



Welcome to Reception Curriculum

Evening

Tuesday 23rd September, 2025



Reception Staff



Silver Class – Miss Aissaoui

Gold Class – Miss Hill

Yellow Class – Miss Davies

Year Group Leader – Miss Aissaoui

Assistant Headteacher of Lower School –

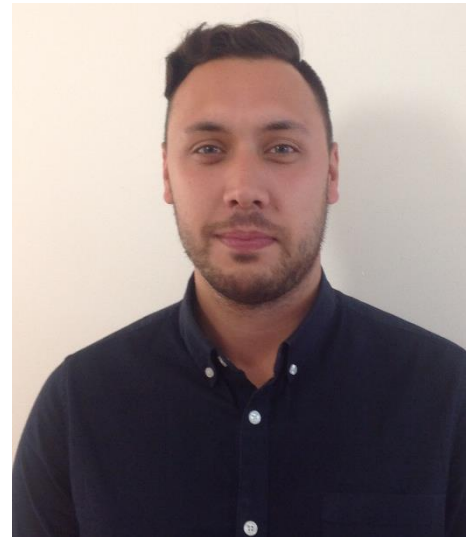
Mrs Cooper

Inclusion Leader – Mrs Richmond

Other adults in the Year Group



Mr Irwin



Mr Khalfi



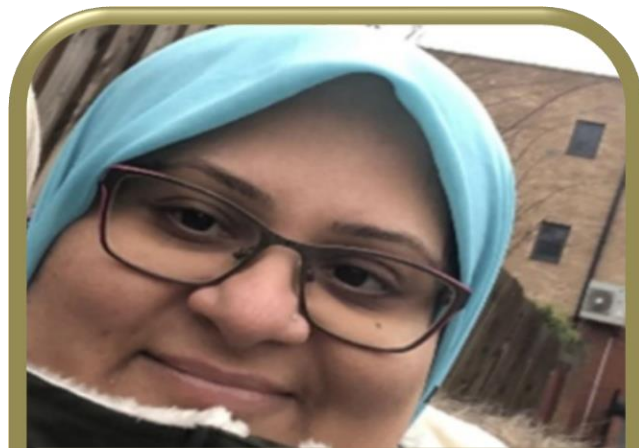
Ms Islami



Mrs Richmond



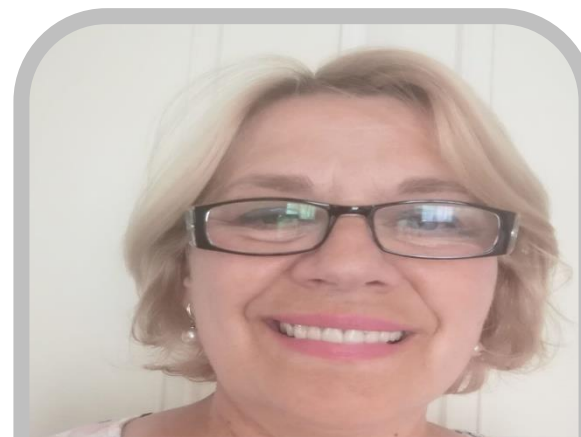
Mrs Abrahams



Mrs Muraj



Mrs Mullick



Mrs Halati



Miss Nur



Miss
McDonald



Mrs Wilson

SEND Team



What is the SEND Team?

Members of staff whose role is to support children and their families with SEND (Special Education Needs or Disabilities).

Who are the SEND Team?

Hilary Haines: SENDco

Michelle Richmond: EYFS and KS1 Inclusion Leader

Caroline Kinsella: Pastoral and Safeguarding Lead

Ms Stander and Mrs Duggan: Kaleidoscope Leaders

If you have any SEND related concerns about your child, please speak to your child's class teacher and they might recommend you get in touch with a member of the SEND team by emailing them at send@westlodge.harrow.sch.uk.

