



CROWN
STREET
PRIMARY SCHOOL

Reception Curriculum Session

September 2025



CROWN STREET

PRIMARY SCHOOL

*Education on another level,
where possibilities are endless*



**CROWN
STREET**
PRIMARY SCHOOL

School Rules

We are respectful

Everybody is valued and respected

We do our best

Everybody takes pride in all that they do

We make good choices

Everybody reflects on their behaviour and learns how to make good choices



**CROWN
STREET**
PRIMARY SCHOOL

Rights Respecting - Super Learners



House System

House points are awarded for achievements in accordance with our 3 School Rules, both in relation to pupils' work and how they show respect towards others.



Altius is Latin for the Olympic quality 'higher'



Citius is Latin for the Olympic quality 'faster' or 'swifter'



Fortius is Latin for the Olympic quality 'stronger'



Magnus is Latin for the qualities of 'great', 'mighty' or 'powerful'

Academic: Curriculum Overviews, Bookshelves and Character Traits

Our curriculum is mapped out for academic subjects in carefully sequenced, knowledge led 8 Year Overviews. Termly Curriculum Bookshelves are thoughtfully curated to inspire pupils whilst exploring our 6 character traits, which we believe will allow our children to succeed in their future of choice.

These character traits are:

- Kindness
- Integrity
- Citizenship
- Gratitude
- Curiosity
- Bravery



Enrichment: Cornerstones

Our enrichment curriculum is best understood through the four cornerstones that underpin it:

- Leadership & Service
- Competition & Physical Endeavour
- Culture, Creativity & Rhetoric
- Academic Aspiration

These cornerstones provide a framework for the aspects of a Laurus Primary Education that go beyond the requirements of the statutory curriculum.

Academic Curriculum



Reception | Autumn Term



Year 1 | Autumn Term



Reception Curriculum Overview

The following curriculum plan is fluid and incorporates all aspects of the EYFS curriculum. At Crown Street Primary School, we are constantly evolving our curriculum in response to the needs and interests of our learners and national strategies. For the most up-to-date information of what your child is learning please visit our Year Group page on the school website, which is regularly updated throughout the year.

Reception: 2025 - 2026

Character Traits	Bravery, Citizenship, Curiosity, Gratitude, Integrity, Kindness		
Theme Bookshelf	 When a Dragon Goes to School You Choose Tree The One and Only You That's Not My Name! What We'll Build	 The Foggy Foggy Forest The Snow Thief The Invisible The Circular Square Dogs don't do Ballet The Pet Potato	 The Bog Baby We're all Wonders The Dot Martha Maps It Out The Oak Tree Where's the Starfish?
Rights Respecting Articles	Article 1: All children have rights Article 7: Right to a name Article 8: Right to an identity Article 28: Right to go to school	Article 12: Right to express their views and opinions Article 15: Right to choose your own friends Article 29: Education must develop every child's personality, talents and abilities Article 31: Right to rest and play	Article 13: Right to share thoughts freely Article 27: Right to healthy food, clothing and safe home Article 29: Education must develop every child's personality, talents and abilities Article 30: Right to your own culture, language, and religion
Personal, Social Emotional Development	See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and the feelings of others Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about the perspectives of others Manage their own needs		
Physical Development	Gross motor skills: Dance / Movement Skills Fine motor skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	Gross motor skills: Gym / Games (object manipulation) Fine motor skills: Use a range of small tools, including scissors, paint brushes and cutlery	Gross motor skills: Athletics / Target Games Fine motor skills: Begin to show accuracy and care when drawing
Communication and Language	Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas and use recently introduced vocabulary	Listening, Attention and Understanding: 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 Speaking: Offer explanations for why things might happen and use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	Listening, Attention and Understanding: Make comments about what they have heard and ask questions to clarify their understanding Speaking: 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
Literacy	Comprehension: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Word Reading: Say a sound for each letter in the alphabet and to read words consistent with their phonic knowledge by sound-blending Writing: Write recognisable letters – most of which are correctly formed, write labels and captions, letters, lists and non-chronological reports	Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Continue to read words consistent with their phonic knowledge by sound-blending Writing: Spell words by identifying sounds in them and representing the sounds with a letter or letters. Begin to write stories (beg, mid, end), appropriate openers, instructions and newspaper reports	Comprehension: Anticipate – where appropriate – key events in stories Word Reading: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Writing: Write simple phrases and sentences that can be read by others, use adjectives and write poetry and invitations
Mathematics	Place value: Numbers to 5, comparing groups Addition and Subtraction: Sorting, change within 5 Measurement: Time	Place value: Numbers to 10 Addition and Subtraction: Numbers to 5, addition to 10 Geometry: Shape and Space Measurement: Measure length	Place value: Numbers to 20 Addition and Subtraction: Count on and back Multiplication and division: Numerical patterns Geometry: Exploring patterns Measurement: Measure capacity
Understanding the World	Past and Present: Talk about the lives of the people around them and their roles in society People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps The Natural World: Explore the natural world around them by making observations and drawing pictures of animals and plants	Past and Present: Understand the past through settings, characters and events encountered in books read in class and storytelling People, Culture and Communities: 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 The Natural World: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Past and Present: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class People, Culture and Communities: 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 The Natural World: 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
Expressive Arts and Design	Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Being imaginative & expressive: Sing a range of well-known nursery rhymes and songs Performance: Winter Performance	Creating with materials: Make use of props and materials when role playing characters in narratives and stories Being imaginative & expressive: Invent, adapt and recount narratives and stories with peers and their teacher Performance: Spring Performance	Creating with materials: Share their creations and explain the process they have used Being imaginative & expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music Performance: Class Assembly

