



# Year R Curriculum Presentation

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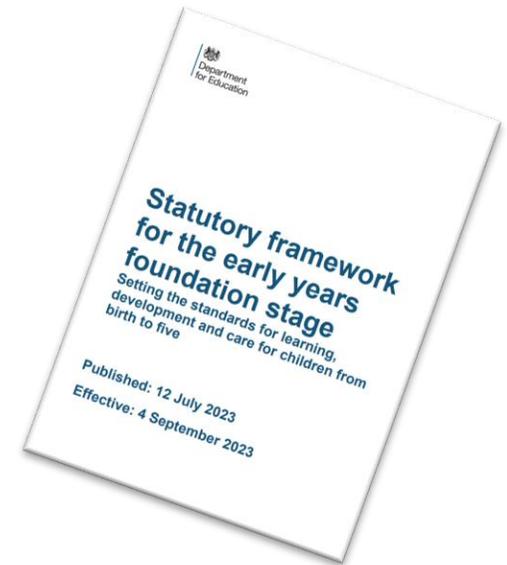
AUTUMN TERM 2023



# Early Years Foundation Stage

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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			
<b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>Self- Regulation</li> <li>Managing Self</li> <li>Building Relationships</li> </ul>	<b>Physical Development</b> <ul style="list-style-type: none"> <li>Gross Motor Skills</li> <li>Fine Motor Skills</li> </ul>	<b>Communication and Language</b> <ul style="list-style-type: none"> <li>Listening, Attention and Understanding</li> <li>Speaking</li> </ul>	
Specific Areas			
<b>Literacy</b> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Word Reading</li> <li>Writing</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>Number</li> <li>Numerical Patterns</li> </ul>	<b>Understanding the World</b> <ul style="list-style-type: none"> <li>Past and Present</li> <li>People, Culture and Communities</li> <li>The Natural World</li> </ul>	<b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>Creating with Materials</li> <li>Being Imaginative and Expressive</li> </ul>



Good Level of Development (GLD)

# Assessment in Year R

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## Baseline

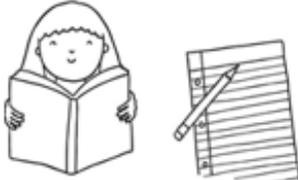
We are currently working through the Statutory Baseline assessment which focuses on Literacy and Numeracy skills.

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 against the Early Years Foundation Stage Profile as did your child's nursery/ pre school.

# Our School Day in pictures

 <p>Arriving</p>	 <p>Getting busy</p>	 <p>Playtime</p>	 <p>Carpet time</p>
 <p>Getting busy</p>	 <p>Wash hands</p>	 <p>Lunchtime</p>	 <p>Playtime</p>
 <p>Carpet time</p>	 <p>Getting busy</p>	 <p>Storytime</p>	 <p>Home time</p>

# Arriving

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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.

We register the children at 8.55am.



# Getting Busy



The children choose what they would like to do and get busy and at 9 o'clock we all sit down as a class and discuss the day's challenge and those who are signed up to the Cool Milk scheme drink their milk.

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



Challenges, outdoor learning, guided group work with the teacher or LSA, self-directed play in the learning environment.

