

Information for children starting in Reception

September 2025



Robert Miles Infant School
School Lane
Bingham
Nottinghamshire
NG13 8FE

☎ 01949 837422

Email: office@rmischool.co.uk

Website: www.rmischool.co.uk

Instagram: [rmischool](https://www.instagram.com/rmischool)

Welcome to Robert Miles Infant School

On behalf of all our staff, I warmly welcome you to Robert Miles Infant School. We are proud to have a wonderful team of dedicated staff and a fantastic learning environment to ensure that your children are happy, achieve well and enjoy their first years at school.

Your child will soon start in Reception, beginning their full-time education with us. This is the last year of the Early Years Foundation Stage (EYFS) and an exciting time where children learn and develop so much. We know it is a privilege to play such a pivotal role in children's first experiences of school and a huge responsibility to ensure we prepare and enable them to thrive in their next stage of education.

We are committed to ensuring that our children feel safe, secure and settled as quickly as possible. We hope that this booklet of information will be a reference to all that you need to know, but please remember that staff are always available to answer any queries or concerns you may have. We believe that education is a partnership between home and school and encourage open communication and collaboration throughout your child's time with us. Our open-door policy means that you can always maintain contact and share any questions or concerns at the earliest opportunity.

Once again, welcome to Robert Miles Infants. We are thrilled to have you with us and look forward to meeting all our new children very soon!

Warm regards

Kelly Ryan

Head Teacher



Kelly Ryan
Head Teacher

What will happen in the first week?

The children's first day will be on **Monday 1st September 2025**.

For the first day, they will attend school for the morning only (from 8.45am – 11.30am). They will be dropped off and collected from the main school playground, where there will be staff on the playground at both times to show you where to go.

On **Tuesday 2nd September**, the children will attend school from 8.45am-1.15pm. This will include a school lunch.

From **Wednesday 3rd September onwards**, the children will be full-time (8.45am-3.15pm).

If your child is using the after-school club service, Robert Miles Club, they will be collected and taken to the after-school club by a member of staff.

Please note, to ensure the safety of our pupils, your child will only be released to yourselves, unless you have informed us otherwise. If your child is absent for any reason please contact the office on **01949 837422** on each day of absence.

During the first week, our focus will be on settling the children and supporting them with routines. We know this can be a worrying time for both the children and parents and we will work together to support a smooth transition for all children.

A typical day during the first term

- 8:45am Arrival – children will be collected from the playground by their teacher and independently enter school. We will register the children and note their lunch choices for that day. They will also take part in a morning activity linked to their learning needs.
- 9:00am Short, daily Maths session, with lots of hands-on, practical activities.
- After the Maths session, the children will participate in free-flow activities in the classrooms and the linked outside area. During this time, they may work in targeted groups or read with an adult.
- When they are not working with an adult, the children can access play-based activities in their classroom. We call this VIP time (Very Important Play).
- 10:30am Milk and fruit.
- 10:45am Short, daily phonics session, in small groups. When they are not working with an adult, the children will access play-based activities in their classroom. All year groups follow the Read Write Inc. phonics scheme.
- 11:30am Story time and lunch preparation.
- 11:45am Lunch. The Reception staff stay with the children until 12pm, to support them with collecting their lunch and cutting up food etc. From 12pm, they will be looked after by our lunchtime staff. When they have finished their lunch, they will join the other children on the school playground.
- 1:00pm Register and focused carpet session, usually linked to the topic or the main book focus. This is sometimes followed by group work with an adult.
- 1:20pm Children participate in free flow activities inside and outside the classrooms (VIP time). During this time, the children may work in targeted groups or read with an adult.
- 3:00pm Story and singing.
- 3:15pm End of school day. The children will be collected from the same drop-off location.

The day is a very busy one and children will often return home very tired during the first few weeks!

