



**MALTBYLEARNINGTRUST**  
Exceptional Experiences. Successful Lives.



# WELCOME TO RECEPTION

2025-26



Maltby  
Lilly Hall Academy

# Our Reception Team



**Mr Pease**  
Principal

**Reception**  
**Ladybirds Class**

**Reception**  
**Caterpillars Class**



**Gail Powell**  
Teaching Assistant



**Mrs Manley**  
Cover Supervisor



**Miss Edwards**  
Reception Teacher  
Early Years Leader



**Mrs Gibson**  
Reception Teacher



**Mr Dunn**  
Reception Teacher



**Mrs O'Donovan**  
Teaching Assistant



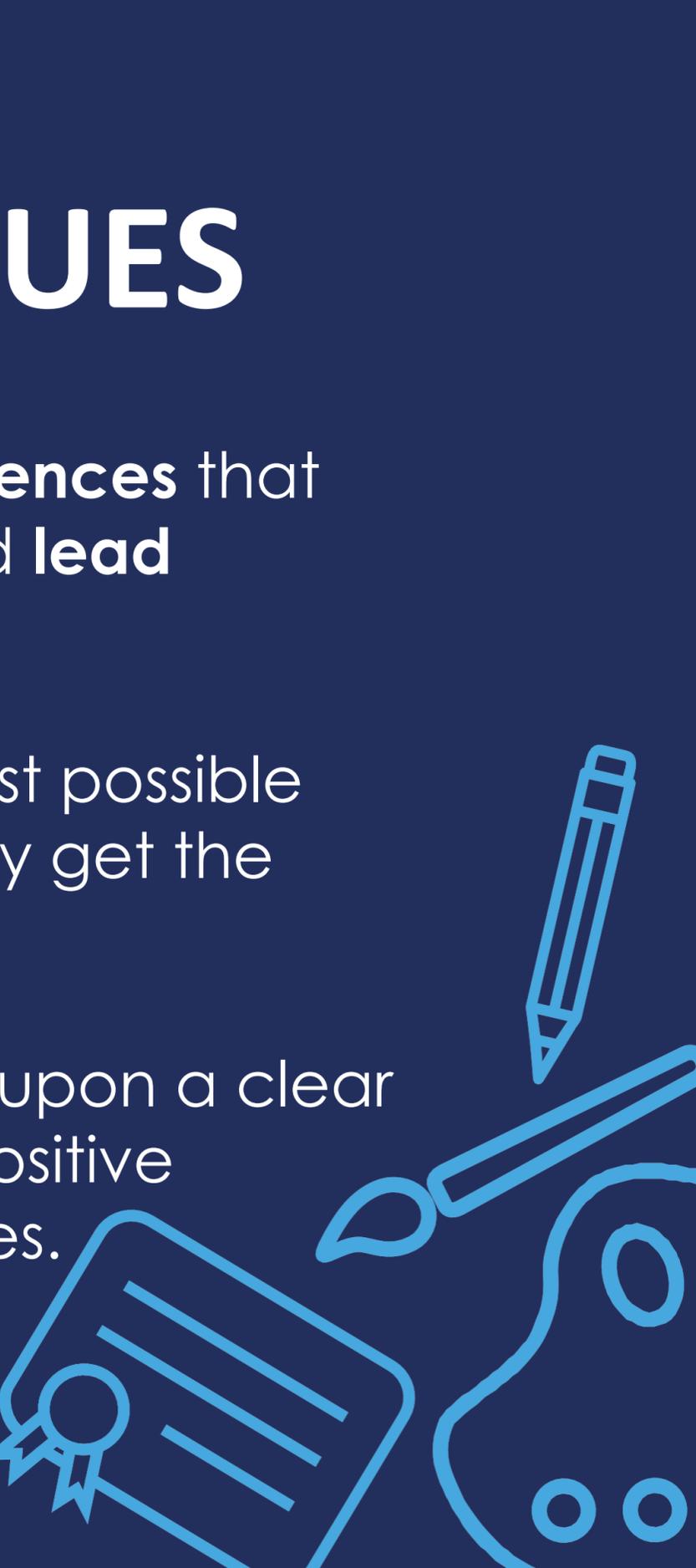
# OUR VISION AND VALUES

We are committed to **delivering exceptional learning experiences** that enable all young people to **thrive** in a competitive world and **lead successful and fulfilling lives**.

We passionately believe that every child should have the best possible start in life and deserves a curriculum designed to ensure they get the knowledge, skills and cultural capital they need to succeed.

**OUR MORAL PURPOSE** - Act in ways that are principled, built upon a clear set of personal values. We are passionate about making a positive difference to the lives of all children, families and communities.

[Maltby Lilly Hall Academy - OUR VISION AND VALUES](#)



# WELCOME TO RECEPTION CLASS

**We would like to warmly welcome you and your child to reception at Maltby Lilly Hall Academy.**

Starting school is a very special time and we are here to support both you and your child on this exciting journey.

We will provide your child with a safe and stimulating learning environment where they will make friends and feel valued. They will thrive, explore and develop their interests and abilities across the seven areas of learning and development.



