



Windy Arbor

Welcome to Reception



DREAM,
BELIEVE,
ACHIEVE.



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DREAM, BELIEVE, ACHIEVE.





Welcome!

Welcome to Windy Arbor Reception!

We are delighted that you and your child will be joining us. Our school provides a safe, nurturing, and stimulating environment where children are encouraged to explore, play, and develop essential skills that lay the foundation for lifelong learning.

Our dedicated team ensures that every child thrives academically, socially, and emotionally. This prospectus will guide you through everything you need to know about reception, including our curriculum, daily routines, and key policies.

If you have any questions, please don't hesitate to get in touch.





Contact Information & Leadership Team

For any queries, please contact:

Main Office

Phone: 0121 779 8080

Email: office@windy-arbor.solihull.sch.uk

Phase Lead

Mrs. Braid

wateachers@windy-arbor.solihull.sch.uk



www.windy-arbor.solihull.sch.uk



Mrs J. Curry
Headteacher (DSL)



Mrs E. Sherrington
Assistant Headteacher, Deputy DSL



Mrs M. Braid
Phase 1 Lead



Mrs G. Faulkner
Assistant Headteacher



Miss E. Lane
Inclusion & Wellbeing Lead (DSL)



Mrs F. Edwards
Special Educational Needs Co-ordinator (SENCO)



Meet the Team

Our dedicated reception team provides high-quality Early Years education in a fun, engaging, and supportive setting. The team includes highly trained Early Years practitioners who ensure that children receive the best possible start to their learning journey.

We believe in the importance of strong relationships between staff, children, and families to support the best possible start to your child's education.

You are the most important person in your child's life, and we look forward to working together to ensure they have a happy, secure, and enriching start to their education. If you have any questions, please speak to a member of our team. We can't wait to welcome you to Windy Arbor!



Miss J Daly
Reception Teacher
Purple Butterflies



Miss S Fentham
Reception Teacher
Yellow Butterflies



Ms D Green
Teaching Assistant
Forest School Leader



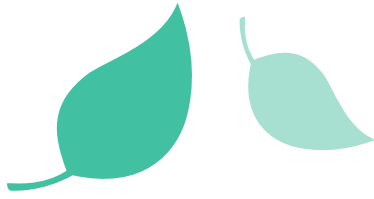
Miss N Johnson
HLTA
Forest School Leader



DREAM, BELIEVE, ACHIEVE.



SMART Rules & Behaviour Expectations



Be Windy SMART!



SAFE



MANNERS



AIM HIGH



RESPECT



TEAMWORK

Children are encouraged to care for each other, their belongings, and the learning environment, instilling responsibility and respect. When challenging behaviour occurs, staff address it directly, explaining consequences and guiding children towards positive choices.

At Windy Arbor, we are committed to creating a nurturing environment where every child feels safe, valued, and supported. The 'Six Principles of Nurture' (listed below) guide our approach, helping us build positive relationships, support emotional well-being, and create the best possible learning experiences for all.



We feel safe in school.



We all learn at our own speed and in our own way.



We care about each other's well-being.



We use our words to talk about how we are feeling.



We know that change can be scary but is also exciting!



Our behaviour shows you how we are feeling, but we try to make SMART choices!



All behaviour is a form of communication, and we work with children to develop emotional understanding and self-regulation.



Safeguarding & Security

Safeguarding

The safety and well-being of every child is our highest priority. The school has a duty of care to all children, ensuring they are safe and free from harm. If your child has had any accidents or has hurt themselves at home or in the community, please let the staff know. We are duty-bound to follow up on any unusual marks or injuries and report them to our designated member of staff, who may need to investigate further.

Safety and Security

The School Foyer: a security system operates in our Foyer; please help us maintain a safe and secure environment:

- All visitors are asked to report to our Main Foyer desk to sign in and wear a visitor's badge.
- Please ask a member of staff to let you out of the Foyer. This is to ensure that children are not accidentally let out of the Foyer.

Collection Procedures: If anyone other than the person listed is picking up your child from the reception, please inform a member of staff in advance. A password system can be implemented to ensure that anyone picking up children from reception has been authorised to do so.