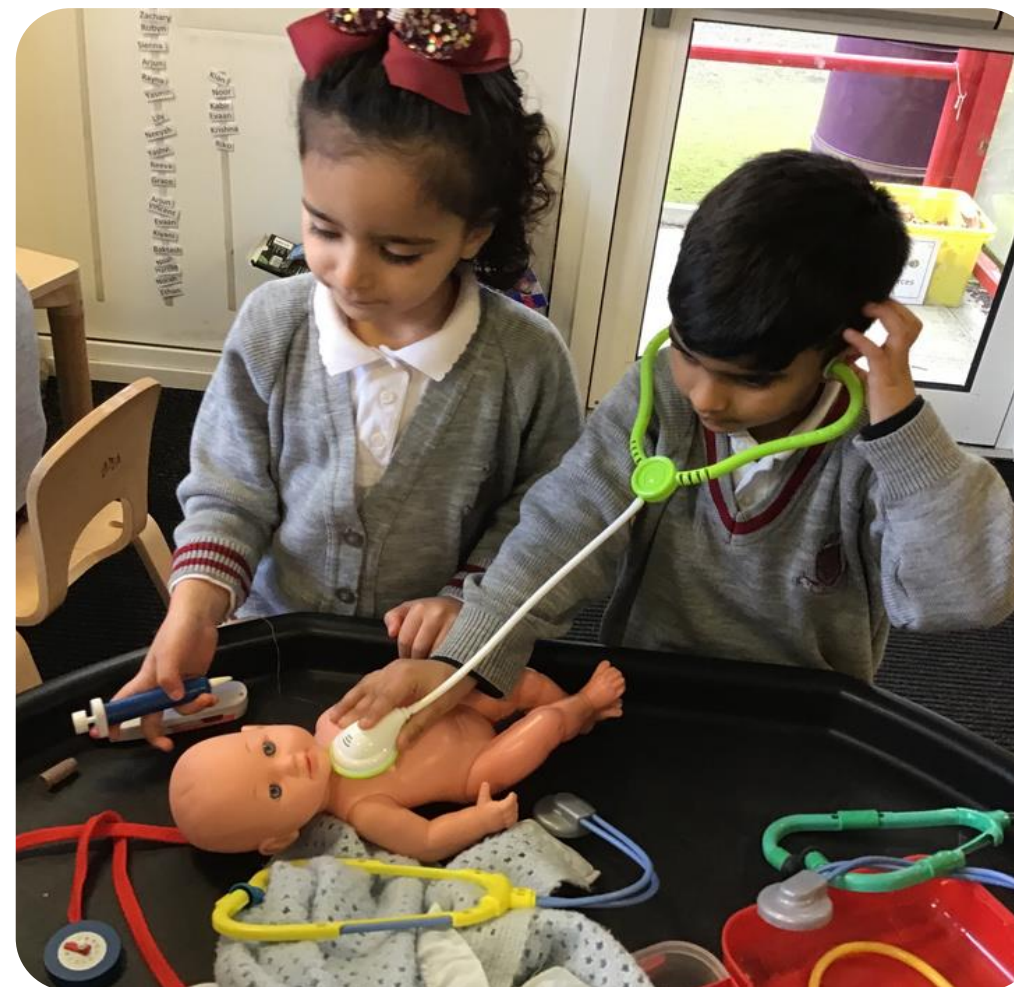
West Lodge Primary School



Core Values



At West Lodge each child finds the spark within them. The light continues to grow, igniting the spark in others -creating ripples throughout the world. It all starts with understanding and acceptance....



The West Lodge Way

Treat others as you would like to be treated!

- Ready, Respectful, Safe
- Positive Recognition
- Relaxed Vigilance – in it together!
- Soft Start and Meet and Greet



Prime Areas of Learning and Development



<u>Prime Area</u>	<u>Aspect</u>
Personal, Social and Emotional Development	• Self-regulation • Managing self • Building relationships
Physical Development	• Gross motor skills • Fine motor skills
Communication and Language	• Listening, attention and understanding • Speaking

The Prime Areas of Learning provide children with basic skills to thrive.

Specific Areas of Learning and Development



Literacy	Comprehension Word reading Writing
Mathematics	Number Numerical patterns
Understanding the World	Past and present People, culture and communities The natural world
Expressive Arts & Design	Creating with materials Being imaginative and expressive

The Specific Areas of Learning build upon skills taught in the Prime Areas.

