

Reception Staff



Mrs Clarke
Class Teacher



Mrs Warne
Teaching Assistant



Miss Chapman
Teaching Assistant



Mrs Kennedy
HLTA (Higher Level Teaching Assistant)

Getting to Know You: What happens during this transition period?

➤ Reception Pack

- Admission forms to return to school asap
- Road to school map / All about Me to return to class teacher (at home visit)
- 'Reception Booklet' – details the transition period and settling in sessions



➤ Home Visits – Wed 11th June / Wed 18th June / Fri 27th June

- Details shared via email

Contact: reception@shelford.cambs.sch.uk

➤ Nursery Visits – June / July

➤ Classroom Visits – Wed 2nd July (am) and Wed 9th July (pm)

- See Reception booklet for timings / class split – please attend both sessions if possible
- Parents welcome, but ‘independent time’ (if ready) also encouraged
- Rainbow Preschool children (onsite) – welcome to visit with staff or parents

Settling in: Staggered Start in September

Stage 1:

Informal visit 'Teddy Bears' Picnic'

- Tues 2nd September

Stage 2:

Half days (groups of 15 – alphabetical split)

- Wed 3rd – Fri 5th September

Stage 3:

Staying for lunch (Y6 buddies) – whole class

Settling in Parent Interviews (sign up link for pm sessions to be shared)

- Wk Beg: 8th September

Stage 4:

Full days (if ready)

- Wk Beg: 15th September



What will happen at school in September?

- What will school 'look' like?

➤ EYFS continued

- Reception builds upon learning and experiences at nursery or preschool

➤ Characteristics of Effective Learning

- Focus on developing 'how' children learn rather than what they learn - We reflect on and respond to the different ways that children learn
- Shape of the day reflects the importance placed on three main characteristics of effective teaching and learning i.e
 - **playing and exploring** - children investigate and experience things, and 'have a go';
 - **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
 - **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

➤ Opportunities for 'play'

- Children are encouraged to follow their own interests
 - This enables them to become deeply involved in activities – it is at this point they display high levels of well-being and are ready to learn
- Aim for children to be creative and adventurous learners



"Adults who help children to play are adults who help children to learn."



New Skills:

Your child will be also learning new skills, acquiring new knowledge and demonstrating their understanding through **7 areas of Learning and Development** as detailed in EYFS Curriculum.

There are 3 Prime Areas

- Main focus of Autumn Term
- These are the areas which underpin learning in the rest of the curriculum (alongside the Characteristics of Effective Learning – CofEL)



1. Communication and Language

2. Physical Development

3. Personal, Social and Emotional Development (PSED)



Communication and Language

- underpins all seven areas of learning



The children will be learning to:

- engage actively through story-telling and role-play
- talk confidently and clearly by engaging actively in stories, non-fiction books, rhymes and poems
- follow instructions to be able to play games, do craft activities or to keep safe



We aim for a language rich environment where children acquire and use new vocabulary in a range of situations.

Personal, Social and Emotional Development

The children will be learning to:

- develop relationships.
- have awareness of their own feelings and feelings of others
- become self-confident
- become independent



Physical Development

- vital for children's all round development, enabling them to pursue happy, healthy and active lives

The children will be learning to:

- improve gross motor skills: core strength, stability, balance, spatial awareness, coordination and agility
- improve fine motor skills: puzzles, crafts, small tools, pencils, cutlery



Confidence in the prime areas will help children to develop skills in
4 specific areas:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

Learning takes place in two ways

- teacher led / guided activities
- child-initiated activities



Phonics games



Literacy

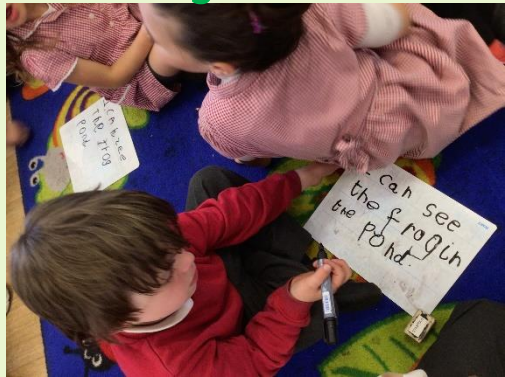
The children will be learning to:

- Talk about the world around them and the books we read with them
- say letter names and hear sounds (or phonemes)
- sound out and blend sounds to read and segment words to write
- read and write familiar words and form sentences.