Personal Care

During their time at Windy Arbor School, your child may need personal care. Staff who provide personal care to children have a high awareness of child protection issues. This can be when cleaning up a child after they have soiled themselves or helping them to change clothes when wet. We are committed to ensuring that all staff responsible for the personal care of children undertake their duties in a professional manner at all times, always ensuring dignity and respect. We have spare clothes available in case of accidents and would appreciate it if these were washed and returned promptly.

Accident Reporting

All accidents requiring treatment are recorded within our school. Whoever picks up your child will be given an accident slip and be informed of what has happened. If a child requires medical treatment, we will contact you immediately.

Please ensure that we have up-to-date contact numbers.



Attendance & Absences

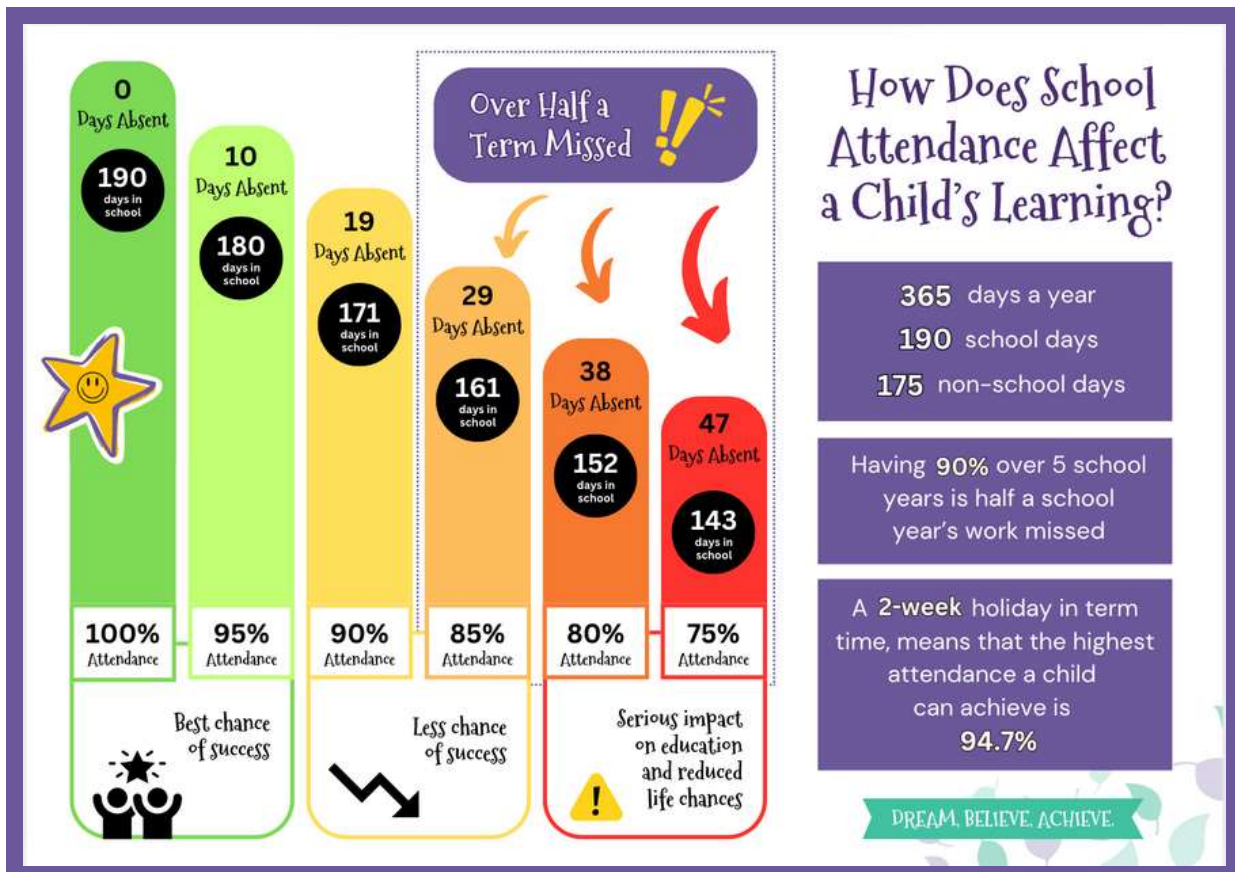
Attendance Target: 96%

Absences: Report any absences before 9 AM by calling the school office.

