



WELCOME TO RECEPTION AT



RUDYARD KIPLING
Primary School & Nursery,
Woodingdean

Autumn 2026 Topic Chat Information for Parents and Carers

THE RECEPTION TEAM



Mrs Goozee
Thunberg Teacher



Mrs Goss
EYFS Lead
and Rashford teacher



Mrs Owen
LSA



Mrs Creasey
LSA



Mrs Jones
LSA



Miss Elliott
LSA



WHAT TO BRING EACH DAY

- Water bottle
- Book bag and reading book/record
- A coat suitable for the weather
- Wellies
- No shoelaces

Please name **everything!**

Settling in



Development
Matters



**WHAT WE
DO AT
SCHOOL**

Marvellous Me

Our first topic is 'Marvellous Me' – looking at ourselves and our families, discovering differences that make us unique and also the many similarities that we share.

We have daily maths and phonics lessons, as well as lots of story based literacy and topic lessons to ensure a varied and balanced curriculum.

We use our continuous provision (set up in the environment) to embed and practise skills in a playful way.



This is what we will be covering this half term

Communication and Language • Ask for help when needed • Listen to stories and respond with ideas • Re-tell simple rhymes using actions • Use expressive language in play and build vocabulary with Makaton actions • Take turns to listen and respond to build conversation skills • Understand and follow simple instructions • Answer questions: 'who', 'what', 'where'	Personal, Social, Emotional Development • Get to know each other and build new friends through playing together • Participate in classroom routines, helping out and being part of the team • Talking about feelings and how to keep myself and my friends happy and safe at school • Use the toilet independently, hand washing	Physical Development • Put on and take off jumpers and coats, fasten coats independently • Control our movements to change direction, run safely and stop to avoid obstacles • Finding a space in the hall • Learn to hold a pencil securely using thumb and two fingers and make marks in anti clockwise direction • Develop hand-eye coordination and fine motor skills ready for writing
Maths • Sort items in different ways • Look for numbers in the environment • Recite numbers accurately in order to 10 and beyond • Count with 1:1 correspondence • Quickly recognise amounts up to 5 shown in different ways • Recognise numerals 1-5 and match quantities to numerals • Become familiar with Numicon • Name and describe 2D shapes • Construct models, copy patterns and explore everyday objects	Autumn 1 Marvellous Me!	
Literacy • Explore rhyme and create rhyming strings (e.g. cat, mat, hat, bat) • Hear and clap syllables in words • Hear initial sounds in words and identify words starting with the same sound • Segment words into sounds e.g. break cat into c-a-t • Blend sounds together quickly to hear a whole word • Track letters and words across a page from left to right • Practise recognising common words that we are not yet able to decode fully – the, I, no, to, go • Explore different characters and how stories are structured, developing early reading strategies and exploring new vocabulary		
Understanding the World • Explore outside environment and talk about what we notice changing in the natural world- signs of Autumn • Talk about similarities and differences between ourselves and others • How do people celebrate Diwali, Bonfire night, Christmas.. • Talk about past and present events in our own lives • Use technology such as the ipads and interactive white boards	Expressive Arts and Design • Follow a rhythm and hear the syllables in words • Use a variety of construction toys and materials to represent our ideas • Role-play as characters from stories and experiences • Explore texture and form through paint, play dough, water and sand play • Learn to use pens and pencils to draw simple shapes. Begin to control position and size of marks.	At home: • Read together as much as possible! This can be stories, magazines or any text, model being a reader and enjoying reading • Talk to your child, explore new words and build communication skills such as eye contact and careful listening • Counting out a small amount from a bigger number- 'Can you give me three of the spoons?' • Play turn taking and memory games such as pairs, snap, dominoes • Practise independent skills- wiping, zips and buttons



PHONICS

We are using the 'Sounds Write' phonics scheme.

It has structured lessons that support children to master three key reading and spelling skills -

Segmenting

Blending

Phoneme manipulation

We will regularly be sending home information about your child's phonics journey and ways to support at home.

Phonics books will be coming home.



