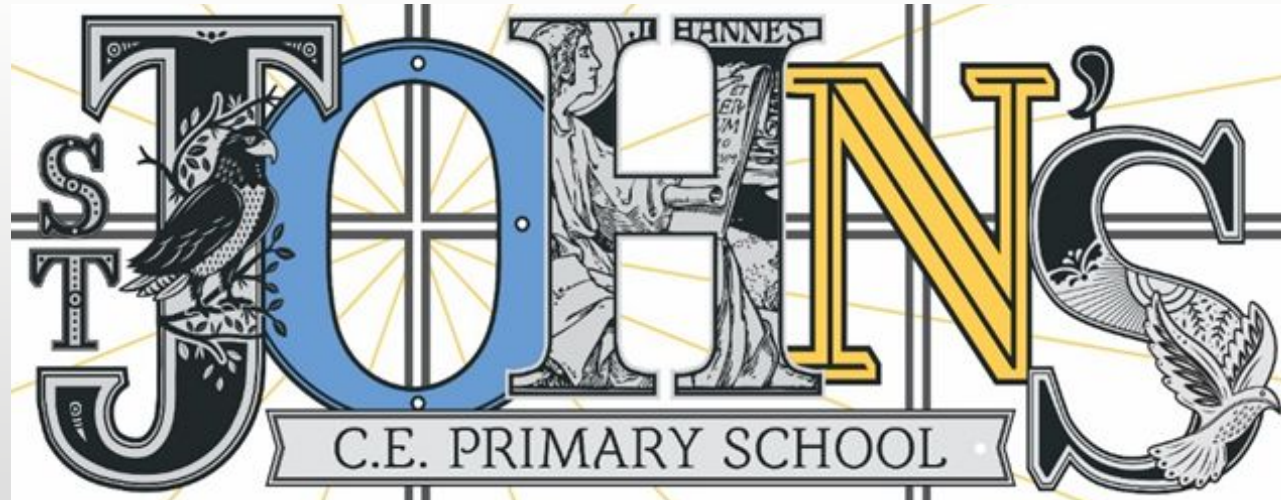




WELCOME TO OUR RECEPTION!

