



Reception 2026/2027 New Intake Evening

Thursday 2nd July

	Autumn born (September – December)	Spring born (January – April)	Summer born (May – August)
Thursday 3 rd September	8:35 – 10:35	11:00 – 1:00	1:15 – 3:15
Friday 5 th September	8:35 – 12:00		
Monday 8 th September	Full time		



St Joseph's Catholic Primary School Redhill - Vision



Let your lights shine before others, so that they may see your
good deeds and glorify your Father in heaven.





St Joseph's Catholic Primary School Redhill - Mission Statement

At St Joseph's Catholic Primary School, we are committed to **Welcoming All** into a **loving** community, **Nurturing Belief** through **faith** and learning, and **Inspiring Futures** filled with **hope** for every child.



Known and Loved
Inclusive Entitlement
Collective Responsibility



All Achieve
Grow in Faith
All Children Thrive



Enriched Experiences
Ambitious Knowledge
Lifelong Skills



Behaviour



Ready

- ✓ For the day
- ✓ For School
- ✓ To Learn



Respectful

- ✓ To one another
- ✓ To all adults
- ✓ To the school environment



Safe

- ✓ Be careful at all times
- ✓ Be helpful and kind to others
- ✓ Be responsible for your actions





Attendance



Attendance at school is extremely important to ensure all pupils achieve their full academic achievement.

Regular attendance means attending school every-day, arriving at school on time and attending every lesson.

Gates open at 8.35am and children are expected to be in their classrooms by 8.45am.

Registers are taken at 8.55pm; children who are not in class when the register is taken will be marked as late.

The register closes at 9.00am; children still not present at this point are classed as absent.



EYFS Team



Miss Ellie Myers



Miss Sophie Blewitt



Miss Jen Smart






What does a day in Reception look like?

8:35-9:00	Start of the day! Early morning work
9:00	Phonics
9:30	Morning snack, story and wiggle
10:00	Carpet time (English, maths, RE, understanding the world)
10:10	Continuous provision (plus adult-led activities)
11:10	Tidy up & Story
11:20	Lunchbreak
12:30	Carpet time
12:45	Continuous provision (plus adult-led activities)
2:30	Carpet time
3:00	Story time, mindful movements and preparation for the end of the day.
3:15	End of day – collection from the classroom door





What is continuous provision?

“Continuous provision refers to the resources materials that are accessible to children every day in their learning environment.”



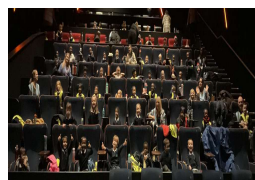






How are Reception children taught?

- Within the play-based learning and activities in EYFS, all children will be taught phonics, literacy and maths skills on a daily basis.
- Children will learn through whole class inputs, small group work, continuous provision and 1:1 support activities.
- We pride ourselves on being an exciting and engaging place to be encouraging our children to be independent learners through a range of practical activities
- We follow a dynamic and interest driven curriculum which allows us to be creative with our lessons and let the children lead their own learning
- Primarily we learn through a variety of play and real-life experiences. Our Development is tracked through detailed, observations and child initiated interaction
- Personal learning journey – individual observation and photographs



Dynamic and interest driven curriculum



Early Learning Goals

“Good Level of Development”

Communication and Language

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.
- Make comments about what they have heard and ask questions to clarify their 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, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

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.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

