

# Reception

# Meet the Teacher



# Meet the team



**Ms Harvey**

**Blue** Class teacher &  
Reception Lead



**Ms Owusu**

**Blue** Class EYE



**Ms Alezi**

**Blue** Class TA  
SEN Support



**Ms Arnautu**

**Red** Class teacher



**Ms Parenti**

**Red** Class EYE



**Ms Ali**

**Red** Class TA  
SEN Support



**Ms Shazia Moghal**

**Floating** Class TA  
SEN Support



**Ms Bakouh**

**Green** Class teacher



**Ms Kelly**

**Green** Class EYE



**Ms Rejwana**

**Green** Class TA  
SEN Support



# Timetable



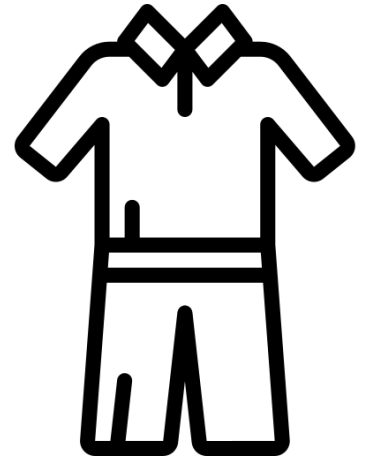
| Blue Class |             |          |                                     |       |          |                                     |                                     |                                     |     |                         |
|------------|-------------|----------|-------------------------------------|-------|----------|-------------------------------------|-------------------------------------|-------------------------------------|-----|-------------------------|
| Day        | 9.05am      | 10.00 am | 10.15 am                            | 11.15 | 11.30 am | 12.30 pm                            | 1.00pm                              | 1.pm                                | 2pm | 3.00 pm                 |
| Monday     | Maths       | Break    | RWi                                 | MM    | Lunch    | Topic carpet                        | Topic learning continuous provision |                                     |     | Speedy review of sounds |
| Tuesday    | PE (9-10am) |          | Topic learning continuous provision |       |          | Topic Learning continuous provision | Music 1:00 - 1.30                   | RWI                                 |     |                         |
| Wednesday  | Maths       |          | RWi                                 | TTS   |          | Topic carpet                        | Topic learning continuous provision |                                     |     |                         |
| Thursday   | Maths       |          | RWi                                 | TTS   |          | Topic carpet                        | Topic learning continuous provision |                                     |     |                         |
| Friday     | Maths       |          | RWi                                 | MM    |          | Traditional tale/ Writing           |                                     | Topic learning continuous provision |     |                         |
|            |             |          |                                     |       |          |                                     |                                     |                                     |     |                         |

- Breaktime & lunchtime is in the KS1 playground
- Reception staff support with lunchtime.

# Uniform and PE Kit

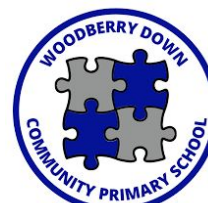


- We are proud of our uniform and ask that you send your child to school in their full school uniform every day.
- We wear black shoes or black trainers.
- **Please label all your child's belongings** and possessions. It saves a lot of time and allows us to quickly identify mislaid clothing.
- On a PE day (**Tuesdays**), please send your child into school in their PE kit (white top and jogging bottoms), they can remain in this all day.
- Please ensure your child has a spare change of clothes in their bag everyday.



- Children in the early stages of reading follow the **Read Write Inc** (RWI) programme which uses systematic phonics to teach sounds and practise blending sounds into words.
- Children are split into small groups tailored to children's ability in reading and writing after the 1st half term and they are reassessed every 6 weeks.
- Regular parent events and workshops share information about supporting children at home. **Intro to phonics workshop** is on Tuesday 30th September.