Learning and Development

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graph TD; A[Learning and Development] --- B((A Unique Child)); A --- C((Positive Relationships)); A --- D((Enabling Environments));
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A Unique
Child

Positive
Relationships

Enabling
Environments

The EYFS Framework

- Playing and Exploring
- Interests and needs of the children are vital to help them build their learning over time
- Observing and assessing progress informs our next steps

The seven areas of learning and development

The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.



Communication and Language



Personal, Social and Emotional Development



Physical Development

The three prime areas are strengthened and applied through the **four specific areas**.



Literacy



Mathematics



Understanding the World



Expressive Arts and Design

Reception Baseline Assessment



Early Years Foundation Stage Profile

(End of Year)

- Statutory assessment against 17 Early Learning Goals
- Emerging (EMG) or Expected (EXS)
- Professional judgement
- Used to support successful transition to Year 1
- Reached Good Level of Development (GLD) if graded as EXS against:
 - *Communication & Language*
 - *Personal, Social and Emotional Development*
 - *Physical Development*
 - *Literacy*
 - *Maths*

Physical Development

- Gross motor skills development
- Fine motor skills development



Physical Development (PE)



PE Kit
White polo shirt with school logo
Plain Navy/Dark Blue shorts
Plain Navy/Dark Blue tracksuit bottoms
Plain Navy/Dark Blue Sweatshirt jumper
Trainers (no pumps) and White socks

Supporting your child at home with their Physical Development

- Fine motor skills development



Personal, Social, Emotional Development

- School Rules
- Rights Respecting
- Curriculum Bookshelves
- Healthy Choices / PSHE Curriculum
- Zones of Regulation
- Listening skills circle time

Communication and Language

- Language Rich Environment
- Stories, Rhymes, Poetry
- Conversation and extending sentences
- Storytelling, roleplay
- Share ideas, support and model interactions
- Singing

Supporting your child at home with their Communication and Language

4-5 years

I can

Help me by

I can use between 1,500 and 2,500 words by the time I am 5!

Continue to talk to me about the world around us, read and sing to me.



I can use longer complex sentences. I will use words to join small sentences together using words like 'and' or 'because'.

When you read to me encourage me to talk about what might happen next and explain why.



I can use words to describe how I am feeling.
"I am sad because I hurt my finger".
"I am excited because I am going to the park".

Talk to me about my feelings, tell me that all of my feelings are ok. Help me to manage my feelings.



Literacy in the classroom

- Handwriting
- Writing
- Phonics
- Reading

Handwriting

Key Aims for EYFS:

- gross and fine motor skills
- mark-making
- patterns and letter formation



Write New Grapheme

Left around the girl, down her plait and curl.





b d c z o b t o b
w e s c o z o

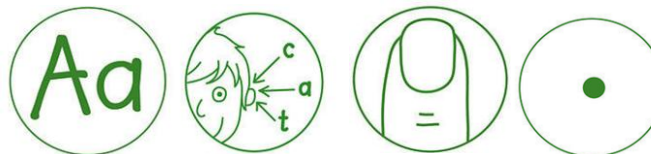
C H P F D P E B d P 4
A C m s o z t d /

I w l b hope wen skul iz t
I l k t p l o w t m i f r e d z i n t e
S u m m t a t z l t z o v f n

Once upon a time a dog named Rags got lost in the woods. All of the people looked for him. After a while he found his way home again. His family was very happy.

Writing

- Emergent writing - gross and fine motor skills, mark-making, patterns and letter formation
- We don't always hear all sounds in the first instance - initial, final and then medial
- GPC (Grapheme Phoneme Correspondence)
- Finger spaces and making sense
- Writing targets



Phonics



- Building up to 20-25 minutes daily
- Letter names and sounds
- Uppercase and lowercase letters
- Learning phonemes and graphemes
- Segmenting words into sounds and blending them back together
- Linked to Reading

Phonics

The fish went past a shark.

