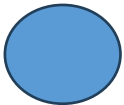




Welcome to Reception's Curriculum Evening

September 2026





Meet the Team



Miss Rainbow
Willow Class Teacher
EYFS Lead



Miss Duffell
Holly Class Teacher



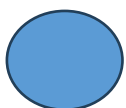
Ms Osment
Teaching Assistant



Miss Frost
Teaching Assistant



Ms Suma
Teaching Assistant





Meet the Senior Leadership Team

- Dan Cadman: Head Teacher



- Marita Cunniffe: Inclusion Lead



- Hilary Ali: Deputy Head





Our CPS Values

CPS Values

Safe and healthy

Courageous

Achievers

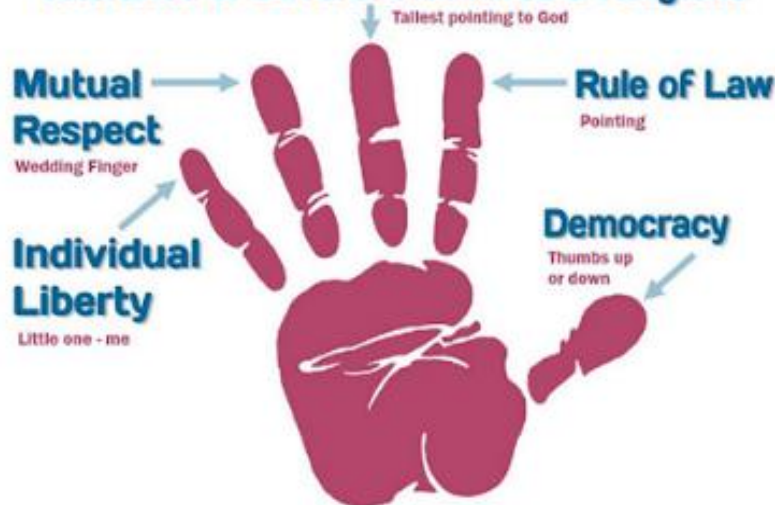
Respectful

Responsible

Friendly



Tolerance of Different Cultures & Religions



CLAYGATE
PRIMARY SCHOOL



Our Expectations

- Independence (including walking in / out independently)
- Behaviour
- Smart uniform and ready for learning
- 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.
- 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 96% 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 could 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 may also result in a penalty notice or prosecution



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

Do I need to keep my child off school?

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	



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.

