



# Chadsmead Primary Academy

# Welcome to Reception

2026/2027

# Key People

Designated Safeguarding Leads



**Mrs Grainger**  
Headteacher



**Mr Budge**  
Assistant  
Headteacher



**Mrs Cadman**  
SENDCo

# Key People



**Mrs Crossley**  
Reception Class Teacher  
Early Years Leader



**Mrs Pearson**  
Nursery Nurse

# Early Years Curriculum

The Early Years Foundation Stage (EYFS) is the stage of education for children from birth to the end of the Reception year.

It is based on the recognition that children learn best through play and active learning.

**We are already doing this in Nursery, so in Reception, we are building on the children's learning.**

# Early Years Curriculum

The focus for the first half term is on the Prime areas.

## Prime Area of Learning & Development

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

## Specific Areas of learning & Development

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

# Characteristics of Effective Learning

These describe behaviours children use in order to learn.

## Playing & Exploring (Engagement)

Finding out and exploring, Playing with what they know, Being willing to 'have a go'

## Active Learning (Motivation)

Being involved and concentrating, keep trying, enjoying achieving what they set out to do

## Creative & Critical Thinking (Thinking)

Having own ideas, Making links, Working with ideas

Exploring Elephant



I am an explorer

Go for it Gorilla



I will have a go

Creative Chameleon



I have my own ideas

Persevering Parrot



I keep trying

Analysing Alligator



I can work things out

Proud Peacock



I am proud of what I do

Reflecting Rhino



I reflect on my progress

Concentrating Crocodile



I join in and concentrate

Slinkly - Linky Snake



I can make links

Choosing Chimp



I choose ways to do things

# A Typical Day

**Children will be collected/dropped off  
Acorn Classroom Door**

Doors Open: 8:45am

Day Starts: 8:50am  
(Doors Close)

Collection: 3:20pm

Please remember drop off/pick up are busy times. **This is not the time to share important messages** – please use the MyEd app or book an appointment with the office.

# A Typical Day

<b>Monday</b>	On entry tasks	Jigsaw	Continuous Provision	10.30-11.00 Snack Time	11.00-12.00 Phonics	Maths Meeting	LUNCH	Brilliant Brushers Storytime	Storytime/ singing time	PE
<b>Tuesday</b>	On entry tasks	Mastering Number	Continuous Provision	10.30-11.00 Snack Time	11.00-12.00 Phonics	Maths Meeting	LUNCH	Brilliant Brushers	Mini unit lesson/ continuous provision	Storytime/singing time
<b>Wednesday</b>	On entry tasks	Writing	Continuous Provision	10.30-11.00 Snack Time	11.00-12.00 Phonics	Maths Meeting	LUNCH	Brilliant Brushers	Mini unit lesson/ continuous provision	Storytime/singing time
<b>Thursday</b>	On entry tasks	Mastering number	Continuous Provision	10.30-11.00 Snack Time	11.00-12.00 Phonics	Mastering number	LUNCH	Brilliant Brushers	Mini unit lesson/ continuous provision	Storytime/singing time
<b>Friday</b>	On entry tasks	Mastering number	Continuous Provision/ snack time	Religious World Views/ continuous provision	11.00-12.00 Phonics	Maths Meeting	LUNCH	Music	Collective Worship	

**8:45am**

Door opens. Children complete independent tasks.

**8:50am**

Register, children choose their lunch.  
Dough Disco (Handwriting)

**9:00am**

Writing or Number

Continuous Provision (including child-led & adult-led learning)

**10:00am**

Continuous Provision (including child-led & adult-led learning)

**10:30am**

Snack Time

**11:00am**

Phonics – Read Write Inc.

**12:10pm**

Lunch and play

**1:10pm**

Register & Brilliant Brushers

**1:30pm**

Teacher Input

Choosing Time (including child-led & adult-led learning)

**2:45pm**

Collective worship and story time

**3:20pm**

Home time

# A Typical Day

## Outdoor Provision

In both the morning and afternoon sessions, children will learn outside – come rain or shine!

