



Welcome

Year R Meet with the Teacher
Autumn 2025



Early years Prime Areas	Early Years Specific Areas
<p data-bbox="247 365 846 408">Communication and Language</p> <ul data-bbox="324 428 869 582" style="list-style-type: none"><li data-bbox="324 428 869 525">• Listening, attention and understanding<li data-bbox="324 539 587 582">• Speaking <p data-bbox="247 599 857 699">Personal, Social and Emotional Development</p> <ul data-bbox="324 719 823 873" style="list-style-type: none"><li data-bbox="324 719 699 762">• Self-regulation<li data-bbox="324 776 683 819">• Managing Self<li data-bbox="324 833 823 873">• Building relationships <p data-bbox="247 891 695 933">Physical development</p> <ul data-bbox="324 953 749 1051" style="list-style-type: none"><li data-bbox="324 953 749 996">• Gross motor skills<li data-bbox="324 1011 718 1051">• Fine motor skills	<p data-bbox="942 365 1101 408">Literacy</p> <ul data-bbox="1020 428 1421 582" style="list-style-type: none"><li data-bbox="1020 428 1421 471">• Comprehension<li data-bbox="1020 485 1367 528">• Word reading<li data-bbox="1020 542 1244 582">• Writing <p data-bbox="942 599 1209 642">Mathematics</p> <ul data-bbox="1020 662 1479 759" style="list-style-type: none"><li data-bbox="1020 662 1267 705">• Number<li data-bbox="1020 719 1479 759">• Numerical Patterns <p data-bbox="942 776 1452 819">Understanding the World</p> <ul data-bbox="1020 839 1479 1051" style="list-style-type: none"><li data-bbox="1020 839 1429 882">• Past and Present<li data-bbox="1020 896 1479 993">• People, culture and communities<li data-bbox="1020 1008 1456 1051">• The Natural World <p data-bbox="942 1068 1476 1110">Expressive Arts and Design</p> <ul data-bbox="1020 1130 1553 1285" style="list-style-type: none"><li data-bbox="1020 1130 1553 1173">• Creating with materials<li data-bbox="1020 1188 1530 1285">• Being imaginative and expressive

Early Learning Goals

Communication and Language

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.

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.

Personal, Social and Emotional Development

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.

Expressive Arts and Design

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.

Mathematics

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.

Physical Development

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.

Literacy

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.

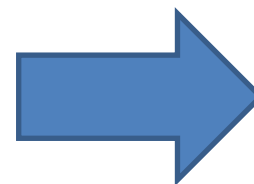
Writing

- 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.



Specific learning: Topic/Book/Theme

Term 1			
Overall theme: Getting to know you Drawing Club: <u>SuperTato</u> , <u>What the Ladybird Heard</u> ,			
Area of learning		Early Learning Goal (small steps)	Activities/Ideas
Communication and Language	Listening, Attention and Understanding	Listen attentively	Listening to stories Talking about themselves Listening to their friends
		respond with relevant comments	
		Hold conversations (back-and-forth exchanges) with teachers and peers	
	Speaking	use recently introduced vocabulary offer their own ideas	Drawing club vocabulary Describing what they and others look like
Personal, Social and Emotional Development	Self-Regulation	show an ability to follow instructions	Play turn taking games
		be able to wait for what they want	
	Managing Self	Explain the reasons for rules	Learn how our class behaviour system works
	Building Relationships	Work and play cooperatively	Play turn taking games
take turns with others			
Physical Development	Gross Motor skills	Be able to negotiate space	Learn how to use our areas appropriately Build obstacle courses Use the bikes
		Be able to negotiate obstacles safely	
Literacy	Comprehension	use their own words and recently introduced vocabulary	Listen to fiction and non-fiction books about ourselves Name parts of the body
		read words	
	Word Reading	read words	Recognise their own name
	Writing	write recognisable letters	Begin to write letters in their name
Understanding the World	Past and Present	Talk about the lives of the people around them	Describe their family Draw pictures of their family
Creative Arts and Design	Creating with Materials	experiment with colour,	Make a name collage Use natural resources to make their 'portrait' Make pictures of themselves and their families
		experiment with design,	
		experiment with texture,	



Specific learning: RE



Religious Education Myself

YR

In this unit, we will learn who we are to appreciate our value and uniqueness, the wonder and mystery of life. God creates each of us in love, in his own image and likeness. Living in thanksgiving, acknowledges God who knows and loves each person – “me”.

