

Reception Parent Meeting 2025

Led by: Mrs E Parson



Today we will be covering:

- Staff in the year group
- Topics for this year
- Uniform reminders inc. PE kit
- Homework expectations
- Experiences planned for the year
- Attendance
- Reception Baseline Assessment

We will also answer any questions you have.



Staff

In Reception the following staff will be working with your child:

Mrs Parson – REP Class Teacher/Year lead

Mr Cavendish - RJC Class Teacher

Mrs Akter – LSA

Miss Maynard - LSA

Miss Day – LSA

Miss McKen - LSA



Welcome to EYFS

Our classrooms and outdoor environment



Characteristics of Effective Teaching and Learning

Playing and exploring

Children will be learning to:

Realise that their actions have an effect on the world, so they want to keep repeating them.

Plan and think ahead about how they will explore or play with objects.

Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."

Make independent choices.

Bring their own interests and fascinations into early years settings. This helps them to develop their learning.

Respond to new experiences that you bring to their attention.

Active learning

Children will be learning to:

Participate in routines, such as going to their cot or mat when they want to sleep.

Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.

Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.

Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.

Keep on trying when things are difficult.

Creating and thinking critically

Children will be learning to

Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.

Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.

Review their progress as they try to achieve a goal. Check how well they are doing.

Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.

Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."

Know more, so feel confident about coming up with their own ideas.

Make more links between those ideas.

Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.



Development Matters Guidance

| | Birth to Three | 3 and 4-year-olds | Children in Reception |
|--|--|-------------------|-----------------------|
| Communication and Language | Listening, Attention and Understanding Speaking | | |
| Personal, Social and Emotional Development | Self-Regulation Managing Self Building Relationships | | |
| Physical Development | Gross Motor Skills Fine Motor Skills | | |
| Literacy | Comprehension Word Reading Writing | | |
| Mathematics | Number Numerical Problems | | |
| Understanding the world | Past and Present People, Culture and Communities The Natural World | | |
| Expressive arts and design | Creating with Materials Being Imaginative and Expressive | | |



Reception Baseline Assessment

Overview

The reception baseline assessment (RBA) is a short, task-based assessment of your child's early literacy, communication, language and mathematics skills when they begin school. It is statutory for all schools.

The assessment can take place at any point in the first 6 weeks of your child starting reception. The assessment will form the start of a new measure of how well schools are securing progress for pupils between reception and year 6.

Your child does not need to prepare. There is no pass mark or score and your child should not realise they're doing an assessment.

Once the RBA is fully established, the intention is to make the key stage 1 national curriculum tests and teacher assessments that children currently take at the end of year 2 non-statutory.

What the assessment involves

During a short one-to-one session with their teacher or teaching assistant, your child will do a number of practical and interactive tasks.



Reception Long Term Plan – CAT Overview

| Reception Plan (to be adapted according to the children's needs & interests) | | | | | | |
|--|---|---|--|--|---|---|
| | Term 1 | Resources/ ideas | Term 2 | Resources/ ideas | Term 3 | Resources/ ideas |
| 2025-2026 | All About Me What Makes Me a Me Monkey Puzzle Funny Bones | Getting to know you Rules and routines Likes and dislikes Where do we live? Our families Our school Eid/Harvest | People Who Help Us Superhero Like You Supertato People Need People | Different occupations People in our community who help us What do I want to be when I grow up? Chinese New Year World Book Day Superhero Enrichment Day | Growing Jack and the Beanstalk The Enormous Turnip Tadpole's Promise | Taking care of our environment Life-cycles What do plants need to grow? |
| | Traditional Tales The Little Red Hen Three Billy Goats Gruff Little Red Riding Hood | Story language Retelling simple stories Linking stories to personal experiences Moral values Comparing and contrasting characters and settings Diwali/Christmas Library visit | Explores We're Going on a Bear Hunt The Gruffalo My Map Book | Contrasting environments Different modes of travel Animal habitats Holi/Easter Trip to Belhus Woods | Splash Somebody Swallowed Stanley Lighthouse keeper's lunch Non-fiction Sea facts/Ocean | Water safety and sun safety Trip to Chalkwell Beach |



