

# Aims and Intentions

## Curriculum Presentation

- *This should provide an overview of*
  - *what will your child be learning this year*
  - *how they will be learning this year*
- *It is also a chance to share*
  - *how we will report on your child*
  - *how you can support your child at home*
  - *any information that is specific to this year*

# Curriculum Evening September 2026

## Aims and Intentions

### Meet the Team!



**Miss Dorner**  
**EYFS Lead**



**Miss Phazey**  
**Class Teacher**



**Miss Greenfield**  
**Forest School**  
**Teaching**  
**Assistant**

# Reporting To Parents

How will I know how well my child is doing?

- *Termly parent's evenings*

*A chance to discuss progress and attainment*

- *how much have they progressed since last report*
- *are they at the expected level for their age*
- *what do they need to do next*

- *Any concerns shared*

- *intervention strategy*
- *PLPs*
- *fully informed*

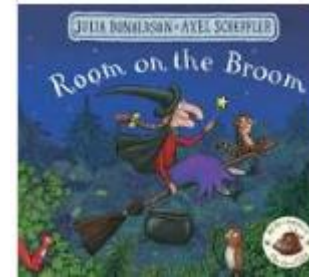
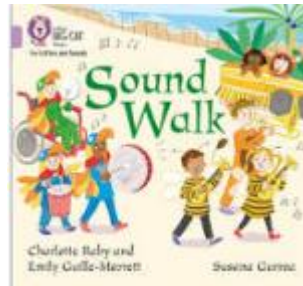
- *A written report annually*

- *If you have any worries, contact us immediately*

# Curriculum Evening September 2026

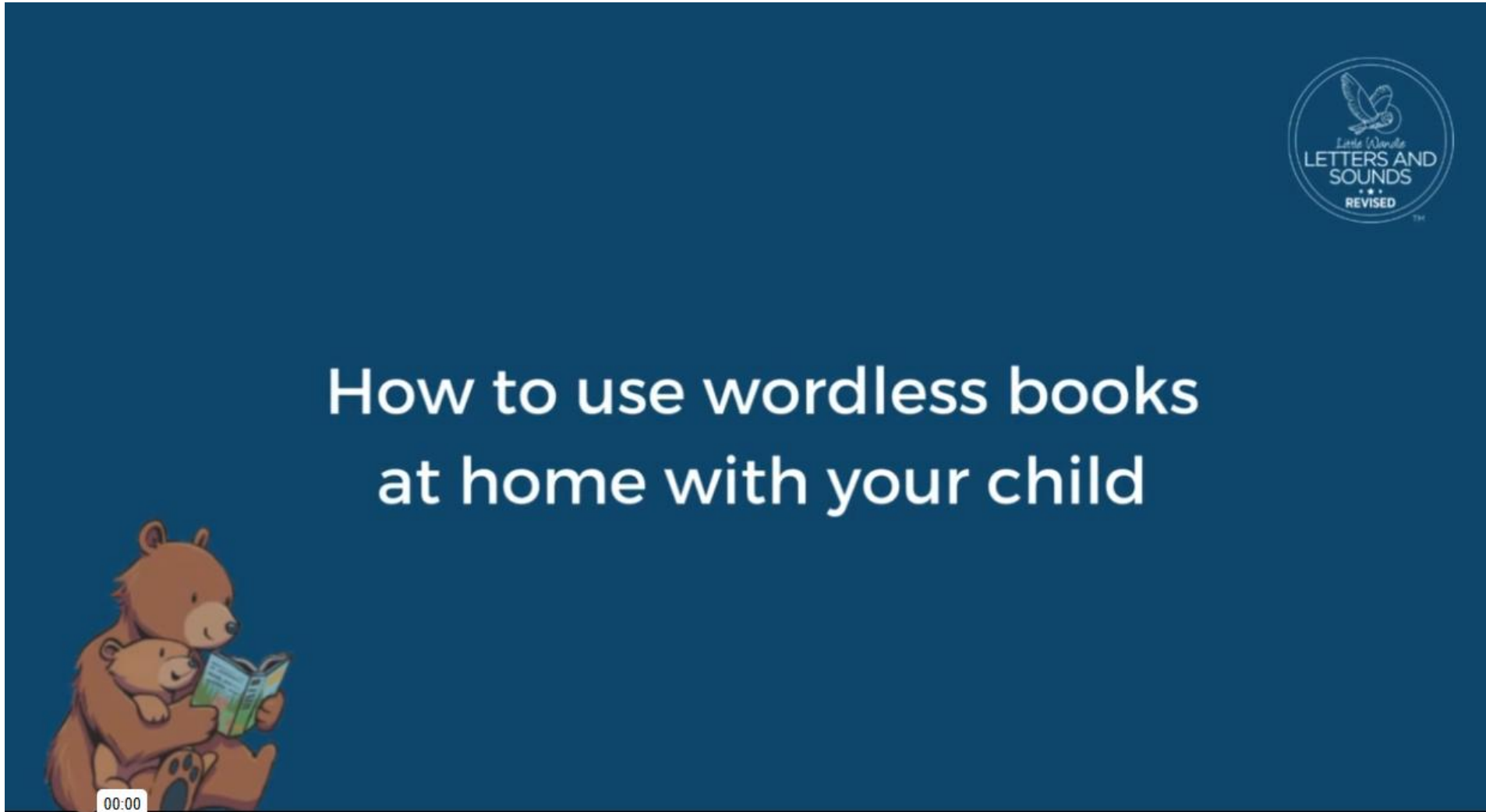
## Supporting Your Child At Home

Working in partnership - What goes in my book bag?



