



# Welcome to Reception Curriculum Evening





## **Overall effectiveness**

**GOOD**

Quality of Education

**GOOD**

Behaviour and Attitudes (includes attendance)

**GOOD**

Personal Development

**OUTSTANDING**

Leadership & Management

**GOOD**

Early Years Provision (Reception & Acorns Nursery)

**OUTSTANDING**



# Meet the Team



**EYFS Lead**  
Miss Dias



**Holly Class Teacher**  
Miss Spalton-Woods



**Willow Class Teacher**  
Miss Rainbow



**Teaching Assistant**  
Mrs Omar



**Teaching Assistant**  
Miss Bond



# Meet the Senior Leadership Team

- Sandra Cunningham: Head Teacher  
*[head@claygate.surrey.sch.uk](mailto:head@claygate.surrey.sch.uk)*
- Marita Cunniffe: Inclusion Lead  
*[sen@claygate.surrey.sch.uk](mailto:sen@claygate.surrey.sch.uk)*
- Hilary Ali: Deputy Head  
*[hilary.ali@claygate.surrey.sch.uk](mailto:hilary.ali@claygate.surrey.sch.uk)*





# Our CPS Values

*CPS Values*

*Safe and healthy*

*Courageous*

*Achievers*

*Respectful*

*Responsible*

*Friendly*





# Our Expectations

- Independent learners – making choices and showing their interests
- Take 'risks' and solve problems
- Attendance and Punctuality
- Be confident individuals
- Smart and ready for learning
- Birthday books for class library are welcome from the given list. Reminder that we don't give out sweets for allergies and religious reasons.
- Have a 'can do' attitude when facing difficulties
- Express pride in their own achievements



# Attendance and Punctuality

- Punctuality is important
- Learning starts promptly at 8.45am with a learning task and interventions (please say this could include giving feedback on previous lesson so misconceptions are addressed)
- Children who are late will miss learning, the outline of the day, a positive calm start to the day and can have self-esteem/social skills impacted
- Too many of our children are regularly missing school – the government expects a minimum of 95% attendance
- *Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school (DfE)*



# Attendance Protocol

- Contact the office via phone or email if your child is absent. If we do not hear from you, our absence protocol is triggered and you will be contacted for safeguarding purposes
- CPS follows NHS guidance (the '48 hour rule'): *"Children with diarrhoea or vomiting should stay away from school until they have not been sick or had diarrhoea for at least 2 days (48 hours)"*
- Attendance is monitored closely by the school and the LA Inclusion Officer
- Attendance below 90% is classed as 'Persistent Absence' and will result in a referral to the LA Inclusion Officer





# Do I need to keep my child off school?

<b>Chicken Pox</b> Until all spots have crusted over	<b>Conjunctivitis</b> No need to stay off but school or nursery should be informed	<b>Diarrhoea &amp; Vomiting</b> 48 hours from last episode	<b>Glandular Fever</b> No need to stay off but school or nursery should be informed	<b>Hand, foot &amp; mouth</b> No need to stay off but school or nursery should be informed	<b>Impetigo</b> Until lesions are crusted & healed or 48 Hours after commencing antibiotics
<b>Measles or German Measles</b> 4 days from onset of rash	<b>Mumps</b> 5 days from onset of swelling	<b>Scabies</b> Until after first treatment	<b>Scarlet Fever</b> 24 hours after commencing antibiotics	<b>Slapped Cheek</b> No need to stay off but school or nursery should be informed	<b>Whooping Cough</b> 48 Hours after commencing antibiotics
	<b>Flu</b> Until recovered	<b>Head Lice</b> No need to stay off but school or nursery should be informed	<b>Threadworms</b> No need to stay off but school or nursery should be informed	<b>Tonsillitis</b> No need to stay off but school or nursery should be informed	