Reception Daily Routine

| |
|--|
| <u>Children arrive at school</u> Self-regulation/name writing |
| <u>Morning register</u> |
| <u>Phonics</u> Whole class daily speed sound session |
| <u>Free Flow</u> Introduction to AOPs/letter formation and Word Time groups x2/ adult led task/free flow snack |
| <u>English</u> |
| <u>Ready for lunch</u> Wash hands/rhyme time |
| <u>Afternoon register</u> |
| <u>Maths</u> |
| <u>Free Flow</u> |
| <u>Key Time</u> |
| <u>Ready for home</u> Gather home time things/hand-outs/book vote and story |

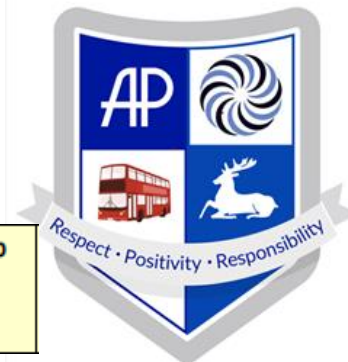


Phonics

- Read Write Inc. (RWI) programme
- Making a strong start in Reception
- All children learn to read fluently so they can develop their comprehension, vocabulary and spelling
- Half-termly assessments
- Once the children are reading in school they will begin to bring home RWI books matched to their reading ability
- A phonics workshop is held by Mrs Watts. For more information see: <https://www.aveleyprimary.org.uk/parent-workshops/>



| | | | | | | | |
|---------------------------|---|---|---|---------------------------------------|-----------------------------|-------------------------------|------------------------------|
| S1:A (Set 1 Sounds) | S1:A (Set 1 Sounds Group B 9+ sounds) | S1:B (Set 1 Sounds Group B) Aut 1 | S1:C (Set 1 Sounds Group C) Aut 2 | Ditty Group (PCMs 1–10) (Spr 1) | Red Group (end of Spr 2) | Green Group (end of sum 1) | Purple Group (end of Rec) |
|---------------------------|---|---|---|---------------------------------------|-----------------------------|-------------------------------|------------------------------|



Reading Books

- Reading for pleasure books
- Reading records
- Parents reading sessions



Learning with Parents

- Online homework platform
- Weekly Maths/Literacy tasks




Tapestry Online Journal

- Individual learning journey
- Celebrates learning and development
- Focus child observations
- Assessment tool
- Parent share

Tic tac toe

Authorised by Saira Sheriff added 19 May 2023 02:44 PM

View History Report



Users with the "See & download media button" permission can download these photos and videos

Notes

The children wanted to play tic tac toe against me. They were all able to understand the rules and take turns to play.

ELG 2021

Personal, Social and Emotional Development

Self-Regulation

No Refinement

- ✓ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several steps or actions.
- ✓ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Managing Self

No Refinement

- ✓ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Building Relationships

No Refinement

- ✓ Work and play cooperatively and take turns with others.
- ✓ Form positive attachments to adults and friendships with peers.

Comments

Add a comment

Add Reply

Actions

Reply with an Observation

Use this to create a related observation. The two will automatically be linked together.



Lunch Time

- School dinners booked in advance on Arbor
- Children in Reception receive free school meals



Uniform

- Grey skirt or pinafore or grey trousers
- Navy jumper, cardigan or sweatshirt (available with school logo)
- White blouse/polo top/shirt
- White or grey socks or tights
- Navy school logo fleece
- Black **shoes**
- Blue gingham (checked) dress in summer

• Please replace branded items with the new logo as children grow out of their clothes.



PE Kit



- White t-shirt
- Navy blue shorts for summer
- Navy blue jogging bottoms for winter
- Plimsolls for indoor PE
- Trainers for outdoor PE
- summer

We do not change for PE in the first term.

ALL ITEMS MUST BE CLEARLY LABELLED WITH YOUR CHILD'S NAME



Experiences:

