



Warden Hill
PRIMARY SCHOOL



Parent Information

Reception 2026



Reception 2026 Website

Links to all necessary forms, dates and important information can be found on Reception 2026 page:

wardenhill.gloucs.sch.uk/admissions/reception-2026/

From September, please access the class page for Reception curriculum information, trip dates and learning links:

wardenhill.gloucs.sch.uk/class-pages/reception/

Key times during the day

8.35am	Gates open
8.45am	Register
10.10am - 10.25am	Break time
11.45am - 12.45pm	Lunchtime
3.15pm	Home time

Dropping off your child

On your child's first day and thereafter, please bring them to the reception gate where a staff member will greet them. Saying goodbye here enables the children to settle quickly, thus helping us to begin the day smoothly.

Collecting your child

At the end of the school day, the Reception children are being dismissed from the Playground.

It is vital that you inform us if someone different is collecting your child. Also, if you are delayed at the end of the day, we would appreciate it if you could contact the school office to let us know. We will telephone parents or an emergency contact if nobody has collected a child at 3.15pm.

Remind your child, that they should always return to their class teacher if there is a problem after they have been collected, for example if they have become separated from you on the playground.

Lunchtime

In Reception the lunchtime break is between 11.45am and 12.45pm. During lunchtime the children are cared for by the lunchtime supervisors.

Hot Dinners

Infants are entitled to the government's Universal Infant Free School Meals. This means the government provide a hot dinner for every child in Reception, Year One and Year Two. Our hot lunches are prepared and cooked on site by Caterlink (www.caterlinkltd.co.uk). A menu of daily choices will be sent home with your child in September. Each morning your child will choose which option they would like for lunch. If you prefer, you may give your child's class teacher a highlighted menu of their daily choices so that they can refer to your list.



Lunch Boxes

If your child prefers to have a lunchbox please ensure that **none of the items contain nuts** due to children with severe nut allergies within the school. We have a healthy eating ethos, so please also exclude chocolate, sweets and fizzy drinks.

Milk and Snack

The government provides a piece of fruit or a vegetable for the infant children to eat during morning break time and free milk for each child until their fifth birthday. If you think your child would like milk from their fifth birthday you will need to register and pay via www.coolmilk.com

What to bring to school everyday

- Bookbag
- Suitable coat – nothing too special as it is likely to get sandy, wet or muddy
- A clearly named water bottle containing **only water**

You will receive a house coloured water bottle with your uniform and welcome pack. You are more than welcome to send your child with their own water bottle if you would prefer, however, we find the one provided by school to be long lasting and leak proof.

Uniform

The aim of our uniform is to promote a sense of pride within our school, foster a feeling of belonging and community. It is practical, smart and makes our children feel equal to their peers in terms of appearance. It sets a high standard of appearance for all, whilst clothing our pupils in practical, cost effective school wear.

The school provides each child with their first PE t-shirt. These will be given out with the welcome packs.

The t-shirts are coloured according to the house your child is in.



**PLEASE MARK ALL
ITEMS CLEARLY
WITH YOUR
CHILD'S
NAME**



Additional Information

We play outside in all weathers, so your child must have a named pair of wellies **permanently** in school.

As our learning environment is both indoors and outdoors, we ask that you make sure your child is equipped at all times of the year.

Please ensure their clothing is practical and suitable for the seasonal changes. Waterproof jackets and winter clothing for cold weather; sun hat and protective clothing in the summer months.

We ask that sun cream is applied before the children get to school so that they are ready for the day.

Parents as Partners

We recognise the vital importance of parents and carers in a child's developing stages. As a primary care provider you are your child's first educators and we greatly value any input, opinions and information that you can share with us about your child's learning and progress.

Over the year we use Tapestry (online app) to record your child's 'Wow Moments' and achievements. We encourage you to contribute to it by making small observations at home, which are extremely valuable and useful and can be uploaded to Tapestry. There may be things that your child is doing with you, which are not displayed at school.