# Timetable

Claygate Primary School

## Reception Timetable



WB: 10.9.23			Weekly Focus: Starting School				Term: Autumn 1			
Day	8.45 – 9.00	9.00 – 9.40	9.40 – 11.10	11.00-11.10	11.10– 11.30	11.30 – 12.30	12.30 –1.00	1.00 – 2.30	2.30-2.45	2.45 – 3.15
<b>Monday</b>	Self-register/ Morning input	English – Story LQ: Can I listen to a story and answer questions about it?	CI – Outdoor	Tidy up	Nursery Rhyme Time	Lunch / Lunch Play  New Starter dismissal	Phonics - s	CI - Indoor	Tidy up	Story Time / Home time
<b>Tuesday</b>	Self-register/ Morning input	Maths - LQ: Can I match a pair of objects?	CI – indoor	Tidy up	Music	Lunch / Lunch Play	Phonics - a	CI - outdoor  Mini Woodies Group 1 - 1 – 1.45 Group 2 – 1.14 - 2.30	Tidy up	Story Time / Home time
<b>Wednesday</b>	Self-register/ Morning input	Writing – LQ: Can I draw my favourite construction vehicle?	CI – Outdoor	Tidy up	Nursery Rhyme Time	Lunch / Lunch Play	Phonics - t	CI - Indoor	Tidy up	Story Time / Home time
<b>Thursday</b>	Self-register/ Morning input	Maths – LQ: Can I match different objects?	CI – Outdoor	Tidy up	Nursery Rhyme Time	Lunch / Lunch Play	Sports Crew	CI – outdoor  Mini Woodies Group 1 - 1 – 1.45 Group 2 – 1.14 - 2.30	Tidy up	Story Time / Home time
<b>Friday</b>	Self-register/ Morning input	Circle Time – LQ: Can I design and create my own construction?	CI – Outdoor	Tidy up	Nursery Rhyme Time	Lunch / Lunch Play	Phonics - p	CI - Indoor	Tidy up	Story Time / Home time



# Snack

- In Reception there is a rolling snack café open all day.
- Children can help themselves to fruit, water and milk.
- This is optional but we will remind children that they can visit the snack café.
- Children sign in and they need to wait until a seat is available.
- Please do not bring a snack from home.



# EYFS Curriculum

- **Prime Areas:**

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

- **Specific Areas:**

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design







# Learning Through Play

- **Teacher Input**
  - English/Topic
  - Phonics
  - Circle time
  - Maths
- 
- Music lesson
  - PE will start after October half term, Autumn 2 and children should come to school in their PE kit.
  - Our swimming block is in Spring 1. Children should wear PE kit on a swimming day.

- **Child Initiated**
- Inside/outside
- Mini-Woodies







# EYFS Curriculum

## Claygate Primary School



### Reception Autumn 1- Constructions and Buildings

Week/Topic	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Weekly focus</b>	Starting school	Construction site	My home	My school	Buildings in Claygate Village	Landmarks in London	Different buildings around the world
<b>Celebrations and Events</b>					Trip to Claygate Parade 04.10.23		Autumn Festival 17.10.23
<b>Weekly book</b>	Starting school	Mighty, mighty construction Site	A place called home	Spinderella	Living in a town	A walk in London	Let's build a house
<b>PSED</b>	Settling in and learning school routines	<u>Circle games:</u> taking turns and to speak confidently to others	<u>Zones of Regulation:</u> Children to discuss their own and others feelings	<u>Zones of Regulation:</u> children to discuss how to respond to others feelings	<u>School Values:</u> children to learn about the school values	<u>School Values:</u> Children to learn how they can be safe and healthy	<u>School Values:</u> Children to learn about being courageous in the learning
<b>Communication &amp; Language</b>	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions
<b>Makaton Sign</b>	Hello	Good morning	Goodbye	Good afternoon	Home/ home time	Toilet	Please



