



'Growing
together in
God's love and
care'



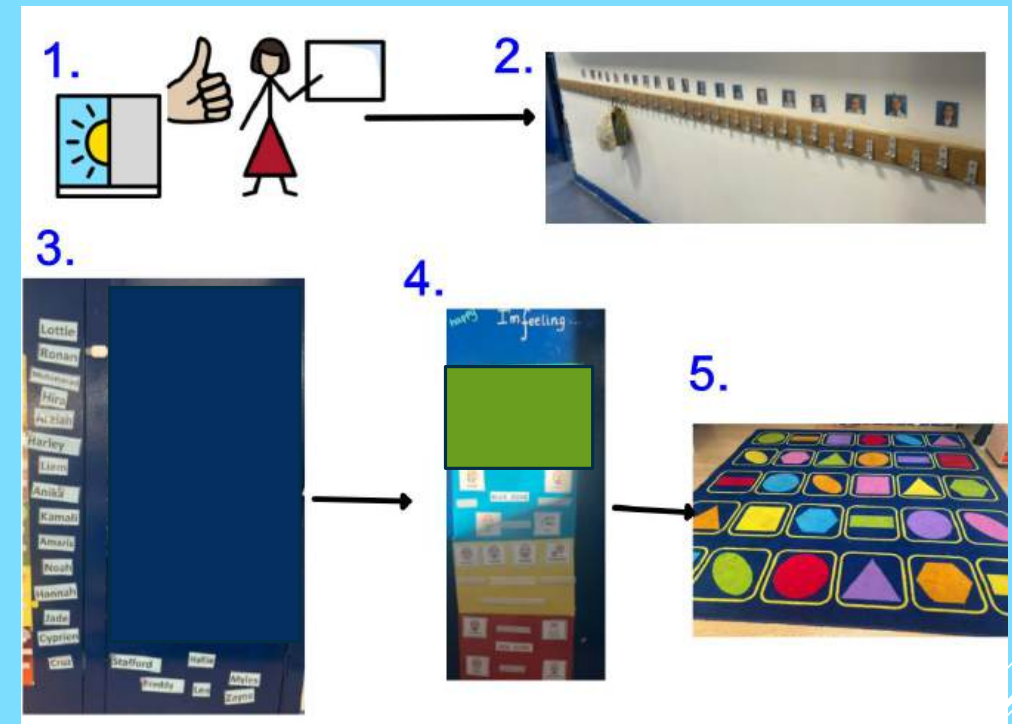
WELCOME TO RECEPTION'S CURRICULUM PRESENTATION

Routines

- Reception can start to arrive from **8.30am**
- Doors open from **8:45am**
- Gates shut from **8.50**
- All Reception children should be in the class **by 8:50am.**
- End of the school day is Reception **3:15pm**

- Children in Early Years are expected to come to school in their summer school uniform and they will remain in this all day.

In the mornings, children will come in and self-register and hang up their belongings. They will then come and sit on the carpet and begin their morning task .



Early Learning Goals (ELGs) in EYFS

At the end of the Reception year, children are assessed against the **Early Learning Goals (ELGs)**. These goals describe the level of development children are expected to reach by the end of the Early Years Foundation Stage.

They are **not tests** – instead, teachers observe children's learning and play over time to see how they are progressing.

Every child develops at their **own pace**, and the goals help teachers and parents celebrate achievements and understand your child's strengths and areas where they may need more support before moving into Year 1.

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.

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.

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.

Expressive Arts 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.

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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

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.

Three prime areas of learning and development

Communication and Language

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Four specific areas of learning and development

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical Patterns

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

St Mary's Long-Term Curriculum Map – Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 RE	Creation and Covenant The bible is a special book God created the world and said 'indeed it is good.' I am unique and created with love God's gift of creation is a gift of love. I am steward of God's world. We are part of God's family. At baptism we join God's family	Prophecy & Promise God chose Mary. Mary was told that she would have a baby and that baby is Jesus. Angel Gabriel visited Mary to tell her the news. Mary said 'Yes' to God. Advent is a time to get ready for Christmas (the birth of Jesus). Mary and Joseph travelled to Bethlehem. Jesus was born in a stable in a manger. The Shepherd's visited Jesus. Jesus is the Son of God. Jesus came to Earth for all of us Jesus came to earth to bring His light for the whole world.	Galilee to Jerusalem The Wise men followed a star. The Magi visited Jesus with gifts. The Wise men gave baby Jesus Frankincense, Myrrh & Gold. Jesus is God's Son and came for everyone. Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcomes everyone. Jesus welcomes the little children and blesses them. Jesus takes care of everyone.	From Desert to Garden Lent begins on Ash Wednesday Ashes are used as a sign of being sorry Purple is a symbol of Lent Lent is a time to care for others We walk closer to Jesus in the time of Lent Jesus died on the cross. It is a sad time. Jesus was given new life by God his father. Jesus rose and everyone celebrates Jesus died on Good Friday and rose again on Easter Sunday Easter is a celebration that Jesus is still with us. Easter celebrates new life.	To the ends of the Earth Jesus returned to his Father in heaven. The Holy Spirit is our special friend who helps and guides us. The parish church is a special place where we gather with others to pray and celebrate. We are all part of God's family and are called to live in community and help one another. The Holy Spirit brings joy and peace. We can share God's love with others. The Church celebrates special times together. The Holy Spirit helps us make good choices Being part of God's family means looking after each other.	Dialogue and Encounter St Peter and St Paul were special friends of Jesus. Peter lived his whole life telling everyone about Jesus and was the first leader of the Church. Peter loved Jesus and wanted everyone to know about Him Paul wrote lots of letters to help us know how to be a friend of Jesus. Paul travelled all over the world to tell everyone all about how to be a friend of Jesus. We are all invited to be friends of Jesus. People all over the world know and love Jesus and follow Him. People today still choose to be friends of Jesus.
Communication and Language Talk for Writing	Developing listening and attention skills Develop vocabulary through their play and transition times.	Develop an understanding of listening and why it is important Begin to answer who and what questions	Begin to speak in full sentences Listen to and talk about stories/own experiences in some detail. Begin to use words 'and, then'	Talk about characters, settings and events in a story. Listen and respond to ideas in conversation or play	Listens carefully and stays focused during group discussions Follow multi-step instructions Begins to understand how others are feelings	Listens carefully and responds appropriately in a range of everyday situations. Enjoys listening to longer stories and can