BADGER & HEDGEHOG CLASSES 2026-2027

MEET THE TEAM



Mrs Shah

Teachers

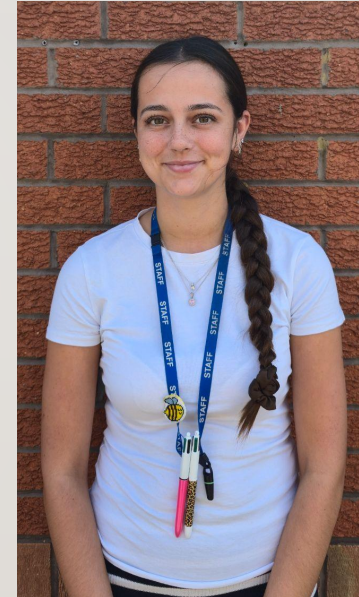


Mrs Saunders



Mrs Shrivastava

Learning Support Assistants



Miss Gowers



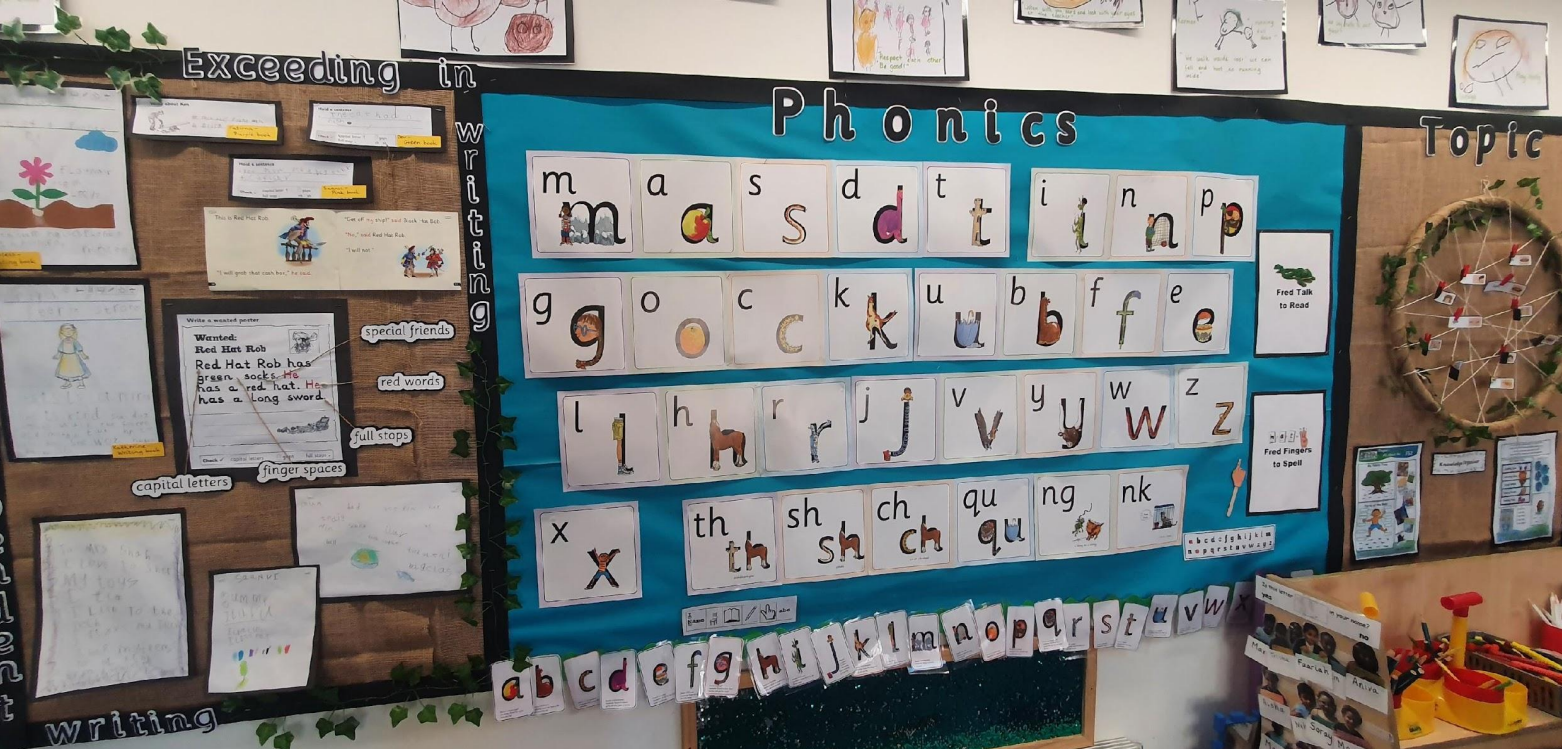
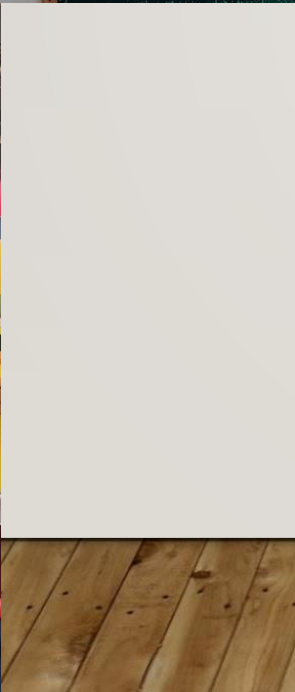
Miss Nelhams