Help your child to read and write: New online course

'Help your child to read and write' is an online course in two parts - and the first part is free! It's aimed specifically at parents and carers who are interested in putting their children on the first steps to literacy. Part 1 covers the first seven units of the Initial Code, and Part 2 covers units 8 to 11 inclusive.

You can find the course by clicking on the graphic below, or go to: <https://www.udemy.com/course/help-your-child-to-read-and-write/>

Help your child to read and write

Sounds-Write Initial Code, Units 1-7

★★★★★ 4.4 (132 ratings) 1,557 students enrolled

Created by John Walker · Last updated 8/2017 · English

What Will I Learn?

- ✓ help your child take their first steps in reading and spelling;
- ✓ understand how to correct your child when they make a mistake in their reading or writing;
- ✓ understand how to help your child build, write and read words;
- ✓ have a basic understanding of how phonics works.

[View Curriculum](#)

Requirements

- You don't need any prior knowledge.

Free

[Enroll Now](#)

Includes:

- 11 1-hour on-demand video
- 8 Supplemental Resources
- Full lifetime access
- Access on mobile and TV
- Certificate of Completion

Free parent course available:

<https://www.udemy.com/course/help-your-child-to-read-and-write/>

MATHS

We're helping children develop a **love of maths** through lots of fun, practical and hands-on experiences.

Our main focus is building a **really strong understanding of numbers to 10**. We'll be exploring:

- Counting:** Knowing how many objects there are and understanding that numbers represent quantities.
- Comparing:** Talking about which groups have **more, less or the same**.
- Making numbers:** Discovering that numbers can be made in different ways – for example, **6 can be 4 and 2, 5 and 1, or 3 and 3**.
- Number patterns:** Exploring **odd and even numbers, doubles** and ways to **share quantities equally**.

There's **no need to rush on to bigger numbers**. By becoming confident and flexible with numbers to 10 first, children develop the strong foundations they need for future maths learning.

You can support this at home through everyday activities such as **counting objects, sharing snacks, comparing quantities, spotting numbers and looking for patterns**.