Religious Knowledge:

Prior learning: children will have experience of being part of a family

This Topic: learning outcomes

Know and understand:

- The importance of my name – **Explore**
- God knows and loves me and each one by name – **Reveal**
- Acquire the skills of assimilation, celebration and application of the above – **Respond**

Inspiring Individuals

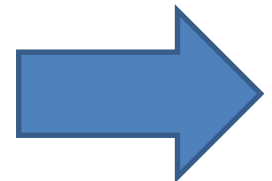


Me!

Skills:

Stories	R1a	Listen to and talk about religious stories and respond to what they hear with relevant comments
	R1b	Sing songs; make music and dance to express religious stories
	R1c	Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories
	R1d	Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play
	R1e	Read and understand simple sentences from scripture from their own religious stories
	R1f	Share religious stories they have heard and read with others
	R1g	Write simple sentences about religious stories using phrases or words which can be read by themselves and others
Church	R8	Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and scripture stories
Religious and specialist vocabulary	R15a	Decode key religious words appropriate to their age and stage of development
	R15b	Use key religious words appropriate to their age and stage of development
Meaning and Purpose	R16	Answer how and why questions about their experiences and in response to religious stories or events
Beliefs and Values	R18	Show sensitivity to others' needs and feelings
	R19a	Talk about how they and others show feelings
	R19b	Know that other children don't always enjoy and share the same feelings and are sensitive to this
	R20a	Confidently speak in a familiar group and talk about their ideas
	R20b	Express themselves effectively, showing awareness of listeners' needs

Images



Specific learning: Maths (term 1 and 2)

Topic	Match, sort and compare	Talk about measure and patterns	It's me 1,2,3	Circles and triangles	1,2,3,4,5	Shapes with 4 sides
Content	Match objects	Size	Find 1,2,3	Identify and name circles and triangles	Find 4 and 5	Identify and name shapes
	Match pictures and objects	Mass	Subitise 1,2,3	Compare shapes	Subitise 4 and 5	Combine shapes
	Sort objects	Capacity	Represent 1,2,3	Describe position	Represent 4,5	Day and night (time)
	Identify sets	patterns	1 more, 1 less		1 more, 1 less	

Specific learning: Phonics

More info coming.....

Specific learning: PSHE/Feelit

Rainbow Curriculum Term 2

Self-appreciation

Mutual Respect

Communication

Collaboration

Initiative

Independence

Rainbow Curriculum Term 3

Growth Mindset

Resilience

Resilience

Managing Feelings

Managing Feelings

Rainbow Curriculum Term 4

Organisation

Self-Discipline

Leadership

Confidence

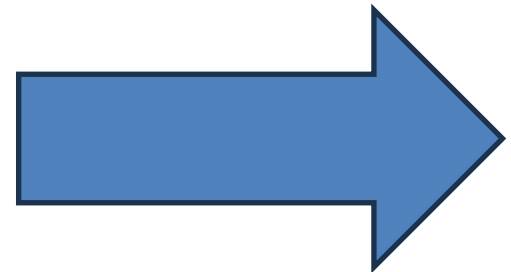
FEELIT

We will be exploring the following feelings through the year:

happy, sad, calm, angry, excited, tired, kind, scared, pleased, lonely, safe, worried

Homework: Reading

- One Phonics shed book. This will have no words, or words for you to read so the children tell the story using the pictures. Changed weekly.
- One school library book. Changed weekly.
- Comment in reading record.



Reading record example

Reading Record			
"Fill in your Reading Record after each book. Write what you like or dislike about it."			
Date	Title and Comments	😊☹️😞	Signature
4/10/21	The Picnic Jack could tell me what was in the pictures.	<input type="radio"/>	Munday
5/10/21	The Picnic Jack tried to tell the story in full sentences.	<input type="radio"/>	Munday
6/10/21	Elmer and the hippos Jack listened carefully and tried to guess what might happen next.	<input type="radio"/>	Munday
7/10/21	The Picnic Jack remembered our picnic and told a story about our picnic using the pictures to help.	<input type="radio"/>	Munday
8/10/21	Room on the Broom Jack chose this book from home. It's his favorite and he knows all the words.	<input type="radio"/>	Munday
10/10/21	Elmer and the Hippos Jack retold parts of this story and could answer questions about it.	<input type="radio"/>	Munday