EYFS Lead



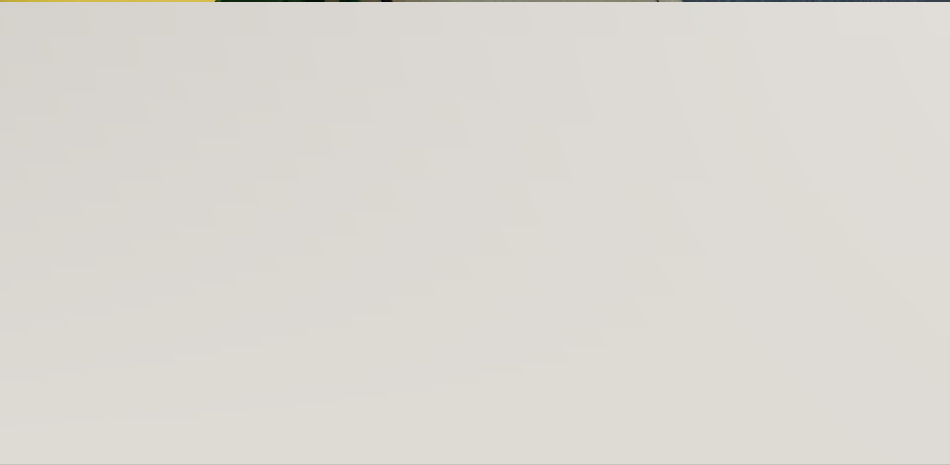
A TOUR OF BADGER CLASSROOM







A TOUR OF HEDGEHOG CLASSROOM

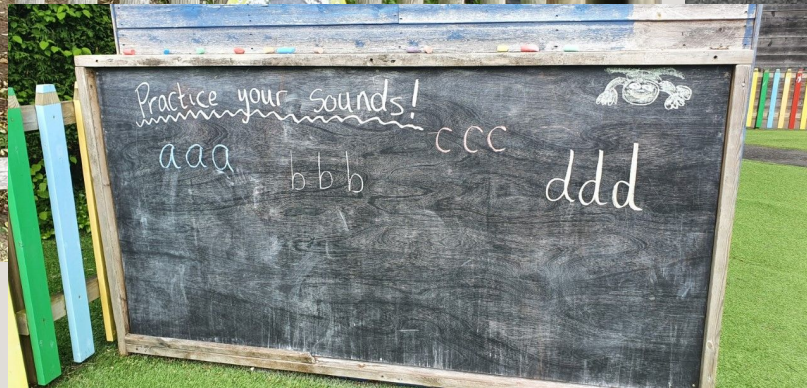






WATER AND SAND

- Children have access to water and sand play every day.
- Children use the water and sand to measure and explore its flow with.
- We encourage children to put on aprons when playing with the water.



OUTSIDE: OUR EARLY YEARS GARDEN

- We are blessed with a huge outdoor Early Years Garden!
- We have a playground with climbing, sand, slides and a beautiful forest area with mud kitchen and campfire.





OUTSIDE: OUR FOREST GARDEN

- Here our children enjoy playing in the mud kitchen, exploring nature and climbing our low-level, risk assessed climbing trees.
- We also have a campfire where we share stories in small groups, as well as a planting area for growing seeds.





OUTSIDE: ACTIVE PLAY

- We have so many opportunities for children to be active outside!
- We encourage our children to lead healthy lifestyles, filled with exercise and active play.
- Children learn to play and share with each other, as well as building those all-important relationships and friendships that play a key role in their childhood development.



We have a large playground with: a painted road for our trikes and scooters, a climbing frame, large sand pit, forest area, climbing tree, slides, wooden building blocks, giant Lego, stacking crates, water wall, water trays, and so much more!

