



St James CE Primary School

Reception Curriculum Presentation

Let us Love
Let us Thrive

Your EYFS Team

Nursery

Mrs Hudim (Teacher)
Mrs Hayward (LSP)
Mrs Truman (LSP)

PPA/Management Cover

Mrs Dearn (Deputy Head Teacher and EYFS Phase Leader)
Mrs Majitha (Teacher)

Reception

Miss Melia (Teacher)
Miss Iqbal (Teacher)
Mrs Pincher (LSP)
Mrs Plant (LSP)
Mrs Richards (1:1 LSP)
Mrs Evans (1:1 LSP)
Miss Dale (Sports Coach)

Let us Love
Let us Thrive



Welcome to Reception



Let us Love
Let us Thrive



Our School Vision and Values

Children are at the centre of everything that we do. This is underpinned by our vision of 'Let us love...Let us thrive' and core values of **love, friendship, respect, endurance, honesty, peace.**

Curriculum Drivers

We have high expectations and aspirations for all children and we want them to be **brave, responsible, independent, communicators** who are **knowledgeable** and **self-motivated** by the time they leave St James.



Our School Prayer



Our school prayer states...

Let us love and let us care.

Let our community spirit thrive.

With love for God and love for other people.

Let all our hearts come together to make our school the best it can be.

This school prayer was written by a former pupil many years ago but is still relevant today as we provide a school where our young people can learn, care and love. We have a desire to create an environment where our school values of FRIENDSHIP, RESPECT, ENDURANCE, HONESTY and PEACE surrounded by LOVE, are an outward sign of our school vision.

Let us Love

Let us Thrive

Our School Aims



- Be a happy, welcoming and caring school where we recognise, affirm and develop the uniqueness of each individual.
- Provide a safe, purposeful and stimulating learning environment where all children can flourish.
- To value childhood as an intrinsic right of all children.
- Enable every child to learn, grow and reach their full potential.
- Help children develop high self-esteem, confidence and a strong sense of identity.
- Inspire the children through an ambitious knowledge rich curriculum which supports children to be brave, responsible, independent, communicators who are knowledgeable and self-motivated.
- Foster a desire for learning and high achievement in a changing and challenging world.
- Teach Christian values to children, inviting them to build their own lives upon them.
- Work together as a hardworking, dedicated and enthusiastic community, where all contributions are valued.
- Recognise and value parents as the first educators of their children, fostering positive relationships and strong working partnerships between the school, parents, and all those responsible for the children's welfare and education.
- Teach the children to value and celebrate diversity within the school and beyond.
- Help the children develop respect and responsibility for themselves, for others, and the world in which they live.

Let us Love
Let us Thrive

Online Safety

At St James CE Primary School, we believe that educating children about being safe online is crucial part of growing up in the 21st Century. Our Computing curriculum has online safety embedded throughout, focusing on identifying some of the risks of using the internet and how it keeps you safe. It also forms part of our PSHE education and is regularly discussed in class and in assemblies.

Be Safe Online at Home

There are many ways you can help with being safe online at home. With all types of devices in the home now being internet connected, it is more important than ever to protect yourself and your family from potential issues online.

The following websites provide lots of useful information and tips (they can also be found on our school website):

Thinkuknow Parent Helpsheet

<https://parentinfo.org/>

<https://tutorful.co.uk/guides/how-to-keep-kids-safe-online>

Let us Love
Let us Thrive



Lines of Communication

Class
Teacher

Phase
Leader

Deputy
Head

Head
Teacher

You can leave messages for your child's class teacher by calling the office on 0121 552 5491, emailing contact.us@stjamespri.uk or messaging on Class Dojo.