We provide many other opportunities for parents and

carers to take an active part in your child's education

- Weekly bulletins
- Termly Curriculum Overview
- Two Parents Evenings during the year
- End of year report
- Sports Events
- Open Mornings
- Spotlight Showcase to see children's work
- Mystery Readers - we invite parents to join us for a class reading session
- Parent Talk - parents are invited to chat to the class about their jobs

Most importantly we operate an 'open door' policy where parents are actively encouraged to discuss any concerns at the earliest opportunity. Staff are usually available after school if there are issues that need to be discussed.

Induction Programme 2026: Important Dates



OUTDOORS STAY AND PLAY SESSION
8:45am - 9:30am



CLASSROOM STAY AND PLAY SESSION
8:45am - 9:30am



Tue**23**
June

MEET THE TEACHER AND SEE YOUR NEW
CLASSROOM

Thu**25**
June

WELCOME EVENING
6:00pm - 7:00pm

Mon**29**
June

PLAY DATE
9:00am - 10:15am

Tue**30**
June

PLAY DATE
9:00am - 10:15am

Wed**1**
July

WHOLE SCHOOL TRANSITION MORNING
9:00am - 10:30am.

Tue**8**
Sept

RECEPTION CURRICULUM EVENING
6:00pm - 7:00pm

Fri**11**
Sept

RECEPTION PARENTS COFFEE MORNING
8:45am - 19:30am

Routine

It is important to establish a routine for school days. Please encourage your child to be as **INDEPENDENT** as possible.

Arriving at school **ON TIME** is key, as this helps the children start the day with **CONFIDENCE**.


Making time after school to **LISTEN** to your child tell you about the events of the day helps to develop their speaking and listening skills.

Your child will be very tired when he/she comes home from school, so plenty of **SLEEP** will help prepare them for the next day.


Be **POSITIVE** about school and talk about it as an enjoyable experience, rather than a negative one.


It would be helpful if your child can do as many of the following tasks as possible:




- 


Recognise their own name in print





Listen when being spoken to
- 


Know when and how to use a tissue




Wash and dry hands unaided
- 


Know when to ask to go to the toilet, use the toilet properly without help, be able to flush it after use
- 


Dress and undress for PE. Do up buttons and zips on school clothes, including coats. Put shoes on correct feet and do them up. Change shoes, wellingtons, PE pumps. Turn clothes so they are not inside out
- 

Carry out a simple instruction e.g. put this book back in the box please
- 


Be able to take turns when playing games or using equipment
- 


Draw freely with pencils and crayons




Play amicably, share toys and show consideration towards others
- 

Be able to open their own water bottle and lunchbox



Use scissors
- 

Be responsible for clearing away their own toys



Use a knife and fork

Practical Preparations for School

You can make your child's transition to school easier by being aware of the differences between learning at home and at school and supporting them in coping with these changes.



Here are six ways that you can help:

1 Paying attention

Your child will have to follow instructions and stay focused. Prepare him/her for this by giving instructions in a clear voice one at a time. Play the game of 'what did I say?' Say something that your child then has to repeat. They then turn their back and you say something else that they then have to echo.

2 Different physical demands

You can help prepare your child for the physical demands of a classroom by making sure he/she is used to sitting still for short periods of time, e.g. when sharing a story, completing a jigsaw.



3 Level of noise

Classrooms can be noisy! Help your child to realise that sometimes we can do things more effectively by being quiet and still. When all the children in the class are good listeners, the class can learn better. Practise 'good listening' with your child; look at the person speaking, keep your hands and feet still, hear what is said and think quietly about it.

4 Asking for help

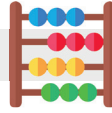
Reassure your child that it is positive to ask questions if they are unclear about an activity or instruction.

5 Unfamiliar routines

Your child will have to respond to instructions, line up and take turns. He/she will have to sit and work closely with other children. Talk to him/her about school routines and be reassuring. We don't want them to experience any anxiety. The Day in the Life story will hopefully help to explain a typical day in Reception.

6 Unfamiliar adults

Your child will be learning to interact with unfamiliar adults he/she has not met before. Again be reassuring – we are a friendly bunch! Please see the Story Time and Nursery Rhyme videos on our website introducing the Reception Team.



