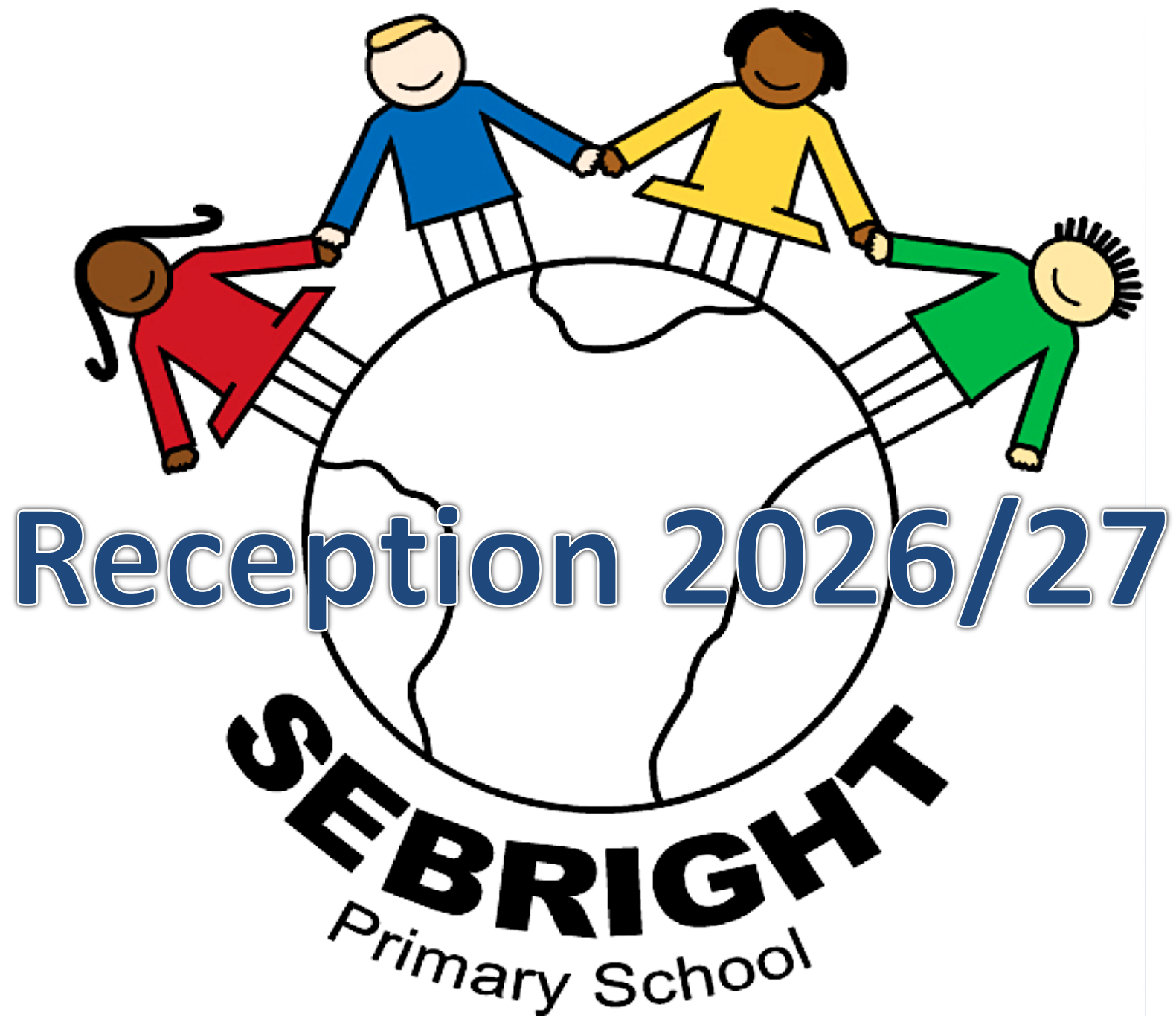




Reception 2026/27

SEABRIGHT
Primary School

WELCOME

Adults in Reception:

Daffodil – Miss Owusu



Bluebell – Miss Kelly



LSA team: Ms Turkmen, Ms Power & Ms Ehigbochie



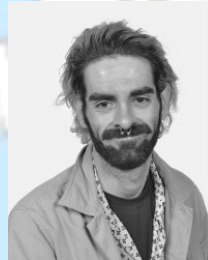
Phase Lead – Ms Burrow



WELCOME

Other adults working with Reception:

Music teacher: Mr Bunn



PE teacher: Mr Clarke

Spanish teacher: Ms Alonso



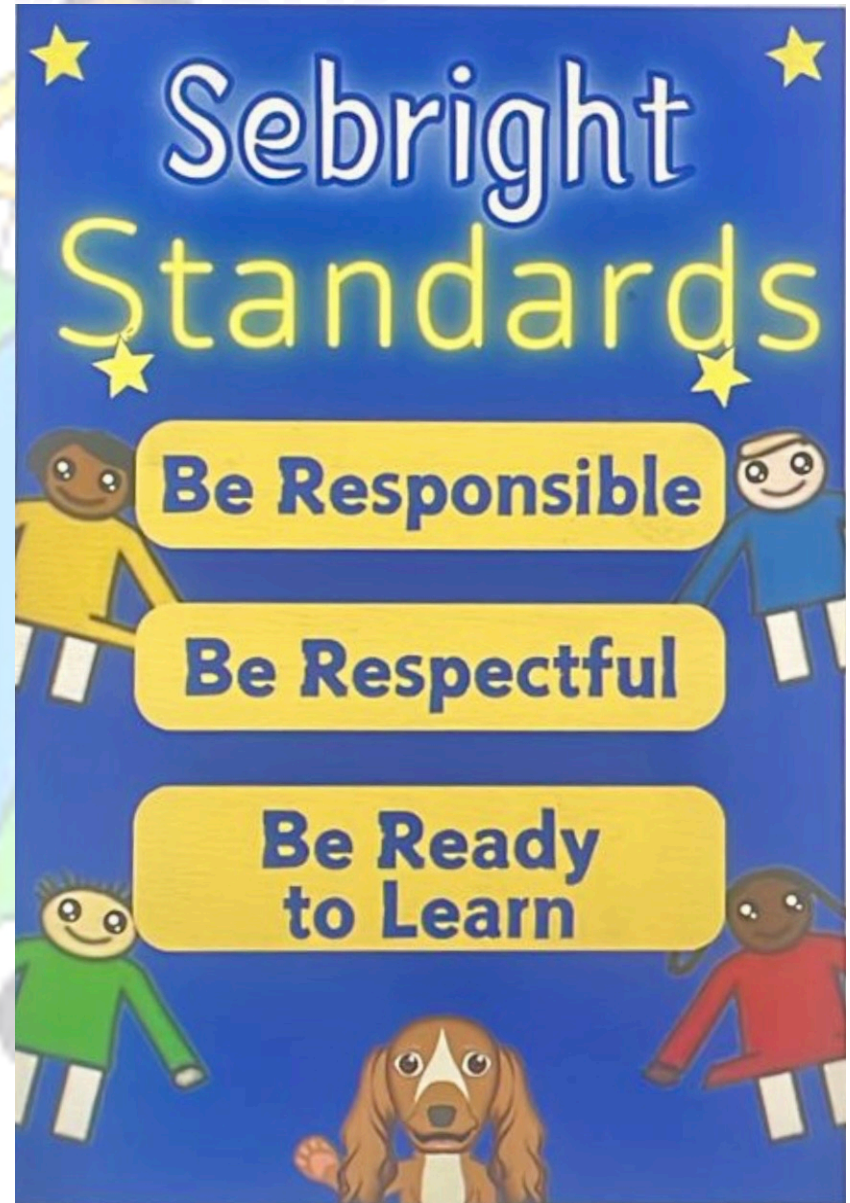
Specialist teachers: Ms Da'Silva and Mr Utz



Speech and Language therapist: tbc

SEBRIGHT STANDARDS

School starts at
8:45am for study start.
8:55am Gates close for
the start of school day.
3:30pm school day
finishes.



UNIFORM

Wearing a school uniform promotes a feeling of belonging and community.

Please use the uniform recycle blue bins in the playground to pick up or donate any uniform. Sebright uniform can be with or without the logo.

***Please also pack spare clothes and a water bottle (and please no toys!)**

All children are expected to wear:

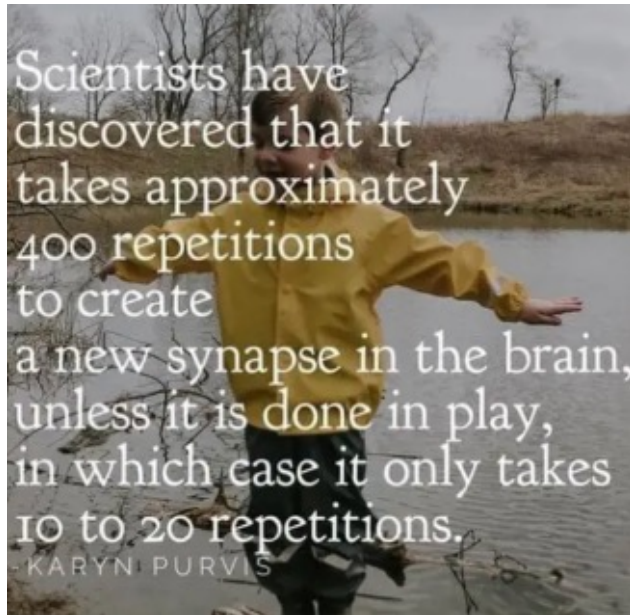
- A royal blue sweatshirt, cardigan or fleece
- Light blue polo shirt
- Grey or black trousers or knee length skirts or shorts
- Grey or black jogging bottoms **Nursery, Reception and Yr1 and Yr2 only**
- Water resistant black shoes (Plain black trainers are acceptable)
- Grey or black tights or white socks for summer
- Plain black or royal blue hijab or headscarf - if required
- Rain jacket/coat, warm hat, gloves, scarf and wellies for the wet and windy months
- Sensible hair accessories that match the uniform

• **PE kit: Monday**

White t-shirt, black or grey shorts, trainers

Please send children in their PE kits on **Monday**

LEARNING THROUGH PLAY IN EYFS



When children play, they are learning at the highest level. Play can extend certain areas of their learning – for example, developing language skills by promoting talk between children or introducing new vocabulary that they use and act out in their play.