Maths	Match, sort & compare objects (colour, shape or size) Measure & compare (weight & capacity) Recognise and create simple patterns To find, compare and represent 1,2,3 Recognise and count objects up to 5 Say number names in order to at least 10 Match numerals to quantities (e.g. "3" = 3 objects) Subitise small groups of objects (see how many without counting) Understand that numbers can be made up of smaller parts Begin to understand "one more" and "one less"	Identify, compare and name circles, triangles and shapes with 4 sides (e.g. squares, rectangles) To find and compare 4 and 5 Recognise, say and represent numbers 4 and 5 Subitise small groups of objects up to 5 Understand that 4 and 5 can be made in different ways Identify "one more" and "one less" using numbers to 5 Put simple events in order (e.g. daily routines or stories), using such as first, next, then	Count, recognise and represent numbers 0 to 5 Subitise small groups of objects up to 5 Understand that numbers 0-5 can be made in different ways (composition) Combine two small groups to find a total Recognise, count and represent numbers 6, 7 and 8 Subitise quantities up to 8 (see amounts without counting) Understand composition of numbers to 8 Begin understanding odd, even and doubles Compare mass and capacity using everyday objects and using balancing scales to explore weight	Recognise, count and represent numbers 9 and 10 Compare and subitise numbers within 10 Understand that numbers to 10 can be made in different ways (composition) Find "one more" and "one less" within 10 Explore number bonds to 10 (ways of making 10) Find and make doubles up to 10 Compare length and height using everyday objects Talk about and begin to understand time by ordering & sequencing simple events (daily routines) Recognise and name 3D shapes (e.g. cube, sphere, cylinder) Find 2D shapes within 3D shape.	Recognise and build numbers beyond 10 (up to 20) Continue number patterns beyond 10 Verbally count beyond 20 Add small amounts together using objects and pictures Take away objects to find what is left Select shapes for a purpose (e.g. building, pictures, designs) Combine shapes to make new shapes (compose) Break shapes into smaller shapes (decompose) Find 2D shapes within 3D shapes Talk about shapes in the environment and how they are used	Share objects fairly between groups Group objects in different ways Play with and build doubles using objects Identify and talk about patterns in numbers and repeated groups Describe positions using everyday language (e.g. next to, behind, under) Create simple maps of familiar places or stories Identify and describe repeating pattern units Create their own simple pattern rules
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Maths

We use the whiterose scheme, aligned with the EYFS curriculum and Development Matters.

In Reception, *Mathematics* helps children develop early number sense and problem-solving skills through play, exploration, and everyday experiences. It's about building confidence with numbers, shapes, patterns, and simple reasoning.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you	Match, sort and compare FREE TRIAL	Match, sort and compare FREE TRIAL	Talk about measure and patterns	It's me 1, 2, 3	Circles and triangles	1, 2, 3, 4, 5	Shapes with 4 sides				
Spring	Alive in 5	Mass and capacity	Growing 6, 7, 8	Length, height and time	Building 9 and 10	Explore 3-D shapes						
Summer	To 20 and beyond	How many now?	Manipulate, compose and decompose	Sharing and grouping	Visualise, build and map	Make connections	Consolidation					

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
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ELG: Numerical Patterns

Children at the expected level of development will:

- 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

Literacy is about helping children develop the skills they need to become **confident readers and writers**. It builds on their love of stories, rhymes, and mark-making, and gives them the foundations for reading and writing in Year 1 and beyond.

What Literacy Covers in the Early Learning Goals (ELGs):

1.Comprehension – understanding stories, talking about what happens, predicting endings, and retelling events.

2.Word Reading – recognising letters and sounds (phonics), blending sounds to read words, and beginning to read simple sentences.

3.Writing – using sounds to spell words, writing labels and captions, and starting to write short sentences with meaning.

In Daily Provision:

Book corners with a wide range of stories and non-fiction books.

Writing areas with pencils, chalks, whiteboards, and role-play materials (e.g., menus, shopping lists, tickets).

Outdoor opportunities, like painting, chalk writing, and storytelling with props.

Cross-curricular links (e.g., writing labels for plants in science, reading recipes in cooking).

•**Phonics lessons:** daily short sessions where children learn sounds and how to blend them into words.

•**Story time:** sharing books, poems, and rhymes to build vocabulary, imagination, and comprehension.

•**Mark-making and writing opportunities:** from drawing and scribbling to writing names, lists, and stories in play.

•**Role play and talk:** encouraging children to use new words, tell stories, and share ideas.

•**Guided reading and writing:** small group or individual activities to practise reading and writing skills with adult support.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- 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.

ELG: Word Reading

Children at the expected level of development will:

- 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.

ELG: Writing

Children at the expected level of development will:

- 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.