Characteristics of Effective Teaching and Learning



Playing and Exploring

ENGAGEMENT

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

Active Learning

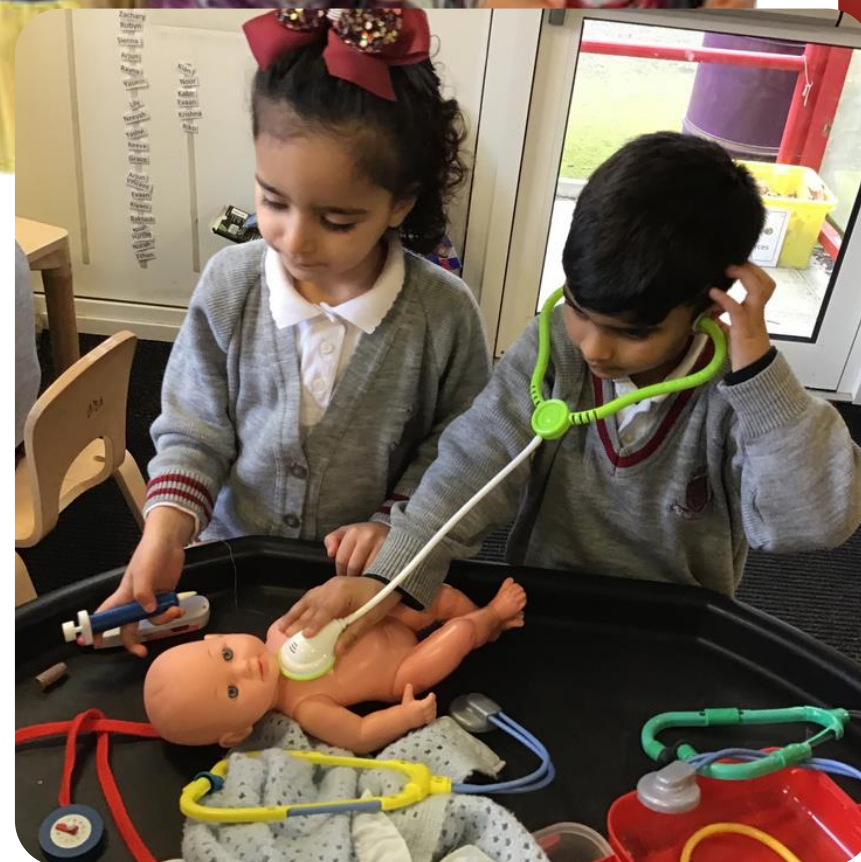
MOTIVATION

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

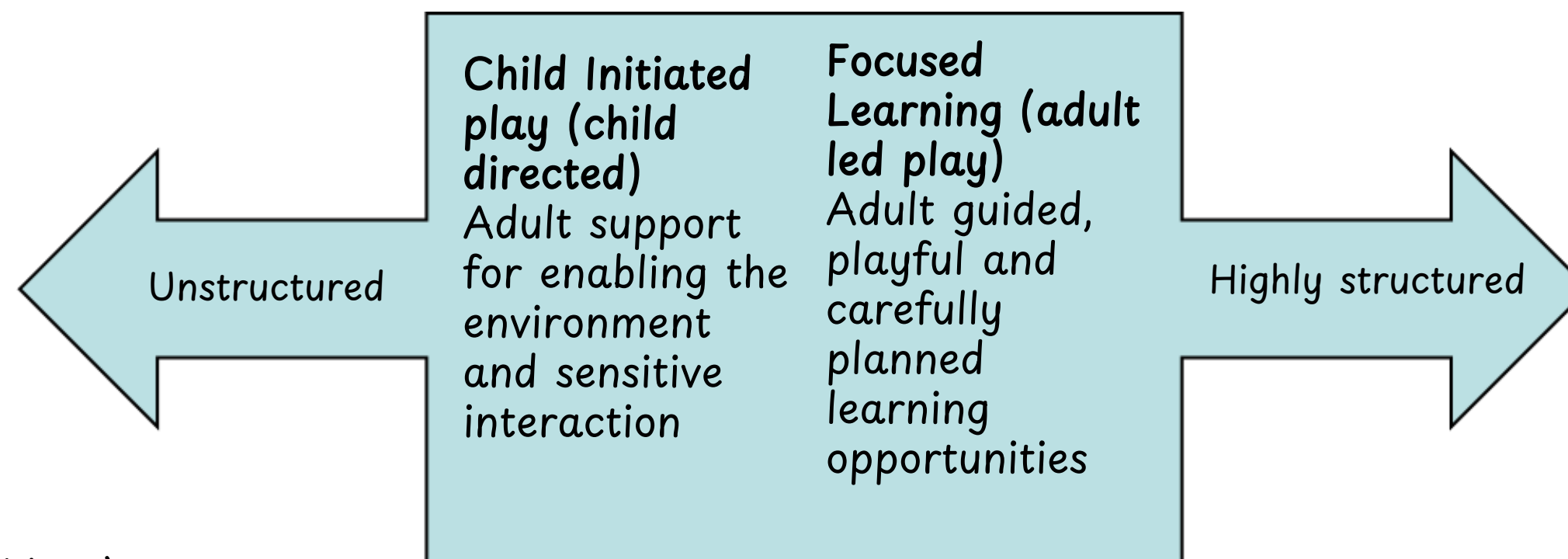
Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas



Play and playfulness



Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.
(Statutory Framework)

Children are naturally playful and love having fun - but play is much more than just having fun: it is how children learn and is a vital aspect of their early development



Outdoor Learning

Through outdoor learning, children can develop various essential skills, from problem-solving and critical thinking to confidence and resilience. They can connect with the environment, learn about the natural world, and engage in hands-on activities that foster their creativity and curiosity

In Reception we see our Outdoor Classroom as our fourth classroom and children can access the outdoor classroom throughout the school day.



Forest School

Healthier Bodies

More chances for physical exercise and developing motor skills within a challenging environment

Healthier Minds

Opportunities to be sociable, explore interests and try new activities

Healthier Environment

Develops an understanding & appreciation of the natural environment through experience

Healthier Future

Learning to work together and manage risks, developing problem solvers and critical thinkers

Healthier Communities

Promoting a love of outdoor learning together for all!



Our EYFS curriculum



Our Curriculum focuses on a specific topic each half term. We focus on different traditional tales and artists each month, as well as a range of key texts that help to bring it all to life!

Year Reception Curriculum Map 2025-2026											
Overarching topic Autumn Term 1: Marvellous Me Core Value: Be united		Overarching topic Autumn Term 2: Into the Woods Core Value: Be Kind									
English		Maths									
Each month we will focus on a different Traditional Tale to learn.		This term in Maths, the children will learn to represent and compare numbers from 1 to 5, recognising which are bigger or smaller. They will be introduced to the symbols for addition and subtraction and practise saying one more and one less for numbers up to 10. The children will use these number skills to solve real-life problems with numbers up to 10. They will also learn and use key mathematical language such as <i>part, whole, add, and together</i>. In addition, they will practise using words like <i>first, second, third, fourth, and fifth</i> to describe order. Throughout the term, they will count confidently to 10 and show numbers using their fingers.									
September: Marvellous Me October: Little Red Hen November: Little Red Riding Hood December: The Gingerbread Man		Autumn Term 									
This term in English, the children will explore and enjoy a range of stories, poems and songs. They will begin to recognise familiar signs and labels, and develop their understanding that print is read from left to right and top to bottom. We will also encourage them to take part in rhyming games to build phonological awareness. In phonics sessions, the children will learn to say the sounds for individual letters, practice forming these letters, and begin to blend the sounds together to read simple words. They will also start to draw pictures and label them using letters or letter-like marks, supporting their early writing development.		Personal, Social and Emotional Development We will support children to settle into Reception and begin to build independence while adapting to new rules and routines. They will form friendships and build the confidence to share their own ideas and talk about their experiences. As they grow socially, they will learn to negotiate and solve problems while managing their feelings and emotions, take turns, share and care for others. They will learn important self-care skills, as well as taking responsibility for their possessions.									
Communication and Language This term we will focus on the children developing the skills of retelling familiar stories orally and in role play. The children will be continuing to develop their subject specific vocabulary; including vocabulary related to the passing of time. The children will also be focusing on offering their opinions on a range of topics in a respectful and kind way. They will continue to develop their listening and concentration skills. They will also be asking a range of questions about their learning.		Expressive Arts and Design Each month we will focus on a different artist and musician/music theme. <table border="1"> <tr> <td>September: Mondrian</td><td>October: Seurat</td><td>November: Bethan Woollvin</td><td>December: Kandinsky</td></tr> <tr> <td>Bob Marley + Harvest</td><td></td><td>Michael Jackson and The Jackson 5 + Nativity</td><td></td></tr> </table> We will use artwork to inspire the children to explore colour mixing. They will paint and draw to represent actions and objects. They will begin to use different tools for a purpose. The children will sing songs, play a variety of instruments and move to music and rhythm. They will participate in role play activities.		September: Mondrian	October: Seurat	November: Bethan Woollvin	December: Kandinsky	Bob Marley + Harvest		Michael Jackson and The Jackson 5 + Nativity	
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Physical Development Gross Motor: In the P.E. lessons we will be introducing a range of different playground equipment to develop gross motor skills as well as practising hopping and marching. The children will catch, kick, throw and bounce balls. Fine Motor: We will be supporting children to develop their pencil grip, as well as fastening buttons and zips and threading beads onto string. They will draw a person with a head, legs, body, arms and fingers.		Forest School This term the children will be starting forest school. They will explore the outdoor environment and interact with a wide range of habitats and natural spaces.									
Understanding the World This term we will learn about how to keep our teeth healthy and where different foods come from. We will also explore different families and reflect on significant events from our lives. Additionally, we will observe different weather patterns and talk about changes in seasons, including exploring different plants and animals. Together we will be exploring local places of interest and create and interpret simple maps.		Trips & Workshops Curriculum Evening—Tuesday 23rd September 6:30pm Early Reading Meeting—Monday 29th September 9:00am Oral Health workshop—Thursday 16th October Beth Woollvin workshop (virtual)—Thursday 6th November Into the woods walk—Tuesday 11th November									