Embracing the power of play,
imagination and talk!

Developing gross and fine motor ... and more

Allowing children to stand/kneel helps their core strength, co-ordination, balance and posture – if we want children to write well, they need these strengths.

Celebrating learning behaviours that go beyond the curriculum:

- Challenging ourselves
- Persevering
- Solving problems
- Collaboration
- Being curious
- Concentrating
- Improving ideas

Learning through play and collaborative learning can add 5 months to a child's development!

DAILY ROUTINE

Everyday:

- Listening and talking about a story
- Drawing Club
- Phonics
- Counting/number sense
- Small group work

• Topic talk:
Linked to understanding
the world, creative
expression and
developing our social
skills.

At least once a week:

- PE
- Speech and Language 'Launchpad' with our specialist teacher
- Music
- Spanish
- Jigsaw (social, emotional and well-being)

	8.45	9:00-9:15	9:15-9:30	9:30 – 10:35	10:35 – 11:15	11:15-11:35	11.35 MAKE GOOD, TOILET & LINE UP	11.45	12.30	13.30	13.45-14.55	14.55	15.10	15:20 - 15:30
MONDAY	SELF REGISTRATION & STUDY START: BUSY BOOK, DOUGH DISCO, NAME WRITING, SPEECH BUDDIES	Music and PE					Line up: counting	LUNCH	Playtime	BIG QUESTION – TOPIC TALK	Discovery Time Topic talk Adult Led and investigation - outside	BIG TIDY	Reading Buddies with Year 5	
TUESDAY		Finger Gym Dough Disco/Writing	PHONICS (whole class)	Discovery Time Outside & snack area open	Maths (whole class)	Line up: counting	Drawing Club			Discovery Time Drawing Club groups Outside & Small Maths groups	SLT Assembly Sebright Standard			
WEDNESDAY		Finger Gym Dough Disco/Writing	PHONICS (whole class)	Discovery Time Outside & snack area open	Maths (whole class)	Line up: Blending	Drawing Club			Discovery Time Drawing Club groups Topic talk and investigation – outside	Maths Songs & Number Sense			
THURSDAY		Finger Gym Dough Disco/Writing	PHONICS (whole class)	Discovery Time Outside & snack area open	Maths (whole class)	Line up: sounds	Maths			Maths small groups Discovery Time	Jigsaw		Yoga	
FRIDAY		Finger Gym Dough Disco/Writing	PHONICS (whole class)	Discovery Time Outside & snack area open	Maths (whole class)	Line up: counting	Circle Time Class Mascot show & Tell			Maths small groups Discovery Time	The BIG Tidy		ACHIEVERS ASSEMBLY	
														Storytime, coats & recount of day

CURRICULUM OVERVIEW

2026-2027 Sebright Reception Yearly Overview

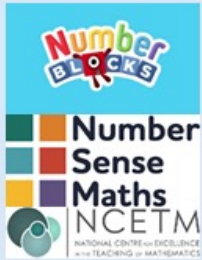


	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Whole School Humanities Links	Geography	History	DT	Geography	History	Art
?Big Question?	Who is special to me?	Do we all celebrate the same way?	What are my superpowers?	Can we live in Space?	Where are all the dinosaurs?	Where can imagination take us?
Themes and Focus *might vary, based on children's interests	Me and my Community Family and Friends Exploring our classroom, playground & school Our Local Area	Celebrations and Traditions Traditional tales What and how we celebrate	Superheroes; caped and real life! Superpowers Emergency services and important jobs in the community	Earth and Space The planet we live on Taking care of the Earth The Solar System Extra-terrestrial Life	Mini Beasts and Mega Beasts Lifecycles Plants and animals Dinosaurs and Fossils	Imaginary worlds Castles, Knights, Princesses, Wizards, Pirates, Dragons Monsters, Mythical Creatures, Mermaids, Kings & Queens
 Drawing Club Texts	 The Wobbles Trapdoor	 The Snowman Trapdoor	 Bananaman Mr Benn - Zookeeper	 Curious George in Space	 The Flintstones	 The Magic Roundabout Willow the Wisp
Supporting Texts Opportunities	<i>Owl Babies</i> <i>My Mum is a Lioness So Much!</i> <i>When a dragon goes to school</i> <i>The Colour Monster Goes to School</i> <i>All Kinds of Families</i> <i>Papa Penguin</i> <i>The Must Have Mum</i> <i>My Teacher is a Werewolf</i> <i>Incredible You</i>	<i>The Story of Rama & Sita</i> <i>Room on the Broom</i> <i>Mouldilocks and the Three Scares</i> <i>Funny Bones</i> <i>Seriously Silly Stories</i> <i>Revolting Rhymes</i> <i>Stick Man</i> <i>Father Christmas Needs a Wee</i> <i>When a Dragon has Christmas</i> <i>The Nativity</i>	<i>A superhero like you</i> <i>Real Superheroes</i> <i>Superheroes Don't Get Scared</i> <i>My Mum is a Supermum</i> <i>Super Daisy</i> <i>SuperKid</i> <i>Juniper Jupiter</i> <i>Doctorsaurus</i> <i>Mr Tick the Teacher</i> <i>The Jolly Postman</i> <i>Mog and the Vet</i>	<i>Astro Girl</i> <i>How to Catch a Star</i> <i>Look Up</i> <i>Hello Star</i> <i>Suzy Orbit Astronaut</i> <i>The Kings Pants</i> <i>A Little Blue Dot</i> <i>The Way Back Home</i> <i>Beegu</i> <i>Stardust</i> <i>The Smeds and The Smoos</i>	<i>If I had a Dinosaur</i> <i>Gigantasauros</i> <i>Goldilocks and the Three Dinosaurs</i> <i>Non-fiction books Erroll's Garden</i> <i>Anna Hibiscus</i> <i>The Very Hungry Caterpillar</i> <i>Mad About Minibeasts</i> <i>That's My Flower</i> <i>Aaargh Spider</i> <i>Tadpoles Promise</i>	<i>Bog Baby</i> <i>This is not a Unicorn</i> <i>The Night Pirates</i> <i>There is No Big Bad Wolf in this Story</i> <i>Princess Break Free</i> <i>My Hair is as Long as a River</i> <i>On the Way Home</i> <i>The Boy, the Troll and the Chalk</i>
Role Play possibilities	Home corner, café, post office, shops, car mechanics, bus stops	Grotto, Winter Wonderland	Police Station, Fire station, superhero HQ	Self construction role play props and areas ... – Rocket ships, space centre	Flower market, garden centre, jungle	Castle, pirate ships, fairy land