Phonics

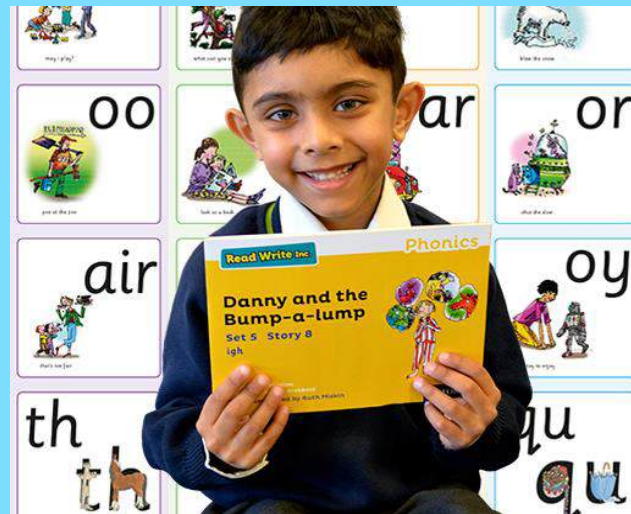
School-wide phonics program learning the alphabet code. Pupils learn to read, recognise and write each letter. They also learn skills in blending to read and write words.

- We follow the RWI scheme.
- The teaching of Phonics is delivered daily across EYFS-Y2.
- We believe with the right support, every child can learn to read.
- The systematic teaching of phonics has a high priority throughout the Early Years and Key Stage 1.
- We aim to ensure that pupils pass the Phonics Screening Test and leave Key Stage 1 with a good reading level, meeting the age-related expectations.

EARLY READING WORKSHOP

Statistics show that one in five children in England cannot read well by the age of 11.

Children are less able to excel in their learning if they do not develop sufficient reading skills by the middle of primary school.



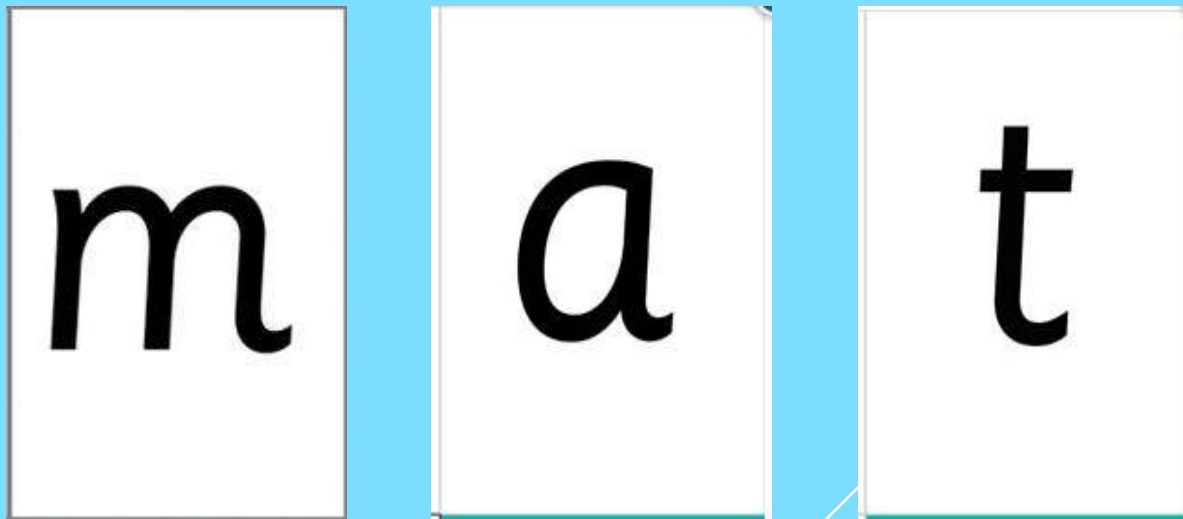
Read Write Inc

- Read Write Inc was developed by Ruth Miskin who was a Headteacher at a London school.
- Her mission is to **teach every child to read and to keep them reading. No exceptions.**



What is Phonics?

- Phonics is teaching the phonemes (sounds) that make up words.
- Once children begin learning sounds, they use this knowledge to read and spell words.
- 'm a t'



Speed Sounds Set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng
				nk

Reading in Reception

Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

m a t

I	are	big	it	he
go	the	she	at	am
come	of	and	play	all
went	we	they	no	is
up	this	my	yes	cat
you	dog	see	for	get
day	me	on	a	said
was	like	away	dad	to
look	going	mum	can	in

Tom is a sad cat.

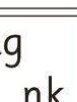
Reading in Reception

Early Learning Goals

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.

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

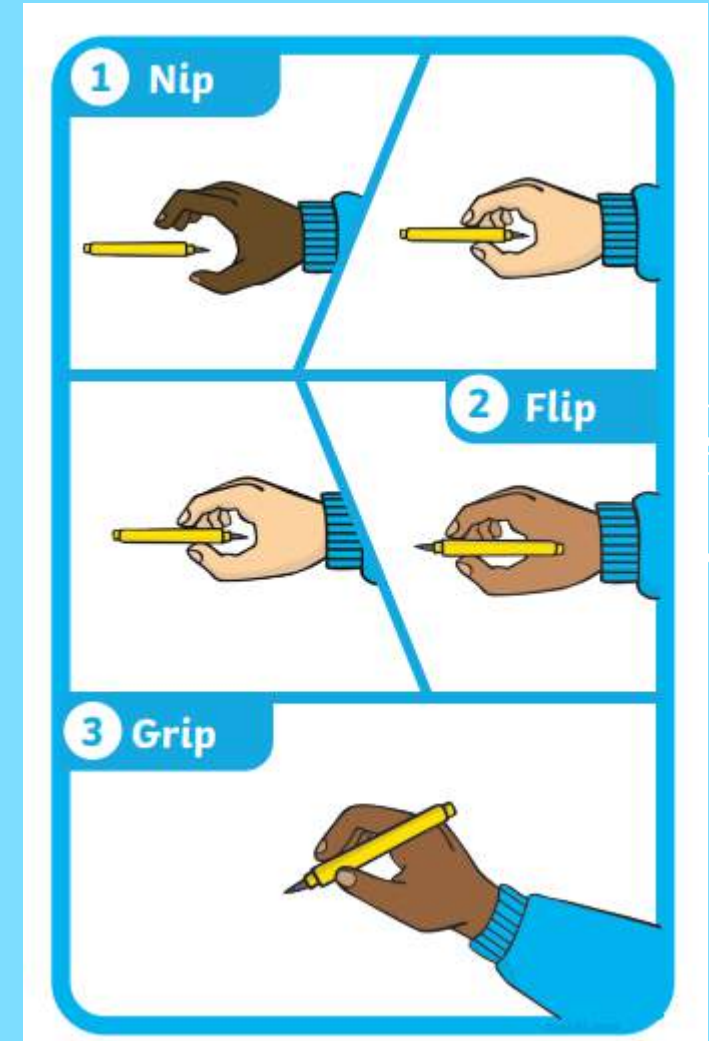
Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