| Weekly Breakdown |   |   |  |                                     |  |  |                               |
|------------------|---|---|--|-------------------------------------|--|--|-------------------------------|
|                  | Week 1  | Week 2  | Week 3   | Week 4                              | Week 5   | Week 6                                     | Week 7                        |
| Aut 1            | w/b 8 <sup>th</sup> September                 | w/b 15 <sup>th</sup> September                  | w/b 22 <sup>nd</sup> September                       | w/b 29 <sup>th</sup> September      | w/b 6 <sup>th</sup> October                      | w/b 13 <sup>th</sup> October               | w/b 20 <sup>th</sup> October  |
|                  | Pre-number Skills: Sorting and Matching       | Developing Spatial Awareness and Vocabulary     | Shape and Space: Properties of Shapes (2D/3D Shapes) |                                     | Pattern: Continuing, Copying and Making Patterns |  | Consolidation                 |
| Aut 2            | w/b 3 <sup>rd</sup> November                  | w/b 10 <sup>th</sup> November                   | w/b 17 <sup>th</sup> November                        | w/b 24 <sup>th</sup> November       | w/b 1 <sup>st</sup> December                     | w/b 8 <sup>th</sup> December               | w/b 15 <sup>th</sup> December |
|                  | Number: Numbers 0-5                           |   |  |                                     |  | Number Pattern: Comparing numbers within 5 |                               |
| Spr 1            | w/b 5 <sup>th</sup> January                   | w/b 12 <sup>th</sup> January                    | w/b 19 <sup>th</sup> January                         | w/b 26 <sup>th</sup> January        | w/b 2 <sup>nd</sup> February                     | w/b 9 <sup>th</sup> February               |                               |
|                  | Shape and Space: Relationships between Shapes | Number: Numbers 6-10                            |  |                                     |  |  |                               |
| Spr 2            | w/b 23 <sup>rd</sup> February                 | w/b 2 <sup>nd</sup> March                       | w/b 9 <sup>th</sup> March                            | w/b 16 <sup>th</sup> March          | w/b 23 <sup>rd</sup> March                       |  |                               |
|                  | Number: Numbers 6-10                          | Numerical Patterns: Comparing Numbers within 10 | Measure: Length                                      | Numerical Patterns: Odds and evens  | Consolidation                                    |  |                               |
| Sum 1            | w/b 13 <sup>th</sup> April                    | w/b 20 <sup>th</sup> April                      | w/b 27 <sup>th</sup> April                           | w/b 4 <sup>th</sup> May             | w/b 11 <sup>th</sup> May                         | w/b 18 <sup>th</sup> May                   |                               |
|                  | Number: Composition of Numbers to 10          |   | Measure: Capacity                                    | Number Patterns: Counting Beyond 20 |  |  |                               |
| Sum 2            | w/b 1 <sup>st</sup> June                      | w/b 8 <sup>th</sup> June                        | w/b 15 <sup>th</sup> June                            | w/b 22 <sup>nd</sup> June           | w/b 29 <sup>th</sup> June                        | w/b 6 <sup>th</sup> July                   | w/b 13 <sup>th</sup> July     |
|                  | Measure: Weight                               | Number Patterns: Grouping and Sharing           |  |                                     | Number: Composition of Numbers to 10             | Consolidation                              |                               |

## Mathematics

### ELG: Number

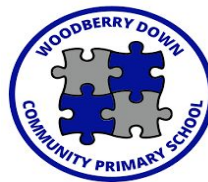
- Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10,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

### ELG: 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.








- We explore topics in depth to secure understanding
- We use lots of concrete materials to explore each concept.

