

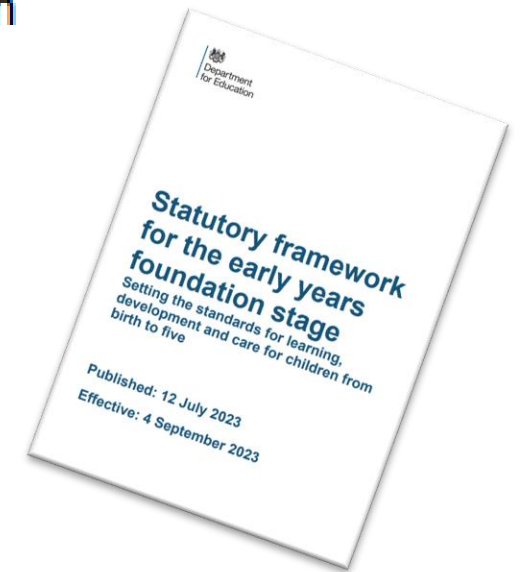
Year R Curriculum Presentation

AUTUMN TERM 2025



Early Years Foundation Stage

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.



Early Years Foundation Stage

Throughout the year we teach and assess against the Early Years Foundation Stage.

Observations, group work, assessments, sharing their understanding.

Areas of Learning and Development			
Online Safety		Exams	
Prime Areas			
Personal, Social and Emotional Development		Physical Development	
Communication and Language			
- Self- Regulation - Managing Self - Building Relationships	- Gross Motor Skills - Fine Motor Skills	- Listening, Attention and Understanding - Speaking	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
- Comprehension - Word Reading - Writing	- Number - Numerical Patterns	- Past and Present - People, Culture and Communities - The Natural World	- Creating with Materials - Being Imaginative and Expressive



Good Level of Development (GLD)

Assessment in Year R

Baseline

We are currently working through the Statutory Baseline assessment which focuses on Literacy and Numeracy skills.

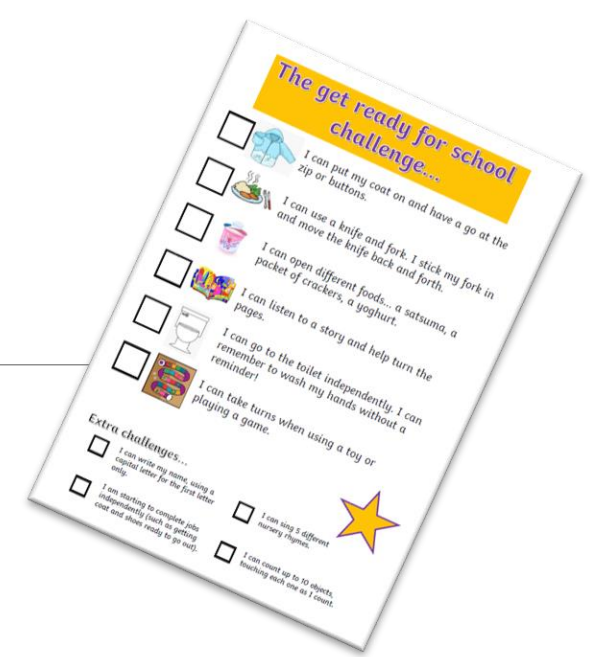
We will also be assessing your child against all the other areas of our curriculum to gauge their starting point so we can track their progress throughout the year.

The children will not feel that they are doing any 'tests', it is just some one to one activities with their teacher within the first six weeks of this half term as well as our observations of the children as they are getting busy.

We assess using the Early Years Framework as did your child's nursery/ pre school.

Building independence

Independence in itself is a huge part of the journey.



Arriving



We are really pleased with how the children have settled into school and they are becoming comfortable with the new routines.

They are all able to put away their water bottles, book bags and coats and put up their registration photos independently.

Please can your child carry their water bottle rather than keep it in their book as they have a tendency to leak.