Homework: Phonics

- Phonics Shed games
- Common exception and high frequency words

PERSONAL EXCELLENCE

- Be a lifelong learner
- Show acts of kindness
- Love unconditionally
- Be happy
- Learn and grow
- Look after my mind and body
- Be a servant of all
- Be trustworthy
- Be last, not first



Always try my best

RESPECT AND FRIENDSHIP

- Take care of equipment
- Share
- Listen to everyone
- Play with people who are left out
- Accept others for who they are
- Treat others well
- Care about everyone



Use kind words and actions

INSPIRATION

- Be ambitious
- Be a good role model
- Encourage, reassure and motivate
- Learn from others
- Guide people in the right direction
- Remember that Jesus is our greatest inspiration
- Try to achieve your goals



Show others what to do

DETERMINATION AND COURAGE

- Be myself
- Dream big
- Stay positive
- Be resilient
- Be confident to share my thoughts and opinions
- Learn from mistakes
- Believe in myself
- If I believe, I can achieve
- Never give up
- There is no limit to success



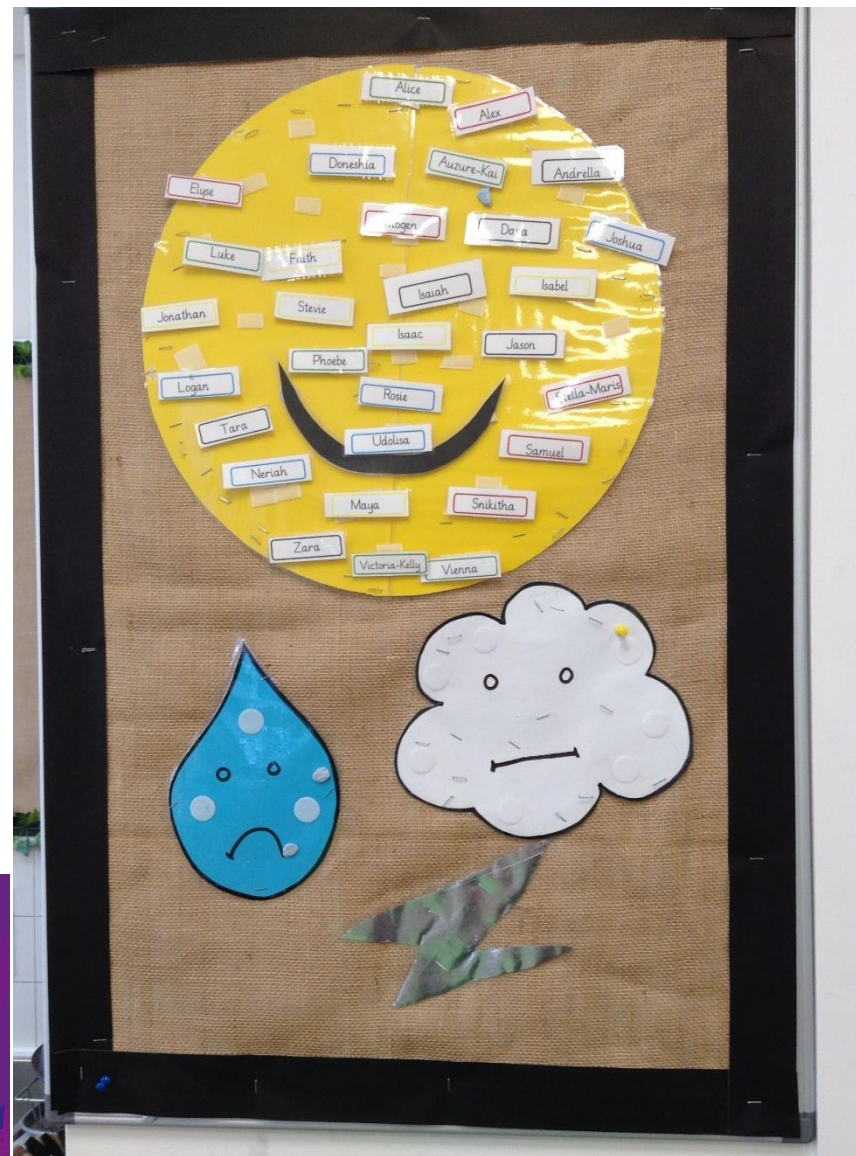
Have a growth mindset

EQUALITY

- Accept and respect how we are all different
- Be pleased with who I am
- Love everyone
- Value relationships
- Celebrate uniqueness
- Include everyone