# Our Curriculum

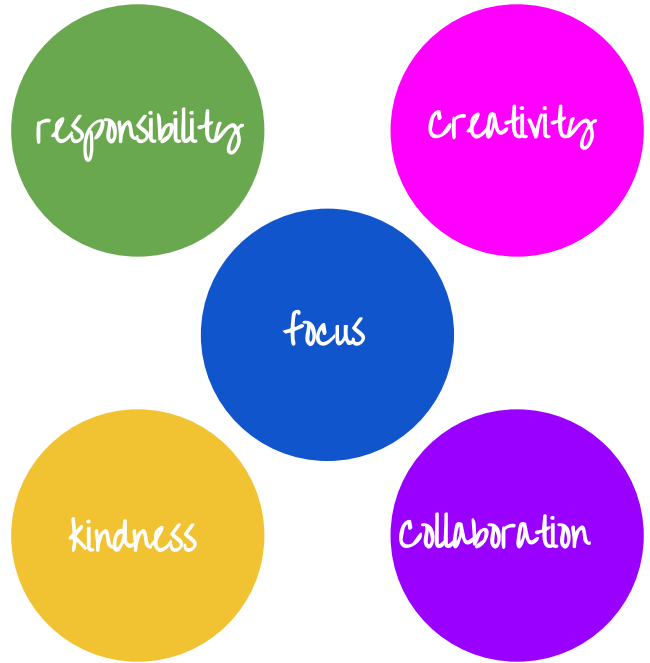


| new wave federation |   |  |   | Reception Yearly Plan 2025-26                  |  | Tales |                                     |  |
|---------------------|---|--|---|--|--|-------|-------------------------------------|--|
| Autumn              | (3 weeks)<br><b>All about Me</b>                      |  |   | (3 weeks)<br><b>EAD: Colour</b>                |  |       | Jack & the Beanstalk                |  |
|                     | (1 week)<br><b>Diwali</b>                             |  | (2 weeks)<br><b>People: My School Community</b> |  | (3 weeks)<br><b>Past &amp; Present: Toys</b> |       | (1 week)<br><b>Hanukkah</b>         |  |
| Spring              | (3 weeks)<br><b>Contrasting Countries: Jamaica</b>    |  |   | (3 weeks)<br><b>Past &amp; Present: Homes</b>  |  |       | Three Little Pigs                   |  |
|                     | (3 weeks)<br><b>Contrasting Countries: The Arctic</b> |  |   | (2+1 weeks)<br><b>Seasons: Spring</b>          |  |       | The Three Billy Goats Gruff         |  |
| Summer              | (2 weeks)<br><b>Ramadan &amp; Eid</b>                 |  |   | (3 weeks)<br><b>People: My Local Community</b> |  |       | Goldilocks                          |  |
|                     | (2 week)<br><b>EAD: Let's Create Together</b>         |  |   | (3 weeks)<br><b>Minibeasts</b>                 |  |       | (2 weeks)<br><b>Super Duper You</b> |  |

## RECEPTION CURRICULUM OVERVIEW 2025-26

|                        | Theme                                  | Key Text  | Weekly Key Learning Questions   | Development Matters/<br>Early Learning Goals   | National Curriculum Links   | Storytelling  |
|------------------------|--|---|---|--|---|---|
| AUTUMN 1 - 7 1/2 weeks | All About Me<br>(3 wks)                |  | <ul style="list-style-type: none"> <li>What's special about your family?</li> <li>Are all families the same?</li> <li>How have you changed since you were a baby? (dental hygiene)</li> </ul> | <b>UW: People, Culture &amp; Communities:</b> <ul style="list-style-type: none"> <li>Name and describe people who are familiar to them.</li> </ul>   | <b>Science:</b> Describe in simple terms the life stages of a human, e.g. baby, child, adult<br><b>History:</b> Creating a timeline of children's life so far   | Jack & the Beanstalk<br> |
|                        | Colour<br>(3 wks)                      |  | <ul style="list-style-type: none"> <li>What are feelings?</li> <li>How can we show our feelings?</li> <li>Who was Kandinsky?</li> </ul>   | <b>EAD: Creating with Materials</b> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul> | <b>Music:</b> Express different emotions through playing different instruments.<br><b>Art &amp; Design:</b> (Stimulus: Noisy Paint Box & Kandinsky)<br>Create concentric circles pictures using different media, eg collage, pastels drawing, watercolour painting;<br>Draw lines and shapes and add colour to create pieces of Art inspired by Kandinsky;<br>Use colour to express feelings, prompted by the core book 'Colour Monster'; |   |
| AUTUMN 2 - 7 weeks     | Diwali<br>(1 wk)                       |  | <ul style="list-style-type: none"> <li>How do we celebrate Diwali?</li> </ul>   | <b>UW: People, Culture &amp; Communities</b> <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>   | <b>Music:</b> Listen and respond to music celebrating Diwali.   | Three Little Pigs<br>    |
|                        | People: My School Community<br>(2 wks) |  | <ul style="list-style-type: none"> <li>What is a map?</li> <li>Where do we all live?</li> </ul>   | <b>UW: People, Culture &amp; Communities</b> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> </ul>   | <b>Geography:</b> Using maps to understand where school is within local community   |   |
|                        | Toys<br>(3 wks)                        |  | <ul style="list-style-type: none"> <li>What do you do with your favourite toy?</li> <li>What do you know about the first soft toy?</li> <li>How have toys changed?</li> </ul>                 | <b>UW: Past &amp; Present</b> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> </ul>                                     | <b>Science:</b> Creating toys and discussing properties of materials.<br><b>History:</b> Discussing how toys have changed<br><b>D&amp;T:</b> Stimulus: Study of Marguerite Steiff<br>Draw their own design of toys to build;<br>Create soft toys from a range of materials using their own design;<br>Join recycled materials to create models of toys;   |   |