Children 'free flow' between learning areas.

Outdoor learning promotes physical development.

# A Typical Day



**Learning in Reception  
is not always clean!**

**Please be  
understanding.**

# Forest Day

Children will have a weekly forest session  
(day will be confirmed in September)

This develops confidence and self esteem through hands on learning in our woodland area.

Please provide your child with:

- Wellies
- Forest Clothing e.g. an all-in-one suit or waterproof clothing

**PLEASE LABEL ALL ITEMS CLEARLY**

**These will be kept in school**



# Phonics



- Children progress in phonic knowledge across the RWInc. Programme.
- Children are assessed and split into groups throughout Early years and KS1. They have a daily phonics session.
- They learn sounds in a systematic way. These sets of sounds can be found in the reading diary. You will be invited to a phonics workshop in the Autumn Term.
- Children will initially bring home blending books and then a reading book – ‘book bag books’.
- Books that are bought home are matched to their ability. These are decodable, containing sounds and words they can read. We want children to be successful.
- Why do we re-read books?
  - 1 – Accuracy: read the words correctly
  - 2 – Fluency: familiar with the words to read quickly
  - 3 – Comprehension: understand what is being read

Children also choose a story book.

Please share this at home, alongside any other favourite books your child might have.

# Mastering Number



Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison
Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1s  Focus on composition of 3 and 4	Subitise objects and sounds	Comparison of sets - 'just by looking'  Use the language of comparison: <i>more than</i> and <i>fewer than</i>
Autumn 2	Week 6	Week 7	Week 8	Week 9	Week 10
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality
Set 2	Focus on counting skills  Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Comparison of sets - by matching  Use the language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number</i>	Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5	Practise object counting skills  Match numerals to quantities within 10  Verbal counting beyond 20

- Develop and demonstrate good number sense.
- Fluency in calculation.
- Confidence and flexibility with number.
- Develop understanding and use of appropriate manipulatives

# Autumn Term Learning

Unit	OVERVIEW
Who Helps me in my community?	We will learn about the roles of the emergency services within our wider community. We will learn about safer strangers and how to stay safe by the road.
What Happens in Autumn?	We will find out about the natural changes that happen during autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for the cold weather coming in winter.
Is it strong enough?	We will be looking at different types of houses that people can live in here in the UK, comparing them to houses around the world. We will be investigating to see which materials are best to make our own house.
How do we survive in the cold?	We will be exploring the changes from Autumn to Winter in the UK and will find out how animals prepare for the Winter. We will name animals that live in a polar habitat and how they have adapted to be able to survive.

All our up-to-date curriculum information is available on our website:

[https://www.chadsmeadacademy.co.uk/chadsmead\\_curriculum](https://www.chadsmeadacademy.co.uk/chadsmead_curriculum)

As we start each unit, you will be sent home with a knowledge organiser. This provides activities and ideas so you can support your child at home.

# Home Learning

[https://www.chadsmeadacademy.co.uk/home\\_learning/](https://www.chadsmeadacademy.co.uk/home_learning/)



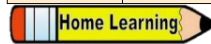
Reading – Everyday


Maths & English – matches the current learning.  
Purple homework book.

Creative – offers an opportunity to research and freely present information. It may include, Art, DT, Geography, History or Science. Half Termly.

**Chadsmead Primary Academy – Reception Home Learning**

These are the expectations for the home learning.