# SETTLING IN TO RECEPTION

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- During the first term our main priority is **settling your child** into the routines and expectations of their reception class.
- We will focus on **developing skills** around **Personal, Social and Emotional** development as well as **Communication and Language**. This will ensure the children build relationships with their peers and the adults.
- During the day, the children will have access to provision indoors and outdoors. Within provision, there are a range of areas that are fun and exciting that focus on various topics.
- The children will be clear of the routines and structure of their school day.
- Your child will be in a coloured group, red, green, yellow or blue.
- There will be adult-focused activities throughout the day, and these could include individual, small groups or the whole-class.
- Your child will take part in a daily phonics lesson (Read Write Inc programme).



# A DAY IN RECEPTION

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- Welcome/register/calendar
- Morning activity
- Phonics
- Choosing time indoors and outdoors provision/ Literacy (reading and writing)
- Core physical session
- Snack – piece of fruit and milk or water (FREE milk until their 5<sup>th</sup> birthday)
- Choosing time indoors and outdoors provision/maths
- Dinner
- Register
- Dough disco/fine motor
- Choosing time indoors and outdoors provision
- Focus session
- Choosing time indoors and outdoors provision
- Story/singing
- Home time



# WORKING WITH PARENTS

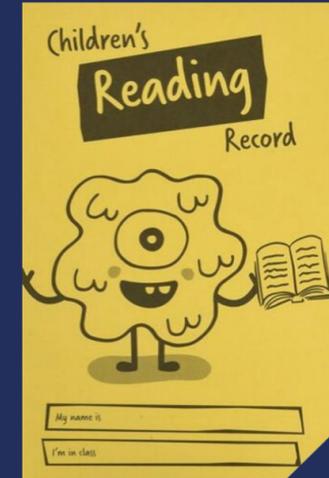
- You will have the opportunity to work on a range of learning with your child in fortnightly class sessions. This will start in Autumn 2 and continue all year.
- Reading at home – children will need to read 3 separate days a week and an adult record it in their reading diary. 3 reads over 3 days = a star sticker.

## SEESAW

The school uses Seesaw as our primary communications platform. SeeSaw is used to share learning updates with parents/carers and enable teachers to relay important information to keep families updated on school activities. Please note, this will be one-way communication.

- However, we love hearing about important events or achievements in your child's life outside of school! If there's something special you'd like to share—like a swimming certificate, a family celebration, or a proud moment—please let us know. We'd love to celebrate it in class or include it in your child's learning journey.

- It is recommended for parents to use the school office phone 01709 812148 or email [info@maltbylillyhallacademy.com](mailto:info@maltbylillyhallacademy.com) for any concerns.



# ARRIVING AT OUR SCHOOL

When you arrive at school you will follow a path up to the Foundation Stage entrance and form 2 lines (Caterpillars and Ladybirds class). Children will be supported to say their goodbyes and line up to enter the Foundation Stage unit.

You can enter school via the Lilly Hall Road entrance or the Cliff Hill gate.

- Reception doors open - 8.40am
- Children are registered and learning begins - 8.45am
- Doors close at 8.50am incase any parents need to discuss any issues or concerns.
- If your child arrives after 8.45am please take them to reception to be registered.
- Home time is 3.15pm

## Absence

We ask that you report your son/daughter's absence as soon as possible on each day of absence. Call the school office on 01709 812148 or email – [info@maltbylillyhallacademy.com](mailto:info@maltbylillyhallacademy.com) . If your child has had sickness and/or diarrhoea, please allow 48 hours before your child returns to school.

[Maltby Lilly Hall Academy - Attendance](#)

[School Attendance – Rotherham Metropolitan Borough Council](#)

## Holidays

You must fill in a leave of absence form, please request this from the school office.



# DROP OFF AND PICK UP

Please ensure you have completed the form which tells us who we can expect to drop off/pick up the child and the child's unique word. The staff will ask for the unique word if the adult is not familiar. This is to safeguard all children.

Please ensure that you inform the class teacher if there is a different adult collecting the child on that day. You can also call school to inform us. This is to keep our children safe.



The Foundation Stage Entrance



# BREAKFAST CLUB

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Our breakfast club will run from 7.45am - 8.40am

The cost is £4.00 per day

This will run as a club where you can bring your child on the day and they will be admitted, however, if numbers increase dramatically, we may need to employ a booking system further down the line and reserve the right to do so.



# RECEPTION BASELINE ASSESSMENT (RBA)

During the first 6 weeks the children will complete a Reception Baseline Assessment.

The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with.

It became statutory for all schools from September 2021

The RBA is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.

[Information for Parents: Reception Baseline Assessment](#)



# CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING

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'Characteristics of Effective Teaching and Learning' are embedded into everything that we do in Early Years. We reflect on the children's rate of development and use the three characteristics to plan cross curricular learning within all areas, to ensure all children remain effective and motivated learners. These characteristics are the way in which a child engages with other people and the environment.

- **Playing and Exploring** -Children investigate and experience things, and 'have a go'
- **Active Learning**- concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and thinking critically**- Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

'Characteristics of Effective Teaching and Learning' page 12-19



# DEVELOPMENT MATTERS

'No job is more important than working with children in the early years. Language is the foundation of children's thinking and learning.' (Development Matters 2021)

[Click here](#)

The age-related expectations are set out in the table below. However, we know that children develop at different rates, some may be working above or below age related expectations, therefore your child's targets will be personal to their learning journey.