Know this word off by heart as it's a taught red word.

Sound it out, then blend together

f i s h

Sound it out, then blend together

p a s t

Know this off by heart as it's a High Frequency word.

Sound it out, then blend together

sh ar k

ck

ff

ll

ss

zz

qu



th

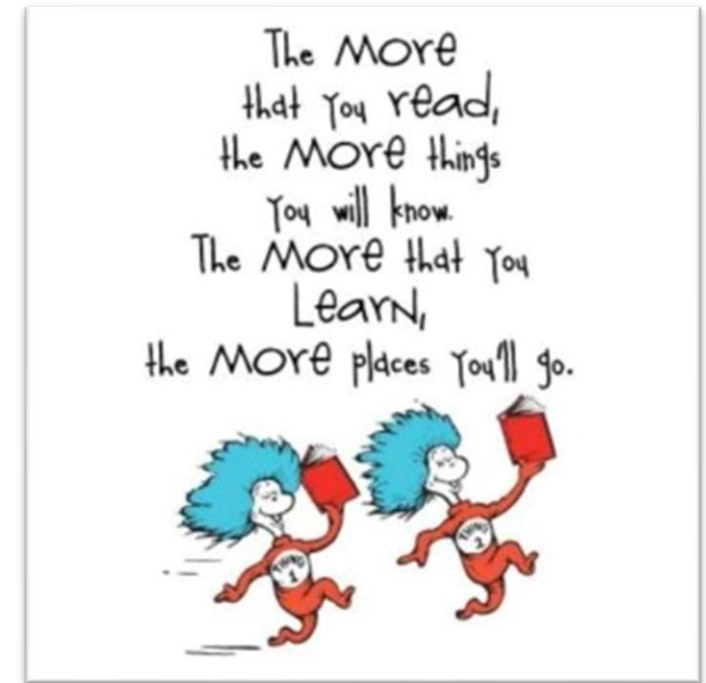


Phonics definitions

Upper case letters Capital letters, used at the start of sentences, names (people, places) days, months and seasons.	Lower case letters Shorter and smaller versions of upper case letters.	Vowels a e i o u	Consonants b c d f g h j k l m n p q r s t v w x y z
Phonemes distinct units of sound	Graphemes Letters used to represent the phoneme	Digraph A sound made up of two letters sh er	Trigraph A sound made up of three letters igh air
GPC – Grapheme Phoneme Correspondence			
Blending <i>Say it fast</i> Building words for reading by pushing together all the phonemes in the word. c – a – t = cat	Segmenting <i>Break it down</i> Splitting up words for spelling by breaking up words into all their phonemes and then working out what graphemes are need to represent each phoneme dog = d – o – g	Vowel digraph A two-letter vowel sound ai ee oa	Pseudo words Words that can be decoded but are not real words zeep
Syllable A unit of pronunciation within a word. cake = 1 syllable wa ter = 2 syllables lem on ade = 3 syllables	Red words Common exception words that cannot be sounded out. was said	High Frequency words Words that appear very often, and	CVC word Word made of a consonant, vowel, consonant pig

Reading Development

- Daily Shared Reader Sessions
 - Shared Readers from FFT
- Reading Strategies
- Red Word wallets
- Story time
- Library – Reading for Pleasure



Shared Reader 8

This week's shared reader is

Mud on the Van

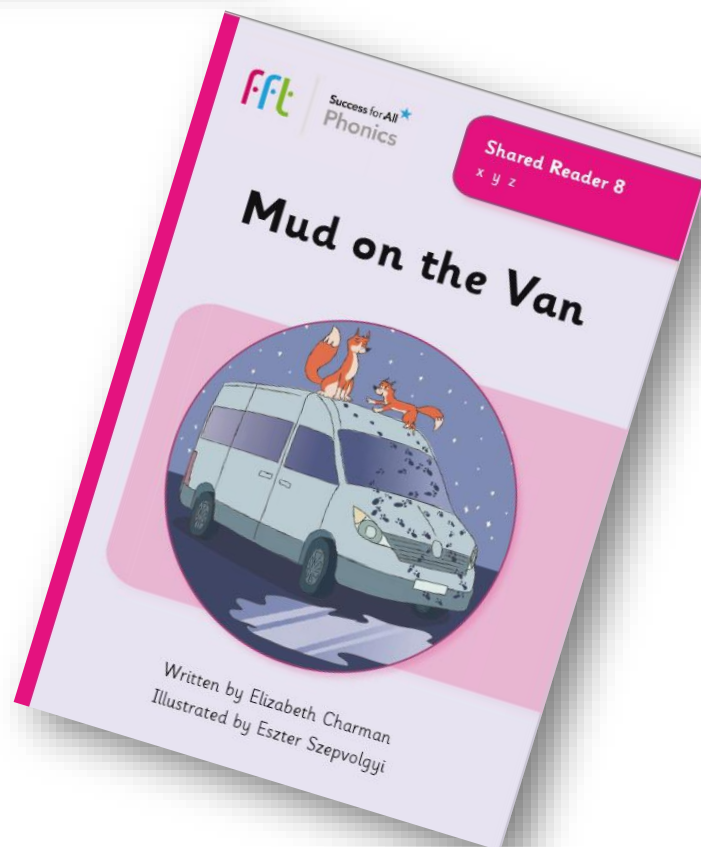
The focus phonemes are:

x - The excited fox exercises

y - Yank the yellow yo-yo

z - Zip the zig-zag zip

No new red words



Pip and Sam sip.

Green words

Practises h, b, f, ff

bus	hot	fat
hop	hat	bun
off	fan	fun
bag	hug	
fit	big	

Red words

Previous red words

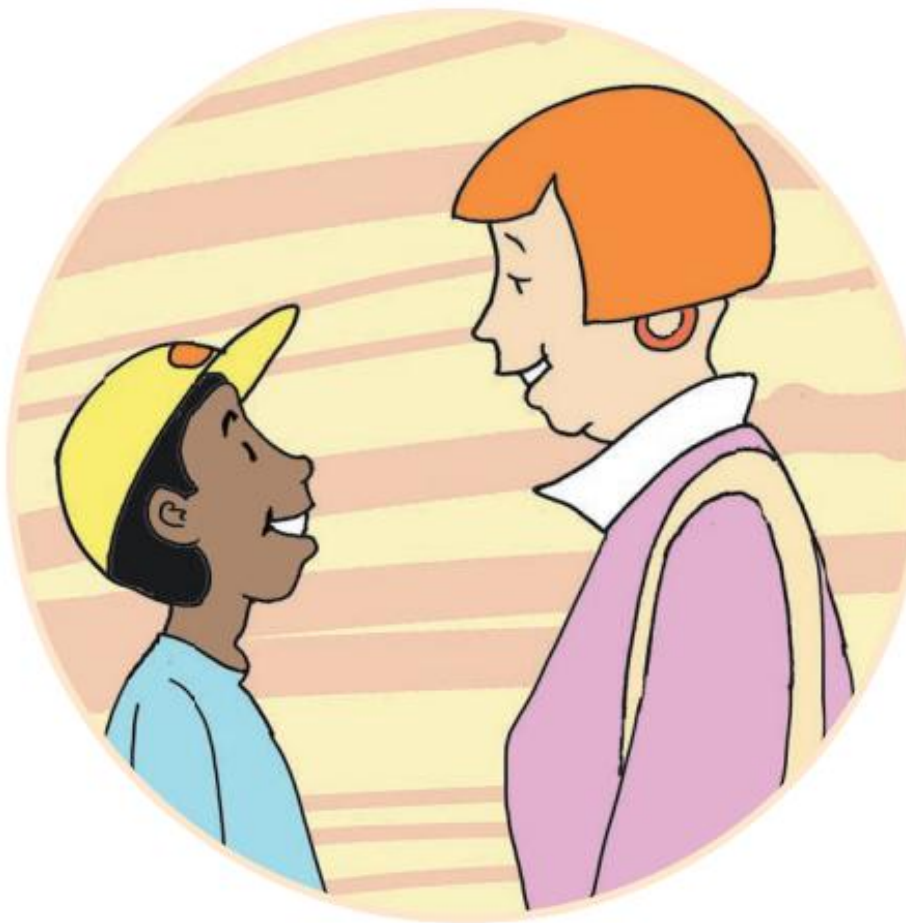
the

New red words

he

is

she



It is fun on the big red bus.

Phonics – FFT Parent Portal

- <https://parents.fft.org.uk/>
- Helpful videos
- Phonics and writing phrases
- Key phonics terms
- Tips for home reading

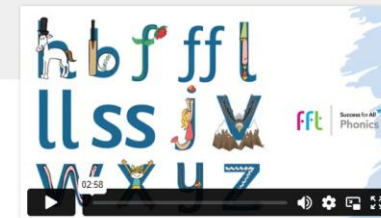
These videos contain the proper pronunciation of all Grapheme-Phoneme Correspondences (GPCs) taught in the FFT Success for All Phonics programme. We hope you find them useful when discussing the sounds with your child.



FFT Success for All Phonics - GP...

FFT Education

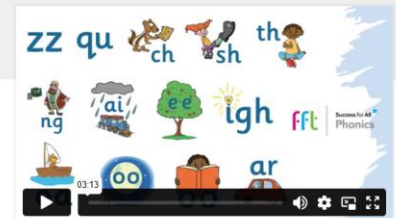
This video includes pronunciation guidance for the following GPCs: s a t p i n m d g o c k e u r



FFT Success for All Phonics - GP...

