



MEET THE TEACHER
2025-2026

Reception Team:

- The teachers and Teaching assistance in Reception this academic year are:

- Miss Sharifee – RA
- Ms Campbell – TA
- Miss Vincent – Support staff

- Ms Bharij – RB
- Ms Clark – TA am
- Ms Lulzime- TA pm
- Ms Chanelle – Support staff.

Yearly overview



Conway Primary School Reception Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning skills	Responsibility and Independence		Resilience and working together		Perseverance and Friendship	
Theme	Ourselves	Festivals	People who help us	Life cycles	Places (castles & knights, Countries, and continents)	Places (Woodland, jungle & rainforests)
Role play	Home area	Doctors	Post Office	Garden centre/ Flower shop	Castle	Home corner Restaurant/cafe
Educational Visits	Library	Library	Visit from fire station	Frogs	Library	Library
Communication and Language		These Prime Areas are crucial for all areas of learning. They are sometimes taught explicitly* as whole class learning, but most often through play, high quality learning environment and skilful teacher interactions.				
Personal development						
Personal, Social and Emotional Development						
Literacy Reading	<u>RWJ</u> phonics set 1 (<i>explore/teach</i>)	<u>RWJ</u> phonics set 1 (<i>teach</i>)	<u>RWJ</u> phonics set 1 (<i>focus: segmenting & blending</i>)	<u>RWJ</u> phonics set 2 (<i>teach</i>)	<u>RWJ</u> phonics set 2 (<i>embed</i>)	<u>RWJ</u> phonics set 2 (<i>secure including segmenting & blending</i>)
Literacy	Talking So much (introduce during settling period) Written Outcomes Oral re-telling, character discussions, talk about family (verbally constructing sentences) Extended Outcome Labels for family members	Vocabulary Look up! Written Outcomes Dialogue, diary entry, re-telling (oral dictation), mini-biography, ship's log Extended Outcome Non-chronological report	Retelling The Jolly Postman Written Outcomes Re-telling (oral dictation), Letter, notes, postcards, invitations Extended Outcome Re-telling story	Sequencing The Tiny Seed Written Outcomes Labels, captions, advice, re-telling, writing in role, letter Extended Outcome Advice leaflet	Retrieval Goldilocks & The Three Bears Written Outcomes Descriptions, recipe, email, speech bubbles Extended Outcome Adaptive story	Simple Inference Weirdo Written Outcomes Posters, notes, letters, writing in role Extended Outcome Information leaflet
	So much Written Outcomes Past tense sentences, writing in role, performance/narrative poetry Extended Outcome Own so much narrative poem	A Year Full of Celebrations & Festivals Written Outcomes Verbal show and tell presentation, invitations, recall Extended Outcome mini autobiography	Real Superheroes! Written Outcomes Job advert, police report, instructions Extended Outcome Diary entry (day in the life of)	O! Frog & Fanatical About frogs Written Outcomes Rhyming flipbooks, questions, captions and labels Extended Outcome Write informatively about frogs	Three Little Pigs Written Outcomes Missing poster, directions, sequencing, instructions Extended Outcome Re-telling	Grandad's Camper Written Outcomes Labels, captions, interviews, memory poems, postcards Extended Outcome Sequel narrative