Let us Love
Let us Thrive





St James CE
Primary School

Let us Love
Let us Thrive



Our Expectations

Everyone in our school has the right to be safe, to be treated with respect and to learn. To achieve this, everyone should meet our expectations:

**Be
kind**



**Be
polite**



Listen



**Try
your
best**



**Follow
instructions**

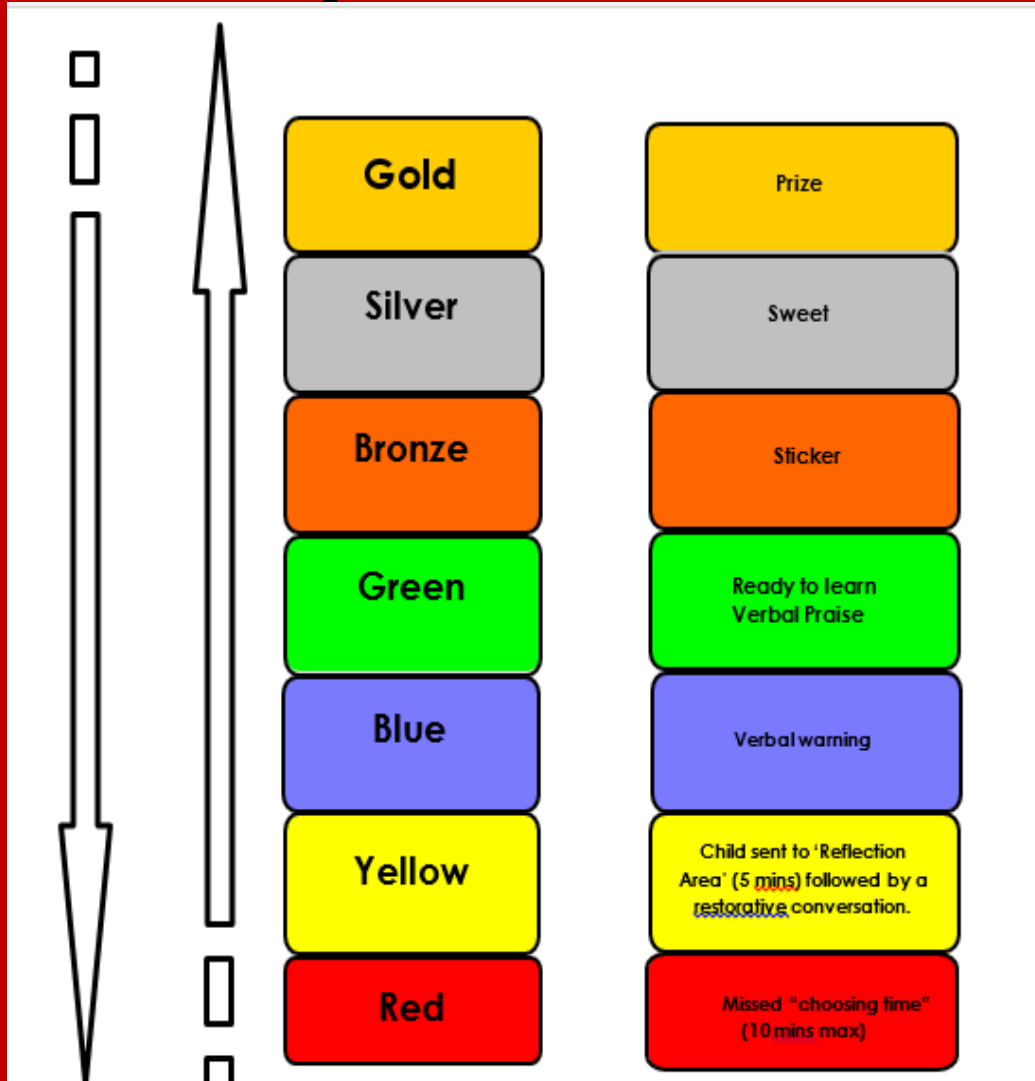


**Respect
everything**



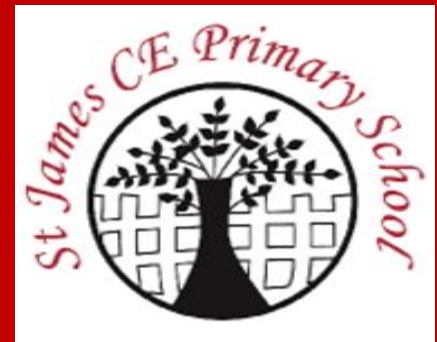
Let us Love
Let us Thrive

Ready to Learn Behaviour System



Between each stage, children are given opportunities to change their behaviour. A range of positive behaviour management strategies, including warnings or reminders will be given before a consequence. Children will be given the opportunity to move from the negative consequence stage back to the positive – back to green and above.

