Welcome to Reception

Class Name	Staff Names
Chestnut Class	Miss Ross
	Mrs Ridley



As you will be aware we introduced our updated vision and values for Newlands in the Spring Term. This vision is aspirational and we are continuing to develop this culture across the school.

The vision for Newlands is built on belonging, where everyone is accepted for who they are and welcomed, where children feel safe and part of our community. This belonging gives the children the strong roots they need to begin their learning journey with us.

Throughout their time with us, the children grow and learn, becoming stronger and taller just like the trunk of the tree. Learning is not always easy and, just like the twists and bends in this trunk, there are challenges to overcome, but through our shared belonging community and core values we support each other through this journey.

The foliage of the tree represents the future and our children flourishing both academically and emotionally because of the strong foundations they have built during their time with us.

Our core values, **Kindness, Respect, Safety, Responsibility, Resilience** and **Teamwork** are embedded in all areas of the curriculum and our day-to-day practice, coming together to support our vision.

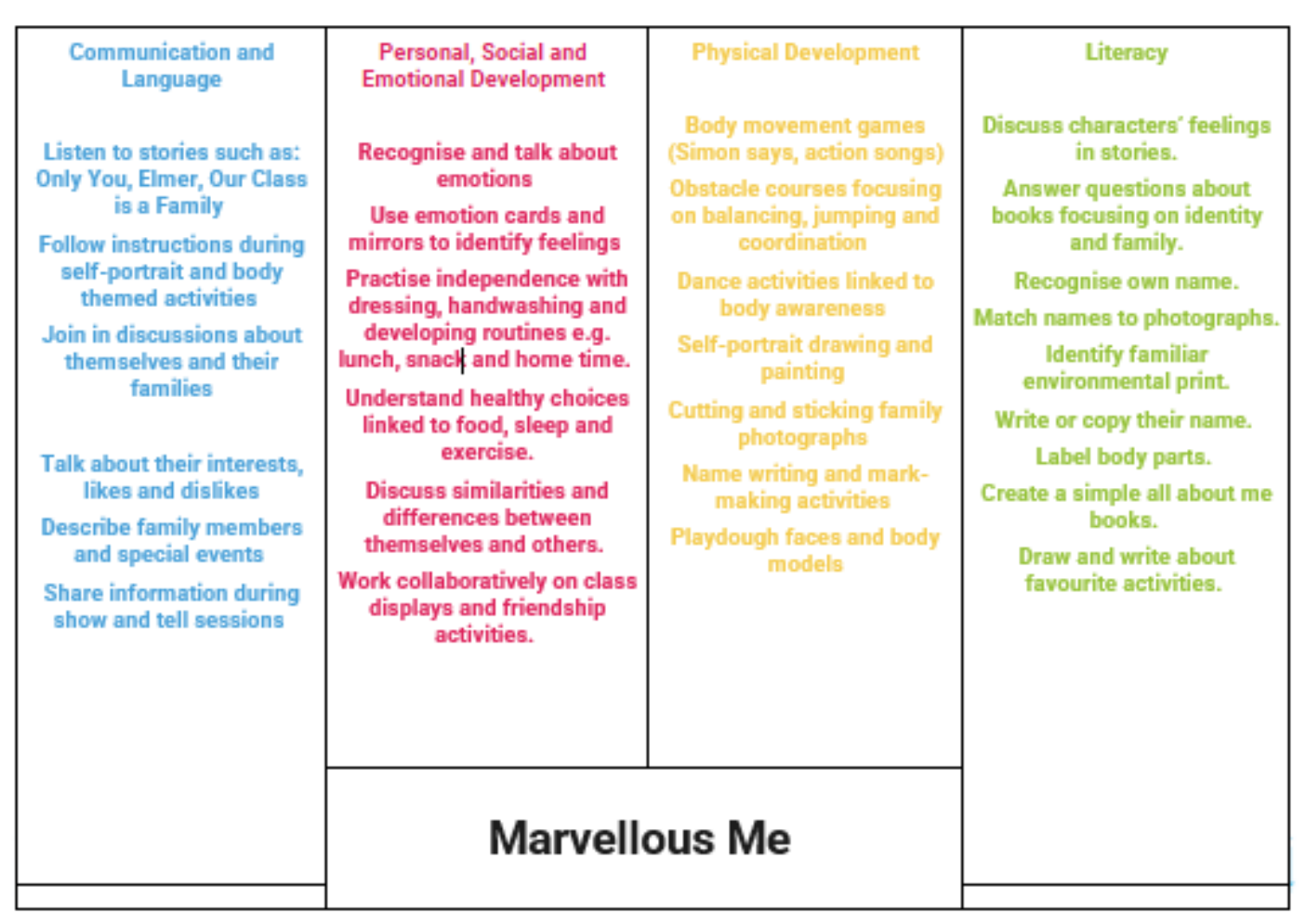
Together we belong, together we grow, together we achieve.