Autumn Term 1	Topic: Marvellous me!	Value: Be united
In the topic '<i>Marvellous Me</i>', the children have the opportunity to celebrate what makes them unique and special. There is a focus on our school value '<i>Be United</i>' as the children settle into the West Lodge community and their new Reception class, beginning to work together as a team. They focus on sharing, listening to others and taking turns as they explore their new classroom and the school grounds. The children have the chance to talk about their family, special routines and customs, and reflect on important events in their lives. They also explore their different emotions using the book <i>The Colour Monster</i> and are introduced to the <i>Zones of Regulation</i>. As part of this topic, the children also enjoy exploring music by playing rhythm instruments, moving in time to music, and beginning to describe sounds using words such as <i>happy, scary or calm</i>. Through art, they create self-portraits, experimenting with colour and colour mixing, and learn how to look after themselves by keeping their teeth clean and eating a balanced diet.		
Autumn Term 2	Topic: Into the Woods!	Value: Be Kind
During this topic, the children go into the woods and meet a range of fairy tale characters along the way. They spend time acting out, re-telling and sequencing the story of <i>Little Red Riding Hood</i> and focus on the striking illustrations by Beth Woollvin in <i>Little Red</i>. They learn about how important trees are to our ecosystem and explore the different trees in our school grounds and local environment. Whilst outdoors, they investigate signs of the seasons changing and take time to look closely at things in nature. On local walks, we visit the woods and the River Pinn, then use maps to find these places and re-create our own. The children also enjoy singing together, playing rhythm instruments, moving in response to music, and using facial expressions to show emotions. We also explore our school value '<i>Be Kind</i>', focusing on developing friendships through showing kindness and compassion towards others and our planet. Through the story '<i>Little Glow</i>', we deepen our understanding of different festivals and celebrations and take part in the whole-school <i>Festival of Light</i>.		

The way we assess

- We celebrate each child's unique skills and achievements.
- Parents are active partners in the process through Seesaw.
- Assessment is based on teacher observations and a range of evidence.
- It informs planning for learning as well as ongoing quality improvement.
- Assessment is viewed as a process, recognising progress over time.
- The **Reception Baseline Assessment (RBA)** provides a starting point in the first weeks of school.
- At the end of Reception, the **Early Years Foundation Stage (EYFS) Profile** summarises and describes each child's attainment.



Read Write Inc.

Online Assessment





Children develop at their own rates, and in their own ways. Each child is unique and learns in different ways.

Read Write Inc



- RWI is the phonics scheme we use to teach children to read.
- Children are grouped according to their reading attainment and they are assessed each half term.
- In RWI lessons, children will complete reading and writing activities based on a focus book.