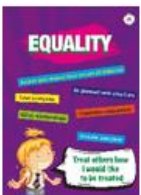
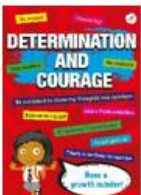
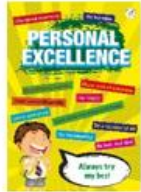
Treat others how I would like to be treated





PRIDE Awards

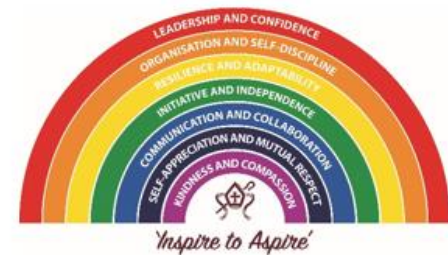
St Anselm's Catholic Primary School



Jack Smith

Jack, you try hard with all your learning. You always make sure that you are ready and listening. This week you used your new phonics sounds to write lots of words. Well done.

Teacher *Mrs Munday* *Mrs. D'Nello* date



Our School Teams

Algeria
 Republic of Congo
 Central African Republic Libya
 Tunisia Uganda MOROCCO
 Sierra Leone South Africa Rwanda
 Botswana Sudan IVORY COAST
 Gambia Mali Democratic Republic of Congo
 Djibouti Reunion Malawi NIGERIA
 Guinea Bissau Zimbabwe Mauritania Benin
 Senegal Kenya BURKINA FASO South Sudan
 Angola Gabon Zambia Burundi Cape Verde
 Lesotho LIBERIA Tanzania
 Mauritius Mozambique
 MADAGASCAR
 Guinea Cameroon
 Togo ETHIOPIA
 Sao Tome and Principe
 Ghana NAMIBIA
 Seychelles Swaziland
 Niger CHAD
 Equatorial Guinea
 Egypt Eritrea
 Somalia

IS OUR STRENGTH

THE AMERICAS



Together we're better! Together we're stronger! Together we'll win!



Always
 Supporting
 In
 Asia!

Australia



Oceania



Europe

Africa

Australia

Europe

Asia

America

Responsibility



Independence

Resilience



Independence

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Resources	<p>All children carry their own bags and belongings, give money, notes, messages etc.</p> <p>Adults support children with getting the right belongings at the right time</p>	<p>Organise belongings with list</p> <p>Starting to take responsibility for their belongings but parents lead this</p> <p>Visual reminder to change their books</p>	<p>Children remember to change their book with verbal reminder</p>	<p>Organise belongings to bring into classroom without a displayed list e.g. writing pen, books, folders, musical instruments, PE kits etc</p> <p>Personal responsibility for organising things for the day/week e.g. forgotten PE kit - no PE session (parents not bringing in for them) etc.</p>		<p>Children bring in their own pencil cases and stationery and look after their own things.</p> <p>Children organise their own belongings e.g. PE kits, musical instruments, money and find appropriate times to sort these items.</p>	

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Communication	<p>Follow one step instructions</p> <p>Weekly reception newsletter for reminders, updates etc. behaviour, , medical, concerns discussed</p> <p>First aid incidents reported to parents.</p>	<p>Follow 2 step instructions</p> <p>Children communicate with their parents about the events of the day from now on.</p>	<p>Follow 3 step instructions</p>	<p>School stop informing parents of minor first aid issues.</p> <p>Children to inform parents themselves.</p>		<p>Only significant behaviour and medical issues are reported home.</p> <p>Any areas of concern discussed appropriately with parents/carers.</p> <p>Children follow multi-step instructions.</p>	

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Conflict resolution	Can tell another child that they have wronged them after modelling from an adult.	After modeling from an adult, can tell a child they have wronged them and can ask appropriately for a resolution.	Knows whether they can resolve the problem themselves or when to seek support from an adult if they don't get the desired resolution.	Children are able to ask for help from an adult when they would like support. Begin to identify the difference between big and small problems – which ones do I need to go to an adult about, which can I solve myself, which do I need to ignore?		Children help each other to solve their problems/disagreements in and out of the classroom in a useful and empathetic way. Children are able to ask for help from an adult when they would like support	Children mediate issues for children in their own and other year groups. Help teach younger children strategies for dealing with issues Children are able to ask for help from an adult when they would like support

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>	
Eating & drinking	Children can use a knife and fork to eat, even if cutting and the correct hold is not always managed. Children can manage to access/open most items in a lunch box. Staff help children to clear their lunch trays.	Children use a knife and fork correctly and with more control. Children can access/open all items in a lunch box. Children clear away their own lunch trays.	Children use a knife and fork effectively and with good control.	Children open their own food and source tools needed to support them with this where necessary. Children clean up their own spillages without direction. Children are aware of their dietary requirements and alert adults to them wherever necessary.				

