



*Welcome  
to  
Reception*

# Meet the Team



RG



Mr Gavas  
Class Teacher



Kelly  
Nursey Nurse

RS



Mrs Skrodzka  
Class Teacher



Kasia  
EYFS TA

# Meet the Team

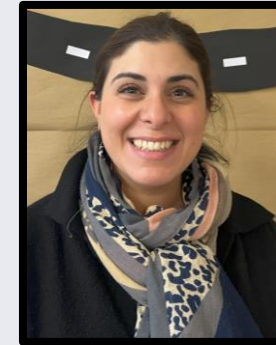


## Little Dragons Nursery



**Mrs Suarez**

Class Teacher M / T / W



**Mrs Demirkaya**

Class Teacher T / F



**Maria**

Early Years TA



**Mrs Conway**

HLTA



**Mrs McLoughlin**

HLTA



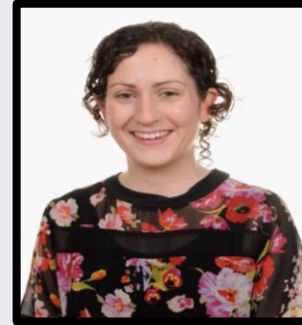
**Jo**

SEN Support

# Senior Leadership Team



Mr O'Rourke  
Headteacher



Mrs Hukowski  
Deputy  
Headteacher



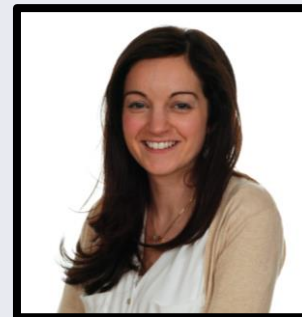
Mrs McGivern  
Interim Deputy  
Headteacher



Mrs Burke  
SENCO



Mr Gavas  
EYFS  
Phase Leader



Mrs Byfield  
KS1  
Phase Leader



Mrs Angland  
Lower KS2  
Phase Leader



Miss Kyriacou  
Upper KS2  
Phase Leader



# A Typical Morning



## 8:45am: Beginning of soft start.

During this time the children will begin their morning routine. This consists of hanging up their coat, washing their hands, self-registering, playing the sound game, practicing their name (tracing), completing their feelings chart and finally coming to the carpet to join in with some dancing (**changes as the year progresses**).



## 9:00am: Registration / Wake up song / Morning prayer.



## 9:15am: Phonics (Little Wandle Scheme)

Input will usually last a maximum of **15 minutes**. Children will then be sent off to begin classroom activities. Adults will work with focus activities while children explore the classroom.



## 10:00am: Maths (NCETM)

(Shared areas begin to open)



11:15am Tidy up time / Before lunch prayer / Preparation for lunch at 11:45.

# A Typical Afternoon



## **1:00pm: End of lunch**

Children return to class for Registration / After lunch prayer / Input sessions (RE / Literacy / Topic sessions).

During this time the children will have an input based on one of these topics and then be dismissed to begin independent / focused activities.



## **1:30pm: Shared areas reopen and activities continue.**



## **2:45pm: Tidy up time**



## **3:00pm: Story Time**



## **3:30pm Dismissal.**





[Click here for  
parents support](#)



# Phonics

## Little Wandle Letters and Sounds Phonics Scheme

Little Wandle divides all letters and sounds into phases.

### Reception Phases range from 1 - 4

**Children are taught:**

all phonemes.

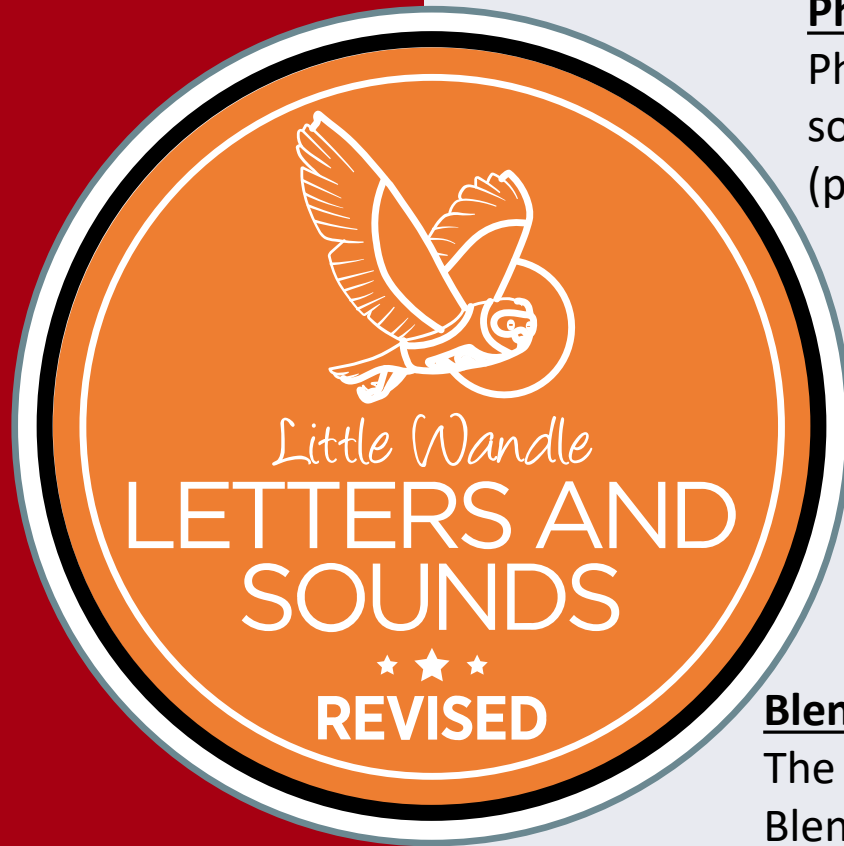
(A phoneme is one letter that makes one sound)

