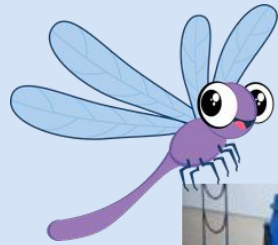
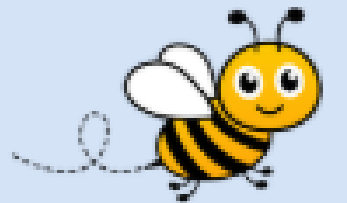




Welcome to our six weeks in meeting



October 2026

Please help yourself to refreshments.

We are so proud of how well the children have settled into Reception



Settling into life at school



The Reception team have been working on:

- Getting to know the children and building positive relationships
- Supporting children to develop new friendships
- Introducing our school values (Value Learning Friends)
- Establishing routines and expectations in a new environment
- Assessing children's starting points through both the national Reception Baseline Assessment and our own school assessments



Our Values



Safe, kind, ready to learn

At Thomas A Becket Infant school we use our learning friends and REACH system.



Each of our Value Learning Friends has a special star that children can earn as part of our recognition system. When children have collected 100 stars as a class, they can choose a 100 Star Treat!

These rewards are chosen by the children and could include things such as: extra playtime, a film and snack afternoon or a pyjama day!

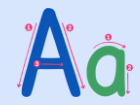
A Typical School Day



8:40am

Arrive and register

A welcoming and calm start to the day



Phonics, Dough Disco or Pen Disco

COOL Time activities indoors and outdoors



Snack

Time to refuel and recharge



Maths

COOL Time activities indoors and outdoors

11:30pm

Lunch and Playtime

Enjoy lunch together and play



1:1 or group work e.g. EAD, PSED etc

COOL Time activities indoors and outdoors

2:50pm

Home time

End of the school day



Areas of Learning

Prime -

Personal, Social and Emotional Development
Communication and Language
Physical

Specific -

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

Characteristics of effective learning - how children learn

Our continuous provision offers children the opportunity to apply and reinforce skills as well as practice and refine what they know, offering challenge to develop and apply new skills - COOL time (Continue Our Own Learning).



Expectations for the end of the Foundation Stage

Children learn developmentally in EYs so each child's starting point will be different.



Staff will support and challenge within both adult and child-led activities



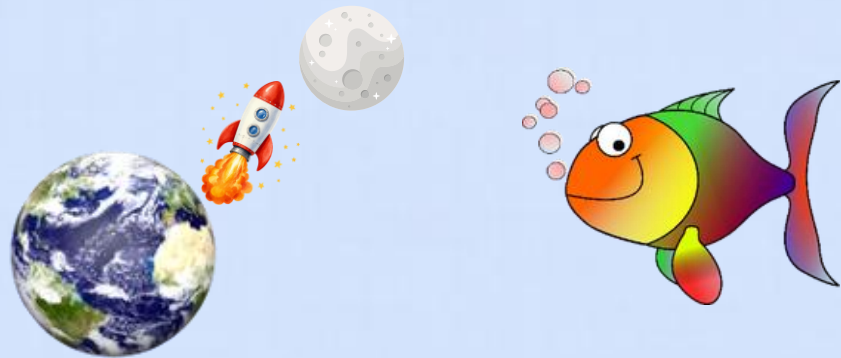
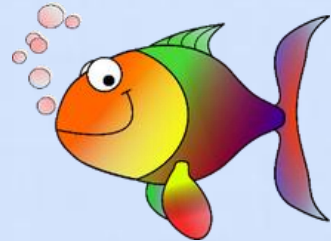
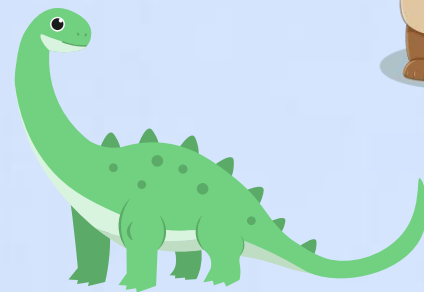
At the end of Reception there are 17 Early Learning Goals



The end of year report - Emerging or Expected



Themes



Purposeful learning - give it meaning to the real world

Creative and cross curricular

Outdoor Learning

Medium Term plans



Let's Play!