Medical Appointments: Please inform staff in advance if your child has a scheduled appointment.

Punctuality: Arriving on time helps children settle into their day and take part in all activities.

Regular attendance helps children build routines, develop friendships, and make the most of their learning experiences.





Uniform Expectations

All Reception children are expected to wear uniform and can be purchased at PB Sports.

School Uniform

- **Uniform option:**

- Purple cardigan/sweatshirt
- Turquoise polo shirt
- Grey skirt, pinafore, shorts, or trousers
- Black shoes or all-black trainers

Branded uniform can be purchased from PB Sports

– [click here to access the online store](#).



Second-Hand Uniform

A selection of second-hand uniform is available in the school foyer. If you need anything specific, please ask at the office.



If your child is 'new' to Windy Arbor, they will receive a free bookbag and water bottle that they need to bring to school every day.



Please label all clothing to prevent loss



Jewellery should not be worn, except for small stud earrings



Long hair should be tied back for safety



DREAM

BELIEVE

ACHIEVE

Please mark everything clearly with
your child's name





Early Years Vision & Ethos

At Windy Arbor, in our Early Years Foundation Stage, our intent is:

to provide a broad, balanced and flexible curriculum that addresses the children's social, emotional, physical, moral, spiritual and cultural development.

Encompassed within our vision, "to equip and empower every child so that they can make a positive contribution to society and be the best version of themselves" is the **need for every child to be exposed to a range of experiences where doors are opened to dream, believe and achieve.**

Every child is unique, and we pride ourselves on listening to children and those who care for them, using this information to personalise each child's learning. Staff observe and recognise children's interests and are confident in being flexible to adapt the curriculum 'in the moment' to ensure interests are developed further.

We strongly believe in first-hand learning experiences and valuing the importance of the outdoor environment to develop and support children's thinking and problem-solving skills. We provide children with a safe and stimulating environment, support and encouragement to enhance internal motivation and independence

We strive to build positive partnerships with parents, carers and other practitioners linked to supporting children in our Early Years.





The Early Years Curriculum

Within the Early Years curriculum, we follow the Early Years Foundation Stage (EYFS) framework. This framework includes 7 areas of learning, which in partnership with parents, we will monitor and nurture:

Prime Areas (Key Foundations for Learning)

Communication & Language
Personal, Social & Emotional Development
Physical Development

Specific Areas (Developing Essential Skills)

Mathematics
Literacy & Phonics
Understanding the World
Expressive Arts & Design

The areas of learning and development are inter-connected and equally valuable; however, the three prime areas are particularly important for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving within the environment.

All 7 areas are explained in further detail in the pages that follow.

Working Towards the Early Learning Goals

At the end of Reception, children will be assessed against the early learning goals (ELGs) across all areas of learning, as highlighted on the following pages.

Characteristics of Effective Learning



Active Learning

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.



Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



Playing and Exploring

Children investigate and experience things, and 'have a go'.



Communication and Language is a vital part to every child's early education and underpins all seven areas of learning. Your child will be given opportunities to speak and express themselves whilst being supported in processing their ideas.

We aim to develop communication and language skills by:

- encouraging conversations during play and adult-led activities;
- providing opportunities for children to elaborate on their ideas by asking open-ended questions;
- modelling language and introducing new vocabulary;
- providing a language rich environment;
- engaging the children in active story sessions and providing a range of non-fiction texts to develop new language and understanding of their immediate community and world around them.

Communication and Language

ELG: 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.

ELG: 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.



Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives. At Windy Arbor, we provide and encourage strong, warm and supportive relationships.

We aim to support children to:

- learn how to understand their own feelings and those of others;
- manage emotions;
- learn how to make good friendships;
- develop a positive sense of self;
- set themselves simple goals;
- have confidence in their own abilities;
- persist and wait for what they want;
- learn how to look after their bodies, including healthy eating;
- manage personal needs independently including, toileting and dressing.



Personal, Social and Emotional Development

ELG: 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.

ELG: 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.

