Sudley
Primary School

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Welcome To the Year Group Meeting
Reception

Areas of Learning

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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

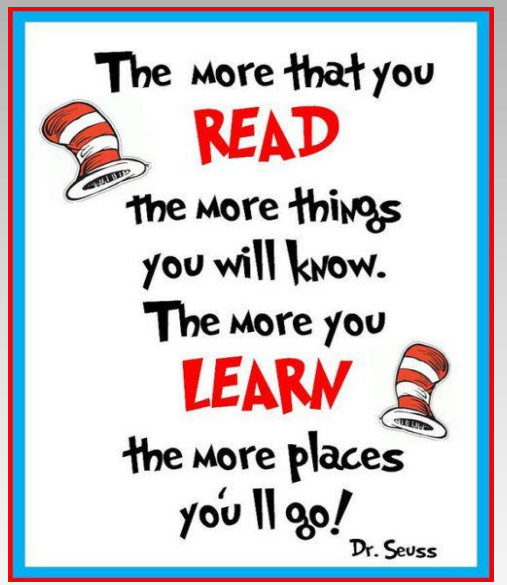
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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.

Reading and Phonics in the EYFS

Learning to read is one of the most important gifts we can give our children.



- Extends vocabulary.
- Helps them make sense of the world.
- Builds listening and attention skills.
- Ensures future academic success.
- Gives your child a means to relax and self-calm.

It all starts at home....

- Reading to your child is one of the most important things you can do for your child
- It creates a bonding experience
- It creates a calming experience
- It increases communication between you and your child

“You’re never too old, too wacky, too wild, to pick up a book and read to a child.” Dr Seuss

What we do at school

What is Read Write Inc?

Read Write Inc is a phonic based program which helps children learn to read while also developing a wide range of vocabulary and encouraging a love of stories.

Key teaching element in RWI:

- Flashcards
- Say the sounds
- Write the sounds
- Fred the frog
- Red words/ Green words
- More information at follow up parent meeting 18.9.25

The School Day

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	09:00-09:05 Term 1A week 2	09:05-09:50	09:50 - 10:15	10:15-10:40	10:40-11:40	11:45 -12:45	12:45 – 1:05pm	1:05 – 2:05pm	2:05 – 2.55pm	2.55-3.15pm
Mon	Register	Phonics	Indoor Continuous Provision	English Input	Outdoor/Indoor Continuous Provision **½ class outside** Adult focus task	L	Register Maths Input	Outdoor/Indoor Continuous Provision **½ class outside** Adult focus task	Outdoor PE	Getting ready to go home Story time
Tues	Register	Phonics	Indoor Continuous Provision	English Input	Outdoor/Indoor Continuous Provision **½ class outside** Adult focus task	U	Register Maths Input	Outdoor/Indoor Continuous Provision **½ class outside** Adult focus task	Understanding the world input Indoor continuous Provision	Getting ready to go home Story time
Wed PPA PM	Register	Phonics	Indoor Continuous Provision	English Input	Outdoor/Indoor Continuous Provision **½ class outside** Adult focus task	N	Register	**PPA**	**PPA**	**PPA**
Thurs	Register	Phonics	Indoor Continuous Provision	English Input	Outdoor/Indoor Continuous Provision **½ class outside** Adult focus task	C	Register Maths Input	Outdoor/Indoor Continuous Provision **½ class outside** Adult focus task	Understanding the world input Indoor continuous Provision	Getting ready to go home Story time
Fri	Register	Phonics	Indoor Continuous Provision	English Input	Outdoor/Indoor Continuous Provision **½ class outside** Adult focus task	H	Register Maths Input	Outdoor/Indoor Continuous Provision **½ class outside** Adult focus task	Understanding the world input Indoor continuous provision	Getting ready to go home Story time

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SCREEN TIME

2-5 year olds limited to a maximum of one hour per day, or less if possible.

Pacing- choose slow paced, simple predictable content instead of fast paced videos

Adults should supervise children when using devices rather than them using it alone.

The guidance advises against using AI powered toys or tools for young children.

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Term	Topic
Autumn 1A	Magical Me!
Autumn 1B	Our Wonderful World
Spring 2A	Food Glorious Food!
Spring 2B	Once Upon a Story
Summer 3A	How Does Your Garden Grow?
Summer 3B	Happy Holidays!

How you can help

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Attendance Matters

- To have the best chance of success in school, good attendance is crucial.
- The most important thing you can do each day is get your child to school and on time.
- Good attendance is closely associated with academic success at every Key Stage.

95%	-	47 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
90%	-	95 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 day
85%	-	142 LESSONS MISSED EACH YEAR 24 days in total or 4 weeks and 4 days
80%	-	190 LESSONS MISSED EACH YEAR 32 days in total or 6 weeks and 2 days

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Punctuality

Lessons begin each day at 8.55. Children need to be in classrooms ready to learn by this time. This means they should be in the building by 8.50.

Children who are on time get the most out their school day:



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How you can help...

- Encourage your child to put on their coat on & do it up independently.
- Dress without help and turn clothes the right way round.
- Recognise their name on clothing.
- Wash and dry hands.
- Make his/her needs known.
- Ensure your child can manage in the toilet, wiping themselves etc…
- Tidy toys away.
- Read with your child daily.

Reminders

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- All reception children should come to school wearing their outdoor PE kit every **Monday**. This includes their black tracksuit, white PE t-shirt and trainers.
- Our indoor PE day is a **Wednesday**. Indoor PE kit will stay in school and be sent home at the end of each half term for washing. Children will practice getting changed independently on this day.
- Please ensure that every item of clothing is labelled, including shoes, coats and PE bags.
- Bring in a pair of wellies to stay in school.
- Children need a coat each day.
- Please inform us if someone different is picking up your child and ensure that they have the password.
- Please send in your child's book bag on a **Monday** with all books and homework returned**,** this will stay in school until **Wednesday,** when new books and homework will be sent out. They do not need to bring their bag any other day, and they do not need an additional backpack.

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The outdoor learning area is an outdoor classroom we ask that the children do not touch or play on the equipment at pick up/drop off.

Children should not be coming to school wearing any items of jewellery.

You will be invited to attend different events throughout the year, you will be given plenty of notice of when these will be.

Special books- we do not expect these to be filled in every weekend or become an additional task for parents- visual picture, something stuck inside so the children can talk about what they have been doing.

If we have concerns about behaviour or an incident that has happened, you may receive a phone call from a member of school staff.

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Communication

- School Ping – used for messages from the office, letters, newsletters, etc.

- Email – contact@sudleyprimary.com

This should be used to pass any messages to the class teacher or other members of staff, such as medical appointments, friendship concerns, academic queries, changes in home life that many affect your child, etc.

- Website – currently being developed but information will be added.