FFT Education

This video includes pronunciation guidance for the following GPCs: h b f f l l s s j v w x y z



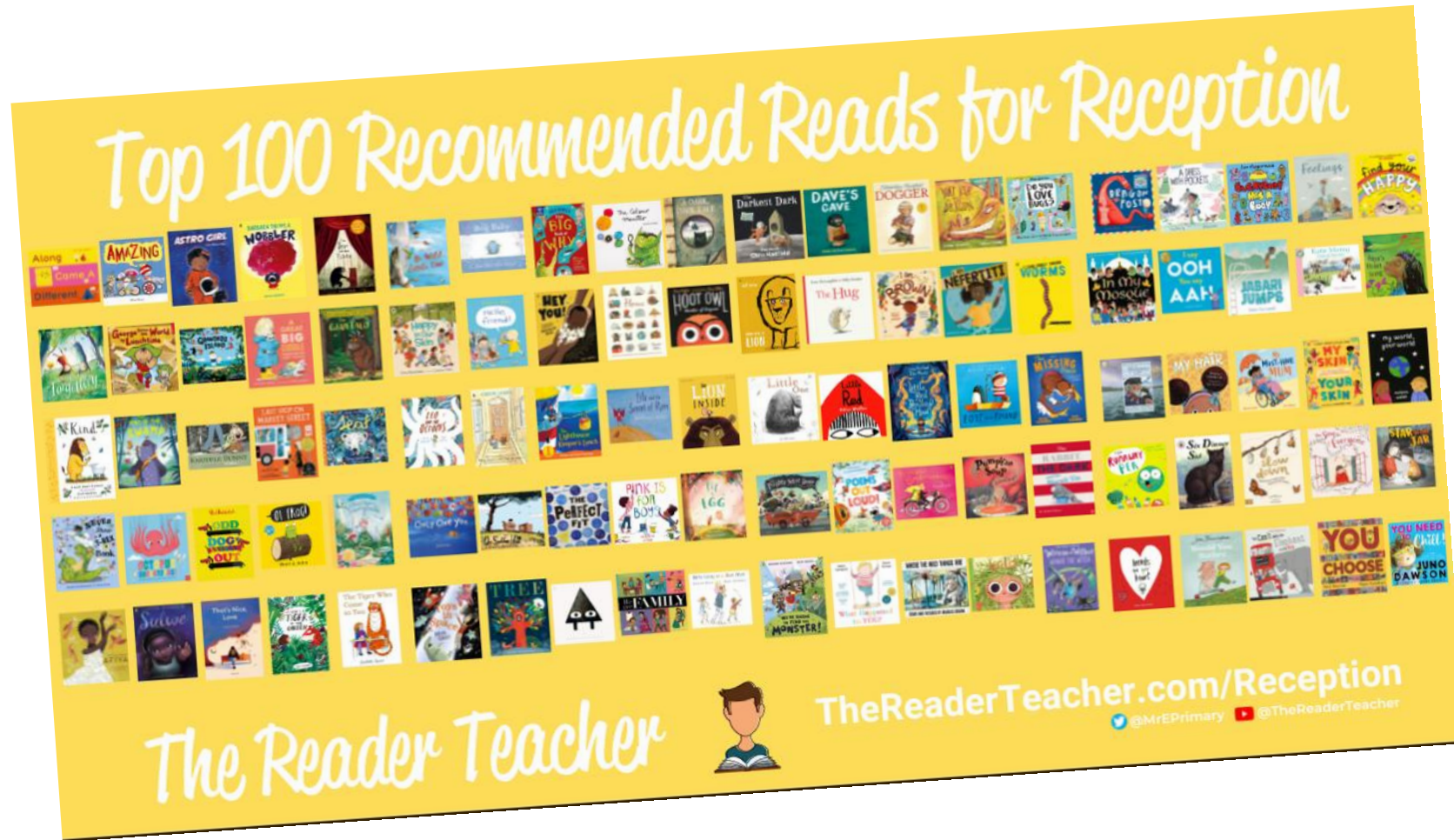
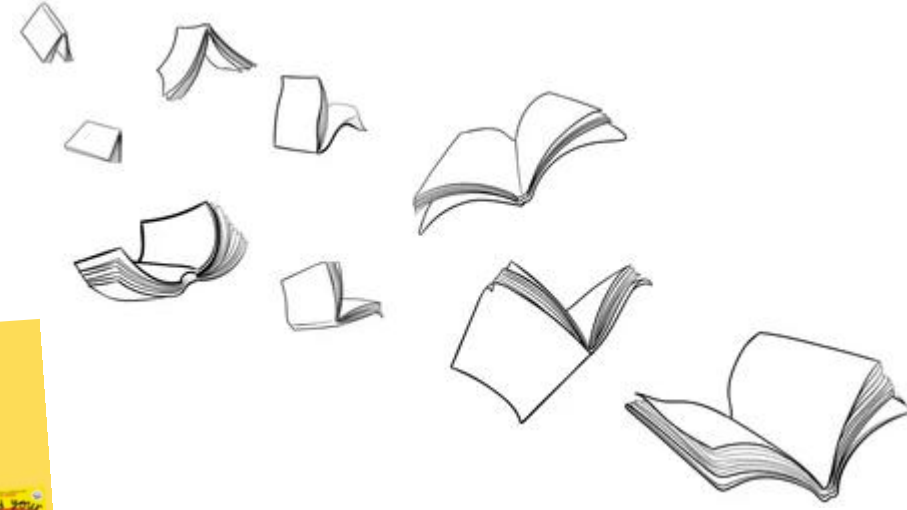
FFT Success for All Phonics - GP...