 Reading	Each child has an orange folder containing either a Read Write Inc. 'blending' or 'book bag' book. <b>This must be returned every Friday so that it can be changed.</b> Please ensure that you <b>read with your child daily</b> to help support their reading. In the reading diary you will see a sound recognition section, use this as a tool to support your child with recognising their sounds at home. All children can take home a class library book on a Monday. These are changed weekly.
Maths	Maths and English homework will be alternated weekly. <b>Homework will be set on a Thursday and should be returned the following Tuesday.</b> Maths homework will be consolidation of what we have already learned in class or it may be practice for a particular maths skill. Maths homework will be linked to number, shape, space and measure. Homework should be completed in the purple homework book. 
English	English and Maths homework will be alternated weekly. <b>Homework will be set on a Thursday and should be returned the following Tuesday.</b> English homework will be a consolidation of what we have been learning during that week. It is really important that your child is sat at a table with the correct posture and ensure that they are holding their pencil correctly using a tripod grip when writing. Homework should be completed in the purple homework book.
Creative	Each holiday, pupils will receive more creative homework, based on the new mini unit that we will be learning. This may be an art or DT piece of work for you and your child to complete together. <b>This is given at the start the break and returned to school two weeks into the new half term.</b> 



Home Learning starts in Autumn 2.

# Snack

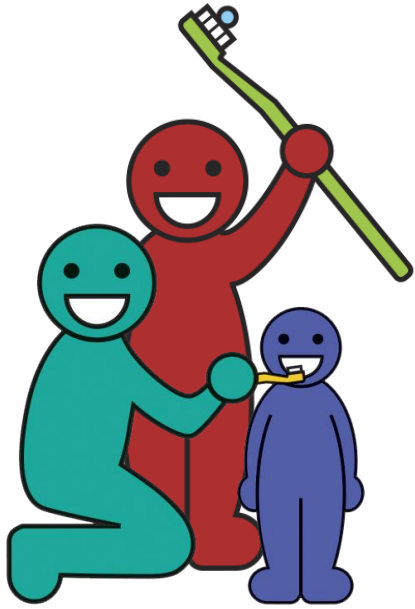
Snack Time is part of the day. All the children sit together to enjoy their snack.

**PLEASE PROVIDE A LABELLED  
WATER BOTTLE DAILY**

Early years children are given free milk and fruit.

We encourage the children to try the variety of fruit and vegetables that are provided.

# Brilliant Brushers



Provided:

- Toothbrushes
- Fluoride Toothpaste 1450 ppmF mild mint, paraben free and free from animal derivatives
- Toothbrush racks with lids
- Toothbrush timer
- Take home toothbrushing packs
- Posters, certificates and stickers



A programme to help improve the oral health of 3-5 year old children.

Staff supervise children toothbrushing on a daily basis and encourage them to brush at home too.



# Lunch

PLEASE CONTINUE TO PROVIDE A LABELLED  
WATER BOTTLE DAILY

Children will eat their dinner in the dining room.

## Your child receives Infant Free Schools Meals

We encourage you to take this option.

Menus are available on the website.

Dietary requirements are catered for.

*Should your child bring  
their own lunch, we ask  
that you do not pack items  
that contain nuts.*

# Lunchtime

It transforms playtimes into exciting opportunities for children to explore, create, take risks, solve problems and make friends.

We believe that play is a vital part of childhood, helping children build confidence, resilience and independence while having lots of fun.

We are creating richer, more inclusive play experiences that help every child return to the classroom happy, settled and ready to learn.



## Outdoor Play And Learning



Developing roots to grow and wings to fly

# School Uniform

- Black 'school type' trousers, shorts, skirt, skort or pinafore dress
- White polo shirt (logo not required)
- Chadsmead sweatshirt or V-necked cardigan with school logo
- Black school shoes (flat sole/low heels, not trainers or boots)
- Black/White socks/tights
- Blue check only dresses (Optional-Summer term only)
- Plain blue/black hair band if required
- Children should have an outdoor coat

**UNIFORMS**  
Plus

**PE:** (Will be told which day in September)

- Black shorts (optional with school logo)
- Chadsmead T-Shirt (either gold or light blue)
- Black pumps or trainers
- Plain Tracksuit (optional school logo)

