



RECEPTION INDUCTION 2025

Crown Meadow First School and Nursery



THE RECEPTION TEAM

- Mrs Webster – Reception Class Teacher - RW
- Miss Riches – Reception Class Teacher - RR
- 2 x Teaching Assistants working across both classes
- SENDco Mrs Hanson

You will be emailed with the name of your child's class teacher and induction group by the end of June.

INDUCTION 2025

- Tuesday 8th July – 'Stay and Play' sessions. **Group 1** x 15 children 1.15 – 2.15pm
- Thursday 10th July - 'Stay and Play' sessions. **Group 2** x 15 children 1.15 – 2.15pm
- Parents and children are welcome to visit the classrooms and meet the staff.
- In September, Tuesday (2nd) Wednesday (3rd) Thursday (4th) will be our home visits. Parents can send an email to the office requesting a morning or afternoon session on these dates. (Staff will endeavour to give preferred date but not guaranteed).
- Friday 5th September **Group 1** x 15 8.45 – 11.15 am (children only)
- Friday 5th September **Group 2** x 15 12.45 – 3.15 pm (children only).
- Monday 8th – All children start full time (8.40 – 3.20pm)

SEPTEMBER START



- Both classes will begin full time on Monday 8th September. The school gates open at 8.40am and register closes at 8.50am. Children can be dropped off and collected at the classroom door. The children need to be collected by 3:20pm each day.
- Although children need to be collected by 3.20pm each day, we will bring them out a little earlier (3.15pm) to ensure a safe handover to parents/carers. Especially whilst we are getting to know new faces and to support children getting into a routine.
- Please see details on our school website if you wish to use our STEPS Breakfast Club and After School Club.

THINGS THE CHILDREN WILL NEED



- Children will need to arrive wearing school uniform on their first day of school. Please make sure EVERY item of clothing is labelled with the child's name.
- A named drinks bottle (water only) and a healthy snack if you wish.
- A named book bag- please no rucksacks.
- PE kit – PE will take place every Friday (Fitness Friday), and the children will come to school wearing a tracksuit, white PE t-shirt and trainers.
- After Christmas the children will need a pair of school PE shorts and a white PE t-shirt in a named PE bag. This is when gymnastics/dance will start.
- Named wellies for Forest School – to be kept in school at all times.
- Please refer to the uniform list in your information pack.

BEING INDEPENDENT

- Please say goodbye to your children at the door and allow them to come into school by themselves. There will always be adults to support them at this point.
- Inside the classroom we will encourage the children to find their drawer and put their book bag away, hang up their coat and put their drinks bottle in the tray.



EYFS CURRICULUM

We follow the Early Years Curriculum and value all seven areas of learning equally.

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.

PARENT WORK SHOPS

- Phonics workshop – September 2025
- An insight into our school scheme 'Essential Letters and Sounds' and how we teach phonics in Reception. This also links into our reading scheme.
- Maths workshop – October 2025
- A taster of maths activities taking place in Reception and discussions regarding the EYFS curriculum and end of year expectations.

The Classroom



Indoors

The Classroom

We love the outdoors!



Outdoors

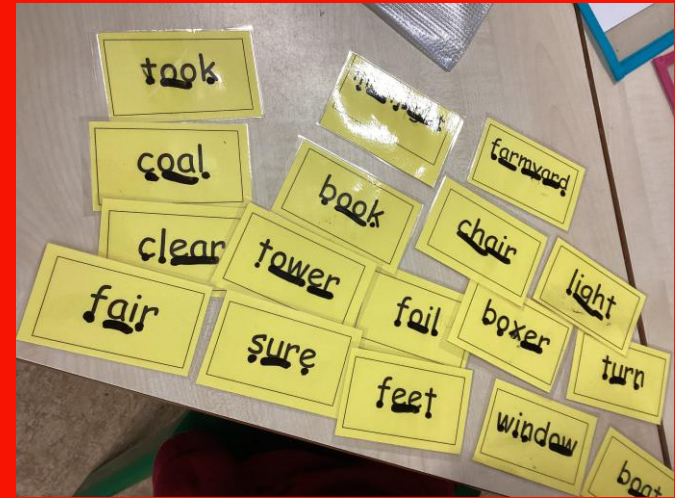
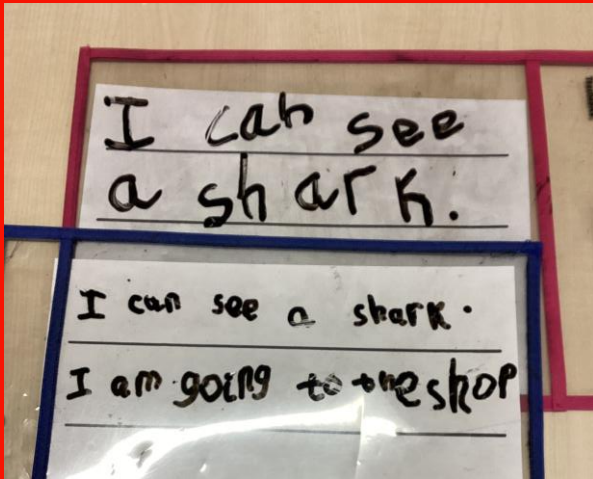


