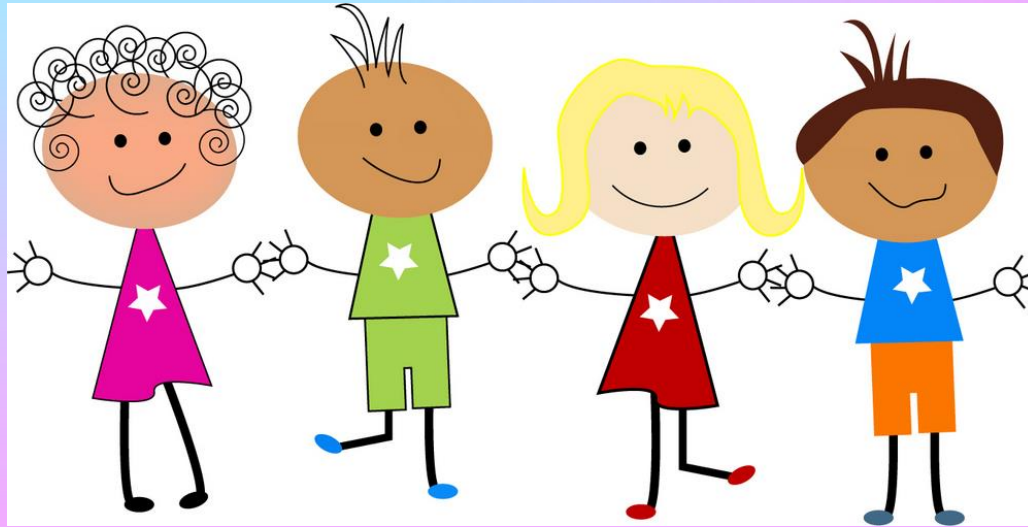


Welcome to Year R



The Year R Teaching Team

- Class teacher : Mrs Bruton
- Teaching Assistant – Mrs Rhys-Jones

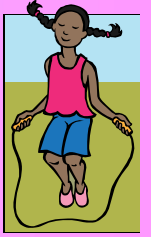
PPA cover

Monday afternoon – Mrs Hillier/Premier Sports (and Mrs Rhys-Jones)

Wednesday afternoons – Premier Sports/Mrs Rhys-Jones and Mrs Luker

Thursday afternoons – Mrs Rhys-Jones and Mrs Barnett

The Essentials!



- Please could all children wear their P.E kits to school on a **MONDAY** and **WEDNESDAY**.
- The PE kit should be school PE shorts, school PE t-shirt and daps/trainers. Children also need to wear their school cardigan or jumper. When the weather is colder, children can wear jogging bottoms or leggings rather than their shorts. We ask that their jogging bottoms/leggings are black or navy blue (where possible please).
- Please could all sweatshirts, cardigans, coats, hats etc be named (anything that children may take off and leave around the classroom!!).**
- Reading books, sound cards and word box (when given out) need to be in school every day please.
- A pair of wellies to be kept in school please.
- A named water bottle (brought to school every day). Please ensure children only have water please.

The Curriculum

The EYFS Curriculum has 7 areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language Development
- Literacy
- Maths
- Understanding of the world
- Expressive Arts and Design

We are an 'Early Adopter' of the new framework. For further information, please use the link below:

<https://www.gov.uk/government/publications/early-adopter-schools-eyfs-framework>

Long term overview

Below and on the next slide, is the long term overview. This gives you a brief overview of what your child will be learning over the course of the year. It is also available on the school website, under 'Classes, Year R'.

