

Reception Coffee Morning

25.09.2025



Meet the team

Teachers:

Wrens – Mrs Siwik

Robins – Miss Ranger

Additional adults:

Miss Hayley

Miss Louise

School Start and Finish times

Drop off is 8:45 - 9:00 a.m.

Class registration at 9:00 a.m.

Pick up is at 3:15 p.m.

General Information

Uniform: White polo shirt, dark grey trousers/skirt or shorts and school jumper. Grey pinafores and school summer dresses are also acceptable uniform. Summer dresses can be worn from after the Easter holidays until October half term. Please clearly **name** all clothing.

PE Kit: white or black t-shirt, black shorts, trainers; black jogger bottoms for cold weather. Children should arrive in school wearing their PE kit on their PE days which are **Monday and Tuesday**. These days may change each term and you will be informed about the new days in the termly newsletter.

Packed Lunch: All primary aged children are entitled to a Universal Free School Meal this year. However, if you wish to send your child with a packed lunch then please ensure that you provide healthy options only; such as sandwich, pasta, fruit, cheese, and so on. For safety reasons, please follow guidelines for pre-cutting grapes.

The following are **NOT** allowed: fizzy drinks, glass bottles, **nuts or nut products (including chocolate spread, peanut butter and sesame seeds), eggs**, chocolate bars or chocolate covered biscuits.

Snack: A piece of fruit or vegetable can be brought in for break time.

Water: All children should bring a water bottle to school to make sure they stay hydrated throughout the day. It is advisable that this is cleaned and refreshed daily.

The Areas of Learning

- Prime Areas
- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Specific Areas
- Literacy
- Mathematics
- Understanding of the World
- Expressive Art and Design

Areas of Learning and Development	Birth to 5 Matters Aspects
Prime Areas	
Personal, Social and Emotional Development	Making Relationships
	Sense of Self
	Understanding Feelings
Physical Development	Moving and handling
	Health and Self-care
Communication and Language	Listening and Attention
	Understanding
	Speaking
Specific Areas	
Literacy	Reading
	Writing
Mathematics	Mathematics
Understanding the World	People and Communities
	The World
	Technology
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive

Play Based Curriculum





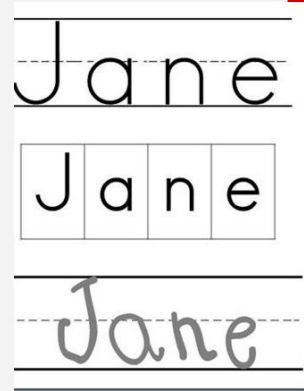
Where we are now

- ▣ Expectations:
- ▣ Being able to dress and undress independently (own coat, zips, socks and shoes)
- ▣ Introduce a story line into my play
- ▣ Recognise and write my own name, using recognisable lower case letters
- ▣ Drawing pictures that represent what I desired
- ▣ Hear sounds in words e.g. cat begins with c and is c-a-t
- ▣ Recognise numbers up to 5 and count out objects to match

Name writing

This is something you can practise daily at home

- ▣ Lowercase and uppercase
- ▣ Correct letter formation
- ▣ Rhymes to help
- ▣ e.g. around the apple and down the leaf



Reading stories at home and the importance

▫ Here's how many words children will have heard by their 5th birthday based on how much they were read to:

- Never read to: 4,662
- Read to 1-2 times per week: 63,570
- Read to 3-5 times per week: 169,520
- Read to daily: 296,660

Read to daily (5 books a day): 1,483,300



Reading and Phonics

m Meaning: mountain Illustration: mountain	a Meaning: apple, when the cat Illustration: apple, cat	s Meaning: snake Illustration: snake	d Meaning: ladder, as in the garden and down the road Illustration: ladder	t Meaning: top, as in the top of the head Illustration: top of head	i Meaning: in, as in the in the box Illustration: box	n Meaning: nose, as in the nose Illustration: nose	p Meaning: pen, as in the pen Illustration: pen	g Meaning: goat, as in the goat Illustration: goat
o Meaning: orange Illustration: orange	c Meaning: cat, as in the cat Illustration: cat	k Meaning: kangaroo, as in the kangaroo Illustration: kangaroo	u Meaning: up, as in the up Illustration: up	b Meaning: ball, as in the ball Illustration: ball	f Meaning: fish, as in the fish Illustration: fish	e Meaning: egg, as in the egg Illustration: egg	l Meaning: leg, as in the leg Illustration: leg	h Meaning: hand, as in the hand Illustration: hand
r Meaning: rat, as in the rat Illustration: rat	j Meaning: jam, as in the jam Illustration: jam	v Meaning: van, as in the van Illustration: van	y Meaning: yes, as in the yes Illustration: yes	w Meaning: wheel, as in the wheel Illustration: wheel	z Meaning: zoo, as in the zoo Illustration: zoo	q Meaning: queen, as in the queen Illustration: queen	x Meaning: box, as in the box Illustration: box	My RWI Sound Mat 