The bus is red.

Writing in Reception

- In each phonics session, children will have a go at writing the letter sound
- We practise our tripod pencil grip
- Children will say a repeated phrase to help them to remember how to write the letter for the sound e.g. 'Masie Mountain, Mountain.



How I can help my child

Practice the Set 1 sounds

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

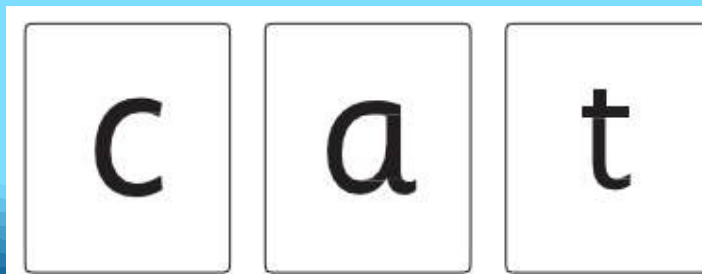
Remember to model this with pure sounds

'm' not 'muh'
's' not 'suh'

Model reading the words to your child by first sounding out the words and encouraging your child to repeat this

How I can help my child

- Teachers will introduce your child to a toy frog called Fred.
- Fred can **only** speak in sounds and your child helps him to put these sounds together and read words. For example, Fred will say the sounds **c-a-t**, and children will say the word **cat**.
- At home, make up a word with two or three cards and practice Fred talking and blending the words.
- Have fun with Fred Talk at home! “Time for **b-e-d!**”



How I can help my child

<https://letters-and-sounds.com/> - Fun and engaging website with interactive Phonics games

<https://www.oxfordowl.co.uk/> - Register for free e-books (including Read Write Inc books)

<https://youtu.be/O3KYZcqqSFE?si=CX9ZsKhOKXmCyoYL>

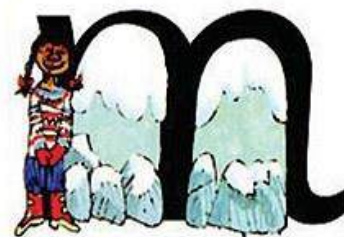
https://youtu.be/K04dQGUvj7U?si=7VSh1_P041YXVrUI - When you click on this link it will take you to the first m sound.

► **Set 2 sounds-**

- https://youtu.be/XzmpY8MGAc?si=7iPK2zFnh_DAaF1p - ay
- <https://www.youtube.com/watch?v=bgsdaqN6OEM-> ee
- <https://www.youtube.com/watch?v=7eO2Tfr44ol-> igh
- <https://www.youtube.com/watch?v=7eO2Tfr44ol-> ow
- <https://www.youtube.com/watch?v=EznXKeFnJX0-> long oo
- <https://www.youtube.com/watch?v=iBw--a0QbLU-> short oo
- <https://www.youtube.com/watch?v=8AgiKam2KPs-> ar
- <https://youtu.be/ZUdLrjM2kAM?si=VPFQxtSJtg3wgWe1> - or
- https://youtu.be/RaUG8BM_78c?si=3ZxgEpMzTossoxyp - air
- <https://youtu.be/1N7Y3Srd7-0?si=6gQVNFUhprE--gwl-> ir
- https://youtu.be/9bx_sPaF2kA?si=yK1oCMBD7EljUKBQ - ou

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	r 	j 
v 	y 	w 	z 	x 
sh 	th 	ch 	qu 	ng 



Stretch: mmmountain
Handwrite: Maisie, mountain,
mountain



Bounce: a-a-a-apple
Handwrite: Round the apple, down the leaf



Stretch: ssssssnake
Handwrite: Slither down the snake

Phonics Homework

In the beginning, Reception will receive Green words only from their phonics sessions with the sound they are focusing on that week.

As children progress, they will receive a Read Write Inc book linked to their phonics lessons that week.

An additional Read Write Inc book linked to their reading level.

Children can also choose a book from the book corner to take home (Aut 2/Spring term)



Understanding the World

In the Early Years Foundation Stage (EYFS), Understanding the World is one of **the prime areas** of learning.

It helps children make sense of the world around them by **exploring, observing, and asking questions**.

It helps children to build curiosity and problem-solving skills, develop respect and appreciation for different people, places, and environments and gain the foundation for science, history, geography, and technology in later schooling.

Throughout the year they will learn about:

- **Past and present** (developing awareness of time, change, and history in relation to themselves and others)
- **People, culture and communities'** (learning about themselves, their families, traditions, and the wider community)
- **The natural world'** (exploring nature, animals, seasons, weather, and simple scientific concepts)

Children investigate through role play, small world toys, construction, and outdoor play.