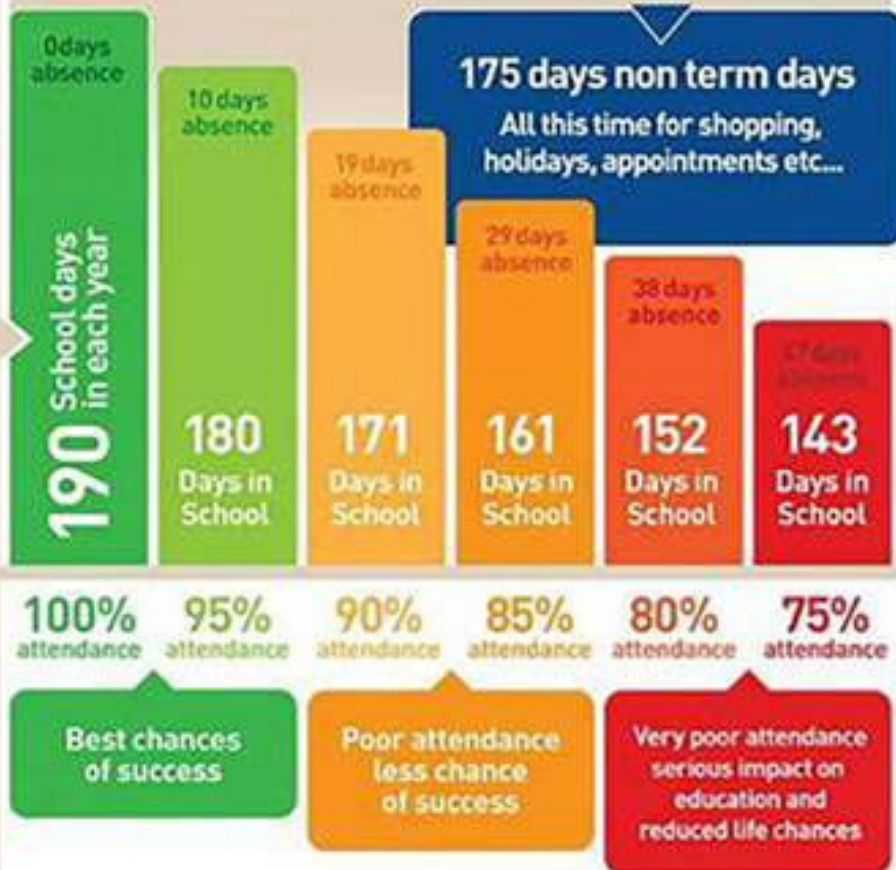
DROP OFF AND COLLECTION



- Reception children begin their school day at **8:40am**, when gates open, and finish at **3:10pm**.
- Parents drop their children off at the Reception Gate and collect from here at the end of the session.
- If you are late, please go to the front office of the school and the children will be brought down to the classrooms by a member of staff.

365 days in a calendar year

Good attendance means being in school at least 95% of the time (180 to 190 days)



DID YOU KNOW? A two week holiday in term time means that the highest attendance you can achieve is **94.7%**

...being in school, on time, every day, ready to learn.

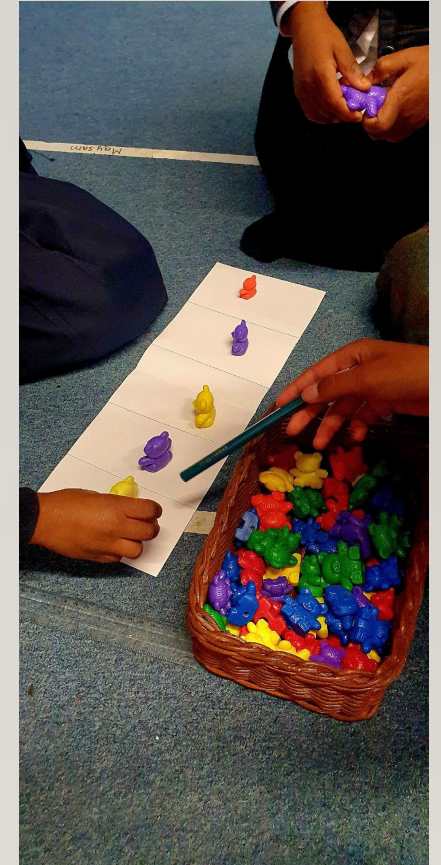


DID YOU KNOW? If you are 15 minutes late each day you will have missed a full 2 weeks of school in one year?

DAILY ROUTINE AND TIMETABLE

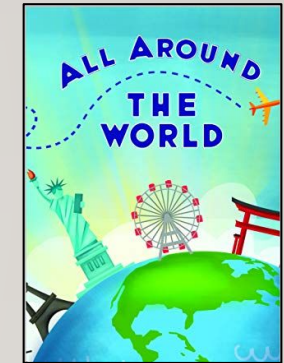
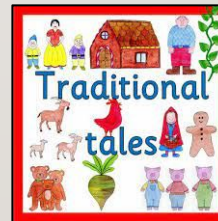
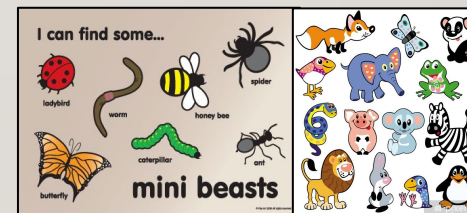
Our daily routine in FS2 consists of:

- Topic Lessons (Learning about the world)
- Indoor and Outdoor Continuous Provision (Children choose activities)
- Phonics Lessons
- Lunchtime
- Maths Lessons
- Indoor and Outdoor Continuous Provision (Children choose activities)
- Fruit and Milk Time
- P.E.
- Whole Class Storytimes and Rhyme Times



