

# Welcome to Reception!

---

16<sup>th</sup> September 2026

### Hedgehogs

Mrs McGowan (M/'Tu/'Th/F) Mrs Myers (W)  
& Miss Summers

---

### Rabbits

Mrs Myers (M/'Tu) and Mrs McKechnie (W/'Th/F)  
& Mrs Gibbons

## St Mary's Values and Vision

### 'Learning for Life'

*'Learning for life' with Jesus' promise of 'life in all its fullness' is at the heart of St Mary's.*

*At our school, children are seen as unique and will feel loved, safe and empowered to flourish so they reach their full potential both academically and personally.*

**Kindness**



**Trust**



**Courage**



Children have the opportunity to win golden stars for demonstrating our values. These stars are collected over the term once we fill the bowl we get a whole-school treat.

## Our School:

---

- Gates open at 8.35am
- The day ends at 3.10pm.
- Drop off and collect from your class door in the Reception outdoor area.
- Remember the gates close at 8.50am and 3.25pm

# Behaviour Policy

---

- Star of the Week
- Dojos
- Silver/ Gold certificates
- Values stars

Our school rules are:

Ready  
Respectful  
Safe

# Communication

---

- A weekly newsletter is sent to parents. Important dates and information will be shared in this.
- Any other letters will be sent out via the office. Please ensure your communication information is up to date (e.g. if you get a new phone)
- Ad-hoc and informal reminders will be sent through the [Marvellous Me](#) app.
- Please check our morning boards in the outdoor area and add to the Whatsapp group if it hasn't already been shared.
- Ad-hoc messages can be passed on at the door.
- For anything that will require more time, please book a meeting by emailing the office ([info@stmarys-byfleet.surrey.sch.uk](mailto:info@stmarys-byfleet.surrey.sch.uk)) to schedule a time.

# Parent Reps

---

- Role involves being single point of contact for parents and the representative of the class to share parent voice with school / teachers and to share PTA and school messages via Class Facebook Page & Class WhatsApp
- Who are our Reps? There can be more than 1, you can share the role.
- Class Facebook
- Class WhatsApp

# Uniform

|                |                                             |
|----------------|---------------------------------------------|
| Girls/<br>Boys | Winter                                      |
|                | Black pinafore dress                        |
|                | Black pleated skirt                         |
|                | Black uniform trousers                      |
|                | Black shorts                                |
|                | EYFS/ KS1 white logo polo                   |
|                | KS2 white shirt and tie                     |
|                | Teal logo cardigan or sweatshirt            |
|                | Black tights or socks                       |
|                | Black school shoes (or pure black trainers) |
| Summer         | Light blue gingham dress                    |
|                | EYFS/ KS1 white logo polo                   |
|                | KS2 white shirt and tie                     |
|                | White socks                                 |
|                | Teal logo cardigan or sweatshirt            |
|                | Black school shoes (or pure black trainers) |

Uniforms



**V-Neck Sweatshirt**  
Jade with logo  
Cotton rich, ReActive dyed, heavyweight  
Ages 2 to 10 yrs **£15.99**  
Ages 11 to 13 yrs **£16.99**

OR



**Cardigan Sweatshirt**  
Jade with logo  
Cotton rich, ReActive dyed, heavyweight  
Ages 2 to 10 yrs **£16.99**  
Ages 11 to 13 yrs **£17.99**



**Polo Shirt**  
White with logo  
Premium quality  
Buttoned with collar  
Ages 2 to 10 yrs **£10.99**  
Ages 11 to 13 yrs **£11.99**



**Tie**  
Bespoke teal/navy/white stripe  
Classic **£8.99**

## REVISED

The compulsory items **FROM SEPTEMBER 2027** are :

YN -1) Jumper or Cardigan 2) Logo white t-shirt

YR, Y1, Y2 - 1) Jumper or Cardigan 2) PE top 3) Logo white t-shirt

Y3, Y4, Y5, Y6 -1) Jumper or Cardigan 2) PE top 3) Tie (this is gifted to Y3 so Y2 parents will not have to buy the tie )  
(For Years 3, 4, 5, 6 the white shirts to wear with the tie can be long sleeved or short sleeved - the choice is yours.. )

## Jewellery

Only small, simple gold or silver, stud earrings are permissible. (Diamond stud earrings and hoop earrings are not permissible). Earrings must be removed by the child for PE and swimming. In the interests of health and safety no other jewellery or body piercing is permitted.