ELG: Building Relationships

- Work and play co-operatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.



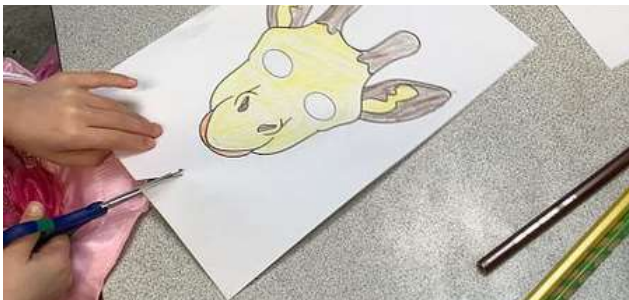
Physical Development



Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences support the development of a child's strength, co-ordination and positional awareness.

We aim to support children's physical development by:

- providing opportunities for play both indoors and outdoors;
- supporting children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility;
- providing the foundation for developing healthy bodies and social and emotional well-being;
- providing activities to develop fine motor control and hand-eye co-ordination such as, threading, using scissors, puzzles, play dough and small world resources and forming letters



Physical Development

ELG: 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.

ELG: Fine Motor Skills

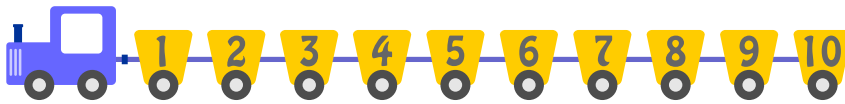
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, have a go, talk to adults and peers about what they notice and not be afraid to make mistakes.

We aim to support children's mathematical development by:

- providing opportunities to join in with counting songs and reciting numbers in order;
- providing opportunities to make comparisons between objects relating to size, length, shape, weight and capacity, using concrete objects;
- developing mathematical language;
- providing opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.



Mathematics

ELG: 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.

ELG: 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.



Mathematics



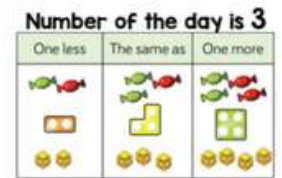
The children will take part in daily Maths activities where they will be developing a deeper understanding of numbers to ten.

Example activities:

Counting in sequence, e.g. saying/ singing number names in order;

1,2,3,4,5

Comparing quantities, e.g. discuss same/more/less;



Counting 1-1, e.g. saying the number name for each object as they count;



Represent numbers in different ways;



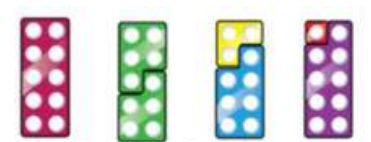
Subitising – Recognising a small quantity without having to count;



Compare objects and shapes in relation to size, colour and weight;



Explore and represent patterns within numbers, e.g. how many different ways can you show a given number?





It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension is necessary for both reading and writing.

When learning to read and write in Reception, our aim is to:

- encourage a 'love of reading' and model being a 'reader' in well-resourced and inviting reading areas that include fiction and non-fiction texts and decodable books;
- provide opportunities to display their understanding of what has been read whilst encouraging the use of new vocabulary;
- model orally segmenting and blending sounds to support reading and writing words;
- model writing words and sentences to match spoken sounds;
- Encourage children to follow the text with their finger and re-read what they have written.



Literacy

ELG: 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.

ELG: 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.

ELG: 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.



We follow the Little Wandle Letters and Sounds Foundation for Phonics programme.

This provides a consistent and effective approach to early phonics teaching. In Reception, we teach children the sounds that letters make (phonemes) and how to match them to letters (graphemes). Children learn to blend sounds to read words and segment words to spell. This builds strong foundations for confident reading and writing.

There will be many opportunities in Reception for your child to engage in reading activities such as daily 'Phonics' sessions, 'Shared Reading' where stories are brought to life, 'Reading Practice' in small groups and '1-1' reading with an adult.

At Windy Arbor we really value reading and promote a 'love of books'. We ask that you spend 10 minutes each day sharing a book with your child.

Once the children have settled into Reception, you will be invited to a reading workshop. We will share with you an overview of our phonics and reading curriculum and discuss and model the strategies we use in school to support consistency at home and school.