**Digraphs / trigraphs from phases 2 – 4.**

(Two letters that make one sound | Three letters that make one sound)



**Phase 2 sounds taught in  
Reception Autumn 1**



### **Phase 1 (2 weeks in Autumn Term)**

Phase 1 consists of environmental sounds and being able to tell the difference between them, having a sense of tone and rhythm.

### **Phase 2 (Autumn 1 and 2)**

Phase 2 consists of many phonemes with the introduction of some digraphs (e.g. kick truck) and double consonant digraphs (puff buzz).

### **Phase 3 (Spring 1 and 2)**

Phase 3 consists of more digraphs such as 'oo' 'ee' 'ai'.

### **Phase 4 (Summer Term)**

Phase 4 consists of recapping the previous sounds as well as looking at short and long vowel sounds.

### **Blending / Tricky Words**

The skill of blending is taught throughout the whole year from Phase 2 onwards. Blending is the skill of saying the sounds together to create a word. Tricky words are also taught across the year as words that our sounds can't always help us with.

decodable word >

cat

Tricky word >

no





# Cursive letters

a b c d e f

g h i j k l

m n o p q r

s t u v w x y

z

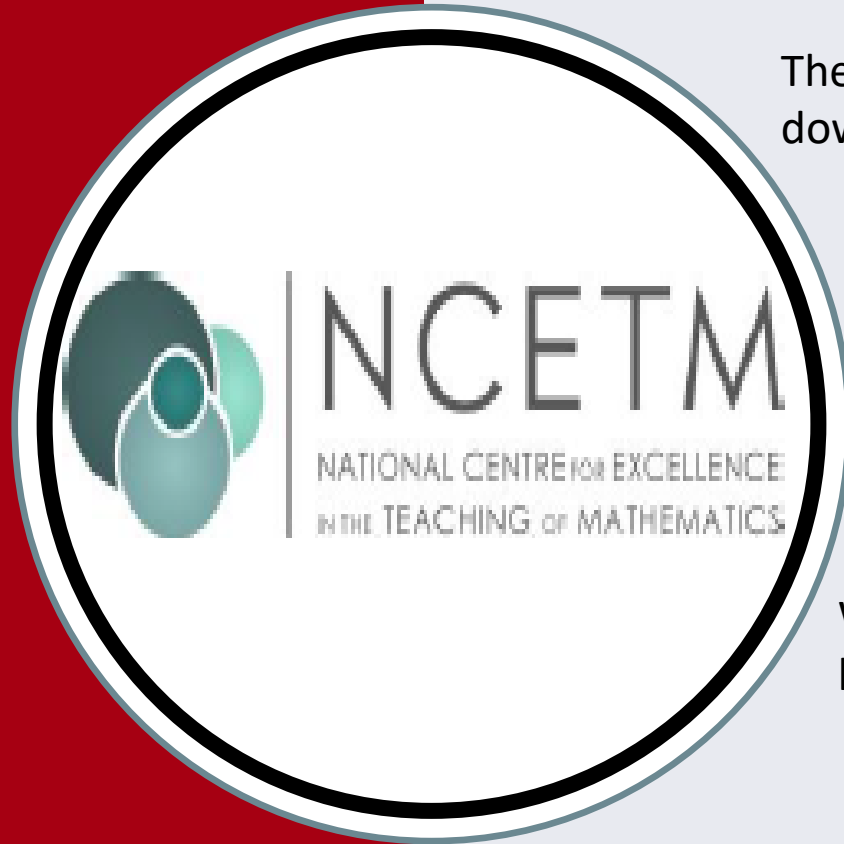
# Maths

For Maths we follow the NCETM Scheme of Learning throughout the school.