Practical experiences – such as **cooking, planting seeds, caring for animals, and using simple tools or technology**.

Stories and discussions – **books, songs, and conversations** introduce children to different places, cultures, and ideas.

First-hand experiences – **visits, visitors, and celebrations** bring real-life context to their learning.

It is integrated into daily continuous provision: sand, water, small world, outdoor play, and creative areas provide daily opportunities for exploration.

Expressive Arts and Design

Expressive Arts and Design is about giving children opportunities to be creative, imaginative, and expressive. It helps them explore materials, develop their own ideas, and share their thoughts and feelings through **art, music, movement, role play, and design**.

- Art and craft activities:** painting, drawing, model-making, collage, and sculpture.

- Music and movement:** singing, dancing, experimenting with instruments, and responding to music.

- Role play and drama:** dressing up, acting out stories, and creating imaginative scenarios.

- Exploration:** encouraging children to use their imagination and express themselves in their own way.

In Daily Provision:

- Creative areas with paints, crayons, clay, recycled materials, and tools.

- Role-play corners that change with themes (shops, post offices, space stations).

- Access to instruments and opportunities to sing and dance.

- Outdoor creativity such as den building, chalk drawing, or large-scale construction.

PE

- PE is on **Thursdays**
- Children come to school **every Thursday** dressed in their **PE kits**.
- The lesson is led by a Fulham PE coach and supported by Reception staff



Role Play

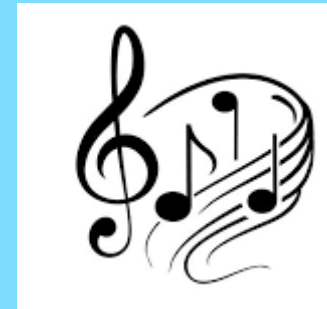
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	All about me	People who help us	Celebrations	Transport	The World around us	Changes
Resources needed:	Outdoor: Shop/Café (Tesco shop) Shop/Café (Harvest focus-farm shop) Indoor: Home corner (house setting)	Shop/Café - Fireworks Shop/Café (Christmas theme) Indoor Home Corner: (Christmas theme DEC) Indoor: Dentist	Outdoor: Shop/Café (New year, valentines, Chinese new year) Indoor: Home corner- New year (January) Chinese new year (February) Lent (March)	Outdoor: Shop/Café (Easter theme) Indoor: Train station (tickets/gates) Home corner- (Mother's Day, St Patrick's Day, St David's Day, Easter)	Outdoor: Garden shop/ florist Indoor: Home corner- (St George's Day, Earth Day, VE Day, May the Month of Mary, Pentecost) Airport/travel agents	Outdoor: Shop/Cafe Indoor: Home corner- (Father's Day, World Environment Day, Graduation) Hairdressing salon

Assessment

- Assessment of each individual child's progress is an ongoing activity throughout the day, week and term.
- When children are identified as struggling with an area of learning, an adult will support them within the lesson and/or a teacher will provide a specific intervention, to help support their learning and ensure they have the confidence to keep trying.
- Children will be assessed against Early learning goals as well as individual targets set by the class teacher.
- Progress will be reported to parents at 3 points during the year. In the Autumn, Spring and Summer. This will be done at parents evening. Their final report will indicate their progress and attainment for the academic year.

Extra curricular activities

- Music
- Gymnastics (Spring)
- Dance (Spring)





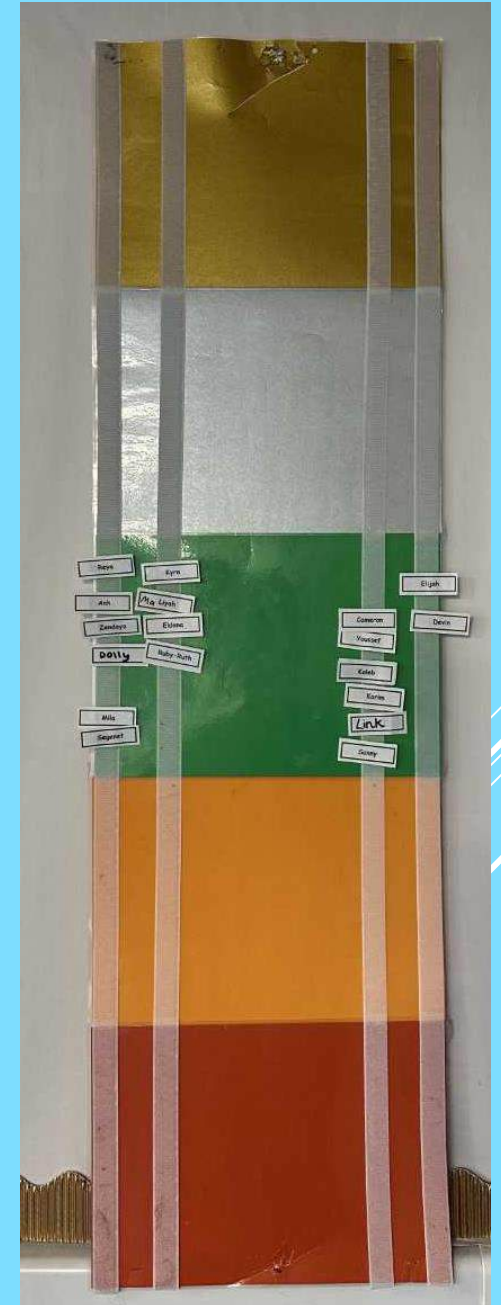
Reception:

- Phonics sheet to practise their formation
- Green words based on the sound(s) the group focused on that week



Behaviour Policy Aims:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.