## Hair Styles

These should be natural in colour and discreet. Extreme hair styles are not acceptable. Inappropriate styles might include: shaved designs in hair, hair shorter than a Grade 3, hair dyed in unnatural colours. Long hair (shoulder length or beyond) should be tied back.

## Hair Accessories

These must be simple and either plain royal blue, black or white. Hair bows must be small (around 6cm maximum), Alice bands must be plain and Hijabs must again be plain royal blue, black or white. For health and safety reasons beaded / braided hair must be tied back and beads must be plain navy blue, royal blue, black or white.

## Make-up

Make-up, including nail varnish, is not permitted.



**Box Pleated Skirt**  
Black  
Elastic Waist -  
Up to 12 years  
From **£7.99**



**Junior Slender Skirt**  
Black  
Elastic Back -  
Up to 14 years  
From **£14.49**



**Kilby Trousers**  
Black  
Elastic Back -  
Up to 13 years  
From **£14.49**



**Heart Zip Pinafore**  
Black  
Front Zip -  
Up to 14 years  
From **£14.49**



**Summer Dress**  
Sky/white checked  
From **£10.49**



**REVISE!**  
**Platinum**  
by Revise Schoolwear  
Premium Fabric  
Re-enforced Seams  
Teflon 300 Wash Coating



**All Round Elastic Trousers**  
Black  
Mock fly - Up to 12 yrs  
From **£8.99**



**Elastic Back Trousers**  
Black  
Heavyweight - Up to 10  
From **£11.49**



**Fitted Waist Trousers**  
Black  
Regular or Long  
From **£16.49**

# Our PE Uniform:

| Sportswear                                                                          |                 |                                                                                     |        |
|-------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------|--------|
|  | Rec-Y6          |  |        |
| UNDER £6.30* with                                                                   |                 |                                                                                     |        |
| <b>T-Shirt P.E.</b><br>Jade with logo                                               |                 | <b>Quarter Zip Midlayer</b><br>Black/white with logo                                |        |
| Ages 3 to 12 yrs<br>Sizes XS to L                                                   | £9.49*<br>£7.99 | All sizes                                                                           | £23.49 |

| Sportswear                                                                          |                 |                                                                                     |                   |
|-------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------|-------------------|
|  |                 |  |                   |
| UNDER £5.95* with                                                                   |                 | UNDER £10.65* with                                                                  |                   |
| <b>Shorts Shadow Stripe</b><br>Black                                                |                 | <b>Jogging Bottoms</b><br>Black<br>Cotton rich, heavyweight                         |                   |
| 18" to 28"<br>30" to 44"                                                            | £6.99*<br>£7.99 | 2 - 10yrs<br>11 - 13yrs                                                             | £12.49*<br>£13.49 |

|  |  |                                                                                     |                 |
|--|--|-------------------------------------------------------------------------------------|-----------------|
|  |  |  | KS2             |
|  |  | UNDER £6.30* with                                                                   |                 |
|  |  | <b>Shorts Shadow Stripe</b><br>Black with logo                                      |                 |
|  |  | 18" to 28"<br>30" to 44"                                                            | £8.99*<br>£9.99 |

|  |  |                                                                                     |                   |
|--|--|-------------------------------------------------------------------------------------|-------------------|
|  |  |  | KS2               |
|  |  | UNDER £16.60* with                                                                  |                   |
|  |  | <b>Skort P.E.</b><br>Black with logo                                                |                   |
|  |  | 18" to 28"<br>30" to 42"                                                            | £21.49*<br>£23.49 |

- All pupils should have a teal round necked T-shirt with the school logo and plain black shorts or skorts. Indoor PE is performed in bare feed, for outdoor PE, trainers or plimsolls are advised. For outdoor sports in cold weather, pupils are advised to bring black jogging bottoms and top. A quarter zip top is also available (this must only be worn for PE). **All Reception and KS1 children should have a spare set of underwear/ socks/ tights in their bookbags.**
- **All lower garments for PE can be non branded** and the logo version is optional. For those of you who do not want to pay for the branded black skort or black shorts, you can seek a cheaper alternative from the uniform provider or other retailers. We hope this change is helpful.
- As parents you can choose where to buy your black shorts or black skort for PE. We encourage you to buy the high quality branded items from our supplier as they wash well, last longer and look smart.
- We want the children to feel a sense of belonging and pride; the school uniform is part of this. Please be aware **we will not be allowing cycling shorts or leggings for PE** only black shorts, skorts or joggers (pictures of accepted styles in the uniform brochure) .

