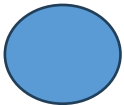




Welcome to Reception's Curriculum Evening

September 2025





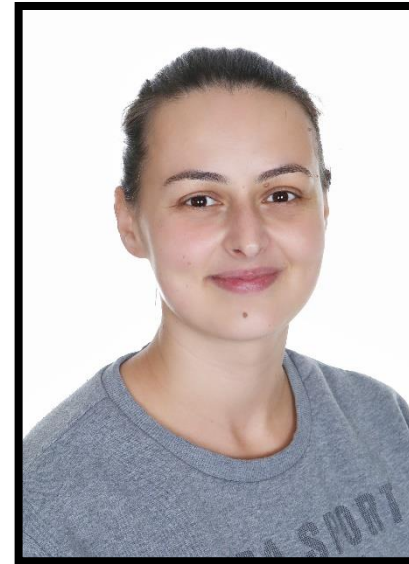
Meet the Team



Miss Rainbow
Willow Class Teacher
Co-EYFS Lead



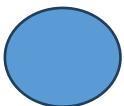
Mr Holton
Holly Class Teacher
Co-EYFS Lead



Ms Ola
Teaching Assistant



Ms Osment
Teaching Assistant





Meet the Senior Leadership Team

- Sandra Cunningham: Head Teacher
- Marita Cunniffe: Inclusion Lead
- Hilary Ali: Deputy Head
- Susan Minter: KS1 Lead



Our CPS Values

CPS Values

Safe and Healthy

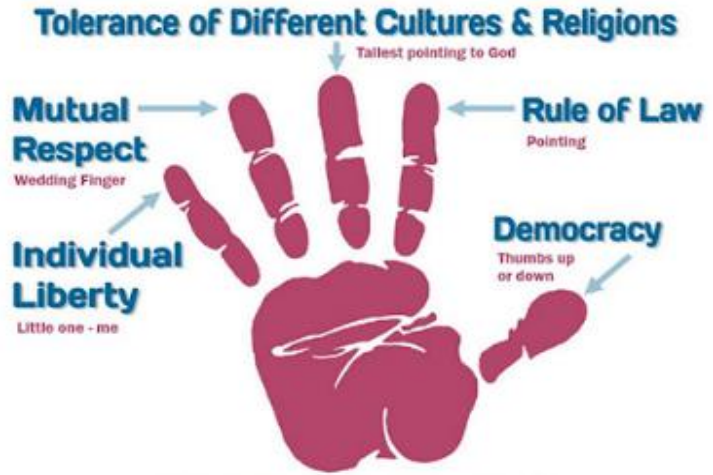
Courageous

Achievers

Respectful

Responsible

Friendly





Our Expectations

- Independence (including walking in / out independently)
- Behaviour (following our school policy)
- Smart uniform and ready for learning (Cold Weather Uniform from Oct half term)
- Birthday books for class library are welcome. Reminder that we don't give out sweets for allergies and religious reasons.



Attendance and Punctuality

- Punctuality is important
- The school gates open at 8.35am and learning starts promptly at 8.45am with a learning task and interventions. 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 learning leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school (DfE).*



Attendance and Punctuality

EVERY SCHOOL DAY COUNTS

Don't miss out on the education you deserve.



You can receive a penalty notice if you take your child out of school during term time.

No term time holidays will be authorised.

There are 175 non-school days per year: please use these days for appointments



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 may result in a referral to the LA Inclusion Officer. This could also result in a penalty notice or prosecution.



Do I need to keep my child off school?

You can find this on our website under the 'Attendance' tab

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





Overview

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Topic	Marvellous Me	My Place in the World	Knights, Castles and Fairy Tales	Life Cycles	Food Glorious Food	To infinity and beyond
Learning Question	How can I keep myself healthy?	Who and what makes my world special?	How has life changed from the time of Kings and Queens in the past to now?	Do all living things have a live cycle?	Where does food come from?	What can be discovered on a journey through space?
Weekly focus	<ul style="list-style-type: none"> • My Senses • My Body • My Food • My Teeth • My Mind • My Fitness 	<ul style="list-style-type: none"> • Home • School • Community • Culture • UK/London • World • Religious Celebrations 	<ul style="list-style-type: none"> • Fairy tales (2 weeks) • Knights and Dragons • Castles and Palaces • The Royal Family • Kings and Queens 	<ul style="list-style-type: none"> • Life Cycle of a plant • Life cycle of a butterfly • Life cycle of a frog • Life cycle of a honey bee • Life cycle of a human 	<ul style="list-style-type: none"> • Food • Balanced diet • Fruit and Vegetables • Cooking • Foods around the World • Celebrations 	<ul style="list-style-type: none"> • Planets and Stars • Moon • Space travel • Space Station • Growing up • Next year