We register the children at 8.50am.



Getting Busy



The children come in and find their 'morning job'. This has a focus on developing fine motor skills. At 9 o'clock we all sit down as a class, then discuss our visual timetable and any special jobs for the day.

The children then have time to 'get busy' this might include...



Phonics

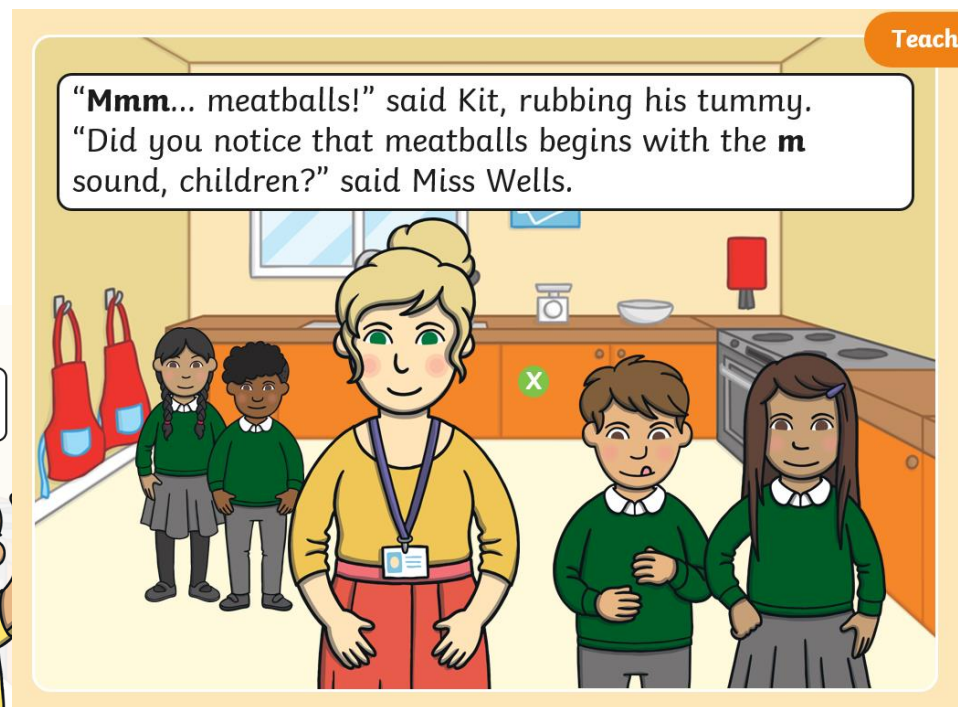


Action

Yummy! Rub your tummy.

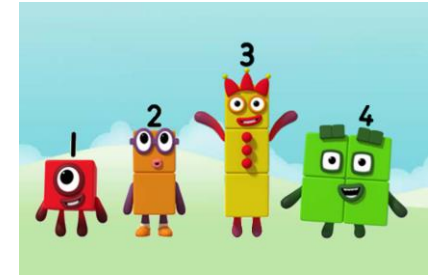


Say 'mmm'.