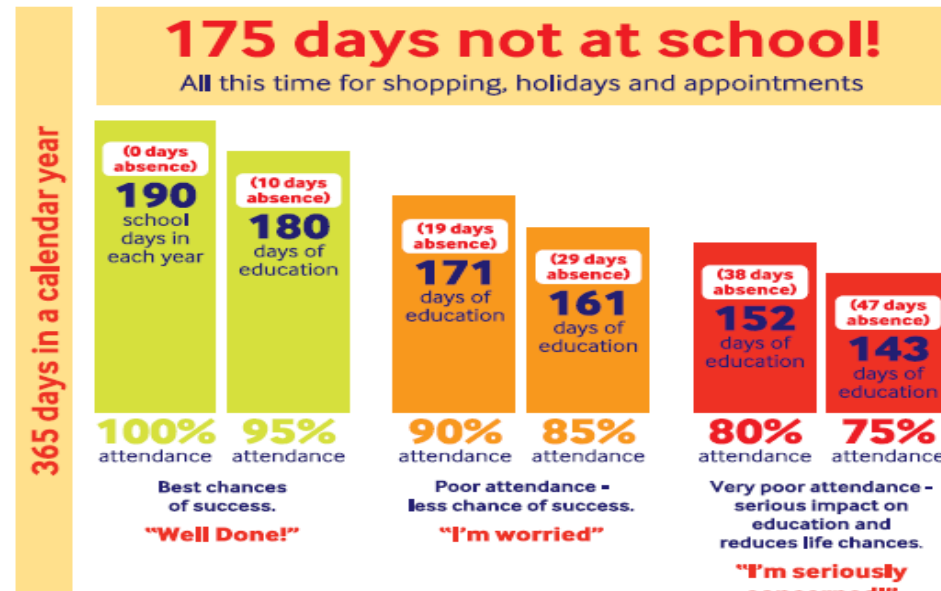
| Term | Event |
|--------|-----------------|
| Autumn | Aveley library |
| Spring | Belhus Woods |
| Summer | Chalkwell Beach |



Attendance

Good attendance means being at school at least 97% of the time or 180 to 190 days. As a parent/Carer you can help by:

- Telling your child how important school is
- Getting children to school every day and on time
- Helping your child to get into routines at bedtimes and break-fast time, helping them organise their school bag and P.E. Kit the night before
- Organising non urgent medical appointments after school



We always want to support parents to ensure their child's attendance is the best it can be. If you ever need support with this, please contact us.



| Percentage | Days | Value |
|-----------------|---|--|
| 100% Attendance | 0 days missed | Gives your child the best opportunity to make great progress. |
| 95% Attendance | 9 days' absence or 1 week and 4 days of missed learning. | |
| 90% Attendance | 19 days' absence or 3 weeks and 4 days of missed learning. | Makes it harder to learn and progress. Gaps in learning will be evident. |
| 85% Attendance | 29 days' absence or 5 weeks and 4 days of missed learning. Almost one half-term missed. | Will impact your child's progress significantly. |
| 80% attendance | 38 days' absence or 7 weeks and 3 days of missed learning. | Seriously impacts your child's learning and development. |
| 75% Attendance | 48 days' absence or 9 weeks and 6 days of missed learning. | |

If your child has 90% attendance they will miss the equivalent of:
½ day per week
19 days a year
247 days over the 13 statutory years of education or 1 year and 10 weeks.



Punctuality

- School opens at 8:40am. Gates close at 8:55. All children arriving after 8:55am will be marked late.
- Punctuality is really important:
 - we all feel flustered if we are late- children do too.
 - everyone else is already settled and it makes it difficult to join part way through a lesson.
 - missing parts of lessons create gaps in learning.



Attendance Process

- Children are expected to attend school every day unless they are unwell.
- If they are unwell, it is their parent's responsibility to inform the school by 9am, stating the reason for absence.
- To ensure the safety of all our pupils, if we have not been notified of a reason for absence, we will call you. If we can't make contact, a member of staff will visit your home.
- Due to the reasons outlined in the previous slides- if the child's attendance is not at least 96%, school will contact you so we can work together to improve attendance.
- Please plan routine appointments outside the school day wherever possible.
- The DFE have released new guidance regarding attendance, holidays will continue to be unauthorised and may result in a fine.



Parent Workshops

Over the course of the year, we will be offering a variety of parent workshops and drop-in sessions. These will be on a variety of subjects and topics to help you in supporting your child.

The dates and topics will be published on the newsletter, website and social media channels.



Additional Information

- All policies can be found on the school website. Key Information > Policies.
- Any problems or concerns, please speak to the class teacher in the first instance.
- There are many ways we can support children and their families so if you have any concerns, please let us know.



Any questions?

THANK YOU!



Please take a moment to provide some feedback by scanning the QR code below.