Maths Skills

Tips and ideas for encouraging early maths, reading and writing skills:

- Count daily with your child
- Learn counting rhymes
- Use fingers to represent a number
- Count objects, actions and numbers
- Identify numbers wherever you go (house numbers, on buses, signs etc.)
- Talk about adding one more/one less e.g. when serving dinner
- Help to weigh and mix ingredients when cooking
- Sort objects by colour, size or length
- Identify 2D shapes inside and outside the home
- Refer to the clock at different times of the day





Reading Skills

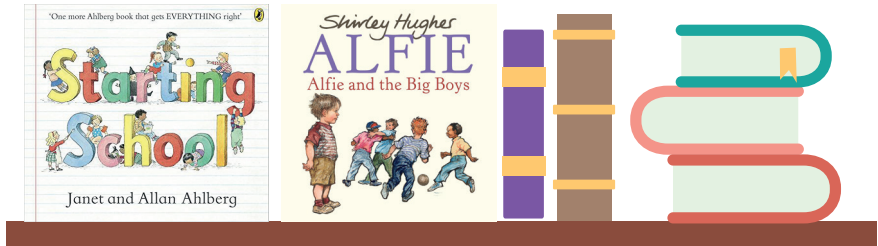
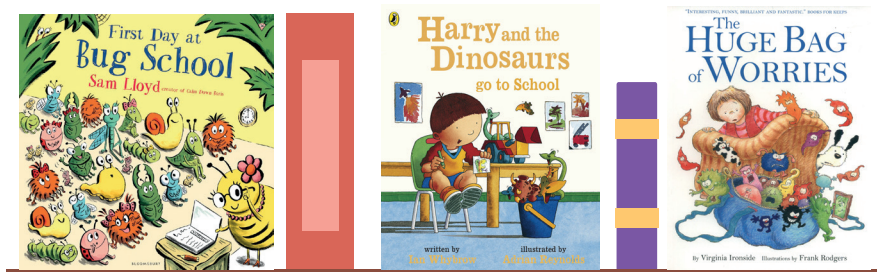
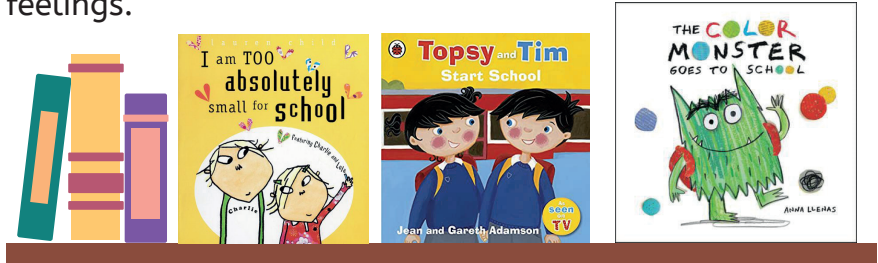
- Sing nursery rhymes
- Make up stories and rhymes
- Make time to share stories together
- Point out the print and explain that this tells the story
- Identify familiar signs and symbols e.g. your child's name, advertising logos
- Encourage your child to finish a sentence by pausing at a suitable place
- Look at the pictures in a book and predict what may happen in the story
- Allow your child to see you reading (books, recipes, newspapers, food packaging, instructions etc.) and read aloud when he/she is around



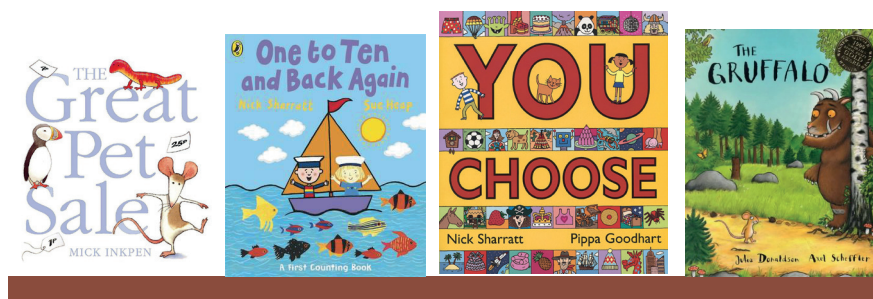
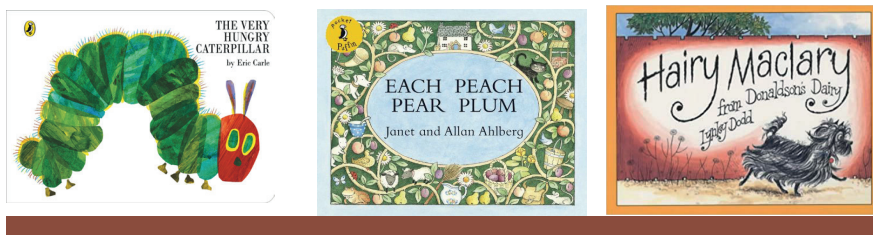
Writing Skills