CURRICULUM OVERVIEW

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
PSED	Making friends, Rules and Routines, Learning Zoo, Zones of Regulation, Sebright Standards, British Values, Breathing, Meditation, Class Jobs & Roles					
Jigsaw 	Being Me in my World Self-Identity. Understanding feelings. Being in a classroom. Rights and responsibilities.	Celebrating Difference Identifying talents. Families . Where we live. Making friends. Standing up for yourself	Dreams and Goals Challenges. Perseverance. Goal-setting. Overcoming obstacles. Seeking help. Jobs. Achieving goals.	Healthy Me Exercising bodies. Physical activity. Healthy food. Sleep. Keeping clean Safety.	Relationships Family life. Friendships. Falling out. Dealing with bullying. Being a good friend.	Changing Me Bodies. Respecting my body. Growing up. Growth and change. Fun and fears. Celebrations
Supporting Texts	The Colour Monster Ruby's Worry Super Doopa You Whirly Twirly Me Invisible String I like Myself	Pink is for Boys Stanley's Stick Riley Can Be Anything Only One You	The Lion Inside The Giraffe That Couldn't Dance Pow! Blue Monster Wants it All	Aaaagh There's a Skeleton Inside You! I Can Eat a Rainbow Where Does My Food Come From? Oliver's Fruit Salad	Hello Friend Meesha Makes Friends Kind Where the Wild Things Are Peanut Butter and Cupcake Can Cat and Bird Be Friends?	I love my hair! Incredible You The Koala who Could All You Need Jitters Be You
Communication & Language	Daily stories, Poems, Rhymes, Songs, Drawing Club Vocabulary, Role Play, Circle Time, Talk Partners, Thinking Thumbs, Home Bear, Show & Tell, Storytelling, Word of the Week, Makaton, Assembly					
	Alan learns to makes friends	Alan learns to listen	Rainbow Sentences	Rainbow Sentences	Rainbow Stories	Rainbow Stories
Physical Development: Fine Motor	Dough Disco, Playdough, Sand tools, Clay, Scissor Skills, Tweezer work, Threading, Cutlery, Buttons and Zips, Tripod Grip, Gardening, Cooking, Weaving					
Physical Development: Gross Motor	PE Lessons, A variety of team playground games to build confidence and understanding Write Dance, Yoga, using playground resources – <i>climbing, scooters and bikes, football, basketball, digging in the mud and sand, balance boards, and lots of running around!</i> Activities to support footwork, balance, flight, rotation, coordination and agility.					
PE Focus	Early introduction to football	Basic Val Sabin gymnastics session	Early introduction to Hockey	Early introduction to Basketball	Early introduction to running, throwing and jumping	Early introduction to cricket

