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# GTS Reception (F2) 2025/2026

Green Top

*"We build our  
community through  
activism, leadership  
and equity, sharing  
our stories as we go..."*



# Reception staff



**Miss Carter**  
EYFS Lead



**Mrs Wallace**  
Reception Teacher  
Class 3



**Mrs Jones**  
Reception Teacher  
Class 4



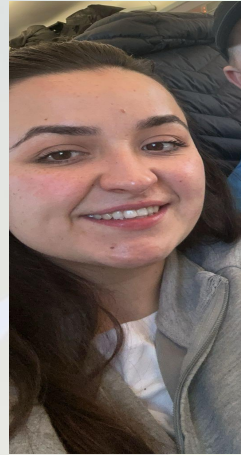
# Reception staff



Mrs Hindson  
Learning coach



Mr Pickles  
Learning coach



Mrs Booth  
Learning Coach



# What do I need to bring to school?

Backpack

Coat

A change of clothes

Water bottle - water only

No toys/jewellery brought in

Homework/out of school achievements will be shared on a **Monday**

Any money or letters please put in an envelope with the child's name on and hand it to the teacher please

Reading books - please bring every day so we can read with your child/books will be changed on a friday





# Uniform

## School Uniform

### 'The School Uniform'

- White Polo shirt ()
- Green Sweatshirt / Hoodie / Cardigan ()
- Grey Trousers, Grey Shorts, Grey Skirt, Grey Pinafores
- Summer dresses; green and white socks
- Dark socks / Grey tights
- Sensible black footwear

### Jewellery

- We request that children only wear **stud ear-rings and no other items in terms of Jewellery (necklaces, bracelets etc)**. Older children may wear a wrist watch, as long as they are prepared to take full responsibility for it.



[WWW.MGMT-PRINT.CO.UK](http://WWW.MGMT-PRINT.CO.UK)

provide Green Top branded jumpers and cardigans but supermarket uniform is fantastic as we do like to get messy!

# The transition into Reception

## Nursery into Reception

We are 2 classes not a unit, like in nursery.

We also have an outdoor area, creative space and outdoor space for lunchtime provision.

Our door is locked with a keypad internally.

Lessons link to the EYFS 7 areas of learning and this is followed by children continuing their learning through play in all spaces.