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Self-care & hygiene	<p>Can dress and undress, managing all parts of uniform except full ties and top buttons.</p> <p>Can manage toileting and handwashing independently.</p> <p>Can blow own noses if needed.</p>	<p>Can dress and undress independently, including top buttons. May still have an elastic tie.</p>	<p>Can dress and undress independently including ties and shoe laces.</p>	<p>Children wash their hands thoroughly and sanitise regularly and at appropriate times throughout the day without reminders.</p>			

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Time management	<p>Children start to quicken their pace of eating lunch so that they leave the hall alongside the majority of their peers.</p>		<p>Children start to manage their workload in class and can produce expected amounts of work in a given time.</p>	<p>Children can stick to set time limits and solve problems caused by not meeting important deadlines e.g. finishing a writing piece in their own time.</p>	<p>Children can plan, organise and manage the tasks that need to be completed and change their pace according to time constraints.</p> <p>Children can manage their weekly timetable and commitments, e.g. Tuesday lunchtime leadership meetings, Wednesday lunchtime PE equipment etc.</p>		

Responsible



Independent

Resilient

Other

 YEAR R NEWSLETTER 29.9.2025





I am looking forward to seeing you at Wednesday's 'Meet the Teacher' session at 8.45am. The slides will be available on the website along with details of our learning for this term. If you have any questions, please do email the office and I will get back to you as soon as I can.

Reading books
This week your child will bring home a reading folder in their book bag. The reading folder will contain a library book for you to read to your child, a phonics shed book with no words or some simple concepts for your child to 'read' to you and a reading record so you can write comments about your child's reading. See right for sample comments. Please try to read with your child every day. I will give more information about reading at Wednesday's meeting. Children's books will be changed once a week- details of which day they will get and change their book will be on a sticker in their reading record and are as follows:

Monday-green group
Tuesday-black group
Wednesday-yellow group
Thursday-blue group
Friday-red group
Thank you for giving your child a bookbag- it makes it much easier to teach the children how to put their folder in.

Phonics

This week we are learning Chapter 2 Book 1

 s sat	 a at	 t top	 p pat
---	--	--	--

Phonics Shed

This week we start teaching our phonics which form the foundations of helping the children to read and write. The children will be introduced to characters to help them learn the sounds s,a,t,p. You can help your child to practise these sounds

Reading Record		
Fill in your Reading Record after each book.		
Write what you like or dislike about it.		
Date	Title and Comments	Signature
29/09/21	The Pigeon She could tell us what was in the picture.	Monday
30/09/21	The Pigeon She tried to tell the story in full sentences.	Monday
01/10/21	Elephant and the Pigeon She noticed something and said to yourself what happened.	Monday
02/10/21	The Pigeon She remembered one phrase and said a story about.	Monday
03/10/21	Elephant and the Pigeon She says they don't remember the big paragraph and she knows all the words.	Monday
04/10/21	Elephant and the Pigeon She told parts of the story and said some questions.	Monday

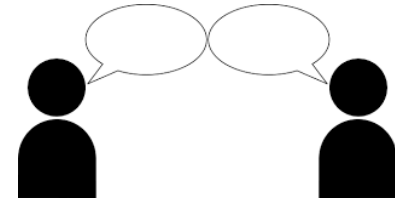
Talking about school
You might find that when you pick your child up from after school and you ask them what they have done they reply 'nothing' or they can't remember! Although this can be very frustrating, it is very normal and continues right through school! Children are doing so much through the day that they need some time to process it and it can be overwhelming to have lots of questions all at once.
You might find that your child is more willing to talk about their day a bit later, maybe at dinner time or in the bath. It can help if you talk about your day eg: 'I had a delicious tuna sandwich today. Did you have anything nice to eat?'



-Tapestry

-Newsletter

-Messages



-Wellies



-Sending back spare clothes





Thank you