SUPPORTING YOUR CHILD'S LEARNING AT HOME

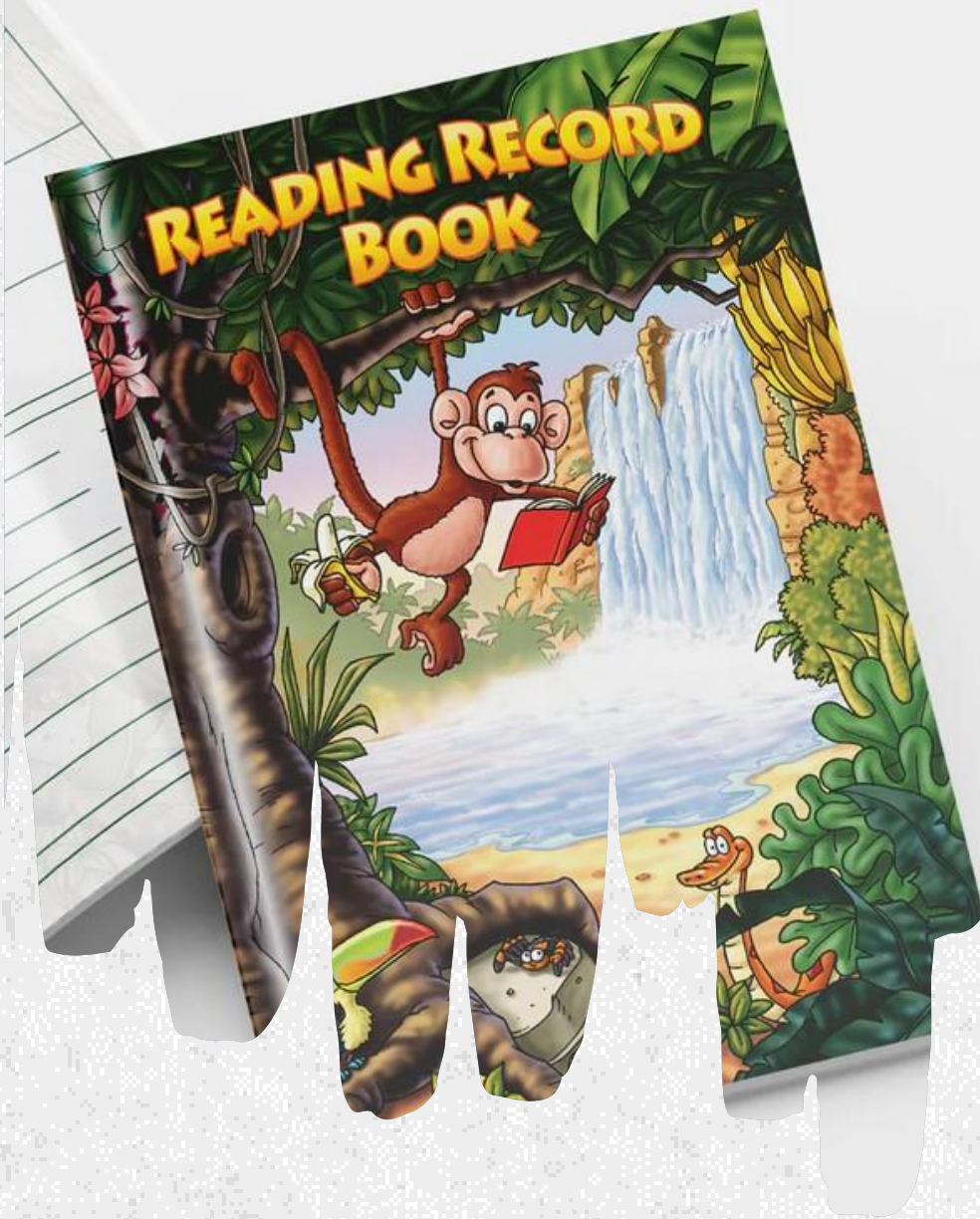
Reading for pleasure

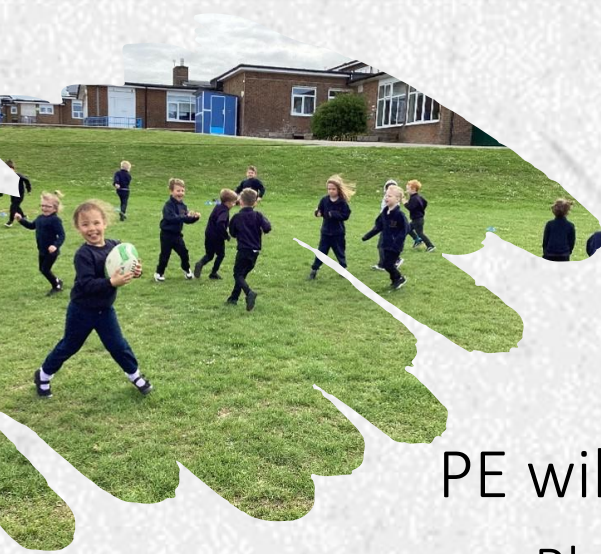
Communication skills

Building curiosity and
problem solving

Race into Reading!

Please try to read with your child for 5 minutes every day. If you write in your child's book at least once a week, they are in with a chance of winning a weekly book prize.





OTHER KEY INFORMATION

PE will be starting on **Thursday 1st October**

Please send your child in their PE kit on
Thursdays.

Forest School is on **Wednesday** for **Thunberg**
class this half term and **Rashford** from **next**
half term.

Please send your child in with wellies and
waterproofs, if they haven't already got
some at school.



OTHER KEY INFORMATION

Trips

We aim to have a trip each term, with the majority being low cost, local trips.

Evidence Me

You should have hopefully received your logins yesterday. We would love you to also upload photos and videos of what your child has done at home!

Arbor

Please make sure you have access to Arbor as it is our central hub for all information.



By the end of Reception year, children should typically be achieving the 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.

The background of the slide is a repeating pattern of question marks in various colors including red, blue, teal, purple, orange, and green. The pattern is dense and covers the entire left side of the slide, with some question marks partially obscured by the white torn-edge graphic.

**ANY
QUESTIONS?**