FFT Education

This video includes pronunciation guidance for the following GPCs: z z q u c h s h t h n g a i e e i g h o a o o (zoom)...

Share

Visiting the Library



How can you support your child at home?

- Establish a reading routine at the time of day that suits you and your child
- Read little and often, to **and** with your child
- Read a variety of texts
- Adult pre-read (walk through the book, look at pictures, make predictions, discuss characters and settings)
- Green words/ red words/ flashcards
- Identify letters, digraphs, red words you have spotted in the text



Supporting your child with Reading at home

- Daily reading routine
- High frequency word wallets

	Child A	Child B
Minutes read each day	10 minutes	1 minute
Minutes per school year	1,800	180
Words read per year	800,000	8,000

 **Reading Books in Reception – Parent/Carer Guide**

Shared Reader Books

The Shared Reader books are the tool to support learning to read. The books are matched with the current phonic step the children are on, so these books are fully decodable meaning the children are able to use the phonics they have been taught to segment, blend and read the book.

The Shared Reader book is introduced on Monday and read daily in school before being sent home on Friday to be read at home. It is then changed the following Friday. The reason the book is kept for a week is to support the children becoming fluent readers. Research has proven that books need to be read and re-read (at least three times) to support children in becoming fluent readers.

The initial read of a Shared Reader book will most likely include segmenting and blending the new sounds the children have learnt. The next few reads allow the children to apply their phonics and practise, so it is not until the book has been read a few times it will start becoming familiar. It is then that the children can start to understand and comprehend the story, but also develop their fluency by reading with intonation and considering punctuation when they read. As the books progress through the scheme they will increase in difficulty (both in content and quantity) and so the re-reading of the same book over a few days will become more essential in supporting our children becoming fluent readers who understand what they are reading.

We realise that having the same book for a long period of time may get repetitive and the children may not enjoy this as much as a book of their choice, but we would encourage the Shared Reader book to be read at home daily for a minimum of at least 10 minutes – this is to support the children in their journey to learning how to read.

How to use the Reading Record

- Record the date and an initial each time you hear your child read
- In the comments section you can briefly tell us how your child did with their reading at home, ideally once a week
- Please ensure both Reading Record and Shared Reader book are in your child's book bag and brought into school every day

Things to Remember

- Establish a reading routine in a quiet and calm area of your home
- Little and often is key, just ten minutes every day will make a real difference
- Reading practice might involve your child reading to you, red word wallet flashcards, finding red words or phonemes in books, making words/diagrams with letters
- Enjoy sharing other books together too – the Shared Readers can support learning to read, but a love of reading will come from reading books of their choice together

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Mathematics Development

Two areas of learning are:

Number Skills

Number Pattern

In Number by the end of EYFS:



- Have a deep understanding of numbers to 10, including the composition of each number
- Subitise up to 5
- Automatically recall number bonds up to 5, including subtraction facts, and some number bonds to 10
- Double facts to 10

Counting Principles

1 The one-to-one principle.

This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once, ensuring they have counted every object.

Children will sometimes count objects more than once or miss an object out that needs to be counted. Encourage children to line up objects and touch each one as they count, saying one number name per object. This will also help to avoid children counting more quickly than they touch the objects which again shows they have not grasped one-to-one correspondence.



2 The stable-order principle.

Children understand that, when counting, the numbers have to be said in a certain order.

Children need to know all the number names for the amount in the group they are counting. Teachers can therefore encourage children to count aloud to larger numbers without expecting them to count that number of objects immediately.

3 The cardinal principle.

Children understand that the number name assigned to the final object in a group is the total number of objects in that group.

In order to grasp this principle, children need to understand the one-to-one and stable-order principle. From a larger group, children select a given number and count them out. When asked 'how many?', children should be able to recall the final number they said. Children who have not grasped this principle will recount the whole group again.