Yearly overview – continued



Literacy Handwriting	<ul style="list-style-type: none"> - Dough gym - Sensory trays (<i>patterns/letter formation</i>) - Scissor skills - Name writing - Strengthening exercises to develop tripod grip 	<ul style="list-style-type: none"> - Self-select finger gym - Name writing - Letter formation (<i>focus: curly letters</i>) - Fine motor intervention - Water toys/jumbo chalk - Strengthening exercises to develop tripod grip 	<ul style="list-style-type: none"> - Letter formation (<i>focus: ladder letters</i>) - CVC words - Fine motor intervention - Whiteboards - Number formation 	<ul style="list-style-type: none"> - Letter formation (<i>focus: zigzag letters</i>) - CVC words - Fine motor intervention - Number formation 	<ul style="list-style-type: none"> - Handwriting books - Letter formation (<i>Letter size & Nelson patterns</i>) - CVC words - Fine motor intervention - Number formation 	<ul style="list-style-type: none"> - Handwriting books - Letter formation (<i>Letter size & Nelson patterns</i>) - CVC words & phrases building into sentences - Fine motor intervention - Number formation
Maths	<p>Rote count back from 20 to 0</p> <p>Rote counts on from a given number between 1 and 20</p> <p>Understand that counting is to find how many</p> <p>Use one to one correspondence when counting</p> <p>Understand the last number said is the number in the set</p> <p>Count up to 20 objects</p> <p>Understand and use conservation of number</p> <p>Compare two sets of different objects saying which set is more, fewer, same, equal</p> <p>Order three or more sets of objects</p> <p>Order numerals 0 to 20</p> <p>Identify one more/ one less than a given number</p> <p>Add two single-digit numbers totalling up to 10, using practical equipment</p> <p>Subtract a single-digit number from a number up to 10 using practical equipment</p>		<p>Counting and comparing</p> <p>Partitioning- understanding part/whole</p> <p>Measures- capacity, length, height, weight</p> <p>Shapes and sorting</p> <p>Addition and subtraction</p> <p>Halving and doubling</p> <p>Number sense</p>	<p>Counting, comparing and ordering</p> <p>Measures- capacity, length, height, weight</p> <p>Money</p> <p>Practical introduction to fractions</p> <p>Shapes and sorting</p> <p>Addition and subtraction</p> <p>Time</p> <p>Number sense</p>		
Expressive arts and design	<p>Placing & arranging Bodies (whole people)</p> <p>Paper plate faces</p> <ul style="list-style-type: none"> - Explore colour and colour mixing - Explore different materials freely - Joining materials 	<p>Christmas Nativity Lanterns</p> <p>Clay diva lamps</p> <p>Greetings Cards</p> <ul style="list-style-type: none"> - Selecting materials for purpose - Draw with increasing details 	<p>Create collaboratively</p> <p><i>Photos of people who help us in school.</i></p> <p>deconstruction junk modelling</p>	<p>Using tools with care and precision</p> <p>Moving in time with music</p> <p>Painting with nature</p>	<p>3D castles</p> <p>Junk modelling pig houses</p> <p>Cooking Porridge</p>	<p>Exploring artistic effects to express ideas</p> <p>Still life nature drawing</p> <p>Whole class art project (<i>Tiger in a Rainforest</i>)</p>

Yearly overview – continued



<p>Understanding the world</p>	<p>Our local area and community (<i>including the school community</i>) Links to: Geography/RE/PSHE</p> <p>Explore different places around the world, contrasting them to our local area Links to: Geography/RE</p> <p>Months of year Links to: Science</p> <p>Changes in seasons Links to: Geography/Science</p>	<p>Beliefs and celebrations Links to: RE/PSHE</p> <p>Similarities & differences between Christmas & Hannukah Links to: Geography/RE/PSHE/History</p> <p>Festival focus: Eid Diwali Christmas Bonfire night Links to: Geography/RE/Music</p>	<p>Different jobs & occupations Links to: PSHE/History</p> <p>What I want to be when I grow up Links to: PSHE</p> <p>Local people Links to: PSHE/History/Geography</p> <p>Roles & responsibilities Links to: PSHE</p>	<p>Observing growth of plants (<i>sunflower diaries</i>) Links to: Science</p> <p>Making sense of the natural world around them Links to: Geography/Science</p> <p>Healthy eating- what food can we grow? Links to: PSHE/Geography/Science</p> <p>Observing & looking after frogs spawn Links to: Science/PSHE</p> <p>Teeth hygiene Links to: PSHE/Science</p>	<p>Historical buildings compared to new modern buildings Links to: PSHE/History/Geography</p> <p>Comparing knights to Beefeaters Links to: PSHE/History</p> <p>Mapping/naming & locating countries/countries Links to: PSHE/Geography/Music</p>	<p>Animal studies from different habitats (<i>woodland creatures/jungle animals</i>) Links to: Science/Geography/Music</p> <p>Exploring materials and states of matter Links to: Science</p> <p>Contrasting places Links to: PSHE/History/Science/Geography</p> <p>Transition Links to: PSHE</p>
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Timings of the school day

