

Year R Autumn 1

Our topic is...



All About Me!



A very warm welcome to all our children and families who are starting on their learning journey with us here at Alton Infant School.

We are really looking forward to the year and getting to know your children and for them to get to know us. We have a lot of exciting things planned for the term.

We hope that you have found the Welcome presentation and information booklets helpful.

Please remember to ask any member of staff if you need clarification or further information on anything going forward.

This is the first edition of our curriculum information booklets. You will receive one of these booklets for each half term. They give a brief overview to the focus of our teaching.

EARLY YEARS FOUNDATION STAGE CURRICULUM



The Reception year marks the end of the children's Foundation Stage education, before they move to Key Stage 1. There are seven areas of learning in the EYFS. All areas of learning and development are of equal importance and are inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for also building their capacity to learn, form relationships and thrive.

These three areas, known as the prime areas, are:

- Communication and Language Development;
- Physical Development;
- Personal, Social and Emotional Development.

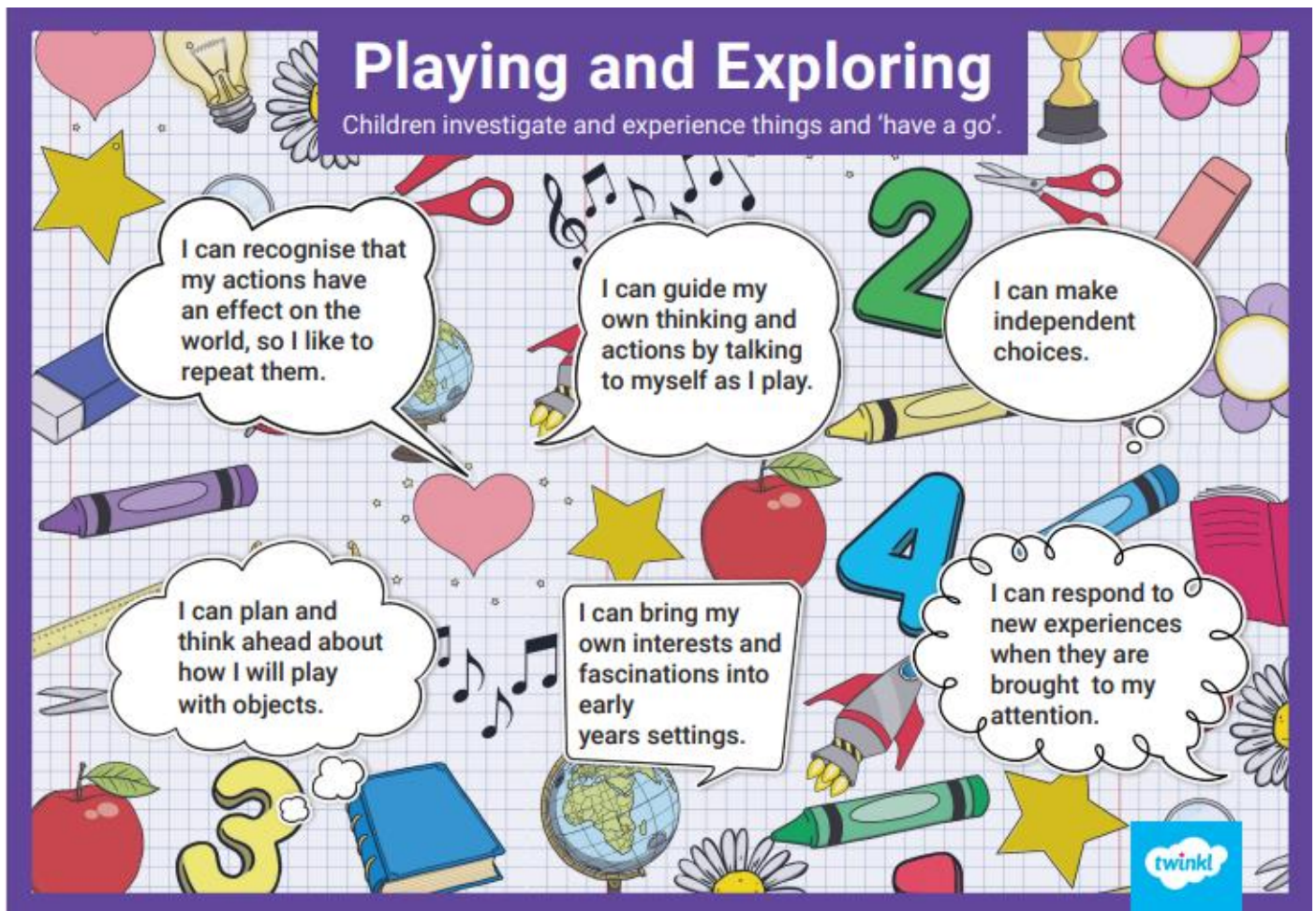
We also support children in four specific areas, through which the three prime areas are strengthened and applied.

