



St Peter's Primary School Intent Statement 2025-2026

Implementation:

What does Reception look like at St Peter's Primary School?

Overview:

Half term	Our approach	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Balanced play based and adult led curriculum	A balance of child initiated, adult guided and adult led activities are provided throughout the day. The balance of this changes through the year.	Continuous provision Daily story time/rhyme time Daily phonics Two 15 minutes taught sessions per day (maths and literacy) One 15 minutes group sessions each week (PSED)	Continuous provision Daily story time/rhyme time Daily phonics Two 15 minutes taught sessions per day (maths and literacy) One 15 minutes group sessions each week (PSED)	Continuous provision Daily story time/rhyme time Daily phonics Two 20 minutes taught sessions per day (maths and literacy) One 15 minutes group sessions each week (PSED)	Continuous provision Daily story time/rhyme time Daily phonics Two 20 minutes taught sessions per day (maths and literacy) One 15 minutes group sessions each week (PSED)	Continuous provision Daily story time/rhyme time Daily phonics Two 20 minutes taught sessions per day (maths, literacy) Two 20 min group sessions each week (one adult led, one adult guided)-inc PSED	Continuous provision Daily story time/rhyme time Daily phonics Two 20 minutes taught sessions per day maths, literacy) Two 20 min group sessions each week (one adult led, one adult guided) – inc PSED
Early reading	The use of a systematic, synthetic phonics programme that starts as soon as children join Reception	20 minute, daily whole class phonics lesson. Set 1 sounds & blending. The use of a systematic, synthetic phonics. 'Keep up, not catch up' small groups, daily.	30-minute phonics group sessions daily. Interventions in place to enable children to keep up.	30-minute phonics group sessions daily. Interventions in place to enable children to keep up. 1:1/small group sessions for children falling behind.	45-minute phonics group sessions daily. Interventions in place for children falling behind. 1:1/small group sessions for lowest 20%	45-minute phonics group sessions daily. Interventions in place for children falling behind . 1:1/small group sessions for lowest 20%	45-minute phonics group sessions daily. Interventions in place for children falling behind. 1:1/small group sessions for lowest 20%
Early language development - Oracy	All adults in the provision focus on the development of communication and spoken language across all 7 areas of learning. Adults engage in high quality conversations with the children modelling language structures and introducing new vocabulary. Key Vocabulary in CP and learning environment. Fortnightly vocabulary linked to core book Speech and language interventions will take place for children that are identified to	All adults in the provision focus on the development of communication and spoken language across all 7 areas of learning. Adults engage in high quality conversations with the children modelling language structures and introducing new vocabulary Developing language skills-extending vocabulary. Key Vocabulary in T4W & CP and learning environment Fortnightly vocabulary linked to core book.	All adults in the provision focus on the development of communication and spoken language across all 7 areas of learning. Adults engage in high quality conversations with the children modelling language structures and introducing new vocabulary Developing language skills-extending vocabulary. Key Vocabulary in Talk for Writing (T4W) & CP and learning environment	All adults in the provision focus on the development of communication and spoken language across all 7 areas of learning. Adults engage in high quality conversations with the children modelling language structures and introducing new vocabulary Developing language skills- extending vocabulary.	All adults in the provision focus on the development of communication and spoken language across all 7 areas of learning. Adults engage in high quality conversations with the children modelling language structures and introducing new vocabulary Developing language skills- extending vocabulary.	All adults in the provision focus on the development of communication and spoken language across all 7 areas of learning. Adults engage in high quality conversations with the children modelling language structures and introducing new vocabulary Developing language skills- extending vocabulary.	All adults in the provision focus on the development of communication and spoken language across all 7 areas of learning. Adults engage in high quality conversations with the children modelling language structures and introducing new vocabulary Developing language skills- extending vocabulary.



