



# Welcome to Reception's Curriculum Presentation



# Whole School Vision

*Working together in harmony to develop confident, well-educated learners with healthy minds and bodies, who are independent, resilient, motivated and committed to lifelong learning.*

# Our School Values



Creating harmony through:

RESPECT – Respecting diversity, showing tolerance and valuing individuals.

RESPONSIBILITY – Being accountable for and reflecting on one's actions and decisions.

HONESTY – Being truthful to myself and others.

KINDNESS – Being caring through my actions and words.

COURAGE – Being brave and doing what is right.



# Our Reception Team



| Class        | R.1 Sunflowers                                                                                  | R.2 Stars                                                                                       | R.3 Buttercups                                                                                      | R.4 Honeybees                                                                                      |
|--------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Teacher      | <br>Ms. Shaikh | <br>Ms. Jirde | <br>Mrs. Hussain | <br>Ms. Bahador |
| College      | Jupiter                                                                                         | Mars                                                                                            | Mercury                                                                                             | Saturn                                                                                             |
| Phase Leader | Mrs. Dole                                                                                       |                                                                                                 |                                                                                                     |                                                                                                    |



# We're Here to Help!

If you are worried or something is bothering you,  
talk to one of our Safeguarding Team.



You can talk  
to us if you  
feel...

  
Sad or  
upset

  
Worried or  
anxious

  
Someone is  
hurting you

  
Problems  
at home

  
Worried about  
a friend

  
Something  
doesn't feel right

## Our Safeguarding Team

|                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                      |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Designated<br>Safeguarding Lead                                                     |                                                                                     | Deputy Designated<br>Safeguarding Lead                                              |                                                                                     |                                                                                      |
|    |    |    |   |                                                                                      |
| <b>Rev Greville Thomas</b><br><small>Chair of Local<br/>Governing Body</small>      | <b>Mr Webber</b><br><small>Senior Deputy Headteacher</small>                        | <b>Mrs Rea</b><br><small>SENDCo</small>                                             | <b>Mrs Mistry</b><br><small>Headteacher</small>                                     |                                                                                      |
|    |    |    |    |    |
| <b>Mrs Grafstein</b><br><small>Deputy Headteacher</small>                           | <b>Mrs Duffy</b><br><small>Deputy Headteacher</small>                               | <b>Mrs Anand</b><br><small>School Business Manager</small>                          | <b>Ms Trivedi</b><br><small>Online Safety</small>                                   | <b>Mrs Shah</b><br><small>Attendance Officer</small>                                 |
|  |  |  |  |  |
| <b>Ms Dole</b><br><small>Phase 1 Lead</small>                                       | <b>Mr James</b><br><small>Phase 2 Lead</small>                                      | <b>Mr Davey</b><br><small>Phase 3 Lead</small>                                      | <b>Ms Tidey</b><br><small>Phase 4 Lead</small>                                      | <b>Ms Degraft-Enorzah</b><br><small>Assistant SENDCo</small>                         |



You can also email us if you need to:  
**safeguarding@sudburyprimary.co.uk**



At Sudbury Primary School,  
your safety is really important to us.

## Our Safeguarding Team

School staff are well-placed to spot signs of abuse due to our daily contact with children.

We:

- Report any concerning behaviour to our Safeguarding Team.
- Create a safe environment where children feel secure, heard, and supported.



# Being Prepared for School

## Equipment:

- Book bag
- Water bottle
- Reading Record and Reading book
- Spare set of clothes in a bag to keep in school

