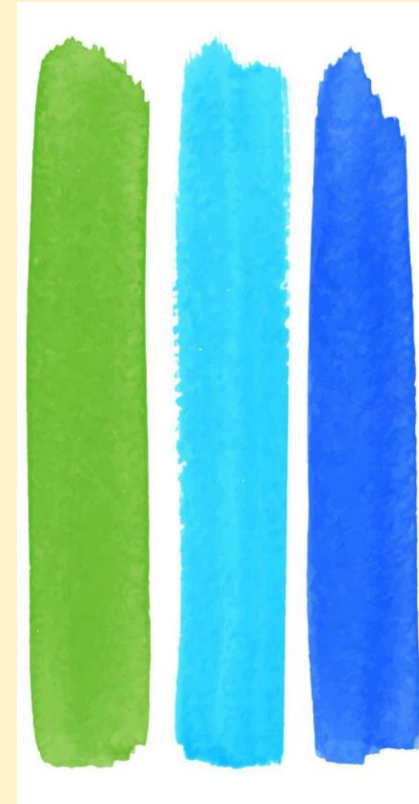




Foundation Stage Curriculum Information

30th September 2026



Parent Drop-ins



Parents are invited into school half termly to meet the teacher and spend time in the classroom with your child.

As well as this, we have our parents' evenings in November and March.

The next parents' evenings will be on Tuesday 17th and Thursday 19th November 3:30-6:30pm. You will receive a letter after half term giving you time slot options to book with your child's teacher.

The School Day 8:20am - 3pm



Our day (Reception):

- 8.20 am – settling in time
- 8.30 am - Register and phonics focus time
- 9am – 10.10 am - Learning through play
- 10.15 am – Snack and chat time (CLL)
- 10.45 am – Playtime (whole school)
- 11 am – English focus time
- 11.20 am – Learning through play (+writing groups)
- 12 noon – Lunch time
- 1 pm – Register and Maths focus time
- 1.30 pm – 2.15 pm Learning through play
- 2.30 pm – Topic focus time (PSED, UtW), Story time and singing

Forest School:

Blue Base - Tuesday
Red Base - Wednesday
Green Base - Thursday
Yellow Base - Friday

The afternoon may alter to accommodate each class's PE session.

Statutory



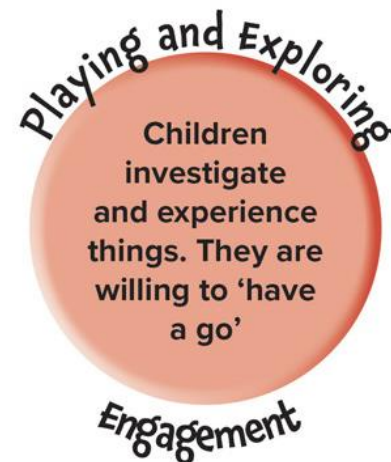
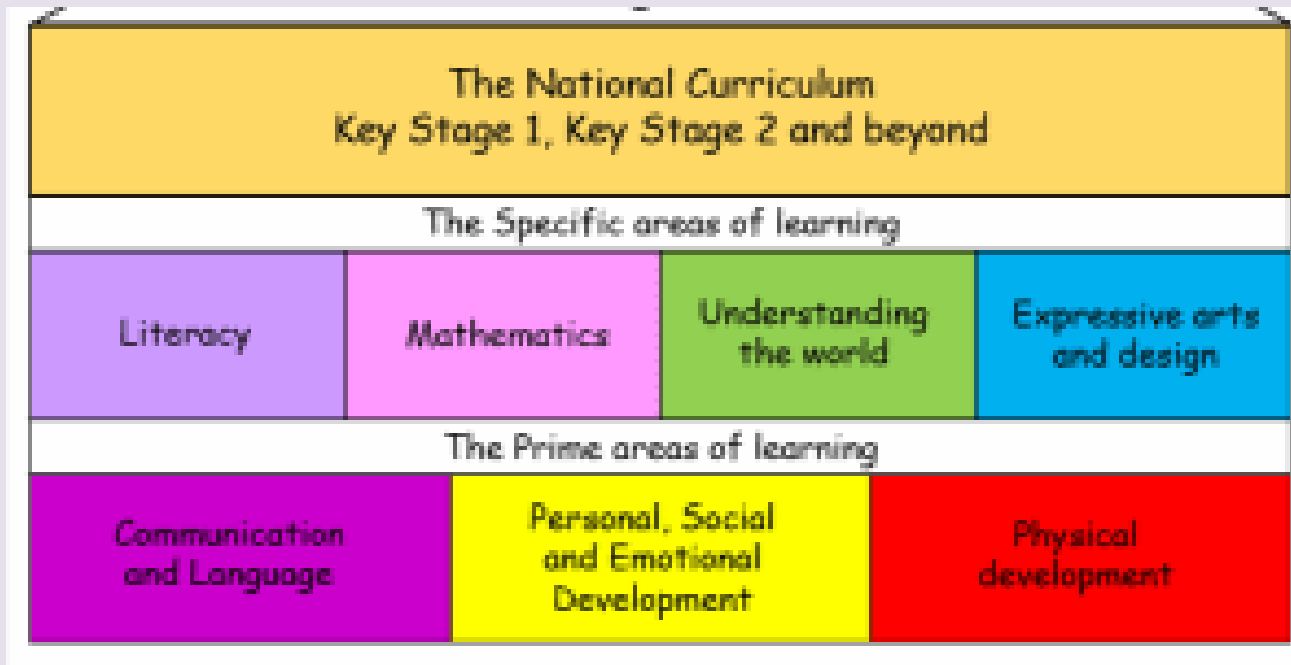
The Reception children follow the Early Years Foundation Stage Statutory Framework.

