health, prevention of pain, communication, appearance and quality of life. In order for us to provide our children with the best start for oral health we want to limit their intake of sugary foods to four times a day, breakfast, lunch, snack and dinner. Therefore, we would respectfully ask that you do not send in sweets or cakes to hand out to children when celebrating a birthday. Your child's birthday will be celebrated and they will be made to feel special in class. If you would like to buy something, we would like to suggest a book for the class to read at the end of the day as this will help build our bank of reading for pleasure books for the children.

Healthy Smiles

Once the children have settled into Reception, we will be introducing daily toothbrushing. We will support the children to brush their teeth once a day at school to help prevent tooth decay. As a school we will be working closely with Public Health and the Community Dental Service (CDS) to support the children in brushing and oral hygiene at school.

Communication

There are various ways in which we will communicate with you about curriculum updates and your child's school day.

- Arbor for key updates and year group letters
- Weekly whole school newsletters
- Half termly Curriculum Overviews
- Open Door every Friday where you can pop in and look at a piece of work your child has completed that week
- Timetables, these will be displayed in classroom windows for PE and Outdoor Learning
- Notices of any changes in the classroom windows
- Facebook
- Home School Book to record each time we read with your child
- Tapestry

A Few Reminders

- Books Bags to be brought to school each day.
- A clear named water bottle, containing only water, to be brought to school each day.
- PE kits worn on PE day. Earrings removed on PE days.

- Outdoor Learning every three weeks.
- Wellington boots to be left in school.
- No toys please.
- Please name everything!

Behaviour: Routines and Expectations

Good behaviour leads to happy children, which in turns leads to high achievement. We expect all members of our school community to be **polite** and **respectful**.

We aim for well organised classrooms, positive relationships with children, fairness and consistency to ensure that our children understand the consequences should their behaviour not meet our high expectations.

We strive to implement our high positive behaviour approaches through positive promotion of our **school values**.

Our Reward System

We use the Class Dojo system as a whole school reward system which can be used to reinforce positive behaviours. Each week, we focus on a different '**We Care**' value and children can receive a Dojo linked to these elements. Certificates are then awarded and celebrated in our Friday Celebration Assembly.

Children that achieve twenty dojos in a week, can then receive a **Going for Gold award**. A child receiving three going for gold awards across the year, receives a special Principal's certificate.

Each week, the winning class in each year group are celebrated and weekly class points are collated in a grand total and displayed in the school hall on our 'Reach for the Stars' display. Every half term, the winning class can choose a class reward from the agreed school list.

Wow Moments are achievements that have been recognised both inside the classroom and out of school. Teachers can nominate any child for a Wow Moment sticker which will then be celebrated in celebration assembly.

Each class has a class mascot, teachers will decide who the mascot goes home with each week based on good behaviour and outstanding achievements throughout the week. Children are then encouraged to share their news on the ClassDojo platform (KS1) or Tapestry (EYFS).

Managing Behaviour in the Classroom

Quality First Teaching will support teachers to minimise negative behaviour in their classrooms alongside a positive, consistent, firm but fair approach.

With this in mind staff use the following process: **ARC**

Ask
Remind
Consequence

Ask children to stop and give them the opportunity to correct minor inappropriate behaviours.

Remind children of the expected behaviour and warn that there will be a consequence for poor choices.

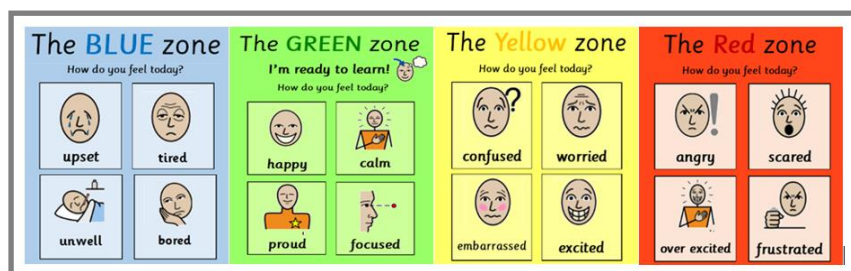
Consequence - when a child does not respond to reasonable reminders and warnings, they will be given a consequence.

Stage	Examples of Behaviour	Behaviour Management Strategy/ Consequence
1	Talking, Time wasting, Inappropriate use of resources, Distracting peers, Interrupting the teacher or another adult.	ARC Non-verbal/verbal reminders Moved to new place in class Missing part of break

2	Repetition of stage 1 behaviour after warning, Disruptive behaviour, Lack of engagement, Unacceptable quality/quantity of work	Continue stage 1 consequences Removal of child from whole class reward
3	Bad language, Hurting peers, Throwing resources, Refusal to work, Repeatedly getting out of their seat.	Move to partner class or time out Sent to another year group Parents/carers informed If a child modifies the behaviour, return to stage 1 If child escalates or continues move to stage 4
4	Fighting, Leaving the classroom, Climbing, Use of objects as a weapon, Disruptive around the school.	Removal from classroom by SLT Possible isolation Parents/carers informed Complete serious incident form
5	Spitting, Biting, Stealing, Bullying, Dangerous behaviour, Absconding, Hurting adults, Damaging property.	SLT informed Complete serious incident form Parents/carers called to a meeting and may be asked to support their child.

Positive Attitudes and The Zones of Regulation

We recognise that for our young children, feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. To make it easier to talk about, think about, and regulate their emotions, we use The Zones of Regulation to help children organise their feelings, states of alertness, and energy levels.



Children are encouraged and promoted to place their lolly stick in the zone that they are feeling. If a child places the stick in blue, yellow or red zone, talk to them to find out why and suggest some of the strategies to support them returning to green zone.

The Yellow Room

If a child is in the Yellow Zone and is unable to manage their feelings in the classroom, then they may get taken to our Yellow room, where we can work with the child to help them get back into the Green Zone.

Consequences

Once the ARC process has reached stage C, consequences may be imposed. These must be given on the day and by the member of staff given the consequence.