



Welcome to Acorns Curriculum Evening September 2026



Meet the Team



Miss Rainbow
EYFS Lead



Mrs Copperwheat
Nursery Teacher



Miss Natalia and Miss Charlotte
Nursery Assistant



Miss Jesse
Nursery Assistant



Ms Makey and Ms Hind
Nursery Assistant



Miss Sue
Nursery Assistant



Miss Hill
Nursery Assistant



Miss Cat
Nursery 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

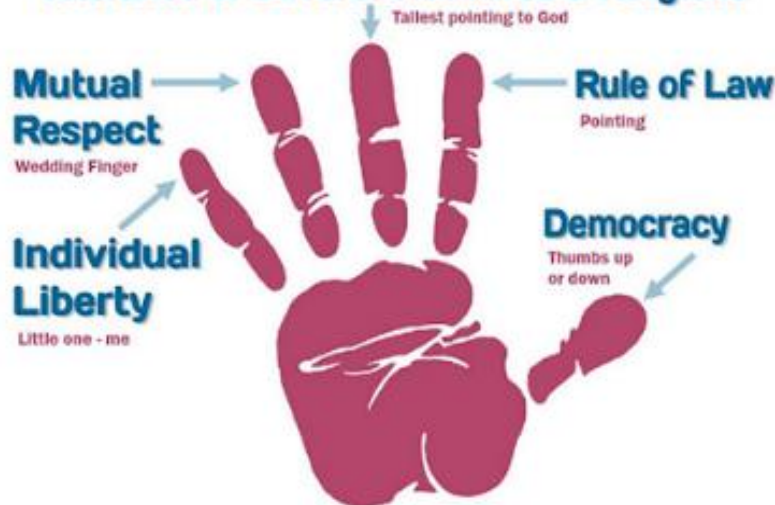
Respectful

Responsible

Friendly



Tolerance of Different Cultures & Religions



CLAYGATE
PRIMARY SCHOOL



Our Expectations

- Independence
- 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/8.55am/12pm and learning starts promptly.
- 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 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	



Swimming

- Our swimming blocks are Spring 1 and Summer 2.
- All children from Blue Acorns to Year 6 have swimming lessons, 2 half terms each year.
- Children are assessed in their first lesson, and then grouped by the swim teachers. Roughly groups of 4 children.
- Minimum 3 parent volunteers per session
- £15 per swim block per child

