Welcome to Reception 2026-27

Park Hill Infants

Stanhope Road, Croydon, Surrey CR0 5NS

Staff

Class 1

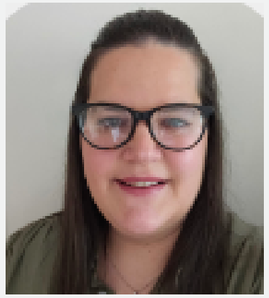


Mrs Smith



Miss Jones

Class 2



Mrs Taylor-Robinson



Ms Waters



Miss Mary

Class 3



Miss Powell

Mrs Persson



Staff



Miss Hulet



Miss Paula



Miss Greene



Miss Diana



Miss Jana



Settling

The primary focus of this half term will be getting the children settled into a new environment and them building relationships with their peers and adults.

We will encourage the children to share their feelings about school, and talk through any worries they have using the Zones of Regulation.

At morning drop off once your child is in, please head off as it makes the transition easier for children.

Independence

Toileting – pulling up & down trousers/skirts & underwear

Putting on and taking off coats

Jumpers on and off

Peeling their banana/orange

Washing and drying their hands

Using cutlery and eating independently

Blowing their own nose

Shoes – no laces until they can do them independently

We are aware that some children have additional needs that might impact their independence and we will support them but, we still will encourage independence as much as possible.

What to bring to school

Book bag

Reading Diary

Own choice book

Phonics book

Named coat

Non glass water bottle (NOT IN BOOK BAG)

Spare clothes (stay at school)



Topics

Each half term, we explore a new exciting topic that helps to shape our learning and experiences in Reception.

You will receive a topic web at the start of each half term, so you can see what we will be learning about.

Autumn 1 – All About Me

Autumn 2 – Let's Celebrate

Spring 1 – Traditional Tales

Spring 2 – Minibeasts

Summer 1 – Our Wonderful World

Summer 2 – Healthy Me!



EYFS

There are 7 areas of the EYFS which are then broken down into sections.
Each section has Early Learning Goals (ELGs) which are used at the end of Reception.

The Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



The Prime Areas

Communication and Language

- Listening, Attention & Understanding
- Speaking

Personal, Social and Emotional Development

- Self-Regulation
- Building Relationships
- Managing Self

Physical Development

- Fine Motor Skills
- Gross Motor Skills



The Specific Areas

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical Pattern

Understanding the World

- Past & Present
- People, Culture & Communities
- The Natural World

Expressive Arts & Design

- Creating with Materials
- Being Imaginative & Expressive



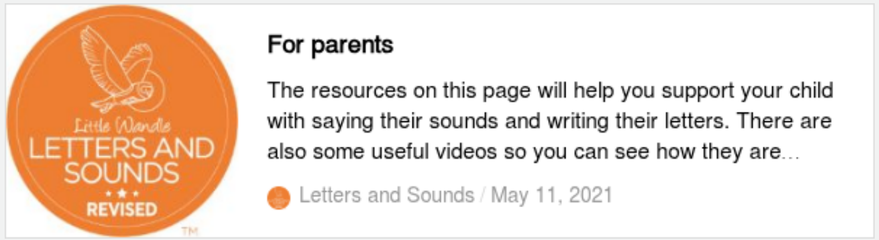
Phonics

We are following the Little Wandle Letters and Sounds phonics programme.

In Reception, the children will learn all Phase 2, 3 and 4 sounds through daily Phonics lessons. Please do not use the letter names at this stage!

All children take part in a 15-20 minute class phonics session everyday.

If a student requires further support, they will receive targeted daily interventions to secure the phonetic learning.



There is a Parent area on the Little Wandle Website



Reading

- Your child will read with an adult three times a week in school.

- Each week your child will receive 2 books;

One will match their reading ability. Please listen to your child read this at home.
One will be a book to promote the enjoyment of reading and will require an adult to read to them.

- Please keep your child's book and diary in their bag.

- Re-reading a story develops reading ability and confidence.

- Children will move through the levels as their word reading and comprehension develops..



Reading

- To start with your child's Phonics book will not have any words in it.
  - Talk about the pictures
  - Talk about what is happening on each page
  - Make guesses and predictions based on what you can see

- We know that some children can blend already but these books are so important for children's development.