Writing across the curriculum

Articulating ideas



Little Wandle

Reading for pleasure



We aim for children to develop a life-long love of reading

Mathematics

The children will be learning to:

- develop a deep understanding of numbers to 10 through stories, songs, games and imaginative play
- compare quantities, explore and represent patterns with numbers to 10 and beyond
- recognise shapes and patterns in the environment.



Understanding the World

The children will:

- explore and find out about the world around them, asking questions about it and seeking answers
- talk about past events in their lives and their community
- find out about different cultures and beliefs.



Focus stories and non-fiction books help develop an understanding of our diverse world



Expressive Arts and Design

The children will:

- explore different artistic materials, tools and techniques
- construct creatively using a variety of equipment
- take part in role play and stories
- sing songs, make music and dance!



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.

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 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, grooming 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 so on.

Fine Motor Skills

- Use tools and equipment safely, including scissors, glue, paintbrushes and so on.
- Use tools and equipment to make marks, including drawing, writing and so on.
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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.

The Shelford Curriculum: Topic Threads and Neurons

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class	Identity	Our Story So Far	Our Environment: Local and Global	Community – Empathy	Growth and Changes	Curiosity
Reception	Marvellous Me Identity and belonging	Tell us a Story Story telling - Nativity	It's Freezing Here! Our local Environment	Yuck or Yummy Empathy in understanding each other's preferences	Growing and Changing Observation of changes	Magnificent Machines How does it work?



Summer 1 Topic Map YR Growing and Changing 2025.pdf

Chick Watch 2025

For an overview of our 'Living Eggs' project, please see our separate 'Chick Watch' page here.



Spring 2 Topic Map YR Yuck or Yummy 2025.pdf

Spring 1 - It's Freezing

This half term we have had lots of fun learning about The Arctic and Antarctica and comparing life in these 'freezing places' to our own experiences at home. We loved sharing what we'd learnt about polar animals through art, sculpture and stories and enjoyed pretending to be explorers ourselves getting ready for expeditions to the Polar Regions. When it's been a bit chilly outside, we've found lots of ways of 'keeping warm' and looking after the environment by engaging in a variety of activities from exploring our new 'playpod' at lunchtime and making 'bird feeders' at Forest School to help look after wildlife during the winter months.



Creating swirling Antarctic ice field pictures

What will a typical day look like?

- Routines built up over time
- Visual timetables used to support
- Respond to needs of the children



Self-Registration

Organising belongings

Lunch Menu				
Week 1 w/c: 24/02, 17/03, 07/04, 28/04, 19/05, 09/06, 30/06, 21/07				
MONDAY Roast Chicken Served with Whangara Potatoes & Seasonal Vegetables Chana Masala Served with Whangara Rice & Seasonal Vegetables Penne Pasta with Homemade Tomato Sauce Jacket Potato with Cheese or Baked Beans or Tuna Pies Chocolate Cake and Custard	TUESDAY Brazilian Coconut Chicken Curry Served with Baked Potato Wedges and Cauliflower or Peas Vegetable Supreme Served with Cauliflower & Herb Wedges and Cauliflower or Peas Penne Pasta with Nut Free Spinach and Basil Pesto Jacket Potato with Cheese or Baked Beans or Tuna Pies Jelly & Fruit Slices	WEDNESDAY Roast Chicken Served with Crispy Potatoes, Broccoli & Gravy Spring Vegetable Tart Served with Crispy Potatoes, Broccoli & Gravy Penne Pasta with Homemade Tomato Sauce Jacket Potato with Cheese or Baked Beans or Tuna Pies Apple Crumble Cake	THURSDAY Mexican Chicken Meatballs Served with Creamy Green Beans & Gravy Chow Mein Noodles Served with Creamy Green Beans & Gravy Penne Pasta with Nut Free Spinach and Basil Pesto Jacket Potato with Cheese or Baked Beans or Tuna Pies Fruit Salad	FRIDAY Golden Fish Fingers Served with Cheddar Cheese and Baked Beans Curried Chickpeas Served with Cheddar Cheese and Baked Beans Penne Pasta with Homemade Tomato Sauce Jacket Potato with Cheese or Baked Beans or Tuna Pies Lemon Shortbread Biscuits
SEASONAL VEGETABLES, SALAD BAR, FRESH BREAD, YOGHURT AND FRUIT ARE AVAILABLE DAILY				

