Welcome to Reception

ST MARK'S
CE Primary School
Part of the Aquinas Trust



We inspire our community to pursue educational excellence, working in collaboration to **flourish** in everything we do.

Learning hand in hand with God, we can 'illuminate rather than merely shine', living life in all its fullness, and "above all, we clothe ourselves with **love**..."

Through Love We Flourish



Bumblebee Class



Butterfly Class



Teachers

Mrs Hughes Mon – Wed

Mrs Sandiford Thurs & Fri

Mrs Worrell Mon – Wed

Mrs White Thurs & Fri

Teaching Assistants

Mrs Whitt-Morris & Mrs Borova Mon

Mrs Bridge Tues – Fri

Mrs Hammond Mon – Fri

Senior Leadership Team

- Mr Hollands – Headteacher
- Mrs Broom – Deputy Headteacher
- Miss Chaplin – Assistant Headteacher
- Miss Titmus – SENCO (Special Educational Needs Coordinator)
- Mrs Sheath
- Mrs Kenward
- Miss McDaid



A few reminders…

Gates open 8.40am
Gates close and register is taken at 8.50am
School finishes at 3.20pm

Forest School is on a Monday – children must wear suitable clothes. They must have long sleeves and long trousers.

P.E. is on a Friday - children can come to school in their P.E. kits.



Class reminders

- Please make sure that children have a raincoat/coat in school everyday. We go outside everyday.
- Long hair should be tied up.
- Please no jewellery or watches. Earrings should not be worn to school.
- Please make sure uniform is named. Children will take off their jumpers!
- A piece of fruit is available for snack
- Please only 1 small keyring on backpacks
- Water bottles should be in school everyday





Keeping Organised in Reception

Autumn 2 - 2025



	Monday	Tuesday	Wednesday	Thursday	Friday
What to wear…	Forest School 	School uniform 	School uniform 	School uniform 	PE Kit 
School will send home…				Handwriting Folders 	Reading Books 
I need to return to school…		Handwriting Folders 	Reading Books 		

Half termly newsletters





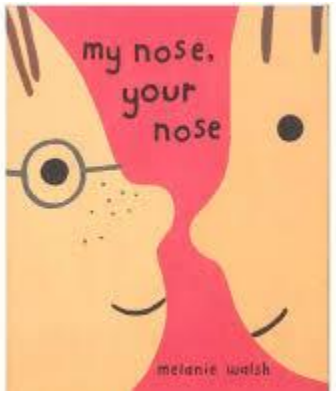
DOJO CHART

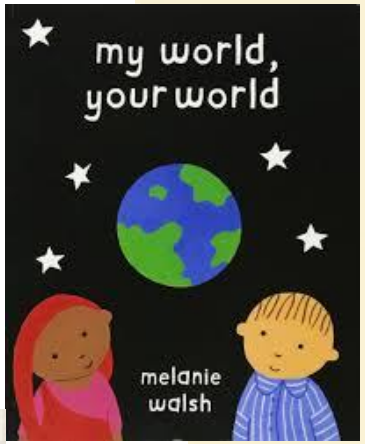
What can I get a DoJo for:



Weighting	I am Compassionate		I am Thankful		I am Kind		I am Wise		I am Humble		I am Forgiving & Patient	
+1		Caring for the Environment		Helping Others		Being Honest		Being Safe with equipment		Creativity		Good Listening
		Persistance				Teamwork				Sports Award		Good Thinking
		Working Hard										Good Speaking
+2		Organised ready for home		Good manners		Good Role Model		Moving silently and sensibly around the school		Great Presentation of Learning		Good Questions
										Being Independent		
										Stayed Focused		
+3		Ready to Learn						Keeping myself and others safe		I have returned my homework		