Wordless books:

- Promote oracy
- Encourage Imagination
- Build story telling skills
- Show understanding (e.g. facial expressions etc)
- Support vocabulary development



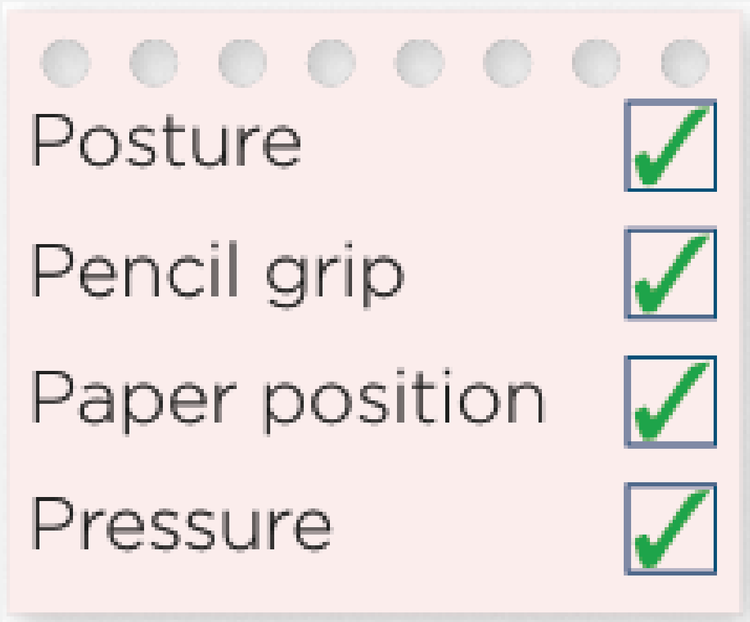
Handwriting

We are following the Little Wandle Letters and Sounds Handwriting programme.

Little Wandle Handwriting lessons in Reception focus on:

- Correct pencil grip
- Correct starting point for each letter
- Letter formation and orientation
- Reinforcing the link between letters and sounds.
- Families of letters
- Capital letters







Handwriting

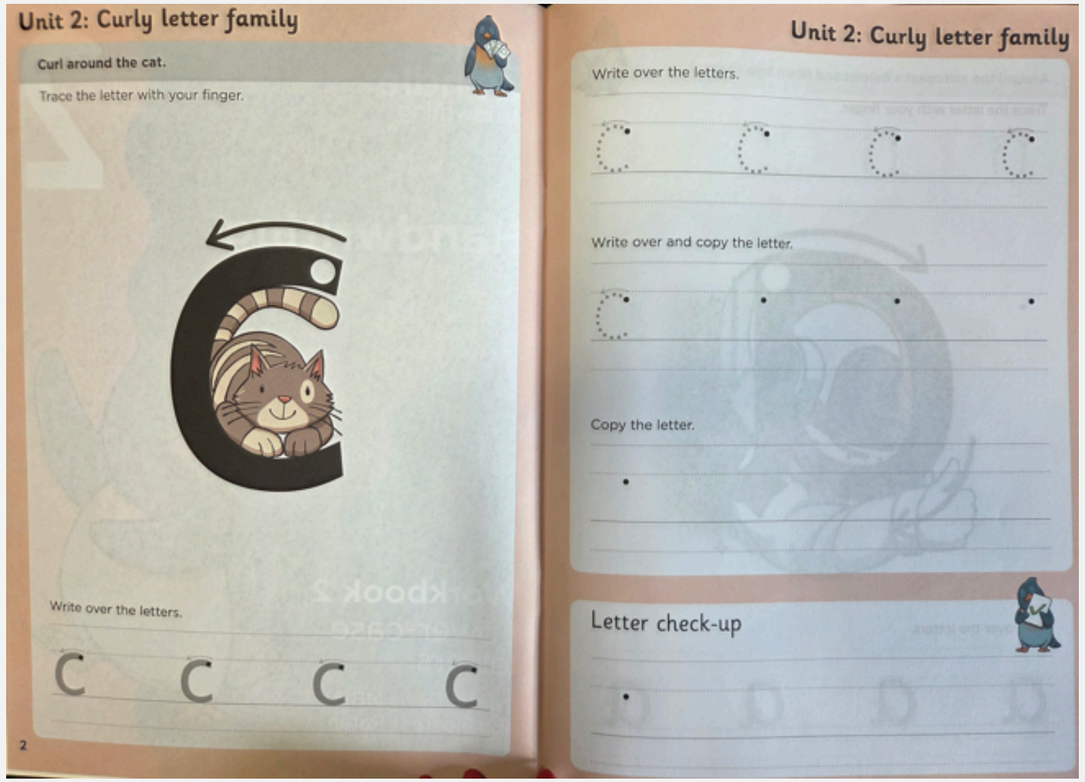
There are 4 workbooks for the children to work through