	have communication and language difficulties	Speech and language interventions will take place for children that are identified to have communication and language difficulties	Fortnightly vocabulary linked to core book Speech and language interventions will take place for children that are identified to have communication and language difficulties	Key Vocabulary T4W, in CP and learning environment Fortnightly vocabulary linked to core book Speech and language interventions will take place for children that are identified to have communication and language difficulties	Key Vocabulary T4W, in CP and learning environment Fortnightly vocabulary linked to core book Speech and language interventions will take place for children that are identified to have communication and language difficulties	Key Vocabulary in T4W. CP and learning environment Fortnightly vocabulary linked to core book Speech and language interventions will take place for children that are identified to have communication and language difficulties	Key Vocabulary in T4W, CP and learning environment Fortnightly vocabulary linked to core book Speech and language interventions will take place for children that are identified to have communication and language difficulties
Early writing	Children have opportunities for daily writing in provision (fine motor skills development to support PD for writing). Daily whole class taught sessions and teacher led small group sessions.	Daily 15-minute whole class session Weekly 15-minute small group follow up	Daily 15-minute whole class session Weekly 15-minute small group follow up	Daily 15-minute whole class session Weekly 15-minute small group follow up	Daily 15-minute whole class session Weekly 15-minute small group follow up	Daily 20-minute whole class session Weekly 20-minute small group follow up	Daily 20-minute whole class session Weekly 20-minute small group follow up
Early maths (White Rose)	Children have opportunities for maths in the daily provision. A mastery maths approach (White Rose) is used when teaching to ensure that children have a deep understanding of number and a positive attitude towards maths. Daily whole class taught sessions and teacher led small group sessions.	Daily 15-minute whole class session Weekly 15-minute small group follow up	Daily 15-minute whole class session Weekly 15-minute small group follow up	Daily 20-minute whole class session Weekly 15-minute small group follow up	Daily 20-minute whole class session Weekly 15-minute small group follow up	Daily 20-minute whole class session Weekly 20-minute small group follow up	Daily 20-minute whole class session Weekly 20-minute small group follow up
Personal, Social and Emotional development	All adults promote model and provide positive relationships which support children to become happy, healthy, successful learners. Children will learn about 'consent' to include the 'Underpants' rule	Transition Setting expectations Routines Forming relationships Co-operation Managing personal needs Weekly PSED carpet session. Children will learn about 'consent' to include the 'Underpants' rule	Encourage independence Building confidence Problem solving Self-awareness Identify feelings Resolve conflicts peacefully Weekly PSED carpet session Children will learn about 'consent' to include the 'Underpants' rule	Develop awareness of others. Developing independence in provision Understand own behaviour and consequences Weekly PSED carpet session Children will learn about 'consent' to include the 'Underpants' rule	Develop awareness of others Independent in provision Setting own goals Resilience Understand others behaviour and consequences Weekly PSED carpet session Children will learn about 'consent' to include the 'Underpants' rule	Fully independent in the provision Adjusting behaviour in different situations Weekly PSED carpet session Children will learn about 'consent' to include the 'Underpants' rule	Transition to Year 1