Class Dojos



- Reward system only
- You can see the positive points children receive
- The child with the most dojo points will receive a certificate and little gift to choose from
- Can send photos and updates about what your child got up to at the weekend (encourages communication and language and confidence)

How you can support at home

- **Routine** – If you are able to, set up a designated space for homework, wherever that may be. As long as there is somewhere that is calm and uncluttered that your child knows is their spot for homework.
- **Healthy habits** – habits like getting plenty of sleep and exercise and eating well. These factors can contribute positively to children's learning abilities and cognitive development.
- **Encourage independence** - As kids grow older, they naturally start wanting to take more responsibility for their learning. Promote this independence by allowing them to make choices, solve problems, and take on new challenges.
- **Reading** - Statistics show that one in five children in England cannot read well by the age of 11. Children are less able to excel in their learning if they do not develop sufficient reading skills by the middle of primary school. Please ensure your child reads every single night and is asked a range of comprehension questions.

Uniform

Reception Uniform

Winter uniform

Girls

Boys

Blue shirt



Grey pinafore/Grey trousers



School tie



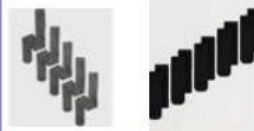
Velcro school shoes black



Grey cardigan / jumper with school crest



**Black/grey tights/socks
grey socks**



Blue School Bag



Summer uniform

Girls

Boys

Light blue polo shirt



Blue/white gingham checked dress/ Grey plain shorts



Velcro school shoes black



White socks - ankle or knee length



Studd earrings only



PE Uniform

Children in the Early Years wear the PE kit only.

Winter PE kit

White t-shirt



**Plain Grey
tracksuit
bottoms**



Plain white socks



Trainers
White or black



Grey Jumper



Summer PE kit

White t-shirt



Black shorts



Plain white socks



Trainers
White or black

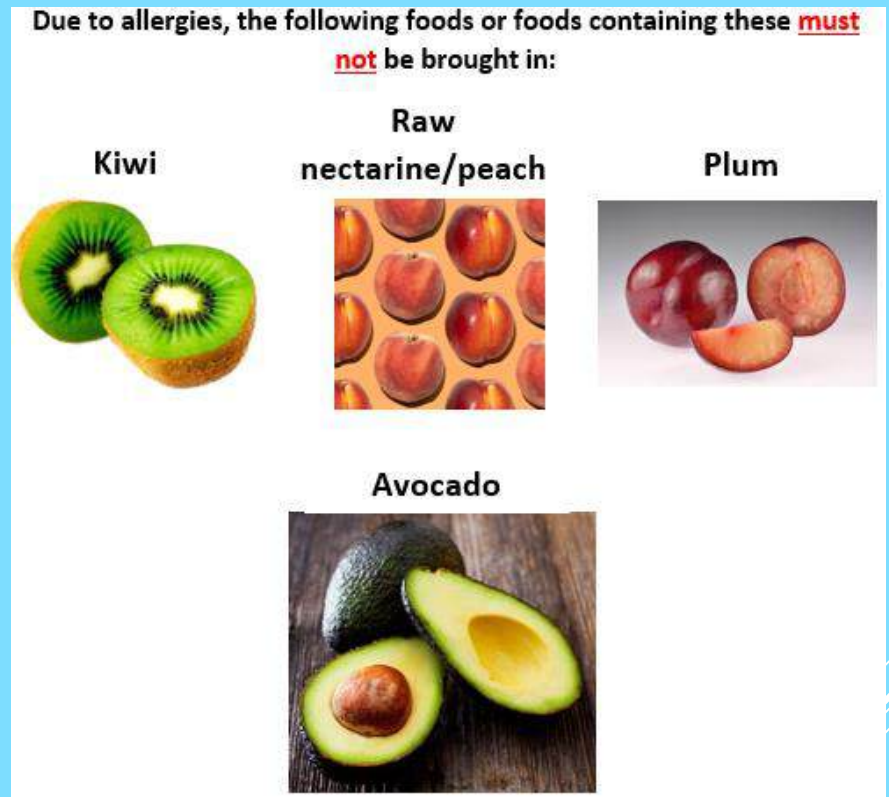


**PE days are every Thursday
and children will come in their
PE kits on this day.**

Fruit snacks

Children may bring one healthy, nut-free snack, such as:

- Fresh fruit, such as an apple, banana, pear, orange or satsuma
- Prepared fruit pieces in a labelled container
- Grapes, cut lengthways for younger children
- Vegetable sticks, such as carrot, cucumber, pepper or celery
- Cherry tomatoes, cut appropriately for younger children
- Plain rice cakes or corn cakes
- Plain oatcakes or wholegrain crackers
- Yoghurt (frubes)
- Dried fruit



We are a nut-free school!

Food brought in must be nut-free/not have traces of nuts.

THIS SCHOOL IS
NUT FREE



THIS SCHOOL IS
NUT FREE



Thank you for your support!



Adult collection consent form

Please ensure you have filled out the adult collection consent form and update the school office if there is anyone else you want to put on there.

If someone else is collecting as a one-off or in an emergency, you must inform the school office

We will not let your child go to an unfamiliar adult that is not on the list and the office is unaware.

Toileting Policy and forms

Please ensure you have signed this.

Do not tick the first box if you do not give permission.

If you give permission, do not tick the last box.

Appendix 1: Parent/Carer consent form (Nursery & Reception only)

PERMISSION FOR SCHOOL TO PROVIDE INTIMATE CARE

Name of child

Date of birth

Name of parent/carers

Address and contact details

I give permission for the school to provide appropriate intimate care to my child (e.g. changing soiled clothing, washing and toileting)

☐

I will advise the school of anything that may affect my child's personal care (e.g. if medication changes or if my child has an infection)

☐

I understand the procedures that will be carried out and will contact the school immediately if I have any concerns

☐

I **do not** give consent for my child to be given intimate care (e.g. to be washed and changed if they have a toileting accident). Instead, the school will contact me or my emergency contact and I will organise for my child to be given intimate care (e.g. be washed and changed).