Workbook 1: Patterns

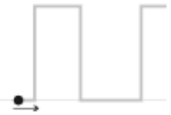
Workbook 2: Lower-case letters

Workbook 3: Capital letters

Workbook 4: Digraphs and trigraphs



Pattern type	Skills developed
Pages 2 to 5: Horizontal and vertical lines 	Develops: • hand stability • pressure awareness • hand-eye coordination. Lays the foundations for forming letters with straight lines.
Pages 6 to 7: Wavy lines 	Develops: • hand stability • pressure awareness • hand-eye coordination • ability to create a shape without lifting the pencil, which is important for smooth flow. Lays the foundations for forming letters with wavy lines.
Pages 8 to 9: Circles 	Develops: • smooth controlled movement • pressure awareness • wrist and finger coordination. Letter formation: **a c g o q**
Pages 10 to 11: Up curves 	Develops: • smooth curved movement • muscle memory for up and down strokes • precision when changing direction. Letter formation: **u y** and the starting point and direction for these letters (starting at the top and going down the line and then up the right-hand side and back down the same line).
Pages 12 to 13: Down curves 	Develops: • smooth curved movement • muscle memory for up and down strokes • precision when changing direction. Letter formation: **b d h m n p r** and the starting point and direction for these letters (starting at the top and going down the line and back up the same line either halfway or full height).
Pages 14 to 15: Mixed height curves 	Develops: • precision and coordination when changing height, spacing and rhythm • muscle memory for up and down strokes • precision when changing direction. Letter formation: **f i j l t y** Also supports advanced letter formation, especially words with letters of different heights.

Pattern type	Skills developed
Pages 16 to 17: C shape 	Develops: • smooth curved movement • ability to create a shape without lifting the pencil, which is important for smooth flow • understanding of direction and orientation. Letter formation: **a c d e g o q s**
Pages 18 to 19: Spirals 	Develops: • precision • spatial awareness • pressure awareness • smooth curved movement • ability to create a shape without lifting the pencil, which is important for smooth flow • understanding of direction and orientation.
Pages 20 to 21: Crosses 	Develops: • line precision • ability to lift and reposition the pencil • spatial awareness (crossing at the centre) • precision when changing direction. Letter formation: **f t x** (letters with intersecting strokes).
Pages 22 to 23: Turrets 	Develops: • ability to start, stop and change direction quickly • precision with sharp controlled movements • wrist and finger coordination • control of stroke height and width.
Pages 24 to 25: Diagonals 	Develops: • fine motor coordination for angled movements • directional control and precision along a slant. Letter formation: **A K M N R V W X Y Z** (letters with slants).
Pages 26 to 27: Zig-zags 	Develops: • precision when changing direction • hand stability • muscle coordination • precision, rhythm and start and stop stroke • control of stroke height • spatial awareness • pressure awareness. Letter formation: **M N V W Z** (letters with angular components).

Little Wandle LETTERS AND SOUNDS REVISED™



Pattern type	Skills developed
Pages 28 to 29: Sideways V 	Develops: • directional control and precision along a slant • ability to change direction smoothly, make sharp angles and controlled movements • consistent movement. Letter formation: **K Y Z**
Pages 30 to 31: Letter x 	Develops: • precision in intersecting diagonal lines • precision when changing direction • line precision • spatial awareness of where to put the cross • understanding of the structure and proportion of letters. Letter formation: **x**
Pages 32 to 33: Triangles 	Develops: • stroke control for diagonal lines, angle precision and pencil lifts. Letter formation: **A M N V W X**