- *Reading books/ Library book/ Sound Book - Given out on a Tuesday returned on a Monday*
- *Sounds from previous week will be in book*

# Wordless Books

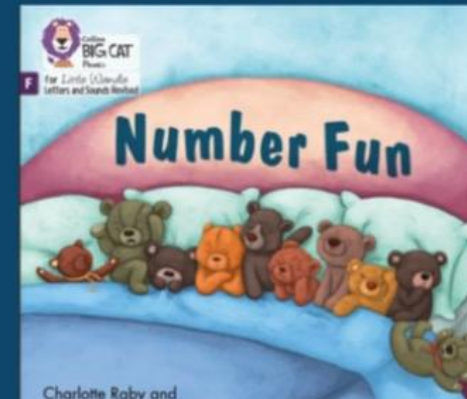


# Curriculum Evening September 2026

## Wordless Books

### Wordless books...

- ✓ Have lots to talk about on each page
- ✓ Can be 'read' in any language
- ✓ Include spotting games
- ✓ Are fun!



# Curriculum Evening September 2026

## Wordless Books



# Wordless Books

## Top tips for reading at home



- ✓ Try to read at the same time every day.  
As you know children love routines
- ✓ Get rid of distractions
- ✓ Focus on your child and the book



# Curriculum Evening September 2026

## For Parents

Support for  
phonics

How we teach

Books coming  
home

Nursery rhymes  
- videos

Nursery rhymes  
- downloads

### Videos



Phase 2 sounds taught in  
Reception Autumn 1



Phase 2 sounds taught in  
Reception Autumn 2



Phase 3 sounds taught in  
Reception Spring 1



How to say Phase 5 sounds



### Reception Autumn 1 sounds (updated June 2025)

Download a guide to how children are taught to say their sounds in Reception Autumn 1. Updated June 2025 to ensure consistency of wording across all of the formation phrases.

Download

Respect, Independence, Perseverance, Kindness and Teamwork

Ravensworth Terrace Primary School



# Phonics and Reading



## Reading is the key to learning

- *Phonics is the key to reading and takes up a substantial percentage of the timetable.*

| Grapheme and mnemonic                                                                 | Picture card                                                                                 | Pronunciation phrase                                        | Formation phrase                  |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------|
|  S | <br>snake | Show your teeth and and let the s<br>hiss out ssssss ssssss | Down the snake from head to tail. |

- *Little Wandle Letters and Sounds Programme - advice for parents can be found here:*

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

- *Blending is the key to reading. We want all children blending by Christmas. You can help with this by supporting your child to ‘sound talk and blend’.*
- *c - a - t, cat. It is time for b-e-d!*
- *If your children struggle, we act as a model for the process and encourage ‘Copy me’ method.*



# Curriculum Evening September 2026

## Supporting Your Child At Home

Working in partnership - This is me!



*World Books*



*Respect, Independence, Perseverance, Kindness and Teamwork*

**Ravensworth Terrace Primary School**



## Curriculum Evening September 2026

# The Curriculum: Wanderlust

- *52 week curriculum following the natural changes in nature and the seasons.*
- *First hand experiences!*
- *This will allow your children to connect with nature. Inspiring them to be the future generation of explorers, adventurers and scientists.*
- *Organised around the natural rhythm of the seasons it offers opportunities to learn about wildlife, natural phenomena and the natural world around us.*

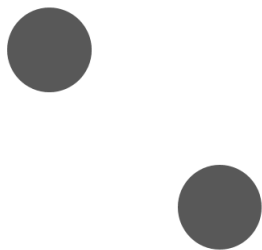


# The Curriculum: Mastery Mathematicians



*Challenge is provided by going deeper rather than accelerating into new.*

*We teach mathematics with mastery at the centre of everything we do. In order to make our children have a better understanding of maths, they have to be able to problem solve and apply their knowledge to a range of different situations.*



Curriculum Evening September 2026

# The Curriculum: Mastery Mathematicians

|             | 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 term | Getting to know you |        | Match, sort and compare<br>FREE TRIAL<br><a href="#">VIEW</a> |        | Talk about measure and patterns<br><a href="#">VIEW</a> |        | It's me 1, 2, 3<br><a href="#">VIEW</a> |        | Circles and triangles<br><a href="#">VIEW</a> | 1, 2, 3, 4, 5<br><a href="#">VIEW</a> |         | Shapes with 4 sides<br><a href="#">VIEW</a> |

