



Welcome to
Corby Primary Academy

Meet the team

Kirsty Foley – Principal

Aaron Champion – Deputy Principal

Dale O'Brien – Assistant Principal

Emma Adams – SENDCo

Laura Meehan & Matt Moir – Reception teachers

Gemma Smart (cover supervisor), Kim O'Donovan, Jamie-Leigh McQueen & Rebecca Blount – Reception teaching assistants

Carol McQuillan – Senior Administrator

Emma Ellingworth – Attendance officer/administrator
PTA

RESPECT



FOR OURSELVES

FOR OTHERS



FOR OUR ACADEMY

Our Values

RESPONSIBILITY



FOR OUR WORDS



FOR OUR ACTIONS



FOR OUR ACADEMY

RESILIENCE



BELIEVE IN OURSELVES



CHALLENGE OURSELVES



LEARN FROM OUR MISTAKES

House system



Sapphire



Emerald



Ruby



Topaz

Our curriculum


CORBY PRIMARY ACADEMY
Reception – Long Term Plan 2024-2025

Reception	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Enchanted Woodland	Tell Me a Story	To Infinity and Beyond	A Long Time Ago	In the Garden	The Sea
PD (Including Kinetic Letters)	<ul style="list-style-type: none"> Gross motor – ball skills Gross motor – movement Basic hygiene Spatial awareness Senses Fine motor – mark making 	<ul style="list-style-type: none"> Fine motor – pencil grip Getting dressed Healthy eating Danger/safety Fine motor – Manipulation of tools Balance 	<ul style="list-style-type: none"> Senses Getting dressed Gross motor – balance Danger/safety Fine motor – small tools 	<ul style="list-style-type: none"> Gross motor – movement Gross motor – obstacles Spatial awareness Healthy eating Fine motor – accuracy and care 	<ul style="list-style-type: none"> Manipulation of tools Fine motor – pencil grip Basic hygiene Healthy eating senses 	<ul style="list-style-type: none"> Gross motor – movement in a range of ways Fine motor – pencil tripod grip Spatial awareness Gross motor – balance Fine motor – small tools
Lit	<ul style="list-style-type: none"> Lenses and word collector Fiction – traditional tales Characters Comprehension – retelling stories 	<ul style="list-style-type: none"> Poetry – Night Before Christmas in information Events 	<ul style="list-style-type: none"> Join it/ Everyone writing Vocabulary – adjectives Predictions Story sequencing 	<ul style="list-style-type: none"> Ambitious vocabulary/ one week teaching sequences Vocabulary – technical vocab Writing – labels and captions 	<ul style="list-style-type: none"> Sentence structure Comprehension – answer simple questions Writing – short phrases and lists 	<ul style="list-style-type: none"> Purposeful writing Writing – phrases and sentences Comprehension – anticipate key events
Phonics (Little Wandle)	See Little Wandle planning					
Maths (Maths Mastery Programme)	<ul style="list-style-type: none"> Subitise within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds 	<ul style="list-style-type: none"> Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets – by matching Use the language of comparison: more than, fewer than, an equal number Explore the 	<ul style="list-style-type: none"> Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number 	<ul style="list-style-type: none"> Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts 	<ul style="list-style-type: none"> Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – 5 and a bit Composition – of 10 Comparison – linked to ordinality 	<ul style="list-style-type: none"> Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting



What makes up the EYFS Curriculum?



Communication and Language

Personal, Social and Emotional
Development

Physical Development
(Gross and Fine Motor)



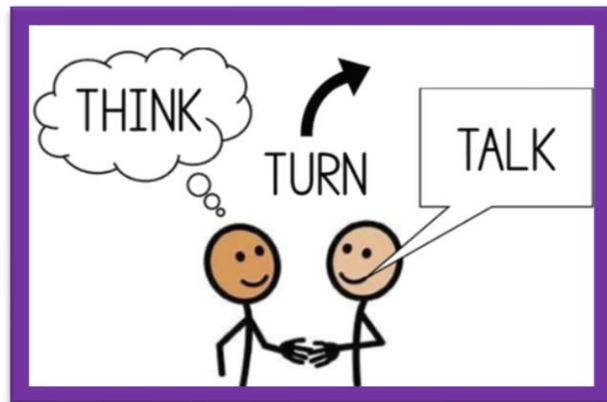
Expressive Arts and Design

Literacy
(Comprehension, reading and writing)

Mathematics
(Number and Numerical Patterns)