- Encourage your child to 'mark make' without feeling pressured
- Use a variety of media e.g. chalk, colourful pens/pencils, in sand, glitter or shaving foam to encourage them to 'mark make'
- Encourage 'free writing'. When you write a note or shopping list, encourage your child to do the same. This early writing may be a 'scribble' but will develop.
- Let your child write their name on cards or letters. **Please use a capital for the first letter and lower case thereafter.**

Starting school can be a daunting experience. Below is a selection of books that might help introduce the concept of beginning school, as well as books to help discuss feelings.



Below are a selection of the Reception staffs' favourite books that help develop early rhyming, storytelling, sequencing of events and number skills.



Learning in the Foundation Stage

Reception is where the excitement begins! A child's first experience of school supports his/her attitude to learning. It is important to lay foundations for a positive attitude towards school. We aim to make your child's experiences at school stimulating, fulfilling and happy.

The foundation stage environment is developed around our I Wonder statements and the children's interests, allowing us to be creative with our lessons. It is an exciting and engaging place to be, where we encourage our children to be independent learners through a range of practical activities.



The children learn primarily through a variety of play and real life experiences.



Our teaching is delivered through carefully planned tasks, incorporating a mixture of child initiated and adult led activities. These are thoughtfully organised so that each child can acquire basic skills, knowledge and understanding.



We feel that it is particularly important to develop a passion for reading and furnish each child with a rich and wide vocabulary, in order for them to express themselves confidently. All of these elements will well equip the children for their eventual transition into Year One.

Development is tracked through ongoing assessment, through observations and interactions with the children.



These observations will help us to shape our planning on an ongoing



basis, tailored to the children's interests and needs. We also use the Tapestry App to record particular 'WOW' moments of your child's learning in school and it can also be used at home.

The EYFS Framework

The Early Years Foundation Stage Framework (EYFS) sets out four guiding principles, which shape practice for teaching in Reception.

1 Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

2 Social interaction is key to children's development. Children learn to be strong and independent through **positive relationships**.

3 Children learn and develop well in **enabling environments**, with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. They also benefit from a strong partnership between practitioners, parents and/or carers.