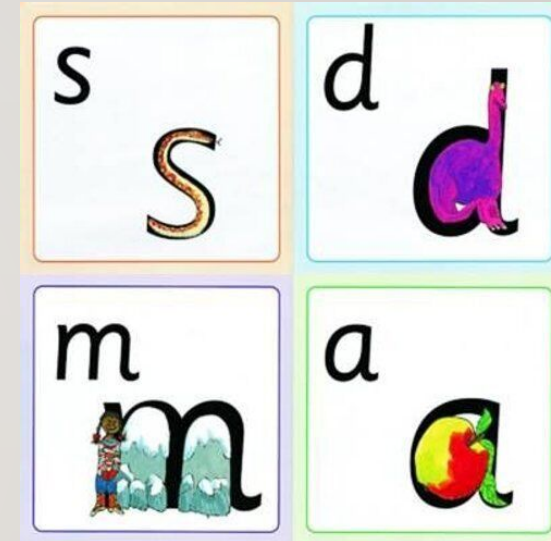
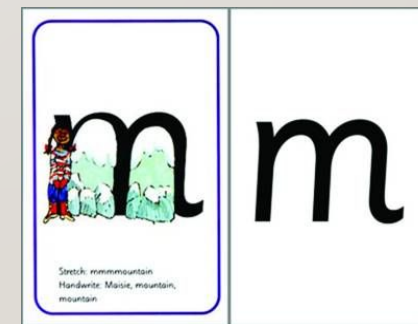
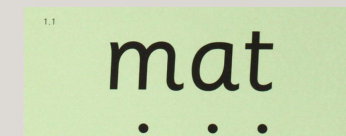
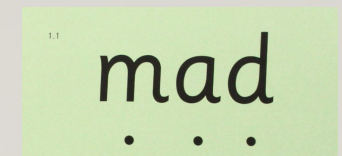
A word cloud titled "Curriculum Momentum" is displayed. The words are arranged in a circular pattern around the central title. The words include: Momentum, Guidance, Teaching, Character, Thinking, Empathy, Active, Social, Family, Nurture, Games, Creativity, Growth, Flexibility, Partnerships, Guidance, Language, Acceptance, Meaningful, Well-being, Learning, Milestones, Individual, Classroom, Characters, Social, Belonging, Guidance, Teaching, Character, Thinking, Empathy, Active, Social, Family, Nurture, Games, Creativity, Growth, Flexibility, Partnerships, Guidance, Language, Acceptance, Meaningful, Well-being, Learning, Milestones, Individual, Classroom, Characters, Social.

-

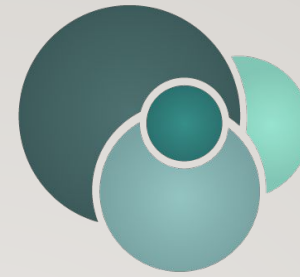


READING & PHONICS

- Reading is at the heart of our school.
- Reading is the gateway to all learning and is the foundation skill all children must secure as early as possible.
- Our children make the strongest start in Reception by following the phonics programme Read Write Inc.
- Our highly trained and experienced staff teach the programme with fidelity every day to smaller groups of children to maximise their progress.
- Children begin by learning the Set 1 initial sounds and matching pictures (called Set 1 Sounds) before learning 'special friends' (where two or more letters make one sound eg. 'ch' and 'th')
- Children then learn to blend these sounds independently until they can decode and read words accurately.
- Reading at home has a huge positive impact on children learning to read fluently and we encourage all families to prioritise reading in the same way.



MATHS



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

- We follow the NCETM Mastering Number scheme of learning.
- Children are explicitly taught new mathematical skills in short whole class inputs where they then work in small groups or one-to-one with their teacher to put their new learning in to practice.
- Children also consolidate their maths learning in different activities throughout the classrooms during their provision time.
- We encourage parents to read the 'Week Ahead' in our newsletters to stay up-to-date with what your child will be learning in Maths each week.



THE EARLY LEARNING GOALS

- Children in Reception are expected to meet the Early Learning Goals, as set out by the Early Years Foundation Stage Framework in order to achieve a Good Level of Development.
- There are 'specific' and 'prime' areas of the goals which children work towards. There are also 'Characteristic of Effective Learning' that children are assessed against in to make sure they are fully prepared for their future academic progress in Year 1 and onwards.
- The next slide details the ELGs in more detail:

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning

MOTIVATION

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas

Areas of Learning and Development

Prime Areas

Personal, Social and Emotional Development

Making Relationships
Sense of Self
Understanding Feelings

Physical Development

Moving and handling
Health and Self-care

Communication and Language

Listening and Attention
Understanding
Speaking

Specific Areas

Literacy

Reading
Writing

Mathematics

Mathematics

Understanding the World

People and Communities
The World
Technology

Expressive Arts and Design

Creating with Materials
Being Imaginative and Expressive

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 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