Understanding the World



Tidy-up time

Register

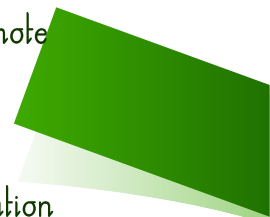
Storytime

Mindfulness



Communication and Language

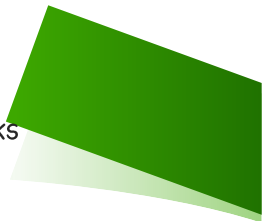
- Daily Story Times
- Multi-year group interactions (Take Over day, World Book day, house events and play times) to promote confidence in communication
- Group based projects in continuous provision
- Widgit icons used throughout to aid communication





Personal, Social and Emotional Development

- Self Regulation Areas
- Social Games
- House Teams
- Confidence building to try new activities and take risks
- Nutrition and cooking opportunities





- Bikes, Trikes and climbing
- Large construction
- Weekly PE session
- Playdoh, weaving and fine motor art
- Kinetic Letter handwriting scheme

Physical Development (Gross and Fine Motor)



wondered

Synonyms

ponder, think about, questioned

Picture



Sentence

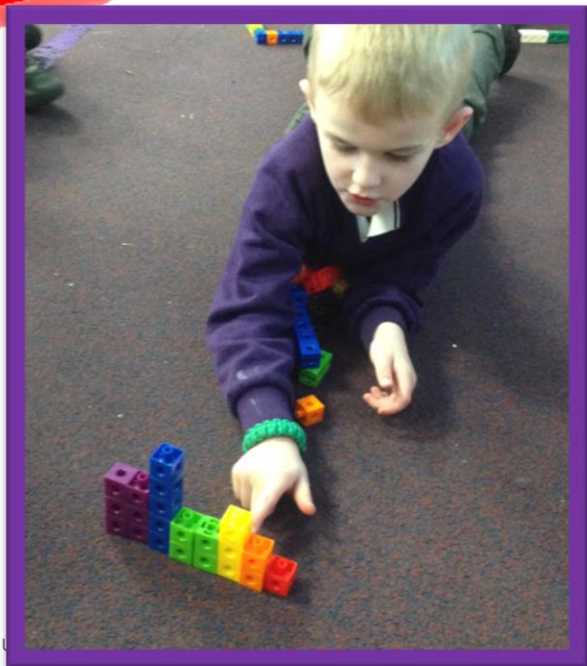
He wondered when he would see his friend again.



Literacy (Comprehension, reading and writing)

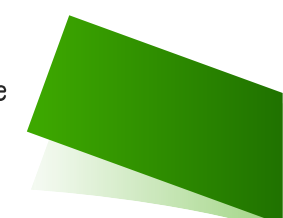
- Word of the week
- Segmenting and blending (Little Wandle scheme)
- Vocabulary used throughout continuous provision based on our weekly text
- Shared stories in choosing areas
- Writing opportunities throughout indoor and outdoor spaces
- Weekly Phonics Book and story book to take home

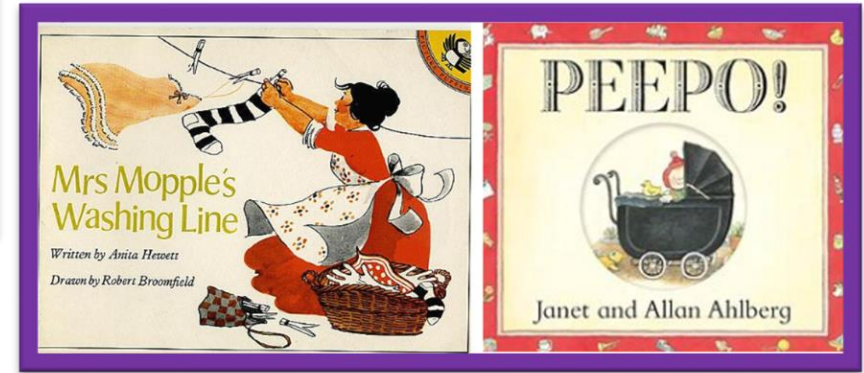




Mathematics (Number and Numerical Patterns)

- Class voting opportunities for story and snack
- Mastering Number approach
- White Rose Maths units supplement our NCTEM scheme with shape, space and measure





Understanding the World

- Understanding of past and present embedded into our curriculum learning.
- Inquiry based learning in continuous provision
- Enrichment opportunities: caterpillars and chicks
- Understanding of the similarities and differences of cultures within our community,





Expressive Arts and Design

- Collaborative art projects are used as a hook (multimedia ocean and cave paintings)
- Junk model areas are always available so children are free to lead their own ideas and to encourage fine motor control.

Being Imaginative



- Weekly music lessons
- Stage and role play areas
- Story Telling and dress up
- Group performances throughout the academic year: Winter show, singing, dress up days
- Daily rhymes and songs



Enrichment Opportunities

- World Book Day
- Space Picnic
- Chicks and caterpillars
- West Lodge Farm trip
- Careers talks from our community



Preparing for school



What can you do to
help your child
prepare for school?