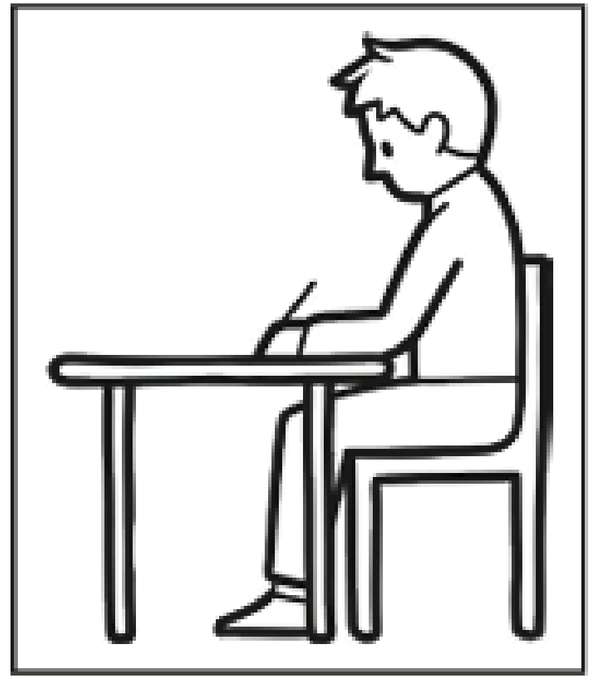
Little Wandle
LETTERS AND SOUNDS
REVISED
TM



Handwriting

Posture

- **Feet** are flat on the floor or supported on a wide, stable raised surface.
- **Knees** form a 90 degrees angle, with about two fingers' space behind the knees to prevent pressure on the lower thighs.
- **Hips** are positioned at approximately 90 degrees, with the back fully supported by the chair.
- **Seat position** with the back against the chair maintaining a small gap (about the width of a fist) between the stomach and the table, so there is sufficient space to breathe comfortably.

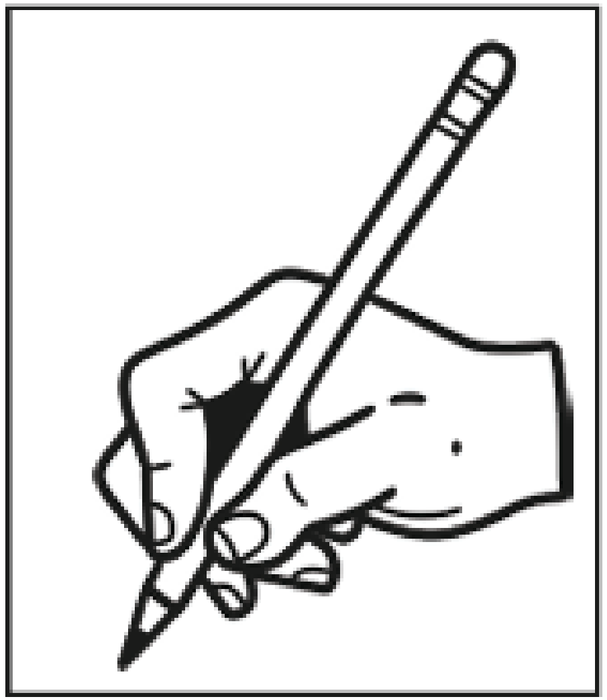


- **Table and chair height** should allow the forearms to rest comfortably on the surface – without leaning forward (too low) or raising the shoulders (too high).
- **Work surface** must be clean, smooth and clear of clutter to promote proper hand and arm placement and allow arms to move freely to write.

Handwriting

Pencil Grip

Tripod grip



The tripod grip is typically the easiest for children to learn. It can be modelled by showing how to pinch the pencil between the ball of the thumb and index finger – about a finger's width from the pencil tip – while resting the middle finger underneath for support, and the other fingers tucked into the hand. Using a small sticker to mark the correct grip position can be a helpful visual aid. The ideal location of the fingers is about 3cm from the pencil tip. For children who find pencil grip challenging, timely intervention and additional practice are essential to prevent the development of incorrect habits. See the 'Pencil grip' video.

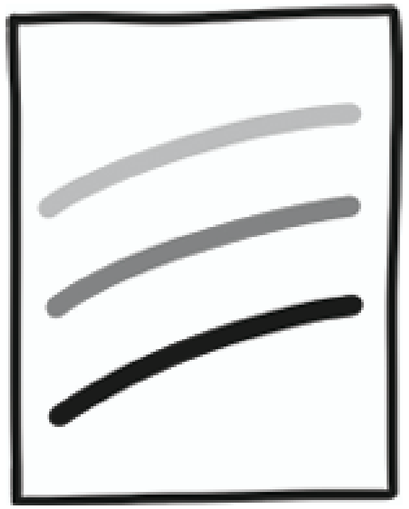
For children who continue to have difficulty with fine and gross motor skills, adaptive equipment can used to support their development.