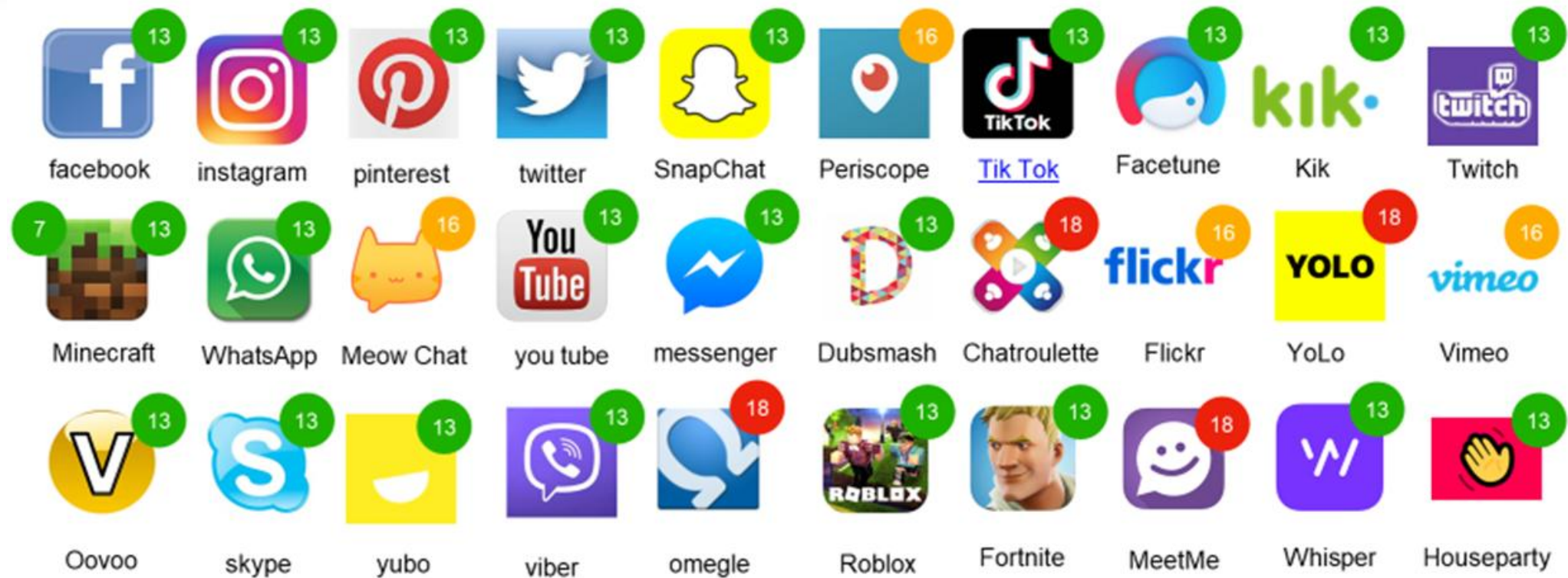


Online Safety

- 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
 - Circle time
 - Maths
 - Big 3 + me
-
- Music
 - Multi-sports
 - 3 + Swimming



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





Curriculum

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!



Curriculum

Red Acorns (2 – 3 year olds)						
Learning Question	Who helps me?	What happens when we celebrate?	What happens in stories?	What animals do we know?	What food do we know?	How do we travel?
Weekly Focus	Settling in and Acorns (2 weeks) Family (2 weeks) Emotions (2 weeks) Personal Hygiene (1 week)	Bonfire Night (5 th Nov) Diwali (8 th Nov) Birthdays Eid Hanukkah Christmas	The Gingerbread Man The Three Little Pigs Goldilocks The Three Billy Goats Gruff Little Red Riding Hood Jack and the Beanstalk	Pets Farm Animals Wild Animals Sea Animals Extinct Animals	Fruits Vegetables Mealtime (x2) Cooking (x2) Special Foods	Walking Bikes and Scooters Cars Buses Trains Boats Planes Rockets
Weekly Questions	Who helps me at Nursery? Who helps me at home? Who helps me when I'm feeling...? Who helps me stay clean and healthy?	What can we see and hear on Bonfire Night? What do people do at Diwali? What do we do at a birthday party? What happens at Eid? What happens during Hanukkah? What happens at Christmas? What do I remember about Christmas?	What happens in the story? What happens next? What did Goldilocks do? Who is in the story? What happens in the forest? What happens at the end?	What is a pet? What is a farm animal? What is a wild animal? What is a sea animal? What is an extinct animal?	What are fruits? What are vegetables? What do I eat at different times of the day? How do we prepare for our meals? What do we use to make food? How do we make food? What foods do we eat at special times?	How do I move? How do we ride on wheels? What moves on the road? What travels on tracks? How do we travel on the water? How do we travel in the air? How do we travel to space?



Curriculum

Blue Acorns (Pre-School)