CURRICULUM OVERVIEW

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Phonics Blossom Federation Phonics Programme	Phase 1 & 2 Phonics and activities throughout the year, Daily Phonics, Home Reading					
	Phase 2 Phonics	Phase 2 Phonics	Phase 2 & 3 Phonics	Phase 2 & 3 Phonics	Phase 3 Phonics	Phase 3 & 4 Phonics
Reading	Listening to stories throughout the day, Story-telling & Role Play, Sight Words ('tricky words'), Phonetic Word Flashcards, Reading Buddies, Group Reading Decodable Texts, Home Reading, Developing skills in; questioning, vocabulary acquisition, inference, prediction, explaining, retrieval, sequencing					
	Reading Planet Lilac	Reading Planet Pink	Reading Planet Pink & Red	Reading Planet Red & Yellow	Reading Planet Yellow <i>DSR when ready</i>	Reading Planet Yellow & Blue <i>DSR</i>
Writing	Daily mark making & name writing, pencil grip practise Daily handwriting: shapes and patterns, learning rhymes to form letters and letter families – i l t u y j / n m r p b h k / c o a d q s f e / v x z x					
	Letter formation Oral composition Initial sounds in words	Pencil grip Blending games Phonics based spelling Labelling Simple dictation	Writing words Guided writing Caption writing Finger spaces	Caption writing Sentence Starters Finger spaces Capital Letters and Full stop	Simple sentence writing Writing for different purposes: lists, labels, letters	Extended writing
Maths 	Daily NumberSense, NumberBlocks, daily counting for register, daily calendar, number stories, story voting, puzzles and jigsaws, building and constructing with shapes and blocks; spatial awareness, measurement and height, water & sand play; measuring and capacity, dice games, playground games: skittles, bean bags, role play Activities relating to shapes, positional language, patterns, cardinality and counting, comparison, composition of numbers					
	Match, Sort and Compare objects Talk about measure and patterns: compare size, mass, capacity Explore, copy, continue and create patterns	Numbers: find, subitise, represent, 1 more & 1 less, composition of 1-5 Shapes	Zero Numbers: find, subitise, represent, 1 more & 1 less, composition of 0-8, pairs, doubles, combining groups, conceptual subitising Mass & capacity Length, Height and Time	Building 9 and 10: find, compare, represent, conceptual subitise, 1 more & 1 less, composition of 0-10 Number bonds to 10 (2 & 3 parts), arrangements to 10, doubles to 10, explore odd and even 3D shapes	To 20 and Beyond: verbal counting, patterns in number Adding and Subtraction – how many now? Manipulate, compose, decompose, rotate, explain 2D & 3D shapes	Sharing and Grouping exploration, even and odd sharing and grouping, doubles Identify, explore, create, replicate, build and construct patterns Describe position Mapping

ELG'S

Early Learning Goals

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

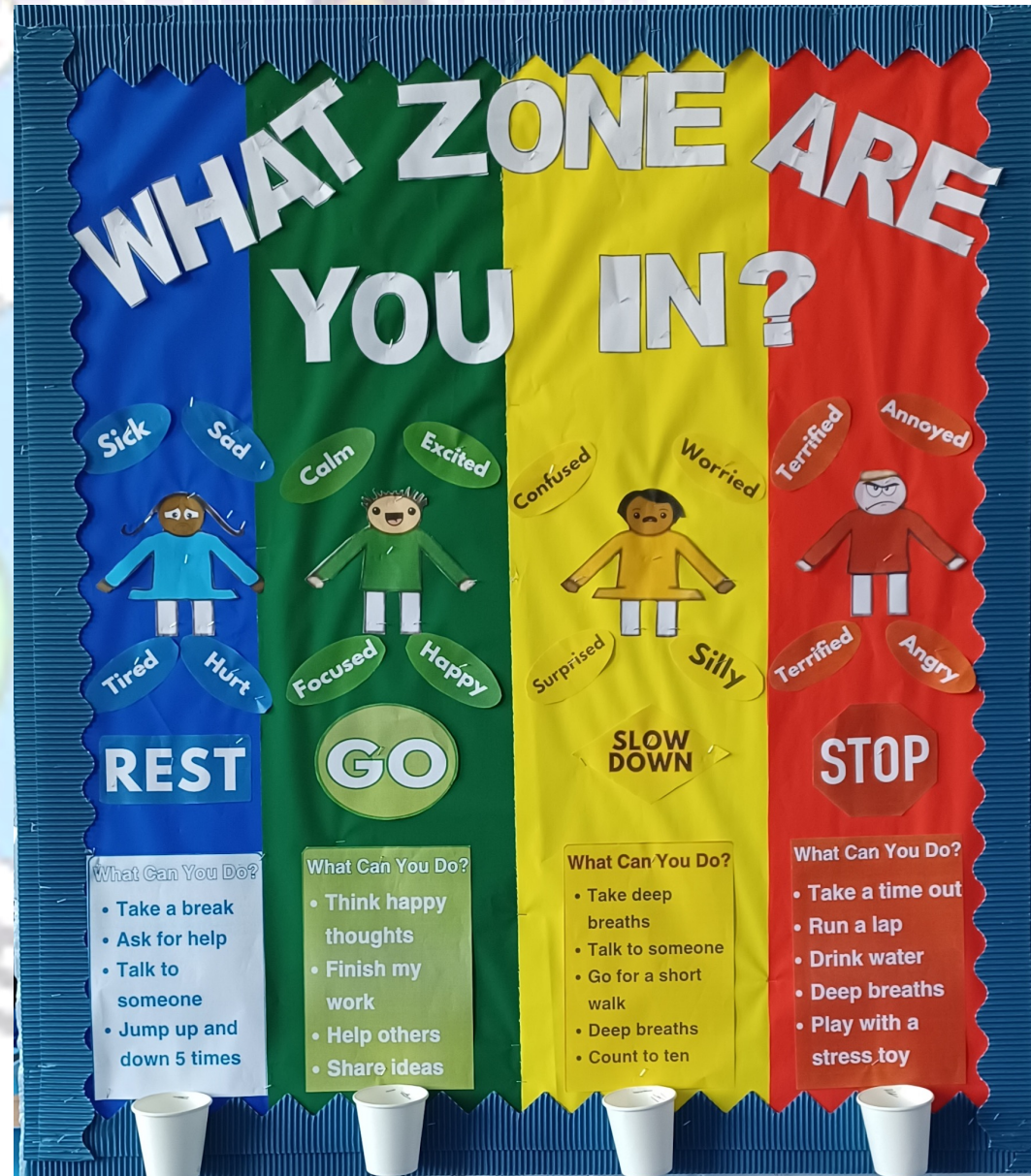
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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.