Claygate Primary School
Reception Generic Timetable

WB:			Weekly Focus:						Term: Autumn 1				
Day	8.35 – 9.00	9.00 – 9.30	9.30 – 10.40	10.40- 11:00	11.00– 11.30	11.30 – 12.30	12.30 –12.35	12.35 – 1:00	1.00 – 2.15		2.15- 2.35	2.35 – 2.55	2.55 – 3.15
Monday	<i>Early Morning Work / Register</i>	Phonics	CP Outdoor	Tidy up/reading groups	Reading Groups/Rhyme Time	<i>Lunch/ Lunch Play</i>	Register /Meditation	English: Story	CP Indoor	Tidy Up	Mastering Number	Story Time / Home Time	
Tuesday	<i>Early Morning Work / Register</i>	Phonics	CP Indoor Tidy up 10.30	Attention Time	Reading Groups/Rhyme Time	<i>Lunch/ Lunch Play</i>	Register /Meditation	HOLLY Topic – Circle Time	CP Outdoor – 1 – 1.40 Mini-Woodies 1.40 – 2.45		Tidy Up 2.45 – 2.55	Story Time / Home Time	
								WILLOW Mini – Woodies: 12.35 – 1.40 CP Outdoor – 1.40 – 2.20		Tidy Up 2.20 – 2.30	Circle Time 2.30 – 2.55	Story Time / Home Time	
Wednesday	<i>Early Morning Work / Register</i>	Phonics	CP Outdoor	Tidy up/reading groups	Reading Groups/Rhyme Time	<i>Lunch/ Lunch Play</i>	Register /Meditation	English - Writing	CP - Indoor	Tidy Up	Mastering Number	Story Time / Home Time	
Thursday	<i>Early Morning Work / Register</i>	Phonics	Music 9.30 – 10 CP – Indoor 10 – 10.40	Tidy up	Reading Groups/Rhyme Time	<i>Lunch/ Lunch Play</i>	Register /Meditation	Maths – Shape and Measure	1-1.50 Holly – Mini-Woodies Willow – CP Outdoor	1.50 – 2.40 Holly – CP Outdoor Willow – Mini-Woodies	Tidy Up	Story Time / Home Time	
Friday	<i>Early Morning Work / Register</i>	Phonics: Review and Revisit	CP Outdoor	Tidy up/reading groups	Reading Groups/Rhyme Time	<i>Lunch/ Lunch Play</i>	Register /Meditation	The Big 3 and Me	CP - Indoor	Tidy Up	Mastering Number	Story Time / Home Time	





Timetable

- PE will start after Oct half term and will be every Wednesday. Children should come to school dressed in their PE kit.
- Our swimming blocks are Spring 1 and Summer 2. Children should wear PE kit on a swimming day.
- We send PE & Swimming timetables half termly.
- Mini-Woodies takes place twice a week.



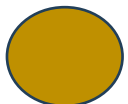
Snack

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



Home Learning

- Once Phonics begins, every Friday, Phonics home learning will be sent home.
- These do not need to be returned, but to be used frequently and revisited at home.
- Practising writing their legal names frequently – use the grapheme mat to form letters (will send these home once we start Phonics)
- Numbots logins to be sent in due course.