Choosing lunch

Settling in activities



Morning Carousel



Outdoor Exploration & Runtime – Shelford Mile



Adult-led and child-initiated activities

Fruit snack & water







Maths

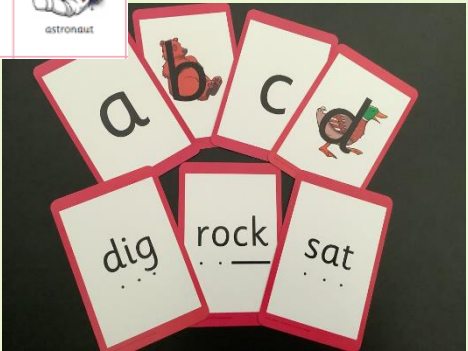


Lunchtime



Phonics

Grapheme and mnemonic	Picture card
 s	 snake
 a	 astronaut



Additional / Afternoon Activities

- Timetable builds up gradually



PE

Forest School



Story Time

Goodbye!
(sign up sheet)



Celebration Assembly
/ Collective Worship



Whole school events



Indoor / Outdoor
activity time



How can I support my child to get ready for school?

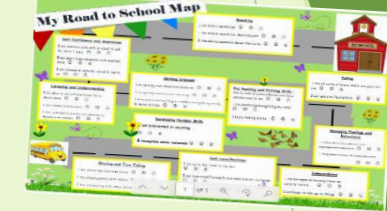
- Road to School Map / All About Me Booklet (Please return during your home visit)
 - Sharing all you know about your child helps us to learn a little more about them to guide and support them as needed
- Skills to practice before starting Reception:
 - Growing independence – taking care of themselves / play, creativity, curiosity
 - Building relationships and communicating – being with others / communication and language / listening and engaging
 - Physical movement – getting moving for at least three hours a day
 - Healthy routines

New skills take time to learn. Practising at home will help your child move into school more easily and with confidence.

- Uniform / equipment
 - Book bag, water bottle, wellies, shoes, coat

PLEASE LABEL EVERYTHING CLEARLY

- School Website www.shelfordschool.org.uk/website/admissions
 - a Virtual Tour / a video from previous Reception pupils detailing their favourite parts of Reception / a Day in the Life of Reception video



Starting Reception

Your child's journey to school starts at home

We understand that all children develop at their own pace, and that we're all learning from birth. When it's time to start school, some children will need more help than others.

There are key skills that schools expect children to be learning before their first day. Practising these will make your child's journey to Reception positive as possible.

There's lots you can do at home to build your child's confidence and independence, helping them feel emotionally and practically prepared to start school.

*We are calling this document the 'Starting Reception' definition. Some people/organisations refer to this as 'school readiness'.

How can I help my child get ready?

- Your child will have lots of new activities and routines to get used to when they start school. There are some things they'll need to do more independently than they might have before.
- Research shows that a child's relationship with their parents is the most important factor in their development, and there's a lot you can do at home.
- When your child is at home with you or another caregiver, you can practise as a family with fun activities (we've included links at the end of this resource).
- Some of these skills take time to master, so it's good to introduce them gradually as part of your daily routine.



Find out more

For more information on how to help your child get ready for reception, and for information on supporting children with additional needs, scan the QR code or visit <https://startingreception.co.uk>.

Any questions: Email reception@shelford.cambs.sch.uk