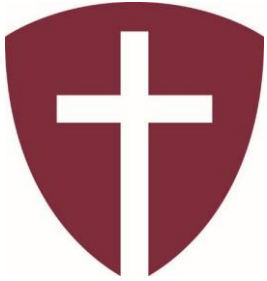


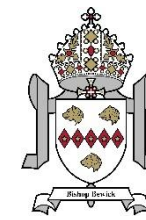
Reception Curriculum Evening



Reception

Class Teacher: Mrs Bertenshaw

Teaching Support: Miss Short & Miss Kaur



Safeguarding

Mrs Nealings is the Designated Person for Child Protection and Designated Safeguarding Lead (DSL).

Mrs Binney and Miss Thomas are the Deputy designated person.

Mrs Nealings

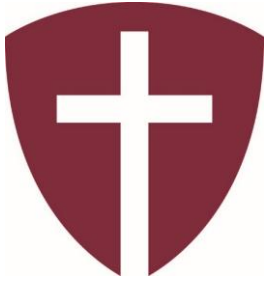


Mrs Binney



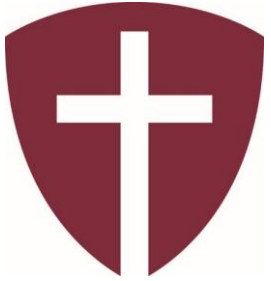
Miss Thomas





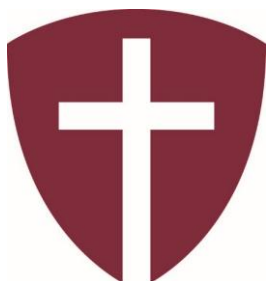
Structure of the School Day

8.40am:	Classroom doors open
8.50am:	School begins
12.00-1.00pm:	Lunch time
3.20pm:	School ends



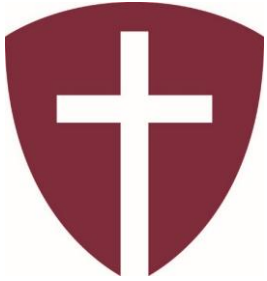
Our Teaching Approach

- Learning through play – child initiated and adult-guided play
- Direct teaching – whole class & small group
- Adult-led activities
- Observation and assessment



Timetable

Day	8:40-8:55	8:55-9:30	9:30-9:40	9:40-10:30	10:30-11:11:40	11:40-11:55			1-1:20	1:20-1:40	1:40-2:25	2:25-3	3-3:20
Mon	Home Groups: Self-register Daily timetable Date & weather Morning Prayer	Phonics	PD	Theme Specific Area direct teaching	Continuous Provision Child Initiated Play 1:1 reading Adult led Small group inputs Play Partners	Music	11:55 – 1:00 Lunch	1:00 Registration	Celebration of the Word	Maths Mastering Number WhiteRose	Plan Do Review Continuous Provision Play Partners Child Initiated Play 1:1 reading Adult led Small group inputs Play Partners		Reflection on day Whole class Story Evening Prayer
Tue	Home Groups: Self-register Message Board Morning Prayer	Phonics	PD	Drawing Club	Continuous Provision Child Initiated Play 1:1 reading Adult led Small group inputs Play Partners	Music			Creative Prayer	RSHE SB PPA	Forest School SB PPA	Plan Do Review Continuous Provision Play Partners SB PPA	Reflection on day Whole class Story Evening Prayer SB PPA
Wed	Home Groups: Self-register Message Board Morning Prayer	Phonics	PD	Drawing Club	Continuous Provision Child Initiated Play 1:1 reading Adult led Small group inputs Play Partners	Music			Picture News	Maths Mastering Number WhiteRose	Plan Do Review Continuous Provision Play Partners Child Initiated Play 1:1 reading Adult led Small group inputs Play Partners		Reflection on day Whole class Story Evening Prayer
Thur	Home Groups: Self-register Message Board Morning Prayer	Phonics	PD	Drawing Club	Continuous Provision Child Initiated Play 1:1 reading Adult led Small group inputs Play Partners	Music			Creative prayer	Maths Mastering Number WhiteRose	Plan Do Review Continuous Provision Teacher-led RE activity		Reflection on day Whole class Story Evening Prayer
Fri	Home Groups: Self-register Message Board Morning Prayer	Phonics	PD	RE	Continuous Provision Child Initiated Play 1:1 reading Adult led Small group inputs Play Partners	Music			Meditation and Reflection	Maths Mastering Number WhiteRose	Plan Do Review Continuous Provision Play Partners		Reflection on day Whole class Story Evening Prayer