Development Matters	Age related expectations
Birth to 3	Expectation on <b>entry to Nursery</b> is that children demonstrate most elements of this band.
3 and 4 year olds	Expectation at the <b>end of Nursery</b> is that children demonstrate most elements of this band.
Children in Reception	Children in <b>Reception</b> are working on the elements in this band.
Early Learning Goals	End of year <b>expectations for Reception</b> children.



# THE EARLY YEARS FOUNDATION STAGE CURRICULUM

At Maltby Lilly Hall Academy we follow the statutory framework for the Early Years Foundation Stage.

Our practice is shaped using the 'Development Matters' guidance.

## The Prime Areas of Learning and Development

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language



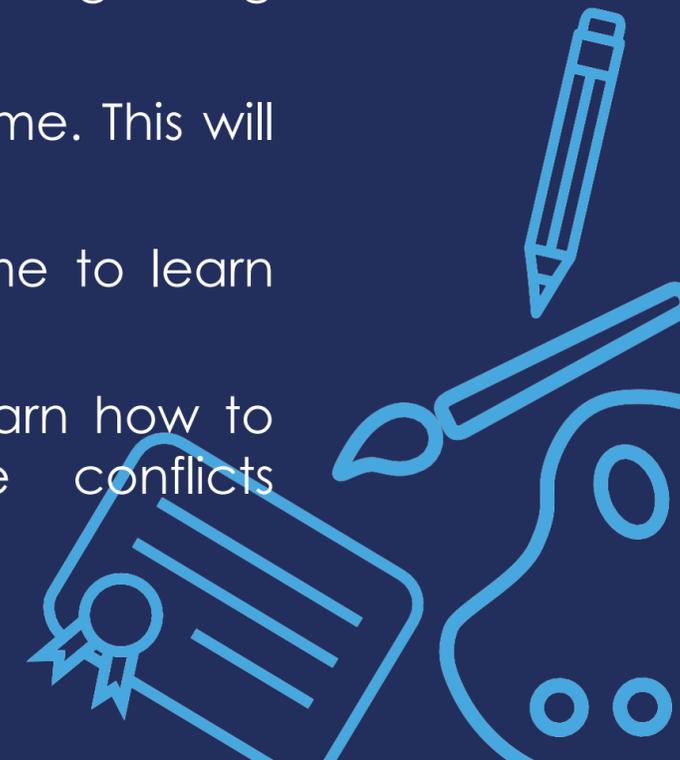
# PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

This is about encouraging your child to develop as an individual and make relationships with others.

- They will develop self-confidence and self-awareness.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet and washing and drying their hands.
- Every child will learn how to identify and manage their feelings and behaviour.

How parent/carer can help...

- Listen carefully to me. Encourage me to express my feelings using words.
- Help me solve problems by talking them through with me. This will help me keep going even when I find it hard.
- Have supportive relationships with adults to enable me to learn how to understand my own feelings and those of others.
- Support interaction with other children to help me learn how to make good friendships, co-operate and resolve conflicts peaceably.



# PHYSICAL DEVELOPMENT

- At this young age your child needs to become confident in the way they move and use tools and apparatus. Your child will have opportunities to use both large apparatus (play equipment etc.) and small apparatus (scissors etc.).
- Children will also develop an awareness of health and self-care.
- They will explore what a healthy lifestyle consists of.
- They will have 1 PE lessons a week.
- Daily core physical session.

How parent/carer can help...

- Give me time and space to be active and get out of breath every day.
- Encourage me to crawl on all fours, climb, pull myself up on a rope and hang on monkey bars. Practise balancing and co-ordination when on the trim trail in a park.
- Practise throwing and catching, kicking or batting a ball.
- Let me use one-handed tools like peelers to help prepare dinner when supervised.
- Let me use scissors at home to practise and build my hand/finger strength.



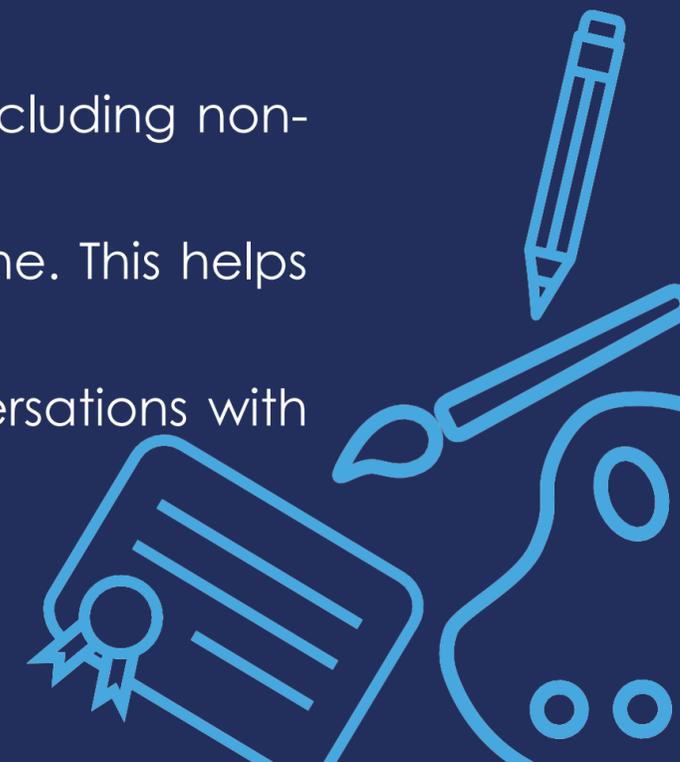
# COMMUNICATION AND LANGUAGE

This covers a wide range of skills including listening and responding to others during a conversation, giving attention to others in a variety of situations, understanding and following instructions, and lastly, speaking clearly to others.