Early Years Foundation Stage Curriculum

At pre-school, your child will have accessed provision in line with the Early Years Foundation Stage framework, as set out by the government. During the Reception year, we continue to follow the seven areas of learning:

Three Prime Areas

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

Four Specific Areas

1. Literacy
2. Maths
3. Understanding the World
4. Expressive Arts and Design

These areas are supported by the **Characteristics of Effective Learning:**

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

We run an active, 'hands-on' curriculum where the children learn through play, with a balance of child-initiated and teacher-led activities.

You can find out more information about our curriculum on our school website: www.rmischool.co.uk

Assessment

It is important that we regularly monitor the children to ensure that the teaching and learning we provide covers the curriculum, is interesting, ensures maximum progression for each child and addresses any areas of support or challenge that is required. The following are some ways your child may be assessed:

- Children will be encouraged to think critically about their work, discussing it with staff and talking about where they go next (early target setting).
- Individual achievements may be recorded as they happen/are observed and added to the children's records.

- Learning journals containing photos, examples of work, observation notes and parental contributions will be gathered for each child. These may also be shared using Tapestry, an online learning journey which parents and carers will be able to access and contribute to.

At the end of Reception, teachers must complete the Early Years Foundation Stage Profile for all children. This is a statutory requirement for all schools.

Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS. For each ELG, teachers must assess whether a child is meeting the '**expected**' level of development at the end of the EYFS, or if they are not yet reaching this level and should be assessed as '**emerging**'.

The Profile is intended to provide a reliable and accurate summative assessment of each child's development at the end of the EYFS in order to support children's successful transition to Year 1.

An overview of the early learning goals can be found at the back of this booklet.

Other Information

Reading

The children will be given age-appropriate reading books when they have been introduced to and learned some of the sounds during phonics sessions. Initially, they may be sound/phonics books, focusing on sounding out and blending simple words. To be successful with reading, they will need to be able to link sounds and letters and also learn how to blend the sounds in words, e.g. say the sounds c-a-t and be able to blend them together to know it says 'cat'.

Once the children have been given reading books, a member of staff will hear the children read weekly and a comment will be written in the diary regularly, although this may not be on every occasion. Please ensure your child brings his/her book bag to school each day. We encourage the children to read with their parents/carers regularly to support their reading development.

Within the first few weeks of children starting school, we will run a parent workshop, focusing on how phonics is taught at school and how you can support at home.

Milk and Fruit

Your child will be offered a piece of fruit every day. Milk is free until the children turn five. If you wish for your child to have milk after this, please visit www.coolmilk.com where you can pay on a termly or annual basis.

Physical Education

PE is on a **Tuesday** and is run by our Sports Coach, Mr Bourne. Please see page 10 for information regarding PE kits.

Medicines

If your child requires prescribed medication, you will need to give written permission before a member of staff can administer any dosage. When a regular dose is required, it is helpful if medicines can be given at home, before school, after school and before bedtime. Medication must be handed into the office for checking. Medicine forms are available from the office to obtain your permission.

Celebrations

At Robert Miles Infant School, we feel it is very important to celebrate children's achievement. Our school celebrates a number of special events throughout the year, including religious and cultural celebrations.

Once a week, on a Friday morning, the children partake in a celebration assembly where certificates are awarded for specific or ongoing achievements. If your child is selected to receive a certificate, you will be notified via email and invited to come and watch the assembly. All children will have an opportunity throughout the year to be chosen to receive a special certificate.

We also love to celebrate special occasions, such as birthdays, with the children. Please send in certificates, medals, trophies, photos and details of achievements obtained out of school. We will share these and celebrate together during class assemblies.