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme		10th Sept – 24th October (6 weeks)	6th November – 19th Dec (6 weeks)	6th Jan – 13th Feb (6 weeks)	23th Feb – 27th March (5 weeks)	13th April – 22nd May (6 weeks)	1st June – 17th July (7 weeks)
Key texts for the half term Fiction		<u>My Family and friends</u>	<u>Let's Celebrate!</u>	<u>The Street Beneath our feet</u>	<u>Minibeasts & Sewing a Seed/Lifecycles</u>	<u>Food</u>	<u>Animals</u>
<u>*Talk for Writing focus</u>		Harvest festival – 5th October	Bonfire night - 5th Nov non-fiction book	Valentines day – 14th Feb	Chinese New Year 17th February- 3rd March.	Easter – Sun 20th April	<u>*Dear Zoo</u>
		Diwali – 20th October	Halloween: _Halloween takes place on October 31. It is a time when people dress up in costumes, go trick-or- treating	* <u>Beneath our feet</u> information report	Shrove Tuesday 4th March	*The Very Hungry caterpillar *Information report on Frogs or Butterflies	*Non-Fiction simple report
		*Settling/NFER Reception Baseline Assessment * Phonics assessment	*<u>The Gingerbread man</u>	Stone Girl, Bone Girl (the Mary Anning story)	Ramadan/Eid 28th Feb – 30th March (Eid)	Oliver's Vegetables	<u>Father's Day – 21st June</u>
		So Much!	Stick Man		Mother's Day – 30th March		Additional book: Non-fiction books on animals
		<u>*The Little Red Hen</u>	Polar Express The Christmas Nativity Story		*Jasper's Beanstalk *How to plant a seed	We're going on an Easter Egg hunt/ The Easter story	
		Diwali – The Rama & Sita story			*<u>The Very Hungry Caterpillar</u>	Additional texts: The Night before Easter	<u>Transition into year 1</u>
		Additional books:	Bonfire & fireworks non- fiction books		Instructions (T4W) How to plant a seed		
		Harvest festival			Additional books:		
		Diwali non-fiction books Lighting a Lamp			The Bog Baby		
					The Magic Paintbrush		
					Ramadan Moon		
					Additional book: The Great Race (Chinese New Year Story) Cleversticks Chinese New Year non- fiction books		
					Non-fiction books on Minibeasts, Frogs lifecycles, Butterfly lifecycles		



Nursery Rhymes/songs		Makaton songs: Miss Polly had a dolly Five little Firemen Diwali is here song	The Rockets in the sky go swish swish bang Zoom Zoom Zoom Jingle Bells (& other Xmas songs)	10 Little Dinosaurs song	Makaton Little Peter Rabbit Chinese New Year Chinese Dragon dance song	There's a tiny caterpillar on a leaf 5 Little Speckled Frogs Incy Wincy Spider	
Texts/rhymes children will know by heart		As Above	As Above	As Above	As Above	As above	As Above
Wow moments Enrichment Visitors and trips 50 Things plus promise document Old Sarum Primary Visits		Visit local Library Fire fighters visit Police visit the school Make Gingerbread men/people Indian Diwali dancer visits school Parent visit to talk about Diwali Make Diwali sweets/cakes Food Bank Visitor-Harvest Festival	Christmas special visitor (Santa)	Science Fair Author Visit	Theatre-Watch 'The Magic Paintbrush' play Chinese traditional dancers (dragon dance) Making Chinese Food Go on a bug hunt Hold an exotic animal Making pancakes Pancake decorations Talk about Ramadan/Eid from a Muslim staff member/parent Making food to celebrate Eid Easter Egg hunt	Trip to curriculum centre- pond dipping & minibeast hunt Trip to allotment/vegetable market	Minibeast man (Zoolab)/Mad for Animals to visit school Farm Visit
Local/national/global events to be celebrated		Diwali (20 th Oct)	Fireworks night Christmas (25 th Dec)	Valentine's Day (14 th Feb)	Chinese New Year 17 th February- 3 rd March. Shrove Tuesday (4 th March) Ramadan/Eid (18 th Feb- Eid 20 th March) Easter (5 th April) Mother's Day (15 th March) Earth Day (22 nd April)		Father's Day (21st June)