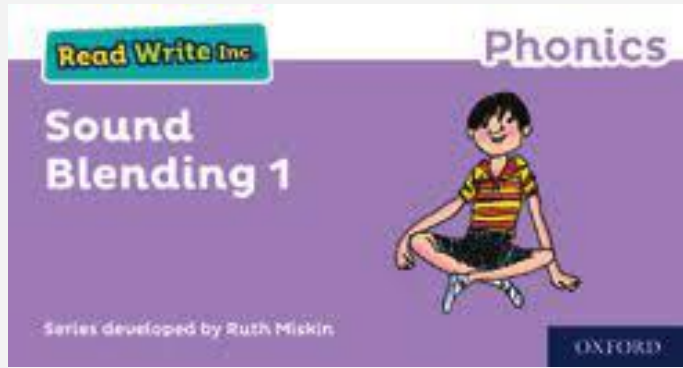
Red Words

I
to
the
no
go
my
your
said
you

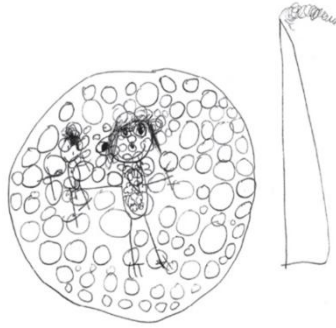


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ar 	or 	air 	ir 	ou 	oy 

Literacy books and reading books



Writing



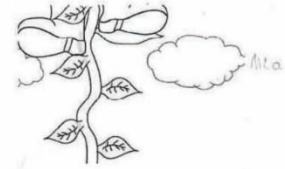
on saturday I

Went to the
met rodom

I went to the side



I went to
Landa I saw
bong I went to
the mays
m



once a photo time
then had a boy
with his mummy
he had his cow
to the market
he saw a old man
who said the
magic being
mummy said there
a wal

The rich resources in the writing area inspired M to write her own version of the traditional tale, (from a previous story telling session).

M proudly tells the practitioner, 'I've written my own story, it's like the one in the book.'

After setting up an obstacle course, AL wrote, 'start', at the beginning of the course.



Maths

Sing number songs, e.g. 5 little ducks, 5 little speckled frog. Ask your child to show on their fingers how many are left each time.

Play shops – put prices on toys, e.g. 2p, 6p and use 1p coins to count how many they might need to ‘buy’ the toy.

Go on a number hunt around your home or in the environment.
How many numbers can they find? Where did they find the numbers?
Can they name the numerals that they have found?

Read number stories. This allows children to count and associate a numeral to a quantity.



Additional support

- ▣ **Speech and language**
- ▣ **Occupational Health**
- ▣ **Paediatrician**

- ▣ If you have concerns around your child's development, please speak to your class teacher about additional support
- ▣ Early support is crucial to your child's development
- ▣ If your child already has support please let us know so we can continue to support them in school

Our topics this year

- Wonderful World of Me
- Let's Get Moving
- Super Stories
- Fabulous Food
- My World, Your World
- Micro Monsters



Parent Share

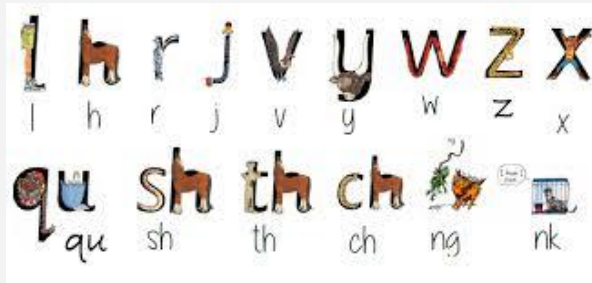
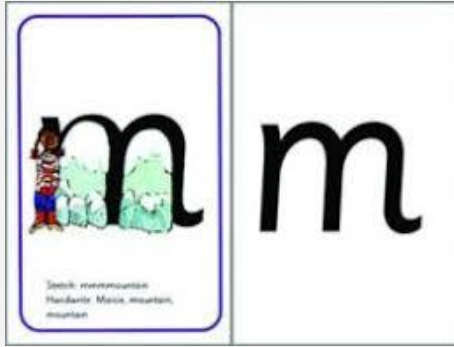
2simple

evidence



2simple

Home learning



Key dates

Please check the school website for term dates.

INSET days: Monday 2nd September, Monday 3rd November, Monday 23rd February 2026, Friday 26th June and Monday 20th July.

Bank holiday where school is closed: Monday 4th May 2026

Early Years Independence Workshop: Friday 17th October

Early Reading and Phonics Workshop: Friday 7th November

Mental Health and Wellbeing

The school has a dedicated email for Mental Health and Wellbeing. Please use this email to contact Mrs Earl-Spencer or speak to your child's class teacher if you have any worries or queries about your child's mental health and wellbeing.

mentalhealthlead@josephhood.merton.sch.uk

On the school website you can find a tab dedicated to resources and support for both your mental health and your child's. Here you can also find our half-termly newsletters as well as our work with the NHS Wellbeing Service.

Mental Health and Wellbeing

Home >> Parents & Community >> Mental Health and Wellbeing

Please email us at mentalhealthlead@josephhood.merton.sch.uk if you need to talk to us or need more information.



NHS Education
Wellbeing Service



Our Half-termly
Newsletters

Some helpful links for you



Website links
for Adults



Links to help
you support
your child



Links for
children