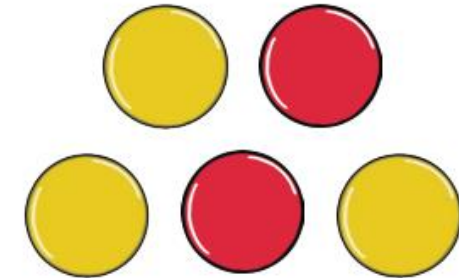
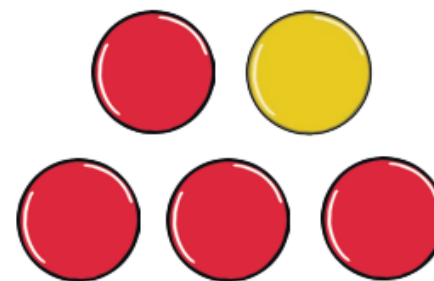
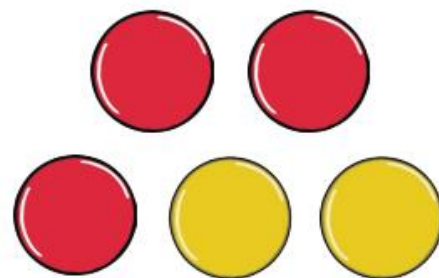
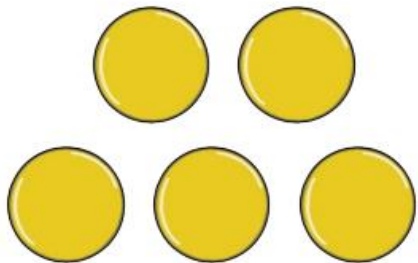
- Twinkl Phonics Scheme
- Phonics Workshop for Parents on **Tuesday 11th November at 2.30pm** in your child's classroom
- Letters and actions will be added to your child's sounds book – please have it in book bags every day. Please practise regularly to ensure your child makes progress in reading and writing.
- 'Pure' sounds <https://www.youtube.com/watch?v=OSzkjubQ-Ok>

Number

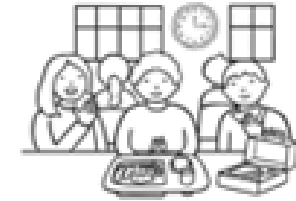


Number- we work to develop a deep understanding of numbers to 10

- 1 to 1 correspondence – say the number, pick up and move the object
- One more than 7 is ...
- One less than 5 is ...
- Number bonds – ways to make numbers



Lunchtime



Lunchtime

- Please can you look at the menu each morning and discuss with your child what the options are
- Our priority is for the children to become confident and happy eaters so we will only ever encourage them to try the lunches so please be aware they will need a good meal when they go home.



<https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/>

<https://www.nutrition.org.uk/putting-it-into-practice/make-healthier-choices/healthy-packed-lunches/>

Afternoon



Getting busy

Our afternoons start with some carpet time – this could cover any of the areas of learning from the curriculum.

Getting Busy time follows the same pattern as the morning.



Storytime

At the end of the day we tidy up the classroom, have snack time together and finish with a story.

We then get all our belongings ready to go home.



Home time

Please remember to let us know in the morning if there any changes to who is collecting your child.

Early Years Foundation Stage Reading



Workshop for parents – Come into class to find out about how reading is taught –
Tuesday 11th November at 2.30pm in your child's classroom

Reading diary- please can you write in this once a week to let us know how your child is getting on with their books.

Books will be collected in every Monday/Tuesday and kept in school usually overnight then they will be re-issued with new books.