4 The importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

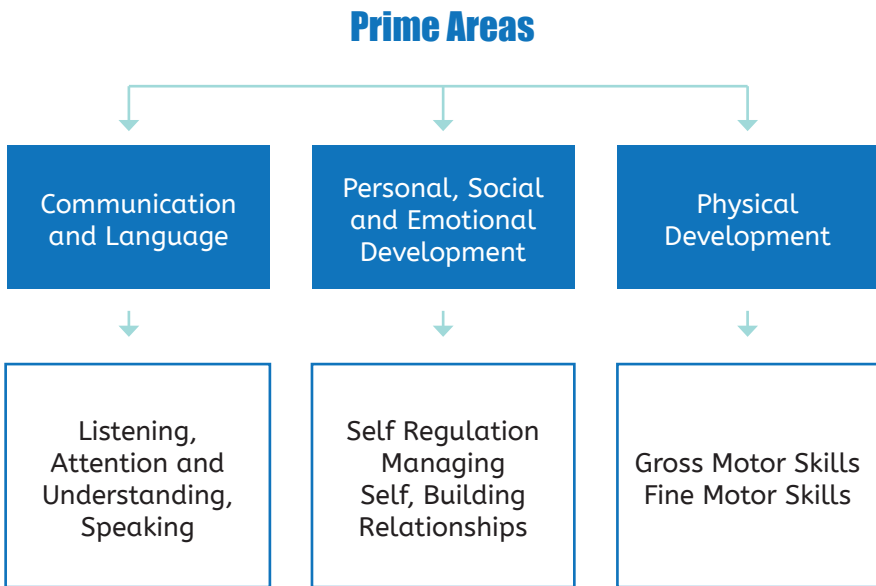


The Early Years Foundation Curriculum

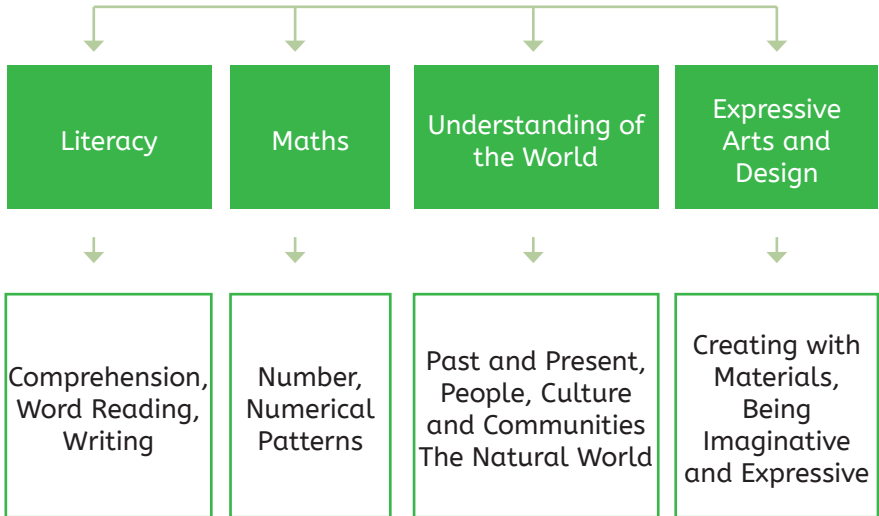
The Early Years Foundation Stage Framework is structured around the three Prime and four Specific areas of learning and development, which are all important and inter-connected.

Within these areas there are 17 Early Learning Goals that your child will be working towards achieving by the end of the year.

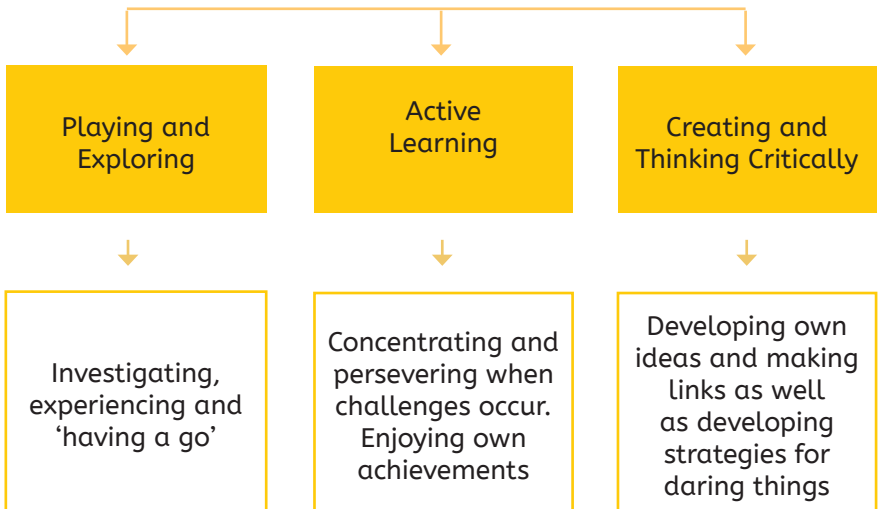
The way in which your child engages with other children, adults and their environment links to the Characteristics of Effective Teaching and Learning.



Specific Areas



Characteristics of Effective Teaching and Learning





Warden Hill

PRIMARY SCHOOL

Warden Hill Primary School

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