



Welcome to Year R



# “Journey of Opportunities”

Independence, Creativity, Resilience and being a Team Player



Each topic is based upon a key question. These are:

‘Do you want to be friends?’

‘How is bread made?’

‘What could it be?’

‘WHOSE ARRIVED?’

‘What's that sound?’

‘Why do spiders make webs?’

‘Where shall we go?’

‘How are we all different?’



## Our Curriculum EYFS

Communication and Language (Listening, Attention, Understanding and Speaking)

Physical Development (Gross motor skills, fine motor skills)

Personal, Social and Emotional Development (Self-regulation, managing self and building relationships.)

Literacy (Comprehension, word reading and writing)

Mathematics (Number and numerical patterns)

Understanding the world (Past and present, people, culture and communities and the natural world)

Expressive Arts and Design (Creating with materials and being imaginative and expressive )



## Our Curriculum 'The Fun in Learning'

We have an exciting and engaging curriculum across the Federation which is designed to:

- ✓ Follow the interests and needs of the children
  - ✓ Encourage independence and teamwork
  - ✓ Build resilience and persevere with challenges
- ✓ Provide a wide range of experiences including educational visits outside school and visitors coming into school



## Daily Timetable

'Morning Jobs'

Carpet time

'Dough Gym'

Phonics

'Discovery Time' / Focused task

Writing Groups

'Chatterbox Time'

Lunch

Maths

'Discovery Time' / Reading

Story time

Home time

Throughout the week we also have:

P.E.

PSHE

Music

Library

'Big Question' Learning



## Baseline:

It is statutory for all schools from September 2021 to participate in a Reception Baseline assessment.

- The Reception Baseline is not about judging or labelling your child and you cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.
- This provides an opportunity for your child to have valuable one-to-one time with their teacher at an early stage, so the teacher can get to know your child better. It will provide a helpful snapshot of where your child is when they enter reception, so they can be supported in the most appropriate way.

Standards  
& Testing  
Agency

### Assessment framework Reception Baseline Assessment

February 2020

Department  
for Education

Statutory framework  
for the early years  
foundation stage  
Setting the standards for learning,  
development and care for children from  
birth to five

Published: 31 March 2021  
Effective: 1 September 2021



## Communication and Language

### Top tips to support at home:

- Make time to talk
- Switch off electronic devices where possible
- Encourage eye contact as much as you can
- Help correct your child by modelling back to them how the word or sentence should be said
- Describe or explain to your child why and how things work or occur
- Play games that encourage talking e.g 'Guess which animal I am?' or role play activities.



## Phonics

We use Read Write Inc Phonics Scheme - To find useful tips and parent info please visit <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

<https://www.ruthmiskin.com/parents/>

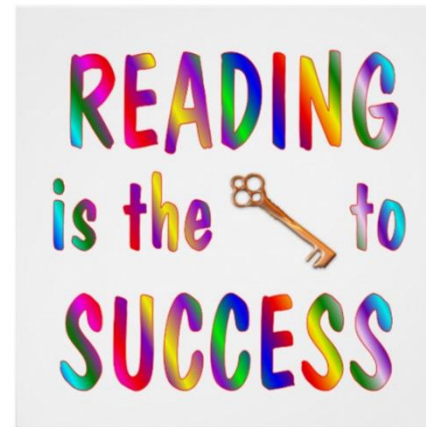
1. First we teach a set of 4 sounds that you can use to make words (e.g.) m, a, s, t.
2. We use pictures and actions to help children remember sounds.
3. Next we teach how to put 2 and 3 letters together to sound out and blend.
4. Alongside letter recognition, sounding out and blending letters together, we help develop the skill of 'oral blending'.



## Top tips for reading at home

### How to make reading fun?

- Encourage the children to sound out and blend as much as possible
- Play 'my turn, your turn'
- Read a page each
- Play 'spot the word'
- Spot the sound
- Use a decorated lollipop stick to encourage them to follow the words, talk about their favourite part of the story, talk about the feelings of the characters and ask them what they think might happen next.
- Your child will receive two reading books once a week and will also be assigned to one ebook book which matches their phonic ability. We will be sending out further information regarding the children's reading at home soon.



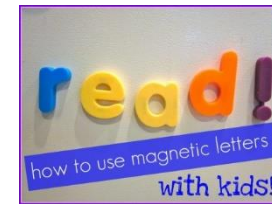
Reading Challenge  
Every time you read ask a grown-up to write in your reading diary and you will earn a stamp.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30



## Top tips to encourage writing at home

- Use the handwriting rhymes to help with letter formation
- Writing in sand, shaving foam, rice, paint
- Using letter shapes in the bath and magnetic letters on the fridge
- 'Rainbow writing' - use different coloured gel pens or felt tips to write each letter in the word
- Fine motor skill development - playdough, threading, cutting with scissors and wind-up toys to strengthen grip





## Mathematics - Number

### Learning Intentions for the year:

- ❖ Number recognition , 1-5 , 1-10.
- ❖ Children to understand what each number means and the composition of numbers to 10.
- ❖ Recognise by sight amounts up to 5.
- ❖ Different arrays of objects, helping children to visualise numbers in different ways.
- ❖ 1:1 correspondence where counting is key
- ❖ Automatically recall number bonds to 5 and some number bonds to 10 including doubling.

### Tips to support at home:

- ❖ Use pasta, socks, sweets, stairs and toys to encourage counting in all spaces of the home
- ❖ Spotting numbers in the environment - when out and about help your child to find numbers on doors, signs and buses
- ❖ To help number recognition, place number cards around the home e.g. on doorways as a 'password' to go through the door
- ❖ Play number hunts, hiding and counting numbers around the home



## Mathematics - Numerical Patterns

### Learning Intentions for the year:

- ❖ Verbally count beyond 20 and recognise the pattern of the counting system.
- ❖ Compare quantities up to 10 in different contexts and can recognise when one is greater than, less than or equal to another.
- ❖ Explore and represent patterns within numbers to 10 including evens and odds, doubling facts and how quantities can be distributed evenly.

### Tips to support at home:

- ❖ Sharing items e.g: sweets or pencils. " I have one now you have one."
- ❖ Showing children piles of objects such as toys and asking them who has more/ less.
- ❖ Asking children what comes next. "I wonder what comes after 10..."



## 'Parents as Partners'

- ❖ Open door policy
- ❖ 'Parent Passport' - Online Learning Journal - log in and further details will be sent to your email addresses
- ❖ Curriculum Newsletters
  - ❖ Curriculum Evening
  - ❖ Parent's Evenings
- ❖ School Newsletters
  - ❖ Facebook
- ❖ Class pages on the school website



Thank you for all your help at home!

If you have any questions please don't  
hesitate to ask any of the members of staff