CURRICULUM MAP 2020-2021		YEAR GROUP: R		TEACHER: Mrs Bruton		
Themes	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Hook	Marvellous Me	Let's Celebrate	Blast Off!	Eggs-citing Eggs!	Ugly Bug Ball	Ahoy Me Hearties!
	All About Me Boxes Making gingerbread selves	Birthday party Christmas Tree Festival	Space Dress Up Day	Library Living Eggs	Visit from Bristol Zoo	The Matthew School Trip End of year class assembly
Communication and Language • Listening, Attention and Understanding • Speaking	Talk about themselves Asking questions to get to know their new friends in their class Talk about their family Talk about Autumn Talk about Harvest and Harvest Festivals Develop vocabulary related to theme	Talk about and explain different celebrations Talk about the importance of fireworks safety Talk about traditions—the different traditions people have at Christmas/Birthdays Talk about remembering—why do we remember? Discuss why light is important Use stories to learn about different festivals	Talk about what we know about space Discuss how people who visit space would feel Discuss features of each planet Discuss people who have visited space Introduce new vocabulary related to theme Use stories to develop understanding of space	Explain how chicks change over time Explain how to care for chicks Think of questions related to chicks Talk about the life of dinosaurs Discuss the meaning of new vocabulary related to the theme Use stories to develop understanding of chicks and dinosaurs	Talking about different minibests Talking about different plants Talking about how to look after plants Discuss why we have to look after our planet Develop vocabulary related to theme Use stories to develop understanding of plants and minibests	Talk about going on holidays Talk about different environments Talk about pirates Talk about holidays in the past Develop vocabulary related to theme Use stories to develop understanding of pirates and holidays from the past
Personal, Social, Emotional Development • Self-regulation • Managing Self • Building Relationships	Settling in Classroom rules Building relationships Becoming aware of others' feelings Following instructions	Sharing experiences of celebrations Trying new activities Following instructions Taking turns Becoming aware of others' feelings	Discussing feelings and emotions (related to going into space) Trying new activities Following more complex instructions Taking turns Being aware of others' feelings	Discuss looking after chicks/eggs Trying new activities Following more complex instructions Taking turns Being aware of others' feelings	Importance of caring for our environment Trying new activities Following more complex instructions Taking turns Being aware of others' feelings	Feelings about the year, how we have changed Trying new activities Following more complex instructions Taking turns Being aware of others' feelings
Physical Development • Gross Motor Skills • Fine Motor Skills	Games—Multi skills—On the road (Cars) Dance—Following instructions, Sticky Kids Pencil grip Cutting skills Playdough Funky fingers	Games—Multi skills—Planes and Countries Dance—Firework dance Gymnastics—rolling, and jumping Pencil grip Cutting skills Playdough Funky fingers	Games—Multi skills—Space Dance—Space themed Cutting skills Developing pincer grip Cutting skills Playdough Funky fingers	Athletics—Jack and the Beanstalk Gymnastics—travelling in different ways Pincer grip Cutting skills Playdough Funky fingers	Athletics—The sea Dance—Ugly Bug Ball Pincer grip Cutting skills Playdough Funky fingers	Athletics—Sports Day Gymnastics—balancing Pincer grip Cutting skills Playdough Funky fingers
Literacy • Comprehension • Word reading • Writing	Listening to and responding to stories RWI—speed sounds set 1 Fred Talk Oral sentence making Mark making Letter formation	Listening to and responding to stories RWI—speed sounds set 1 Letter formation Fred talk Mark making Oral sentence making Develop sight vocabulary	Listening to and responding to stories RWI—speed sounds set 2 Letter formation Fred talk Oral sentence making Writing simple words and captions Develop sight vocabulary	Listening to and responding to stories RWI—speed sounds set 2 Letter formation Fred talk Oral sentence making Writing simple words and captions Develop sight vocabulary	Listening to and responding to stories RWI—revision of speed sounds Letter formation Fred talk Oral sentence making Writing for different purposes Develop sight vocabulary	Listening to and responding to stories RWI—revision of speed sounds Letter formation Fred talk Oral sentence making Writing for different purposes Develop sight vocabulary