Simple Speed Sounds

Consonant sounds - strictly										
f	l	m	n	r	s	v	z	sh	th	ng
										nk
Consonant sounds - loosely										
b	c	d	g	h	j	p	qu	t	w	x
	k									y
										ch
Vowel sounds - loosely					Vowel sounds - strictly					
a	e	i	o	u	ay	ee	igh	ow		
Vowel sounds - strictly										
oo	oo	ar	or	air	ir	ou	oy			



Read Write Inc



<https://www.ruthmiskin.com/en/find-out-more/parents/>

Reading at home



- **RWI Book Bag Books** (these will be changed every **Wednesday** and returned on a **Friday**)
 - RWI book bag books are engaging texts sent home to support children with additional reading practice outside the classroom.
 - They have been specifically designed for children to take home, in order to share their reading journey and celebrate their achievements with parents and carers. These books are phonically decodable books matched to the sounds the children are learning in the classroom.
- **Library Books** – Changed once a week on **MONDAY**.
 - Your child will bring home a library book of their choice each week. This book is for you to share together at home and enjoy being read to.

Reading Diaries

- Your child's reading diary and book bag book will be sent home in an A4 plastic wallet.
- Please can you write in the reading diary each time you have read with your child.
- You can write a comment or just sign to say you have listened to your child read.
- Please ensure your child brings their reading diary to school everyday along with their basket books. This is important as school adults will need these to read with your child too.
- Every Wednesday parents will be asked to put their child's reading diary and books in a box outside the classroom so they can be changed.



Reception Recommended Reading



- Traditional tales
- Library
- Bookshop
- Some favourites



A Dark, Dark Tale by Ruth Brown
Each Peach Pear Plum by Janet and Allan Ahlberg
Julian is a mermaid by Jessica Love
It's okay to be different by Todd Parr
Look up by Nathan Bryon
A tango makes three by Julia Richardson
Circle by Mac Barnett and Jon Klassen
Farmer Duck by Martin Waddell
Five Minutes' Peace by Jill Murphy
Funnybones by Janet and Allan Ahlberg
Goodnight Moon by Margaret Wise Brown
My shadow is pink by Scott Stuart
Gorilla by Anthony Browne
Guess How Much I Love You by Sam McBratney
Little Rabbit Foo Foo by Michael Rosen
Lost and Found by Oliver Jeffers
Meg and Mog by Helen Nicoll
Mr Gumpy's Outing by John Burningham

Reception Notices



- Soft start 8.40am , register close at 8.50am
- Pick-up time 3.15pm please be prompt
- No mobile phones to be used within the school grounds
- Weather appropriate clothing
- Water bottles and book bags
- Everything labelled – **even shoes, coats and socks!**
- Named wellies on your child's Forest School day (these can be kept at school).
- Birthday books/healthy snack

PE clothes



- On PE days, your child should come to school wearing:
 - A white t-shirt, maroon jumper, maroon bottoms and trainers.
 - In warmer weather the children can wear navy shorts.
- Where possible PE will take place outdoors so please ensure they are wearing the PE kit most appropriate for the weather.



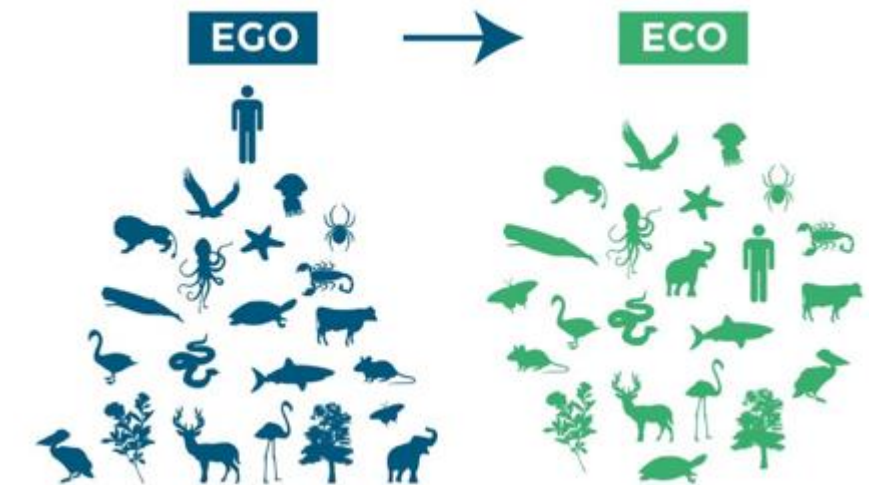
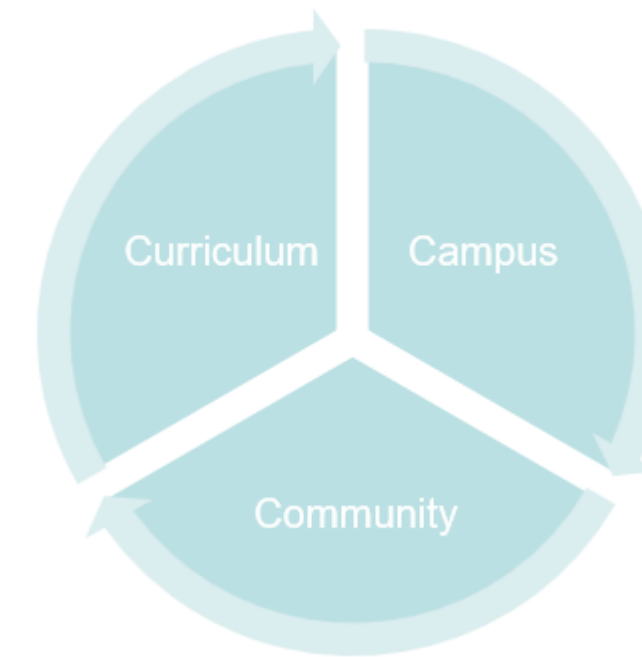
Helping your child