Let us Love
Let us Thrive



Uniform

The St James school uniform consists of:

All children (Nursery – Year 6) need:

- burgundy St James crew neck sweat shirt/sweatshirt cardigan
- white polo t-shirt or shirt
- grey or black school trousers/skirt/pinafore dress
- black flat sensible school shoes (shoes are to be plain with no coloured logos)
- St James book bag
- In warm weather girls may wear a red gingham dress and boys grey/black shorts
- Optional burgundy St James zip fleece

In warm weather caps and sunglasses are encouraged

Windows will remain open during winter months to increase the ventilation within the classroom. Therefore you may wish to send your child in with an additional jumper to keep them warm.



Let us Love
Let us Thrive

Homework - EYFS

- Reading and sharing books preferably daily but at least 3 times a week; adults to keep a signed record in the reading diary
- Children may be given additional 'top-up' practice of phonic sounds and/or common exception words

Let us Love
Let us Thrive



Our Daily Routine

	8.40-9am	9-9.30am	9.40-10.10		10.30 – 11.15am	11.15-11.45		12.50 – 1.15	1.15-2.25 (outside from 11.45)	2.30pm-3pm			
Mon	Brain Wake Up Task – name writing / number writing/carpet task Register, Calendar	Phonics	Rainbow time	10.10-10.30 am. Snack Time	Child Initiated time (Free flow- Indoors and outdoors)	News time	11.45am – 12.45pm – Lunch WASH HANDS Register	Maths- Day 1 Starter	Child Initiated time (Free flow- Indoors and outdoors)	Whole class reading		3.00 – 3.10 Get ready for home time 3.15 – Home time	
Tues		Phonics	Rainbow time		Child Initiated time (Free flow- Indoors and outdoors)	Whole class reading/ Home Readers		Maths- Day 2 Discover and Share	Child Initiated time (Free flow- Indoors and outdoors)	PSED Circle time			
Wed		Phonics	Rainbow time		Child Initiated time (Free flow- Indoors and outdoors)	Whole class reading/ Home Readers		Maths- Day 3 Think together Practice Journal	Child Initiated time (Free flow- Indoors and outdoors)	R.E			
Thurs		Phonics	Rainbow time		Child Initiated time (Free flow- Indoors and outdoors)	Whole class reading/ Home Readers		Maths- Day 4 Challenge	Child Initiated time (Free flow- Indoors and outdoors)	PSED Circle time			
Fri		HT Awards log into TEAMS	9.30-10.20 (P.E lesson RM) (Phonics RI) 10.20-10.40 SNACK 10.40-11.30 (P.E lesson R.I))Phonics RM) Phonics when not having P.E					Maths- Day 5 Reflect Practice Journal	Child Initiated time (Free flow- Indoors and outdoors)	Story time			

Let us Love
Let us Thrive

Phonics



At St James we follow the Read Write Inc phonics program.

Read Write Inc. Phonics is an approach to teaching phonics, it starts in Nursery and continues through to Year 2. Daily phonics lessons helps to create fluent readers, confident speakers and willing writers. It integrates phonics with comprehension, writing, grammar, spelling and handwriting, using engaging partner work and drama.

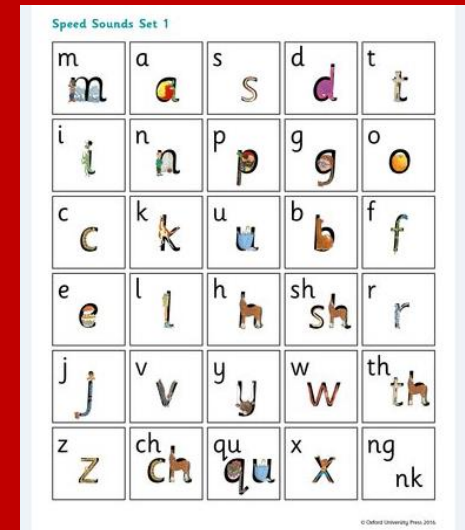
In the Autumn term, the children start to learn the Set 1 sounds m, a, s, d, t and so on.

They are taught 5 letter sounds per week – how to say the sound, things that begin with that sound and how to form the sound. Children also begin to blend letters to read words for example c-a-t becomes 'cat'. Initially, we use oral blending games so that children hear words as individual sounds. We call this 'Fred Talk'. The children are encouraged to blend the sounds together to make the word.