Preparing for school

You are your child's
first educator.

Preparing your child for reading & writing



Preparing your child for mathematics



Talk about shapes and numbers in the environment, count together, sing number songs, play board games.



Reception Ready

Communication

Awareness

Life skills

Motor skills

Other reflections

Support links

Do not worry ...

Helping your child to be 'Reception Ready'

Here is a list of key skills that you can encourage your child to develop before starting school, with links to further support.



AWARENESS

Show toys and take turns in games.
Show some responsibility such as packing their own bag or looking after belongings.
Keep to simple rules.
Respect boundaries and personal space.
Be proud of their efforts not just outcomes.
Show some awareness of the feelings of others.
Show empathy and kindness.
Show respect for plants and living creatures.
Describe their feelings such as being happy, sad, angry, tired etc.
Join in with other children and begin to cooperate.
Calm themselves down when upset or angry, with adult support.



COMMUNICATION

Speak clearly in sentences so others can easily understand each word.
Listen well enough to follow simple instructions.
Know simple shapes, colours and animals.
Sing a nursery rhyme or simple song.
Ask for help when needed and explain what they need.
Be curious and ask questions to find out more.
Take turns in conversation.
Use polite language such as 'please' and 'thank you'.
Retell part of a favourite story.
Talk about their own interests.
Sequence events or simple processes such as getting dressed.



C.A.L.M. transition to school

LIFE SKILLS

Dress and undress themselves, putting on shoes, coats & using zips.
Use the toilet independently including washing hands.
Tidy up after themselves such as putting toys away.
Use cutlery and feed themselves.
Count to 5 and show awareness of numbers around them.
Be confident to try new things and use different approaches.
Make simple choices such as choosing between two snacks.
Understand cause and effect for example 'If I spill water, I need to clean it up.'
Understand basic personal safety such as not talking to strangers.
Know basic road safety like stopping at the curb & looking both ways.
Able to be safe in public spaces, for example staying close to a trusted adult without running off.



MOTOR SKILLS

Large muscle (Gross Motor)
Climb stairs with alternating feet.
Move safely around a room without bumping into things.
Sit upright for an extended period of time (about 5 minutes).
Small muscle (Fine Motor)
Hold a pencil or crayon with a correct grip.
Cut using scissors.
Button, zip and fasten clothing.
Stack small blocks and manipulate small objects.
Hand Eye Coordination
Trace lines and basic shapes.
Thread beads.
Complete simple puzzles.
Turn pages of a book one at a time.



Other Reflections

Can your child recognise their own belongings?
Have you labelled your child's clothing?
Remember when buying new shoes (what makes the soles feel better)
Have you had positive conversations about starting school with your child? Are they excited?
Is your child used to separating from you such as going to a different family member, or nursery?
Do you have a regular sleep routine?
Does your child enjoy eating a range of different food?
Is your child used to being outside and being physically active?
Do you know what your child is watching online? Do you know how to put restrictions on devices?

Remember:

You must apply for a mainstream school place by January.

Do not worry...

If your child cannot do these things, school will help your child develop these skills and more...!

They are also there for you, so ask about transition opportunities or if you have any specific concerns.

Support links

Family Hub:
<https://www.gov.uk/government/collections/family-hubs-and-start-for-life-programme>
Toileting:
<https://nhs.uk/health-training/toilets-and-school-readiness/>
Learning:
<https://www.learningblocks.tv/>
<https://thecommsonline.com/wp-content/uploads/2022/04/EYFSP-Enhancing-Skills-2021.pdf>
Speech and Language:
<https://www.charnlanguages.org.uk/>



Communication between home and school

- Corby Primary Academy website
- Class Dojo
- Letters
- Key dates
- Termly newsletters
- Photographs, videos and anecdotes
- Reports

Home visits

3rd, 4th & 5th September

Stay and play date

Tuesday 1st July

2 sessions:

Session 1: 9.30am – 10.15am

Session 2: 11.00am – 11.45am

Transfer morning

Friday 11th July

9.30am – 11.30am

School starts

w/b 8th Sept: 8.40am - 12.30pm

w/b 15th Sept: 8.40am - 3pm

The first few days at Corby Primary Academy

- School times
- Parking outside school
- Lunch time
- Drop off and collecting children from the Academy
- Fruit scheme
- Milk
- Water bottles / bags

Out of hours provision

Breakfast club: 7.45am – 8.35am (£3.50 per session)

After school club: 3.10pm – 5pm (£6 per session)
5pm – 5.50pm (£8 per session)

Uniform expectations