Child centred Curriculum

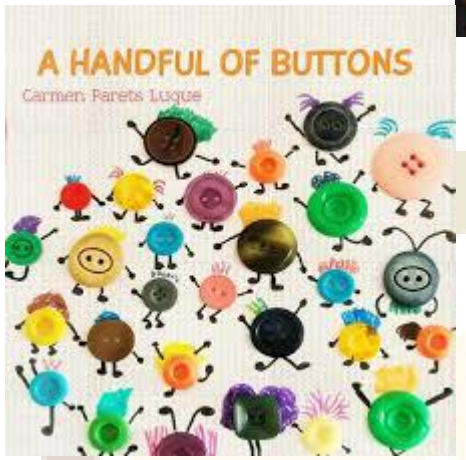




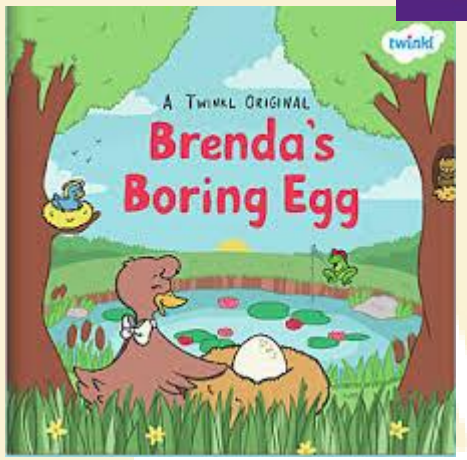


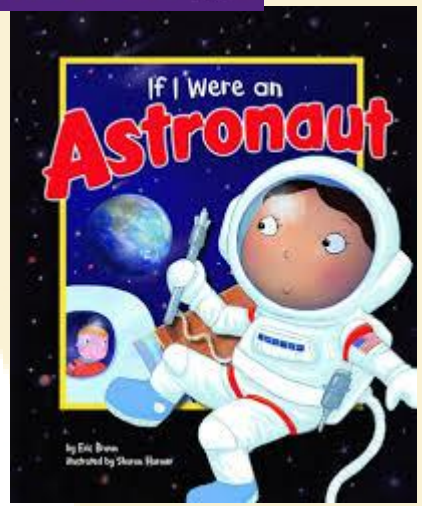


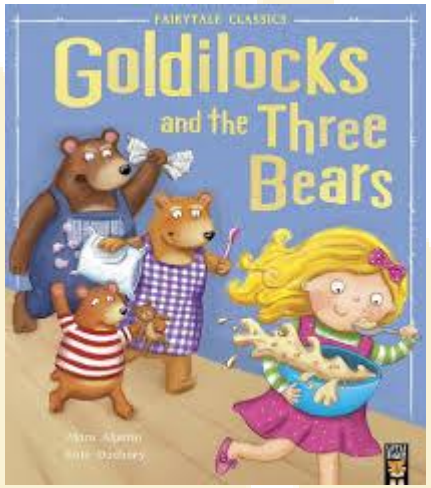








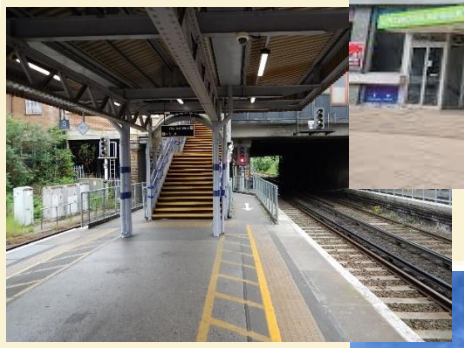




Class Trips and visitors

- Local area – Bromley library, charity shop
- Visit to Fire Station, Bromley South Station
- ‘Wonderdome’ visit the school – Space Topic
- Christmas Tree Farm