- **Enjoy reading together** – read to your child and with them, making it fun rather than a chore (use the library, make puppets, use props etc.)
- **Reading books** – your child will bring home a reading book, a reading record, and a school library book each week (please note there is a £5 fee for lost or damaged books).
- **Be a role model** – show your child that reading is everywhere: books, comics, newspapers, magazines, shops, and signs.
- **Encourage writing** – in any form, from drawings and marks to letters and words.
- **Talk and listen** – have discussions, encourage questions, and value their ideas.
- **Join in with play** – engage and get involved in your child's play and exploration.
- **Support oral hygiene** – please make sure your child is registered with a dentist.
- **Build independence** – especially with dressing, toileting, and eating.
- **Healthy routines** – encourage a good breakfast and involve your child in choosing their lunch.
- **Stay connected** – read the weekly Reception newsletter and check Seesaw for updates.
- **The Everywhere Bear** – our class bear will take turns coming home to share adventures.
- **More information** – visit the [EYFS website](#) for guidance from pregnancy to age five.

Donations

- At West Lodge, we continually strive to improve our provision in Reception and offer fun and exciting learning opportunities.
- We have created a wish list which we will keep updated on seesaw.
- The list includes items you may have around your home.
- We would really appreciate any donations which you, your family or friends could make. Some examples;
 - Recycling (for junk modelling)
 - Decorating paintbrushes and rollers
 - Props for our stage (wands, hats, etc.)
 - Small parts (buttons, bottle tops, shells, corks etc.)



- Sustainability at West Lodge is an approach to education and the running of a school that meets the needs of the current community without compromising the ability of future communities to meet their own needs. It leads to the creation of a socially-just, sustainable and equitable community that acts in an ethical way towards the ecosphere. An outward looking community which thinks globally and acts locally.
- Sustainability education is an overarching framework that:
 - links across all areas of the curriculum;
 - affects how we view and maintain our campus;
 - influences how we interact and connect with our community.

Home Learning Platform



- **Seesaw launch** – this term we are introducing Seesaw to share classroom learning with you.
- **Photo consent** – a Microsoft Form has been emailed to parents for photo consent. Please read and sign this form so that we can share pictures of your child.
- **Reading support** – visit [Ruth Miskin's website](#) for guidance and resources linked to Read Write Inc. (RWI).
- **Oxford Owl e-books** – this year we will use Oxford Owl to share e-books that match the RWI books your child is reading in school. We will notify you in the weekly newsletter when new books are available



Communication



- **Contact** – you can reach us by email at r@westlodge.harrow.sch.uk.
- **Weekly newsletter** – sent to parents every Friday with key updates and information.
- **Teacher conversations/meetings** – informal chats can be arranged at the end of the day, once all children have been safely dismissed.
- **Collection arrangements** – please ensure we are informed of any changes to who will be collecting your child.

Dates for diary



- Everywhere Bear going home Friday 26th September.
- Early Reading Session for parents – Monday 29th September.
- Oral Health workshop – Tuesday 16th October.
- Parent Consultations – Thursday 23rd October and Thursday 6th November.
- Reception Nativity play – 10th and 11th December
- It is essential that you read the weekly Reception newsletter and seesaw broadcast for up to date information

Thank
you

We look forward to an exciting
year of learning and growing
together with your children!

