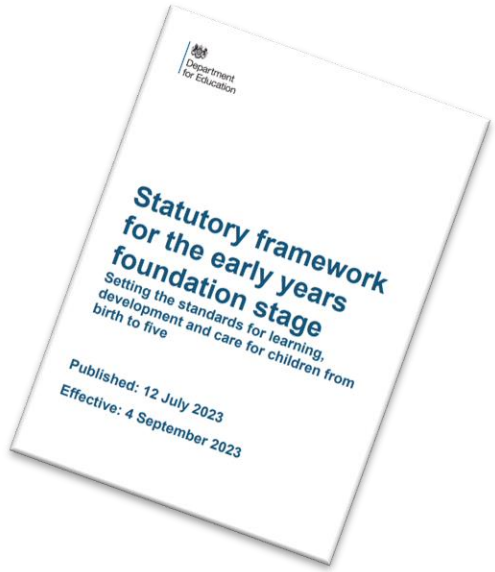
Year R Curriculum Presentation

AUTUMN TERM 2026

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.

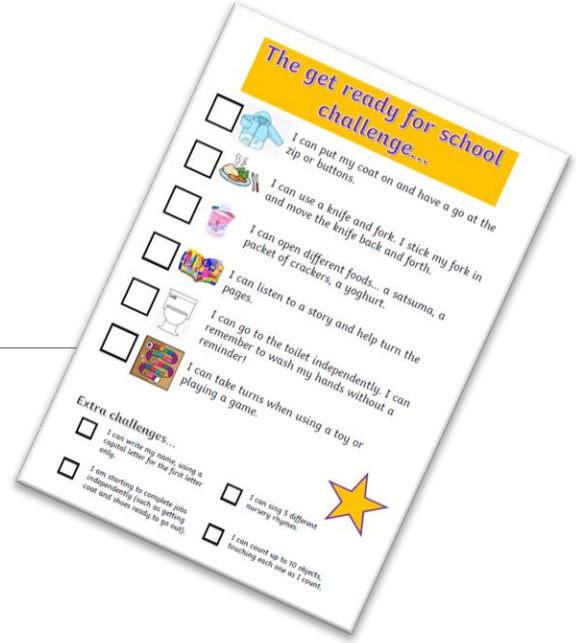
Observations, group work, assessments, sharing their understanding.

Areas of Learning and Development			
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)

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 if you have not arrived by this time please go to the office.



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. At 10 o'clock we stop for Dough Disco which focuses fine motor skills and hand strength.

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







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.



Home time

We then get all our belongings ready to go home.

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

What is Phonics?

Phonics is the system of relationships between sounds, our spoken language and their graphic representation which we call letters.

Every letter has a **sound.**

A single unit of sound is called a **phoneme**

Sounds (phonemes) are represented by **letters (graphemes)**

When 2 letters combine to make a single sound it is called a **digraph (eg. sh ar oo)**

We start by learning the sound for a single letter.
It is really important that we learn to say these sounds correctly. The children are the experts!
See Twinkl link on our website.

Segmenting ~ this is when we sound out a word. We count the sounds/ phonemes in that word.