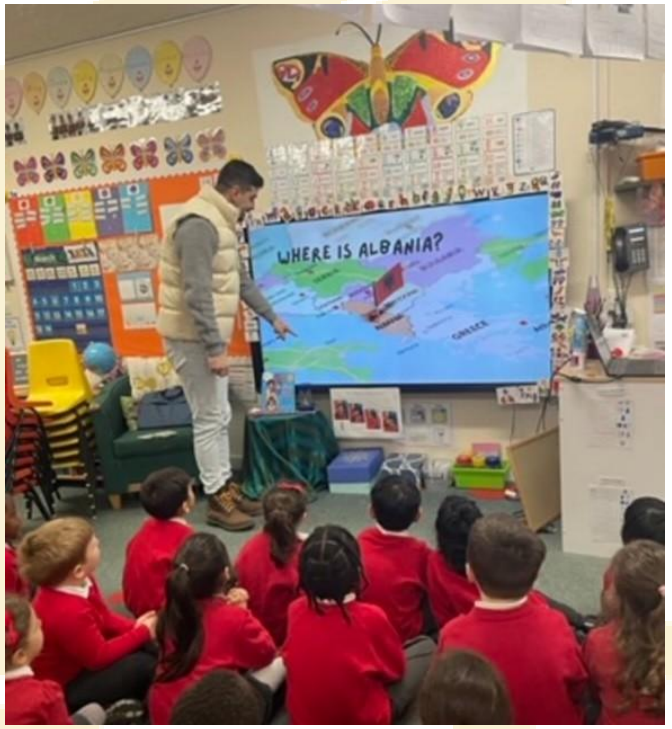














- Dress up days to celebrate our learning themes.
- Celebration afternoons.
- Forest School celebrations

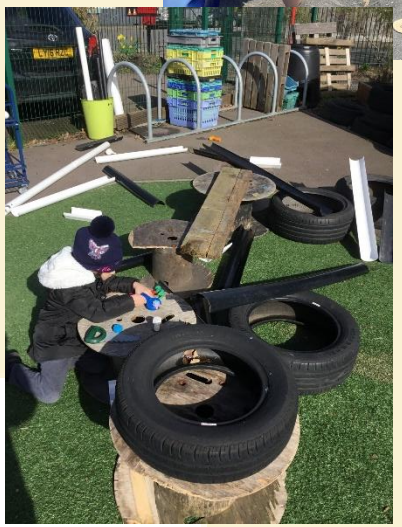
Can you help? Reading Mums/Dads
Come in share jobs/cultures/babies

A Day in EYFS

8.40 – 9.00 Play, Learn and Explore
9.05 – 9.25 Register – Morning Routine (whole class learning)
9.25 – 9.45 – Morning learning (whole class learning)
9.45 – 10.30 – Play, Learn and Explore (half outside)
10.40 – 10.55 Snack and story
11.00 – 11.15 Handwriting (whole class learning)
11.15 – 11.35 Maths(whole class learning)
11.40 – Get ready for lunch
12.00 – 1.00 Lunch
1.00 – 1.30 Register and Phonics (whole class learning)
1.30 – 2.15 Play, Learn and Explore (half outside)
2.20 – Tidy up time
2.30 – 2.45 PSHE (whole class learning)
2.50 – Worship
3.10 – Getting ready for home time