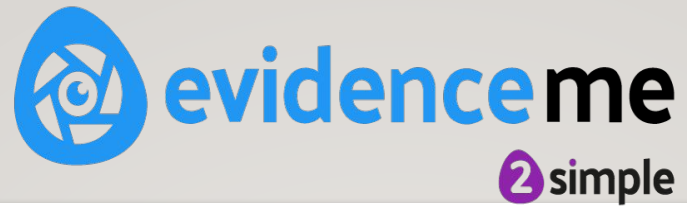
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

'EVIDENCE ME' – LEARNING JOURNEY



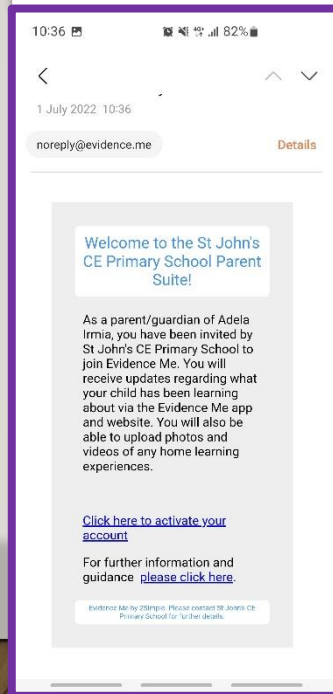
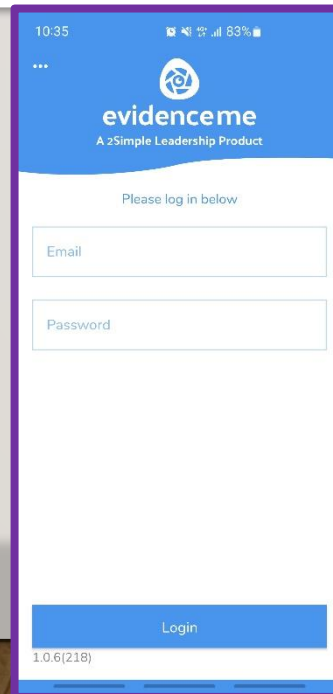
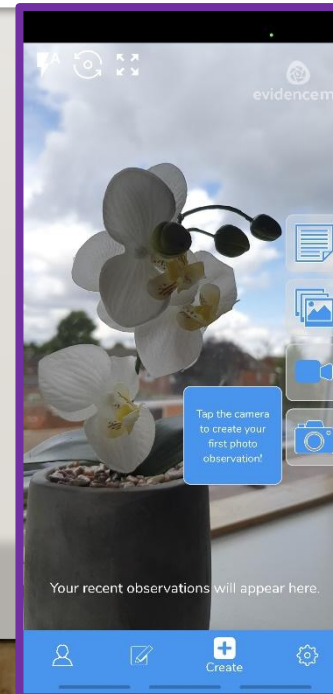
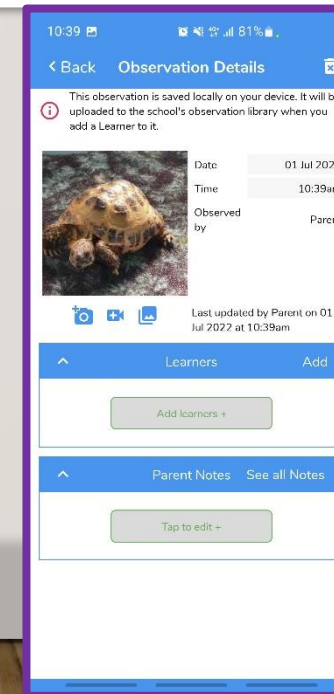
- Evidence me is a software tool that we use at St John's to record your child's learning.
- This takes place through 'observations', where your child will demonstrate their knowledge and understanding through an activity or in play.
- These observations are collated in what is called a 'learning journey' which is like a digital book of all your child has achieved throughout their time in EYFS.
- Here you will be able to see 'Wow!' moments throughout the academic year where your child has demonstrated new learning and important milestones in their development.