I understand that if the school cannot reach me or my emergency contact, if my child needs urgent intimate care, staff will need to provide this for my child, following the school's intimate care policy, to make them comfortable and remove barriers to learning.

☐

Parent/Carer signature

Name of parent/carers

Relationship to child

Date

Communication

- Key dates has been emailed
- Email
- School Newsletter (each half-term)
- School whatsapp group
- Text messages
- School Website

<https://www.stmarysrc.lbhf.sch.uk/page/?title=Reception&pid=66>



Key Dates for Autumn Term

National Teaching Assistants Day	Friday 25 th September
Uniform Sale at 3:30pm	Friday 25 th September
Black History Month commences	1 st October
National Teachers Day	Monday 5 th October
Time Givers – Gardening with Eco Warriors – Y3 and Y4	Wednesday 7 th October
Eco-Warrior Trip to Wetland Centre – 9AM - 1PM	Friday 9 th October
Parents invited to International Evening 5pm – 7pm	Friday 16 th October
Year 4 Trip Science Museum	Monday 19 th October
Reception Cake Sale – Parents volunteers needed	Friday 23 rd October
Autumn half term	Monday 26th-Friday 30th October
Inset Day – school closed	Monday 2nd November
Children return to school	Tuesday 3rd November
Remembrance Day	Wednesday 11 th November
Y2 Cinema trip to see Paddington in Peru	Wednesday 11 th November
Y3, Y4, Y5, Y6 Cinema trip to see Kensuke's Kingdom	Thursday 12 th November
Parents invited to Year 6 Class assembly at 9:00am in the school hall	Friday 13 th November
Anti-Bullying week in school	Monday 16 th November

Anti-Bullying Work Shop & Anti-Bullying Theatre Show for children	
Perform Environmental Super Hero Drama work shop for Reception Y1 2 & 3 9-11am	Wednesday 18 th November
Parents invited to Y3 Class assembly at 9:00am in the school hall	Friday 20 th November
Photo day: Kittle Photography in school class and individual pictures	Monday 23 rd November
Parents Evening 1:30-6:30pm	Monday 23rd November
Year 1 cake sale – Parent Volunteers needed	Friday 27 th November
Own clothes day – Bring a bottle for adult tombola	Friday 27 th November
Time Givers – Baking cookies for The Masbro Centre - Y1	Wednesday 2 nd December
Own clothes day – Bring a jar of sweets for Children's tombola	Friday 4 th December
Time Givers – Carol Singing and St Vincent's care home	Monday 7 th December
Parents invited to 9.30 am Mass at Holy Trinity for Patronal Festival (of Immaculate Conception of Our Lady)	Thursday 10 th December
Parents and community invited to Christmas Fair 3:30-6:30pm - To be confirmed	Friday 11 th December
Lower Phase Nativity at 1:45pm	Monday 14 th December
School closes at 1.15pm Christmas Holidays	Friday 18 th December

**Reception
cake sale-
Friday 23rd
October**

**Photo day –
Monday 23rd
November**

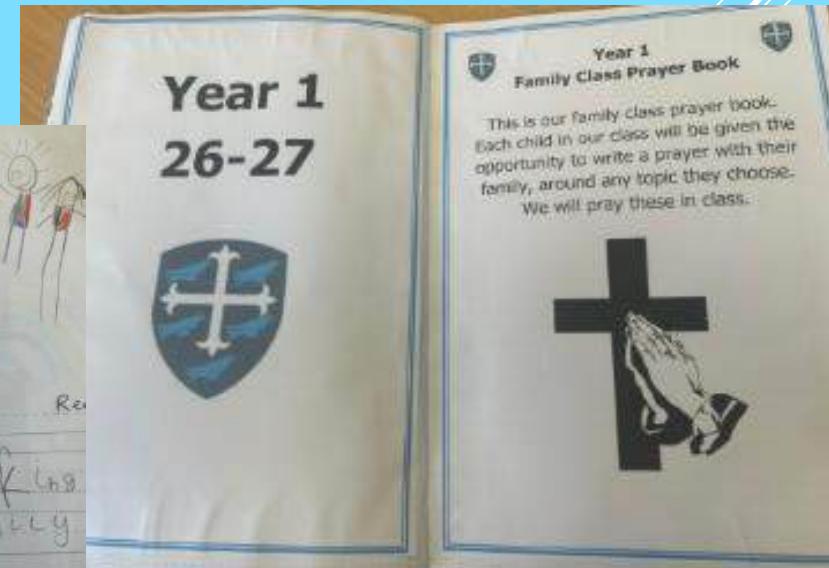
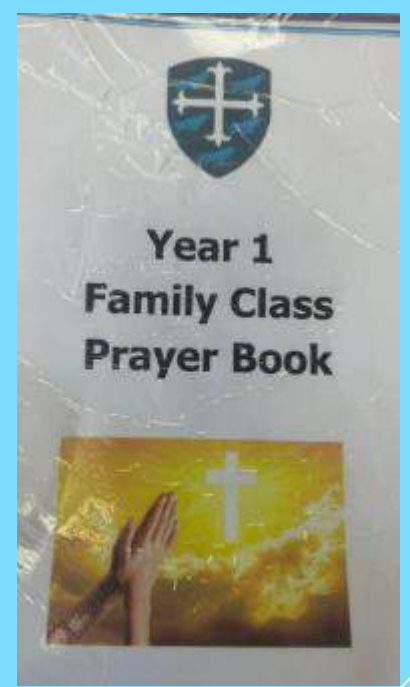
**Own clothes
day – 27th
November**