Newlands Primary School Home School Agreement

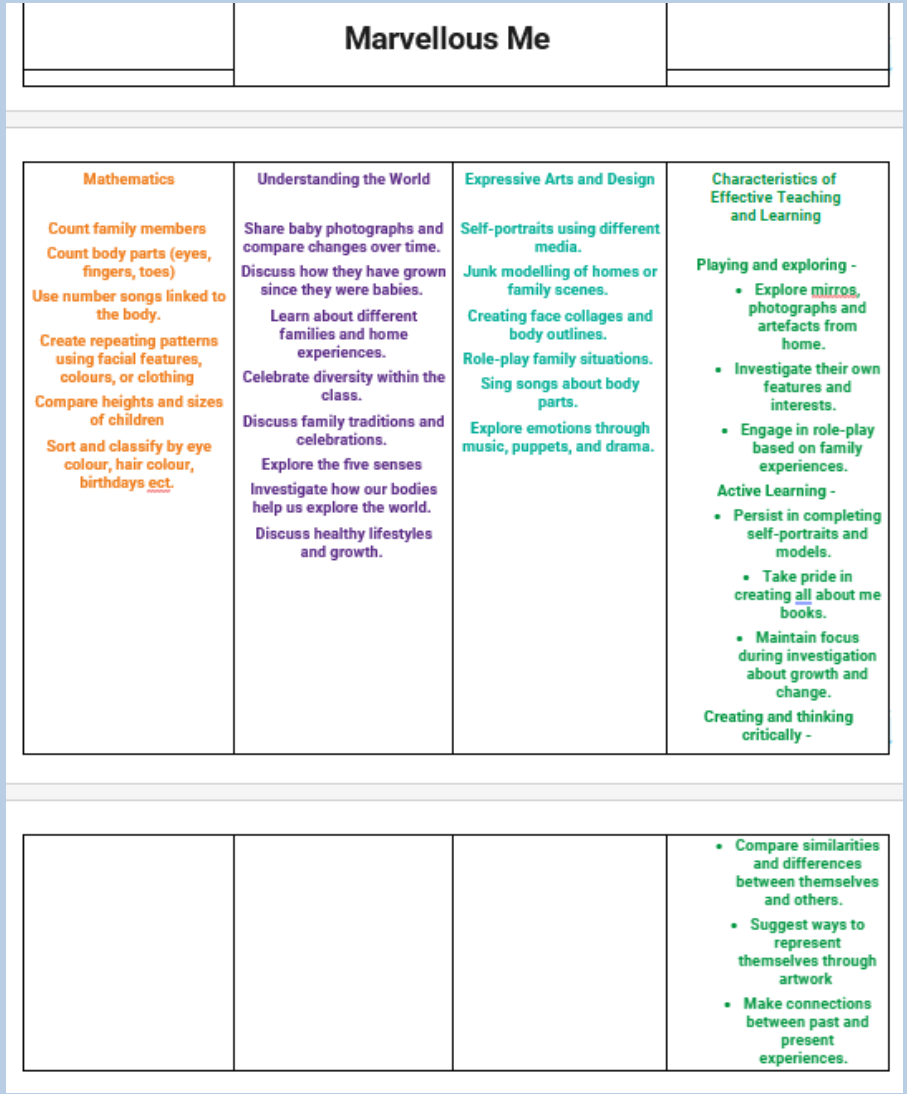
School	Parent	Child
The school will do its best to: • Provide a secure, happy and stimulating learning environment. • Provide a broad and balanced curriculum which meets the needs of your child's well-being, mental health and academic needs. • Encourage your child to show friendship and respect for others and to abide by the school behaviour policy, ensuring a safe and caring environment for all. • Teach your child to develop a positive attitude towards one another, regardless of gender, race, culture, belief, age or need. • Keep you informed termly about your child's progress and behaviour, as well as their yearly curriculum. • Set regular and appropriate home learning for your child. • Make you feel welcome whenever you visit the school and respond to your questions or concerns. • Allow children safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents. (Refer to E-Safety Policy) • Communicate promptly in the event of an emergency or other cause for concern • Keep you informed about school events, activities, through monthly newsletters, emails and school website. • Encourage your child to become an active member within our community and help them see that they can have an impact on the world around them. • Encourage your child to feel proud of their achievements and enjoy being a valued member of our school community	**All parents and guardians will:** • Accept the school's aims and values, positively supporting the school. • Ensure that your child attends school punctually every day during term time, arriving in their classroom between 8.30-8.45am. • Follow the protocols for safe parking on and outside the school site. • Notify the school by letter or telephone in the event of absence by 8.50am on the day of absence. • Support the school's policies and guidelines on learning, behaviour uniform and dress code, both in school and at home. • Attend parent/teacher meetings to discuss your child's progress. • Support your child with home learning that is set, including mental maths, spellings, daily reading and keeping the reading record up to date. • Keep us informed of any changes to parent / carer and emergency contact details. • Promptly inform the school of any concerns or problems. • Support the school in the teaching of safe, secure and age appropriate internet use at home. • Respectfully follow good practices when using social media to discuss school matters and use formal channels as appropriate. • Follow the school photo policy when sharing pictures on social media. • Do not take family holidays during term time	**I will do my best to:** • Be a friend to others to help us succeed together as a team • Be determined to do all classwork and home learning as well as I can, asking questions when I don't understand. • Be respectful towards other people's culture, race, feelings and beliefs • Accept responsibility for the things I do. • Make sure I behave in a way that keeps myself and others safe. • Wear my school uniform and look smart. • Take care of the building, equipment and grounds. • Be kind, helpful and forgiving and honest. • Use the Internet safely as I have been taught in class.