- ▶ School gates open from 8:40 am
- ▶ Children will be collected by their class teacher and brought up to class.
- ▶ Registers are taken at 8:50 so that lessons can begin promptly at 9am.
- ▶ Reception have their lunchtime between 11.30-12.25pm
- ▶ The school day finishes at 3:15. Children will be brought to their collection point on the playground by their class teacher. Please ensure you arrive at 3.10.
Please note: children will only be released to adults who have been given consent to collect.

Weekly timetable

Reception	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Registration	Registration	Registration	Registration	Registration
9:00-9:30	Phonics	Phonics	Phonics	Phonics	Phonics
9:30-10:15	Writing Freeflow	Writing Freeflow	Writing Freeflow	Writing Freeflow	Writing Freeflow
10.15-10:30	Fruit and milk				
10:30-10:45	Name Writing/Handwriting	Name Writing/Handwriting	Name Writing/Handwriting	Name Writing/Handwriting	Name Writing/Handwriting
10:45-11:25	Maths Freeflow	Maths Freeflow	Maths Freeflow	Maths Freeflow	Maths Freeflow
11:30-12:25	Lunchtime				
12:30- 12:45	PE (Coaches)	Robust Maths	Robust Maths	Robust Maths	Robust Maths
12.45-1:30		Guided Reading	Guided Reading	Guided Reading	Guided Reading
1:30-1:45		Topic Introduction	Topic Introduction	Topic Introduction	Topic Introduction
1:45-2:00	Playtime				
1.45-2:45	French/ Whole Class Outside Freeflow	Topic/Freeflow	Topic/Freeflow	Topic/Freeflow	Golden time
2.45-3:00	Story	Story	Story	Story	Story

Homework and expectations

- ▶ Homework and reading will be given out on a Thursday.
- ▶ Please return completed homework and reading books on a Tuesday.
- ▶ Please re-read the book daily with your child to build fluency.
- ▶ Please write a comment once you have read with your child in their reading record.
- ▶ Ensure that the homework, reading book and reading record are always kept in their plastic wallet.

Tips for homework and reading.

▶ **Reading Support Tips:**

- ▶ **Read Daily:** Just 10–15 minutes a day helps build confidence and vocabulary.
- ▶ **Make It Fun:** Use funny voices or act out the story together.
- ▶ **Let Them Lead:** Encourage your child to turn pages and spot letters or words they know.
- ▶ **Talk About Books:** Ask simple questions like “What happened?” or “What do you see?”
- ▶ **Reread Favourites:** Repetition helps children learn new words and understand the story better.
- ▶

▶ **Homework Support Tips:**

- ▶ **Create a Routine:** Do homework at the same time each day in a quiet space.
- ▶ **Keep It Short:** Reception homework should be quick, positive, and stress-free.
- ▶ **Use Praise:** Celebrate effort, not just correct answers—confidence is key!
- ▶ **Break Tasks Up:** If they’re tired, do a little now and finish later.
- ▶ **Stay Involved:** Sit with them, encourage them, and show interest in what they’re learning

Uniform

- ▶ School uniform must be **Labelled clearly**, always worn and consists of:
 - Black shoes or trainers with no flashing lights.
 - Grey or white socks
 - Grey or black tights
 - Please choose grey trousers with an elastic waistband to help your child use the toilet more independently/skirts.
 - Grey or black track-suit trousers
 - White polo shirts or White Short Sleeve Shirt
 - Logo sweatshirt or Logo cardigan (**optional**) A plain purple sweatshirt or cardigan can be worn
 - Logo school rucksack (**optional**)
 - Logo fleece (**optional**)
 - Purple and white check summer dresses (**optional-Summer Attire**)