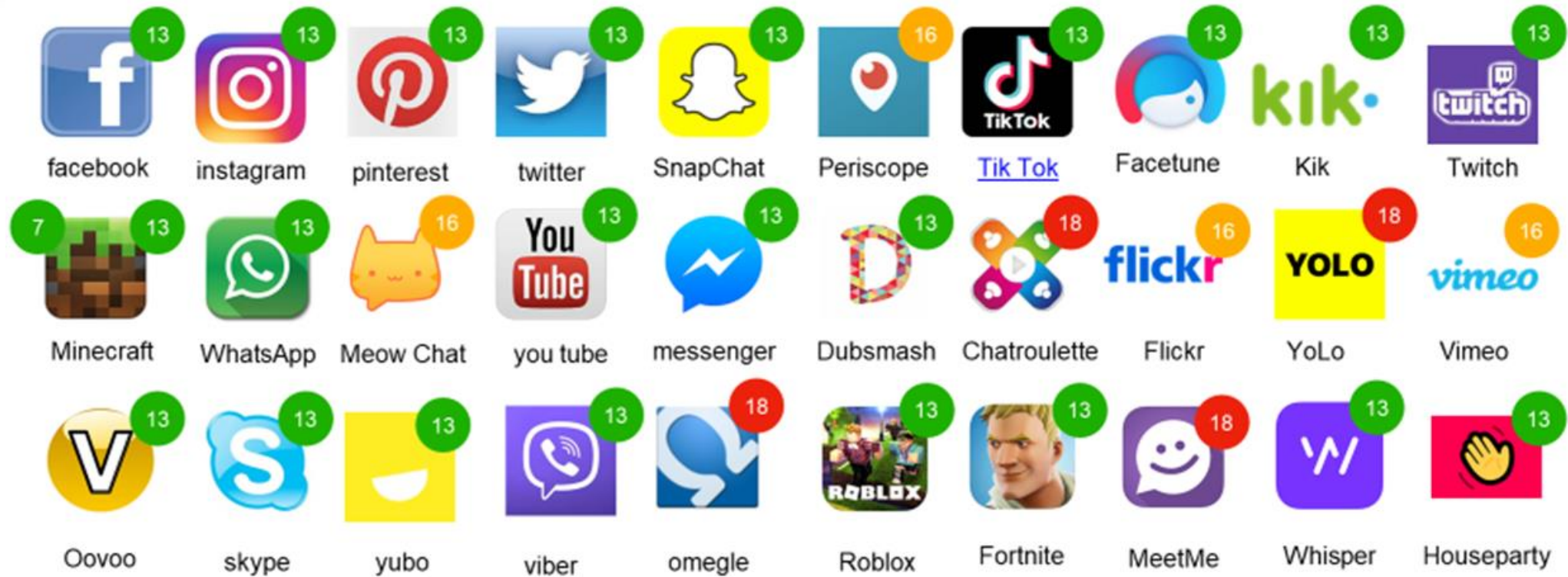


Online Safety

- Taught explicitly through our PSHE and Computing curriculum, plus regular discussion and direct teaching.
- 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.



Online Safety





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

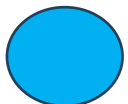
Teacher Input

- English / Topic
- Phonics
- The Big 3 and Me
- Maths
- Attention Bucket
- Reading groups

Child Initiated

- Inside/outside
- Mini-Woodies

Music Lesson enrichment on Thursday mornings.





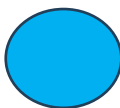
Curriculum

Claygate Primary School



Reception Autumn 1- Marvellous Me

Week/Topic	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Weekly focus	How do my senses help me stay safe and well?	What do I need to keep my body strong?	What foods help me grow healthy and strong?	How do I take care of my teeth?	What helps me feel calm and happy?	Why is moving my body good for me?
Celebrations and Events						
Weekly book	See Hear Smell Touch Taste	Funny Bones	We're going on a picnic	All the nonsense in my teeth	There's only one you	Ready, Steady Mo
PSED	<p><u>Settling in and learning school routines</u></p> <p><u>Circle games:</u> taking turns and to speak confidently to others.</p>	<p><u>Zones of Regulation:</u> Children to discuss their own and others feelings</p>	<p><u>School Values:</u> children to learn about the school values</p>	<p><u>Zones of Regulation:</u> children to discuss how to respond to others feelings.</p> <p>Children to discuss the values friendly and respectful</p>	<p><u>School Values:</u> Children to learn how they can be safe and healthy</p>	<p><u>School Values:</u> Children to learn about being courageous in the learning</p>
Communication & Language	<p><u>Speaking:</u> children to speak in full sentences</p> <p><u>Understanding:</u> children to answer different questions (who, what, why, how, where)</p> <p><u>Listening and attention:</u> children to listen and follow adult instructions</p>	<p><u>Speaking:</u> children to speak in full sentences</p> <p><u>Understanding:</u> children to answer different questions (who, what, why, how, where)</p> <p><u>Listening and attention:</u> children to listen and follow adult instructions</p>	<p><u>Speaking:</u> children to speak in full sentences</p> <p><u>Understanding:</u> children to answer different questions (who, what, why, how, where)</p> <p><u>Listening and attention:</u> children to listen and follow adult instructions</p>	<p><u>Speaking:</u> children to speak in full sentences</p> <p><u>Understanding:</u> children to answer different questions (who, what, why, how, where)</p> <p><u>Listening and attention:</u> children to listen and follow adult instructions</p>	<p><u>Speaking:</u> children to speak in full sentences</p> <p><u>Understanding:</u> children to answer different questions (who, what, why, how, where)</p> <p><u>Listening and attention:</u> children to listen and follow adult instructions</p>	<p><u>Speaking:</u> children to speak in full sentences</p> <p><u>Understanding:</u> children to answer different questions (who, what, why, how, where)</p> <p><u>Listening and attention:</u> children to listen and follow adult instructions</p>
Snipping / Makaton Sign	Hello Good morning	Goodbye	Good afternoon	Home/ home time	Toilet	Please