Half Term	Topic	Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts & Design
Autumn 1	**Marvellous Me & People Around Us**	Talking about themselves, families and experiences; developing listening and attention skills; learning new vocabulary	Settling into school, building relationships, understanding feelings, developing independence and confidence	Fine motor skills, pencil control, dough disco, fundamental movement skills	Name writing, mark making, nursery rhymes, Phase 2 phonics	Matching, sorting, comparing quantities, patterns, numbers to 5	Families, homes, school community, people who help us, similarities and differences	Self-portraits, family collages, role play, exploring colour and media
Autumn 2	**Celebrations & Festivals**	Retelling stories, learning celebration vocabulary, asking and answering questions	Respecting differences, understanding traditions and cultures, developing a sense of belonging	Fine motor skills through craft activities, dance and movement	Phase 2 phonics, story sequencing, caption writing, listening to festival stories	Counting, comparison, numbers to 5 and beyond, repeating patterns	Diwali, Christmas, Hanukkah, Bonfire Night, seasonal changes	Festival crafts, music, singing, dance, transient art
Spring 1	**Once Upon a Time (Traditional Fairytales)**	Retelling stories, using story language, predicting events and discussing characters	Exploring kindness, resilience and perseverance through stories	Cutting, joining materials, construction activities, balance and coordination	Phase 3 phonics, story maps, character descriptions, simple sentence writing	Numbers to 10, composition of number, comparing quantities	Past and present through traditional tales, castles and homes	Puppet making, role play, junk modelling, storytelling through art
Spring 2	**Amazing Animals**	Asking questions, describing animals and habitats, sharing observations	Caring for living things, understanding responsibility and empathy	Animal movement, coordination, balance, outdoor physical challenges	Non-fiction texts, labels, captions, simple fact writing	Addition and subtraction within 10, counting, sorting and classifying	Animal habitats, life cycles, animals around the world	Animal art, mask making, small-world play, music and movement
Summer 1	**Ready Steady Grow**	Describing growth and change, explaining observations and experiences	Caring for plants and living things, developing resilience and curiosity	Gardening, digging, planting, outdoor exploration and challenges	Instructions, labels, simple non-fiction writing, phonics consolidation	Number bonds, doubling, measuring growth, comparing length and height	Plants, life cycles, growing food, minibeasts, seasonal change	Nature art, observational drawing, printing, exploring natural materials
Summer 2	**Under the Sea / Seaside**	Speaking in full sentences to share learning, using ambitious vocabulary, talking confidently to groups	Preparing for Year 1, developing independence, confidence and resilience	Team games, outdoor challenges, gross motor development	Story writing, information texts about sea creatures, phonics consolidation and Phase 4	Shape, measure, capacity, pattern and problem-solving	Sea creatures, ocean habitats, maps, seaside past and present, environmental awareness	Underwater artwork, collaborative projects, music, dance and performance