Helping in School

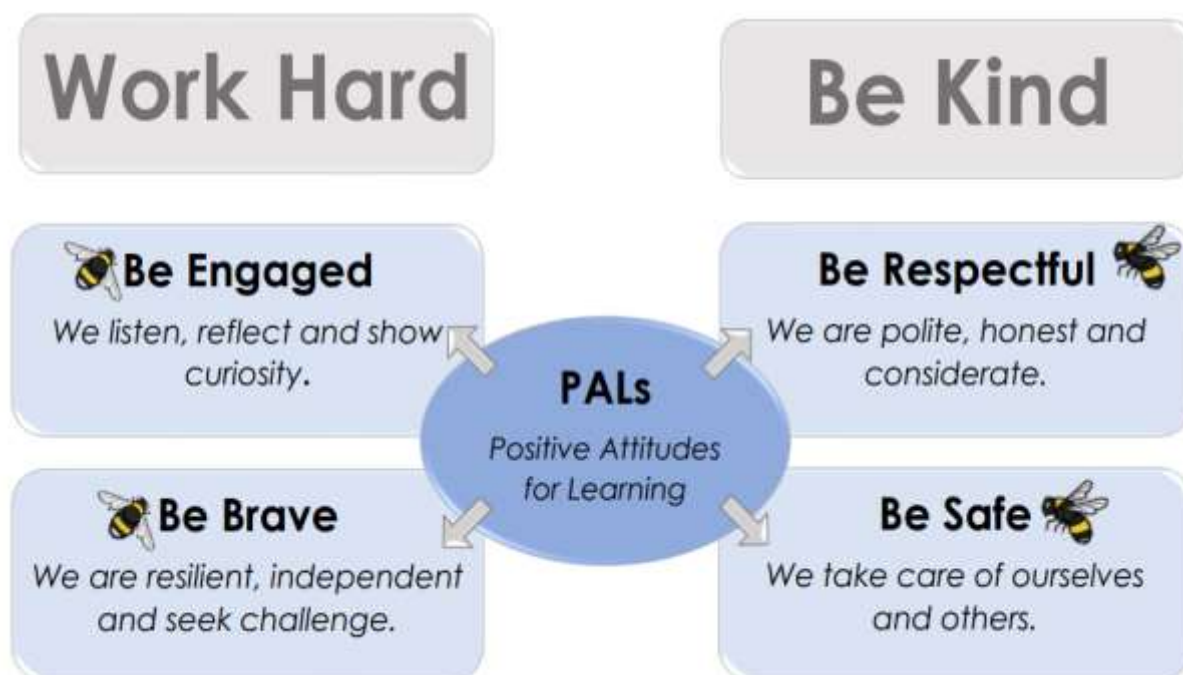
There are many ways in which you can help in school and we actively encourage help within the classrooms to enrich the children's experiences further. The following are possible ways you can help:

- Assisting with school events, such as school trips and special celebrations
- Hearing readers within class
- Baking, sewing, art work or any skill you have that can be shared

We would love to hear of any other ways you can think of! In the interests of the safety of all our pupils, regular helpers will need to undergo DBS (Disclosure and Barring Service) checks.

All visitors to school need to sign in at the main office and wear a visitor's badge at all times. Please note, we have a 'no mobile phone policy' within school. Calls and texts cannot be taken in areas where there are children present.

Our School Rules



Our School Promises

At Robert Miles Infants, we have developed some whole school promises, which we thread throughout our curriculum, in all year groups. They have been designed to reflect our curriculum intent. They are:

Positive Attitudes for Learning (PALs)

We show positive attitudes in all that we do.



Equality, Diversity and Inclusion

We celebrate our differences.



Reading at the heart of everything we do

We take every opportunity to read.



Caring for the environment

We care about our planet.



Wrap-around Care – Robert Miles Club

Our wrap-around care is available before school (from 7:30am) and after school (until 6:00pm). Sessions are led by highly skilled school staff who pride themselves on settling and caring for pupils. This service can be used regularly or occasionally. You will need to register on our app to set up an account. To apply for a place, please speak to a member of the office team or email them directly: office@rmischool.co.uk.



School Uniform

All children wear school uniform at Robert Miles Infants. It helps them to feel a part of the school community and makes them easily identifiable on school walks or outings.

Our school uniform consists of:

- Blue sweatshirt or cardigan
- White polo shirt
- Black/grey trousers or shorts
- Grey skirt/pinafore – blue check summer dress may be worn in warmer weather
- Black/white/grey socks or tights
- Sensible black shoes

School uniform can be purchased from [S and A Uniforms](http://www.sauniforms.co.uk). Sample sizes are available at the school office.