Curriculum

<i>Physical Development</i>	<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> <u>children to</u> 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> <u>children to</u> 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> <u>children to</u> 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> <u>children to</u> 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> <u>children to</u> 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> <u>children to</u> develop their hand eye coordination</p>
<i>Literacy</i>	<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>
<i>Phonics</i>	<p>Oral blending</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> l</p>	<p><u>Phonemes:</u> h, b, f, l</p> <p><u>Tricky Word:</u> the</p>
<i>Maths</i>	<p><u>All about the number:</u> 3</p> <p>Maths games</p>	<p><u>All about the number:</u> 5</p> <p><u>Measure and shape:</u> Match pictures and objects</p>	<p><u>All about number:</u> 6</p> <p><u>Measure and shape:</u> Sort objects to a type</p>	<p><u>All about number:</u> 2</p> <p><u>Measure and shape:</u> Create sorting rules and compare amounts</p>	<p><u>All about number:</u> 4</p> <p><u>Measure and shape:</u> Compare size and mass</p>	<p><u>All about number:</u> 7</p> <p><u>Measure and shape:</u> Compare capacity</p> <p>Number: Comparison</p>





Curriculum

		Identify a set <u>Number: Subitising</u>	<u>Number: Counting, cardinality and ordinality</u>	<u>Number: Composition</u>	<u>Number: Subitising</u>	
<i>Understanding the World</i>	Children to learn about the five senses.	Children to talk about how to keep their bodies healthy.	Children to talk about a balanced diet.	Children to talk about dental hygiene.	Children to talk about their emotions and how they affect them.	Children to learn about how exercise helps their body.
<i>Expressive Arts and Design</i>	Children to create self-portraits.	Children to role play visiting a hospital, using key vocabulary and sentences.	Children to make a collage using food to stamp	Children to create paintings <u>using toothbrushes</u>	Children to draw emotions and feelings	Children to use musical instruments to create different rhythms
<i>Mini Woodies</i>	Introduction to mini woodies	Creating nature portraits	Mud pies	Den and bridge building	Treasure hunt	Leaf parachute





Reading



- Importance of reading AND reading aloud.
- Please don't use reading records for messages
(Messages should be given to office in person or via email)
- School adults record in green pen.
- Ask children to be reading everyday at home.
- Book of interest from class/school library weekly.
- All children visit library once weekly.



Phonics (EYFS/KS1)

- Children have a daily discrete phonics session for approximately 20 minutes. We use Little Wandle Letters & Sounds as our phonics programme.
- Children learn all the phonemes and corresponding graphemes for the 40+ sounds. Every phonics lesson includes an element of decoding.
- 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.

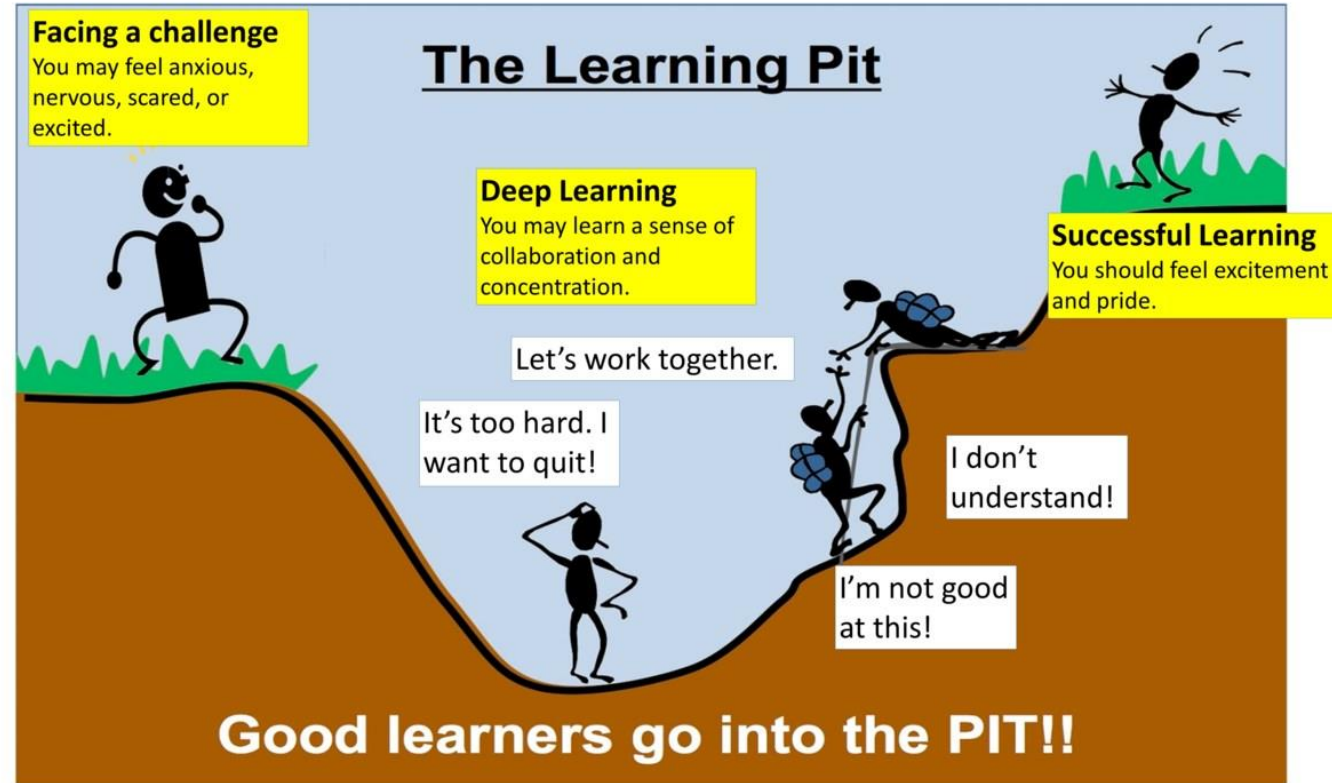
Parent Phonics Workshop – Monday 22nd September 2025 @ 9am