**Forest:** (Will be told which day in September)

- Wellies
- Forest Clothing e.g. an all in one suit or waterproof clothing



**ALL ITEMS MUST BE LABELLED WITH YOUR  
CHILD'S NAME**

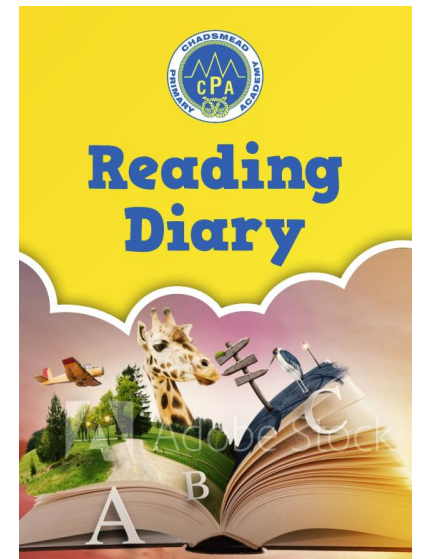
No name means we are unlikely to find it and/or return it to the correct child.

# Book Bags



We encourage children to have 'book bags'. It helps them to be organised and grow independence.

- Reading Books – bring to school on Friday to be changed
- Reading Diary – bring to school on Friday
- Homework book – returned Tuesdays



## HOME PARTNERSHIP

# Transition:

What we want your child to know when they enter Reception:

- ✓ Nursery Rhymes
- ✓ Putting on their own coat
- ✓ Using a knife and fork
- ✓ Recognising own name
- ✓ Writing own name
- ✓ Toilet trained
- ✓ Counting objects
- ✓ Counting to 10 by rote
- ✓ Interested in stories
- ✓ Hold and use scissors correctly- making snips in paper.
- ✓ Hold a conversation with an adult- can they talk about what they did during the summer.

**Talk positively, with excitement, about the next year.**

## HOME PARTNERSHIP

# Learning Journals

A Learning Journey is a collection of pieces of information that, when connected together, creates a picture of your child. In school we use it for:

- Assessing a child's development
- Providing a record of a child's time at Chadsmead
- To help us plan activities at the correct stage of development and what they need next.

We value sharing this with the children, to talk about their learning.

**We encourage families at home to contribute to this book with WOW moments to share, they can be photographs, a note on our WOW sheets or other things of significance for your child.**

**WOW!**

\_\_\_\_\_ WOW moment is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_ Signed: \_\_\_\_\_

The learning will include:

- ❖ Photographs
- ❖ Your child creations
- ❖ Observations

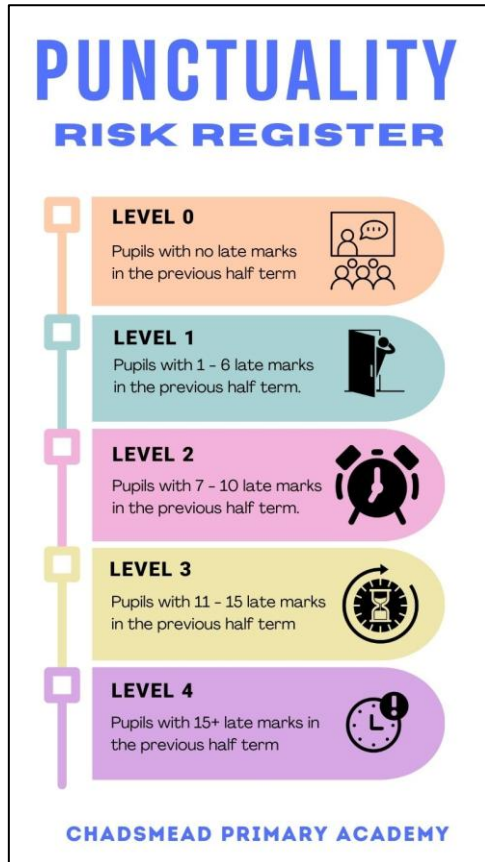
## Transition: The first few weeks

We will find out what your children already know and can do and use this information to help us develop an individual learning programme for each child.

We spend lots of our time working and talking to the children about what they are learning. We may record some 'Wow' moments formally but largely we assess and move children on 'in the moment'.