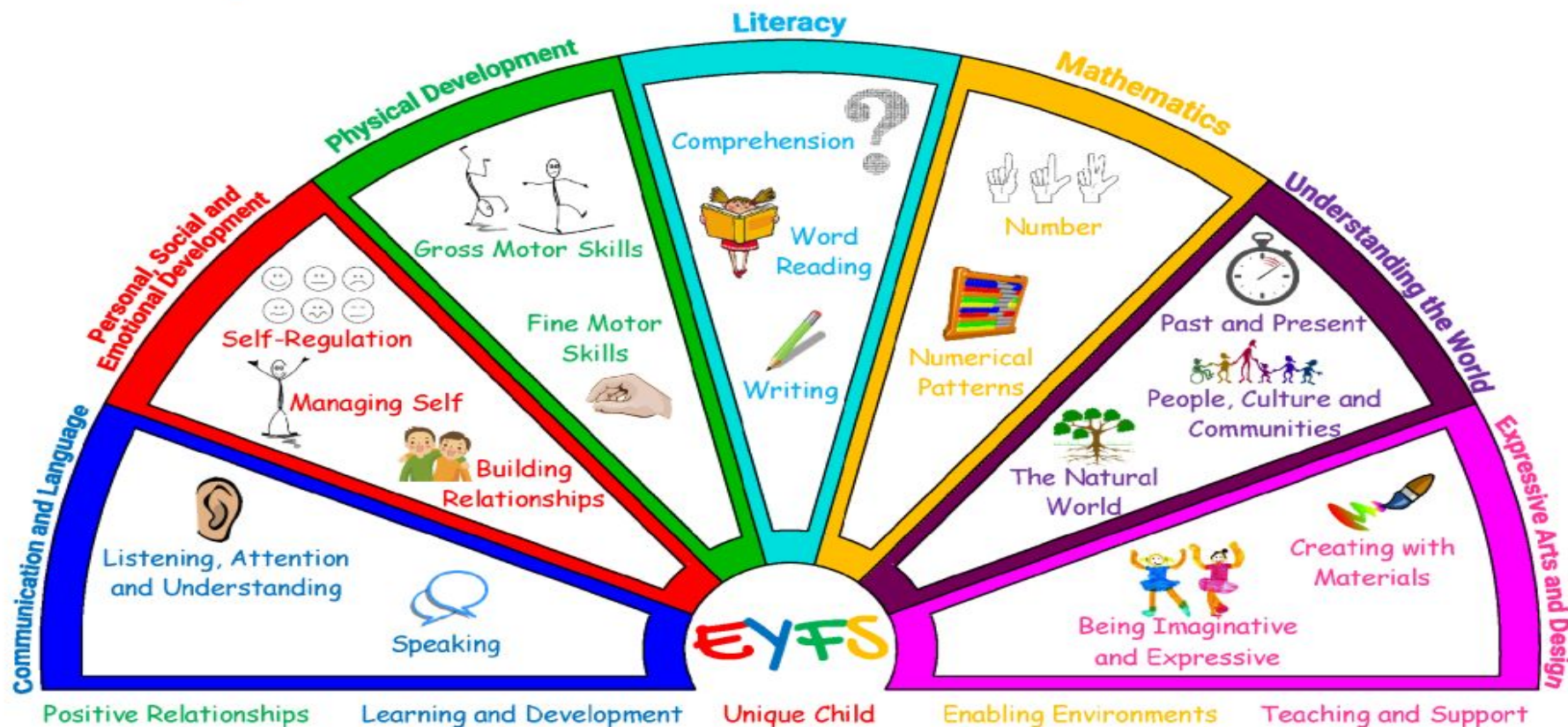
Doors will be closed at 8.40, please try to be prompt as this affects the start of the day - phonics starts straight away so key learning can get missed

Sign up for milk- We offer milk through the Cool-Milk Scheme.....

Sign up or log in here <http://www.coolmilk.com/>



# EYFS Development Rainbows



# Characteristics of Effective Learning

## Active learning

Concentrate, Keep on trying if they encounter difficulties, and enjoy achievements

## Playing and exploring

Investigate and experience things and have a go!

## Creating and thinking critically

Have and develop their own ideas, make links between ideas, and develop strategies for doing things



Stickability stan



motivated moe



Can-do colin



HAVE-A-GO HENRY



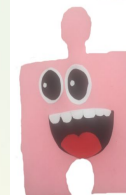
EXPLORING EDDIE



LIGHT BULB LEO



CURIOUS GLEO



CONNECTING GONKIE



GROGGING, GEEKING, GRANCHING CHARLIE



# A typical day in reception



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8:30 Doors open for greeting time, morning activities

8:40 Registration and Crew

Learning Circle (maths/expedition/phonics)

Story time and snack

Child Initiated Learning (choosing time)

Learning Circle (maths/expedition/phonics)

Lunchtime

Learning Circle (maths/expedition/phonics)

Child Initiated Learning

Crew

Home time





# Maths



In Maths, we will be focusing on number 1-10. You might wonder why we spend time on something as seemingly simple as the number 1. For us, this isn't about speed or how high we can count; it's about building a solid foundation.

Maths in Reception is all about deep learning, not just reciting numbers. We are helping children understand what truly is—the concept of one single object, one sound, or one action. This is called one-to-one correspondence, and it's a vital building block for all future maths skills.

Without this deep understanding, children may be able to count to ten, but they won't grasp what those numbers actually mean. By spending time on a number as simple as 1 we are ensuring your child has the secure base of knowledge and vocabulary from which all other mathematical concepts will grow.