Handwriting

Pressure

- As children learn to write, the pressure they apply with a pencil often varies based on their developmental stage and the nature of the task. With practice and experience, most children naturally figure out the appropriate amount of pressure to use. Excessive pencil pressure can cause hand fatigue and slow writing, while too little pressure can make handwriting faint and hard to read.



How to Help

- Playdough – Dough Disco
- Tearing / scrunching paper
- Threading
- Cutting
- Tweezers
- Climbing
- Using a spray bottle
- Pegging clothes
- Squeezing sponges
- Lego etc
- Kneading dough
- Peeling stickers

Early Learning Goals (ELGs)

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.



Evidence Me is a private platform that helps us share your child's learning and experiences with you.

Throughout the year, you'll be able to see:

📸 Photos and videos of your child learning and playing

📝 Observations and updates about their learning

Upload your own photos and videos from home. We love to see what the children get up to!

As a parent/carer, we ask that you:

Do not share your child's photos, videos or observations on social media.

Understand that your child may occasionally appear in another child's observation when they are taking part in the same activity.

Keep your login details private.



Pictures & Videos

Upload



Learners

Observation Details

Notes	Today Class 2 had our first PE lesson! We enjoyed exploring the hall and playing lots of games!
Parent Share	Yes
Experience Date	21/09/2026
Experience Time	14:53
Observed by	Mrs Taylor-Robinson
Tags	Parent Share

Created: 21/09/2026, 15:40 by Mrs Taylor-Robinson **Last Updated**: 21/09/2026, 15:44 by Mrs Taylor-Robinson

Edit Observation Details

Documents & Links

No Documents & Links are defined for the Observation.

Attach link | Upload file

Objectives

Understand how to listen carefully and why listening is important.
Development Matters (2021 Edition) > Communication and language > Reception

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
Development Matters (2021 Edition) > Physical development > Reception

Progress towards a more fluent style of moving, with developing control and grace.
Development Matters (2021 Edition) > Physical development > Reception

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Development Matters (2021 Edition) > Physical development > Reception

Add/remove Objectives

evidenceme
2simple

Upload



Learners

Observation Details

Notes	ı used her playdough to make a 's'.
Parent Share	Yes
Experience Date	21/09/2026
Experience Time	10:23
Observed by	Mrs Taylor-Robinson
Tags	Parent Share

Created: 21/09/2026, 10:26 by Mrs Taylor-Robinson **Last Updated**: 21/09/2026, 15:55 by Mrs Taylor-Robinson

Edit Observation Detai

Documents & Links

No Documents & Links are defined for the Observation.

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Objectives

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
Development Matters (2021 Edition) > Physical development > Reception

Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Development Matters (2021 Edition) > Expressive arts and design > Reception

Back

Print Observation Details | Duplicate | Delete

Pictures & Videos

Upload



Learners

Observation Details

Notes	Wow ' , fantastic explanations and great drawing too. Amazing job superstar :)
Parent Notes from Parent (Parent of Vivienne Willicombe)	has been drawing the number blocks and drawing squares on the character. She then counts the blocks and tells you who the character is and their name. Eg. This is 1 because he has 1 block.
Parent Submission	Approved
Experience Date	28/09/2026
Experience Time	08:46
Observed by	Parent
Tags	No Objectives, Parent Submission

Created: 28/09/2026, 08:46 by Parent **Last Updated**: 28/09/2026, 10:29 by Mrs Taylor-Robinson

Edit Observation Details

Documents & Links

No Documents & Links are defined for the Observation.

Attach link | Upload file

Objectives

No Objectives are defined for the Observation.

