



Welcome to Reception's Curriculum Meeting for Parents

September 2025



What will we cover?

1. Explain the year group routines and class timetable
2. New systems to link with parents - Dojo and Reading Boom
3. Curriculum coverage
4. White Rose Maths/ NCETM
5. Reading and phonics
6. Writing
7. Personal Development Pact
8. Ways to support at home

The year group routines and class timetable



Morning routine

Children are expected to hang up their coat, unpack their bag and put the water and snacks in the correct places.

We have modelled this from day one and will continue to encourage this independence throughout the year.

Lunchtime

We always wash our hands before we eat and line up to enter the hall. We stay with the children until they are settled and then the welfare will take over. Children again are encouraged to put their coats on independently.

Menus should come out shortly outlining what is for dinner each day.

Snacks

Two snack times during the day- morning is toast if it has been pre-ordered. A healthy snack can be brought in as an alternative. Reminder: no nuts or bell peppers please.

Afternoon snack will be provided by LCC, this is a piece of fruit or veg.

Buddies

No longer supporting at lunch- we will arrange times throughout the year to play and learn with them.

The year group routines and class timetable



Monday and Wednesday PE

Friday outdoor learning- wellies and waterproofs to stay in school.

We will adapt our timetable as the children become more independent.

Times	Monday PE day Jo Man time PM
8.50 am	wake and shake / register and phonics
9.05 - 9.15	PE in hall- both classes together
9.15- 10.15	
10.15 - 10.30	Snack Literacy input. 1 group a day for directed task. .
10.30- 11.15	Provision
11.15	Tidy up time
11.25-11.50	Maths- WRM
	LUNCH TIME

	LUNCH TIME
1.05-1.30	Register and Maths-NCTEM
1.30 - 2.15 (50mins)	Provision- no need to tidy - just carpet 1 group a day for directed task.
2.15-2.30	Disco dough and snack
2.30-3.0	Provision (finish off and tidy)
3.00-3.10	Topic
3.20pm	HOME TIME

Tuesday PPA- PM

Monday PM Mrs
Ashworth not in class.
Miss Collins PM
Mrs Nikodem AM

Communicating with parents



Boom Reader- QR codes ready today- hopefully they will all work. Any questions please send us a message on Dojo or ask face to face. It's a new programme for us all so there will be teething errors I am sure. Scan the barcode and log the books. Note when your child has read and any comments you would like to make at least 3 times a week.

DoJo

This is a free information platform where our parents and carers can contact their child's class teacher. This is in addition to face-to-face contact and on many occasions face to face is a preferred option as we can have a proper conversation. Parents may choose to contact their child's teacher via Class Dojo for a short message that the teacher might need to know – nothing deep that needs a conversation back and forth. The teachers will use it to contact parents directly, for example with reminders for the whole class or maybe a direct short message for one child. There is also a facility where we can send out messages to the whole school.

We are trialling this as a system and ask all parents and carers to honour the points below which will help make it a success.

- Teachers all have Class Dojo on “quiet hours” from 17:00 to 08:00. This means that they are not required to look at any messages or notifications. It is also muted every weekend and holiday.
- Parents and carers will be able to see that it is a quiet time as a reminder.
- Teachers have 48 hours to respond to you during working hours, not including weekends.

First aid

Bumped head letters will be sent home.

Any other injuries worth noting a message will be sent on dojo.

School facebook page

We will aim to upload at least two posts a week for Reception.

Open door policy

Please do come and see us or arrange a phone call if you need to talk about your child or if you have any questions.

Stay and play sessions

Please look out for the dates where parents/ careers are invited in to share in the children learning. Stay and play will involve the children showing you some of their learning, having an opportunity to see how we do things as well as a chance for you to join in.



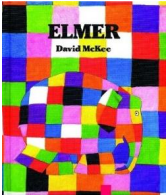


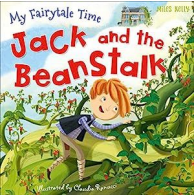
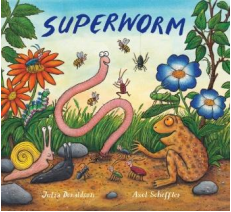
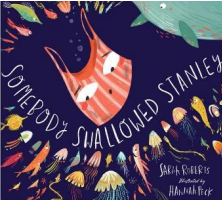

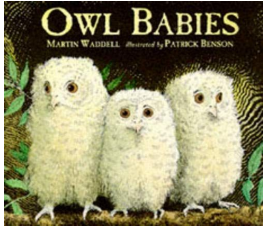
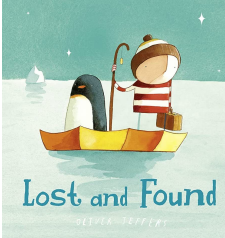

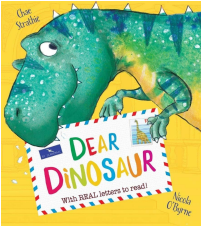
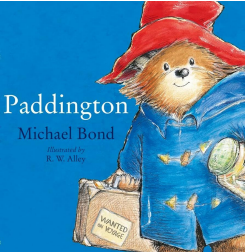
Curriculum coverage

We've based our curriculum on books and we plan lots of engaging activities for the children along the theme of the core text.