Listen to the word **hat**

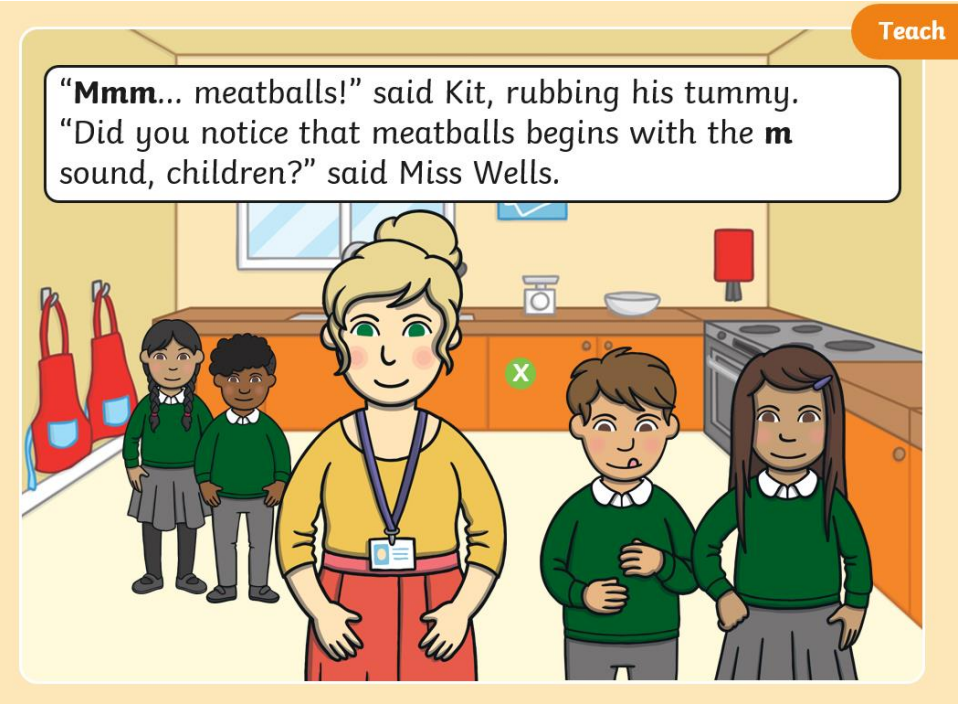
We can hear 3 sounds. We can use our phonics fingers to show this and say each sound as we point to each finger. We also put hands on our heads for the initial sounds, then hands on your tummy for the middle sound and hands on your knees for the final sound.

Blending ~ this when we say each sound in a word and blend them together to read the word.

Phonics







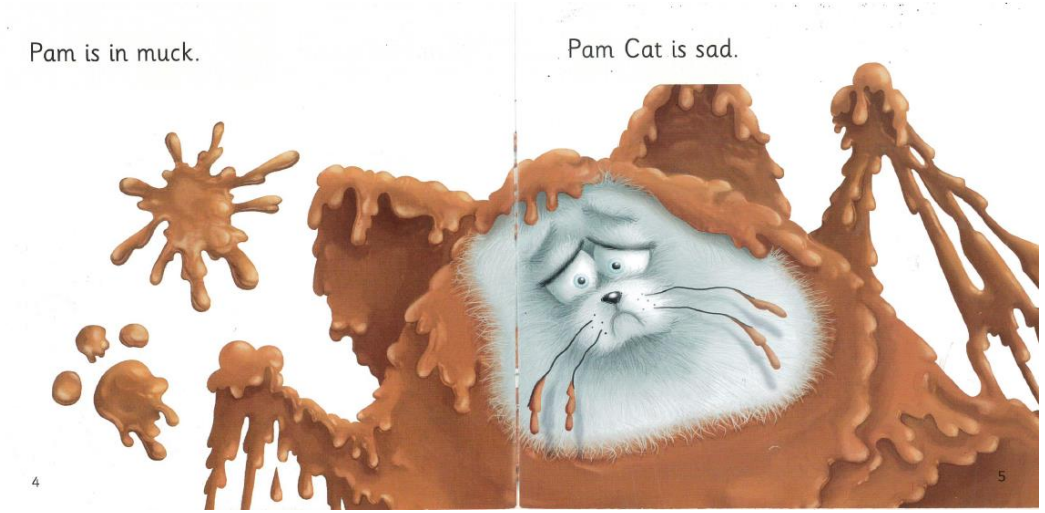
- **Twinkl Phonics Scheme**
- **Letters and actions will be added to your child’s sounds book – please have it in book bags every day. Please practise regularly to ensure your child makes progress in reading and writing.**
- **‘Pure’ sounds https://www.youtube.com/watch?v=0SzkjubQ-Ok**

Using our Phonics in reading

Remember to always to practise the sounds in the first box on the inside cover.

Then practise reading the words together in the next box together.

Then read the “common exception words / tricky words” ~ remember these cannot be sounded out.



Lets get reading!

- Ask your child to point to the words at the top of each page using their reading finger.
- Sound out each word (segment) and blend the sounds together to read the word.
- If your child finds this difficult you segment and blend the sounds and ask them to point to a sound on the page, e.g. where is the 's'?
- You could also ask your child to point to a certain word you have been practising (being a word detective)

Early Years Foundation Stage Reading



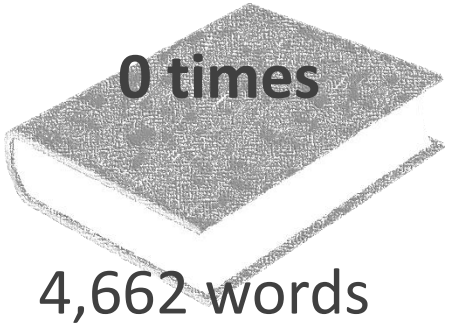
Reading diary- please can you write in this once a week to let us know how your child is getting on with their books.