# PE

---

- **Wednesday**
- Children to come to school **in** PE kits.
- Earrings – children cannot participate in PE in earrings. Please remove/cover earrings before school – we are unable to help children remove earrings.

# Curriculum

---

The Early Years Curriculum is separated into 7 areas of development:

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

At the end of the year, they will be assessed as either 'on track' or 'emerging' for each area of development.

# Termly Curriculum Overviews

Nursery

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

HOME ▶ CURRICULUM ▶ TERMLY CURRICULUM OVERVIEWS

## Termly Curriculum Overviews

Please find our Termly Curriculum Overviews (Medium Term Plans) for each year group within their year group sections.

<https://www.stmarys-byfleet.surrey.sch.uk/page/?title=Termly+Curriculum+Overviews&pid=119>

# End Of Year Expectations

## 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.

## 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.

## 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.

## 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, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

## 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.

## Expressive Art 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.

# Home learning login for Phonics PowerPoints

---

**Login:** [homelearning@stmarys-byfleet.surrey.sch.uk](mailto:homelearning@stmarys-byfleet.surrey.sch.uk)

**Password:** [learningforlife](#)

Don't panic! This information will also be in your Reading Record.

## Reading Expectations:

---

- Read 5x a week, prioritising the online Monster Phonics online books. Initially, you will have a Pre-Stage 1 Book, which you can share with your child. Use the Phonics PowerPoints as a phonics warm up.
- Children will be given a Phonics Workbook – 10 minutes a week
- Please make a comment in reading records for any books you read. Any children who have read 5x (or more!) in one week will go on our 'Reading Challenge'. When we fill our reading grid approximately half termly) we will do a prize draw where children could win a book.
- Reading Records will be checked on a Thursday when books are changed. We will not change books more than once per week as repeated reading increases fluency and comprehension.
- The reading record is not a method of communication with your class teacher. It is used to track your child's reading.



Progress Report: 2023

Name: Reception Child

Class: Rabbits

- In Reception, we use the EYFS Framework to assess the progress your child makes over their time in the Early Years.
- At the end of Reception, your child will be assessed against the Early Learning Goals to indicate whether they have met GLD (Good Level of Development).

• This report shows whether your child is on track to meet GLD at the end of Reception.

| Prime Areas                                                                                                    |          |          |
|----------------------------------------------------------------------------------------------------------------|----------|----------|
| Personal, Social and Emotional                                                                                 | Emerging | On Track |
| Communication and Language                                                                                     | Emerging | On Track |
| Physical Development                                                                                           | Emerging | On Track |
| <b>Comment</b><br>XYZ is on track to meet the Early Learning Goals in the Prime Areas at the end of Reception. |          |          |

| Specific Areas                                                                                         |          |          |
|--------------------------------------------------------------------------------------------------------|----------|----------|
| Reading: Word Reading                                                                                  | Emerging | On Track |
| Reading: Comprehension                                                                                 | Emerging | On Track |
| <b>Comment</b><br>XYZ is on track to meet the Early Learning Goals in Reading at the end of Reception. |          |          |
| Writing                                                                                                | Emerging | On Track |
| <b>Comment</b><br>XYZ is on track to meet the Early Learning Goal in Writing at the end of Reception.  |          |          |
| Mathematics: Number                                                                                    | Emerging | On Track |
| Mathematics: Numerical Patterns                                                                        | Emerging | On Track |
| <b>Comment</b><br>XYZ is on track to meet the Early Learning Goals in Maths at the end of Reception.   |          |          |

# Progress Reports:

- You will receive 2 progress reports; one in December and one in March.
- There will be 2 Parent's Evenings, one in Autumn and Spring.

If you have concerns with your child's progress, please do get in touch outside of these times.