'Language development is central to self-regulation: children use language to guide their actions and plans' (DfE 2020).

How parent/carer can help...

- Play games with me where I have to listen to your instructions such as a treasure hunt.
- Share a wide range of books and stories with me, including non-fiction and poetry.
- Talk out aloud, commenting on your actions and mine. This helps me hear clear, well-formed sentences.
- Encourage me to have lots of back and forth conversations with other children and adults.



# THE EARLY YEARS FOUNDATION STAGE CURRICULUM

At Maltby Lilly Hall Academy we follow the statutory framework for the Early Years Foundation Stage.

Our practice is shaped using the 'Development Matters' guidance.

## The Specific Areas of Learning and Development

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

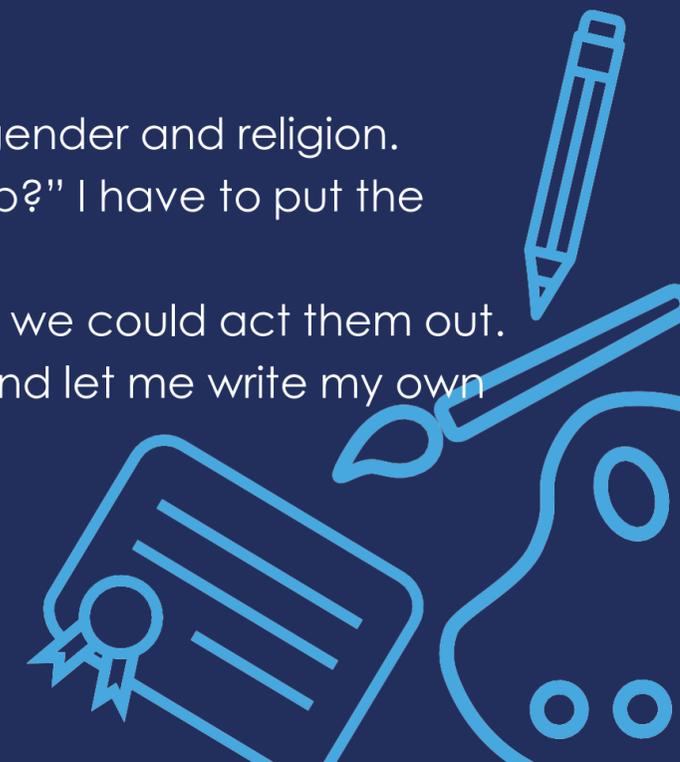


# LITERACY (WRITING AND PHONICS)

- The initial focus for writing is the development of fine motor skills and pencil control.
  - We will provide the children with various fine-motor based activities to develop this, such as tweezers, scissors, picking up beads and small objects.
  - We will make meaningful marks when painting/drawing/writing.
  - We will then begin correctly forming the letters in our first name.
  - We will have a daily phonics lesson. We will use this time to learn new sounds every week.
  - In our school we follow the Read, Write, Inc. Phonics scheme.
- We highly recommend the RWI website for support and ideas [Parents - Ruth Miskin Literacy](#)

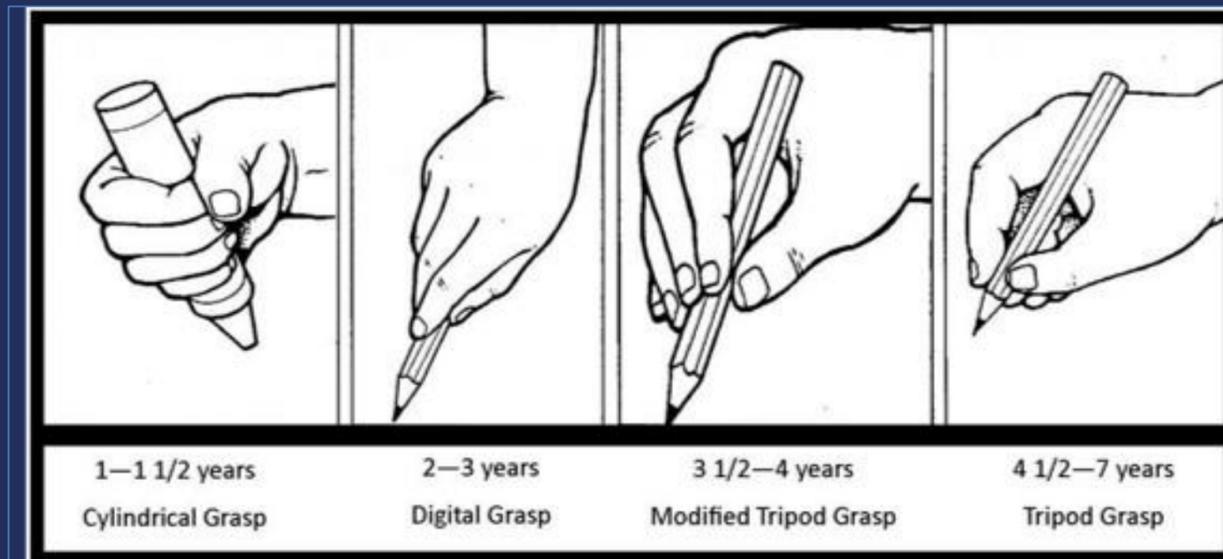
How parent/carer can help...