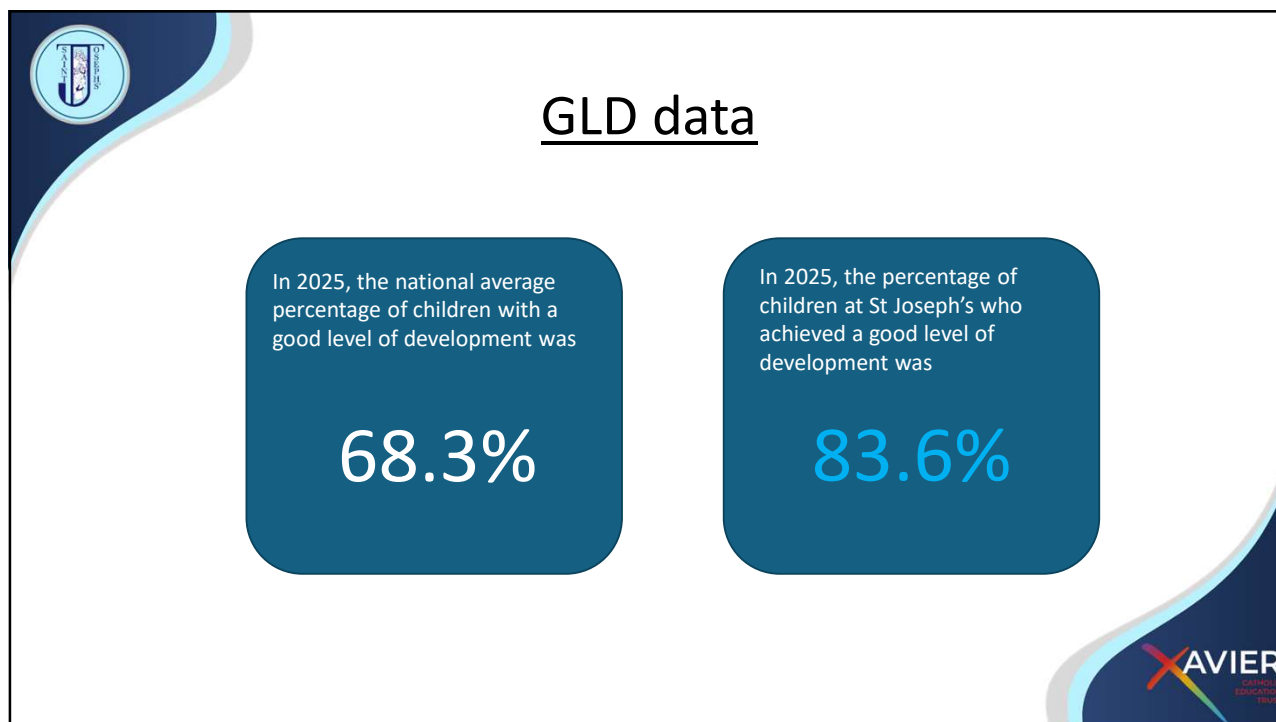
Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

IER
CAPS
EDUCATION
SOUTH AFRICA



What does my child need everyday?



Uniform

EYFS

Girls' winter uniform



Boys' winter uniform



Girls' summer uniform



Boys' summer uniform



Whole School PE Kit



- All uniform **must** be labelled - pen often wears away over time.
- Children must not wear laces if they cannot tie them independently.
- All uniform items can be purchased from the online shop and are delivered to the school office.
- Spare clothes must be kept in their bag at all times for emergencies.

School dinners



IMPACT FOOD GROUP

innovate cucina Independent case studies careers contact

Innovate IFG

Innovate by name and nature. Food choice, flexibility, quality and speed are at the heart of what we do. Inspired by the best and most fashionable high street concepts, we pride ourselves on fusing fantastic quality food with the industry's leading quick service style food markets and cafes.

Toileting





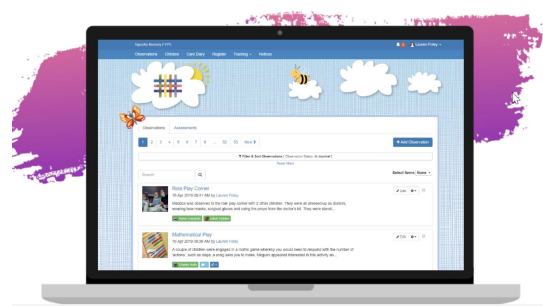
Communication

- If your child is absent, you must inform the school office each day.
- Important information will be sent to you via Arbor.
- The school office or class teacher must be informed if your child is being collected by someone that does not typically.
- The school office should be made aware of appointments or extended absences.
- Should you need to contact the class teacher, please email or ring the school office, who will direct your message accordingly.
- Teachers will not reply to emails sent directly to them.



Tapestry

- Tapestry is our online service where we upload homework, in-class observations and photos of your child.
- Weekly homework tasks, including phonics, will be set on tapestry. Once completed, you can upload your pictures and evidence of you doing your homework back onto it.
- Tapestry is used to post memos or information about important class events and notices.
- It is really important that this is checked regularly!





Any questions?