This September all Year R children will take part in a statutory government baseline in addition to schools carrying out their own.

https://www.youtube.com/watch?v=qIJFI8NJwe8&ab_channel=DepartmentforEducation



We observe the children in their play, working in small groups or individually.



(End of Year expectations)

Learning Characteristics

Your children will spend the majority of this half term demonstrating to us the key characteristics for learning: Playing and exploring - Engagement in learning

- ❖ Playing with what I know
- ❖ Finding out and exploring
- ❖ Willing to have a go

This is the most important key area of focus for this half term.

Settling your children into a safe and secure routine is vitally important.

Getting to know one another and to form trust is a key element in your child's success in learning this year.

Your children will begin to meet 'Our school learning Characters' :



Resilient Tortoise

I keep on trying and don't give up. It doesn't matter how hard I find my learning. When things get tough I use my resilience to stick at a task and always try my best. By being resilient I find that learning becomes easier than I thought.



Curious Cat

I think, wonder and ask questions about my learning. This means that I can find out about things and use these ideas in my learning. I really like to investigate and explore to find the answers to my questions.



Brave Spider

I am not afraid to take risks. I love to try something new and never say no, even though I might think it is something scary. I am not afraid of making mistakes as these help my learning. By taking risks I feel really good about myself and realise I can do things when I try.



Reflective Ladybird

I think about my learning and wonder what I have done well. I then think about how I can improve my learning or what I can do differently to make my learning even better.



Concentrating Caterpillar

I concentrate on what I need to do even when my friends are trying to get me to do something different. By concentrating I know I can improve my learning.



Considerate Hedgehog

I consider the feelings of my friends to ensure that they can learn in a caring environment. I know my UNICEF Rights and use these to help my own thinking and to help respect other children and the planet.

Personal, Social and Emotional Development

Early Learning Goals

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.



(End of Year expectations)

Personal Social and Emotional Development

We will help your children to establish new relationships with new adults and their peers.

We will learning about how we are the same and sometimes different too.

We will be supporting the children to feel at ease in their new environment and to start to establish solid daily routines.

Together we will start to build the foundations for key learning.

They will be using their senses to explore and learn about our bodies.

Together we will explore and recognise our feelings



The children will come home full of enthusiasm and will want to share their day with you. Be ready to listen to their adventures.

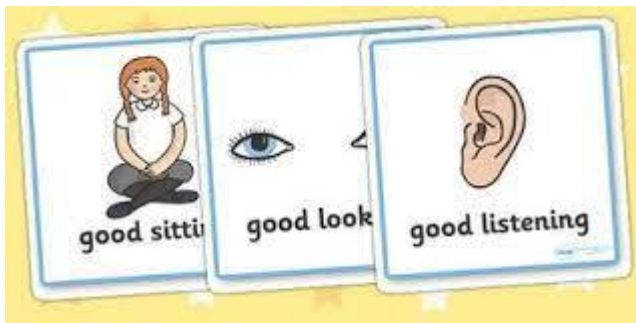
The children will gradually begin to find their confidence and independence will begin to flourish.

In small groups the children will play games and take part in activities that encourage them to take turns and share with other children. We introduce our Classroom Motto and talk about how we follow them each day. 'Caring is Sharing'

Each and every child will be taught the importance of valuing and respecting the others and so develop positive relationships.



THE GOLDEN RULES



Every day your child will start on the sun

Daily tasks:

- Saying 'goodbye' each morning - coming in with a happy/smiley face
- Finding my peg/ remembering where it is!
- Filling my water bottle
- Finding my water bottle for a drink
- Eating my snack
- Remembering my carpet number
- Recognising my name
- Playing games, learning how to take turns and share.
- Helping to tidy up
- Listening and playing with my friends
- Finding the toilet/going by myself
- Putting on/off my own coat and jumper
- Changing my shoes/wellington boots
- Choosing my own sharing book
- Learning our classroom rules
- Organise their belongings for home time

Be prepared for some tiredness, it is energy zapping for your children in this first half term.