ZONES OF REGULATION

Talking about, naming and recognising our emotions is a significant way to build self-regulation strategies and learning how to stay in control!

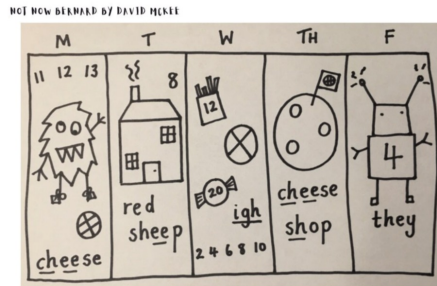


DRAWING CLUB

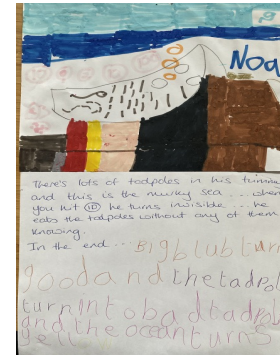


Drawing Club is a true adventure, for both teachers and children alike!

story sharing

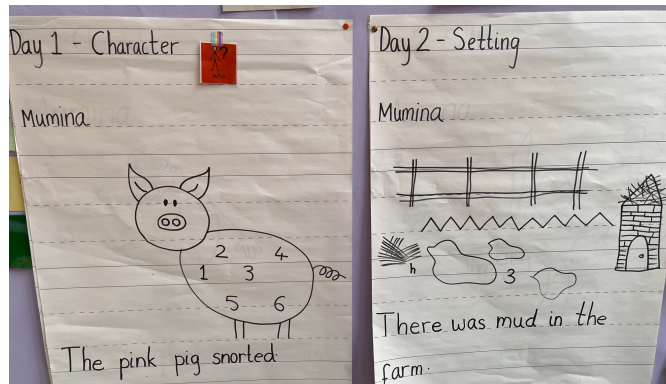


maths

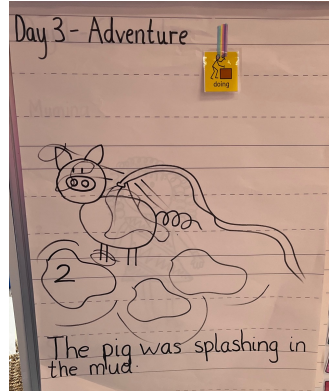


vocabulary

writing



collaboration



speaking and listening



imagination



Exiting stories and old school animations
Modelled drawing and writing
Creating our own story lines
Daily mark making



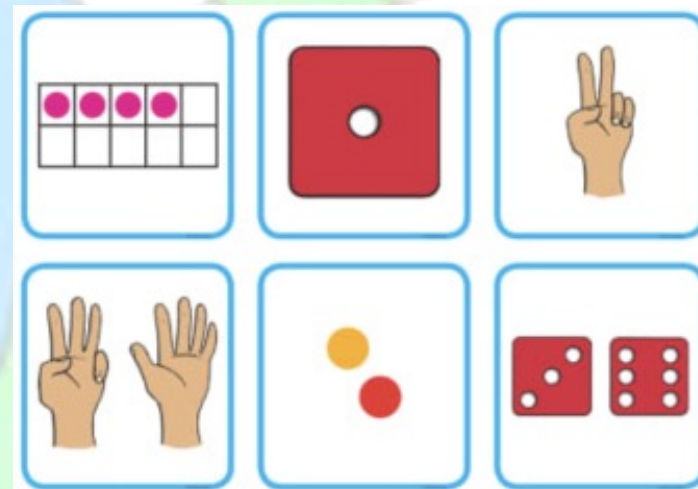


MATHS



Children are learning to 'see' numbers and the patterns and relationships.

At Sebright we are teaching children to become masters of number!



Have a go at home ...

Observing numbers... everywhere! Your front door, the bus, number plates, birthday's

Counting... everything! Raisins into cereal, steps to the bus stop, stairs up to bed, claps, jumps.