Marvellous Me – ELG Links



Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy
Listen to stories such as: Only You, Elmer, Our Class is a Family Follow instructions during self-portrait and body themed activities Join in discussions about themselves and their families Talk about their interests, likes and dislikes Describe family members and special events Share information during show and tell sessions	Recognise and talk about emotions Use emotion cards and mirrors to identify feelings Practise independence with dressing, handwashing and developing routines e.g. lunch, snack and home time. Understand healthy choices linked to food, sleep and exercise. Discuss similarities and differences between themselves and others. Work collaboratively on class displays and friendship activities.	Body movement games (Simon says, action songs) Obstacle courses focusing on balancing, jumping and coordination Dance activities linked to body awareness Self-portrait drawing and painting Cutting and sticking family photographs Name writing and mark-making activities Playdough faces and body models	Discuss characters' feelings in stories. Answer questions about books focusing on identity and family. Recognise own name. Match names to photographs. Identify familiar environmental print. Write or copy their name. Label body parts. Create a simple all about me books. Draw and write about favourite activities.
	Marvellous Me		



Marvellous Me			
Mathematics Count family members Count body parts (eyes, fingers, toes) Use number songs linked to the body. Create repeating patterns using facial features, colours, or clothing Compare heights and sizes of children Sort and classify by eye colour, hair colour, birthdays ect.	Understanding the World Share baby photographs and compare changes over time. Discuss how they have grown since they were babies. Learn about different families and home experiences. Celebrate diversity within the class. Discuss family traditions and celebrations. Explore the five senses Investigate how our bodies help us explore the world. Discuss healthy lifestyles and growth.	Expressive Arts and Design Self-portraits using different media. Junk modelling of homes or family scenes. Creating face collages and body outlines. Role-play family situations. Sing songs about body parts. Explore emotions through music, puppets, and drama.	Characteristics of Effective Teaching and Learning Playing and exploring - • Explore mirros, photographs and artefacts from home. • Investigate their own features and interests. • Engage in role-play based on family experiences. Active Learning - • Persist in completing self-portraits and models. • Take pride in creating all about me books. • Maintain focus during investigation about growth and change. Creating and thinking critically -
			• Compare similarities and differences between themselves and others. • Suggest ways to represent themselves through artwork • Make connections between past and present experiences.

NCEMT – Long Term Math's Planning

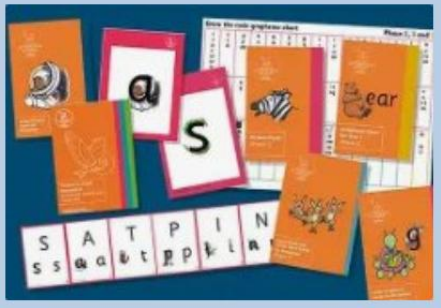
Term	NCEMT Mastering Number Focus
Autumn	Subitising within 5 Counting Skills Cardinality Comparison of groups Composition of numbers to 5 Recognising numerals
Spring	Composition of 5,6,7 Counting forwards and backwards Understanding one more Comparison Doubles Odd and Even
Summer	Counting larger sets Composition of numbers to 10 Number bonds 10-frame representations Magnitude Comparing numbers and quantities
Shape, Space and Measure	Explored throughout the year through continuous provision, outdoor learning and adult-led activities

[Letters and Sounds | A complete Phonics resource to support children]

Phonics

We use Little Wandle Letters and Sounds Revised as our chosen systematic phonics programme.

https://www.littlewandle.org.uk/



As part of phonics, the children will read to an adult three times a week.

Phonics

Newlands has subscribed to Collins ebooks.
Login to **Collins** ebooks on the parent section of Little Wandle on:
https://www.littlewandle.org.uk/resources/for-parents/

Your child will read in school, but please also encourage your child to read these books at home.



Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and and let the **s** hiss out **ssssss sssss**	Down the snake from head to tail.
a a	 astronaut	Open your mouth wide and make the **a** sound at the back of your mouth **a a a**	Around the astronaut's helmet and down into space.
t t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press **t t t**	Down the tiger and across its neck.
p p	 penguin	Bring your lips together, push them open and say **p p p**	Down the penguin's back, up and around its head.
i i	 iguana	Pull your lips back and make the **i** sound at the back of your mouth **i i i**	Down the iguana and dot the leaf.
n n	 net	Open your lips a bit, put your tongue behind your teeth and make the **nnnnn** sound **nnnnn**	Down, up and over the net.
m m	 mouse	Put your lips together and make the **mmmmm** sound **mmmmm**	Down, up and over the mouse's ears.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
d d	 duck	Put your tongue to the top and front of your mouth and make a quick **d** sound **d d d**	Around the duck's body, up to its head and down to its feet.
g g	 goat	Give me a big smile that shows your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the **g** sound **g g g**	Around the goat's face and curl under its chin.
o o	 octopus	Make your mouth into a round shape and say **o o o**	All around the octopus.
c c	 cat	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say **c c c**	Curl around the cat.
k k	 kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say **k k k**	Down the kite, up to the top corner and down to the bottom corner.
ck ck	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say **c c c**	**c** Curl around the heel of the sock. **k** Down the sock, up and back down to the toe. **Catchphrase:** Rock that sock!
e e	 elephant	Open your mouth wide and say **e e e**	Around the elephant's eye and curl down its trunk.

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Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
u u	 umbrella	Open your mouth wide and say **u u u**	Down and around the umbrella and back to the ground.
r r	 rainbow	Show me your teeth to make a **rrrrr** sound **rrrrr rrrrr**	From the cloud to the ground and over the rainbow.
h h	 helicopter	Open your mouth and breathe out sharply **h h h**	Down, up and over the helicopter.
b b	 bear	Put your lips together and say **b** as you open them **b b b**	Down the bear's back, up and around its tummy.
f f	 flamingo	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound **fffff fffff**	Down the flamingo to its foot and across its wings.
l l	 lollipop	Open your mouth a little, put your tongue up to the top of your mouth, behind your teeth, and press **llllll llllll**	Down the lollipop stick.

How We Learn in Reception

Drawing Club

- Bringing stories to life through drawing, imagination and talk
- Creating characters, adventures and magical solutions
- Building confidence in early writing

Phonics

- Daily fun and interactive phonics sessions to learn sounds and begin blending words
- Learning sounds to help us read and write independently

Reading

- Sharing wonderful books everyday, exploring new vocabulary and developing a love of stories.
- Children will read 3x a week in a small group intervention with an adult focusing on fluency, confidence and understanding.
- Books are carefully matched to the sounds children have already learnt.

Mathematics

- Exploring number through games, songs, practical activities and play
- Building confidence with counting, patterns and problem solving.

Learning Through Play and Continuous Provision

Every area of our classroom is designed to encourage children to -

- Explore
- Create
- Imagine
- Investigate
- Communicate
- Problem-solve

Through play, children develop confidence, curiosity, independence and a lifelong love of learning.

Assessment

- Observations during play and adult-led activities
- Conversations and interactions with children
- Half termly phonics assessments and reading progress
- Contributions to our class floor book, where we capture children's ideas, experiences and learning journeys
- Ongoing communication with parents and carers
- Reception Baseline Assessment and WellComm Assessments

Weekly Timetable

This is an example of our current timetable, over the year it will develop to more carpet sessions and adult directed tasks.