To promote a love of reading at Windy Arbor, we have introduced an initiative called the '**Rainbow Readers Award**' programme.

For every day you have recorded that your child has read at home, they will receive one read. Your child will be awarded a coloured badge at each of the levels below.

Red
25

Orange
50

Yellow
75

Green
100

Light Blue
125

Dark Blue
150

Violet
175

Gold
200





In Reception, we support the children's writing development by providing a range of gross and fine motor opportunities.

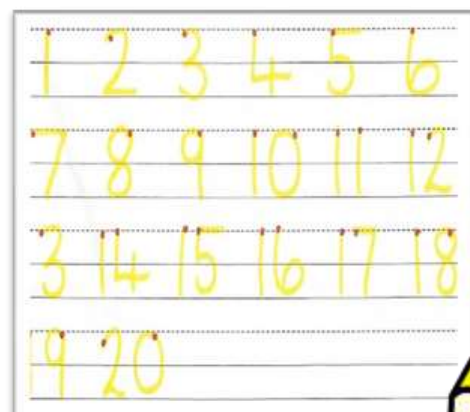
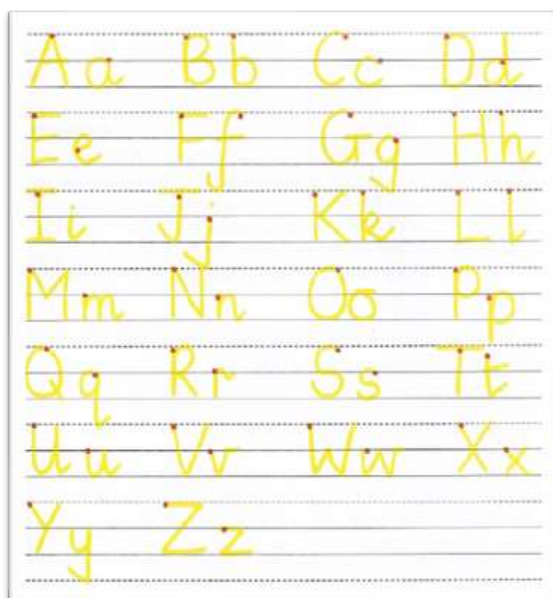
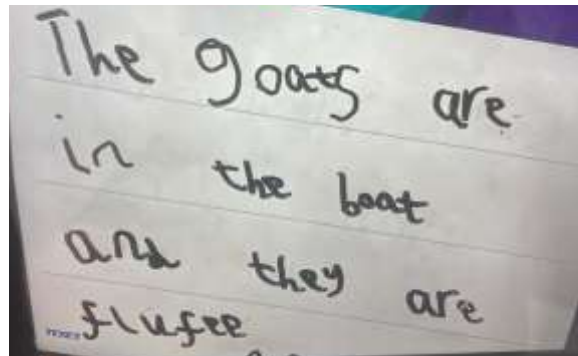
The children will begin to practise forming letters alongside our phonics programme.

Please see below the letter and number formation that your child will be taught.

When practising this at home, please ensure that your child starts at the correct starting point of each letter and number, as shown using the red dot. When writing letters, we use the language 'joining stroke' not a curl or a flick.

This process will support your child's progression when joining up letters, as they move up through the school.

Handwriting 'how to' videos are also available on our school website.





The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

We aim to provide opportunities to:

- explore a range of media and materials;
- explore famous artists and their creations;
- explore musical instruments and ways in which they are played;
- move to music from around the world;
- share thoughts, ideas and feelings through a variety of activities such as, art, music, dance, role-play and design and technology
- perform to an audience.



Expressive Arts and Design

ELG: 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.

ELG: 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.



Understanding the world



Understanding the World involves guiding children to make sense of their physical world and their community.

We aim to:

- Provide a range of experiences of the world around them, such as learning outdoors at 'Forest School', visiting places within our community, such as local parks, shops and the library;
- Provide opportunities to meet important members of the community, such as police officers, nurses and firefighters;
- Explore a broad selection of stories, non-fiction, rhymes and poems that will foster their understanding of similarities and differences between themselves and others, communities, beliefs and traditions of others;
- Explore a range of scientific experiments.