Contact details:

S and A Uniforms
Compton Acres
West Bridgford
Nottingham

Telephone: 07970 875671

Website: www.sauniforms.co.uk

Email: s-a.uniforms@ntlworld.com or enquiries@sauniforms.co.uk

Alternatively, many of the larger supermarkets and department stores stock most of our school uniform. There is no expectation that children should wear branded items of uniform.

Please ensure all items of clothing are clearly labelled.

If your child should lose any of their belongings, lost property is located near to the main entrance.

Other Equipment

PE Kit

All children require a PE kit, which is kept in school all week. The children will need:

- A plain white T-shirt
- Black/blue shorts
- Plimsolls
- Please provide joggers and a sweatshirt for outdoor PE, especially in winter months

Please note, stud earrings are the only jewellery permitted. They must be taken out before school on PE days so that your child can access PE that day.

Book Bag

Book bags can be purchased from the school office and should be brought in every day. Please note that only books, letters and drawings should be kept in the book bags to protect the reading books, which are very costly to replace.

Water Bottle

All children will need to bring a named drink bottle every day, filled with water. This is then taken home to be washed at the end of each school day.

Hats and Sun Cream

At Robert Miles Infants, being healthy and safe is very important to us. The children can spend quite long periods of time outside and so it is important that they bring a sun hat to wear during warmer weather. We would advise that sun cream is applied at home in the mornings. However, should your child need to reapply at lunch time, they may bring in their own sun cream to apply independently. Children will not be allowed to share sun cream.

Warm Outdoor Clothing

Children will take part in learning both inside and out throughout the year. Please send your child with a warm waterproof coat, wellingtons, hat and gloves in the autumn and winter months.

Attendance

Attendance is an important factor of the children's academic and overall success. Pupils who are absent from school regularly or for long periods of time find it hard to connect with others, make friendships and often become anxious. We monitor attendance each half term.

The Department for Education determines that less than 95% attendance could have an impact on a child's educational development, and asks schools to take action to work with families to ensure that attendance improves. At our school, we are keen to work alongside parents and will support with this through informal conversations, initially. We may issue letters and hold meetings in more severe cases. This may include external services or, if decline continues, fines can be issued.

The school is unable to authorise any holiday taken during school time, other than in exceptional circumstances. If you choose to take your child out of school during term-time, you will need to complete a leave of absence form for safeguarding reasons. Head teachers are only able to authorise a few days in the most extreme of circumstances.

For further information please look at our Attendance Policy, found on the [Policies section on the website](#) or contact Mrs Ryan (Head Teacher) if you have questions or would like to discuss a situation that needs closer working together.

Communication

We communicate with parents in a variety of ways. Mostly, information is sent via email or through Tapestry (a letter with more information regarding this is included in your welcome pack).

Our school website (www.rmishool.co.uk) is used to share information about our school and the curriculum. Each class has their own page, which is updated every half term to provide information about topics and key learning for that term.

Our Instagram name is **rmishool** and we regularly upload photos of celebrations or events.

When you need to share information with us, you can usually do this in person during morning drop-off or afternoon pick-up. Alternatively, you can pass messages on via Tapestry or phone/email the school office (contact details can be found on the front of this booklet). Please ensure absence is always reported through the school office, as staff may not pick up Tapestry messages in time.

Lunchtimes

At lunchtimes, children have a range of options. Each day, they are able to choose from:

- ❖ Main Event (hot meal)
- ❖ Meat-free Magic (vegetarian hot meal)
- ❖ Jacket Potato (with beans, cheese or tuna mayo)
- ❖ Pasta

Every day, there is a daily salad bowl and freshly baked bread. They also have the option of a home-made dessert, yoghurt or cut fruit.

All our school meals are cooked in our on-site kitchen. School dinners are free for all children until the end of Year 2. Alternatively, you have the option of sending your child with a healthy packed lunch from home.