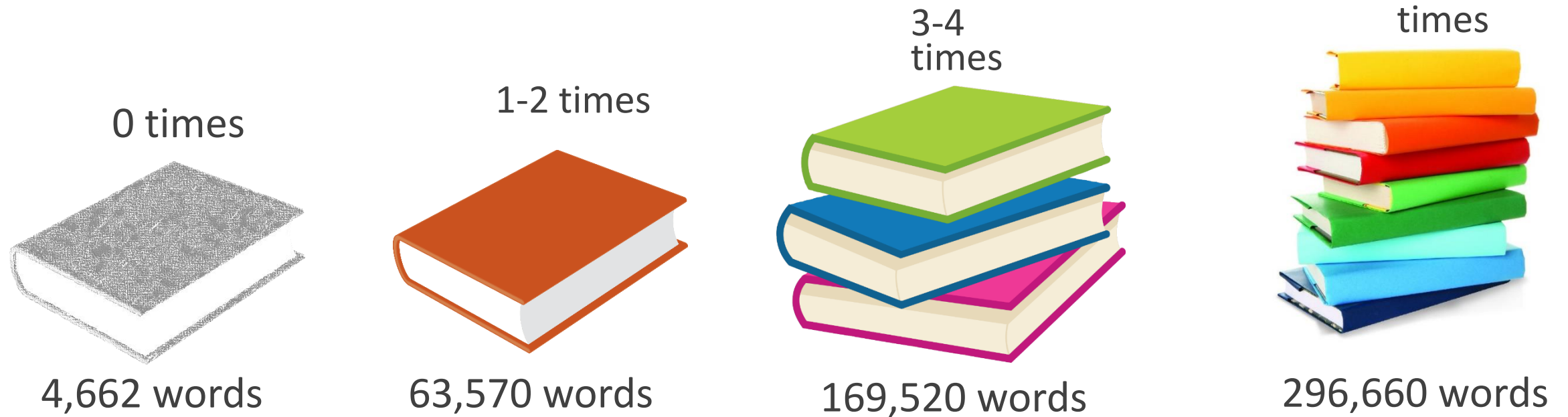
Early Years Foundation Stage Reading



Sharing books and reading – please support this at home as much as possible!

Reading stories or information books is incredibly important to develop a love of reading and to develop their **vocabulary** and comprehension.

Research has shown that reading with your child determines how much vocabulary they are exposed to by the age ~~6~~⁷.



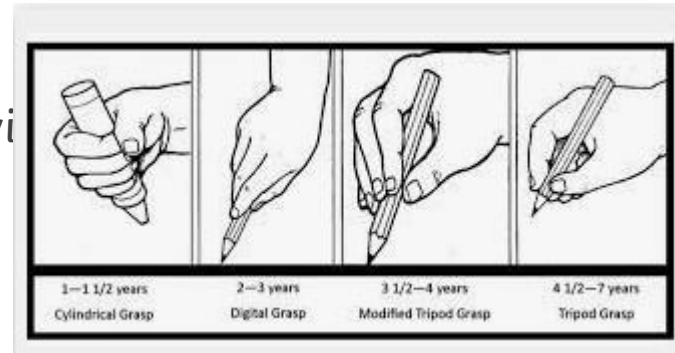
Early Years Foundation Stage Writing and Letter formation



All classrooms have writing areas and your child will have lots of opportunities to write freely.

We encourage them to write their name on all pieces of work. **Please remember that it is first letter in their name which is the capital and the rest are lower case.** Please continue practising this at home using your name card and letter formation sheet, encouraging them to use a tripod grip.

This is a helpful diagram to illustrate the progression of how your child's pencil grip will develop.



Children are encouraged to mark make and tell us what their marks mean to them. We call this emergent writing.

We start to encourage the children to orally segment simple words e.g. cat is c-a-t and once they have become familiar with the letter sounds and the corresponding letter shapes we encourage them to transfer this skill into writing of simple words.

How we work together to support your child

Book bags please can you check your child's book bag every night to look for things like pictures, invitations or other school communication. Also please can you ensure that reading books and sounds books are sent to school **every day. We will collect in reading books and add new sounds to the sounds book on a Tuesday so please ensure it is in their bags.**

Water we actively encourage the children to regularly drink water and bring in their own named water bottle for the classroom. Please no juice or flavoured water in these water bottles.

Labels please can you make sure that coats, sweatshirts and shoes are clearly labelled as it is these items which are taken on and off most frequently and often all look the same!

Independence please ensure your child is able to take off and put on their jumper and coat, making sure it is the right way round as this an essential skill in a busy Year R classroom. Also please continue to support your child with toileting. They need to be able to recognise that they need the toilet and tell an adult.

Feedback We will be sending out a survey to ask for some feedback about the transition process – please fill it in for us.

In Conclusion ...

Working in partnership with you is very important to us so please come and talk to us at the end of the school day with any concerns. Alternatively if you do not collect your child from school you can email or call the school to arrange a mutually convenient time to talk.

Any questions?