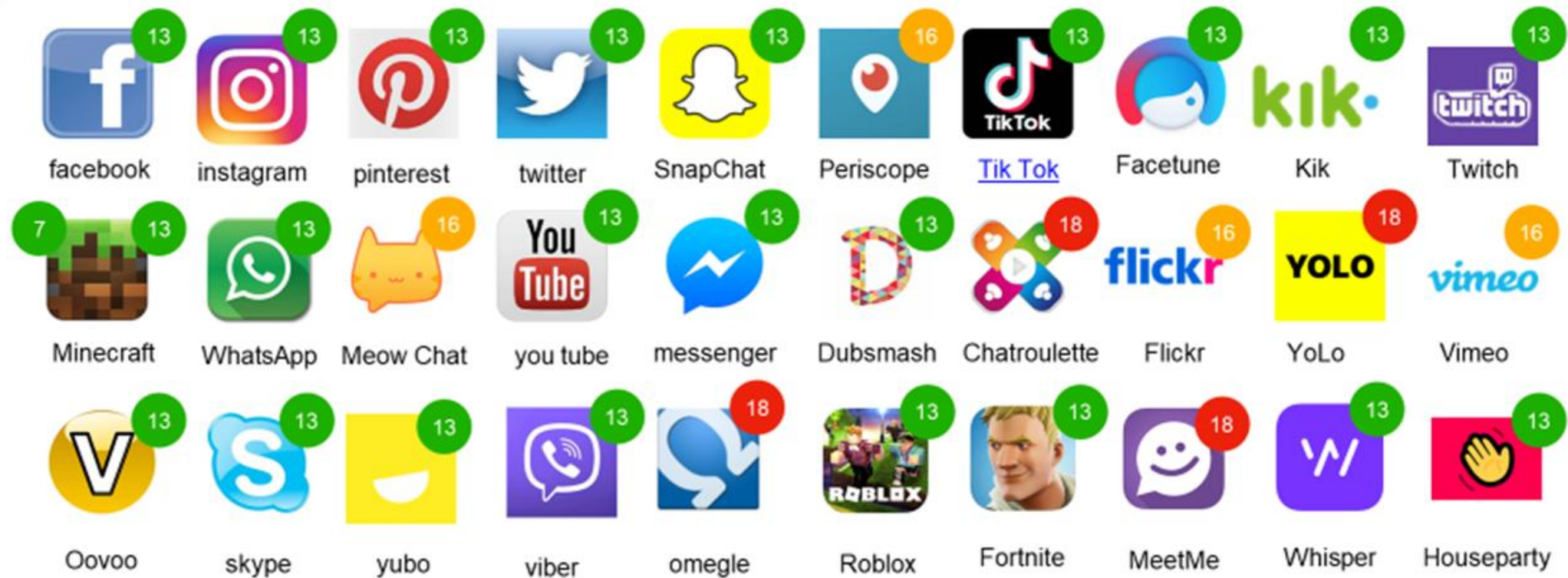


Online Safety

- Taught explicitly through our PSHEE and Computing curriculum, plus regular discussion and direct teaching whenever Chromebooks are used
- 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.





Overview

EYFS Long Term Planning 26 - 27

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 7 weeks
Topic	People who help us	Celebrations around the World	Once Upon a Time	Amazing animals and living things	Food, Glorious Food	The Places We'll Go!
Learning Question	Who helps us in our community?	Why are different celebrations important to people?	Is a 'Once Upon a Time' world the same as ours?	How do animals live and survive in different places?	Where does our food come from?	What is beyond our world and what will I become?
Weekly Focus	School (2 weeks) Family (1 week) Doctors/Nurses/Dentist (1 week) Police Officers/Firefighters (2 weeks) Refuse collectors, postal workers (1 week)	Bonfire Night (5 th Nov) Diwali (8 th Nov) Birthdays Eid Hanukkah Christmas	Traditional Tales (2 weeks) Castles and Palaces Knights and Dragons Past Kings and Queens Present Kings and Queens	Life Cycles Pets and Working Animals Wild Animals and Habitats Sea Animals Extinct and Mythical	Food Journey of Food Fruit and Vegetables Balance Diet Cooking Food Around the World Celebrations	Planets Stars Moon Astronauts Space Station Future – How am I changing Year 1 Transition
Weekly Questions	Settling in and who helps us at CPS? How do our families help us? Who in the community helps us stay healthy?	Why do people celebrate Bonfire Night? Why is Diwali important to some people?	What makes a story a traditional tale? Are characters in traditional tales the same as real people?	How do living things change over time? How do animals help people? Why do animals live in different habitats?	Why do we need food? Where does food come from? What is the difference between fruits and vegetables?	What are the planets in our solar system? What are stars? What is the moon like and why does it change?
	Who helps us in emergencies? Who else in our community helps us?	Why are birthdays special to people? Why is Eid important to Muslims? Why is Hanukkah important to Jewish people? Why is Christmas important to Christians? Why do people celebrate in different ways?	What were castles and palaces used for in? Who protected castles and how? Who ruled in the past? Who are the Royal Family?	How are sea animals different from land animals? How do we know if an animal is extinct or mythical?	What makes a balanced diet healthy? How does food change when we cook? How is food different around the world? Why is food important in celebrations?	How do astronauts travel and live in space? What is it like to live on a space station? How am I growing and changing? What am I excited about for 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/readin g groups	Reading Groups/Rhy me Time	<i>Lunch/ Lunch Play</i>	Register /Medita tion	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/Rhy me Time	<i>Lunch/ Lunch Play</i>	Register /Medita tion	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/readin g groups	Reading Groups/Rhy me Time	<i>Lunch/ Lunch Play</i>	Register /Medita tion	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/Rhy me Time	<i>Lunch/ Lunch Play</i>	Register /Medita tion	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/readin g groups	Reading Groups/Rhy me Time	<i>Lunch/ Lunch Play</i>	Register /Medita tion	The Big 3 and Me	CP - Indoor	Tidy Up	Mastering Number	Story Time / Home Time

Reception Autumn 1- People Who Help Us

Week/Topic	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Weekly focus	School	School	Family	Doctors and nurses	Police	Firefighters	Postal Workers
Celebrations and Events		Tour of the School					Trip to Claygate Parade – 14 th Oct
Weekly book	Meesha Makes New Friends	When a Dragon goes to school	All about families	<u>Doctorsaurus</u>	Dinosaur Police	No Dragons for Tea	The Jolly Postman
PSED	Settling in and <u>learning school routines</u> <u>Circle games:</u> taking turns and to speak confidently to others.	<u>School Values:</u> children to learn about the school values. Children to discuss the values friendly and respectful	<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 how they can be safe and healthy	<u>School Values:</u> Children to learn about being courageous in the learning	<u>School Values:</u> Children to learn about being responsible
Communication & Language	<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
Makaton Sign	Hello Good morning	Goodbye	Good afternoon	Home/ home time	Toilet	Please	Thank you
Physical Development	<u>Riding bikes:</u> children to ride bikes on a track	<u>Riding bikes:</u> children to ride bikes on a track and learning to	<u>Obstacle courses:</u> children to create an obstacle course and to take turns	<u>Obstacle courses:</u> children to create an obstacle course and	<u>Ball games:</u> children to develop skills by throwing, catching	<u>Ball games:</u> children to develop skills by throwing, catching, rolling	<u>Ball games:</u> children to develop skills by throwing,