Learning Question	Who helps us?	How do people celebrate different special times?	Who are the characters in stories and what do they do?	How are animals different?	What foods do we like to eat?	Where can we go and how do we find our way?
Weekly Focus	Settling in and Acorns (2 weeks) Family (1 week) Doctors/Nurses/Dentist (2 weeks) Police Officers/Firefighters (2 weeks)	Bonfire Night (5 th Nov) Diwali (8 th Nov) Birthdays Eid Hanukkah Christmas	The Gingerbread Man The Three Little Pigs Goldilocks The Three Billy Goats Gruff Little Red Riding Hood Jack and the Beanstalk	Life Cycles Pets and Farm Animals Wild Animals Sea Animals Extinct Animals	Food Fruit and Vegetables Healthy Foods Mealtime (x2) Cooking Celebrations	Journeys Maps Land Travel Water Travel Air Travel Our next journey
Weekly Questions	Who helps us at Nursery? Who helps us at home? Who helps us stay healthy? Who helps keep us safe?	How do people celebrate Bonfire Night? How do people celebrate Diwali? How do people celebrate birthdays? How do families celebrate Eid? How do people celebrate Hanukkah? How do people celebrate Christmas? What happens at Christmas time?	Why did the Gingerbread Man run away? Which house was best and why? Was Goldilocks kind or unkind? Who was the strongest? Who was helpful and who was not? Was Jack right or wrong?	How do animals grow and change? What's the difference between a pet and a farm animal? Where do wild animals live? What do sea animals look like? What animals lived a long time ago?	What foods do we eat every day? Why are fruits and vegetables good for us? Which foods help us grown strong and healthy? What foods are eaten at different mealtimes? How do I prepare for meal time? How do we make simple foods? What foods do people eat at celebrations?	How do we plan a journey? What do we take with us? What is a map? How do we travel across the land? What travels across rivers and oceans? Why do we use air travel? (planes and rockets)x2 What will Reception be like?



WB:

Weekly Focus:

Term: Autumn 1

Day	8.45 – 9.00	9.05 – 9.20	9.20 – 10.40	10.40-11:00	11.00– 11.30	11.30 – 12.30	12.30 –12.45	1.00 – 2.30	2.30-2.45	2.55-3:15
Monday	Self-register / Carpet activities	Morning Routine Carpet Session	CI - Outside	Tidy up	Nursery Rhyme Time	Lunch / Lunch Play	English – Story focus	CI – Inside 1 -1.45 1:45 – 2:30 Mini woodies	Tidy up	Story Time / Home time
Tuesday	Self-register / Carpet activities	Morning Routine Carpet Session	CI - Outside 9:30 – 10 Multisport - or Thursday	Tidy up	Nursery Rhyme Time	Lunch / Lunch Play	Maths	CI – Inside	Tidy up	Story Time / Home time
Wednesday	Self-register / Carpet activities	Morning Routine Carpet Session	CI - Outside	Tidy up	Nursery Rhyme Time	Lunch / Lunch Play	English – mark making focus	CI – Inside 1 -1.45 1:45 – 2:30 Mini woodies	Tidy up	Story Time / Home time
Thursday	Self-register / Carpet activities	Morning Routine Music alternates with Tuesday am	CI – Inside	Tidy up	Nursery Rhyme Time	Lunch / Lunch Play	English – Story focus	CI – Outside	Tidy up	Story Time / Home time
Friday	Self-register / Carpet activities	Morning Routine Carpet Session	CI - Outside	Tidy up	Nursery Rhyme Time	Lunch / Lunch Play	Maths	CI – Inside 1 -1.45 1:45 – 2:30 Mini woodies	Tidy up	Story Time / Home time



WB:			Weekly Focus:				Term: Autumn 1			
Day	8.45 – 9.00	9.05 – 9.15	9.30 – 10.40	10.40-11:00	11.00– 11.30	11.30 – 12.30	12.30 –12.45	1.00 – 2.30	2.30-2.45	2.55-3:15
Monday	Self-register / Carpet activities	Story	CI - Outside	Tidy up	Nursery Rhyme Time	Lunch / Lunch Play	Circle Time	CI Inside	Tidy up	Story Time / Home time
Tuesday	Self-register / Carpet activities	Circle time	CI – Outside 9:30 – 10 Multisport - or Thursday	Tidy up	Nursery Rhyme Time	Lunch / Lunch Play	Sensory Activity	CI - Inside	Tidy up	Story Time / Home time
Wednesday	Self-register / Carpet activities	Waterproofs and wellies	9:15 – 10 Mini woodies CI - Inside	Tidy up	Nursery Rhyme Time	Lunch / Lunch Play	Circle time	1 – 1.45pm Mini woodies for non-sleepers 1.45 – 2.30 CI Inside	Tidy up	Story Time / Home time
Thursday	Self-register / Carpet activities	Music alternates with Tuesday am	CI – Inside	Tidy up	Nursery Rhyme Time	Lunch / Lunch Play	Sensory Activity	CI – Inside	Tidy up	Story Time / Home time
Friday	Self-register / Carpet activities	Circle time	9:15 – 10 Mini woodies CI – Outdoor	Tidy up	Nursery Rhyme Time	Lunch / Lunch Play	Circle Time	1 – 1.45pm Mini woodies for non-sleepers 1.45 – 2.30 CI Inside	Tidy up	Story Time / Home time