This is enshrined in law and dictates what and how we teach.

There are seven areas of learning in the Framework which encompass all that we do in Reception.

The Characteristics of Effective Learning dictate how we teach in Reception.

Our Key stage One children follow the National Curriculum.



Mixed age classes and the EYFS



As you are aware we have three mixed age classes for September 2026 and one pure Reception class.

Currently we haven't had to mix Reception children with Y1 children.

When this does happen, classes are carefully balanced with some of our younger Y1s being mixed with some of our older Reception children. Friendships, individual needs, maturity, independence and the overall mix of the class has also been considered.

We plan together as a team. The Red Base and Yellow Base teachers follow the same planning for their Reception children.

The Year 1's learning is extended to cover the KS1 National Curriculum. Planning for the Year 1s is shared and is the same for all the classes.

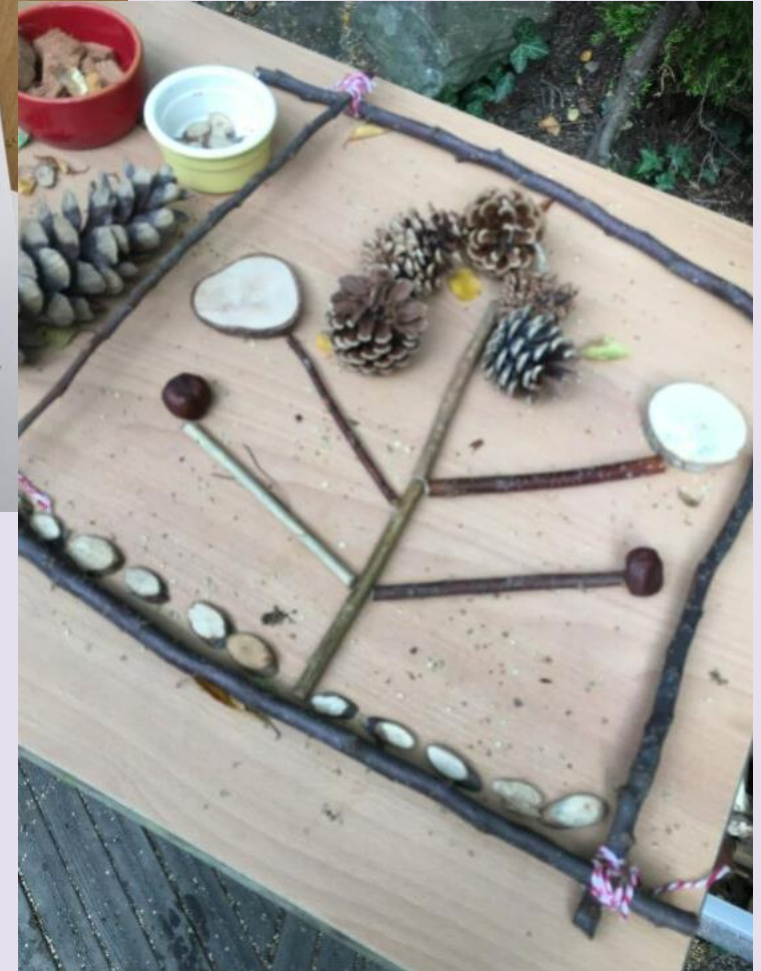


Other positive considerations:

- The National Curriculum is very year group based with little room within it for SEND and AG&T. Mixed year group teaching allows children to revisit previous learning at an appropriate pace as well as providing opportunities for extension and depth incidentally across the curriculum.
- Enhanced social skills. Children are able to foster their social skills. Many schools provide 'buddy' friendships. With mixed age classes this can happen in the classroom where older children support younger children.
- Teacher skill set. As a school we have worked with mixed aged classes for many years and are a highly skilled team in this area.