Have a welcome smile ready for them at the end of each day.



How can parents support:

- Talk to your child about starting school, their likes and dislikes and their favourite things!
- Share proud moments on Class Dojo and 'WOW' leaves.
- Short and sharp drop off works best - We will telephone/message you to let you know they have settled - PROMISE

Communication and Language


Early Learning Goals

Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.





Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.





(End of Year expectations)

Communication and Language Development

We will share daily carpet times for rhymes, stories, songs and snack time.

We will take time individually to share their chatterboxes.

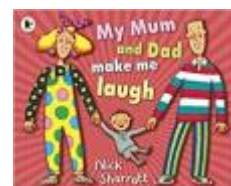
We will get to know them and talk about their likes and dislikes, What makes them laugh and smile.

We will talk about their families and homes.

We will talk about what is special to them in their lives.

We will talk about sharing new experiences.

They will be encouraged to talk with confidence about what they have heard. Maybe your child could bring into school a book which made you laugh when you shared it together?



Daily tasks:

- Listen to instructions
- Talk with their peers to organise play
- Maintain attention in tasks
- Listen to new vocabulary

How can parents support:

- Help your child to complete their chatterboxes.
- Share stories with your child.
- Time to talk and ask them questions about their day.

Physical Development

Early Learning Goals

Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.


Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.



(End of Year expectations)

Physical Development

Your children are extremely active all day. They start the day with our 'Wake up and Shake up' song. Each day the  children are offered the opportunity of 'free flow' with outdoor play. Here they can access the space to run, climb, hop and skip about. The scooters and double bikes are always available and are very popular. We have begun to refine and strengthen some of our fine motor skills. The children will take part in lots of fine motor activities to strengthen their finger muscles. To improve children's pencil control, they will practise drawing large and small circles and stripes. This helps with anticlockwise formation

and retracing vertical lines in readiness for forming letters. We use the following programmes to help us achieve good strong results:

Hand gym

- Squiggle Wiggle
- Dough Gym

How can parents support:



- Buttons and zips
- Using a knife and fork
- Mark making materials for drawing
- Cutting and sticking - old magazines/wall paper

Literacy


Early Learning Goals

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.




Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.





Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.





(End of Year expectations)

Literacy Development

We listen to many stories throughout the day. Many are linked to our topic this term 'All about me and families'. Some of these stories maybe familiar to your child and others will be new. The children have their book bags for the library books - three a week. These are lovely as bedtime stories and prompt a wide range of vocabulary. We have begun putting out our daily Nursery Rhyme cards on the fence. Please support us by singing this most mornings with your children whilst you wait for the gate to open. Rhyming skills are a key skill that your children need in order to help with their reading. Can

they spot any rhyming words in books that you share? We have been looking at items to help us with understanding rhyme - cat/hat, boat/goat, iron/lion etc. We will continue to sing rhymes from our Nursery Rhyme music bag and also introduce words for the children to hear how a word is made up We call this robot talk - splitting words into its phonic sounds c-oa -t , b-i-n , b-o-ll-e, b-oo-k etc. We will be starting to teach the children phonics this term. Please encourage your child to notice sounds around them. These could be similar or different sounds in the home and outside, the rhythm and beat of music and words... All of this is really valuable practice to be ready to begin to learn letter sounds.

How can parents support:



Unlocking
Letters & Sounds

- Sharing books
- Singing Nursery Rhymes/ Finding rhyming words
- Robot Talk

Mathematics

Early Learning Goals

Number

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.



Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



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(End of Year expectations)

Mathematical Development

Matching and sorting into groups - same/different, colour, size, shape.

Comparing amounts - equal, more than, fewer than.

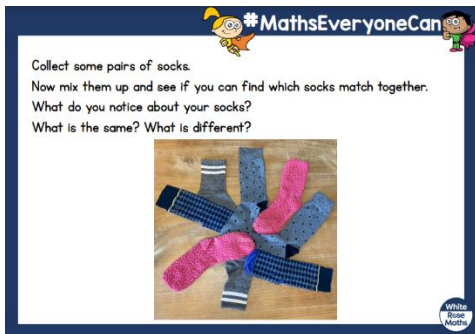
Comparing size, mass & capacity - big/little, large/small, short/tall, tallest/shortest.

Exploring pattern - making simple patterns, odd one out, exploring more complex patterns.

How can parents support:



Completing the weekly maths challenge questions that will be posted on Class Dojo.