Class Prayers and Liturgical Prayer

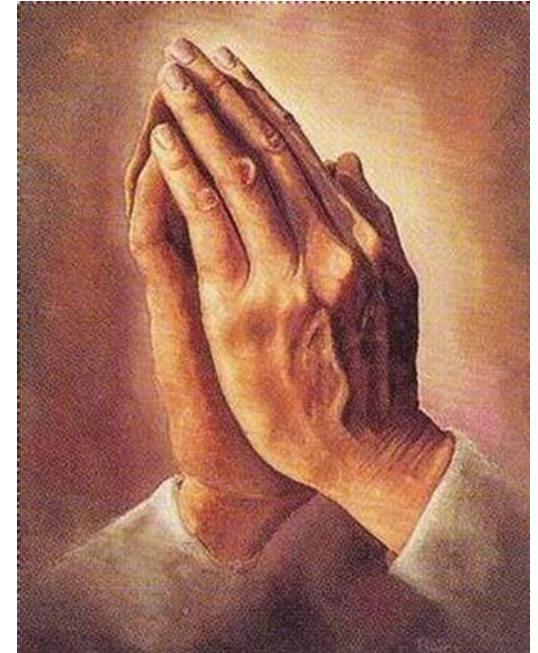
Daily Prayers:

Morning Prayer

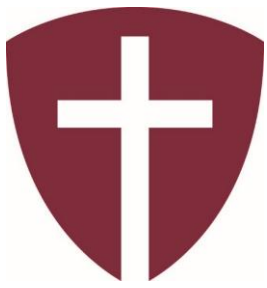
Before Lunch

After Lunch

End of the day



Later in the year, children attend whole school liturgical prayer each Monday and Key Stage liturgical prayer on a Wednesday.



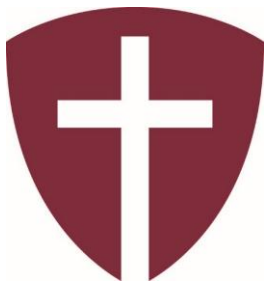
Curriculum

- Aligned with the Early Years National Framework
- Supports the Early Years Learning Goals
- 7 areas of learning made up of **prime** and **specific** areas:
 - **Communication and Language**
 - **Personal, Social and Emotional Education**
 - **Physical Development**
 - **Literacy**
 - **Mathematics**
 - **Understanding the World**
 - **Expressive Art and Design**



Curriculum

Weekly Themes	All About Me My Family & Me Pirates Superheroes Space Autumn – Seasons Autumn – Harvest Spooky Season	Fireworks/Diwali Maths Week Nursery Rhymes Let's Investigate - Light and Dark My City Christmas/Nativity	Birds Winter Old and New Lunar New Year Vehicles People Who Help Us	The UK Fairytales Stories from other cultures Zoo Animals Life Cycles Spring	Traditional Tales Planet Earth Alternative Tales Bees Under the Sea	Dinosaurs/Fossils How do I Stay Healthy? Summer At the Seaside Important Jobs Explorers
Texts	The Colour Monster Only One You The Night Pirates Super Potato! Aliens Wear Underpants Seasons Oliver's Vegetables Room on the Broom	Rama and Sita – The Story of Diwali How Many Legs? Nursery Rhymes A Dark, Dark Tale Santa Claus is Coming to Newcastle Upon Tyne The Jolly Christmas Postman	Ruby's Bird Lost and Found When I was a Child Ruby's Chinese New Year Mr Gumpy's Motor Car James Zog and the Flying Doctors	The Big Book of the UK The Three Billy Goats Gruff Handa's Surprise The Very Hungry Caterpillar Dear Zoo Hello Spring	The Three Little Pigs Here We Are Jack and the Jellybean Stalk Betsy Buglove Saves the Bees Tiddler	Are the dinosaurs dead? The Tiger Who Came to Tea Bloom When You're Fast Asleep The Lighthouse Keepers Lunch Martha Maps it Out