Nursery Autumn 1 – People who help us

Week/Topic	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Weekly Focus Reds	Settling in Acorns		Family		Emotions		Personal hygiene
Weekly Focus Blues	Settling in Acorns		Family	Doctors and Nurses	Police officer	Fire Fighter	Dentist
Celebrations and events		Tour around the school					Autumn Festival – 23rd October
Core Text Reds	<i>Maisy goes to Nursery</i>	<i>I am starting Nursery</i>		<i>Love makes a family</i>	<i>I like to be kind/ When I am sad/Stompy Saurus</i>	<i>What makes you do that</i>	<i>Let's wash our hands</i>
Core Text Blue	Mouse's Big Day	Maisy goes to preschool	Love makes a family	Topsy and Tim go to the Doctors	Topsy and Tim meet the police	Topsy and Tim meet the firefighters	Maisy goes to the Dentist
PSED	Red Acorns Settling in Blue Acorns Settling in Taking turns games Circle games	Red Acorns Seek comfort from familiar adults when needed and distracts themselves with a comfort object when upset Blue Acorns To try activities and select resources independently	Red Acorns Talk about our family and who lives with us Blue Acorns Talk about our family and who lives with us	Red Acorns Begin to join in play with other children Blue Acorns Recognise different feelings and talking about them Introduce Zones of Regulation	Red Acorns Express the self-aware emotions of being kind and sad. Blue Acorns Begin to display friendly behaviour to each other and carers. Introduce school values	Red Acorns To begin to understand who helps me when I'm feeling... Blue Acorns Children to understand that actions affect other people	Red Acorns To talk about who helps keep me healthy Blue Acorns Show awareness of own and others needs
Communication & Language	Red Acorns Settling in Respond to simple instructions Blue Acorns Settling in	Red Acorns Settling in Respond to familiar music, songs or rhymes Blue Acorns	Red Acorns Respond to familiar music, songs or rhymes Blue Acorns Discuss what their favourite things to do at	Red Acorns Speak in two or more words Blue Acorns To be able to speak in simple sentences	Red Acorns Speak in two or more words Blue Acorns Listen to others and ask questions.	Red Acorns Speak in two or more words Blue Acorns Listen to stories and be able to answer simple	Red Acorns Speak in two or more words Blue Acorns To begin to retell simple stories and