When the children are confident with their knowledge of the sounds then they 'Fred Talk' the word for themselves and begin to read!



Let us Love
Let us Thrive



Reading

Your child will receive 2-3 books which will be changed weekly.

These will be :

a “bedtime book” of choice that parents are expected to read to their child.

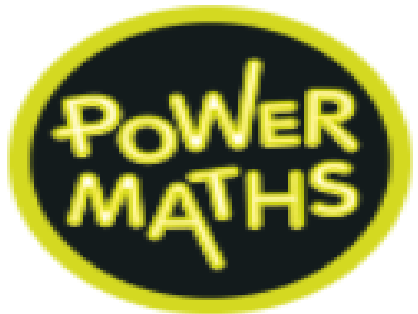
a RWI reading book at their level - Blending book
 Red Ditty book
 Green book
 Pink book

Let us Love
Let us Thrive

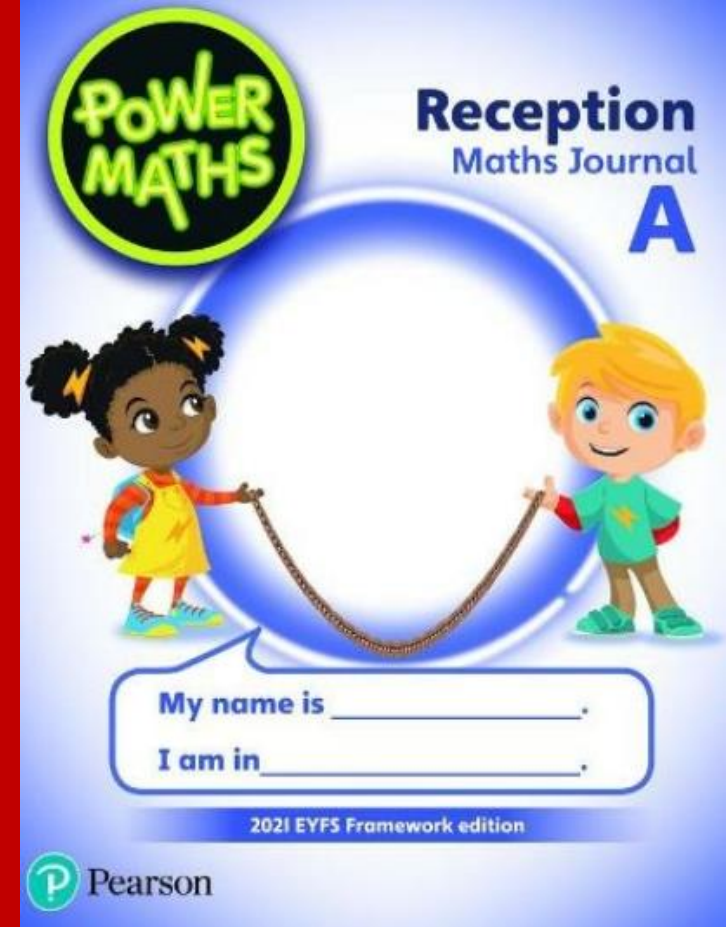
Maths

We have daily Power Maths lessons. Initially we focus on number and place value. We focus on numbers 1-5 and then moving up to 10. Children will gain an in-depth understanding of those numbers and develop their rapid recall of number bonds within those numbers. Throughout the day children will count beyond numbers to 10.

Each week children complete two activities in the Maths Journal. On a Wednesday they practice the skill they have been introduced to at the start of the week. On Friday they complete an activity to reflect on the learning for the week.