Each class has one day of Forest School every week.

Teachers and our Forest School practitioner plan closely together.



This half term we are exploring the changes that the seasons bring and learning how to look after the garden.

Forest School is the golden thread that weaves its way through the curriculum.



Statutory assessment:

- Reception Baseline.
- Early Years Profile
- Year 1 Phonics Screening Check - **14th June 2027**.
A statutory assessment to assess pupils' progress in phonics.
Year 2 children who did not pass the screening check in year 1 and those who were not in school in year 1 are required to take the test.
- SATs are no longer statutory in Year 2.



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 (recognize 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.

"Emerging" – The child is working towards the Early Learning Goal but has not quite reached it.

"Expected" – The child has reached the level expected at the end of the Reception year.

Reading in Reception



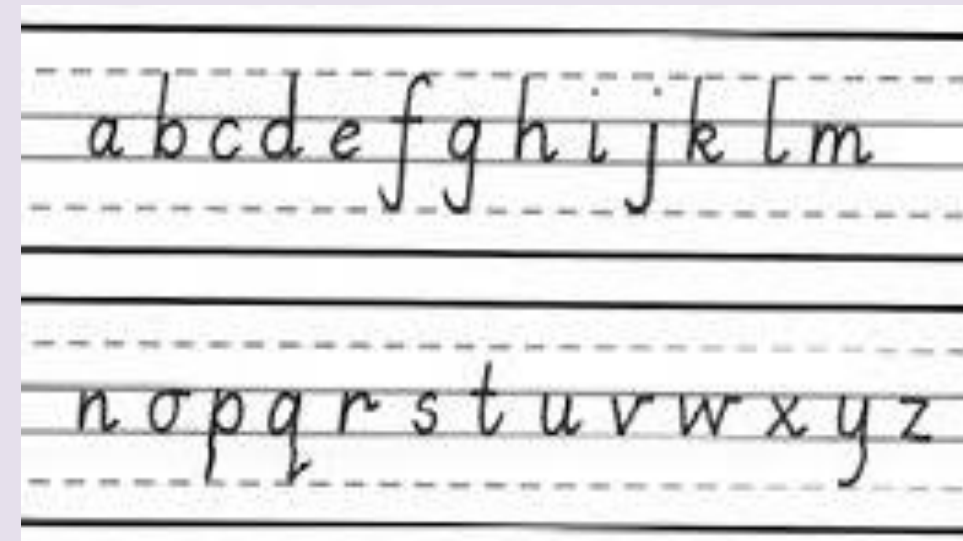
- We follow the Little Wandle scheme to teach reading.
- This is a systematic synthetic phonics programme accredited by the DfE
- We learn to recognise and blend units of sound together to read words.
- <https://www.littlewandle.org.uk/resources/for-parents/#tabnametabHowWeTeach>
- <https://www.littlewandle.org.uk/resources/for-parents/#tabnametabSupportForPhonics>
- We send our phonics learning every week.
- Once your child has learnt to read and blend the first set of graphemes we will send home a reading book that closely matches. For most children this will be after the October half term holiday.
- <https://www.littlewandle.org.uk/resources/for-parents/#tabnametabBooksComingHome>



Writing in Reception



- Pinchy Parrot pencil grip
- Formation rhymes – tracing with finger
- Mark making – patterns and shapes
- Fine motor activities – pegs, tweezers, dough disco, playdough
- Craft activities – scissors, squeeze glue, painting, sticking
- Gross motor skills –
balancing, carrying, spinning, climbing, hanging
- Outcomes
- By the end of term 1 – writing short, decodable words
e.g. "sat"
- By the end of term 2 – writing short, decodable phrases
"a red fox"
- By the end of term 3 – writing sentences that can be
read by others.