4 The abstraction principle.

This involves children understanding that anything can be counted, including things that cannot be touched, such as sounds and movements e.g. jumps.

When starting to count, many children rely on touching the objects in order to count accurately. Teachers can encourage abstraction on a daily basis by counting claps or clicks. They can also count imaginary objects in their head to encourage counting on. This involves the children visualising objects.

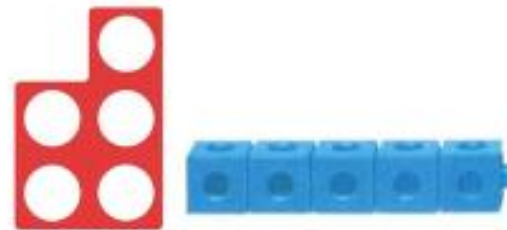
5 The order-irrelevance principle.

This involves children understanding that the order in which we count a group of objects is irrelevant. There will still be the same number.

Encourage children to count objects, left to right, right to left, top to bottom and bottom to top. Once children have counted a group, move the objects and ask children how many there are. If they count them all again they have not fully grasped this principle.

Subitising

Subitising is defined as the ability to instantaneously recognise the number of objects in a small group without the need to count them.

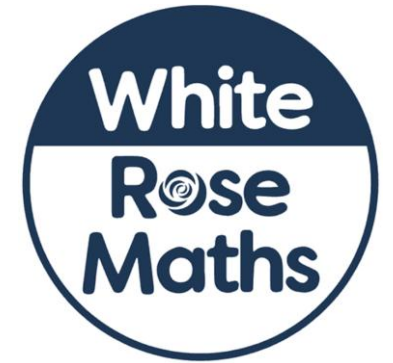
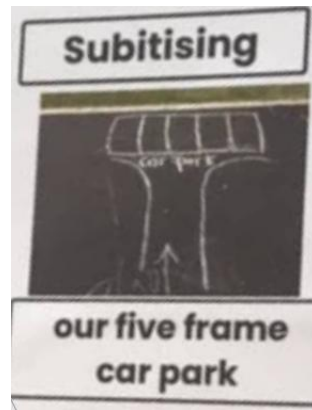
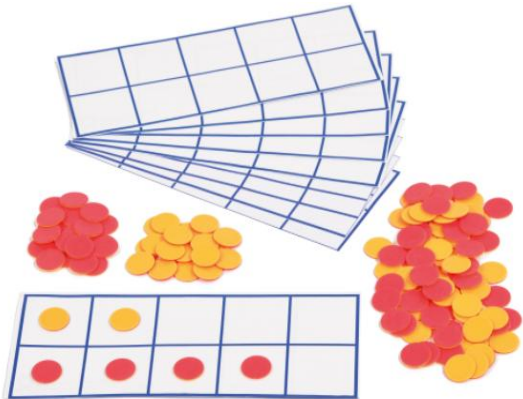


Number Skills



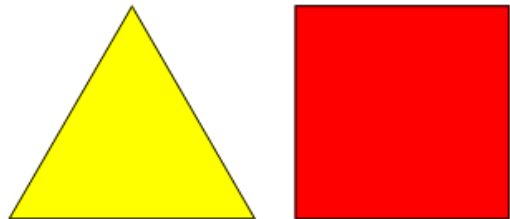
NCETM

NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS



In Numerical Patterns by the end of EYFS:

- Verbally count beyond 20
- Compare quantities up to 10, using the language greater than, less than or the same as
- Explore and represent patterns within numbers up to 10
 - *odd and evens, double facts and how quantities can be distributed equally*



Supporting your child with Maths at home

Number	Geometry	Measure
Dice Games	Jigsaws (+ <i>positional language through play</i>)	Using the vocabulary "half full, half empty" "nearly full, nearly empty"
Counting at home (<i>orally beyond 20</i>)	Repeating Patterns	Making playdough or baking
Number bonds to 5 Grouping objects to 5	Describing properties of shapes around them "A circle has one continuous line."	Comparing toys or objects "Long, longer, longest" "Small, smaller, smallest"
Number formation (<i>Summer term</i>)	Making new shapes out of loose parts and describing them	Using time vocabulary "Today is Tuesday so tomorrow will be Wednesday." "Before we go to bed, we will brush our teeth"
1 Minute Maths: White Rose app		

Continuous Provision



Tapestry

- Online journal for sharing learning
- We will share photos, videos and updates
- Learning updates will be linked to the seven areas of the EYFS framework
- Encourage you to share updates from home



Home Learning Grids

Reception Home Learning Grid: Autumn Term

These are suggested activities to help your child consolidate the learning done in school, use this as an opportunity for your child to show you some of the things they have learnt to do. Please complete the activities over the next half term and share your home learning via your child's Tapestry learning portal.