Add Objectives

Lunchtime





- School lunch or bring a named packed lunch
- Children have dietary badges – please let us know in writing if anything changes



- Menu is on the website – changes every term
- No juices/sweets/chocolate bars in the packed lunch
- No nuts (including Nutella/peanut butter)
- School meals follow the 'School Food Standards'

= "balanced meals packed with fruits, vegetables, starchy foods, and proteins while restricting high-fat, sugary, and salty items"



Menus – Autumn term

Week 1

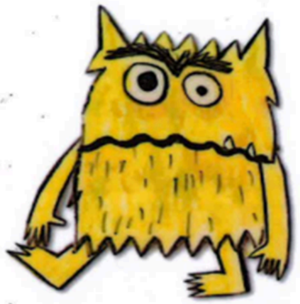
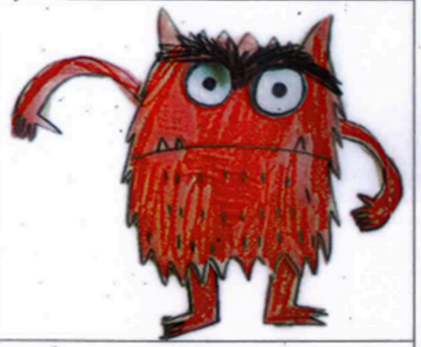
MONDAY	Tomato & Basil Wholegrain Pasta Bake 2 (Cheese) 6	Cheesy Wholegrain Pasta Bake 2, 6	Sweetcorn & Salad Bar A/F	Rice Pudding 6
TUESDAY	BBQ Chicken Breast Burger 2	Quorn Fillet Burger 2	Oven Baked Wedges Cowboy Beans A/F	Mandarin Jelly A/F
WEDNESDAY	Roast Chicken Dinner A/F	Cauliflower & Broccoli Bake 6	Peas & Carrots Oven Baked New Potatoes A/F	Apple Crumble 2
THURSDAY	Lamb Bolognese 2	Vegetarian Eat Curious Bolognese 2	Salad Bar A/F	Toffee & Banana Sponge 2, 3, 6
FRIDAY	Fish Fingers or Salmon Fish Fingers 2, 4	Vegan Fingers 2	Oven Baked Chips Peas or Beans A/F	Strawberry & Vanilla Mousse 6

Week 2

MONDAY	Cheese & Tomato Pizza 2, 6	Vegetable Pizza 2, 6	Oven Baked Wedges & Salad A/F	Cocoa Brownie & Fruit Bar 2, 3
TUESDAY	Lamb Lasagne 2, 6	Eat Curious Lasagne 2, 6	Peas & Sweetcorn A/F	Sprinkle Cake & Fruit Bar 2, 3
WEDNESDAY	Roast Chicken Dinner A/F	Vegetable & Bean Parcel 2	Green Beans, Carrots Oven Baked New Potatoes A/F	Fruit Salad & Yoghurt 6
THURSDAY	Creamy Chicken Curry A/F	Creamy Sweet Potato Curry A/F	Wholegrain Rice A/F	Blueberry Traybake 2, 3
FRIDAY	Fish Fingers 2, 4	Quorn Nuggets 2	Oven Baked Chips Peas or Beans A/F	Cocoa & Vanilla Mousse & Fruit Bar 6

Zones of Regulation

Which Zone are you in?

Blue zone	Green zone	Yellow zone	Red zone
			
low	happy	wobbly	angry
Running Slow	*Good to Go*	*Caution*	*STOP*
sad	calm	silly	scared
bored	focused	frustrated	mean
tired	positive	worried	aggresive
sick	ready to learn	excited	out of control

Zones of Regulation



https://www.tgmc.uk/user/spaces/6ab4b32084b1eb177d6f3e05

Zones of Regulation



I am safe and in control



I take each day as it comes



First Aid & Medicines

If your children bumps themselves during the school day, one of our trained first aiders will attend to your child.

If the bump / mark is to the head area, you will receive a text or phone call and a bump slip in your child's book bag. If this happens near the end of the day your class teacher may speak to you face to face instead of receiving a bump slip or phone call.

In some circumstances, we may deem it necessary call you and explain the situation in full detail.

If your child is unwell and requires medicine this needs to be given to the office. They will ask you to fill out a form in order for the staff to give correct doses and the correct times.

Class 2 Timetable

	Mon	Tue	Wed	Thu	Fri
9.30	Phonics	Phonics	Phonics	Phonics	Phonics
10.00	Snack	Snack	Snack	Snack	Snack
11.30	Maths	Maths	Maths	Handwriting	Maths
1.30	Book Club	Handwriting	Book Club	Lit/Topic	Book Club
2.00	PE				
2.50	Lit/Topic	Lit/Topic	Lit/Topic		Lit/Topic
3.15	Story	Story	Story	Story	Story

Any Questions?





Park Hill Infants

Stanhope Road, Croydon, Surrey CR0 5NS