



**Welcome**

Year R Meet with the Teacher  
Autumn 2023

# Helping your child to become independent and responsible

- Name labels on everything
- Encourage children to carry their own belongings
- Let them dress themselves including showing them how to put cardigans/jumpers on when they are inside out and how to tuck shirts in.
- Zip/button own jackets and coats

# 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



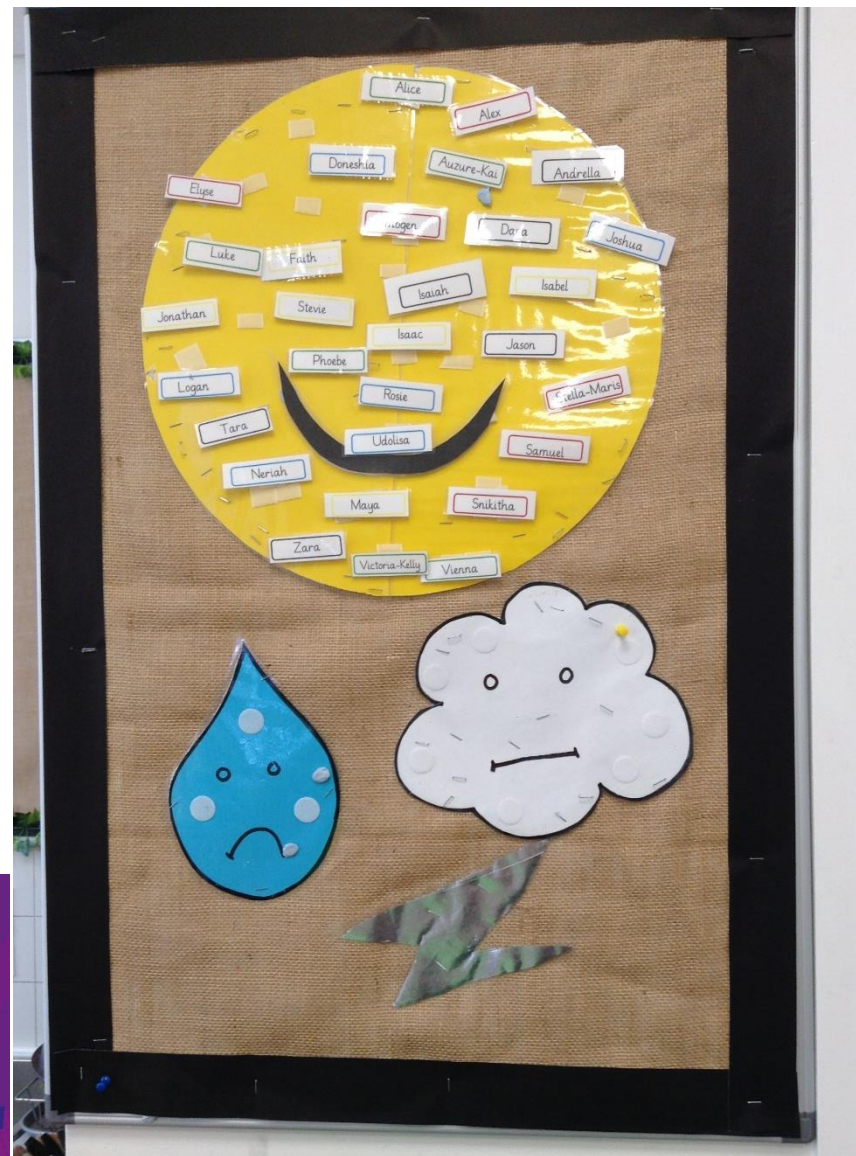
Have a growth mindset

# 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 very hard with all your learning; always making sure that you are ready and listening. You remember your sounds very well and think carefully about which sounds you need to use in your writing. You are very kind to everyone in our class and play very nicely. Well done, Jack.

Teacher

*Mrs. Munday*

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 ERYTHREA  
 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

## YR Learning

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early years Prime Areas	Early Years Specific Areas
<p data-bbox="247 362 846 405"><b>Communication and Language</b></p> <ul data-bbox="324 425 869 582" style="list-style-type: none"><li data-bbox="324 425 869 525">• Listening, attention and understanding</li><li data-bbox="324 539 587 582">• Speaking</li></ul> <p data-bbox="247 596 857 696"><b>Personal, Social and Emotional Development</b></p> <ul data-bbox="324 716 823 873" style="list-style-type: none"><li data-bbox="324 716 699 759">• Self-regulation</li><li data-bbox="324 773 683 816">• Managing Self</li><li data-bbox="324 831 823 873">• Building relationships</li></ul> <p data-bbox="247 888 695 931"><b>Physical development</b></p> <ul data-bbox="324 951 749 1051" style="list-style-type: none"><li data-bbox="324 951 749 993">• Gross motor skills</li><li data-bbox="324 1008 718 1051">• Fine motor skills</li></ul>	<p data-bbox="942 362 1101 405"><b>Literacy</b></p> <ul data-bbox="1020 425 1421 582" style="list-style-type: none"><li data-bbox="1020 425 1421 468">• Comprehension</li><li data-bbox="1020 482 1367 525">• Word reading</li><li data-bbox="1020 539 1244 582">• Writing</li></ul> <p data-bbox="942 596 1209 639"><b>Mathematics</b></p> <ul data-bbox="1020 659 1479 759" style="list-style-type: none"><li data-bbox="1020 659 1267 702">• Number</li><li data-bbox="1020 716 1479 759">• Numerical Patterns</li></ul> <p data-bbox="942 773 1456 816"><b>Understanding the World</b></p> <ul data-bbox="1020 836 1479 1051" style="list-style-type: none"><li data-bbox="1020 836 1433 879">• Past and Present</li><li data-bbox="1020 893 1479 993">• People, culture and communities</li><li data-bbox="1020 1008 1456 1051">• The Natural World</li></ul> <p data-bbox="942 1065 1476 1108"><b>Expressive Arts and Design</b></p> <ul data-bbox="1020 1128 1553 1285" style="list-style-type: none"><li data-bbox="1020 1128 1553 1170">• Creating with materials</li><li data-bbox="1020 1185 1530 1285">• Being imaginative and expressive</li></ul>

# 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

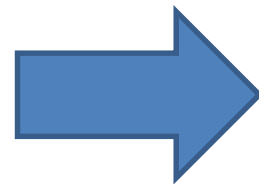
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### 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

Topic: All About Me			
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	Describing what they and others look like
offer their own ideas			
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	
	Fine Motor skills	use a range of small tools	Make play dough faces/food Decorate their own names
Literacy	Comprehension	use their own words and	Listen to fiction and non-fiction books about ourselves Name parts of the body
		recently introduced vocabulary	
	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
Expressive 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,	
	Being Imaginative and Expressive	sing a range of well-known nursery rhymes and songs	Sing well known nursery rhymes Sing songs to learn different body parts.
perform songs			



# Specific learning: Phonics

- Phonics Shed- phonics workshop to follow at later date
- Children are taught a new sound daily 4 times a week. Newsletter will indicate which sounds are being taught and resources to support will be made available
- Phonics shed log in will allow your child to play games related to the new sounds and to access ebooks

# Specific learning: Maths

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: 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



# Reading

- One reading scheme book. This will have no words, 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

# Other

- Tapestry <https://tapestryjournal.com/s/st-anselem-s/observations>
- Newsletter
- messages