**Own Clothes
day – Friday
4th December**

**Lower phase
Nativity – 14th
December**

Class Prayer book

- Sent home each week
- A child will write a prayer (with the help of an adult perhaps)
- Class prayer bag provided to set up a prayer table at home (this must be returned with the book with all the resources inside it.)
- The children will read their prayer in class, often as part of class worship.
- Please write your child's name at the top of the page and the date
- Send in a photo of your child and their prayer table and/or of them reading their prayer (we will stick in prayer book)



Tapestry

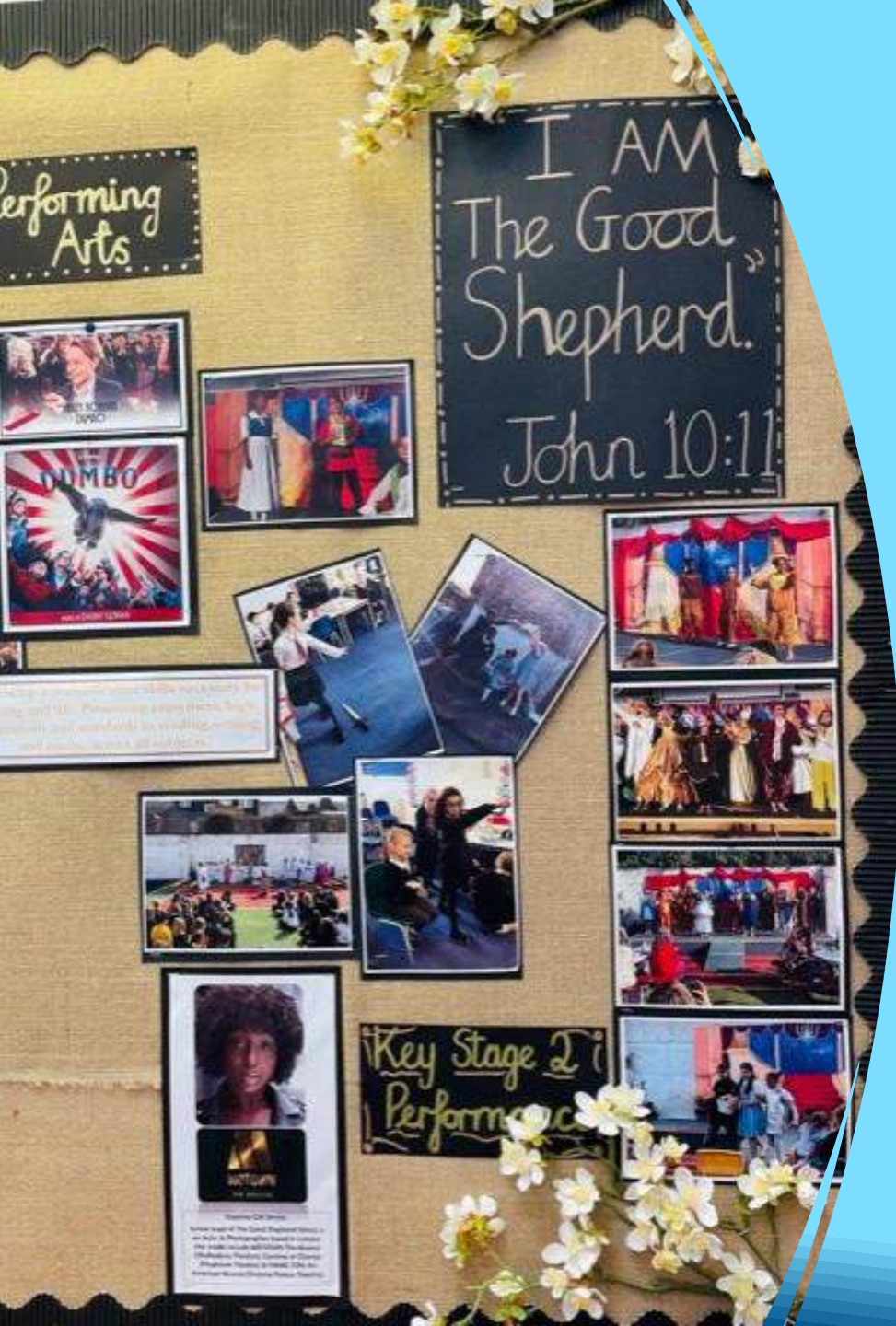
- Please ensure you have signed the tapestry form outlining the expectations of parent use.
- Weekly updates of children's learning in the classroom
- Parents can leave positive comments if they want to.

Circle time

- We use some circle times at the end of the day to go through children's work
- We also use it as an opportunity to go through something they want to talk about that they did at home or somewhere they went or bring something into show.
- Please send photos and tell us about any celebrations, or fun at the weekend (via admin email or class dojo)

Reminders

- A fresh and clean water bottle every day
 - School bag every day
 - Jacket for colder mornings/rainy days
 - Uniform labelled
 - Spare clothes in bag for wet play accidents or wetting/soiling accidents
 - No jewellery (bracelets, necklaces etc)
 - Plain stud earrings only
 - No painted nails
 - No tattoos
-
- If there is a message you want to pass on at the beginning or end of day, please wait until the end so the majority of the children come in and settle down.
 - If there is something you want to discuss at length or have a concern, please book a meeting via the office.
 - Children must not be left unattended outside at the beginning of the day and end of day. Children must be with an adult and supervised before they come into school and at the end of the day.
 - Scooters can be parked in the scooter parking area in Nursery – this is for scooters only.
 - Bikes have to be kept in the bike shed next to Y2.
 - These are left at your own risk and the school are not held responsible for these belongings.



If you have any questions please do not
hesitate to ask!

Thank you 😊