

Welcome to Reception Curriculum Evening







Overall effectiveness

GOOD

Quality of Education Behaviour and Attitudes (includes attendance) Personal Development Leadership & Management Early Years Provision (Reception & Acorns Nursery)

GOOD GOOD OUTSTANDING GOOD 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

Marita Cunniffe: Inclusion Lead

sen@claygate.surrey.sch.uk

• Hilary Ali: Deputy Head

hilary.ali@claygate.surrey.sch.uk





Our CPS Values

CPS Values Safe and healthy Courageous Achievers Respectful Responsible Friendly



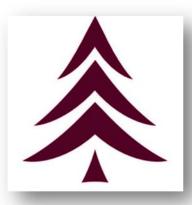




Our Expectations

- 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?









Timetable

Claygate Primary School

Reception Timetable



WB: 10.9.23			Weekly Focus: Starting School				Term: Au	utumn 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
Monday	Self-register/ Morning input	English – Story LQ: Can I listen to a story and answer questions about	CI – Outdoor	Tidy up	Nursery Rhyme Time	Lunch / Lunch Play New Starter	Phonics - s	CI - Indoor	Tidy up	Story Time / Home time
		it?				dismissal				
Tuesday	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
Wednesday	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
Thursday	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
Friday	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.





- Prime Areas:
- Personal, Social and Emotional Development
- Communication and Language
- Physical Development



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











Learning Through Play

Child Initiated

• Inside/outside

Mini-Woodies

- 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.









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





EYFS Curriculum

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





EYFS Curriculum

	Maths games	Match pictures	Sort objects to a	Create sorting rules	Compare size and	Compare	Explore and
		and objects	type	and compare amounts	mass	capacity	create simple
		Identify a set					patterns
Understanding the	Children to talk	Children to learn	Children to learn	Children to learn	Children to learn about	Children to learn	Children to
World	about themselves and their friends	about different vehicles on a constructions site	about different types of homes and their materials	about their school and to create a map of their school	the buildings in their local area	about different Iandmarks in London	learn about different homes around the world and their materials
Expressive Arts	Self portraits	Creating	Create a painting	Create a map of the	Create a collage of	Create a	Creating a
and Design	using a selection of materials	construction vehicles	and drawing of our homes	school	Claygate Parade	watercolour of a London Skyline	picture of homes around the world
Mini Woodies	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

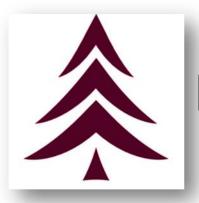
PRIMARY SCHOOL

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Claygate Parade Trip – 4 th October	Pyjama Day - 13 th November	Winter Festival – 17 th January	World Book day - TBC	Family Festival – 17 th May	FUDGE Day – 14 th June
Autumn Festival – 17 th October	EYFS Christmas Performance - TBC	Chinese New Year – 9 th February	Hampton Court Trip – 28 th February Medieval Day – 20 th March Mother's Day Celebrations –	Spring Festival – 24 th May	Sports Day - tbc Summer Festival – 23 rd July
Parents attending the event Parent helpers needed In school event NO parent attendees			11 [™] March		CLAYGATE



- 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/



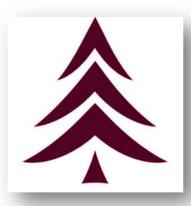


Reading



- 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 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: <u>HTTPS://CAFDONATE.CAFONLINE.ORG/20959</u>
- Currently across the school we have less than 50 donors!