	Respond to simple instructions	Begin to join in with familiar nursery rhymes.	home with their families.	Listen attentively to stories		questions about them	past experiences
Makaton Sign	Red and Blue Acorns Hello	Red and Blue Acorns Good morning	Red and Blue Acorns Goodbye	Red and Blue Acorns Good afternoon	Red and Blue Acorns Home / home time	Red and Blue Acorns Toilet	Red and Blue Acorns Please
Physical Development	Red Acorns Become confident in the routine and to explore the nursery environment Blue Acorns Become confident in the routine and to explore the nursery environment	Red Acorns Become confident in the routine and to explore the nursery environment Blue Acorns Use large equipment safely	Red Acorns Climb over obstacles and use climbing equipment Blue Acorns Develop fine motor skills/ hand eye co-ordination by threading, puzzles small construction.	Red Acorns Build towers using different resources such as small and big blocks, Duplo, etc. Blue Acorns Explore different spatial awareness activities	Red Acorns Run around, change direction and slow down avoiding bumping into things Blue Acorns Able to change directions activities using bikes	Red Acorns Run around, change direction and slow down avoiding bumping into things Blue Acorns Obstacle games using a variety of resources and equipment	Red Acorns Move around their environment with awareness and control Blue Acorns Mark making Using gross and fine motor movements to create lines and circles.
Literacy	Red Acorns To enjoy listening to stories To enjoy the sensory experience of making marks using different materials and resources Blue Acorns Children to listen to stories and to join in with repeated phrases and words Children to explore mark	Red Acorns To enjoy listening to stories To enjoy the sensory experience of making marks using different materials and resources Blue Acorns Children to listen to stories and to join in with repeated phrases and words	Red Acorns To enjoy listening to stories To enjoy the sensory experience of making marks using different materials and resources Blue Acorns Children to listen to stories and to join in with repeated	Red Acorns To enjoy listening to stories To enjoy the sensory experience of making marks using different materials and resources Blue Acorns Children to listen to stories and to join in with repeated phrases and words Children to explore mark making on a	Red Acorns To enjoy listening to stories To enjoy the sensory experience of making marks using different materials and resources Blue Acorns Children to listen to stories and to join in with repeated phrases and words Children to explore mark making on a variety of resources and materials	Red Acorns To enjoy listening to stories To enjoy the sensory experience of making marks using different materials and resources Blue Acorns Children to listen to stories and to join in with repeated	Red Acorns To enjoy listening to stories To enjoy the sensory experience of making marks using different materials and resources Blue Acorns Children to listen to stories and to join in with repeated

	Blue Acorns Be introduced to a wide variety of art materials and how to use them safely	Blue Acorns Use different materials to make paintings/collages	tools and resources Blue Acorns Children to create art to represent their family	use creative tools and resources Blue Acorns Role Play how doctors and nurses look after us	fingers and other resources Blue Acorns Role Play how police officers keep us safe	fingers and other resources Blue Acorns To create art work that represents firefighters	and the sounds they can make Blue Acorns To use dental tools to create art work.
Mini-Woodies	Red and Blue Acorns Settling into mini woodies Sticky feet Rules Games in the mini woodland area	Red and Blue Acorns Settling into mini woodies Sticky feet Rules Games in the mini woodland area	Red and Blue Acorns Mud Kitchen play	Red and Blue Acorns Scavenger hunt	Red and Blue Acorns Shape hunt	Red and Blue Acorns Colour hunt	Red and Blue Acorns Autumn hunt



Reading – Library Sessions

- Importance of reading aloud to your child
- Retelling stories in your own words
- Nursery Rhymes – repetition
- Children will attend the library once a week on a Friday or Monday. This is a book they choose and want to share at home with their families.
- The book should then be returned in time for their next library session to allow them to take out another book.
- You will be made aware of which group your child is in via class Dojo prior to the library sessions starting.



Phonics

- Blue Acorns have a daily discrete phonics session starting Autumn 2. We use Little Wandle Letters & Sounds
- In Nursery, children learn the foundations for phonics – listening skills, oral blending, rhymes and alliteration, initial sounds in words

To support at home visit

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



A Growth Mindset Approach

What did you do today that surprised you?

Did you make any good mistakes today?

