



# St. William of York Catholic Primary School

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**Headteacher:** Mrs Hayley Mayers **Admin Officer:** Mrs Joanne Roper

**Deputy Head:** Ms Zoe Thorn

September 2025

Dear Parents and Carers

### Autumn Term 2025

I would like to warmly welcome you and your children to Reception class. It was lovely to meet you all during the home visits and thank you for being so welcoming. The children have made such a positive start. They are already beginning to settle into new routines, make friends and show lots of enthusiasm for learning.

Our first topic is 'Traditional Tales'. We will be sharing classics such as The Three Little Pigs and some traditional tales from around the world. We have introduced short Phonics and Maths sessions. During Phonics, your child will learn that words are made up of sounds, they will blend the sounds together to read and have a go at writing them too. I would like to stress the importance of focusing on the letter sounds rather than the letter names at this stage. When you are supporting your child's handwriting, please be aware that they will be learning a cursive script. During Maths sessions, we will use practical hands on activities, songs and games to ignite your child's interest in numbers. We will have weekly Music and Italian sessions too.

This term our focus is on helping children settle, building confidence, independence, turn-taking, sharing and social skills.

Every Friday you will receive a book pack containing stories to share. Reading regularly with your child will have a big impact on their confidence and love of reading. Please return the pack the following Thursday. Unfortunately, we will not be able to give out another pack until the previous one is returned. This is a fantastic opportunity to support your child at home as well as using the Numicon and Phonics flashcards provided. In addition, you will be asked to complete regular online NumBot sessions with your child to improve number fluency. We will give you login details soon.

Our team is made up of Miss Meara (Class Teacher), Mr Morris (Foundation Stage Teaching Assistant), Ms Di (Lunchtime Supervisor). I will be in school from Monday to Thursday and on Fridays, Mr Morris will be joined by Miss Murphy to support.

We are very excited about the year ahead and look forward to working with you to support your child's learning journey. If you have any further queries, please do not hesitate to contact me via the school office or directly at [gmeara@swoy.lewisham.sch.uk](mailto:gmeara@swoy.lewisham.sch.uk)

Yours sincerely

Miss Meara  
Class Teacher

Area of Learning	Communication & Language	Physical Development	Personal, Social & Emotional Development	Literacy	Maths	Understanding the World	Expressive Art & Design
<b>Learning intentions</b>	Connect one idea or action to another using a range of connectives. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Revise and refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes; personal hygiene. Demonstrate strength, balance and coordination when playing. (ELG) Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (ELG)	See themselves as a valuable individual. Build constructive and respectful relationships. Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (ELG) Explain the reasons for rules, know right from wrong and try to behave accordingly. (ELG) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG) Form positive attachments to adults and friendships with peers. (ELG)	Read individual letters by saying the sounds for them. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Anticipate – where appropriate – key events in stories. (ELG) Say a sound for each letter in the alphabet and at least 10 digraphs. (ELG) Read words consistent with their phonic knowledge by sound-blending. (ELG)	Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Continue, copy and create repeating patterns.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG) Explore the natural world around them, making observations and drawing pictures of animals and plants. (ELG)	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. (ELG)
<b>Provision</b>	Circle time Stories read through the day and during carpet time Role play Small world play Preposition games Name games and initial sound games Who is missing game Story square Simon says Hello song in different languages Adults modelling language for children to express their wants and needs Visual timetable Physicalised vocabulary Focused small group story times Drama Story book focused learning Acting out stories as a group	Adults will encourage independence during dressing and changing clothes, putting on aprons and dressing up clothes during role play Use of climbing equipment and open ended large construction such as crates and wooden blocks Mark making opportunities inside and outside: chalks, water painting, clipboards and pens/pencils, notebooks/pads Movement skill games – beanbags, cones, balls, hoops Activities at differing heights to develop muscles in hands, wrists, legs and core Water tray – filling, emptying, pouring Sand tray & Malleable table – manipulating tools  Support using cutlery at lunchtime Circle time to address wellbeing topics RSE RE	Two player and ring games to promote collaboration and building relationships Board games Construction area: blocks and bricks for building collaboratively and encourage sharing Free flow and focused activities Using puppets to talk about feelings ‘WOW’ cards and ‘ACE’ cards Use of ‘Recognition Board’ Tidy up jobs Self-selection areas Registration and greetings Books identifying feelings/emotions Visual timetable Role play ‘Learning Zoo’ animals RE – focus on the value of ‘self’ Voting for end of the day story Zones of regulation	Phonics sessions Focused small group story times Small world and stories with people, puppets and real object props Fact and fiction books Sustained shared thinking and discussions around stories Adult and child made books Word wall Print-rich environment key words and images placed around areas of learning for children to access Scribing what children say about their work Model writing for a purpose – shopping list or to do list Activities around a book e.g. make a ginger bread man, explore instruments and acting out the story, write a list of things to take to Granny’s house. Role-play area resourced with writing equipment Encourage the children to use their phonic knowledge when writing	Ages and birthdays display Songs and rhymes using fingers Maths in sand and water trays, construction area and creative area (junk modelling – big, small, tall, short, full, empty, heavy, light) Counting friends in the line, fruit/milk at snack time - reasons for counting Hands on practical maths games using giant dice, balls, skipping ropes, quoits, cones and other outside equipment Board games Pairs matching games Who/what is missing game Use of number labels/writing numbers for purpose Threading and patterns Tap-its hammer and nail shape activity Positional language (Gigantic Turnip) Adult modelling of language around time e.g. soon, next, later, yesterday, tomorrow Visual timetable and desk calendar to help with sequencing events Spatial awareness – routes and beebots Pattern making (Asante Kente cloth pattern inspired by Anasi story from Ghana) Estimation station	Exploring objects and images from past and present times Learning journey photos Forest school Using books and technology to retrieve information Listening walks around the outdoor space and pond Clipboards, magnifiers and sample pots to observe, and collect nature Role play home corner Mud kitchen Sand Water Non-fiction books for discovery and fact finding Small world – children to create their own environments Magnets What languages do we speak? Using different languages to answer the register. Making decorations and cards for different celebrations Small group talk time	Junk modelling Colour mixing Traditional songs and nursery rhymes Singing and weekly music sessions with Mrs Shanahan Exploring instruments in free-flow time Construction activities and resources both inside and outside Character models/puppets Ring games inside, outside and in the hall Story square Self-selection writing area Mark making opportunities inside and outside: chalks, water painting, clipboards and pens/pencils, notebooks/pads Making resources for role play Stage/performance area Rolling role play corner Nativity performance