# EYFS Curriculum

<b>Physical Development</b>	<p><u>Riding bikes:</u> children to ride bikes on a track and learning to take turns</p> <p><u>Climbing:</u> children to learn managing risk on the climbing equipment</p> <p><u>Fine Motor:</u> children to develop their hand eye coordination</p>	<p><u>Riding bikes:</u> children to ride bikes on a track and learning to take turns using a sand timer</p> <p><u>Climbing:</u> children to learn managing risk on the climbing equipment</p> <p><u>Fine Motor:</u> children to develop their hand eye coordination</p>	<p><u>Obstacle courses:</u> children to create an obstacle course and to take turns using it with their friends</p> <p><u>Jumping:</u> children to explore a range of jumps</p> <p><u>Fine Motor:</u> children to develop their hand eye coordination</p>	<p><u>Obstacle courses:</u> children to create an obstacle course and to take turns using it with their friends</p> <p><u>Balancing:</u> children to explore a range of balance techniques</p> <p><u>Fine Motor:</u> children to develop their hand eye coordination</p>	<p><u>Ball games:</u> children to develop skills by throwing, catching and rolling different size balls</p> <p><u>Spacing:</u> children to be able to move within their own space</p> <p><u>Fine Motor:</u> children to develop their hand eye coordination</p>	<p><u>Ball games:</u> children to develop skills by throwing, catching, rolling and kicking different size balls</p> <p><u>Fine Motor:</u> children to develop their hand eye coordination</p>	<p><u>Ball games:</u> children to develop skills by throwing, catching, rolling and kicking different size balls</p> <p><u>Fine Motor:</u> children to develop their hand eye coordination</p>
<b>Literacy</b>	<p><u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group</p> <p><u>Writing:</u> name writing and children to represent meaning through drawing and writing</p>	<p><u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group</p> <p><u>Writing:</u> name writing and children to represent meaning through drawing and writing</p>	<p><u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group</p> <p><u>Writing:</u> name writing and children to represent meaning through drawing and writing</p>	<p><u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group</p> <p><u>Writing:</u> name writing and children to represent meaning through drawing and writing</p>	<p><u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group</p> <p><u>Writing:</u> name writing and children to represent meaning through drawing and writing</p>	<p><u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group</p> <p><u>Writing:</u> name writing and children to represent meaning through drawing and writing</p>	<p><u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group</p> <p><u>Writing:</u> name writing and children to represent meaning through drawing and writing</p>
<b>Phonics</b>	<p><u>Oral blending</u></p>	<p><u>Phonemes:</u> s, a, t, p</p>	<p><u>Phonemes:</u> i, n, m, d</p>	<p><u>Phonemes:</u> g, o, c, k</p> <p><u>Tricky word:</u> is</p>	<p><u>Phonemes:</u> ck, e, u, r</p> <p><u>Tricky Word:</u> I</p>	<p><u>Phonemes:</u> h, b, f, l</p> <p><u>Tricky Word:</u> the</p>	<p>Recap all phonemes and tricky words</p> <p>Phonics assessment</p>
<b>Maths</b>	<p><u>All about the number:</u> 3</p>	<p><u>All about the number:</u> 5</p>	<p><u>All about number:</u> 6</p>	<p><u>All about number:</u> 2</p>	<p><u>All about number:</u> 1</p>	<p><u>All about number:</u> 7</p>	<p><u>All about number:</u> 4</p>





# EYFS Curriculum

	Maths games	Match pictures and objects Identify a set	Sort objects to a type	Create sorting rules and compare amounts	Compare size and mass	Compare capacity	Explore and create simple patterns
<i>Understanding the World</i>	Children to talk about themselves and their friends	Children to learn about different vehicles on a constructions site	Children to learn about different types of homes and their materials	Children to learn about their school and to create a map of their school	Children to learn about the buildings in their local area	Children to learn about different landmarks in London	Children to learn about different homes around the world and their materials
<i>Expressive Arts and Design</i>	Self portraits using a selection of materials	Creating construction vehicles	Create a painting and drawing of our homes	Create a map of the school	Create a collage of Claygate Parade	Create a watercolour of a London Skyline	Creating a picture of homes around the world
<i>Mini Woodies</i>	Introduction to mini woodies	Mud pies	Creating nature portraits	Den and bridge building	Treasure hunt	Leaf parachute	Finding signs of autumn



# Trips, Workshops, Visitors and Special Days

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Claygate Parade Trip – 4 <sup>th</sup> October	Pyjama Day - 13 <sup>th</sup> November	Winter Festival – 17 <sup>th</sup> January	World Book day - TBC	Family Festival – 17 <sup>th</sup> May	FUDGE Day – 14 <sup>th</sup> June
Autumn Festival – 17 <sup>th</sup> October	EYFS Christmas Performance - TBC	Chinese New Year – 9 <sup>th</sup> February	Hampton Court Trip – 28 <sup>th</sup> February	Spring Festival – 24 <sup>th</sup> May	Sports Day - tbc
			Medieval Day – 20 <sup>th</sup> March		Summer Festival – 23 <sup>rd</sup> July
			Mother's Day Celebrations – 11 <sup>TH</sup> March		