	AUT UMN 1	AUT UMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Autumn	Celebrations	Blast Off!	Eggciting Eggs!	Wonderful World	We're all going on a Summer Holiday
Maths •Number •Numerical Patterns	Number recognition (to 5) Counting (to 10 and beyond) One more and one less Shape recognition—2D shapes Pattern Space and Measure—use vocabulary related to weight and size, use positional language	Number recognition (to 10) Counting (to 10 and beyond) Order numbers One more and one less Introduction to addition Shape recognition—2D shapes Pattern Space and Measure—use vocabulary related to weight and size, use positional language Compare size and weight	Number recognition (to 15) Counting (to 20 and beyond) One more and one less Simple addition and subtraction Addition bonds for numbers to 5 Doubling Shape recognition—3D shapes Order objects—size, weight, length <i>g.c.</i> Use time related vocabulary Pattern	Number recognition (to 15) Counting (to 20 and beyond) Order numbers Count in 2's Addition and subtraction Addition bonds for numbers to 5 Doubling Halving Sharing Shape recognition—2D and 3D shapes Order objects—size, weight, length <i>g.c.</i> Money Pattern	Number recognition (to 20) Counting (to 20 and beyond) Count in 2's and 5's Addition and subtraction Addition bonds for numbers to 10 Doubling Halving Sharing Shape recognition—2D and 3D shapes Order objects—size, weight, length <i>g.c.</i> Use time related vocabulary Money	Number recognition (to 20) Counting (to 20 and beyond) Order numbers Count in 2's and 5's Addition and subtraction Addition bonds for numbers to 10 Doubling Halving Sharing Shape recognition—2D and 3D shapes Order objects—size, weight, length <i>g.c.</i> Use time related vocabulary Money
Understanding of the world •Past and Present •People, Culture and Communities •The Natural World	What happens at Autumn? Hedgehogs Faces Body parts Life in Grandparents times The 5 senses Families Christmas Using IWB	Bonfire Night Remembrance Day Diwali Hanukkah Birthdays Christmas Using IWB	Famous Astronauts Naming the Planets Life in Space Light and Dark Simple computer programs	Growth Life cycles of animals Caring for animals Dinosaur Facts Simple computer programs	Life cycles of plants Growing plants Mjijjggg Facts Simple computer programs	Pirates from the past Holidays in the past Holiday customs Animal habitats Simple computer programs
Expressive Arts and Design •Creating with Materials •Being Imaginative and Expressive	Exploring with paint Self portraits Clay portrait tiles Watercolours—vegetables Nursery Rhymes	Watercolours—poppies Firework art Firework dance Christmas sewing—stocking Christmas tree decorations Christmas Songs	Space ships—junk models Alien paintings Colour mixing Wooden space buggy Space songs	Chick pictures Bird's home—junk models Easter craft Easter songs	Observational drawings of plants Flower Sewing Clay (flower shaped pot Mjijjggg songs	Pirate portraits Beach scenes Water pictures Lighthouse models Punch and Judy theatres Piratesongs
Music (Chango)	Mel	My stories	Everyone!	Big Bear Funk	Our world	Reflect, rewind and replay
Computing (Purple Mash)	Using a laptop 2Paint	Using a laptop 2Paint	Mini Mash Bee Bots 2Paint	Mini Mash Bee Bots 2Paint	2Simple	2Simple
PSHE (Jigsaw)	Being me in my world	Celebrating differences (including Anti bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	Why are some stories special? Link to Hinduism	Why do Christians perform nativity plays at Christmas? Links with AMV Why are some stories special?		Why do Christians put a cross in an Easter garden? Links to AMV Why are some stories special?	Why is the word 'God' so important to Christians? Links to AMV Who are we?	

Hooks

Each theme will start with a 'hook' – an event to 'launch' the theme, and to engage the children's learning.

This term, the children are sharing their 'All about me' boxes, and will hopefully get the opportunity to make a 'gingerbread' version of themselves.

Further details of future 'hook' events will be given nearer the time.

This Term's Topic – Marvellous Me!

This is also available on the school website, under 'Classes, Year R'.

Personal, Social and Emotional

Settling in

Class/school rules

Building relationships

Becoming aware of others' feelings

Following instructions

Jigsaw—Being me in my world (belonging, similarities and differences, managing feelings, working together, others' feelings, being kind, gentle hands, being responsible)



Marvellous Me



Physical Development

Games—Multi-skills—On the road (Cars)

Dance—following instructions, Sticky Kids

Pencil grip

Cutting skills

Playdough

Funky fingers



Sticky Kids



Communication and Language

Talk about themselves

Asking questions to get to know their new friends in their class

Talk about their family

Talk about Autumn

Talk about Harvest and Harvest Festivals

Develop vocabulary related to the theme



Literacy

Listening to and responding to stories

RWI — speed sounds set 1

Fred Talk

Oral sentence making

Mark making

Letter formation

mad	at
dad	sad
mat	sat

Mathematics

Number recognition (to 5)

Counting (to 10 and beyond)

One more and one less

Shape recognition — 2D shapes

Pattern

Space and Measure — use vocabulary related to weight and size, use positional language



Understanding the World

What happens at Autumn?