*Respect, Independence, Perseverance, Kindness and Teamwork*

**Ravensworth Terrace Primary School**



# Curriculum Evening September 20256

## Reception

### Assessment procedures

|                   | Autumn 1                                                    | Autumn 2                                                            | Spring 1                                                                         | Spring 2 - 5 weeks                                                               | Summer 1                                                                            | Summer 2 - ELG                                                                      |
|-------------------|-------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Daily Diary       | Today is Monday ...<br>The weather is ...                   | Today is Monday ...<br>The weather is ...<br>The season is ...      | Today is Tuesday ...<br>The weather is ... because it is ...<br>The month is ... | Today is Tuesday ...<br>The weather is ... because it is ...<br>The month is ... | Today is Monday 1 <sup>st</sup> July.<br>The weather is sunny because it is Summer. | Today is Monday 1 <sup>st</sup> July.<br>The weather is sunny because it is Summer. |
| Wanderlust Themes | Spiders<br>Pumpkins                                         | Ice<br>Snow<br>Hedgehogs                                            | Moon                                                                             | Science week<br>Nests                                                            |                                                                                     |                                                                                     |
| Class Text        | Each Peach Pear Plum<br>Nursery Rhymes<br>Room on the Broom | Scarecrows Wedding<br>Jolly Christmas<br>Postman<br>Gingerbread Man | Little Red Riding Hood<br>The Great Race<br>Whatever Next                        | The Ugly Ducking<br>Non-fiction ducks<br>Jack and the Beanstalk                  | Handa's Surprise<br>Zog                                                             | Old MacDonald Farm<br>The Hungry Caterpillar                                        |

Department  
for Education

- *Statutory Baseline Assessment - within first 6 weeks*
- *Birth to 5 to plan an engaging curriculum and monitor progress.*
- *We report on the ELG at the end of the academic year.*
- *ELGs will be shared in your child's end of year report.*

**Early years  
foundation stage  
statutory framework**  
For group and school-based providers  
Setting the standards for learning,  
development and care for children from  
birth to five

Dated: 14 July 2025  
Effective: 01 September 2025

Listening,  
Attention and  
Understanding

I can respond to  
puppets and props

I can copy and  
begin to answer  
what if questions to  
extend my  
thoughts

I can share my  
name with my  
friends

Respect, Independence, Perseverance, Kindness and Teamwork

Ravensworth Terrace Primary School



# Curriculum Evening *September 2026*

## Reception

### Early Learning Goals

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Communication and Language</b><br><b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Personal, Social and Emotional Development</b><br><b>Self-Regulation</b> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <b>Managing Self</b> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul> | <b>Physical Development</b><br><b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Understanding the World</b><br><b>Past and Present</b> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <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> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <b>People, Culture and Communities</b> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul> <b>The Natural World</b> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> | <b>Expressive Arts and Design</b><br><b>Creating with Materials</b> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <b>Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Mathematics</b><br><b>Number</b> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul> <b>Numerical Patterns</b> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Literacy</b><br><b>Comprehension</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <b>Word Reading</b> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> |

7 areas of learning

3 Prime Areas  
(Foundation for learning)

- Communication & Language
- Physical Development
- Personal, social & emotional.

4 Specific Areas  
(Strengthens and develops prime)

- Literacy
- Maths
- Expressive Arts
- Understanding of the world

# Curriculum Evening September 2026

## Reception

### Timetable

- *Monday - Return book bag*
- *Tuesday - Book bags will return home*
- *Wednesday - Come into school in PE kit*
- *Thursday - Forest school*



# Class Organisation

*•As a large two-form entry school with two classes per year group, we can organise children in ways that smaller schools are unable to.*

|         |                                                                                                                                                                                                                                                                                |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stage 1 | Children will enter Reception and work within their new Year Group with various small and large groups being created over the year. All children will work with each other and with all staff but will be in a registration group.                                             |
| Stage 2 | At the end of Reception, children will be organised into two balanced classes, and they will stay in those classes for the whole of Year 1 and Year 2.                                                                                                                         |
| Stage 3 | At the end of Year 2, the two classes will have some reorganisation, and children will be in their new classes for the whole of Year 3 and Year 4.                                                                                                                             |
| Stage 4 | At the end of Year 4, the two classes will have some reorganisation, and children will be in their new classes for the whole of Year 5 and Year 6. However, there may be some additional organisation in respect of development towards end of Key Stage Assessments and SATs. |
| Stage 5 | Children will be supported to make the transition to Year 7 to their chosen secondary school.                                                                                                                                                                                  |

# Final Message from Mr Ramanandi

## Just a reminder

- *We're here to work in partnership*

*If you need to see Mr. Ramanandi*

*Catch him the morning or at home time*

*Keep us informed; drop a note, phone up or catch after school*

- *Please help us by*

*Making sure your child attends every day. **Attendance Matters***

*Supporting your child with homework*

*Ensuring uniform policy is followed*

*Using Facebook sensibly, if you have a concern with school*

*see us or direct your concerns to Miss Shepherdson or Mr. Ramanandi, via the school office.*

