



**St. Mary
Magdalene**
C of E Primary School

Love to learn, learn to love

Welcome to our school

Reception Parent Information
September 2025



Transition



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In order to support the children in starting their year in Reception, we will be building the children's hours up slowly during the first week of Reception.

If you have any concerns or feel your child may need some extra support please let us know and we will do what we can to support the transition.

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Start times for the first week

Tuesday 2nd September - 8.50am - 11.30am

Wednesday 3rd September - 8.50am - 11.30am

Thursday 4th September - 8.50am - 1.20pm (staying for lunch)

Friday 5th September - 8.50am - 1.20pm (staying for lunch)

Monday 8th September - FULL TIME 8.50am – 3.30pm

School times



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Children can arrive at school from 8:50 am.

Registers are taken at 9:00am.

The school day finishes at 3:30pm and Reception will be released under the blue canopy outside the Reception classroom.

It is really important that you are on time to pick up your child.

If there is an emergency and you know that you are going to be late please contact the school office as soon as possible so that we can reassure the children.

Passwords

Please let us know in advance if another person will be collecting your child. They will require a password. Please be aware that if an **unknown person** arrives to collect your child and they **do not have the password** we will **not dismiss them** without making contact with yourself. **This is for your child's safety.**

ATTEND SCHOOL FOR THE BEST START IN LIFE

#ASPIREATTENDACHIEVE



ATTENDANCE MATTERS!

ATTENDANCE DURING ONE SCHOOL YEAR	EQUALS APPROXIMATE DAYS ABSENCE	WHICH IS APPROXIMATELY WEEKS ABSENCE	WHICH IS APPROXIMATELY LESSONS MISSED
95%	9 days	2 weeks	40 lessons
90%	19 days	4 weeks	80 lessons
85%	29 days	6 weeks	120 lessons
80%	38 days	8 weeks	160 lessons
75%	48 days	10 weeks	200 lessons
70%	57 days	11 ½ weeks	230 lessons
65%	67 days	13 ½ weeks	270 lessons



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A typical day

- Welcome and self registration
- Worship
- Carpet time
- Child initiated play
- Snack/ Breaktime
- Snappy Maths
- Lunch
- Reading groups
- Phonics
- Outside learning
- Story and Rhymes



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Child initiated play

Children at this age learn best through play. They will spend the majority of their day learning through play, both inside and outside.

The provision will be planned appropriately to suit children's needs and interests. Adults in the class will be there to extend play, and model equipment.

Uniform expectations

Our school colours are navy blue, grey and white.



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Children wear:

White polo shirt

Navy blue jumper or cardigan

Grey trousers or grey skirt/pinafore

Black school shoes

**All clothing must be clearly
labelled.**

You can purchase badges from parent pay and collect from the school office.

We also have a wide selection of pre loved uniform available free of charge.

All children in Reception will have PE lessons. PE is not optional it is a statutory requirement. In order to take part safely, All children will need a white t-shirt, black shorts or/and black joggers as well as black school pumps. No earrings are to be worn on PE days. More information about the PE days will follow in September.



Please be aware that we often engage in messy play and although children wear aprons, their clothes **will** get dirty and messy.

**WELCOME TO
PARENTPAY**

Trusted Cashless School Payments



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Parentpay

We are a cashless school and all payments for trips, non uniform days and school badges will need to be made through Parentpay.

In September you will be given an activation letter. It is essential that you set this up ASAP as you will also need to give consent for all trips and Church visits on here.

Outside play



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We believe that young children need the freedom and space of the outside environment. Children have access to the outside environment everyday ***regardless of the weather.***



Please make sure that you send the children dressed appropriately for the weather each day.

As long as it is safe, we will not refuse a child access to play outdoors. If they are dressed appropriately there is no reason for them to stay inside.

Using the Toilet



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We understand that some children may still be developing independence with regard to toileting. We will work with you to help your child become dry as soon as possible. Please talk to us if you have concerns about your child's toileting needs.

We would advise you to send a bag with spare clothes (trousers, pants, socks) in a bag to keep on your child's peg encase of any accidents. We also have spare clothes available in Reception.



Snack, milk and lunch



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The children are offered a choice of milk or water with fresh fruit daily.

Please make sure that you sign up to the Cool Milk website to ensure that school receive your child's free entitlement to School Milk. They will be entitled to free milk until their 5th Birthday. You can find the website on this link: <https://www.coolmilk.com/>

If you need support to do let us know by email.

Snack, milk and lunch



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Children will need to bring in a labelled water bottle each day with fresh water.

You are welcome to send your child in with a healthy snack if you wish.

All children in Reception are entitled to a free school lunch. These can be ordered via parent pay.

What curriculum will my child follow?