Books will be collected in every week and kept in school overnight then they will be re-issued with new books.

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 of 5.



4,662 words



63,570 words

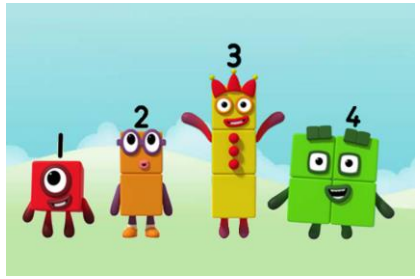


169,520 words



296,660 words

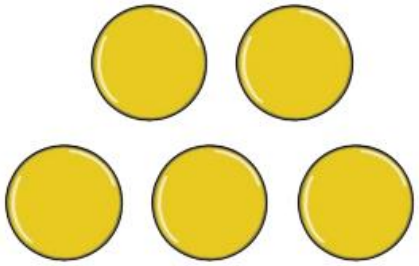
Number – "White Rose Maths"

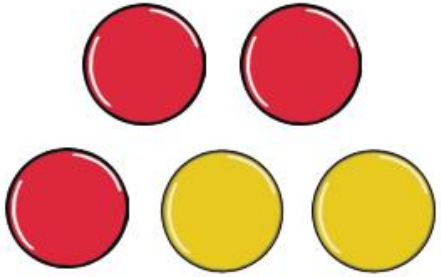


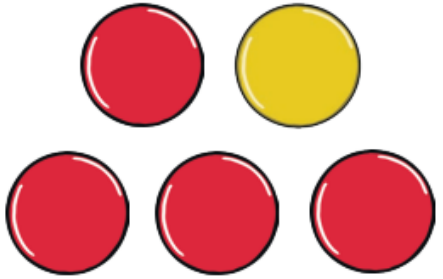
Number- we work to develop a deep understanding of numbers to 10

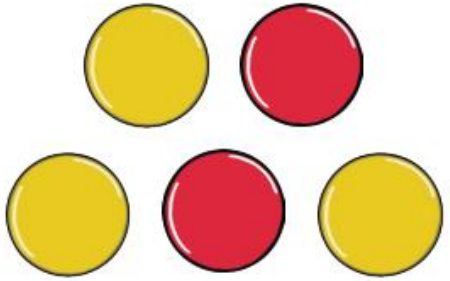


- 1 to 1 correspondence – say the number, pick up and move the object
- One more than 7 is …
- One less than 5 is …
- Number bonds – ways to make numbers









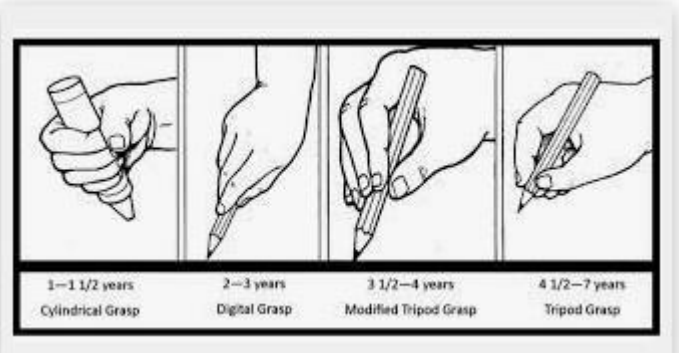
Early Years Foundation Stage
Writing and Letter formation



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.

Note for after half term

Friday's

PE will begin on a Friday. Please send your child into school in their PE kit (NO LACES PLEASE)

Focus Friday

Every Friday a child will be chosen at random and they get to choose an area of their own interest to learn about the following Friday. In the past we have had rainbows, Paw Patrol, motorbikes, dinosaurs and space! All children may bring in something related to this topic, whether it is a drawing, a book, a toy or some facts.

Please do not go out and buy something! It is just an opportunity to share something you may already have at home. Please do not bring in something that is precious or breakable!

Working 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 (plastic) for the classroom. Please no juice or flavoured water in these water bottles. They can be refilled!

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.

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.