## PE Day:

- Wednesday

# Curriculum Map for Reception



## Autumn 1: Let's Explore

| Core Skills                                                                                                                                                                                                                                                                                                                                                                                                                  | Development and Well-being                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Project Work                                                                                                                                                                                                                                                                                                                                                                                                                           | Specialist Subjects                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>English</u> <ul style="list-style-type: none"> <li>Re-telling 'We're Going on a Bear Hunt'</li> <li>Build journey stories.</li> <li>Phonics Sounds (a, i, m, s, t, n, o, p, b, c, g, h)</li> </ul><br><u>Maths Mastery</u> <ul style="list-style-type: none"> <li>Early maths including matching, comparing and ordering objects.</li> <li>Patterns and early number.</li> <li>Understanding numbers within 6.</li> </ul> | <u>PSHE</u><br>(Personal, Social, Health, Economic)<br><u>Being Me In My World</u> <ul style="list-style-type: none"> <li>Exploring feelings.</li> <li>Communicating with peers.</li> <li>Discussing values and school rules.</li> <li>Our rights and responsibilities.</li> </ul><br><u>Celebrating Difference</u> <ul style="list-style-type: none"> <li>Understanding similarities and differences between each other.</li> </ul><br><u>RE</u><br>(Religious Education) <ul style="list-style-type: none"> <li>Places of worship - churches.</li> </ul> | <u>Science</u> <ul style="list-style-type: none"> <li>Exploring materials</li> </ul><br><u>Geography</u> <ul style="list-style-type: none"> <li>Learning about homes, school, seasons</li> <li>Map work</li> </ul><br><u>Art</u> <ul style="list-style-type: none"> <li>Drawing and collage work about homes</li> </ul><br><u>Design and Technology</u> <ul style="list-style-type: none"> <li>Building towns and buildings</li> </ul> | <u>P.E.</u><br>(Physical Education) <ul style="list-style-type: none"> <li>Introduction to PE</li> </ul><br><u>Music</u> <ul style="list-style-type: none"> <li>Beat, pitch</li> <li>Musical storytelling</li> <li>Musical opposites</li> </ul> |

### Sudbury Learning Powers - Developing Values & Attitudes

|                |           |             |               |         |         |                   |               |
|----------------|-----------|-------------|---------------|---------|---------|-------------------|---------------|
| Try New Things | Work Hard | Concentrate | Push Yourself | Imagine | Improve | Understand Others | Don't Give Up |
|----------------|-----------|-------------|---------------|---------|---------|-------------------|---------------|

Engage: Follow a map to find a bear (in the Wildlife Garden)

Innovate: Design a map of our journey to school



# Homework

Each Friday, you will receive the class homework via ClassDojo.

Homework will need to be completed by the following Wednesday.

Each week, you will be given details about how to send in the homework as the activities will vary between practical activities, paper based or online activities.

The children will also be given a book to read on Mondays. This will be changed the following Monday.



# Behaviour for Achievement

## Phase 1 – The Early Years, Years N & R

| Rewards                                                                             |                                                                                                                                                                    | Consequences                                                                                              |                                                                                       |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    | <b>Verbal praise</b>                                                                                                                                               | <b>Verbal warning</b>                                                                                     |    |
|    | <b>R1 + Dojo Point</b>                                                                                                                                             | <b>C1 – loss of Dojo Point</b>                                                                            |    |
|    | <b>R2 + Dojo Point and sticker from Class Teacher as appropriate</b>                                                                                               | <b>C2 - loss of Dojo Point and move to 'Thinking spot' space</b>                                          |    |
|    | <b>R3 + Dojo Point, see Phase Leader for commendation and college point token awarded to add to college points tubes which are counted at the end of each term</b> | <b>C3 – loss of Dojo Point, sent to another class within the year group (to return within the lesson)</b> |    |
|   | <b>R4 + Dojo Point and postcard home – Class Teacher to fill in and give to admin to post</b>                                                                      | <b>C4 - loss of Dojo Point and sent to Phase Leader with work to complete</b>                             |   |
|  | <b>R5 + Dojo Point and child's name and class are written onto a slip of paper into the phase 'High 5' box for a reward during the half term</b>                   | <b>C5 - loss of Dojo Point and sent to SENDCo with work to complete.</b>                                  |  |

# Reception Baseline Assessment (RBA)



**Reception baseline assessment:**  
information for parents



The RBA is a statutory assessment that all pupils must take within the first 6 weeks of starting Reception.

It is an age-appropriate assessment made up of 2 components that assesses early Mathematics and early Literacy, communication and language.

The purpose of the assessment is to provide the starting point that demonstrates progress from Reception to the end of KS2.