With Parent Share in Evidence Me you will be able to:

- View reports (complete with photos) via the app or web suite, showing you what your child has been learning and the new skills they are developing.
- Send us your comments and feedback by simply adding them to the reports which will help our staff to support your child more effectively in the classroom.
- Upload things that your child has done outside of school that you think the teacher would like to see.



My Child at School (MCAS)

This is the app you will receive all communication, updates, alerts and announcements on.

You can track your child's attendance.

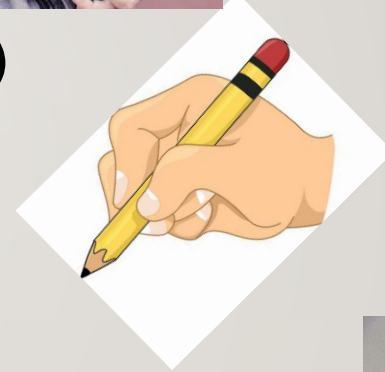
You can pay for school trips and pay for After School Club/Breakfast Club places in advance also.



PREPARING FOR SCHOOL

Please help your children learn to:

- Fasten and unfasten their coats (zips)
- Get dressed and undressed on their own (jumpers)
- We recommend Velcro shoes if possible
- Hold a pencil correctly
- Write their name clearly
- Use a knife, fork and spoon
- Toilet independently
- Sharing/turn taking/working together





SELF-CARE

- Children have their own smaller toilets to use as well as low level sinks.
- We help children to use these independently.
- It is important your child is toilet trained and confident in being able to go independently before starting Reception.

SEPTEMBER



Your child will be allocated into **one** of several groups per class. Your child will have a visit on **one of the following dates or times:**

- **Thursday 3rd September** (morning OR afternoon),
- **Friday 4th September** (morning OR afternoon),

You will be advised which class and which time your child needs to attend in the next few weeks.

All children will be invited for the morning session of:

- **Monday 7th September**, where they can bring a **packed lunch** to eat and be collected at **12.45 p.m.**
- **From Tuesday 8th September**, we hope that all children will be attending full-time (8.40 a.m. to 3.10 p.m)

CHILDREN'S BELONGINGS

Please make sure **all** of your child's belongings are named, including:

- Book bag/ small back-pack
- All items of school uniform (jumpers, cardigans, shoes)
- Coats, scarves, gloves when needed
- Water bottles
- Lunch boxes



A background image showing several hands of different skin tones reaching in from the edges of the frame and interlocking to form a circle in the center. The image is semi-transparent, allowing the text to be overlaid.

BUILDING RELATIONSHIPS

- Relationships are at the heart of St John's
- Adults work closely with children to learn and understand their every need and enable them to learn in the best way possible.
- We allow children to lead their learning and adults strive to follow their interests and promote curiosity in the world around them.
- We also place great emphasis in enabling the children to build strong and cooperative relationships with each other – one of the primary areas in the Early Learning Goals.
- Building relationships between families and school is also something we pride ourselves on at St John's – often referred to as being part of the St John's Family!

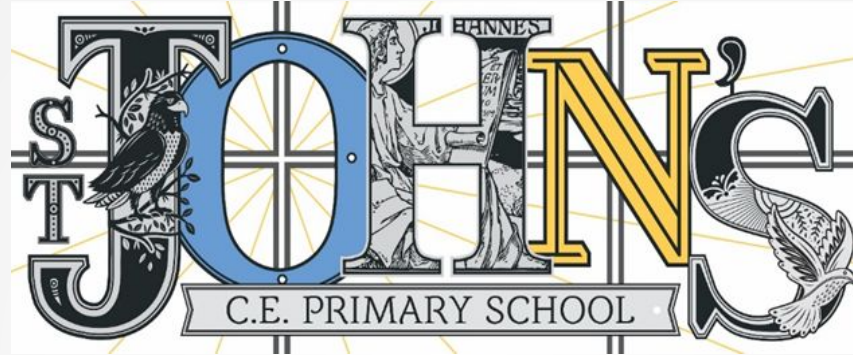
FURTHER INFORMATION

- If you have any questions about starting school in September, please contact:
- admin@stjohns.reading.sch.uk
- Or call **01189375540**
- Or visit our school reception between 8:00am and 5:00pm where we can provide you with further information and arrange a school tour should you wish.



A TOUR OF THE CLASSROOMS

FEEL FREE TO ASK ANY QUESTIONS DURING THE TOUR



WE LOOK FORWARD TO
WELCOMING YOU TO OUR SCHOOL!