Curriculum

- Skills-based approach from Birth to Five Matters

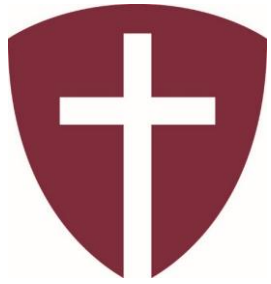
Personal, Social & Emotional Development	- Develop their sense of responsibility and membership of a community. - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Managing Self - Select and use activities and resources, with help when needed. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Building Relationships - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas.	- Identify and moderate their own feelings socially and emotionally. Managing Self - See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Building Relationships - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Begin to understand how others might be feeling.	- Identify and moderate their own feelings socially and emotionally. Managing Self - Manage their own needs: - personal hygiene - Show resilience and perseverance in the face of challenge. Building Relationships - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others.	- Identify and moderate their own feelings socially and emotionally. Managing Self - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly Building Relationships - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers	- Identify and moderate their own feelings socially and emotionally. Managing Self - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly Building Relationships - Show sensitivity to their own and to others' needs	- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly Building Relationships - Think about the perspectives of others.
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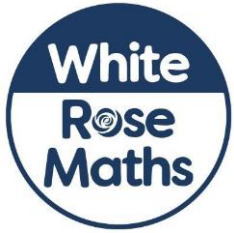
Phonics



- **Read Write Inc. (RWI)** is a **systematic phonics programme** designed to help young children learn to read and write with confidence
- Daily lesson
- Autumn 1 whole class teaching
- Autumn 2 group teaching based on assessment
- Books will be sent home when children have retained taught sounds and are able to blend



Maths



- Structured curriculum – breaks down early maths learning into small, manageable steps helping children build understanding gradually.
- Focus on mastery – Children develop a deep understanding of number; they revisit key ideas in different ways to reinforce learning.
- Development of number sense – Emphasis is placed on numbers to 10 and later to 20, helping children understand quantity, value, and relationships between numbers.
- Link to the EYFS Early Learning Goals
- Encourages reasoning and problem solving



Writing

- A creative and language-rich approach to develop **speaking, listening, writing, drawing, and storytelling skills**
- In Drawing Club children will:
 - Listen to a story
 - Explore vocabulary
 - Draw part of the story or invent something new
 - Add labels, speech bubbles, or short captions to their drawings - encouraging early writing in a fun and low-pressure way
 - Invent their own ideas

Over time, children start to create their own stories, using their imaginations and the language they've learned



RSHE

Life to the Full programme by TenTen Resources

Compliments PSED curriculum

You can view the materials used within school on the parent portal using the access information below:

www.tentenresources.co.uk/parent-portal

Ten:Ten
Resources





Tapestry



- Weekly observations relating to prime and specific areas
- Recording of learning and development
- Parents and carers can share updates too!



Snacks

Milk and a healthy snack (fruit) is provided daily for all reception children.

Water

Please ensure your child brings in a named bottle of water for use in the classroom.



Attendance

Regular attendance and punctuality are vital for good progress and we expect all children's attendance to be 97% and above.

Attendance is shown as a percentage figure and we have detailed research below that shows how attendance, even at this early stage of education, affects outcomes for children at GCSE. We hope the tables below illustrate for you the importance of good attendance; this includes avoiding taking holidays during term time.

If your child had less than 97% attendance, we would urge you to ensure their attendance improves this year.

How Attendance affects GCSE Achievement	
% attendance	Percentage achieving 5 A*-C GCSEs
100 – 93.5%	74.3%
93.4 – 92.5%	60.4%
92.4 – 91.5%	53.1%
91.4 – 90%	44.6%
89.9 – 88%	34.7%
Less than 88%	26.7%



Special Educational Needs

Mrs Binney is the Early Years and Key Stage 1 SENDCo and Miss Thomas is the KS2 SENDCo.

If you have concerns about your child, please arrange a meeting with the class teacher and SENDCo.

Each term we hold a SEND support café – even if your child is not currently on a SEND register, you are very welcome to attend if you have any concerns about their development.

You are very welcome to join us for our next SEND Support Café Morning which will be held on Friday 12 September 2025 from 8.50am to 10.30am. Mrs Binney and Miss Thomas will be available to discuss any queries you may have.



Online Safety

We live in an ever changing world.

Children are surrounded by technology and this opens up many exciting opportunities but also risks.

The DfE have recommended to following websites where you can access support from:

[Keeping children safe online | NSPCC](#)

[Keep Children Safe Online: Information, advice, support - Internet Matters](#)

[Parent Zone | At the heart of digital family life](#)





Website

www.stcharlesprimary.uk

We also update our school Instagram page regularly – please follow us!

@stcharlesprimary_ne



Instagram



Questions