

# Welcome to Reception!

## Hatch Ride Primary School



# What is the EYFS?

## Prime Areas

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

## Specific Areas

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design





## A Hatch Ride Reception Child



By the time they complete their Reception year, we hope that each child will be:

<p><b>A Curious Communicator:</b> asking relevant questions and making comments, chatting back and forth with friends and adults and expressing ideas and feelings with confidence.</p>	<p><b>A Resilient Risk Taker:</b> growing in confidence to try new activities, assessing risk, pushing themselves and encouraging others, showing perseverance and resilience when things get tricky and picking themselves up when they fall.</p>	<p><b>A Fabulous Friend:</b> working and playing co-operatively, taking turns, showing kindness and being sensitive to the needs and feelings of themselves and others.</p>	<p><b>An Agile Adventurer:</b> using strength, balance and co-ordination to run, jump, hop, skip, climb and dance confidently and safely.</p>	<p><b>A Talented Tool User:</b> holding a pencil effectively and using tools such as scissors, cutlery and paintbrushes with confidence.</p>
<p><b>A Brilliant Booklover:</b> enjoying listening to and sharing a range of books, joining in with familiar stories, retelling stories, anticipating key events and developing a sheer love of reading.</p>	<p><b>A Fabulous Phonics Fan:</b> knowing a sound for each letter of the alphabet and at least ten digraphs and reading books containing sentences they can decode.</p>	<p><b>A Wonderful Wordsmith:</b> embracing new vocabulary, explaining its meaning, using it in their imaginative play and to retell stories and discuss a range of texts.</p>	<p><b>A Remarkable Writer:</b> writing phrases and sentences that can be read by others, writing in their play, forming most of their letters correctly and representing the sounds they can hear with letters.</p>	<p><b>A Super Subitiser:</b> recognising quantities up to 5 without counting and using that knowledge to make connections and see groups within larger quantities.</p>
<p><b>A Mathematical Marvel:</b> having a deep understanding of numbers to 10, recognising number patterns, comparing numbers, patterns and shapes, measuring a range of things and recalling number bonds to 5.</p>	<p><b>An Environment Explorer:</b> exploring their environment and the roles of people in it and comparing life now and in the past and different countries and cultural communities.</p>	<p><b>A Nature Nurturer:</b> exploring, embracing and caring for the outside world around them and everything that is living in it.</p>	<p><b>An Inquisitive Investigator:</b> making observations and asking questions about scientific processes, testing theories, making predictions and looking at changes that happen.</p>	<p><b>A Constructive Creator:</b> creating using a variety of tools, techniques and materials, enjoying sharing their creations and processes with others and using their creations in their play.</p>
<p><b>A Passionate Performer:</b> playing imaginatively, making music, singing a range of songs and performing with others, both informally and formally to an audience.</p>	<p><b>A Respectful Rule-Follower:</b> recognising why we have rules and trying to behave accordingly and showing respect to others, to the equipment and to the environment.</p>	<p><b>An Independent Individual:</b> able to dress themselves, make independent choices, organise their personal equipment, manage their own hygiene and make healthy food choices.</p>	<p><b>A Silly Sausage:</b> embracing silliness and fun in all its giddy glory, learning how to laugh at themselves and with others and enjoying being part of a class.</p>	<p><b>A Hatch Ride Hero:</b> recognising their important place within our school community and understanding and embracing our Hatch Ride values.</p>

# Personal, Social and Emotional Development

**Independent Individual**



**Fabulous Friend**



**Resilient Risk Taker**

**Respectful Rule Follower**

# Personal, Social and Emotional Development

How can you help?

- Encourage your child to talk about their day and their feelings.
- Give opportunities for independence, such as dressing themselves or helping with simple tasks.
- Practise sharing, turn-taking, and problem-solving during play.
- Celebrate effort and perseverance, not just success.

# Physical Development



## Agile Adventurer

## A Talented Tool User



# Physical Development



How can you help?

- Encourage active play outdoors.
- Practise dressing skills, including buttons and zips.
- Provide opportunities for drawing, colouring, threading and playdough activities.
- Encourage healthy eating and good hygiene routines.
- Visit parks and playgrounds to develop climbing, balancing, and coordination skills.

# Communication and Language

## Wonderful Wordsmith



## Curious Communicator

# Communication and Language

How can you help?

- Talk with your child regularly about their day and interests.
- Read stories together every day and discuss what happens.
- Introduce and explain new vocabulary.
- Sing songs, nursery rhymes, and play word games.
- Encourage your child to ask questions and share their ideas.

# Literacy



## Brilliant Booklover



## Fabulous Phonics Fan



## Remarkable Writer

# Literacy

How can you help?

- Read with your child every day and talk about the stories you share.
- Sing nursery rhymes.
- Encourage mark-making, drawing during play.
- Help your child recognise their name



# Mathematics

## Mathematical Marvel



## Super Subitiser

# Mathematics

How can you help?

- Count objects together during everyday activities.
- Look for numbers in the environment, such as house numbers and buses.
- Play board games and simple number games.
- Talk about shapes, patterns, size and measure during play and daily routines.