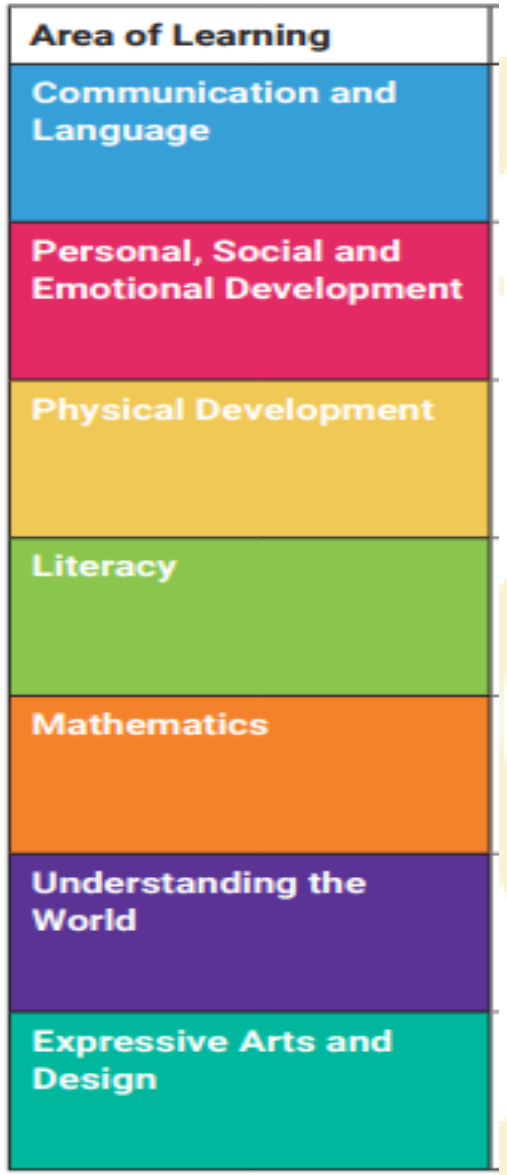







7 Areas of Learning in EYFS

(Early Years Foundation Stage)

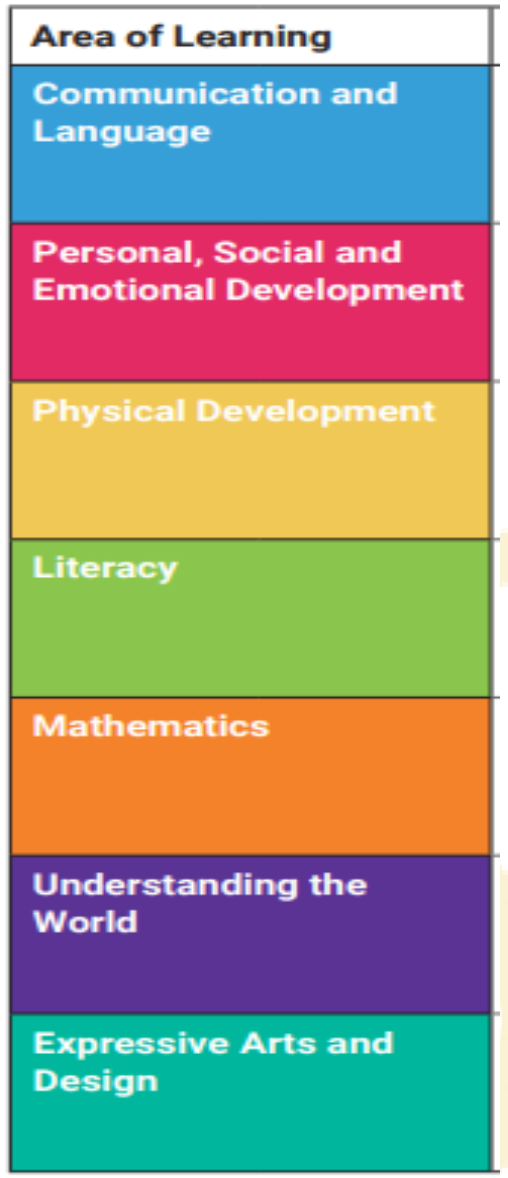


PRIME AREAS

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

Then there are four SPECIFIC AREAS

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive arts and design



End of Year Expectations

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- 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.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

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.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

EYFS Development Matters Statements and ELGs **Communication and Language**

Birth to Three

- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
- Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- Enjoy singing, music and toys that make sounds.
- Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.

- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Babble, using sounds like 'baba', 'mamama'.
- Use gestures like waving and pointing to communicate.

- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.
- Use intonation, pitch and changing volume when 'talking'.

- Understand single words in context – 'cup', 'milk', 'daddy'.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.

- Understand simple instructions like "give to nanny" or "stop".
- Recognise and point to objects if asked about them.

- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.

- Listen to other people's talk with interest, but can easily be distracted by other things.

- Make themselves understood, and can become frustrated when they cannot.
- Start to say how they are feeling, using words as well as actions.

- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.

- Use the speech sounds p, b, m, w.
- Pronounce:
  - l/r/w/y
  - s/sh/ch/dz/j
  - f/th
  - multi-syllabic words such as 'banana' and 'computer'

Birth to Three

- Listen to simple stories and understand what is happening, with the help of the pictures.

- Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.

- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

Three and Four-Year-Olds

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.

- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
  - some sounds: r, j, th, ch, and sh
  - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

- Use longer sentences of four to six words.

- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Children in Reception

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

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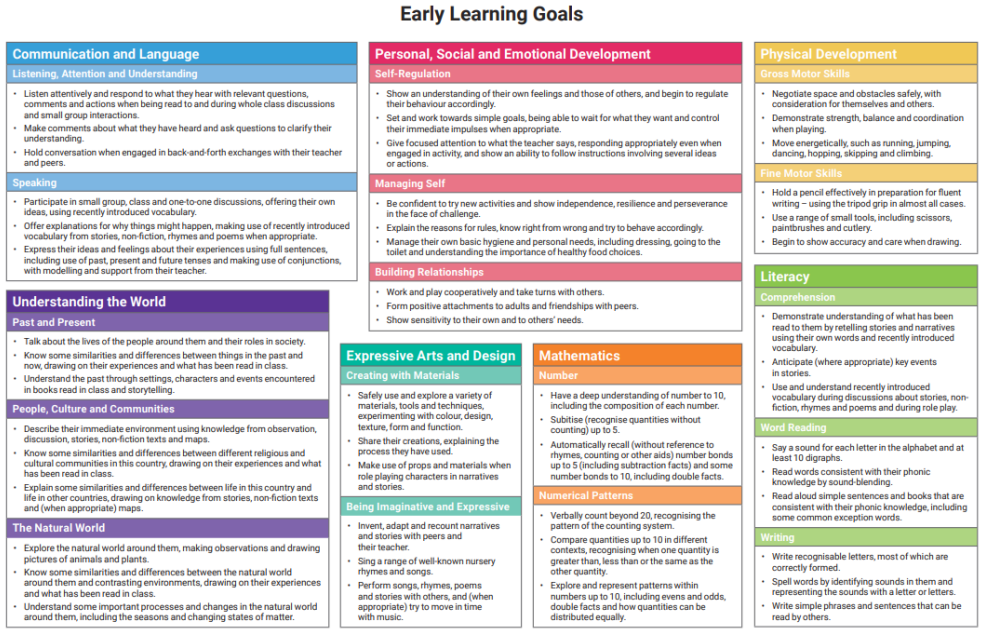
EYFS Statutory Assessment



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At the end of year all children in reception will be assessed as:

<u>Emerging</u>

a child is not meeting the development matters statements in their age band

<u>Expected</u>

a child has met all the development matters statements for their age band – Early Learning Goals