Weekly Timetable: Chestnut Class **Date/week number: WC 21/09/2026 Week 1**

Day	Time	8:50-9:05	9:05-10:00	10:10	10:45 -11	11-11:35	11:35 - 11:45	12	1:00-2:05	2:05-2:30	2:30-3:10
Monday		Phonics	Explore Learning RBA	**S**	Maths	Explore Learning OUTDOOR FOCUS RBA	Hand Writing / Dough Disco	**L**	PE	Outdoor Activities (Gross Motor)	Music (2:05-3:10
Tuesday		Phonics	Explore and Learn RBA	**N**	Maths	Explore Learning OUTDOOR FOCUS RBA	Hand Writing / Dough Disco	**U**	Topic UW	Explore Learning RBA	Circle Time – Listening Games
Wednesday		Phonics	Drawing Club Input Explore and Learn	**A**	Maths	Explore Learning OUTDOOR FOCUS Drawing Club Group Activity	Hand Writing/ Dough Disco	**N**	Topic PSHE	Explore Learning	Gross Motor
Thursday		Phonics	Drawing Club Input Explore and Learn	**C**	Maths	Explore Learning OUTDOOR FOCUS Drawing Club Group Activity	Hand Writing / Dough Disco	**C**	Topic RE	Explore Learning	Circle Time
Friday		Phonics	Drawing Club Input Explore and Learn	**K**	Maths	Explore Learning OUTDOOR FOCUS Drawing Club Group Activity	Hand Writing / Dough Disco	**H**	Topic EAD	Explore Learning	Gross Motor

Prepare for home time at 2:45/50.
Rolling snack time from 10 in provision, adult should be sat with the children at U shaped table or in outdoor provision 10-10:30

Other activities not timetabled in -

Wake and Shake
Funky Fingers
RE

How to help at home

- Make sure your children arrive at school: on time, well rested, fed and ready for a day of learning.
- Encourage learning of number bonds and times tables and use real life examples to support this, for example when shopping or preparing meals.
- Talk with your children about their home learning and support them where appropriate encouraging them to take the lead.
- Limit screen time use to support cognitive development and emotional resilience
- Take time to play and relax with your children. We work them hard during the day and time to play and be together is one of most invaluable learning opportunities you can provide.

General Information, Equipment and Resources

- Ensure that children are wearing the correct school or PE uniform following the policy.
- Waterproof coats should be brought into school everyday.
- Bring a water bottles everyday.
- PE days: Tuesday *(Please wear full P.E. uniform to school following the policy)*
- Please try to avoid large bags – a book bag should be sufficient.
- Class Webpages
- Home Learning
- Please do not bring in items from home, should your child want to share an item from home feel free to share a picture of it via SeeSaw and they can show the class this way.

Other Information

- Attendance
- Remember, Reception – Year 2 benefit from free meals. This will need to be ordered at home in advance.
- Snack time – should be fresh fruit or vegetables only - nothing in in a wrapper! This is also provided Reception – Year 2.
- Please no glass water bottles or food containers.
- Please name everything
- We are a nut-free school, please check ingredients lists of food and do not send in items containing nuts.
- Please ensure you have updated the school office with most current details and provided us with medication via the office.
- If children are to be picked up by a different adult, we can only release them with prior notification to the school office.

Keeping your child safe online

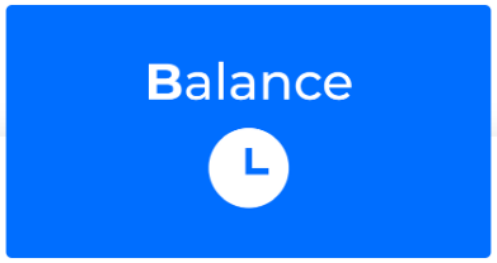
What are the internet safety ABCs?



Activate parental controls

Use the controls and tools available from broadband providers, online platforms and apps to install safe search settings, block inappropriate content and prevent contact from strangers.

FIND A STEP-BY-STEP GUIDE



Balance screen time

Agree a good balance for your children's screen time, taking education and leisure content into account. Encourage active screen time over passive and consider setting limits for the total hours spent online each day.

LEARN ABOUT BALANCE



Check and chat

Check which apps your children use and the relevant age limits for each platform. And talk regularly about online safety and what they might come across so you can work together to manage any risks and keep online experiences positive.

GET ADVICE BY AGE

https://www.newlandsprimary.net/page/?title=Online+Safety&pid=84

How to contact me ☺

- Please contact teachers via the school office either in person, by telephone or email.
- Please provide a short context to the request when emailing the office or leaving a message as this will help me plan out time to contact you, and prepare any information in advance.
- Your response will be acknowledged by the office on receipt and a member of the school team will contact you within 48 hours (M-F term time only)
- 01252 871188 enquiries@newlands.hants.sch.uk

Any questions?

Thank you

☺