# Zones of Regulation

Each day we reflect on our feelings. We link these to the Zones of Regulation. Children talk about the colour zone they are in and why. Children display their names so adults are aware if any children may need to talk/be supported throughout the day.



# Building Reception Crew

# Habits of Work and Learning

# Community Crew



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## Work Hard

I produce my best work in lessons.  
I improve my work, based on critique.  
I work independently on tasks.

## Be Kind

I look after the resources of the school.  
I communicate with respect and manners.  
I share my ideas with my friends.

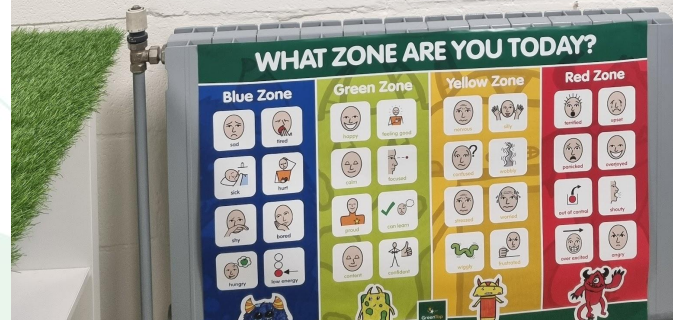
## Get Smart

I challenge myself.  
I support others in my school.  
I work collaboratively in sessions.





# Behaviour



# Character traits



**Character**

**Traits**



The children learn about these throughout their time at school.  
They should be able to discuss these with you and what they mean.





# Phonics



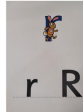

In Reception we have taught phonics lessons every morning.

We often assess the children to see what gaps they have in their phonics knowledge and for children that need it, we have flash phonics sessions, which is a daily catch up of sounds that they should know by the end of reception on a 1:1 basis.

The children will bring home weekly...

Phonics Family Learning  
Tuesday 7th October 2-3pm



Step 2 This week we have been learning...	 e E	 u U	 r R	 ck CK
	Every elephant enters.	The upside-down umbrella is unusual.	The rapid rabbit races.	We have met both of these graphemes before. Sometimes they are used together to make the same sound.
	Green Words /e/	Green Words /u/	Green Words /r/	Green Words /ck/
	pen ten set	nut tuck pup	red rag rip	sock kick tick



# Shared Reading



The children have a daily shared reader session in their phonics groups. We look at the same book together and we learn strategies to help us decode words, discuss the meaning of new words and phrases and begin to answer reading comprehension questions.

We will get to listen to all children read in this session but it won't be their home reading books.

We also have a class story at the end of the day which is voted for by the children.



# Reading



In reception we want the children to be able to access their learning the best that they can, in order for them to enjoy it. We feel as a school that early reading is so important.

We want children to love books and reading. Reading helps with all aspects of the curriculum.

Please read with your children as often as you can and listen to them read at least 3 times a week.

The reading books that they bring home will be at the level that they are currently at in school.



# Reading



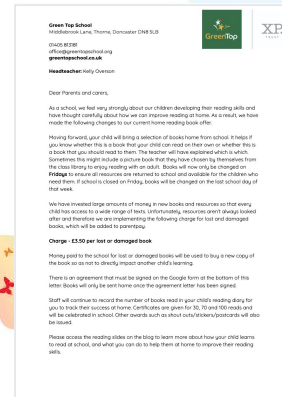
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We ask that all parents sign our home reading book contract so that books can be sent home as soon as possible.

We hope you understand that books are expensive and we are trying to teach the children to have respect for resources and belongings so they need to be looked after and brought back to school **every day** as we try to listen to 1:1 readers when we can.