Children will follow the Early Years framework. There are 7 areas of learning as detailed below.

- Communication and Language
- Physical Development
- Personal social and Emotional development
- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

To find out more follow this link:

[Development Matters2020.pdf](#)

These are the new and revised Early Learning Goals (for your child to achieve by the end of Reception).

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.

Assessment in the Early Years



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We will continuously assess your child throughout the year based on your child's development in the 17 areas (like subjects) of the EYFS profile. We will plan next steps accordingly and facilitate learning around this.

In order to achieve a Good Level of Development the children need to meet the expected age related standard in the first 12 Areas of Learning. They will be assessed against the 'Early Learning Goals' at the end of their Reception year.

Children will be working in the 'Children working in Reception' strand of the EYFS framework during their Reception year. On the next pages, you will find some statements which give you an understanding of what the children should achieve by the end of their Reception year.



These are the prime areas:

- **Personal, Social and Emotional development**

Self Regulation (Being able to manage feelings and follow instructions independently), **Building Relationships** (Taking account of others needs and views and being respectful) and **Managing Self** (Managing feelings and behaviour and own health care/independence)

- **Communication and Language:**

Listening, Attention and Understanding (holding conversations, listening to others and responding appropriately) and **Speaking** (expressing ideas, feelings, responding to others and building vocabulary through stories and conversations).

- **Physical Development:**

Gross Motor Skills (Big movements, strength, balance and co-ordination) and **Fine Motor Skills** (Using a pencil and one handed tools with good control, accuracy and care with drawing and writing. Forming letters with good formation and control).

These are the Specific areas:

- **Literacy**

Comprehension (Showing an understanding of different texts, predicting stories and showing learnt vocabulary), **Word Reading** (applying phonics to read words and sentences) and **Writing** (Writing recognisable letters/words/sentences, representing letters formed correctly. Building sentences using phonics)

- **Mathematics:**

Number (having a deep understanding of numbers to 10- Mastery) and **Numerical patterns** (recognising patterns within numbers- number bonds, evens/odds, doubling facts).

- **Understanding the World**

People, Culture and communities (looking at their immediate environment. Looking at religions and different cultures and places and comparing them) **The Natural World** (Looking at the environment around them with plants and animals. Comparing to contrasting environments and noticing changes over time) and **Past and Present** (Reflecting on changes from now and a long time ago, comparing through characters, settings and events in stories).

- **Expressive Arts and Design**

Creating with materials (Using a range of materials to build and create, explaining their thought process) and **Being imaginative and expressive** (Invent and act out narratives. Learn a variety of songs).

Learning Journey



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Your child's learning journey will document the progress they make during their time in Reception. We really welcome your contribution to these.

Please let us know if you see any new skills at home or anything you feel your child is struggling with so that we can use them to build up their learning journey together.

You can share any additional learning via seesaw. Log on information will be sent out soon.

How can I help?



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Read stories. Children who read at home are proven to have better vocabulary's and to become better writers.

Tell us the things that your children can do at home so that we can add it to your child's learning journey.



Practise counting in as many ways as you can.
Practise recognising numbers to 10 and representing numbers in different ways.

Encourage the children to do things for themselves, especially getting dressed, putting on their own shoes etc.

Play games that encourage sharing and turn taking – it is developmentally appropriate for children at this age to still find it difficult to share – it takes lots of practise.

Practise recognising and writing their name with your child.

Practise phase 2 and phase 3 sounds. Practise oral blending such as "Can you find the c-a-t".

Talk about what School will be like and the types of things that they will be doing to prepare them.

Our Church School Ethos



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Our School is a Church of England Primary School and therefore this does have an impact on all areas of school life.

We are a multi faith school and proud to be so. Our aim is for all of our children to live out our school values and become confident, capable and caring individuals.

As a Church school the children will have an opportunity to encounter the Christian faith through stories, praise and prayer. This may be in class, during worships or in church.

We take the children to All Saints Church for services regularly throughout the school year. At least one visit per term. All parents are invited and we would welcome you to join us as it is a very special time for our whole school community.

And finally . . .



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Label, Label, Label

- Please make sure all items of clothing including shoes are labelled – thirty blue jumpers or pairs of black pumps all look the same if names aren't visible and can get mixed up easily when the children take them off.

Breakfast/ Afterschool Club.

- 'STANWAY STARS' An independently run Breakfast and After School club is run on the school site. Packs are available on request from Mrs Palmer if you need further provision.





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Thank you!

We can't wait to welcome you to our school family.

If you would like to ask any questions or speak to us
contact us on [reception@st-
marymagdalene.Sandwell.sch.uk](mailto:reception@st-marymagdalene.Sandwell.sch.uk) or call the school
number.