# Understanding the World

## Environment Explorer



## Inquisitive Adventurer



## Nature Nurturer



# Understanding the World

How can you help?

- Talk about family history, traditions and special events.
- Visit parks, museums, libraries, and places of interest.
- Explore nature together and discuss seasonal changes.
- Encourage questions and investigations

# Expressive Arts and Design

## Passionate Performer



## Constructive Creator

# Expressive Arts and Design

How can you help?



- Provide opportunities for drawing, painting and making things.
- Sing songs and nursery rhymes together.
- Encourage imaginative play with toys, costumes or household items.
- Listen to different types of music and move or dance together.
- Talk about your child's creations and ask them to explain their ideas.



**Hatch Ride Hero!**

**Silly Sausage!**



# Your Child's Day

## Morning

8.55 – Registration

9.00 – Phonics

9.20 – Busy Time

10.00 – Snack and Celebration Time

10.30 – Play Time

10.45 – Maths

11.00 – Busy Time

12.00 – Lunch



## Afternoon

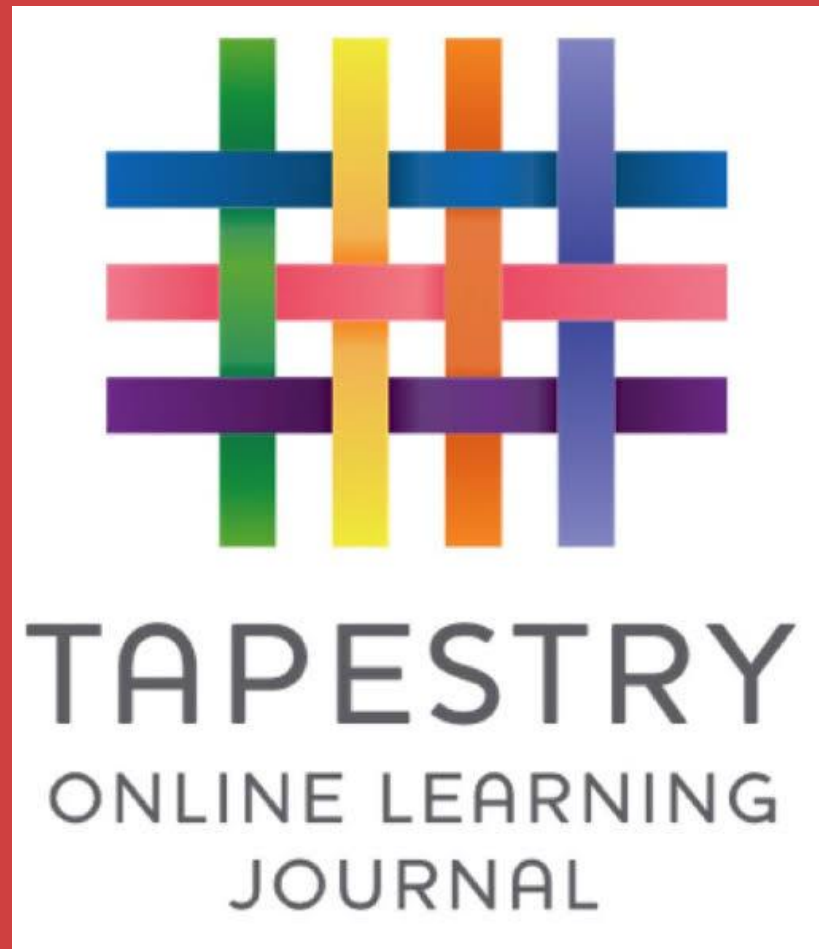
1.00 – Registration

Topic Time/P.E/Welly Wednesday

3.00 – Story Time

3.15 – Home Time

# Parents as Partners in Learning





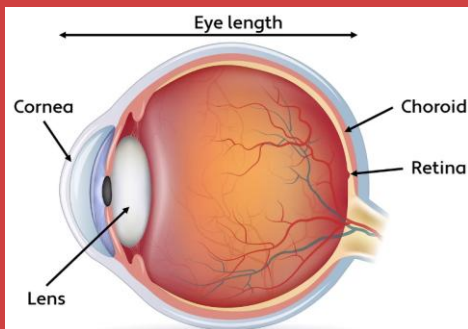
**Please return all new  
starter forms to Mrs Fleck  
by 13<sup>th</sup> July at the latest.  
[admin@hatchride.wokingham.sch.uk](mailto:admin@hatchride.wokingham.sch.uk)**

# Occuity Eye Study

Our school takes part in an a long term study to monitor childhood eye growth, helping the continuing research into Myopia.

Video with more information: [DoCEG | Mynamic Project](#)

We ideally need as many participants as possible for the research to be effective. The school will also receive funding over the course of the study.



Key to the success of this project is the willingness and dedication of our volunteers.

Children aged four to 11 years will be recruited from a local school in Crowthorne - [Hatch Ride Primary School](#). Here, pupils are encouraged to "dream big, aim high and make a difference", aligning perfectly with the vision of the Mynamic Project.

Participants will be tested every six months, using a blend of the above measurements.