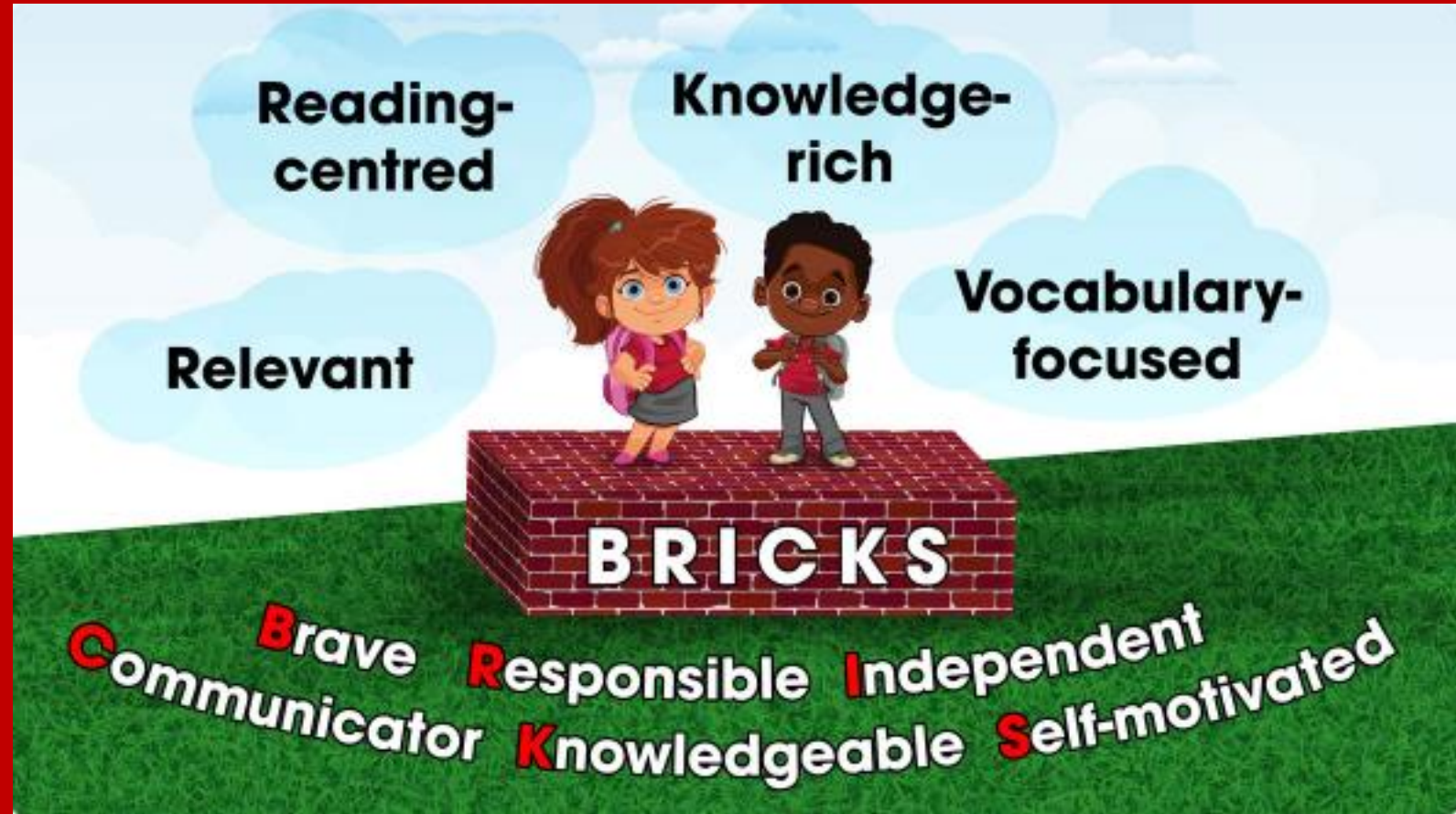


Let us Love
Let us Thrive



Curriculum

At St James, we nurture the whole child. Our curriculum recognises children's prior learning experiences and is carefully designed to enrich and inspire pupils to become successful learners. We want our children to be brave, responsible, independent, communicators who are knowledgeable and self-motivated. The curriculum, and supplementary experiences at St James, are integral in developing these and supporting lifelong learning and future success.