# Phonics

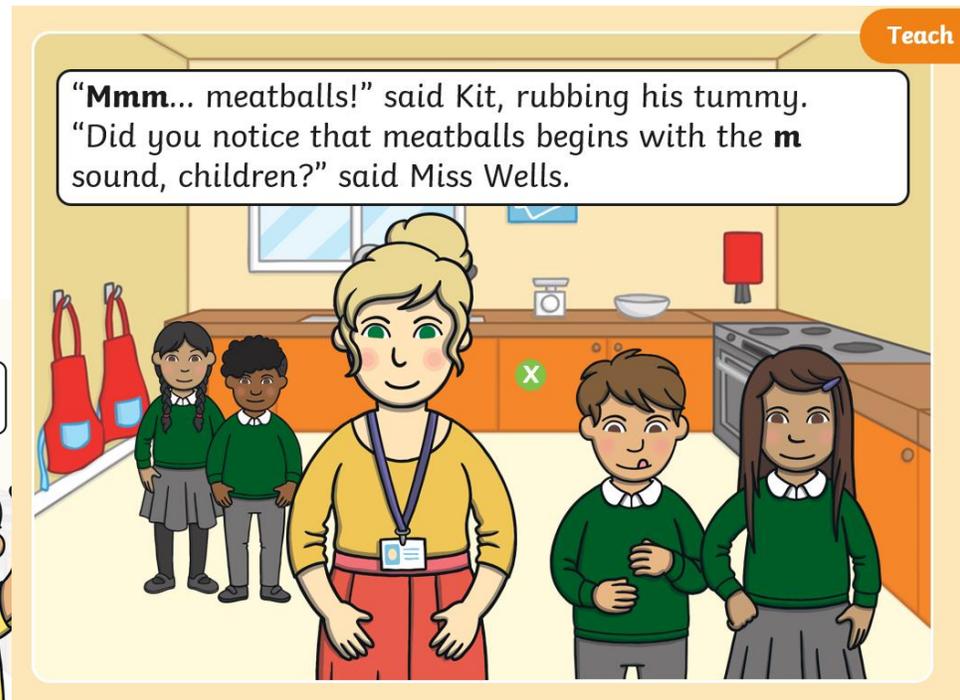


## Action

Yummy! Rub your tummy.

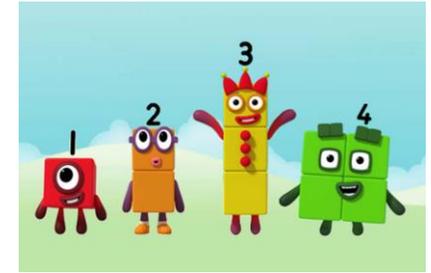


Say 'mmm'.



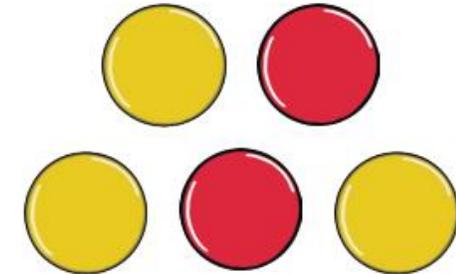
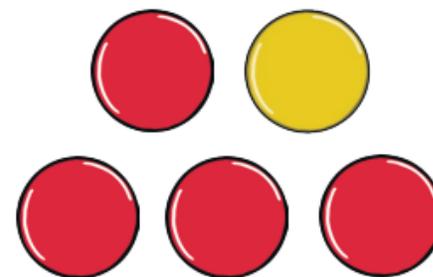
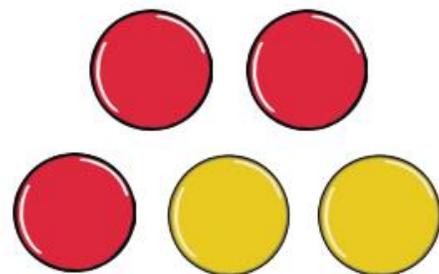
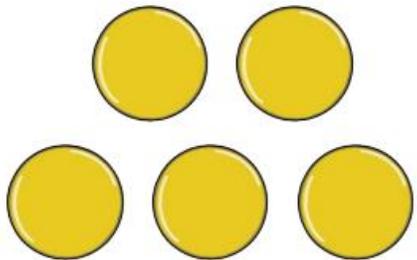
- Twinkl Phonics Scheme
- Phonics Workshop for Parents on **Tuesday 17<sup>th</sup> October at 2.30pm** in your child's classroom
- Letters and actions will be added to your child's purple sounds book – please have it in book bags!
- 'Pure' sounds

# Number



## Number

- 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



# Lunchtime



## Ever green

Always add salad to sandwiches and wraps too – it all counts towards your child's 5 A Day!



## Cut down on crisps

If your child really likes their crisps try reducing the number of times you include them in their lunchbox, and swap for homemade plain popcorn or plain rice cakes instead.



## Cheesy does it...

Cheese can be high in fat and salt, so choose stronger-tasting ones – and use less of it – or try reduced-fat varieties.



## Add bite-sized fruit

Try chopped apple, peeled satsuma segments, strawberries, blueberries, halved grapes or melon slices to make it easier for them to eat. Add a squeeze of lemon juice to stop it from going brown.

