

Welcome to Year R

Mrs Branch, Mrs Hunt  
and Mrs Cross

# Early Years Foundation Stage Curriculum

- In Year R we follow the 'Early Years Foundation Stage' Curriculum.
- The Early Years Foundation Stage is the same framework that is used in pre-school and nursery. It begins from birth and continues until the end of Year R at age 5.

# EYFS Curriculum

- There are three 'prime' areas:
  - Communication and Language
  - Physical Development
  - Personal, Social and Emotional Development
- There are four 'specific' areas:
  - Literacy
  - Mathematics
  - Understanding the World
  - Expressive Arts and Design
- Through the specific areas, the prime areas are strengthened and applied.



# EYFS Curriculum



- Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.
- Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.
- Children learn by leading their own play and by taking part in play and activities which are guided by adults.



# Early Years Foundation Stage Profile

- Through working with the children and by informally observing them we are able to plan the next steps of learning for your child.
- Your child's progress will be tracked throughout the year and will be discussed with you at the individual parent/teacher consultation meetings.

# Assessment in EYFS

- In the final term of the Reception year, judgements are completed for each child and submitted to the county.
- This provides parents/carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1.

# Assessment in EYFS

- Each child's level of development is assessed against the 'Early Learning Goals' and the teachers will indicate whether the children are:
  - meeting 'expected' levels of development
  - not yet reaching the levels ('emerging')

# Parent Contributions

- As well as the Year R teachers, Early Years Assistants and other school staff, your contribution to your child's EYFS Profile is important.
- We would like you as parents to contribute by uploading 'wow' moments to Seesaw for us to share with the class. For example; putting their own socks on for the first time, writing their name by themselves, trying some new food, swimming without armbands etc.



# First Things First

- Before your child becomes ready to learn and to read and write they must be developing the following skills;
  - Personal and Social Skills
  - Speaking and Listening Skills
  - Fine Motor and Gross Motor Skills

# Personal and Social skills

- Important personal and social skills at this point are;
  - Self-help skills - finding their belongings, taking on and off shoes and socks, jumpers/cardigans and coats.
  - Personal hygiene - toileting, washing their hands, using a tissue
  - Relating to others - form good relationships with their peers
  - Sharing and taking turns with others
  - Knowing how to behave and what the expectations are

# Speaking and Listening

- It is essential for your child to be able to:
  - Listen and respond
  - Speak/communicate in different contexts
- You can help by doing plenty of talking at home and when you are out at different places.
- Encourage your child to listen carefully and respond to what has been said to them.



# Gross Motor Skills

- Children need to develop their gross motor skills, developing large muscle groups and whole body movement.
- Activities to develop Gross Motor skills are:
  - Riding bikes, trikes and scooters
  - Climbing such as equipment at the park
  - General play such as running, hopping, crawling, rolling and skipping



# Fine Motor Skills

- Before children are ready to write they need to have developed fine motor control.
- This involves the co-ordination of small muscle movements which occur in the fingers, usually in co-ordination with the eyes.
- Some good activities for developing fine motor control that you can do at home are;
  - Cutting with scissors
  - Colouring in, trying to stay in the lines
  - Threading, sewing and lacing
  - Doing up buttons and zips
  - Putting on socks and tights
  - Using tweezers to pick up small objects
  - Placing pegs on a hanger

# Daily Teaching

- Everyday the children will learn/practise;
  - Phonics
  - Reading
  - Writing skills
  - Maths/number skills

# Phonics

- The children will learn:
  - Rhyming
  - The sound (phoneme) that each letter makes along with a pronunciation phrase .
  - A mnemonic to help to remember the grapheme (shape of the letter)
  - Word building
  - The alphabet
  - 'Tricky' words e.g. the, no
  - A formation phrase to help them learn to write each grapheme

# Reading

- The children will be taught to read by:
  - Blending the sounds together to read words
  - Learning tricky words by sight
- The children will also be taught comprehension skills to ensure they understand the meaning of the words they are reading.
- We use the phonics scheme called Little Wandle.



# Reading/Phonics at Home

- When your child starts bringing reading/phonics home please:
  - Practise for a few minutes on a daily basis.
  - Find somewhere quiet to work, away from any distractions.
  - Write a comment in the Reading Record Book each time your child reads their books or tricky words with you and in the yellow communication book for other homework. This is important for us to monitor your child's progress.

# Writing

- At school we will be teaching the following writing skills:
  - How to hold a pencil correctly
  - How to mark make
  - How to follow and make patterns (pencil play)
  - Correct letter formation using a formation phrase for each letter.
  - Writing names
  - Writing for different purposes

# Writing at Home

- At home you can help by:
  - Getting your child to practise their name - using a capital letter for the first letter, then lower case letters.
  - If they are not ready to form their own letters yet, they can trace over the top of your letters.
  - Encourage your child to write and help you write for different purposes.
  - Practise writing with the formation phrases to help.



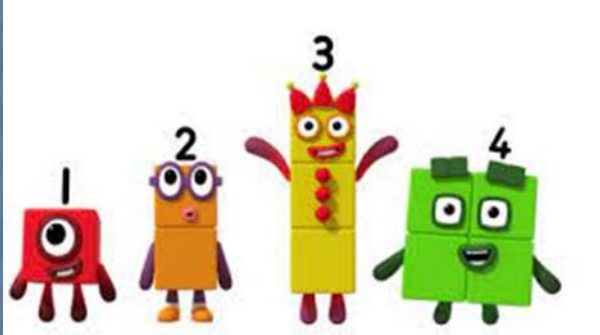
# Mathematics in School

- Singing number and counting songs
- Counting objects
- Counting by rote forwards and backwards
- Subitising
- Finger numbers
- Recognising numbers
- Number bonds and number facts
- 1 more and 1 less
- Adding groups of objects/subtracting objects
- Solving mathematical problems
- Sharing, doubling, odd and even numbers



# Mathematics in School

- Mastering Number Programme (NCETM)
- Number Blocks



- Sorting and matching
- Shapes - solid and flat
- Finding and creating pattern
- Measures - length, weight and capacity

# Maths at Home

- You can help your child with their maths at home by doing the following:
  - Counting everyday objects accurately e.g. toys.
  - Recognise and talk about numbers that are all around.
  - Sing number songs.
  - Practise the days of the week/ months of the year/ seasons/ times of the day.
  - Find how many altogether/how many left with groups of objects.
  - Talk about 1 more/1 less.
  - Learning number facts/bonds
  - Subitising
  - Identify and talk about shapes all around us.
  - Cooking – for learning about measures.
  - Practising activities in your child's maths pack from school.

# General Reminders

- Can we please remind you of the following things:
  - Plain water only in water bottles
  - Please don't put water bottles in the book bag
  - Please label ALL your child's property including shoes
  - If you have written something you would like your class teacher to read, please place the yellow communication book in the basket by classroom door
  - Earrings and hair accessories
  - Please do not allow your child to use the climbing frame and play equipment before/after school

# Questions