We will be getting to know our new teachers, classroom and peers.

We will be talking about our families, how they are different and what makes us special.

We will be engaging in role play, story telling and drama based around the story 'Where the Wild Things Are'.

Wider Curriculum

Stunning Start: The children will be having a visit from 'The Little Play Village' where they will take part in exciting role play experiences.

Fabulous Finish: The children will be having a 'Wild Rumpus' to celebrate the end of their learning about 'Where the Wild Things are.' As part of this, we will be recording a special monster performance!

Literacy

Writing:

We are learning to write the sounds we can hear in words

We will be drawing a picture of our family and labelling it using letters that we know, for example; 'm' for mummy. We will be taking part in 'Drawing Club' where we will create our own imaginary monster and label it's features.

Reading:

We are learning to engage, listen and talk about stories

We will begin sharing a book with an adult in a small group and as a whole class each day. We will be answering questions about what we have heard and talking about the characters and events.

Phonics

We are learning to read individual letters by saying the sounds for them.

We will be teaching the children individual letters and their sounds through daily phonic sessions. The children will begin blending the letters they know together to make a word, e.g c-a-t, d-o-g.

Maths

We are learning to count objects actions and sounds.

We are learning to match the number symbol (numeral) with its cardinal number value

We are starting 'Number of the Day'. The children will be learning to recognise, count and write numbers 1-8. We will be looking at matching and comparing amounts.

Handwriting

We are learning to form our letters correctly

Children will be shown how to hold a pen correctly. Begin to form letters correctly, starting and finishing in the right place. The children will begin to learn to form the letters—s, a, t, p, i, n, m, d, g, o, c, k, e, u, r

Core Books

This is Me by George Webster

Where the Wild Things are by Maurice Sendak

Great, Big Book of Families by Mary Hoffman

The Colour Monster by Anna Llenas

Understanding the World

We are learning to talk about past and present events in their own lives and in the lives of family members.

We will be learning about old and new and how we change and grow developmentally as a child. We will be celebrate Harvest time and learn it's importance in relation to the food we eat.

Expressive Arts and Design

We are learning to listen to and join in with nursery rhymes and songs.

We will be learning to become performers as we learn a new song, 'Monster Stomp'. We will learn the words, choose actions and perform this for you at our 'Wild Rumpus'. In addition to this, we will be revisiting old favourites such as, 'Incy Wincy Spider and Old Macdonald had a Farm.'

Physical Development

We are learning develop overall body strength.

We will be learning to use our outdoor environment to explore bikes, balls and balancing equipment.

We are learning develop fine motor skills

We will be developing our fine motor skills by engaging with a range of threading opportunities, such as beads, buttons and pasta.

Personal Social and Emotional Development

We are learning to build respectful relationships. We will learning to play cooperatively and to take turns with others through playing games. We will engage in circle times to help us develop new relationships with the adults and other children in the class.

We are learning to notice similarities between ourselves and our peers. We will read 'This is me' by George Webster and express what we like about ourselves and others.

We are learning to show sensitivity to our own and other peoples needs.

We discuss how 'Max' felt in Where the Wild things are, and take part in 'Feeling Freeze Frames' where we act out different feelings. We also share the text 'This is our House' by Michael Rosen and we discuss how George the main character could have managed his big feelings.

Communication and Language

We are learning to listen carefully to rhyme and songs

We will be having lots of opportunities to listen to rhyme and song and think about what sounds we can hear. We will be sharing out thoughts and ideas about what we know about nursery rhymes.

How You Can Help Your Child at Home



Share stories and read together every day

Encourage independence in everyday routines - zips, shoes, toileting, washing hands, recognising name

Build consistent sleep and morning routines

Celebrate effort and every achievement

Phonics meeting on 5th November





Safeguarding

Curriculum and Whole School Ethos

Relationship and Behaviour Policy (Value Friends, Safe, Kind and Ready to Learn)

Emotional regulation - Colour Monsters

Promote a healthy body and healthy mind

Positive relationships

On-line safety

Trusted adults

Pants are private (NSPCC Pantasaurus)



Happy



Sad



Calm



Angry



Scared





Attendance

Be here, be on time, be ready to learn!