## Healthy packed lunches

Lunch is an important meal for children to provide energy and nutrients to keep them going throughout the afternoon. A packed lunch made at home can be a healthy and delicious choice and gives you control over the foods and ingredients included. The key to a healthy packed lunch is variety and getting the right balance of foods to provide children with all of the nutrients they need to stay healthy.



<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

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**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. During the afternoon each class also has a turn to do their physical activity on the back playground.

At the end of the day we then tidy up the classroom and finish with a story.



**Storytime**

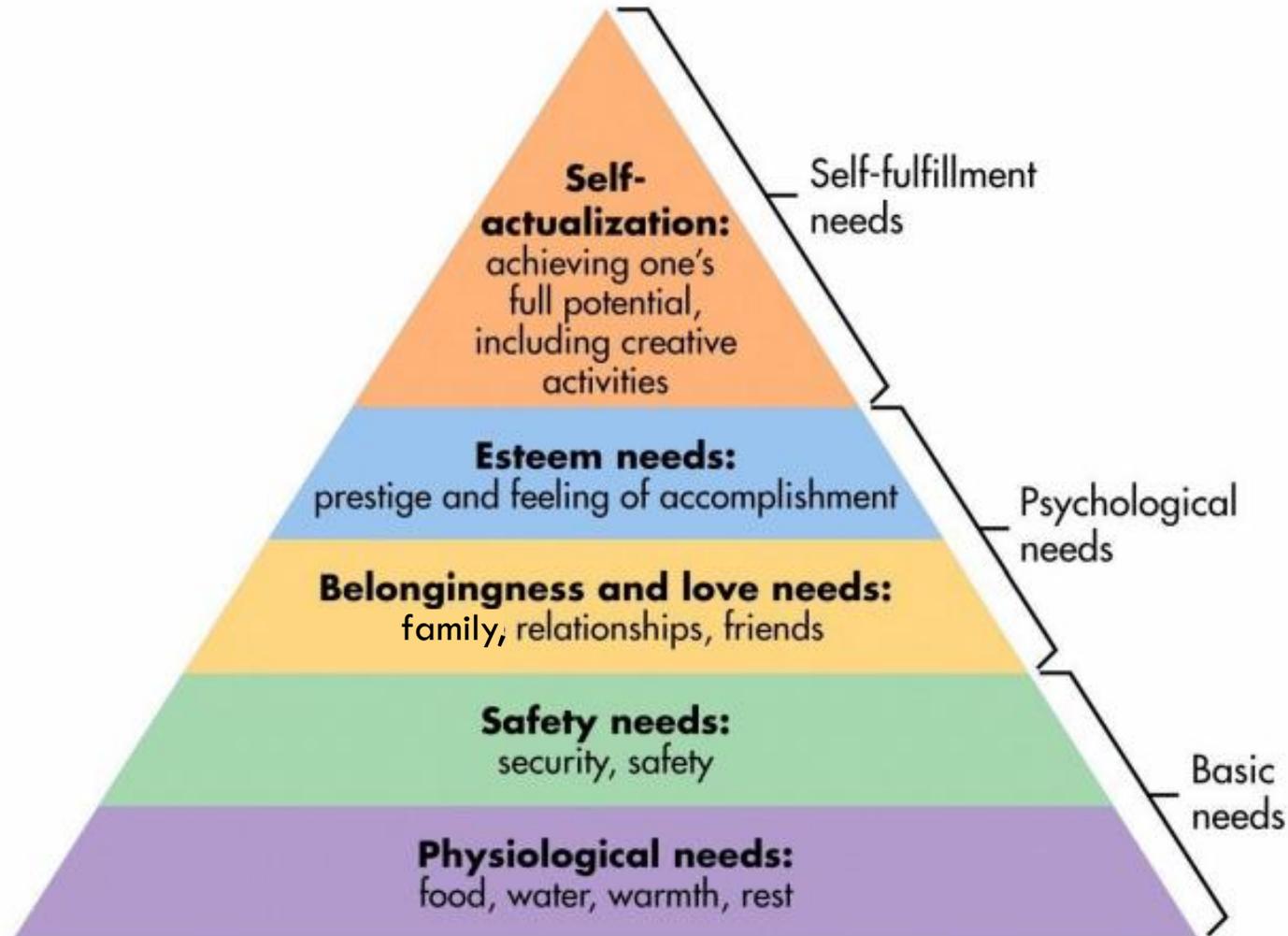
We then get all our belongings ready to go home.