- Keep reading with me everyday
- Share books that let me see people of different races, cultures, gender and religion.
- Play games where you give me an instruction like "Can you h-o-p?" I have to put the sounds of the word together.
- Let me make up stories – you could write them down for me and we could act them out.
- Make a photo book of our family or when we went to the park and let me write my own words in it.



# LITERACY (WRITING AND PHONICS – Read Write Inc)

## Pencil Grip



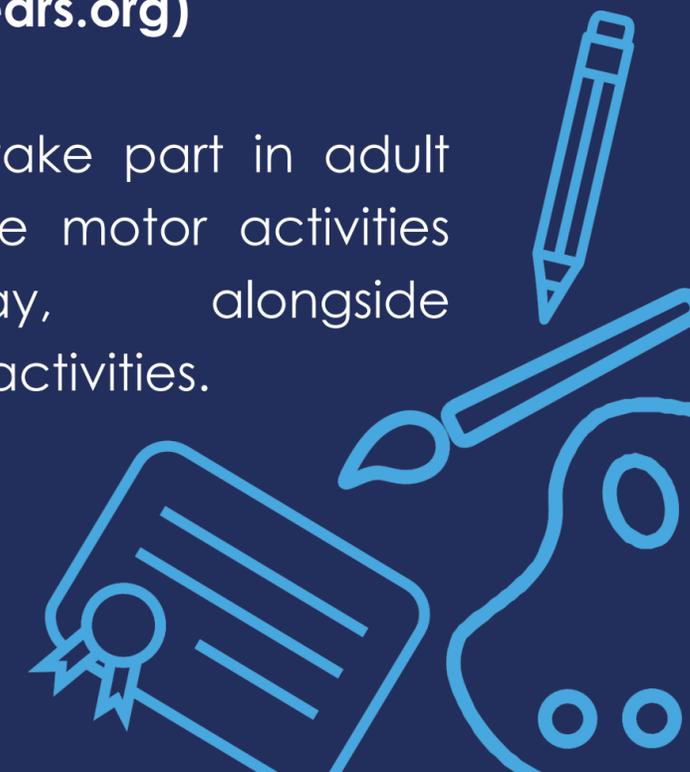
## Writing Stages

'By approaching children's development holistically from the start, we ensure that children are consistently developing the resilience, drive, physical skills, communication skills, and the literacy skills they need to write'.  
(Foundationyears.org)

Children will take part in adult led writing/fine motor activities every day, alongside independent activities.

How parent/carer can help...

- Practice recognising and writing their own name, using a capital letter for the first letter and then lower case letters.
- Practise writing in different ways such as using a pencil/pen, chalks, brush and water, on the bath using bubbles and in sand etc.



# LITERACY (READING)

- To encourage your child to become a **lifelong reader**, it is important that they learn to read for pleasure.
- We have a lending library at the Early years main entrance. You can change your storybook with your child. This book is for you to **enjoy together**. Please remember that this shouldn't be a book for your child to read alone. Please read it to, or with, them- we want this to be a positive reading experience.
- The sharing of books will aid your child's **language development** and **imagination**.
- Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters and explore the facts in a non-fiction book. The main thing is that you have fun, you are NEVER too old to be read to!
- Please take care of our books by making sure books are in **book bags** and returned **daily**.
- **Please, do not put water bottles in your child's book bag** – we have had some cases in the past of books being water damaged and having to be disposed of.

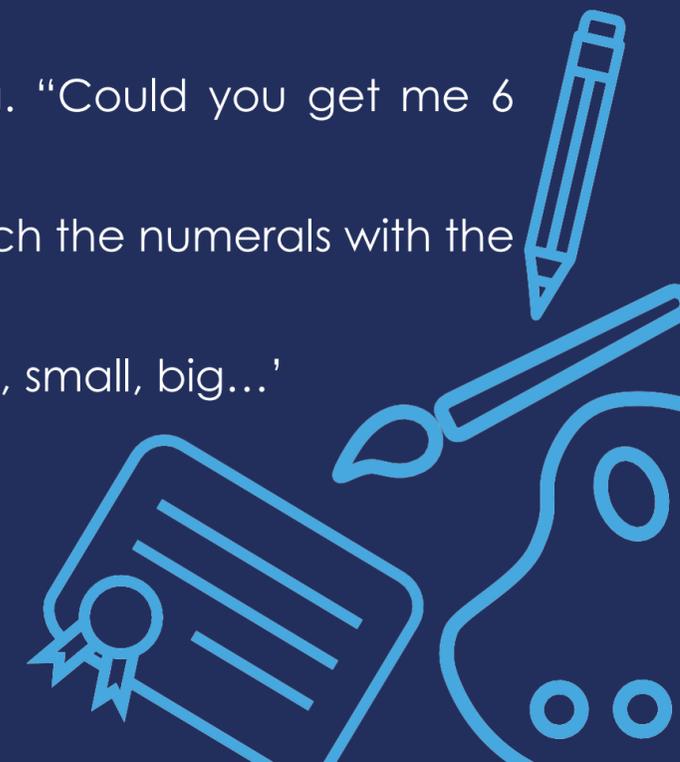


# MATHS

- We will make sure we have got 1:1 correspondence when counting various amounts of objects. Lining objects up to count them.
- As the year progresses, we will develop a deep understanding of numbers to 10, recognising the numerals, the relationships between them and the patterns.
- We will explore shape, space and measure. Including capacity, weight, height and length. We will select and use both 2D and 3D shapes.