	and learning to take turns <u>Climbing:</u> children to learn managing risk on the climbing equipment <u>Fine Motor:</u> <u>children to</u> develop their hand eye coordination	take turns using a sand timer <u>Climbing:</u> children to learn managing risk on the climbing equipment <u>Fine Motor:</u> <u>children to</u> develop their hand eye coordination	using it with their friends <u>Jumping:</u> children to explore a range of jumps <u>Fine Motor:</u> <u>children to</u> develop their hand eye coordination	to take turns using it with their friends <u>Balancing:</u> children to explore a range of balance techniques <u>Fine Motor:</u> <u>children to</u> develop their hand eye coordination	and rolling different size balls <u>Spacing:</u> children to be able to move within their own space <u>Fine Motor:</u> <u>children to</u> develop their hand eye coordination	and kicking different size balls <u>Fine Motor:</u> <u>children to</u> develop their hand eye coordination	catching, rolling and kicking different size balls <u>Fine Motor:</u> <u>children to</u> develop their hand eye coordination
Literacy	<u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group <u>Writing:</u> name writing and children to represent meaning through drawing and writing	<u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group <u>Writing:</u> name writing and children to represent meaning through drawing and writing	<u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group <u>Writing:</u> name writing and children to represent meaning through drawing and writing	<u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group <u>Writing:</u> name writing and children to represent meaning through drawing and writing	<u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group <u>Writing:</u> name writing and children to represent meaning through drawing and writing	<u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group <u>Writing:</u> name writing and children to represent meaning through drawing and writing	<u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group <u>Writing:</u> name writing and children to represent meaning through drawing and writing
Phonics	Oral blending	Oral blending	<u>Phonemes:</u> s, a, t, p	<u>Phonemes:</u> i, n, m, d	<u>Phonemes:</u> g, o, c, k <u>Tricky word:</u> is	<u>Phonemes:</u> ck, e, u, r <u>Tricky Word:</u> I	<u>Phonemes:</u> h, b, f, l <u>Tricky Word:</u> the
Maths	Maths games	<u>Shape, Space and Measure</u> Match Objects and Pictures	<u>All about number:</u> 3 <u>Shape, Space and Measure</u> Identifying sets and sort objects to a	<u>All about number:</u> 5 <u>Shape, Space and Measure</u> Compare Size	<u>All about number:</u> 2 <u>Shape, Space and Measure</u> Compare Mass <u>Number:</u> Composition	<u>All about number:</u> 4 <u>Shape, Space and Measure</u> Compare capacity <u>Number:</u> Subitising	<u>All about number:</u> 1 <u>Shape, Space and Measure</u> Explore and create simple patterns

			type and create sorting rules <u>Number:</u> Subitising	<u>Number:</u> Counting, cardinality and ordinality			<u>Number:</u> Comparison
Understanding the World	Children to talk about their friends.	Children to about school routines	Children to learn how families are different	Children to learn how doctors/nurses help us	Children to learn how police officers help us	Children to learn how firefighters help us	Children learn how post-workers help us
Expressive Arts and Design	Create Self Portraits	Create a map of the school.	Portrait of our families using a selection of materials	Children to role play visiting a hospital, using key vocabulary and sentences.	Children to use junk modelling to create models police stations, cars and police officers	Children to paint their own fire engines. Children to role play the role of a fire fighter.	Children to sketch Claygate landmarks.
Mini Woodies		Introduction to mini woodies	Creating nature portraits	Den and bridge building	Treasure hunt	Leaf parachute	Finding signs of autumn



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
- 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 for our phonics programme.
- 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.
- Parent Phonics Workshop- Friday 25th September



A Growth Mindset Approach

What did you do today that surprised you?

Did you make any good mistakes today?