# A typical timetable:

|  | Fri                | Thurs              | Weds               | Tues             | Mon                | 8:40 - 9:00 |
|--|--------------------|--------------------|--------------------|------------------|--------------------|-------------|
|  | Register           |                    |                    |                  |                    |             |
|  | Phonics            | Phonics            | Phonics            | Phonics          | Phonics            | 9:00-9:20   |
|  | Collective Worship | Collective Worship | Collective Worship | Topic            | Collective Worship | 9:20-9:40   |
|  | English            | English            | English            | PE               | English            | 9:40-9:50   |
|  | Discovery Time     | Discovery Time     | Discovery Time     | Topic            | Discovery Time     | 9:50-11     |
|  | Refresh provision  | Refresh provision  | Refresh provision  | PE               | Refresh provision  | 10:55-11    |
|  | Maths              | Maths              | Maths              | Maths            | Maths              | 11-11:30    |
|  | Wash hands         |                    |                    |                  |                    | 11:25-11:30 |
|  | Lunch              |                    |                    |                  |                    | 11:30-12:45 |
|  | Meditate & water   |                    |                    |                  |                    | 12:45-1     |
|  | Storybook project  | Drawing Club       | Drawing Club       | Poetry Basket    | RE                 | 1-1:15      |
|  | Discovery Time     | Discovery Time     | Discovery Time     | Discovery Time   | Discovery Time     | 1:15-2:30   |
|  | Tidy up            | Tidy up            | Tidy up            | Tidy up          | Tidy up            | 2:35-2:45   |
|  | Helicopter stories | End of day story   | End of day story   | End of day story | End of day story   | 2:45-3      |
|  | Reflections        | Reflections        | Reflections        | Reflections      | Reflections        | 3-3:10      |

# What is Discovery time?

---

- Reception is primarily play-based learning, with short carpet sessions spread over the day.
- During Discovery Time, children initiate their own learning and follow their interests.
- Our environment is typically the same with some enhancements, based on teacher assessment, children's interests and our overarching topics.
- If you have spare wellies or would like to send some in for your child we can keep them at school for them to use in wet or muddy weather. Please name if you would like them back.
- Please do not let your children bring in toys from home.

# Trips and workshops.



Any  
volunteers?

Whole school Panto in the hall – Tuesday 3<sup>rd</sup> November 2026

Freshwater Theatre visit – workshop – Tuesday 10<sup>th</sup> November 2026

Nativity performance – Wednesday 9<sup>th</sup> December 2026, 9:15am

Little City – workshop – Tuesday 12<sup>th</sup> and Thursday 14<sup>th</sup> January 2027 (we will inform you of the day your child is taking part nearer the time)

Bocketts Farm – trip – Friday 30<sup>th</sup> April 2027 (DBS volunteers will be needed for the trip to go ahead)

Library trip - Friday 7<sup>th</sup> May 2027– Rabbits AM/ Hedgehogs PM (DBS volunteers will be needed for the trip to go ahead)

All trips/ workshops will be on Scopay for contributions. They will have to be cancelled if we do not have enough voluntary contributions. You will receive a final reminder 6 weeks before.

# Important dates

---

- Phonics workshop – Wednesday 14<sup>th</sup> October 9am 2026
- Maths workshop – Wednesday 18<sup>th</sup> November 9am 2026
- Rabbits Class assembly – Thursday 6th May 2027
- Hedgehog Class assembly – Thursday 27th May 2027

# Medication

---

If you haven't already, please make sure all medication is labelled and handed in to the office - Epipens/Jext pens (2 x pens). This includes all medication (including over the counter). The medication form can be found in the office or on our school website.

# Support on the website

- HSLW - <https://www.stmarys-byfleet.surrey.sch.uk/page/?title=Home+School+Link+Worker&pid=104>
- SEND - <https://www.stmarys-byfleet.surrey.sch.uk/page/?title=SEND+Provision&pid=47>
- E-Safety - <https://www.stmarys-byfleet.surrey.sch.uk/page/?title=Online+Safety&pid=242>

**The school website is your first port of call before contacting the school.**

If you read just 1  
book a day to your child,  
they will have read 1825  
books by their 5<sup>th</sup>  
birthday.

Every Day Counts  
Every Book Counts



*Any questions?*

---