Let us Love
Let us Thrive





Reception Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	Changing colours & Space	Did dragons exist?	Superheros are us!	Animal Kingdom	Keeping Healthy
Personal, Social, Emotional Development	What makes me, me? My family, my likes and dislikes. Feelings. Who can help us in school?	Feelings - What makes a good friend? Elmer All different, celebrate differences. What are you good at doing?	How to keep yourself safe Feelings - How can you tell how people feel?	Taking turns and sharing Resolving arguments / problems. Occupations / aspirations. What am I good at? Stranger danger – good / bad people.	Taking care of others Taking care of our world / environment.	Feelings – how to deal with different feelings Healthy minds and wellbeing Self care – food, exercise, oral hygiene
Communication and Language	WELLCOMM screening baseline Big book of ideas targeted support Early Talk Boost		WELLCOMM screening (Feb) Big book of ideas targeted support NELI intervention group		WELLCOMM screening (July) Big book of ideas targeted support NELI intervention group (continued)	
Physical Development	Gross motor skills – Toilet skills and hand washing PE – Fundamental skills. Fine motor skills – playdough, pencil grip, letter and number formation, cutting skills independently		Gross motor skills – catching, throwing, kicking PE – Gymnastics & Dance Dressing and undressing independently Fine motor skills – dough disco, tweezers, cutting skills, letter and number formation with control.		Gross motor skills – climbing, skipping, balancing P.E – Cricket & Athletics, Fine motor skills – cuts on a line continuously, begins to cut out basic shapes.	
Literacy	Owl Babies <u>Gruffalo</u> Phonics - Set 1 sounds / Letter formation / Reading words with the same initial sound / Blending Reading comprehension – Enjoy listening to stories and have an opinion on the story.	Whatever Next! Captain Gamma- Mission to Mars The Way back Home. <u>RWI Wordtime</u> / reading cvcc ccvcc words Comprehension - Remember much of what happens in familiar texts.	Billy and the Dragon <u>Superworm</u> George and the Dragon <u>Supertato</u> Read letter groups – diagraphs and trigraphs. Read some common exception words matched to RWI. Comprehension - Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Spelling – Spell some high frequency words. Spell common exception words inline with those taught in RWI.		Six Dinner Sid Farmer Duck The Hungry Caterpillar Ruby's Worrry Read simple phrases and sentences made up of words with known letter correspondences and a few exception words. Comprehension - Listen to and talk about selected non-fiction books, develop a deep familiarity with new knowledge and vocabulary. Engage in extended conversations about stories, learning new vocabulary. Spelling, punctuation and grammar - Re-read what they have written to check that it makes sense. Form lower-case and capital letters correctly. Write short sentences using a capital letter and full stop.	

Let us Love
Let us Thrive

School

Mathematics	Numbers to 5 Sorting Comparing groups within 5	Change within 5 Time	Number bonds within 5 Numbers to 10 Comparing numbers within 10 Addition to 10	Number bonds to 10 Shape and Space (spatial awareness, 2D & 3D shape)	Exploring patterns Counting on and back Numbers to 20	Numerical Patterns (doubling, halving, sharing, odds and evens) Measures (length, height and distance, weight, volume and capacity)
Understanding the World	Starting school Where I live My family Changing seasons – Autumn Chronology – who is older than me in my family?	Bonfire Night Diwali Christmas Changing seasons – Winter Visit to St Johns Church Use sources to comment on things from the past	Draw simple maps of the quest the prince takes to find the princess and dragon Monarchy Organise events – how the prince saved the princess Chronology – past / present	Differences / similarities between people and communities Occupations / real life superheroes Changing seasons - Spring Growing plants	Visit to the Farm / zoo Name different places animals come from – desert, polar region, oceans Dinosaurs – past / present	Where does my food come from? Origins Recycling Taking care of our world Changing seasons - Summer
Expressive Arts and Design	Begin to use a variety of drawing tools Experimenting with and using primary colours Handling, manipulating and enjoying using materials – Sensory experience - Simple collages Singing & instrument exploration	Exploration of colours and mixing colours Explore different textures Rubbings Handling, feeling, enjoying and manipulating materials – Constructing – Building and destroying Singing – pitch match	Use drawings to tell a story Form – Shape and model Printing - Print with variety of objects Instruments – copy and create own tune Simple weaving	Modelling / joining / assembling materials Print with block colours	Blending / shading Investigate different lines Combining media – wax / paint Icing sugar / paint Singing – experimenting with melodic shape	Instruments – express emotions and ideas. Dance – creating own dance to music
Religious Education	F1 Why is the word 'God' special to Christians? UC CREATION/GOD (AUT 1)	F2 Why is Christmas special for Christians? UC (AUT 2)	F4 Being Special: Where do we belong? (SPR 1)	F3 Why is Easter special for Christians? UC (SPR 2)	F6 Which stories are special and why? (SUM 1)	F5 Which Places are special and why? (SUM 2)



Thank you for attending today!



St James CE
Primary School

Let us **Love**
Let us **Thrive**