How parent/carer can help...

- Name small groups of things, this helps me to 'subitise' (instantly seeing how many without counting) e.g. "There are 3 slices of pizza left."
- Ask me to count out a number of things from a group, e.g. "Could you get me 6 eggs?"
- Make number snap or bingo with numerals and pictures. Match the numerals with the right amount.
- Make patterns with objects, e.g. buttons or shells. Such as 'big, small, big...'  
Make a mistake and talk with me about how to fix it.
- Complete jigsaws, looking at the shape, colour and pictures



# UNDERSTANDING THE WORLD

- Your child is encouraged to start developing the skills that he/she will need to help them make sense of their physical world and their community.
- They will listen to and experience a broad selection of stories, non-fiction, rhymes and poems that will help them understand our cultural, social, technological and ecological diverse world.
- It includes strands of science, history, geography, design technology and information technology.

How parent/carer can help...

- Share photos and tell stories about my family, both past and present.
- Take me to places of local importance in my community, including places of worship.
- Let me help you cook. Talk about changes such as 'melting' or 'boiling
- Share family events and news with my teacher so I can talk about it.

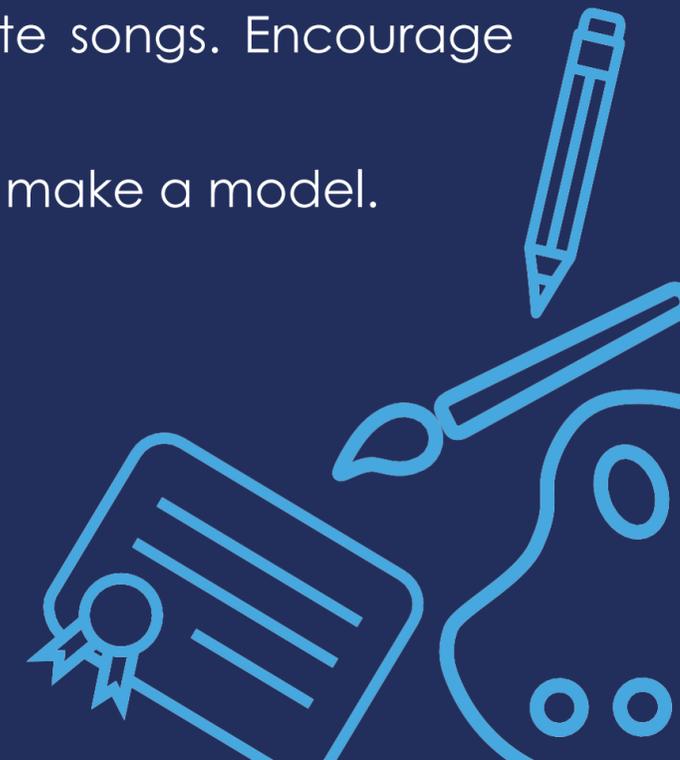


# EXPRESSIVE ARTS AND DESIGN

- Children will learn how to explore and use their imagination.
- They will explore representing their own ideas through singing songs, making music, dance, roleplay and creating art projects.
- They will safely use and explore a range of media and materials, tools and techniques, experimenting with colour, design and texture in an imaginative way.

How parent/carer can help...

- Sing and dance with me when we hear our favourite songs. Encourage me to make up my own routine.
- Give me string, scissors, glue, sticky tape and boxes to make a model.
- Join in pretend play with me.



# OUTDOOR LEARNING

- All children will be given the opportunity to play and learn outdoors every day, whatever the weather.
- It is important that children come to school dressed appropriately. They will need:
  - ✓ Warm, waterproof clothes when it is cold and wet.
  - ✓ Sun hat and sunscreen when it is sunny and hot.
  - ✓ A pair of wellies for school. These will remain on our welly rack.

**Please ensure that all belongings have your child's full name clearly written in them.**



# NATURE EXPLORERS

- Children will have a weekly Nature Explorers session in our forest school.
- When exploring the natural world around them they will foster curiosity and have the time to engage with nature. Children will make observations and learn how to care for their natural world. They will join in with rhymes, stories and poems about their world, whilst observing and interacting with important processes and changes they witness.
- Children will develop their communication skills, asking questions to clarify their understanding, sharing what they know about their world, and listening to others. Children will develop their vocabulary, for example naming and describing plants and animals they see, talking about the weather and seasonal features.
- From their experiences, they will begin to understand the similarities and differences between the natural world around them and contrasting environments, linking to our learning within class.