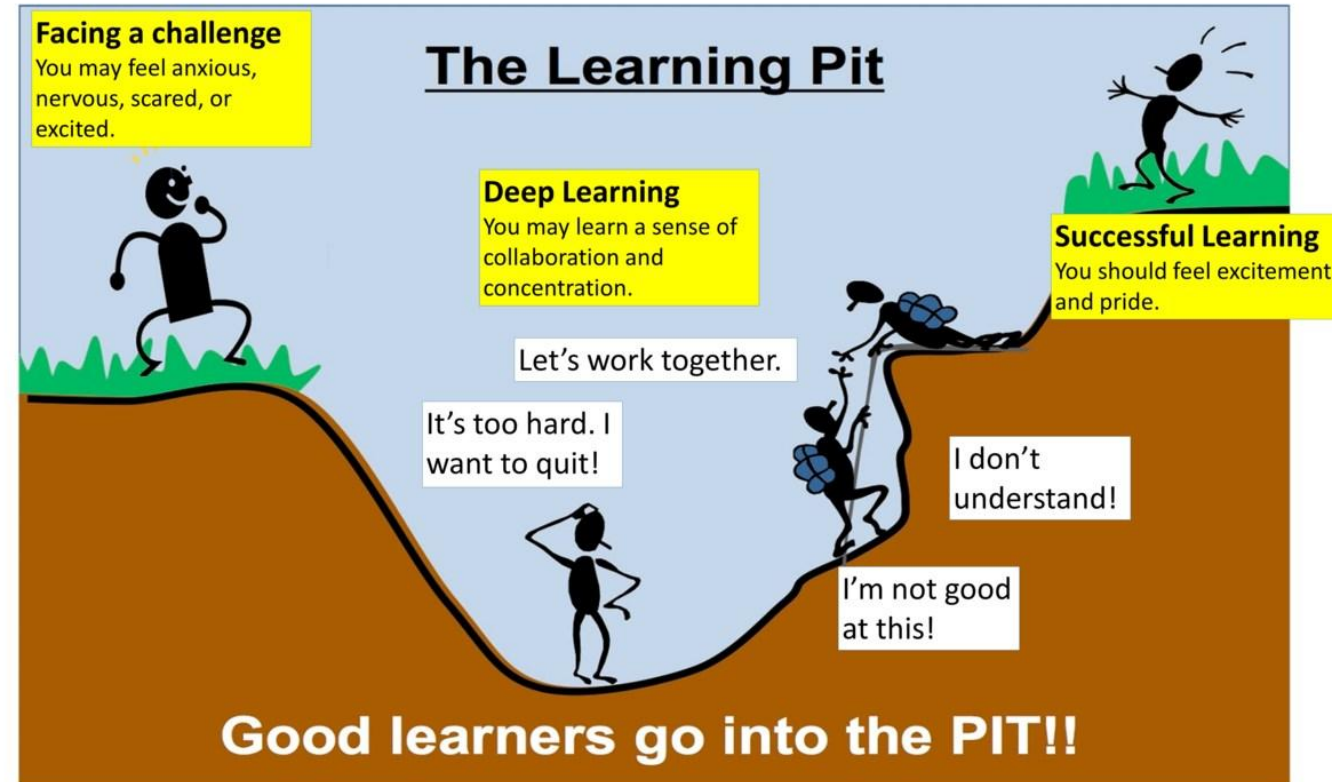
How did you learn from your mistakes today?

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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
#	Autumn Festival – 4th November Christmas Carols and Crafts – 7th December Holy Trinity Church Visit – 23rd November	Pantomime – 6th January – Blue Acorns only Winter Festival – 13th January Fairy-tale event – 11th February	World Book day - 5th March Science Themed Afternoon Event – 19th March Parents/Carers attending the event Parent/Carer helpers needed In school event NO parent attendees	Spring Festival – 28th April	Family Food Festival – 11th June Sports Day – TBC Summer Festival – 21st July Nursery Graduation – 23rd July



EYFS Assessment

- OPAL – Observation of Play and Learning
- All new children baseline/ spotlight reports
- 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
- Parents view added on reports



What to bring to Nursery

- Small every day rucksack
- Water bottle
- If your child has a packed lunch please use a lunch box
- 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
- Nappies, wipes, nappy bags and cream if your child wears nappies
- Please label everything your child brings to school.



Communication

- Weekly newsletter, Instagram and Website
- Parentmail and ClassDojo are used to share important information
- EYFSPhotos@claygate.surrey.sch.uk should be used when asking you to send any photos in linked to our learning.
- 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.



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)