It is all on the school website:

<https://www.balshawlane.co.uk/early-years-curriculum/>

Key texts

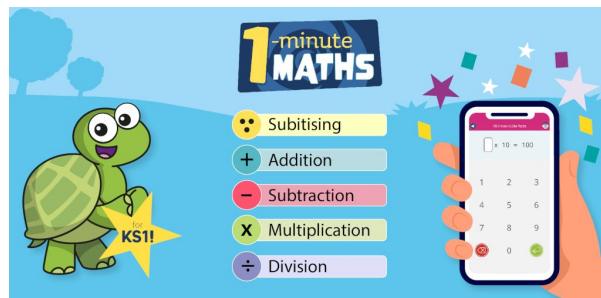
Autumn 1 All about me	Autumn 2 Autumn Days and nights	Spring 1 Winter	Spring 2 Growing	Summer 1 Animal antics	Summer 2 Travel adventures
<p>Elmer by David McKee</p> 	<p>The Leaf Thief by Alice Hemming</p> 	<p>Stick man By Julia Donaldson</p> 	<p>Jack and the beanstalk by Miles Kelly</p> 	<p>Superworm by Julia Donaldson</p> 	<p>Somebody swallowed Stanley by Sarah Roberts</p> 
<p>Amazing by Steve Antony</p> 	<p>Owl Babies by Martin Waddell</p> 	<p>Lost and found by Oliver Jeffers</p> 	<p>Rosa explores life cycles by Jessica Spanyol</p> 	<p>Dear Dinosaur by Chae Strathie and Nicola O'Byrne</p> 	<p>Paddington by Michael Bond</p> 
<p><u>Possible Cultural capital/ enrichment opportunities</u> Visits from nurse, firefighter etc. Nature walk. Walk in local area- shops etc.</p>	<p><u>Possible Cultural capital/ enrichment opportunities</u> Visits to the local church to see how it is set up for Christmas Woodland walk</p>	<p><u>Possible Cultural capital/ enrichment opportunities</u> Outdoors: what can you create with a stick? Create different homes for a range of people or animals.</p>	<p><u>Possible Cultural capital/ enrichment opportunities</u> Planting seeds- garden centre visit Cress heads Farm visit</p>	<p><u>Possible Cultural capital/ enrichment opportunities</u> Wormery or ant farm Eco- schools fix the bug hotel Farm Visit Excavation</p>	<p><u>Possible Cultural capital/ enrichment opportunities</u> Church visit - local area walk Role play travel agents World ocean day Trip to the aquarium</p>



White Rose Maths – new scheme of work

White Rose primary maths resources are designed to instil a deeper understanding of mathematical concepts.

- End of block and end of term assessments to carefully monitor children's progress.
- Focus on place value within each year group; concentrates on number fluency but covers all areas of maths
- Use of manipulatives and visual pictorial elements to aid understanding- very practical
- Scheme allows for deeper understanding and reasoning / problem solving
- <https://whiteroseeducation.com/account/resources>
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White Rose Coverage



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare FREE TRIAL VIEW	Talk about measure and patterns VIEW		It's me 1, 2, 3 VIEW		Circles and triangles VIEW		1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW
Spring	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW		Building 9 and 10 VIEW		Explore 3-D shapes VIEW				
Summer	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW		Visualise, build and map VIEW		Make connections VIEW		Consolidation		

NCETM



Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison
Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitise objects and sounds	Comparison of sets - 'just by looking' Use the language of comparison: <i>more than</i> and <i>fewer than</i>
Autumn 2	Week 6	Week 7	Week 8	Week 9	Week 10
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality
Set 2	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets - by matching Use the language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number</i>	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20

We also use the NCETM mastering number plans and resources for maths. Two inputs per day- we do have maths folders for the children but much of our work will be practical with the use of manipulatives.



Reading

Wordless books to begin with- encourage storytelling, speaking in full sentences, discussions about characters, developing vocabulary and enjoy spending time together.

We will try and change books each Monday- please ensure they are in school. We won't change it if it is not in school.

Phonics books with words or sentences will be sent home after we have assessed the children which is likely to be around half term. These will be changed twice a week normally.

Phonics meeting with Mr Telford on **Wednesday 24th at 5pm** to discuss how we teach and assess phonics. A phonics pack will be sent home after this meeting.

Until we assess each individual closer to half term we will teach whole class phonics.

Please read with your child at least 3X per week to support their progress.

Read the same book three times: this repetition is key to build fluency and confidence with reading.

On occasions your child may repeat books or phases- don't be alarmed or worried about this. We want to ensure each child is ready for the next step and rushing through each stage can result in gaps in learning.

Bedtime books- sent home each Tuesday. We will send another even if the previous one isn't returned. Enjoy reading together.



Writing

To begin with we are working on letter formation- using RWi jingles to support. We will then build up throughout the year.

Name writing using correct formation.

Words

Short phrases

A short sentence.

Quality over quantity.

ELG: Writing- Children at the expected level of development will: - 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.

Personal Development Pact

RECEPTION



TRIPS: Planning a trip to the aquarium for May/June time

CONFIDENCE AND PERFORMING: Stay and play sessions 4X throughout the year, buddies, proud wall, Bella Bear and Eddy Teddy, sports day

VISITORS: Faith visitors, emergency services, Chaplins Panto,

CURRICULUM ENHANCEMENTS: Links to life cycles, wellness wednesday, Elmer day, stay and plays half termly, bikeability, outdoor learning each friday.

PD Focus for Reception: Managing feelings, independence, making friends, becoming familiar with new routines and expectations of work and play.



Ways to support at home

- Reading 3X per week the school book and reading to and with your child- bedtime books
- Phonics pack to encourage the correct letter formation and practice reading the sounds.
- Name writing using correct formation (phonics) - only a capital letter at the beginning
- Structured routines eg bedtimes and managing screen time
- Family time such as games and walks eg eye spy, I went to market, snakes and ladders
- Encourage independence when it comes to things like putting on their coat, shoes etc



Chance to ask any questions.

Thank you for attending, we appreciate your support.