**Reminder!**  
Please bring in a family photo and a baby photo.





**READY TO LEARN**

**STOP & THINK**

**HOME CONTACT**



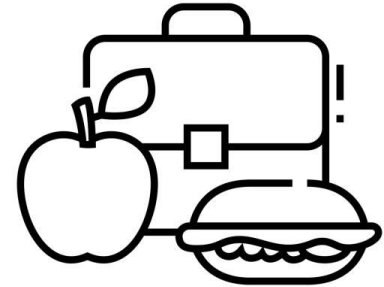
## Consequence Questions

|  |                     |                    |                                     |             |              |  |  |                    |                   |
|--|---------------------|--------------------|-------------------------------------|-------------|--------------|--|--|--------------------|-------------------|
| <p><b>How do you feel?</b></p> <table border="1"><tr><td><br/>sad</td><td><br/>upset</td><td><br/>angry</td></tr><tr><td><br/>worried</td><td><br/>not sure</td><td></td></tr></table> | <br>sad             | <br>upset          | <br>angry                           | <br>worried | <br>not sure |  | <table border="1"><tr><td><br/>What happened?</td><td><br/>Who was hurt?</td></tr></table> | <br>What happened? | <br>Who was hurt? |
| <br>sad  | <br>upset           | <br>angry          |                                     |             |              |  |  |                    |                   |
| <br>worried  | <br>not sure        |                    |                                     |             |              |  |  |                    |                   |
| <br>What happened?   | <br>Who was hurt?   |                    |                                     |             |              |  |  |                    |                   |
| <p><br/>How will you fix it?</p>   |                     |                    |                                     |             |              |  |  |                    |                   |
| <p>I am ready to return to class and 'Say yes to Success'</p> <table border="1"><tr><td></td><td></td></tr></table>  |                     |                    | <p>Adult Comment and Signature:</p> |             |              |  |  |                    |                   |
|  |                     |                    |                                     |             |              |  |  |                    |                   |
| <p>Name: _____</p>   | <p>Class: _____</p> | <p>Date: _____</p> |                                     |             |              |  |  |                    |                   |

# Snacks and lunches

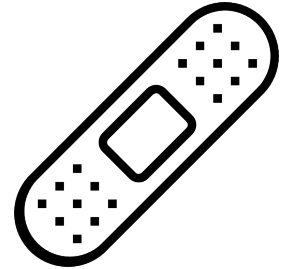


- Children are permitted to bring in a water bottle which is kept at the side of the classroom and accessed throughout the day.
- Please remember if your child will be having packed lunch, we are an allergy friendly school and so we ask that you don't pack any **nut or egg** products. Please inform us of any allergies or medication requirements your child may have.
- Breaktime snack: Fruit, vegetables and milk.
- Children are not allowed to bring money, sweets or any valuables to school.