Autumn Walk  Go on an Autumn Walk. What can you see, hear and smell? Can you collect any Autumn objects? Maybe you will find conkers, leaves or acorns.	Maths Challenge  Gather a collection of Autumnal objects (these could be from your walk). Can you sort them in different ways? Create 2 groups, e.g. leaves and not leaves, red and not red.	Sound Walk ☐ children playing  ☐ balls bouncing  ☐ adults talking  ☐ dogs barking  ☐ cars  ☐ bell ringing  ☐ birds singing  ☐ cranes  ☐ aeroplane  ☐ wind  Go on a sound walk. Stop, look, listen. What do you hear?
Reading Challenge  Share your favourite stories to with your grown-ups, sibling, pet or toy. Where is the most interesting place you can read? Can you make a video and retell one of the stories?	Construction Challenge  Can you build a bridge strong enough to hold a toy? Use objects you have at home. Don't forget to take a picture!	Research Challenge  Choose an Autumnal animal to learn about. Can you find out two facts to share with us? Can you draw a picture of the animal you have chosen?

Supporting your child at home to develop their independence skills

- Independently using the toilet and washing their own hands
- Fastening their own coat and shoes
- Getting changed independently
- Independently peeling fruit
- Using a knife and fork
- Speaking positively about school

Supporting your child at home

- Experiences inside and outside of the home
e.g. cooking with the family, your local park, helping with the weekly shop or visiting family and friends
- Talking about activities and your child's ideas
- Reading and Listening to stories
- Writing – little and often
- Encourage creativity – paintings and drawings
- Practise their fine motor skills e.g. threading, baking or playing with playdough
- Play board games

Your Child's Achievements

- Parents' Evenings in the Autumn and Spring Terms
- Additional appointments initiated by teacher/parent
- Tapestry, Year Books & Writing Books
- Achievement Award, House Points, Diamond Sticker
- MCAS – My Child at School

Communication and Working Together

- Weekly Newsletter – sent out on a Friday
- www.crownstreetprimary.org.uk
- My Child At School (MCAS)
- Tapestry Online Learning Journal
- Social Media – Facebook and Instagram
- We value home-school communication
 - *Updates, changes, different pick-ups ... etc*
- Contacting teachers:
 - Quick messages at drop off/pick up times
 - Notes in book bags
 - Available for longer conversations – organise through Admin



@crownstreetprimary



crownstreetprimary

Our website – Year Group Page

Reception

Welcome to Autumn Term in Reception

It is our first term at Crown Street Primary and we would like to warmly welcome our new children and their families, as well as welcome back some of our children who have moved into Reception from our Pre-School.

The Reception year is a very special part of your child's school journey. We are excited to begin a fun-filled term of exploration, learning and development.

We strive to provide a unique, challenging and inspirational curriculum based on new and memorable experiences. Establishing strong relationships with our children and families is our priority at the beginning of the school year.

During the year, we will work with your child to learn and understand their individual needs and support them in their learning and development.

Our aim is for your children to become happy and confident learners and to carry their love of learning throughout their life.

Autumn Bookshelf

Each term our curriculum is inspired by our Curriculum Bookshelf which is filled with high quality, engaging books chosen by our team to inspire learning and to develop their love of reading.

Our Autumn bookshelf will inspire learning around new beginnings and developing new friendships by exploring our likes, dislikes and what makes us – us! It will spark our curiosity and imagination and will support us learning about our similarities and differences, celebrating our individuality and learning how we can work together.



Character Traits

Each term, through our Curriculum Bookshelf we will focus on learning about, identifying and embodying our six character traits which will support our learning across the curriculum and support our Personal, Social and Emotional development.



Bravery



Citizenship



Curiosity



Gratitude



Integrity



Kindness

Meet the Reception Team

Miss Hopkins – Class Teacher

Miss Hayes- Learning Support Assistant

Miss Doran – Learning Support Assistant

Important Information

- Our team will be available every day before and after school to discuss your child's day, receive messages and celebrate successes
- Your child's book bag should be brought to school each day – this will contain a Shared Reader, Library book and a Reading Record
- Each week your children will take part in PE, please ensure your child's PE kit remains in school
- Wellington boots and waterproof coats will be required for outdoor learning and can be left in school
- Please ensure **all** clothing items are labelled
- Important information will be shared via **MCAS** communication and our weekly school newsletter
- Reception use Tapestry to share your child's learning. We also love to see photographs and videos from home to talk about and celebrate in School
- At the end of the day children are dismissed directly to parents/carers. Should there be any changes to this, please inform our Admin team before the end of the day so the Class Teacher knows who to look out for

Useful Information





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crownstreetprimary.org.uk