Forest School



The children love going to Forest School!

Literacy



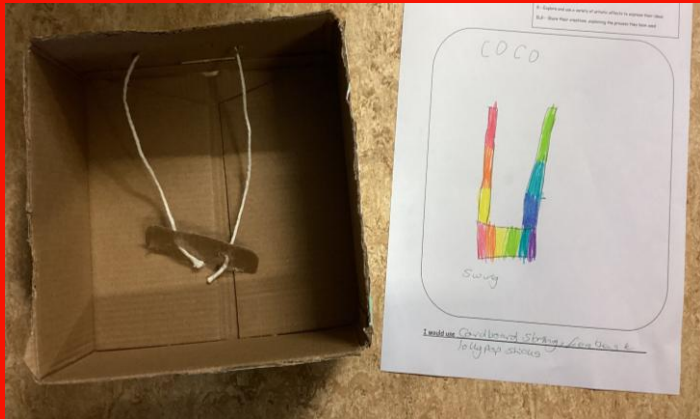
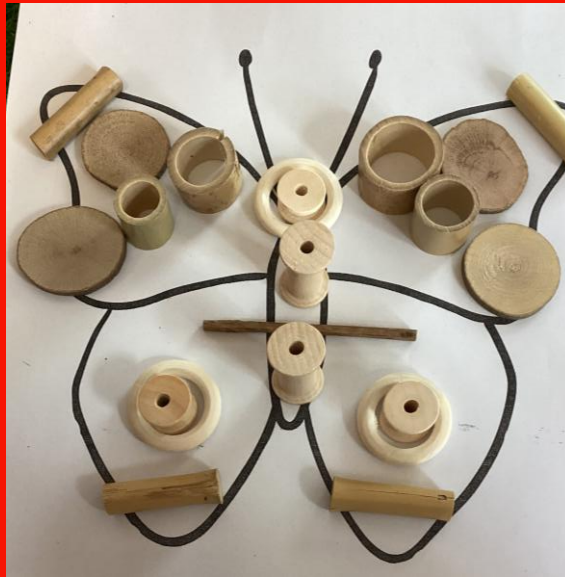
Retelling stories, letter formation and writing

Maths



Numbers and counting

Expressive Arts & Design



Art

Expressive Arts & Design



Outside visitors linked
to our topics.

Role-play

P.E.



Don't forget to come to school in your tracksuit on a Friday!

Fitness Friday

Balance bike training



TOPICS

Some of the topics this year are:

- ▶ All About Me
- ▶ Seasons
- ▶ Autumn & Hibernation
- ▶ Christmas
- ▶ Chinese New Year
- ▶ Easter
- ▶ Pets
- ▶ People who help us
- ▶ Life Cycles
- ▶ And many more depending on children's interests.

Lunchtime



Children can choose from the counter what they would like to eat on the day. Children can also bring a lunch box.



CHRISTMAS PLAY

December 2024

BEHAVIOUR

- Always Children
- Squash and cake with the Head and Deputy.

Crown Meadow First School and Nursery



Our School Rules

1. Be safe
2. Be ready
3. Be respectful

Crown Meadow First School and Nursery



Our School Values

EMPATHY
DIVERSITY
CURIOSITY
INDEPENDENCE
RESILIENCE

COMMUNICATION

- Crown Meadow Communicates – newsletter
- STEPS email and electronic booking system
- Parent curriculum newsletters
- Communication book
- Parent consultation meetings – October and March
- Open door policy
- Lines of communication

Class teacher

Early Years Lead

Deputy Head, Headteacher





THANK YOU

Any questions, please do not hesitate to get in touch via the school office and we will endeavour to get back to you as soon as possible.

office@crowmeadow.worcs.sch.uk