Phonics Shed

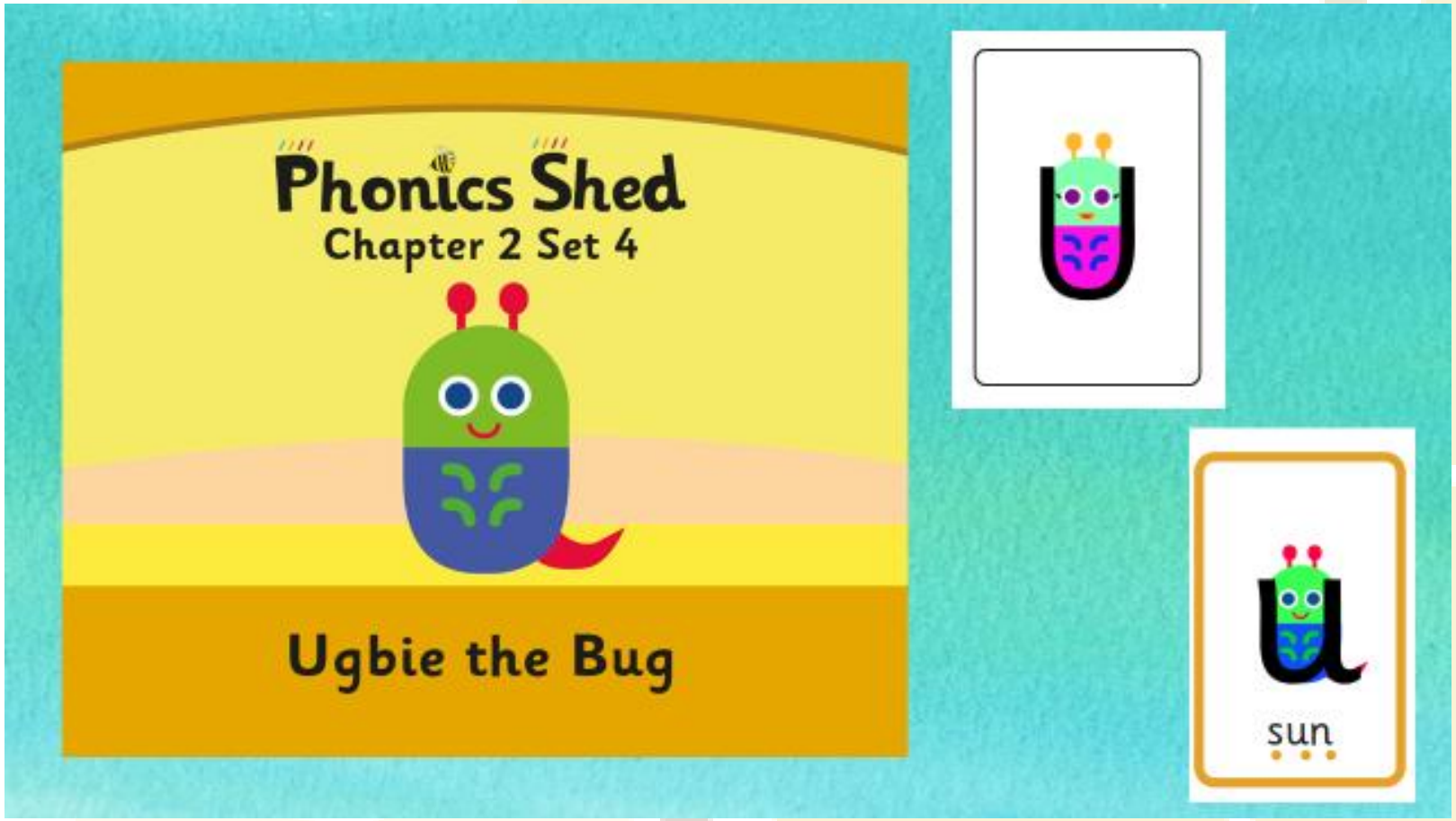
Chapter 2 Sound Mat

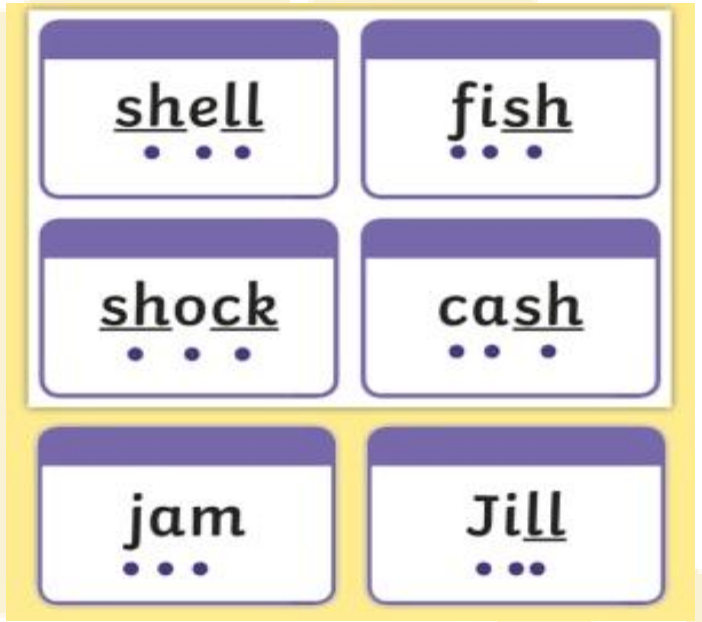
s	a	t	p	i	n	m
d	g	o	c	k	ck	e
u	r	h	b	f	l	j
v	w	x	y	z	qu	