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



**Home time**

# Being ready to learn



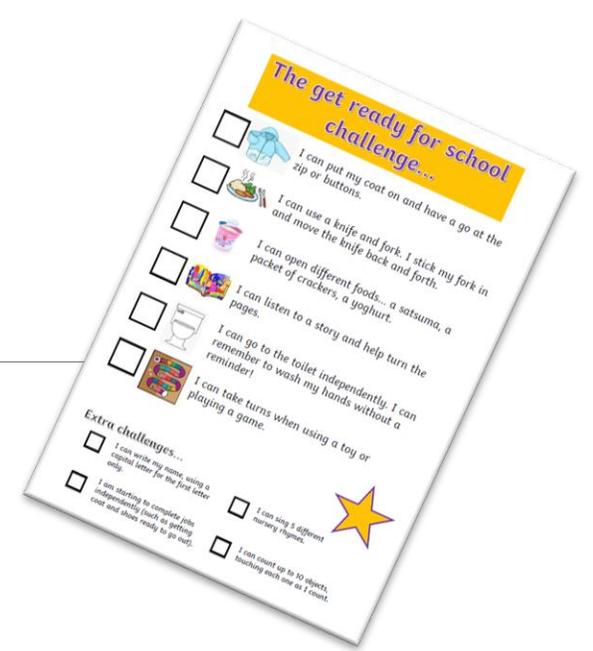
Learning only happens effectively when our basic needs are fulfilled.

It is important that children have a **good breakfast** and **have enough sleep** to help them be ready for school.

The feeling of belonging and feeling safe in their new environment is also key – we focus heavily on helping children know the adults and the environments in school to support this.

# Building independence

Independence in itself is a huge part of the journey.



# Early Years Foundation Stage Reading

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Guided reading

**Workshop for parents** – Come into class to find out about how reading is taught through phonics –

**Tuesday 17<sup>th</sup> October at 2.30pm**

Books will be collected in every Tuesday and kept in school until Wednesday when children will be re-issued with new books.

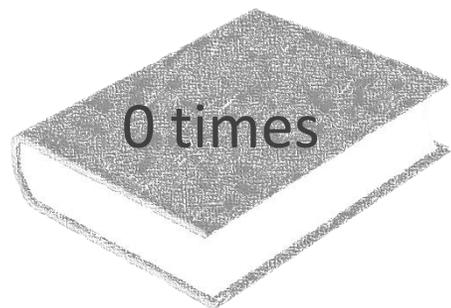
They will also have a list of words which we would like you to support them to learn. These words are not necessarily words you can sound out, we call them ‘tricky words’ and therefore they need learning as a whole word.

# Early Years Foundation Stage Reading



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

The vocabulary children have heard by age 5 varies greatly and this is influenced by the number of books they hear each week.



0 times

4,662 words



1-2 times

63,570 words



3-4 times

169,520 words



6-7 times

296,660 words

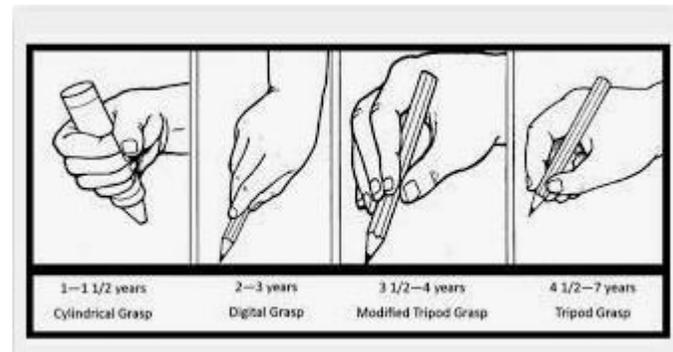
# Early Years Foundation Stage Writing and Letter formation



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

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**Homework** each week we publish on Google Classroom an overview of what we are covering in class and some ideas of practical activities which you can do together to support your child's learning.

**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, word lists and sounds books are sent to school **every day. We will collect in reading books and add new sounds to the purple 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 ...

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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.



*Working in partnership*