# SCHOOL UNIFORM

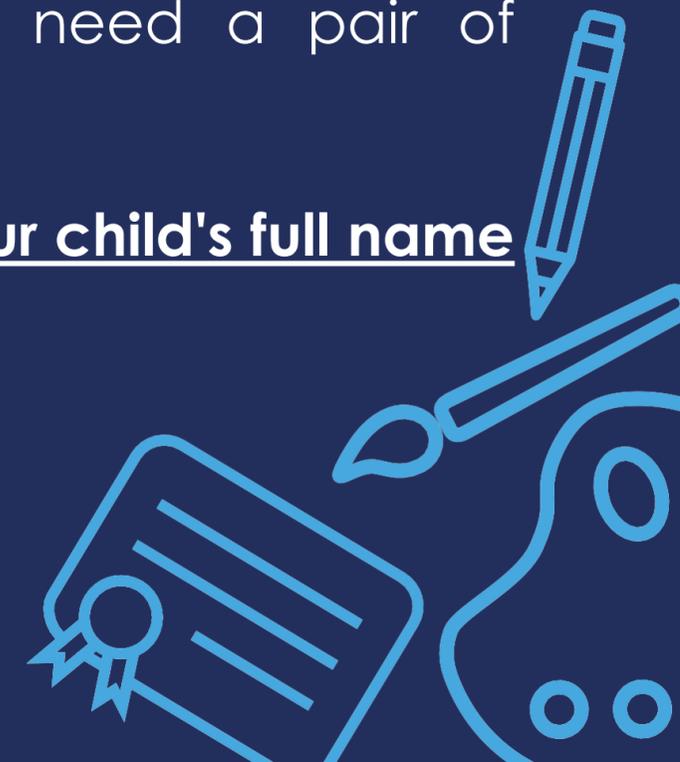
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- Royal blue jumper/sweatshirt/cardigan (with or without school logo)
- Plain white shirt/blouse/polo shirt
- Dark grey or black trousers/skirts/shorts/tights
- White, black or grey socks
- Black school shoes or trainers

**Outdoor area/Nature Explorers:** Children will need a pair of wellies which can be left in school.

**Please ensure that all items of clothing have your child's full name clearly written in them.**

**PINDERS UNIFORM**



# WHAT DO I NEED FOR SCHOOL?

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1. A water bottle labelled with their name every day.
2. Flat, blue School Book Bag – to be stored in their table box in class
3. Coat / Sun Hat (weather permitted).
4. Packed Lunch (ALL reception children are entitled to a free school dinner).
5. Change of clothing in a bag in case of any accidents. This bag will be kept at school on your child's peg.
6. PE Kit (in a bag) - black shorts, white t-shirt and pumps/trainers. This bag will remain in school on your child's peg
5. Wellies – to remain in school for nature explorers and when it rains

**Please ensure that all belongings have your child's full name clearly written in them.**



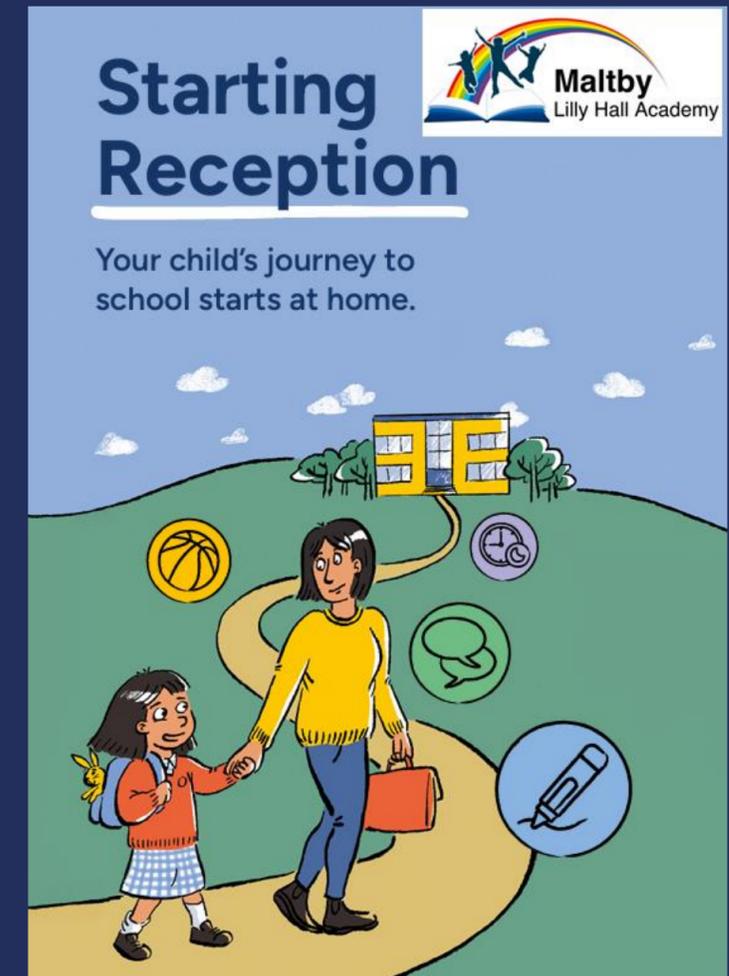
# WHAT CAN I DO TO HELP MY CHILD?