Phonics Shed




Phonics Shed
Chapter 2 Set 4
Ugbie the Bug
sun


shell
fish
shock
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Jill


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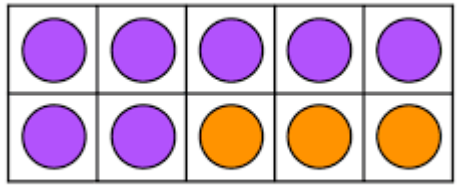
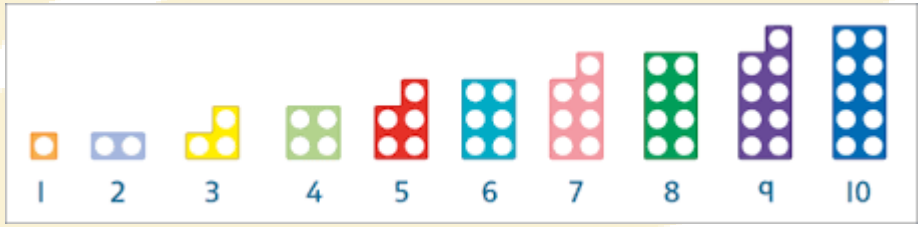
Maths

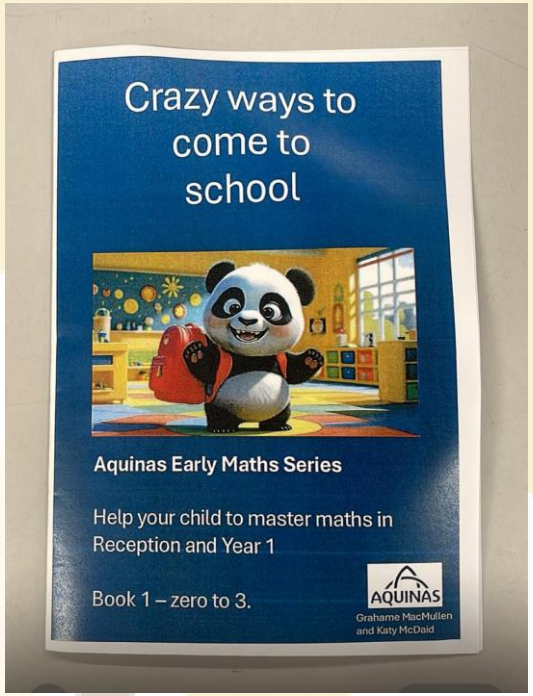
NCETM
NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

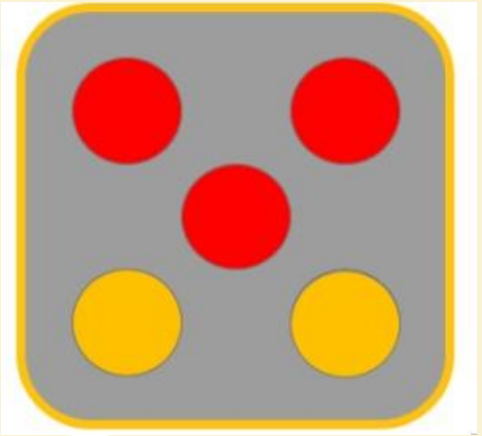


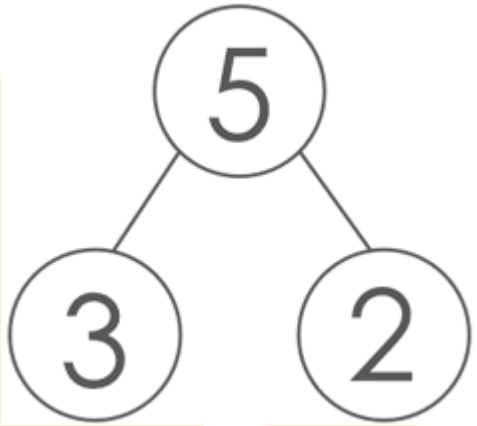
















How to contact us

Please message us using class Dojo – we may not see it during the day.

- If your child is ill, this must be sent to the office
- If someone else is picking up your child please email or ring the office – we may not see the message if it is sent during the day.
- We use Class Dojo to send reminders and messages, please do check it.