Understanding the World

Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

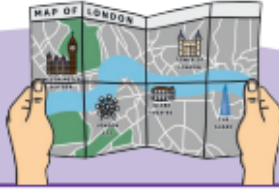


People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.





The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.





(End of Year expectations)

Understanding the World

We will talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them.

We will talk and learn about how you can find out information from different sources e.g., internet, books.

We will talk about the special things in their own lives. Know how to respect and take care of school resources. Classroom motto - 'Caring is sharing'

We will talk about and apply how to show respect and care for the natural environment and all living things.

We will talk and learn about families in other countries across the world and how they engage in similar activities to their own family. Know some differences.

We will look at key features of their immediate environment and how they can be represented with objects and on paper e.g. classroom maps, Pete's story map around school, seating maps, nature area map.

We will look and learn some common signs and logos.

We will continually talk about our environment where they live and observe how this can change through the seasons. We will describe what they see, hear, and feel outside.

We will talk about harvest and its meaning through stories, information, collections and songs.

How can parents support:



- Share family news
- Post exciting adventures onto Class Dojo
- Go on an autumnal walk
- Look at simple maps when you are out and about - Town, Alice Holt, Park
- Help them to 'share and care' at home
- Promote the use of ' Please and Thank you'

Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Make use of props and materials when role playing characters in narratives and stories.



Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



twinkl

(End of Year expectations)

Expressive Arts and Design

The children will learn how to independently access the painting, making and malleable areas in the classroom and have lots of opportunities to explore and create! The children will print and paint repeating patterns using different art materials.

We will be experimenting in our creative areas and using our own ideas to make a picture.

We will be looking closely in the mirror to make our faces to go on the Classroom Charter board.

We will be drawing our families in our little houses using photographs sent in from home.

Our music sessions will begin on 'Charanga' – focus songs with percussion instruments:

Pat-a-cake

1, 2, 3, 4, 5, Once I Caught a Fish Alive

This Old Man

Five Little Ducks

Name Song

Things For Fingers

We will be printing using lots of colours and a range of man-made and natural objects linked to 'Autumn'

We will study the Artist Jackson Pollock and look at his splatter painting work. We will talk about light and dark colours and begin to think about how we can create collaborative artwork with others.



How can parents support:

- Let them experiment with mark making at home - drawing, mixing colours
- Let them snip and cut with children's scissors
- Continue to sing from the nursery rhyme booklet
- Look at a variety of objects in different materials and talk about their properties and colours

Key Aspirational Goals

As readers, we will:

- Read and listen to a variety of books. We will join in with repeated phrases and rhymes.
- We will start to learn our phonics and match sounds with letters.
- Begin to blend sounds into words, for example, we will learn s-a-t = sat, pi-n=pin
- Share books in small groups, learning to hold a book properly and follow the text with our fingers.
- Ask parents, to share books with your child every night. Practising the sounds, we know and talking about what is happening in the story and what we think might happen next.
- Bring 3 books home, one we are familiar with, one we are getting to know and one we would like you to read to us

As writers, we will:

- Practise our fine and gross motor skills to become writers
- Be given opportunities to mark make and write with a range of medium eg chalk, paints, water, pencils.
- Begin to use our knowledge of letter sounds to write the first letter or more letters in for example, lists, letters home and early stories.

As mathematicians, we will:

- Learn how to count, read and order numbers by counting objects, actions and sounds in number activities and games.
- Be subitising which is when we can recognise small amounts without having to count the items or objects. This will help us with our fluency as we become even better mathematicians. Some of us will be able to match objects with spots and the actual written number.
- Have fun making repeating patterns using spots and stripes.

As scientists, we will:

- Be looking at spots and stripes in the environment, for example animal patterns, markings on shells and plants. When you are out and about together with your child, see how many you can spot - perhaps you could bring in a list?

School Uniform

All of the children look very smart in their new uniforms and they are very proud of them! Being so busy during the day, they sometimes leave their cardigans or jumpers lying around. If you have not yet done so, please can you check that all of your child's uniform has their name in so that we can return lost items to their rightful owner. As you can imagine, 50 Year R children's jumpers look very similar!



Class Dojo:

When we send anything new home in bookbags, we will upload a message to inform you, plus any instructional video on ClassDojo which explains what you need to do.



Please remember you can message **any** of the Year R teachers on Class Dojo with queries or questions that you may have.

Willow Class - Mrs Cooper

Elm Class - Mrs Grimes