



**Welcome to**  
**Year R**  
**Curriculum**  
**Meeting for Parents**

*To try is to achieve, to achieve is to grow*

**Autumn 2025**



# What is Year R all about?

## Prime Areas

**PERSONAL, SOCIAL & EMOTIONAL  
DEVELOPMENT**

(SELF-REGULATION; MANAGING SELF;  
BUILDING RELATIONSHIPS)

**COMMUNICATION & LANGUAGE**  
(LISTENING, ATTENTION AND UNDERSTANDING;  
SPEAKING)

**PHYSICAL DEVELOPMENT**  
(GROSS MOTOR SKILLS; FINE MOTOR SKILLS)

## Specific Areas

**MATHEMATICS**

(NUMBER; NUMERICAL  
PATTERNS)

**UNDERSTANDING THE  
WORLD**  
(PAST & PRESENT; PEOPLE,  
CULTURE AND COMMUNITIES;  
THE NATURAL WORLD)

**LITERACY**

(COMPREHENSION; WORD  
READING; WRITING)

**EXPRESSIVE ARTS &  
DESIGN**  
(CREATING WITH  
MATERIALS; BEING  
IMAGINATIVE & EXPRESSIVE)

- Curriculum has greater **focus on interactions** with children, keeping children on track and greater breadth of understanding/mastery – especially in reading and number – not racing through reading books or working with ‘big’ numbers.
- **Importance of Prime Areas** e.g. PD needed for writing, C&L needed for all areas.
- We look at the **whole child**, not just academic skills – learning behaviours, values etc.
- **Assessment** at the end of the year against the goals – emerging or expected.

# Autumn Term



**FOCUS ON PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT**

**Gaining confidence and independence, making friends, learning routines and expectations**



**ON ENTRY BASELINE ASSESSMENT**

**Government – with class teacher; School based observations/ interactions with class teachers and Learning Support Assistants**



**AUTUMN A**

**Start Phonics, Maths and general curriculum**



**THEMED LEARNING WEEKS**

**Based on nursery rhyme, traditional tale, familiar and new stories**

**Spring & Summer Term**

**PACE OF LEARNING DEVELOPS**

**EXPECTATIONS INCREASE IN PREPARATION FOR YEAR 1**

**Independence, expectations for sustained focus, recorded work, working in larger groups**

# A typical day in Year R

## Morning Routine

Hang up coat, water bottle away, check book bag and put away, wash hands, select lunch, sit on carpet ready

## Register, Phonics, learning input

Interchangeable half classes

## Independent learning (indoors & outdoors)

All provision has a specific/planned objective

## Snack and story

Milk/water and fruit, together as a class

## As before snack but groups swap

## Lunch and play

Year group sitting, whole school playtime

## Register, Whizzy Maths & learning input

## Independent learning

Free flow between indoors and outdoors

## Refreshment break

## As before break

## Reading time/assembly/story

## Chat time

## End of day preparation

Collect all belongings

## Home time

**\*Tuesday morning – rotation of PE, music, library, Whizzy Maths**

# Other information



## Child Initiated

Finding own resources, using enhanced provision.



## Adult Led Learning

Focused activity, intervention or challenge.



## Tuesday Afternoon PPA

Active play outdoors plus learning focus, continuation of the morning inside, children with LSA and another adult.



## Other Learning Opportunities

PDL, Dough time, assembly, RE, In the Spotlight, Forest School, classroom helpers, circle time, interventions.



## Support & Challenge

Identified areas to develop individually, intervention to support skills, challenges to mirror and apply skills taught.



## Teachers out of Class

Teachers have time out of class regularly to manage a subject within the school, have meetings, undertake professional development. This will be covered by school staff.



## Big Book

Sample of learning that has taken place across the week, to remind, recap and review learning that has taken place.

# What you can expect

**Play based curriculum, a continuation of pre-school/nursery/childminding setting – final year of the Early Years Foundation Stage curriculum**

**“I played all day”**

**All activities, toys and resources will have a learning purpose or opportunity**

**“I can’t remember”**

**Very common!!**

- **Gradual** introduction and build up of expectations and independence
- **Introduction to ‘academic’ skills and knowledge** – school is not all about learning to read and write!
- **Contact with the teacher** – different to previous setting – will be less but we are always available to listen and talk
- **Tiredness!!** – it doesn’t matter how much time your child has spent in their previous setting, school is very different. The adults are tired so the children will be tired!!

# Rewards & sanctions



**Positive modelling**



**Verbal praise & feedback**



**Stickers**



**Climbing a tree to a better me**



**Verbal reminders**



**Time out**



**Traffic light system**



**Communication with parents**

# How you can help with independence

## Start of the day

- Encourage your child to get dressed independently and sort out clothes that are inside out
- Talk to them about what they are having for lunch
- Prompt them to hand in letters and check their book bag
- Separate quickly at the gate

Check all clothing is labelled, including coats and remind children of how to check where their name is; check regularly that labels are still in and visible



Talk to them about their lunch before they come to school.

Check the menu:

- Red is meat
- Green is vegetarian
- Blue is baguettes
- Yellow is tomato pasta



Use a fork for eating and practise cutting with a knife



Listening to and following instructions



Practise dressing/undressing – particularly coats and fastenings for the Autumn term



Waiting their turn to speak



Toileting – recognising when they need to go, wiping themselves, washing hands and saying if they've had an accident



# How you can help with learning

Please let us know if your child speaks another language/s at home or is exposed to another language e.g. through grandparents

## TALK

Talk to your children to develop language skills, get them to follow instructions

## TALK

Talk to your child about any work/activity they bring home

## PLAY

Play games to encourage turn taking, winning/losing

## WEBSITE

Use the website as reference for hints and tips – Year R section

## CURRICULUM MEETINGS

Support events for your child such as curriculum meetings, Stay and Play sessions (more information to follow)

## NEWSLETTER

Check the weekly newsletter for what we have done and how you can help to reinforce the learning – reinforce/revise, key skill to practise

# How you can help with learning

## HOME LEARNING

Sometimes uploaded  
to Google Classroom

## READING

Practising Phonics  
and key words,  
reading books  
regularly, sharing  
library books.

## WRITING

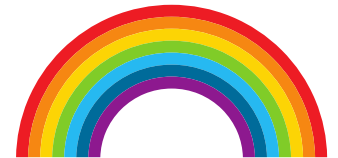
Practising name  
writing and correct  
letter formation  
(further info to follow)

## NUMBER SKILLS

Maths challenges,  
maths toolkits

## Reading a Rainbow

encourages and motivates your child to read and  
move onto the next worm (further info to follow)



Updated assessments - half termly to show progress



Parental  
Consultations

## OCTOBER

Focus on settling  
in, personal and  
social skills

## SPRING

Focus on progress  
and next steps

## SUMMER

End of year report  
and assessment of  
the ELGs

# Other ways to help

## HELPING HANDS

We will be displaying requests for small donations for our learning opportunities on an easel along the pathway to the exit gates.

If you are able to support us, please take one of the hands and drop the requested item/s off at the front desk with the card. We will be very happy to receive second hand resources as well as new.



## AMAZON WISH LIST

Specific items to support our long term plans e.g. books



## PARENT HELPERS

Parent helpers – we welcome parent helpers into the classroom from January



School is a **partnership** with you

**Open door policy**

**Please catch us at the end of the day, call or email the main School Office if you have any questions or worries**



**01252 613582**



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**Thank you for your continued support**