Impact

Intended end points for each term

Half term	Autumn	Spring	Summer	End point (ELG)
Additional experiences will be offered through daily continuous provision				
Communication and Language	Autumn 1 – Settling & NFER Baseline assessment Autumn 2 – To be able to sit and listen attentively and show an interest in what they have heard by beginning to make comments and ask questions. To be able to understand what makes a good listener and speaker. To be able to communicate immediate needs and wants. To be able to speak in simple sentences mainly using the correct tenses. To learn key weekly vocabulary	To be able to listen to others and respond by making relevant comments and answer questions about what they have heard. To be able to contribute to small group and whole class discussions offering prompts and cues during conversations. To be able to speak in complete sentences keeping conversations going by remaining on topic. To be able to use extended sentences and begin to add new vocabulary. To learn key weekly vocabulary	To be able to sit for extended periods of time in a range of situations and make appropriate comments and ask relevant questions. To be able to hold an extended two-way conversation. To be active participants in paired, small group and class discussions using a wide range of vocabulary. To be able to speak in full sentences using appropriate vocabulary, a range of conjunctions, adjectives and the correct tense. To learn key weekly vocabulary	Listening and Attention: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions 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
Physical Development (Weekly PE lessons with PE coach)	To be able to show an awareness of the space in the provision. To be able to practise and refine moving with confidence, making changes to body shape, position and pace of movement for example- running, skipping, crawling, sliding, hopping. To be able to catch and throw objects of different size and material e.g., balls, scarves, bean bags. To be able to confidently use climbing and balancing apparatus in the setting. To be able to use an appropriate grip when using small tools e.g., cutlery, pencils and scissors.	To be able to experiment with different ways of moving, testing out ideas and adapting movements sometimes combining movements together in a sequence. To be able to develop and refine a range of ball skills including kicking, batting, passing and aiming. To be able to jump off an object and land safely. To be able to use small tools with greater proficiency. e.g., cutlery, pencils and scissors	To be able to select and adapt movements depending on space/setting. To be able to use a range of ball skills with accuracy, control and precision. To be able to use climbing and balancing equipment to travel around, under and over with skill. To be able use small tools with ease, accuracy and control e.g., cutlery, pencils and scissors	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, paint brushes and cutlery. Begin to show accuracy and care when drawing.
Personal, Social and Emotional Development	Autumn 2 – Weekly PSED circle times	Weekly PSED circle times To be able to recognise a wide range of emotions through body language, expressions and tone of voice.	Weekly PSED circle times	Weekly PSED circle times Self-Regulation Children show an understanding of their own feelings and those

	<p>To be able to talk about their own feelings and be able to separate successfully from their main carer.</p> <p>To be able to listen to an adult and follow simple instructions.</p> <p>To be able to know and follow class and school rules.</p> <p>To be able to explore activities and try new experiences.</p> <p>To be able to go to the toilet, fasten clothing and wash hands independently.</p> <p>To be able to show friendly behaviour to peers and adults in a range of ways. To be able to share and take turns.</p>	<p>To understand why we have class rules.</p> <p>To be able to spend an extended period of time accessing chosen areas independently.</p> <p>To understand the need for healthy lifestyle choices.</p> <p>To be able to initiate play with peers and take into account the views and opinions of others.</p>	<p>To be able to begin to use a range of strategies to manage their own emotions and support the wellbeing of themselves and others.</p> <p>To be able to consistently apply behaviour expectations in a range of situations and circumstances.</p> <p>To be able to persevere at an activity and achieve a set goal.</p> <p>To be able to make healthy lifestyle choices and explain why this is important.</p> <p>To be able to independently resolve conflicts with peers.</p>	<p>of others and begin to regulate their behaviour accordingly.</p> <p>Children set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Children give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self</u></p> <p>Children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Children explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Children manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Building Relationships</u></p> <p>Children work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
<p>Literacy</p>	<p>To be able to recall key events and principal characters from familiar stories, rhymes and poems.</p> <p>To be able to blend words using magnetic whiteboards and orally blend.</p> <p>To be able to read 26 sounds speedily.</p> <p>To be able to read words.</p> <p>To be able to write words, labels, captions and phrases using some correct letters.</p> <p>To be able to form recognisable letters some correctly formed.</p> <p>To learn weekly key vocabulary</p>	<p>To be able to recall stories, rhymes and poems with increasing detail including main story setting, characters and key events. To know that we get information from non-fiction books and digital devices.</p> <p>To know digraphs and common exception words containing them.</p> <p>To be able to read alien words containing 3/4 sounds.</p> <p>To be able to read words.</p> <p>To be able to write simple sentences that are phonetically plausible. Sometimes using full stops and capital letters.</p> <p>To be able to form most lower-case letters correctly and beginning to form some capital letters correctly.</p> <p>To learn weekly key vocabulary</p>	<p>To be able to engage with and discuss a wide range of texts understanding and using vocabulary linked to these.</p> <p>To know sounds and corresponding words.</p> <p>To be able to read alien words containing 5 sounds.</p> <p>To be able to read words speedily.</p> <p>To be able to write simple sentences that are phonetically plausible containing some common exception words.</p> <p>To be able to form lower and upper-case letters correctly.</p> <p>To learn weekly key vocabulary</p>	<p><u>Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To learn weekly key vocabulary.</p> <p>Anticipate where appropriate key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>Word Reading</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>