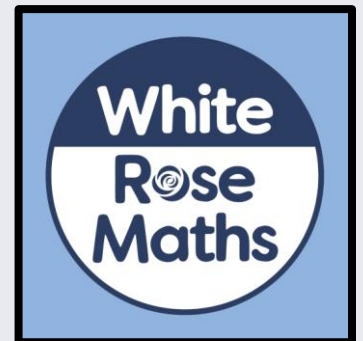
The teaching of Maths has a similar structure to that of phonics and is broken down into 6 terms and split across the year.

Children will have an input discussion on the carpet based on the current Maths topic and then be dismissed to begin their activities. Much like phonics, some of these activities will be supported by an adult and some will be independent.

We focus on deepening children's understanding of numbers. For example, knowing how to partition 10 in different ways and recombine numbers.



Parent Home Learning Support >



# Maths

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

# Maths

Spring 1	Week 11	Week 12	Week 13	Week 14	Week 15
Focus	Subitising	Counting, ordinality and cardinality	Composition	Composition	Composition
Set 3	Subitise within 5 focusing on die patterns  Match numerals to quantities within 5	Counting – focus on ordinality and the 'staircase' pattern  See that each number is one more than the previous number	Focus on 5	Focus on 6 and 7 as '5 and a bit'	Compare sets and use language of comparison: <i>more than, fewer than, an equal number to</i>  Make unequal sets equal
Spring 2	Week 16	Week 17	Week 18	Week 19	Week 20
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Composition
Set 4	Focus on the 'staircase' pattern and ordering numbers	Focus on ordering of numbers to 8  Use language of <i>less than</i>	Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts	Sorting numbers according to attributes - odd and even numbers



# Maths

Summer 1	Week 21	Week 22	Week 23	Week 24	Week 25	
Focus	Counting, ordinality and cardinality	Subitising	Composition	Composition	Comparison	
Set 3	Counting – larger sets and things that cannot be seen	Subitising – to 6, including in structured arrangements	Composition – ‘5 and a bit’	Composition - of 10	Comparison – linked to ordinality  Play track games	
Summer 2	Week 26	Review and assess	Review and assess	Review and assess	Review and assess	Review and assess
Set 4	Subitise to 5  Introduce the rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting

# Reading

## Early Reading

Children will begin reading around the second half of the Autumn term using the 'Big Cat' Collins scheme.

## Reading Groups

Children will begin reading individually with the teacher to assess where they are in their understanding and then placed into small groups to read with. Reading in a group will teach discussion skills, turn taking and build confidence to read in front of others. Group reading will occur once a week for everyone and eventually move into twice a week.

## Home Reading

Children will be given a scheme book to read which will correspond to their reading level and be used to teach the skill of reading.

They will also choose a library book to take home. This book will be chosen by the child for reasons personal to them. Perhaps they like the front cover or the book sounds / looks interesting. This is a story they will bring home to share with their parents and will be read together.

Parents are asked to purchase a St George's reading folder that will come into school on a **Wednesday**. This will allow us time to change the books and then go home on a **Friday**.

This is a **new** reading scheme and books are quite expensive to replace. Therefore, a new book will only be given on the return of the previous book and parents will be asked to pay a **fee of £5.00** to replace any books that become lost.



# RE

*In everything we do today, we are following Jesus and His way.*

## *Our Mission Statement*

**F**ollowing Jesus and His way, we  
**A**im to be the best we can be and to respect everyone. We  
**I**nspire each other to learn, play and pray  
**T**ogether as children, staff, home and Parish. We grow in  
**H**oliness by putting Love into Action every day.