Here is an example of a week's menu from the summer term:

FOOD FESTIVAL BY ADOPTS		LUNCHTIME				TRADITIONAL Week 2
Spring Summer 2025 28/04/23, 10/05/25, 09/06/23, 30/06/25, 23/07/25, 11/08/25, 01/09/23, 22/09/25, 13/10/25		THE MAIN EVENT Hot meals	MEAT-FREE MAGIC Veggie Dish	RAINBOW ALLEY Vegetarian and Vegan	BIG TOPPING Hot meals	DESSERT TROLLEY
MONDAY	Beef Bolognese Pasta	Veggie Bolognese Pasta	Sweetcorn and Peas	Beans, Cheese or Tuna Mayo	Jam Sponge and Custard	DAILY SALAD BOWL, FRESHLY BAKED BREAD, YOGHURT AND CUT FRUIT AVAILABLE DAILY
TUESDAY	BBQ Chicken Wraps and Paprika Wedges	BBQ Veggie Wrap and Paprika Wedges	Green Beans	Beans, Cheese or Tuna Mayo	Watermelon Wedge	
WEDNESDAY	Roast Gammon, Skin on Roasties and Gravy	Maple Roasted Sweet Potato Fila Pie with Skin on Roasties	Mixed Greens	Beans, Cheese or Tuna Mayo	Daty Cornflake Crunch Bar	
THURSDAY	Sausage and Mash with Gravy	Veggie Sausage and Mash	Carrots and Green Beans	Beans, Cheese or Tuna Mayo	Apple Sponge Pudding	
FRIDAY	Battered Fish and Chips	Cheese and Onion Burger with Chips	Baked Beans	Beans, Cheese or Tuna Mayo	Vanilla Cookie	
						PASTA TWIRLER AVAILABLE EVERY DAY Topped Pasta Hot Pasta topped with Homemade Tomato Sauce & Cheese

Reception children have their lunch at 11.45am, whilst the older children are still in class. This ensures a calm environment for them.

When they have finished their lunch, they join the other children on the main playground.

Online Payment System

From September 2025, we will be a cashless office and have an online payment system through My Child at School (MCAS). Please look out for an email from MCAS with a link to set up an account. Once this has been set up, you will be able to make payments via the app for trips, products, wrap around care etc. If you have any problems with this, please contact the office on office@rmischool.co.uk.



Transition Dates

Stay and Play session on Wednesday 11th June.

This is an opportunity for parents and children to come together and play alongside each other, as well as meet some of the Reception staff. During the welcome meeting, you will be asked to choose a morning session (10.00am-11am) or afternoon session (1.30pm-2.30pm).

Each child will also be allocated 2 transition visits, for children only, on the following dates:

Wednesday 25th June - AM (9.30am-11am)

and

Thursday 10th July - PM (1.30pm-3pm)

We will update our 'New Starters' page on the school website when new communications are sent out, so please check this regularly to ensure you have all the most up-to-date information: [link to new starters page on the website](#).

Finally...

Whilst we know that starting school is an exciting time, we recognise that for some children (and adults!) it can be an anxious time too. If you have any questions that have not been answered in this booklet, please feel welcome to contact school at your earliest convenience, or speak to a member of staff at one of the transition events.

Thank you

Early Learning Goals

Communication and Language		Personal, Social and Emotional Development	
Listening, Attention and Understanding <ul style="list-style-type: none"> 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. 		Self-Regulation <ul style="list-style-type: none"> 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. 	
Speaking <ul style="list-style-type: none"> 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. 		Managing Self <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. 	
Physical Development		Mathematics	
Gross Motor Skills <ul style="list-style-type: none"> 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. 		Number <ul style="list-style-type: none"> 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. 	
Fine Motor Skills <ul style="list-style-type: none"> 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. 		Numerical Patterns <ul style="list-style-type: none"> 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. 	
		Literacy	
		Comprehension <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. 	
Expressive Arts and Design		Understanding the World	
Creating with Materials <ul style="list-style-type: none"> 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. 		Past and Present <ul style="list-style-type: none"> 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. 	
Being Imaginative and Expressive <ul style="list-style-type: none"> 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. 		People, Culture and Communities <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. 	