P.E. Uniform

- ▶ No hoop earrings. Studs only.
- ▶ A purple crew neck t-shirt
- ▶ Plain black shorts
- ▶ Plain black tracksuit trousers or joggers
- ▶ Pair of black plimsolls / trainers
- ▶ Pair of socks if tights are worn
- ▶ Hair-band /clips to tie back long hair

Children to come to school in their PE clothes on Monday.

Communications with school

- ▶ If there are any brief notices that you need to relay to the class teacher about your child, the teacher can be spoken to on the playground at drop-off or collection times.
- ▶ For matters requiring lengthier discussions, an appointment can be made with the class teacher or a member of the well-being team. This can be arranged through the school office or sending an email to adminshared@conwayprimaryschool.co.uk
- ▶ There will be two parents' evenings. One in the Autumn term and the other in the Spring term. Parents are also welcome to speak to the class teacher about their child's end of year report should they have any queries relating to this.

Attendance and punctuality

- ▶ It is important that all pupils arrive on time at the beginning of the school day. The school day begins at 8.45am and all students are expected to be in school at this time.
- ▶ If a pupil arrives between 8:50 am and 9.00am the attendance will be registered as L (the number of minutes late will be recorded). If a pupil arrives to school after 9.00 am from the office, they will be registered within our Inventory system (late after register closes)
- ▶ Ongoing and repeated lateness is considered as unauthorised absence. The school may request a meeting to tackle persistent lateness.
- ▶ If a pupil is absent, parents/carers must contact the school office on the morning of each day of absence by 8am and state the reason for their child's absence.
- ▶ A child not attending school is considered a safeguarding matter. This is why information about the cause of any absence is always required.

Additional information

- ▶ Water Bottles – Please make sure your child brings a water bottle with plain water (no juice) to school each day."
- ▶ Please ensure the water is cool and not hot.
- ▶ **Please ensure your child brings a large enough school bag so that their plastic homework folder fits inside safely.**
 - Birthday sweets/treats –please note that unfortunately these cannot be handed out at school due to allergies.
 - Coats/hats – your child needs a coat in school every day. During the hot weather, they should bring a cap and have sun cream applied before coming to school.
Please label all items.
 - Packed lunches – bags/boxes must be **labelled**. We are a healthy school and a nut-free school, so please can you provide a balanced lunch with protein, carbohydrates and dairy.
- ▶ • Pencil cases and items from home – we kindly request that children do not bring in any pencil cases or other items from home, unless agreed by the class teacher.
- ▶ All medication must be submitted to the school office and authorised before it can be administered.

Useful links to support at home

- ▶ Microsoft Teams – www.microsoft.com/en-gb/microsoft-teams/log-in
- ▶ Oxford Reading Buddy – www.oxfordreadingbuddy.com/uk
- ▶ Busy Things – www.busythings.co.uk

Bromcom and MyChildAtSchool (MCAS)



What is Bromcom?

This Autumn Conway is transferring to a cloud-based Management Information System called Bromcom.

With the introduction of Bromcom, we will offering a new App and website interface called 'MyChildAtSchool' or MCAS. This will in time, replace the School App.

What is MCAS?

MyChildAtSchool (MCAS) is a portal that allows parents/carers access to their child's school information real-time via a web browser or mobile app. This facility will allow you to view your child's class details, book for clubs and trips, and will also provides a secure online payment system.

Here at Conway Primary, we will be releasing over the coming months, the following features.

- School announcements and notifications
- School calendar
- Book appointments for Parents Evenings
- Online payments (for school dinner, trips, clubs, etc.)
- Clubs and Trips

As each of the following features are released, further details and parent user guides will be provided

Any questions?