Understanding the World

ELG: 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.

ELG: 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.

ELG: 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.



Forest School offers children a practical way to learn and experience the curriculum in a woodland environment. Throughout the year, your child will attend our own Forest School area with staff and our Forest School Leader.

During Forest School sessions, children can develop:

- a wider range of physical skills than those usually developed indoors;
- a greater understanding and awareness of their own natural and man-made environment;
- personal confidence, self-esteem, communication and social skills;
- their natural motivation and positive attitude to learning.





A Day at Windy Arbor



The school day begins at 8:55 a.m. and finishes at 3:15 p.m

We open our door at the earlier time of **8:45a.m for 'Soft Start'**. This is an opportunity to arrive earlier and supports a smoother transition from home to school, a time to greet friends and share news, before registration time.

It is important that you drop off and collect your child on time as they can become distressed when joining the class late or if left waiting whilst everyone has been collected.

Visual Timetable

We use a visual timetable in the classroom to support children's understanding of the day's routine and transitions. A sample visual timetable is included below to give you an idea of the structure — please note that the specific activities may vary depending on the day and children's needs.



The structure of the day supports children to develop independence, confidence, and a love of learning through a predictable, nurturing routine.



Snack and Lunch Guidance

All children eat their lunch in the school hall. We encourage children to have a school dinner – with hot and cold options listed on the weekly menus, which are listed on our school website.

Example menu

Autumn/Winter 2025 - Week 1

Running weeks: 01/09, 22/09, 13/10, 10/11 and 01/12

V = Vegetarian
Ve = Vegan

	Planet Monday	Traditional Tuesday	World Food Wednesday	Pizza & Wrap Day	Friday Faves
Main Option 1 (Meat or Fish)	V Vegetable Fingers and Buttered Potatoes - with Sweetcorn and Broccoli	Pork Sausage, Mashed Potatoes and Gravy - with Garden Peas and Sliced Carrots	Beef Chilli Con Carne and 50/50 Rice - with Mixed Vegetables	Chicken Tikka Wrap, Salad and Lattice Fries - with Sweetcorn and Baked Beans	Crispy Battered Fish, Chips and Tomato Sauce - with Garden Peas and Green Salad
Main Option 2 (Vegetarian)	V Mac 'n' Cheese and Garlic Bread - with Sweetcorn and Broccoli	Ve Vegetarian Cottage Pie and Crusty Bread - with Garden Peas and Sliced Carrots	Ve Quorn Meatballs (in a Tomato Sauce) and Spaghetti - with Mixed Vegetables	V Cheese & Tomato Pizza and Lattice Fries - with Sweetcorn and Baked Beans	Veggie Donner Kebab, Wholemeal Pitta, Salad and Chips - with Garden Peas and Green Salad
Desserts	Chocolate Iced Sponge with Chocolate Sauce OR Yoghurt or Fresh Fruit	Cherry and Vanilla Shortbread Slice OR Jelly Pot or Fresh Fruit	Pineapple Iced Sponge OR Yoghurt or Fresh Fruit	Forest Fruits Brownie OR Jelly Pot or Fresh Fruit	Buttermilk Pancakes (with Sauce) OR Fresh Fruit

Also available daily - LIGHTER BITES:

Jacket Potato (with a choice of cheese, beans or tuna mayo)
Sandwiches (with a choice of tuna mayo, cheese or ham).

**PROSPER
TOGETHER**
Together we flourish.

Children in Reception use the infant playground for 'play time', after their lunch. During this time, social and physical skills are nurtured by lunch time staff.





Snack and Lunch Guidance

Snack – Provided Daily

All children are offered milk and a piece of fruit each day as part of their morning snack.



Packed Lunch

Please do not send in food that needs heating or refrigerating.