Maths

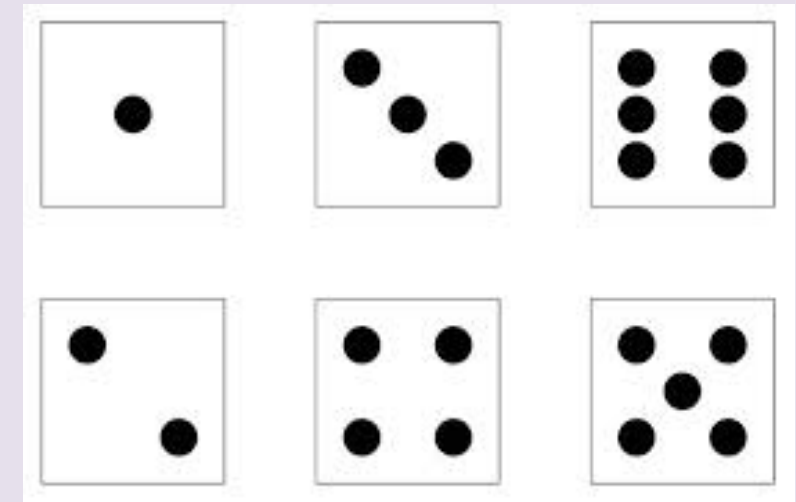
In Reception Maths sessions are short and practical.

We introduce and rehearse new mathematical language and then complete a short, practical task. They are encouraged to use mathematical language in their play.

In number, children are encouraged to "subitise". This means instantly recognising quantities without counting them and is an innate ability.

This leads to "conceptual subitising" for larger numbers, where children break quantities into smaller groups to subitise them.

Children then have a deep understanding of numbers to 10 and a firm foundation for future work on addition and subtraction.



Attendance



Attendance is part of the safeguarding curriculum. If a child isn't in school, the local authority wants to know where they are.



Attendance Matters	
100%	0 days missed
99%	1 day missed is 5 lessons
98%	3 days missed is 15 lessons
97%	1 week missed is 25 lessons
94%	2 weeks missed is 50 lessons
92%	3 weeks missed is 75 lessons
90%	3.5 weeks missed is 90 lessons

Online Safety – Think U Know

Our utmost priority is to keep your child safe, both in school and out of school.

Do you really know what your child is watching / playing when you aren't sitting next to them?

Please make sure they are Watching age appropriate content and that you have the Parental Controls set to limit screen time, block inappropriate content, restrict purchases, and control who can contact your child.

S SAFE Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe. 

M MEET Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on www.thinkuknow.co.uk 

A ACCEPTING Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you. 

R RELIABLE You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found. 

T TELL Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline – 0800 11 11 or www.childline.org.uk 

BE SMART WITH A HEART Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online. 

Safeguarding – What to Do if You Are Concerned



Anyone Can Make a Referral to the Safeguarding Hub

- **Referring a safeguarding concern to Children's Social Care**
- If you are worried that a child has been harmed or is at risk of harm then telephone the Sheffield Safeguarding Hub on 0114 273 4855 (24 hours) to speak to a social worker. If a child is in immediate danger then **call 999** for a police response.
 - ***Members of the public can discuss their concerns in confidence and if necessary, anonymously.***
- **The Sheffield Safeguarding Hub**
- **Telephone: 0114 273 4855 (24 hours)**
- If you are concerned about an adult in school, please contact the Headteacher or if your concern is about the Headteacher, contact the Chair of Governors.

Mobile- Free School Site



We want to share a quick, friendly reminder that our school site is a **mobile-free zone.**



We know how busy life gets and how easy it is to quickly check an email or finish a call. However, we choose to keep this environment phone-free to ensure our staff and parents are fully present during pick-up and drop-off times, and to protect the privacy of all the children playing and learning here.

Please ensure your phones are tucked away in bags or pockets before you enter. If you have an urgent call or emergency, please feel free to take it outside the main gates.

Thank you so much for your support in keeping our space safe for the children.

How can You Get Involved?



You can help your child in a variety of ways:

- Play dice and domino games
- "Sound talk" words e.g. "Go and get your b-a-g"
- Use the weekly overviews to talk to your child about their learning, especially check that your child can remember the new phonemes each week
- Read to your child regularly - reading quality texts to your child will enhance their vocabulary.
- Ask your child to read their book to you 3x a week (later in the year).
- Numberblocks and Alphablocks are fantastic programmes that support how we teach Maths and Phonics in Reception.
- Problem solve with your child. Talk about things!
- Spend quality time with your child and have fun!