You will be invited to discuss how your child has settled in and their progress so far at a Parents Evening – **7/8 October 2026**

# Attendance



At Chadsmead we want every pupil to take full advantage of all the educational opportunities, both academic and social, which are available to them.

To do this children need to be at school, on time every day.

Absence Data Chart		
98%+	<b>Outstanding Attendance</b>	Risk Level 0
97 - 97.9%	<b>Excellent Attendance</b>	Risk Level 1
96 - 96.9%	<b>Good Attendance</b>	Risk Level 2
95 - 95.9%	<b>Increasing Concern if further absences occur</b>	Risk Level 2
92 - 94.9%	<b>Significant Concern Attendance levels require improvement</b>	Risk Level 3
Below 92%	<b>Urgent Concern Attendance levels now critical</b>	Risk Level 4
Below 90%	<b>Urgent Concern Attendance levels now critical</b>	Risk Level 4
85%	<b>Urgent Concern Attendance levels now critical</b>	Risk Level 4
80%	<b>Urgent Concern Attendance levels now critical</b>	Risk Level 4
50% or Below	<b>Education is at critical risk</b>	Risk Level 4
Chadsmead Primary Academy		



# Restorative Relationships



**Chadsmead Primary Academy**

## Our Rules

At Chadsmead we aim to:

- Be the best we can be
- Be honest
- Look after our school community
- Use kind words, kind hands, kind feet
- Use good manners

Developing roots to grow and wings to fly

At Chadsmead we work hard to establish and maintain positive relationships

We acknowledge children's feelings



**Chadsmead Primary Academy**

## Restorative Questions

- 01  What happened?
- 02  What were you thinking?
- 03  How are/were you feeling?
- 04  Who do you think has been affected?
- 05  What needs to happen now?
- 06  What do you need to do?

Developing roots to grow and wings to fly

# What do I need to do?

Please ensure all paperwork is complete and returned to school, including your child's birth certificate.

If your child has medical conditions (allergies, asthma, something specific), you have included it in the paperwork and have then received a **Health Care Plan** to complete or have been invited into school to discuss the formulation of this plan.

# What do I need to do?

## Telephone Call

Friday 26 June 2026

Monday 29 June 2026

(unknown caller)

Please ensure you have signed up for this 10-minute call before you leave today.

## Stay & Play Sessions

Thursday 9<sup>th</sup> July

10:00 – 11:00am

Thursday 3<sup>rd</sup> September

9:30 – 10:30am

# What does my child need for school?

- **School Uniform**
- **PE Kit**
- **Forest Clothing**
- **SPARE Clothes –  
pants/socks/trousers/skirts**
- **Book Bag**
- **Named Water Bottle**

# Starting School - September

The first day of the new academic year is:

## First Day

You are welcome to come into class with our child and help them find their locker and then say goodbye.

**Monday 7<sup>th</sup> September 2026**

**Drop off – 8:45am/Collection – 3:20pm**

*(all children start full days)*

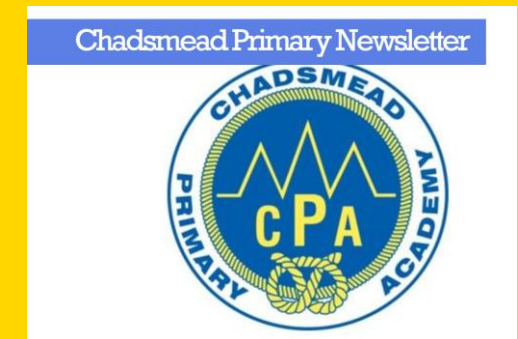
Acorn Classroom Door

## Second Day

Children will come into class independently.

# Stay In Touch

- **Arbor Messages**
- **Website**
- **School Newsletter**
- **Termly parent/carer meetings**
- **Workshops** (*stay & play, phonics, maths etc.*)



What has your child been learning about in  
class this week?



**Questions?**

**We will try our  
best to answer.**

**Stay & Play**

**Lets go and explore  
the Reception  
classroom and  
outside learning  
area.**