PHONICS

How we teach phonics at Sebright

s s	a a	t t	p p	i i
n n	m m	d d	g g	o o
c c	k k	e e	u u	r r
h h	b b	f f	l l	j j
v v	w w	x x	y y	z z
qu qu	ch ch	sh sh	th th	ng nk

Blossom Phonics
Deidunna, Seabright and Lauriston

a	as	at	is	it
in	an	I	and	on
not	can	go	no	so
to	into	get	got	the
if	has	had	his	but
back	of	dad	mum	up

Blossom Phonics
Deidunna, Seabright and Lauriston

See the videos on our class page on the website

<https://www.sebright.hackney.sch.uk/year-groups/reception>

READING

Welcome to the beginning of the magical reading journey!

Sharing a story every day can help increase your child's vocabulary ... if you read a story every day then that's almost 1500 books!

Reading Records – please write any comments as we love to hear how your child is doing at home!

EXAMPLE OF COMMENTS

'John loved listening to the story and joined in with repeated phrases.'

'Zoe didn't show interest in this story but did comment on how it made her feel.'

'Amy is familiar with this story and has used language from it in role play.'

Are you a member of Hackney Library yet?

*We welcome book donations too!

EXPECTATIONS

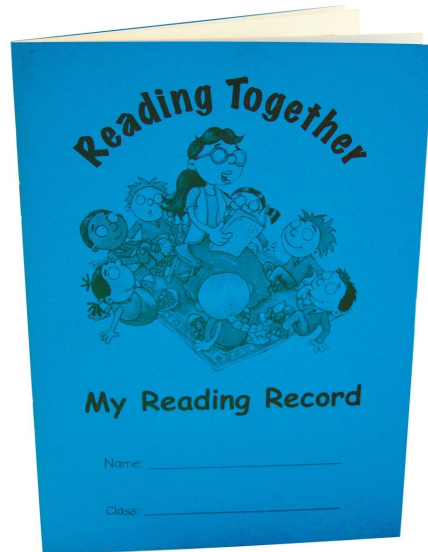
- Read to/listen to your child read at home — every day for 10 mins
- **Home Readers:** Changed once a week, on an allocated day below:

MONDAY Yellow team	TUESDAY Red team	WEDNESDAY Blue team	THURSDAY Green team
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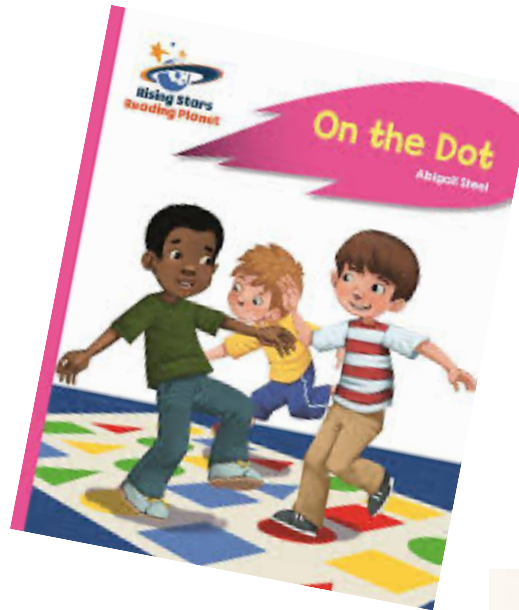
- Reading Record
- Book for pleasure
- Letter or phonics book

Please write the name of the new books and leave a comment — a smiley face will do, but we do love to know more about how reading is going at home! We love the reading journey and welcome comments about other books you are reading at home here too.

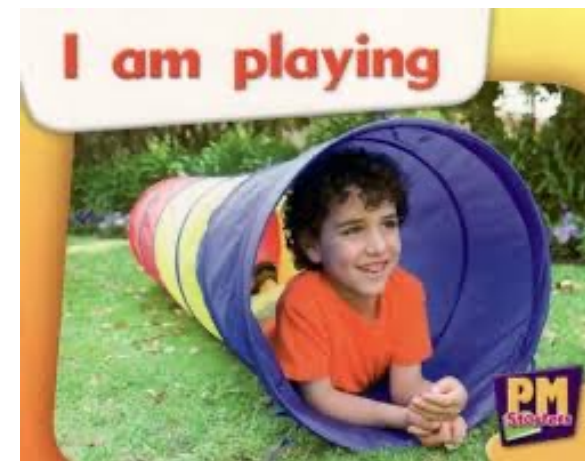
Books we send home and the Reading Record



Reading Record; please feed back with information about your child's engagement at home, if there is too much/little challenge or to ask any Q's.