				<p>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.</p>
<p>Understanding the World</p>	<p>To be able to talk about key past and present events in their own lives To be able to talk about their school, home and local community To be able to talk about and celebrate their own home culture and heritage To be able to comment and make observations on the natural world around them To be able to use their senses to explore and comment on natural processes, including seasons and changing states of matter To understand the importance of looking after living things and the natural environment</p>	<p>To be able to talk about past and present events in others' lives. To be able to identify key features of their local community including transport links and significant landmarks To be able to draw simple comparisons between their own culture and heritage and those of others. To be able to talk about aspects of life in this country To be able to ask why and how questions on what they observe in the natural world around them To be able to make predictions and ask questions about why things happen in the natural world To be able to show care for living things and the natural environment and the role they play in this</p>	<p>To be able to make simple comparisons between old and new To be able to explore simple maps and nonfiction texts relevant to their local community or places visited To understand and respect cultural and religious differences between themselves, their peers and the wider world To be able to talk about aspects of life in other countries and to make simple comparisons To be able to contrast two different environments To be able to describe and explain processes that occur in the natural world To be able to talk about the wider impact of humans on the natural environment</p>	<p>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.</p>
<p>Expressive Arts and Design</p>	<p>To be able to draw lines and shapes that represents objects and people. To be able to explore, manipulate and combine, different materials using tools safely to achieve a desired effect. To be able to recognise the three primary colours and experiment with mixing them including tonal variations. To be able to talk about design choices they have made.</p>	<p>To be able to draw a simple representation of an object or person. To be able to join two materials together. To be able to recognise and mix secondary colours. To be able to design for a purpose and explain their process. To be able to adapt well known narratives, stories and songs. To be able to copy and continue a simple beat/rhythm/pattern using musical instruments and body parts.</p>	<p>To be able to draw a simple observational drawing with appropriate proportions and detail of an object or person. To be able to use materials, tools and techniques with accuracy for a purpose e.g. to make props for role-play. To be able to mix a range of colours to achieve a desired effect. To be able to critically evaluate their design and adapt their work.</p>	<p>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.</p>

	<p>To be able to retell known stories and sing familiar songs/nursery rhymes. To be able to explore beat, rhythm and pattern using musical instruments and body parts.</p>		<p>To be able to invent and perform simple narratives, stories, songs and dances with their friends. To be able to create their own simple beat/rhythm/pattern using musical instruments and body parts.</p>	<p><u>Being imaginative</u> 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.</p>
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Evidence and Assessment

At St Peter's Primary School, we evidence the children's learning through the online assessment and evidence programme SeeSaw. In reception the children have writing and phonics books. NFER Reception baseline assessments are completed by the end of week 3 in the Autumn term and teacher assessment baseline profile data is also completed and input into the school's assessment tracker software. The children are assessed at the end of each term and their current levels against the EYFS curriculum are added to the school's assessment tracker software, to ensure all children are making at least good progress.

Assessments are moderated internally and with other schools in Greenshaw Learning trust to ensure that most of our children achieve a GLD (good level of development) (particularly in Literacy and maths) and that children have positive attitudes to learning and the necessary foundations for the rest of their schooling and to ensure that they are ready for year 1. Any children falling behind the expected level of development will access weekly interventions.