A Growth Mindset Approach

- What did you do today that surprised you?
- Did you make any good mistakes today?
- How did you learn from your mistakes today?
- What did you do today that made your brain grow?
- Did you help anyone else to stretch their brain power?
- What challenges did you enjoy today?
- We celebrate and talk about 'Marvellous Mistakes!'





Trips, Workshops and Visitors

- Learning beyond the classroom is so valuable!

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Phonics Workshop – 22nd September</p> <p>Autumn Festival – 14th October</p>	<p>Pyjama Day (Nursery Rhyme Week) 14th November</p> <p>Claygate Parade Walk – 18th November</p> <p>Reception Christmas Performance – 9th December and 10th December</p> <p>Holy Trinity Church Visit – 24th November</p>	<p>Pantomime – 9th January</p> <p>Winter Festival – 20th January</p> <p>Phonics Live Lesson – 22nd January</p> <p>Hampton Court Palace Trip – 11th February</p> <p>Royal Themed Afternoon- 13th February</p>	<p>World Book day - 5th March</p> <p>Science Themed Afternoon Event – 27th March</p>	<p>Family Food Festival – 15th May</p> <p>Spring Festival – 6th May</p>	<p>Sports Day – TBC</p> <p>Space Wonder Dome – 1st June</p> <p>Summer Festival – 14th July</p> <p>Reception Assembly Willow Class: 2nd July Holly Class: 3rd July</p>
			<p>Parents/Carers attending the event Parent/Carer helpers needed In school event NO parent attendees</p>		





EYFS Assessment

- RBA – formal baseline assessment.
- OPAL – Observation of Play and Learning.
- All new children baseline/ spotlight reports – parents receive at the beginning of October.
- New Starters/September + March birthdays Parents Evening 24th and 25th September.
- All spotlight reports will be sent on Class Dojo on the first school day of the following month.
- Children assessed on their birth month and half birthday, followed by a parent consultation.
- Milestones based on child's real age.
- Met/not yet.
- ELG – end of year report.



ELG – Early Learning Goals

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



What to bring to school

- Small every day rucksack
- 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





Safeguarding at CPS

We have a team of 4 DSLs:

- Hilary Ali – Designated Safeguarding Lead
- Sandra Cunningham DDSL
- Marita Cunniffe DDSL
- Susan Minter DDSL

If you have a safeguarding concern, please speak to a member of the DSL team or email on dsl@Claygate.surrey.sch.uk. 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 Tish Schoeler and Jessica Shapter



Communication

- Weekly newsletter, Twitter, Instagram and School Website.
- Parentmail and Class Dojo are 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).
- EYFSPhotos@claygate.surrey.sch.uk should be used when asking you to send any photos in linked to our learning.
- If you have any concerns, please first talk to your child's teacher.
- Please remember Mrs Cunningham and Mrs Ali, Mr Holton/Miss Rainbow are available on the gate daily.





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>