Books will be changed every Friday (or the last day of the week)

[Reading book letter](#)  
[Reading book contract](#)



# Reading Awards

Set 1 - up to 100 reads



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**Star Reader**

\_\_\_\_\_

**Congratulations!**  
**You have achieved 10 reads**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



**Star Reader**

\_\_\_\_\_

**Congratulations!**  
**You have achieved 30 reads**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



**Bronze Award**

\_\_\_\_\_

**Congratulations!**  
**You have achieved 50 reads**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



**Silver Award**

\_\_\_\_\_

**Congratulations!**  
**You have achieved 70 reads**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



**Gold Award**

\_\_\_\_\_

**Congratulations!**  
**You have achieved 100 reads**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_




**Emerald Award**

\_\_\_\_\_

**Congratulations!**  
**You have achieved 110 reads**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



**Amethyst Award**

\_\_\_\_\_

**Congratulations!**  
**You have achieved 130 reads**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



**Ruby Award**

\_\_\_\_\_

**Congratulations!**  
**You have achieved 150 reads**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



**Diamond Award**

\_\_\_\_\_

**Congratulations!**  
**You have achieved 170 reads**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



**Platinum Award**

\_\_\_\_\_

**Congratulations!**  
**You have achieved 200 reads**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

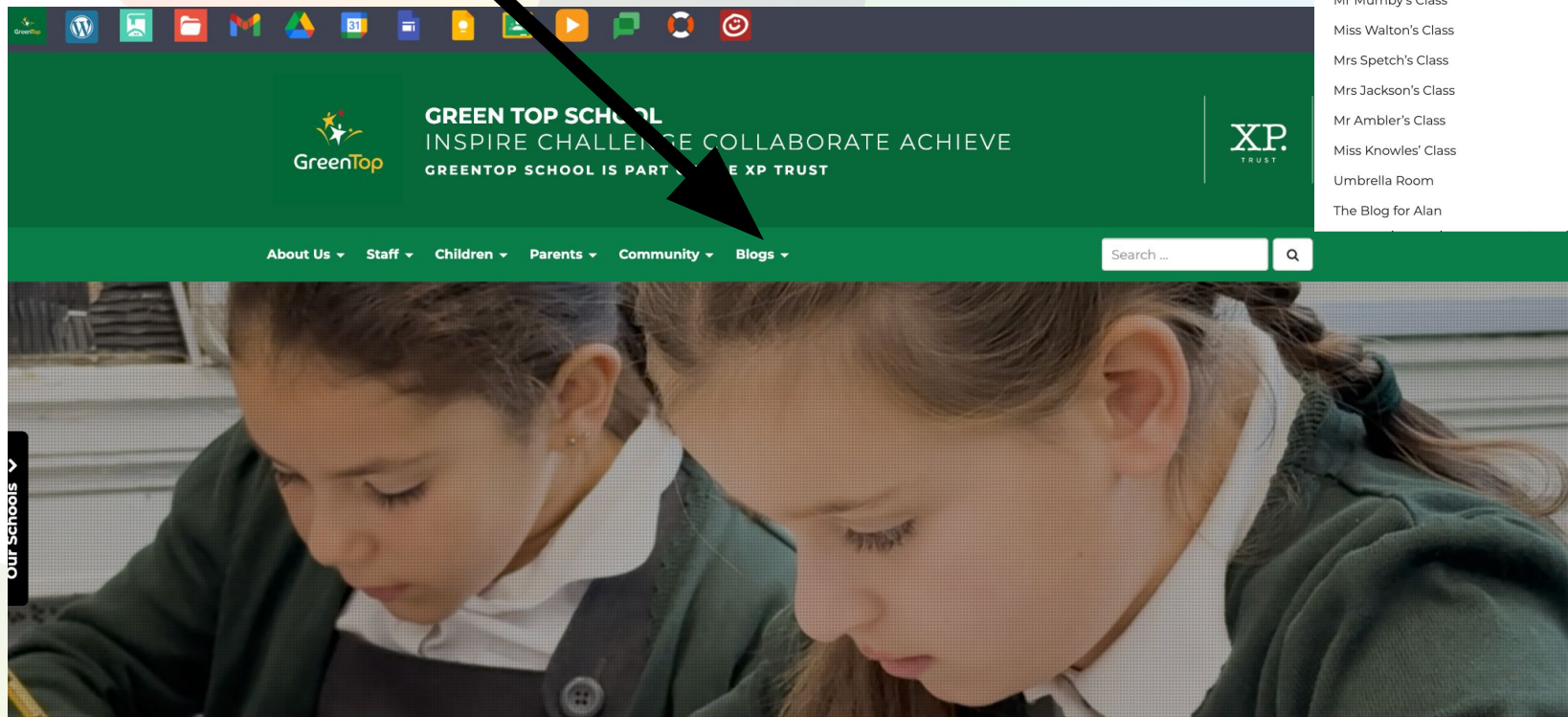


# Communication

Mainly through the blog

Text message

Email





# Home Learning

Every Friday, a whole school, home learning challenge is set for children to take part in. On Monday in crew sessions, we will celebrate who has completed it. Monday is also the day to bring in any extended study work that has been put on the blog.







## EYFS Extended Study Menu | Green Top School

### Parent Overview

**EYFS Extended Study Menu**

Throughout the term, please choose one piece of homework to complete weekly. We can't wait to see what you have been up to when you bring it into crew on a Monday morning and award you with 20 HoWL points for each piece of work!

In addition to this, you are expected to listen to a story 3 times a week at home with your parents or carers.

 COURAGE	 RESPECT	 INTEGRITY	 PARTNERSHIP & QUALITY	 COMPASSION	 BRITISH VALUES
Have the courage to try something new. Share your experience with your teacher!	Show respect to your parents / guardians by helping them around the house. Can you make your own bed?	Make a commitment to listen to a story 3 out of 7 days a week. Who will you enjoy a bedtime story with?	F2 Recall counting numbers to 20. Write numbers to 10. F1 Count to 10.	Say thank you to the grown ups in your house for all the things they do for you.	<u>Democracy</u> Have a vote at home and see which is the most popular choice. e.g. *movie night film *story to read *choice for dinner