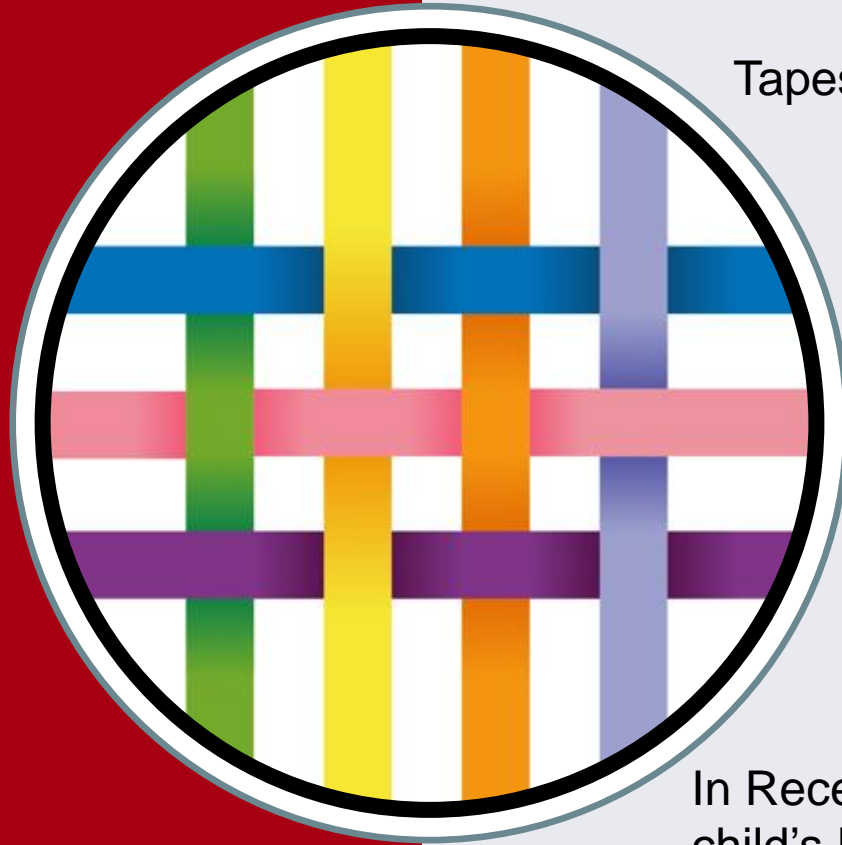
Being a Catholic School, RE is at the heart of everything we do at St George's. It is through Religious Education that we lay the foundations for our pupils to grow into respectful, spiritual and moral individuals; supporting them in developing and deepening their relationship with God. The children are encouraged to reflect and ask questions about their faith.

Children engage and take part in daily Acts of Worship in the classroom and during assemblies. The children will have opportunities to plan and lead their own worship, choosing appropriate resources to aid this (i.e.. candles, pebbles) and their own mission for everyone to work on (i.e.. say kind words to someone). This ownership of their worship allows the children to further strengthen their beliefs and relationship with God.

*Keep an eye on the newsletter to see what our termly topics will be.*

# Tapestry

## A virtual learning journal



Tapestry is a virtual journal to document your child's learning.

In nursery, Tapestry is used as a journal for children's learning and constant recording of different tasks and experiences.

Due to a change in the Reception Curriculum children are not required to have their progress recorded on a constant basis. This allows the adults in the classroom to spend more time nurturing the children's abilities rather than filming them or taking photos.

In Reception, Tapestry is used as a way to record WOW moments in your child's learning. This can be based in any part of the 17 areas of learning in the Reception Curriculum.



# Homework

Children in Reception will receive some homework throughout the year. These tasks will help support learning at home and give you an idea of some of the things we are doing in the classroom.

Most homework will not have to be returned to school and can be kept at home to refresh their memory such as the phonics worksheets.



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## DB Primary

In the coming weeks, parents will receive their child's DB Primary account information. This is our learning platform where children are able to play games and take part in different learning activities. We will use this to post helpful videos, games and activities from time to time. Children are also able to perform independent learning on DB Primary.

Please note that teachers should not be contacted through DB Primary. Please phone or email the office if you wish to speak to one of us.

# General Reminders

## Newsletter

Each week the Reception team send out a newsletter explaining the following week's topics. Please remember to look out for this as we also include messages reminding you of upcoming events and may request items from home i.e. picture of family.



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## Water Bottles

We ask that parents do not send in water bottles as we have water available for the children in the classroom. The children will be learning the skill of pouring a filled jug into a cup accurately. **If your child has a packed lunch then they may still have a bottle inside their lunch box.**

## Stay and Play

Stay and play sessions will be held in the classroom from **8:50am** until **9:20am**. Parents will accompany their children into the classroom and join in with their morning routine and some activities.

**Dates TBC**

# General Reminders

## Spare clothes

During their time in Reception, the children will be playing with sand, water, soil etc. and can become quite wet. This will also be the case if your child has a toilet related accident during the day. To help us with changing, we ask that each parent please send in a **spare pair of socks, spare underwear, spare tracksuit bottoms, a spare polo shirt and a spare jumper for their child** in case we ever need to change them into dry clothes during the school day. These spare clothes will stay in school until they are used. Then we will return them to you for washing and replacing. Only one of each item is needed. **Please ensure all items are labelled with your child's name** and brought to school as soon as possible in in a **small drawstring bag**. We **cannot** accommodate large bags/backpacks in our classrooms. Please see your child's class teacher or support staff for any questions.



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