Packed Lunch Guidance

We ask that lunches are healthy and balanced. Here's an example of a simple, low-cost lunch:

- A sandwich or wrap (e.g. ham, cheese, or egg)
- A portion of chopped veg (e.g. cucumber sticks or cherry tomatoes)
- A piece of fruit (e.g. banana or apple slices)
- A yoghurt or cheese stick
- Water or milk in a labelled bottle (no squash or fizzy drinks)



Food and drink that cannot be brought to school

- We are a nut-free school.** Please check all packaging before sending items into school
- Do not send any products containing nuts or nut traces (such as nutella)
- No fizzy drinks or energy drinks are allowed
- Whole grapes (please cut them vertically)
- Sweets and chocolate bars should be avoided
- No popcorn

Parent & School Communication

Class Dojo & Reward System

Class Dojo is our school communication platform and reward system that teachers, children, and families use every day to build close-knit communities. Through Class Dojos we will share:



Photos and updates
on classroom
activities



Homework
reminders and
instructions



Celebrations
of pupil
achievements

Children can earn Dojos for good behaviour, participating, trying their best, being a good friend, helping others and much more.

Once the children reach 100 Dojos, they will receive a 'Bronze Award', then continue to 'Silver', 'Gold' and 'Platinum'.

You will be issued with a personalised barcoded letter which will give you full details about downloading the app and registering your child.

Parent Consultation Meetings

Each term, parents are invited to discuss their child's progress and next steps.

'Share a Story' Time & Curriculum Workshops

Throughout the year we invite parents to join reading sessions and interactive workshops to support learning at home.

Cashless Payment System & School App



Windy Arbor operates a cashless payment system using ParentPay, allowing parents to pay for trips and activities online.

We also have a school app for updates, events, and important announcements.

You will be issued with a personalised letter which will give you full details of the ParentPay system.

Parent Communication Summary



Class Dojo

Updates and communication for parents from class teachers and TA's

Photos and updates on classroom activities.

Homework reminders and instructions.

Celebrations of pupil achievements (e.g., badges, positive feedback).



School App

A central hub for whole-school updates and important alerts.

Alerts for events, closures, or changes to schedules.

Links to term dates, and other essential information.

Sign-up forms for afterschool clubs or parent events.



Newsletter

Weekly updates on what's happening across the school, sent through the school app.

News about whole-school achievements.

Attendance updates.

Important dates like holidays and school trips.

Updates from the Headteacher.



Website

The go-to place for detailed information and key school resources.

School policies (e.g., safeguarding, attendance)

School vision and values ("Dream, Believe, Achieve")

Ofsted reports and curriculum information.

If you have any additional questions, please get in touch using the contact information on Page 2.

We can't wait to meet you!





Starting at Windy Arbor Nursery

We are really looking forward to welcoming you and your child to our school

Stay and Play Session

To help your child settle into school life, we invite all new starters and their parents/carers to join us for a Stay and Play session:



Tuesday 2nd September, 9:30 – 10:30am.

This is a relaxed opportunity to:



Meet our staff

Explore the nursery environment

Ask any questions you may have

Help your child become familiar with the space and routines

We encourage you to attend and stay for the full hour to support your child's transition.



Your Child's Start Date

Please make a note of your child's individual start date below:

Start Date: _____September 2025

If you have any questions in the meantime, please don't hesitate to get in touch.



Are you ready for Reception?

In order to be ready for Reception, please support your child to develop the following skills

Independence Skills

- ☐ I can use the toilet without adult support and wash my hands;
- ☐ I can put on my coat, my jumper or cardigan and put on and take off my shoes;
- ☐ I can use a knife and fork.

Preparing for Writing

- ☐ I can recognise my name and attempt to copy some of the letters.
- ☐ I can complete activities to build my physical strength e.g. climbing, monkey bars, tummy play, threading, swimming;
- ☐ I can make marks using different tools and materials, e.g. drawing on an easel, chalking on the pavement, big paint brushes with water;
- ☐ I can talk about the marks I make.

Early Phonics

- ☐ I can listen to and talk about sounds in the environment;
- ☐ I can dance in time to music and keep a beat;
- ☐ I can join in with rhyme and repetitive language in stories.

Early Maths

- ☐ I can count in sequence and use opportunities at home to practise counting e.g. number of people in my family, cutlery at the table, cars in my toy box;
- ☐ I can notice and talk about numbers that I see in my environment e.g. door number, bus number;
- ☐ I can notice and talk about shapes that I see in my environment and talk about them;
- ☐ I can compare objects by size, length, weight.



DREAM, BELIEVE, ACHIEVE.



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