Have the courage to try a new food. Do you like the taste?	Draw a picture for a family member to make them smile.	Take responsibility for looking after your school bag. Is it ready for school?	Can you find your name? What letters can you see? Practise writing your full name?	When a friend is feeling upset, can you find a way to make them feel better? Record this however you like.	<u>Rule of law</u> What rules do you have at home? Talk about them with your grown ups.



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### EYFS Parent Overview – Autumn Term

10th September 2025 | Rebecca Carter

Please take a few moments to have a look at the overview for our Expedition learning this term. Many thanks,

The EYFS Team

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**Our key areas of learning are:**

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive arts and Design

**EYFS Autumn 2025**

**Literacy focus**

**Comprehension**

Nursery

- Talk about stories they have seen and heard
- Make up stories from the pictures

Reception

- Retell a few of stories and features attentively to story time
- Enjoy talking to others about favourite stories
- Be able to talk about the main events in the story and predict what might happen
- Can retell a story using role play of animal sounds, using some story language

Word Reading

Nursery

- Join in with rhymes and fill in all the missing words
- Develop their phonological awareness, so that they are beginning to spot and suggest rhymes

Reception

- Can recognise or single graphemes

# Assessment in Reception

## Autumn term:

Reception Baseline Assessment

[Reception baseline assessment: information for parents - GOV.UK](https://www.gov.uk/guidance/reception-baseline-assessment)

Observations- Evidence ME

Phonics Assessments

## Spring term:

Narrative for Success Pledges

Observations- Evidence ME

Phonics Assessments

## Summer term:

Observations- Evidence ME

Phonics Assessments

Early years foundation stage profile judgements (EYFSP)

School Report



EYFSP

In the final term of the year in which a child reaches age five, the EYFS Profile must be completed for each child. The

Profile provides parents and carers, practitioners and teachers with a well rounded picture of a child's

knowledge, understanding and abilities, their attainment against expected levels, and their readiness

for year 1. Each child's level of development must be assessed against the early learning goals.

Teachers must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

# Thank you for attending!



Staff voice questionnaires at the back - we would appreciate it if you could fill them in.

Staff will stay in the hall should you have any further questions.