Parents attending the event

Parent helpers needed

In school event NO parent attendees



# Assessment

- OPAL – Observation of Play and Learning
- All new children baseline/ spotlight reports – parents receive at the beginning of October
- All spotlight reports will be sent on Class Dojo on the first school day of the following month
- RBA – formal baseline assessment
- Children assessed on their birth month and half birthday, followed by a parent consultation
- Milestones based on child's real age
- Met/not yet
- Parents view added on reports
- ELG – end of year report





# ELG – Early Learning Goals

- At the end of Reception year children are assessed against the Early Years Profile
- There are 7 areas of learning and 17 Early Learning Goals
- Expected/ Emerging



# Phonics (EYFS/KS1)

- Children have a daily discrete phonics session for approximately 20 minutes. We use Little Wandle Letters & Sounds
- Children learn all the phonemes and corresponding graphemes for the 40+ sounds. Every phonics lesson includes an element of decoding and encoding
- Phonic knowledge is assessed half termly using Little Wandle Letters and Sounds assessment resources. Outcomes of these assessments are used to plan additional catch up interventions for those who need it

To support at home visit

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



# Reading



- School adults record in green pen
- Reading daily and recording on reading records – children will be reading with an adult twice a week in school in a group. Children should read daily at home and parents to record decoding and comprehension in their reading records.
- Reading records will be checked when an adult reads with your child in school.
- Reading records are used to record phonics books and school phonics sheets ONLY. We do not need a record of bedtime stories or other books read at home.
- Book of interest from class/school library weekly
- All children visit library once weekly



# Home Learning

- Practising writing their legal names daily – use the sound mat to form letters
- Practising phonics daily – use the phonics sheet to practice phonemes, reading and writing
- Practice letter formation
- DoodleMaths



# What to bring to school

- Book bag, no rucksacks
- Reading folder with reading diary and phonics book
- Water bottle
- If your child has a packed lunch please use a lunch box instead of Tupperware
- Jacket or hat depending on weather
- Waterproofs and wellies to stay in school
- A whole set of spare uniform, including knickers, top, socks/ tights and bottoms/ dress- all items must be labelled





# Online Safety

- Taught explicitly through our circle times
- Consider children's online access
- 4 Cs: Content, Contact, Conduct and Commerce
- Social media: many apps have a minimum age use e.g. WhatsApp is 16 years old.
- Check privacy settings and monitor usage
- Where are devices stored? Is there unlimited access e.g. in bedrooms?
- Speak to school staff if you have concerns or need support



# Communication

- Weekly newsletter, Twitter, Instagram, blog and Website
- Parentmail is used to share important information
- [office@claygate.surrey.sch.uk](mailto:office@claygate.surrey.sch.uk) should be used for the majority of enquiries and communication needs (Tel 01372 465 348)
- On occasion you may wish to contact a class teacher directly e.g. to share a personal update. Class teachers will endeavour to respond within 24 hours
- If you have any concerns, please first talk to your child's teacher
- Please remember Mrs Cunningham and Mrs Ali are available on the gate daily



# Safeguarding at CPS

We have a team of 4 DSLs:

- Hilary Ali – Designated Safeguarding Lead
- Sandra Cunningham
- Marita Cunniffe
- Luisa Dias

If you have a safeguarding concern, please speak to a member of the DSL team. Further information can be found under 'Safeguarding' on our website



# Volunteers & Parents Association (CPSPA)

- We have a small dedicated, trained team of volunteers. If you are interested in this role, please email Mrs Ali
- All parents and carers are automatically members of Claygate Primary School Parents Association
- Class reps organise cake sales and stalls at various events. Your class reps are Nicola Yates and Camille Graham-Smith



# Friends of CPS

- Friends Of Claygate Primary School: Voluntary donations (and even better with gift aid) helps us to keep CPS fully equipped and running
- We have an online donation system via the Charity Aid Foundation. We ask you to make a voluntary contribution each month per child. If you are a tax payer, you can get tax relief if you donate through Gift Aid. This also allows us to claim basic rate tax of 20% on your donation, at no cost to you.
- Here is the link to access the donation form: <HTTPS://CAFDONATE.CAFONLINE.ORG/20959>
- Currently across the school – we have less than 50 donors!