



Reception 2025

Friday 19th September

Aims of today

Meet the
team

What has
been going
on...

A week in
Reception

A typical
day

How you
can help

Meet the team

► Red Class

- Mrs Walsh
- Mrs Pavey
- Mrs Cook

► Orange Class

- Mrs Stephen
- Mrs Tiernan
- Mrs Pavey

Other faces you may see:

- Mrs Hartfield (Early Years Lead)
- Mr Fenton (P.E.)
- Mrs Kareem (Music)
- Mrs Jeffries (Thursday morning in Orange and afternoon in Red)
- Mrs Salmon

Our timetable

WC:	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 – 9:20	Celebration on the Word	RWI – Phonics	RWI – Phonics	RWI – Phonics	Celebration of the Word
9:20 – 10:00	RWI – Phonics	PE & Literacy Continuous Provision	KS1 Collective Worship	Collective Worship	RWI – Phonics
10:00 – 10:15	Morning snack		Morning snack	Morning snack	Morning snack
10:15 to 11:15	Continuous Provision – ‘Independent Learning’ Literacy Focus		Music	Continuous Provision – ‘Independent Learning’ Literacy Focus	Continuous Provision – ‘Independent Learning’ Literacy Focus
11:15 – 11:30	Story/Circle Time Activities		Story/Circle Time Activities	Story/Circle Time Activities	PSHE Introduction Story
11:30 – 11:40	Wash hands/ Toilet/ Ready for lunch				
11:40 – 1:00	LUNCH				
1:00 – 1:20	Register Maths – White Rose Input	Register Collective Worship	Register R.E. Input	Register Maths – White Rose Input	Register Maths – White Rose Input
13:00 – 13:30	Continuous Provision – ‘Independent Learning’ Maths Focus	Register Maths – White Rose Input		Continuous Provision – ‘Independent Learning’ (RE Topics)	Continuous Provision – ‘Independent Learning’ Maths Focus
13:30 – 14:40		Continuous Provision – ‘Independent Learning’ Maths Focus			
14:50 – 15:00	Afternoon snack	Afternoon snack	Afternoon snack	Afternoon snack	Afternoon snack
15:00 – 15:15	Story of the week	Story of the week	Story of the week	Story of the week	Story of the week

A typical day

- ▶ Entry into school begins at 8.30am, class teachers will open the gate at 8.40am for the children to come into class.
- ▶ We ask that **from Monday 22nd September children are dropped** off at the **reception gate** and not at the classroom door. This helps us to support and manage the transition into school. If your child is struggling with coming in, we will always aim to contact you by 9:30 with an update of how they are getting on.
- ▶ The school day ends at 3.15pm we kindly ask parents to wait for a member of staff to open the gate.
- ▶ At collection we ask parents to come inside the reception gates to collect. We will dismiss the children one by one and direct them to you to ensure a safe dismissal. This time can be quite busy, and we ask for your cooperation to ensure things run smoothly.

A typical day

- ▶ Register
- ▶ Whole school Celebration of the Word (Monday and Friday)
- ▶ Phonics
- ▶ Independent Learning
- ▶ Input (literacy)
- ▶ Lunch
- ▶ Register
- ▶ Input (R.E./ UTW/ Maths)
- ▶ Independent Learning
- ▶ Learning Review
- ▶ Afternoon snack
- ▶ Story

Useful Information

- ▶ P.E. is currently on a Tuesday morning with Mr Fenton – we will send children's P.E. kit home at the end of each half term to be washed. Please ensure that earrings are removed before Tuesdays.
- ▶ Please only send fruit and vegetables for your child's snack and make sure it is clearly named. We ask that children do not bring pineapple and kiwi in due to children's allergies.
- ▶ Please opt in for school milk.
- ▶ Please make sure EVERYTHING is labelled
- ▶ Children will need a coat in school everyday
- ▶ Please make sure hair is tied back – small and only school colours.
- ▶ If your child is wearing cycling shorts under their uniform, please ensure they are black, white or navy blue.
- ▶ Please **do not attach** key rings to book bags.
- ▶ Reading diary – information about Oxford Owl and school house in front.

Becoming involved

- ▶ We are always grateful of any support/ help we can receive in the classroom
- ▶ We always welcome parents coming in to speak to the children or share expertise or skills.
- ▶ There is more information on the school website on how to become a volunteer at the school and the relevant paperwork that needs to be completed.

Curriculum Expectations

Early Learning Goals

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.

High-quality texts

- ▶ Each week children will come home with a 'high quality text'. These are books specifically chosen because of the way they are written and how they can engage readers.
- ▶ A good 'high quality text' has:
 - Plots that allow opportunities to explore different situations.
 - Emotive story lines
 - Humour
 - Rich language
 - Powerful illustrations
 - They are a book you can lose yourself in.

Please return these books every Monday so that we can issue new ones. We have a class set of 30 so require all books to be in so we can reissue them.

Reading at Home

This is a fantastic way to support your child's learning, such as by:

- ▶ Sharing different materials together – books, magazines, recipes, postcards etc.
- ▶ Encouraging them to make up stories.
- ▶ Asking them to repeat their favourite ones.
- ▶ Changing stories they know really well too!
- ▶ Using different character voices.
- ▶ Using puppets or pictures to tell stories.
- ▶ Nursery rhymes

Important dates

- ▶ Parents evening - Tuesday 21st and Thursday 23rd of October.
- ▶ Nativity Friday 5th December 1:30pm (We will allocate tickets for this event, each family are guaranteed 4 tickets, but you will be able to request extras as well - more information to follow in November)

Curriculum Consumables Fund

- ▶ A voluntary donation of £10 can be paid through ScoPay to help support the ongoing cost of consumables used throughout the curriculum (such as Science and Design & Technology)
- ▶ We appreciate any contributions that can be made to support high quality resources for your children



School Development Fund



1. The Governors' Fund has been renamed **School Development Fund**
2. Made up of voluntary donations from parents of children at Cardinal Newman
3. Used to enable the school to develop both buildings and resources to provide the best education for our children
4. School Development Fund covers items beyond what government funding can cover

Questions?