It would help a great deal if your child could do the following before they start school:

- Dressing and undressing themselves with greater independence - fastening their coat and shoes independently.
- Hang their belongings up independently.
- Access the toilet independently (please make us aware if you have concerns regarding this).
- Wash and dry hands independently.
- Tidy away their toys.
- Use a tissue to blow their nose.
- Being able to use a knife, fork and spoon effectively.

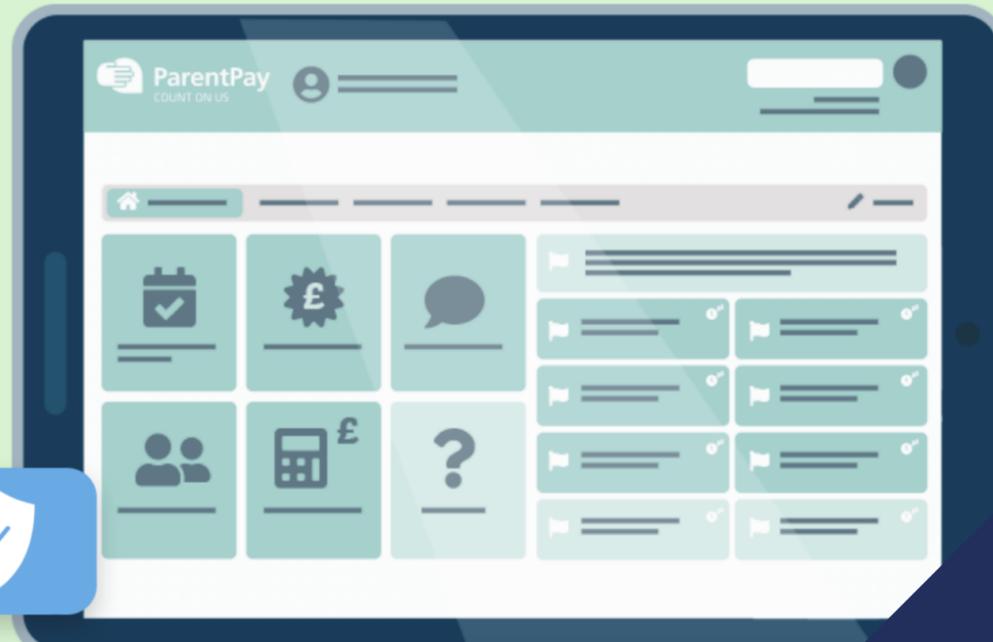
[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf](#)

[foundationyears.org.uk](http://foundationyears.org.uk)



# Totally Cashless Income Collection

Collect payments for  
meals, clubs, trips,  
uniform and more.



## PARENT PAY

### WHAT ARE THE BENEFITS?

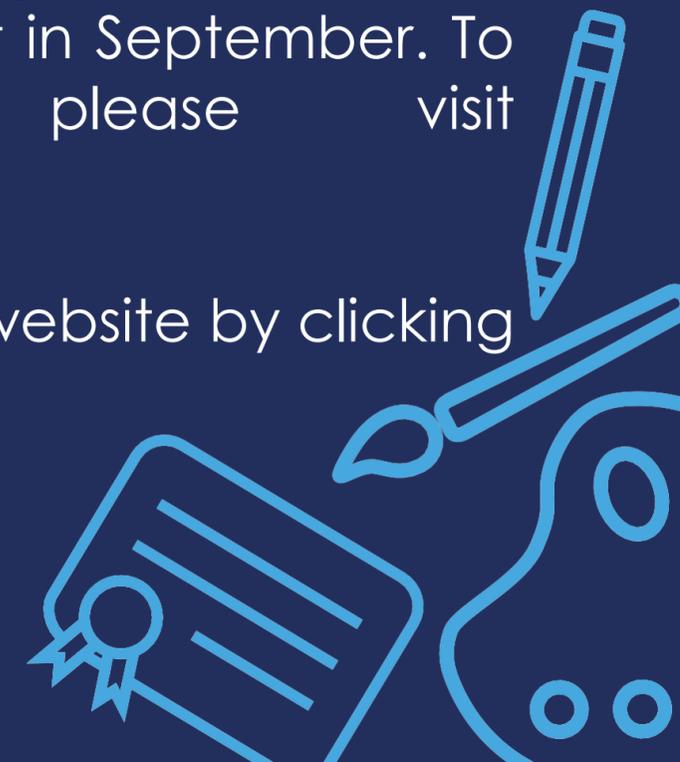
ParentPay offers you the freedom to make payments whenever and wherever you like, safe in the knowledge that this website has been security checked by local authorities and has very high internet security standards. It also helps parents with real time information on money required for lunches or trips.

### HOW DO I USE PARENTPAY?

To access the ParentPay payment system, you will need a username and password which we will sort out in September. To find out further information please visit the ParentPay website [www.parentpay.com](http://www.parentpay.com).

You can read a guide on using the ParentPay website by clicking on the link below.

[ParentPay User Guide](#)



# THANK YOU

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We hope you have found this presentation useful.

If you have any further questions, please contact the school via the school email:

[info@maltbylillyhallacademy.com](mailto:info@maltbylillyhallacademy.com)

We look forward to welcoming you all to Maltby Lilly Hall Reception class in September.

Maltby Lilly Hall Academy

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