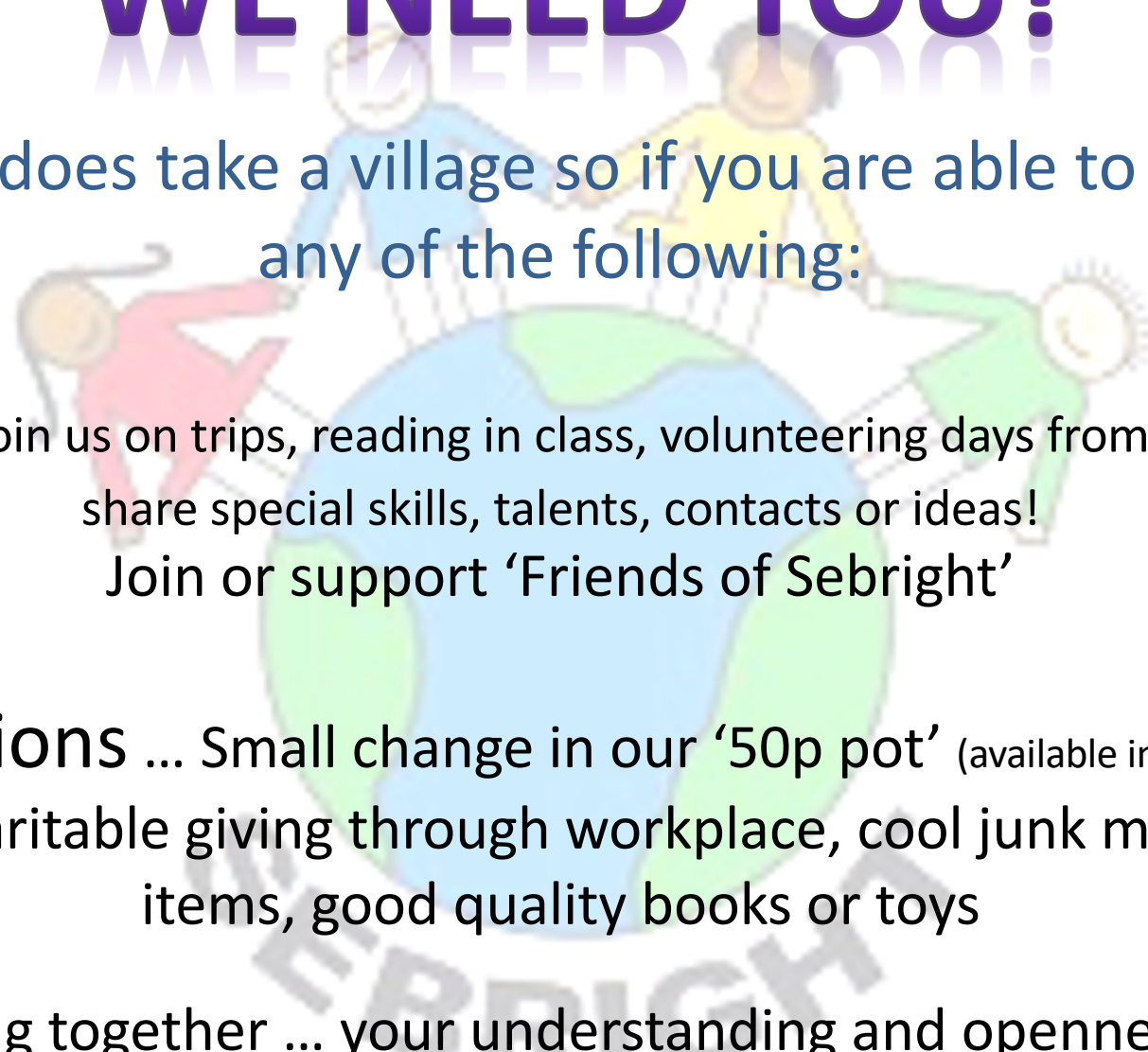


Phonics book; in line with sounds your child is learning in class.



Early reading book;
There will be more unphonetic/unfamiliar words

WE NEED YOU!



It really does take a village so if you are able to donate
any of the following:

Time ... join us on trips, reading in class, volunteering days from your work,
share special skills, talents, contacts or ideas!
Join or support 'Friends of Sebright'

Donations ... Small change in our '50p pot' (available in real life or
scopay), charitable giving through workplace, cool junk modelling
items, good quality books or toys

Working together ... your understanding and openness are
invaluable!

HOW YOU CAN HELP AT HOME?

- **Fine motor**
- **Foster independence**
- **Reading with your child every day**
- **Attendance and punctuality**
- **Be positive!**



KEEPING IN TOUCH



We are always here to listen and we really look forward to working together.

If you have any thoughts, questions or concerns please let's chat at the start or end of the day. You can also call the office and we'll call you back or drop Admin an email:

admin@sebright.hackney.sch.uk

Please send a family photo

MESSAGES

JOIN THE FRIENDS OF SEBRIGHT!

WE'RE A PASSIONATE GROUP OF PARENTS AND
COMMUNITY MEMBERS WORKING TOGETHER TO SUPPORT
AND IMPROVE SEBRIGHT PRIMARY SCHOOL.

OUR MISSION:
TO UNITE THE SEBRIGHT COMMUNITY AND RAISE FUNDS FOR
EQUIPMENT THAT ENRICHES OUR CHILDREN'S LEARNING.

LET'S MAKE SEBRIGHT EVEN BETTER, TOGETHER!

COME BE PART OF THE FUN, THE IMPACT, AND THE HEART
OF OUR SCHOOL!



Free School Meals application



Help us receive extra funding for your child.

This is not automatic from the Mayor of
London's Universal Free School Meals offer.



Your child must be in school and you must receive one of:

- Income support
- Job Seekers Allowance
- Employment and Support Allowance
- NASS support
- Child Tax Credit
- Working Tax Credit
- Universal Credit