- Regular attendance helps children make friends, build confidence and enjoy school.
- Daily routines help children feel secure and know what to expect.
- Working together, we can give every child the best possible start to their school journey.

Visit the Attendance and Absence section of our school website for:

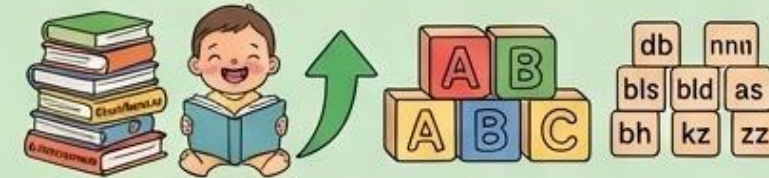
- Information for when your child is ill
- NHS illness guidance
- Medical appointment information
- Leave of absence requests

EVERY DAY AT SCHOOL COUNTS!

Building Happy, Strong Foundations for Your Child

INFANT SCHOOL IMPACT

THE PHONICS & READING BOOST



Sequential daily phonics lessons are the foundation of reading. Children with 95%–100% attendance get a massive confidence and achievement boost.

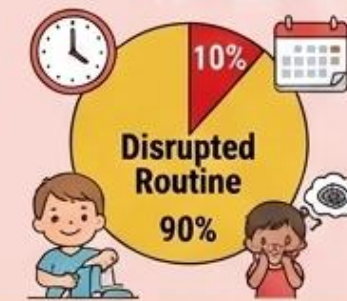
EVERY DAY REALLY MATTERS



Daily play-based learning and forming early social bonds relies on regular attendance; a few missed days disrupt these early friendships.

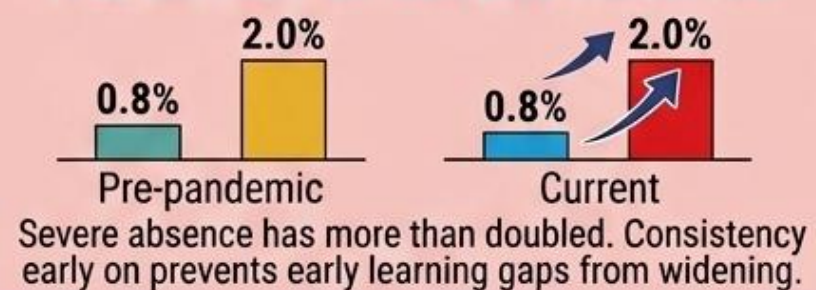
UNDERSTANDING RISKS

THE COMFORT OF ROUTINE



Missing 10% of school (around 19 days) disrupts an infant's predictable daily routine. Keeping regular routines helps prevent separation anxiety and morning resistance.

THE IMPACT OF SEVERE ABSENCE



FOUNDATIONS FOR JUNIOR SCHOOL & BEYOND

Attendance habits built in infant school carry seamlessly into junior school and secondary school.



PARENT ACTIONS & SUPPORT

HOW PARENTS CAN HELP



Action point: Only keep your child home when they are genuinely too ill to attend. Please book all medical appointments and holidays outside of school hours whenever possible.

WE ARE HERE TO SUPPORT YOU



Action point: If your child is facing barriers to attending - whether due to health, special educational needs (SEND), or anxiety - talk to us. We want to have compassionate, supportive discussions to tailor help directly to your family's needs.

Thank You

We're excited to partner with you on this journey.

Upcoming:

PE begins after half term. The day will be communicated by your class teacher.

Children will need to come into school wearing their PE kit. Hair up and earrings removed.

Parents evening – 20th October and 21st October.

Phonics meeting 5th November.



Please ensure your child brings these each day.



We would love to hear your thoughts about transition

What has gone well for your child starting school?
Share suggestions you have in developing our start of school transitions.



Thomas A Becket Infant School

Safe, Kind and Ready to Learn