Hedgehogs Facts

Body parts

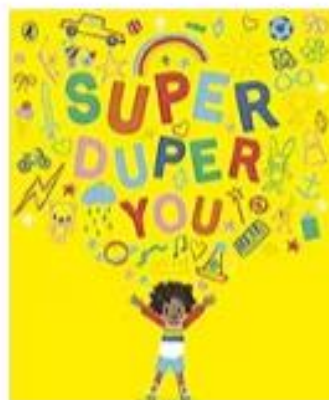
Life in Grandparents times

The 5 senses

Families

Using IWB

RE — Why are some stories special?



Expressive Arts and Design

Exploring with paint

Self-portraits

Clay portrait tiles

Watercolours — vegetables

Nursery Rhymes

Charanga — Mel — listening and responding to different styles of music, interrelated dimensions of music, learning to sing a song/nursery rhyme or action song, share and perform



Maths



- Whole class input – focussing on all the different aspects of Maths – shape, pattern, measures, numbers
- Group work
- Play based activities

I have attached a leaflet on Tapestry with further ideas of Maths activities you may wish to do at home with your child

Literacy – Reading and Writing



We use RWI Phonics to teach the children how to read and write.

Children will undertake work related to phonics everyday.

They will learn 44 sounds to begin with, split up into small groups (please try to use 'Pure Sounds', and not letter names – see the link below to hear how all the sounds should be pronounced). In RWI, these are sounds from set 1 and set 2.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Once they have learned all the sounds in a group, they will begin to read simple words using these sounds (green words). This is known as Fred Talk. They will also learn to read words which can not be sounded out (red words).

Children will have a word box containing green words and red words for them to practise reading at home (as well as in school), along with their sound cards.

Below is a link to the RWI website, which contains further information for parents.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

I have attached a parents leaflet to Tapestry, giving further information about RWI.

Homework

- Children's homework will be focused on reading.
- Please listen to them read their book, words and sounds – they do not need to do everything every night.
- Little and often is the best policy!
- For each 'theme', children will have the opportunity to undertake 'Theme based' homework. This will be set at the beginning of the term and due in at the end of the term, where they will have a chance to share their work with the class, via Tapestry. There will be a list of ideas from which the children will need to choose one. A lot of the options will be practical based.

Go-Read

- This year we have invested in a brand new online reading diary.
- Your child should have come home with a Go-read login (please let me know if you haven't received a login).
- This allows you to record comments when your child reads at home. School will also record comments when your child reads in school.
- The Go-Read guide for parents is available on our school website, under Latest News.
- As it is brand new, you may encounter a few teething problems. Please let us know, as the creator is very happy to receive feedback and develop the app further.

Tapestry

- You should have been emailed a Tapestry login
- If you haven't, please let the office know and I will re-activate your login.
- Tapestry is an online learning platform where you can get a little insight into what your child has been engaged in at school (it helps to overcome the fact that they have said that they have done 'nothing' all day!!)

Class Dojos

- Your child may come home and say they have received a 'Dojo' point
- These are similar to housepoints
- Children can gain Dojo points for many things – being polite, helping a friend, trying hard, tidying up
- In the near future, the class will earn Dojo points for embracing one of the school values (fun, peace, wisdom, creativity, positivity, freedom, respect, trust and family). We will focus on one value a week. The child in the class who receives the most 'Dojo' points related to the focus value, will receive a special sticker from the headteacher

How to help your child

- Read stories to your child
- Talk, talk, talk
- Cooking
- Play games
- Visit the library
- Encourage independence – getting dressed, cutting up food, having a go at new things
- Sing, dance, make music
- Get messy!
- Role play

Parents evening

- Parents evening will take place in Term 2 (after October half term)
- They will take place via a telephone call – more details will be available closer to the time
- If you have any concerns before this time, please email the office and we can arrange a convenient time for a phone call.

Any questions?

Please submit these on Tapestry and I will get back to you.