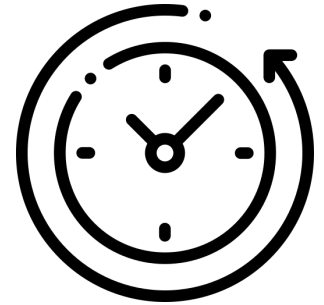


- The school will contact parents or carers if your child is taken ill or has a serious injury.
- We also contact parents if your child has a head injury, **no matter how trivial** . For minor injuries you will receive an accident slip at the end of the day.
- It is school policy that medicine is not administered in school unless prescribed by a doctor. If your child requires any special medicine such as an inhaler or any other prescription medicine, you must fill out a medicine form at the school office.

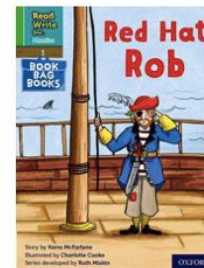
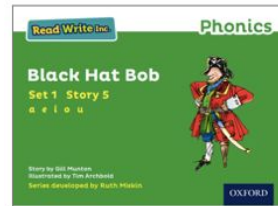




- The school day begins promptly at 8:55am. Children need to get used to the morning routine and being late can be stressful for the child and cause them to miss valuable teaching time.
- The school day ends at 3:30pm. Please try to be punctual and do call the office if you're running late.
- **Please let us know if someone else/new is collecting your child.** Please note that anyone collecting your child must be over the age of 16.
- If your child is absent due to illness or any other reason, please phone the school in the morning to let us know.
- Please avoid holidays in school time. These will not be authorised and will impact on your child's learning.



- Please ensure your child brings their book bag to school every day.
- Children will receive phonics related sheets every day. Weekly reading books will also be sent home (starting from 23rd September). This must be returned **every tuesday** in order to be changed weekly. Later in the year, we will begin sending phonics books related to your child's phonics lessons in school.
- Please ensure you read to your child every day!





Reception Home Learning P... Home

## Woodberry Down Reception's Home Learning Portal

Dear Families,

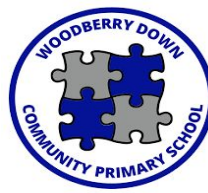
Every week we will share with you photos and information about what your child has been doing in school so you can talk to them about their learning. We will also suggest some questions to ask, books to read and activities to try at home. We hope you like it! If you have any questions or suggestions, please get in touch via the school office: [wdooffice@newwavefederation.co.uk](mailto:wdooffice@newwavefederation.co.uk)

The Reception Team



- Updated every Friday.
- A starting point for conversations and ideas for home learning
- Maker Mat- Activities to do at home and bring in to share!

# Wrap-around Care



- Breakfast club from 8am is £2 a day.
- Wraparound care- 3.30pm-6pm, £10 a day.
- All sign up forms were sent home with offer letters.
- Sign up using the school website or contact school office for more support.



A screenshot of the school website's "Parent Forms" page. The page has a blue header with the school logo and navigation links: "OUR SCHOOL", "OUR PROVISION", "CLASSES", "PARENTS", "NEWS &amp; EVENTS", "CAREERS", and "CONTACT US". The main content area is white and features a breadcrumb trail "HOME &gt; PARENTS &gt; PARENT FORMS", a blue heading "Parent Forms", and a paragraph: "On this page you will find links to some useful and important forms. Please contact the office should you require any assistance." Below this is a link "Please click the link below to enrol your child in breakfast club:" leading to a button "» BREAKFAST CLUB APPLICATION FORM". On the right side, there is a blue sidebar titled "In This Section" with a list of links: "Food at School", "Free School Meals", "Term Dates", "Uniform", "Parent Forms" (highlighted with a white arrow), "Parent Letters", and "Complaints".

# Help at home!



- Support with home learning challenges through the Reception Portal.
- Develop fine motor skills through cutting, threading, drawing, making models, playing with playdough. This supports pencil grip and writing!
- Build independence by encouraging children to do things by themselves (for example, pack and carry their bag, take coats off, etc.)
- Reading for pleasure at home as much and as often as possible
- Lots of encouragement and reassurance



**Parent Consultation meetings take place in the Autumn, Spring and Summer term**

At the end of the year, you will also receive an **annual report** about the progress your child has made towards the Reception expected outcomes.

# Q & A