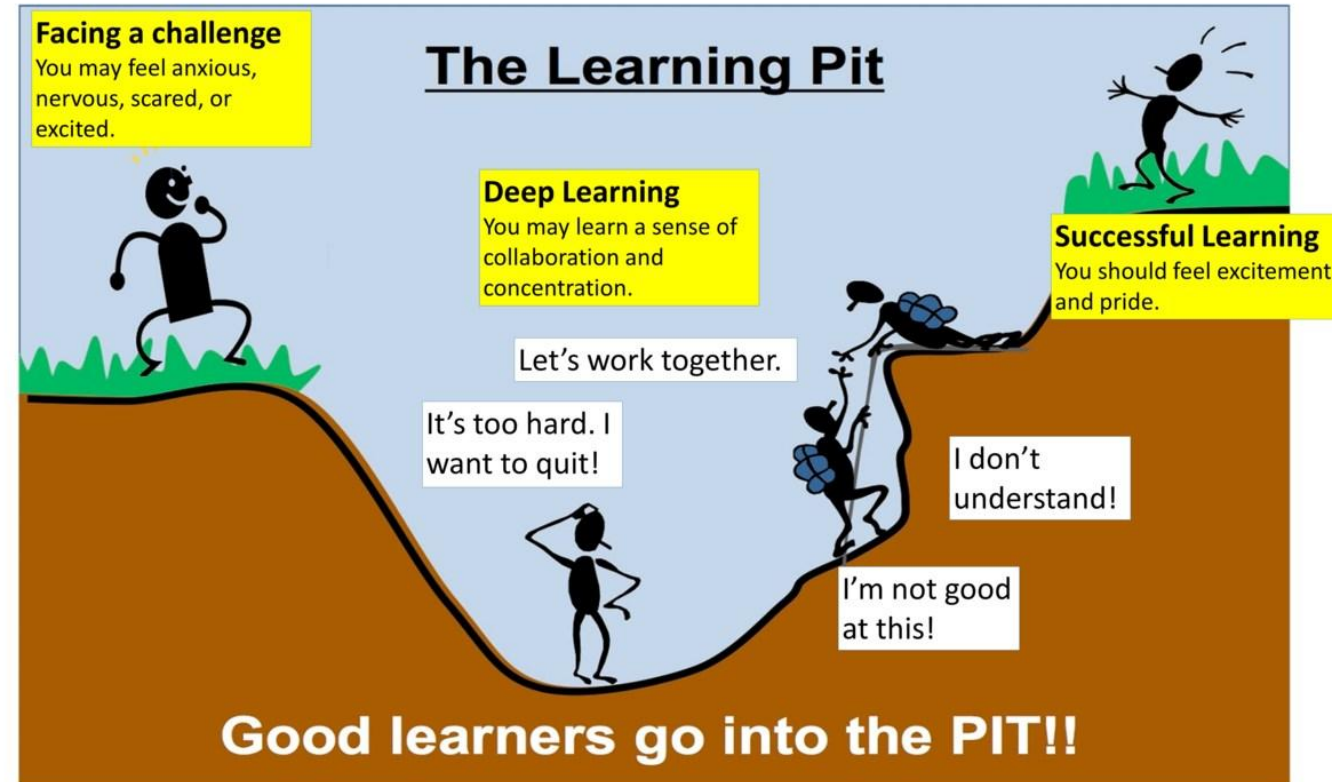
How did you learn from your mistakes today?

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!
- Give overview of trips – when they are and estimated costs if possible
Without voluntary donations trip may not be able to go ahead
- Include info re residentials



Trips, Workshops and Visitors

- Learning beyond the classroom is so valuable!

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics Workshop – 25th September	Autumn Festival – 4 th November	Pantomime – 6 th January	World Book day - TBC	Spring Festival – 28 th April	Family Food Festival – 11 th June
Claygate Parade Walk – 14th October	Maths Parent Workshop – 6th November	Winter Festival – 13 th January	Science Themed Afternoon Event – 19 th March		Sports Day – TBC
	Reception Christmas Performance – 8th and 9th December	Fairy-tale event – 11 th February			Summer Festival – 21 st July
	Holy Trinity Church Visit – 23 rd November		Parents/Carers attending the event Parent/Carer helpers needed In school event NO parent attendees		Reception Assembly Willow Class: 8 th July Holly Class: 9 th July



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 23rd and 24th 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



Communication

- Weekly newsletter, Instagram 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)
- If you have any concerns, please first talk to your child's teacher
- Please remember Mr Cadman and Mrs Ali are available on the gate daily



Safeguarding at CPS

We have a team of 5 DSLs:

- Hilary Ali – Designated Safeguarding Lead
- Dan Cadman DDSL
- Marita Cunniffe DDSL
- Susan Minter DDSL
- Ellie Rainbow: EYFS DDSL
- Kim Waters: Clubhouse DSL

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

Child Protection at Claygate Primary School

Our Safeguarding and Child Protection Team are:



Mrs Hilary Ali
DSL



Mr Dan Cadman
DDSL



Mrs Marita Cunniffe
DDSL



Mrs Susan Minter
DDSL



Mrs Kim Waters
Clubhouse DSL



Ellie Rainbow
EYFS DDSL



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.
- Volunteer to take home the guinea pigs at the weekend and for the school holidays.



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](https://cafdonate.cafonline.org/20959)