

Welcome

Year R Meet with the Teacher
Autumn 2026

YR Learning

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Early years Prime Areas	Early Years Specific Areas
Communication and Language • Listening, attention and understanding • Speaking **Personal, Social and Emotional Development** • Self-regulation • Managing Self • Building relationships **Physical development** • Gross motor skills • Fine motor skills	**Literacy** • Comprehension • Word reading • Writing **Mathematics** • Number • Numerical Patterns **Understanding the World** • Past and Present • People, culture and communities • The Natural World **Expressive Arts and Design** • Creating with materials • 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

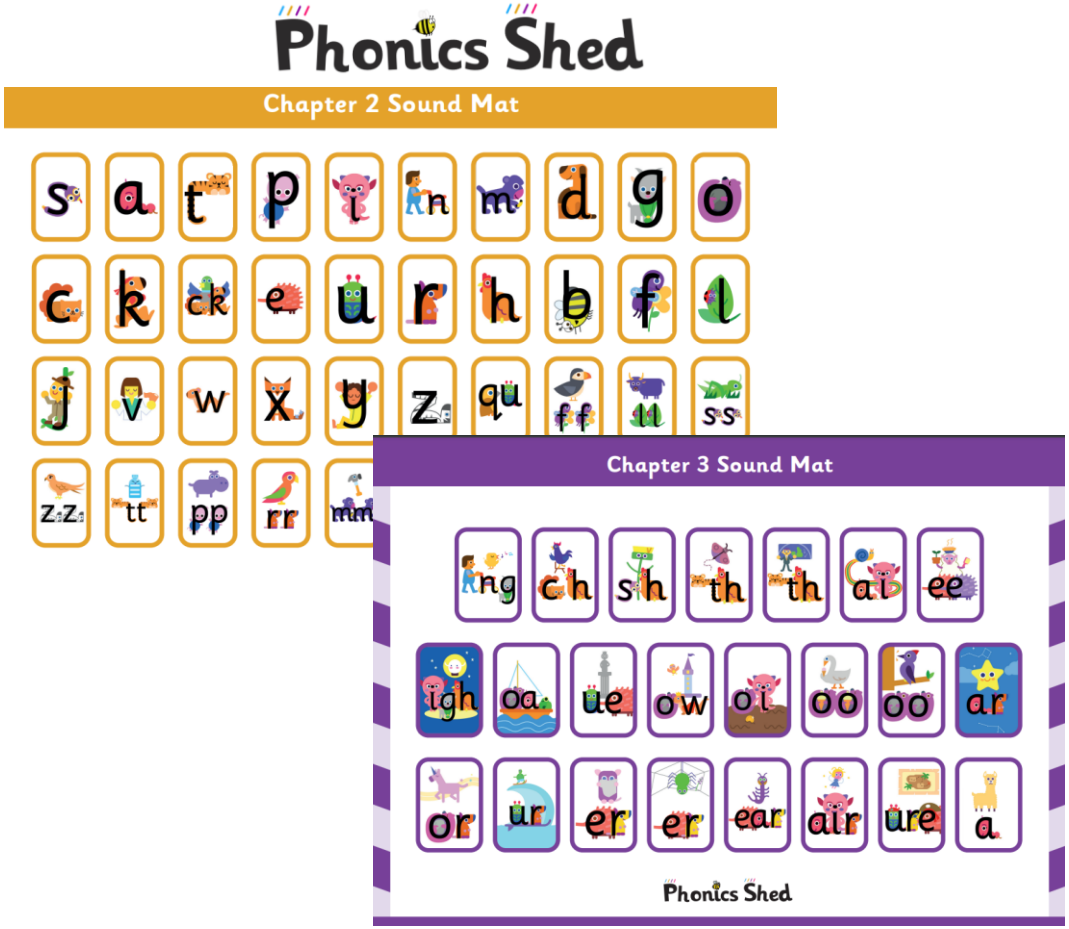
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Specific learning: 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

Phonics Shed teaches the phonemes in the same order as 'Letters and Sounds'. It breaks the scheme in to chapters. Chapter 2 and 3 are covered in Reception.



https://www.youtube.com/@phonicsshed

https://play.edshed.com/en-gb/phonicsmenu

More info coming……..

Specific learning: Topic/Book/Theme

Term 1 Overall theme: Getting to know you Drawing Club: SuperTato, What the Ladybird Heard,			
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	Drawing club 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
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

- Currently beginning a new scheme.
- Our first topic is about Creation, Prayer and Baptism.

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

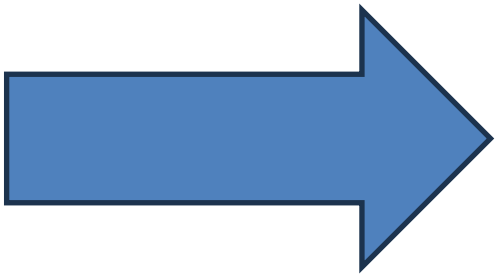
We will be exploring the following feelings through the year:

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

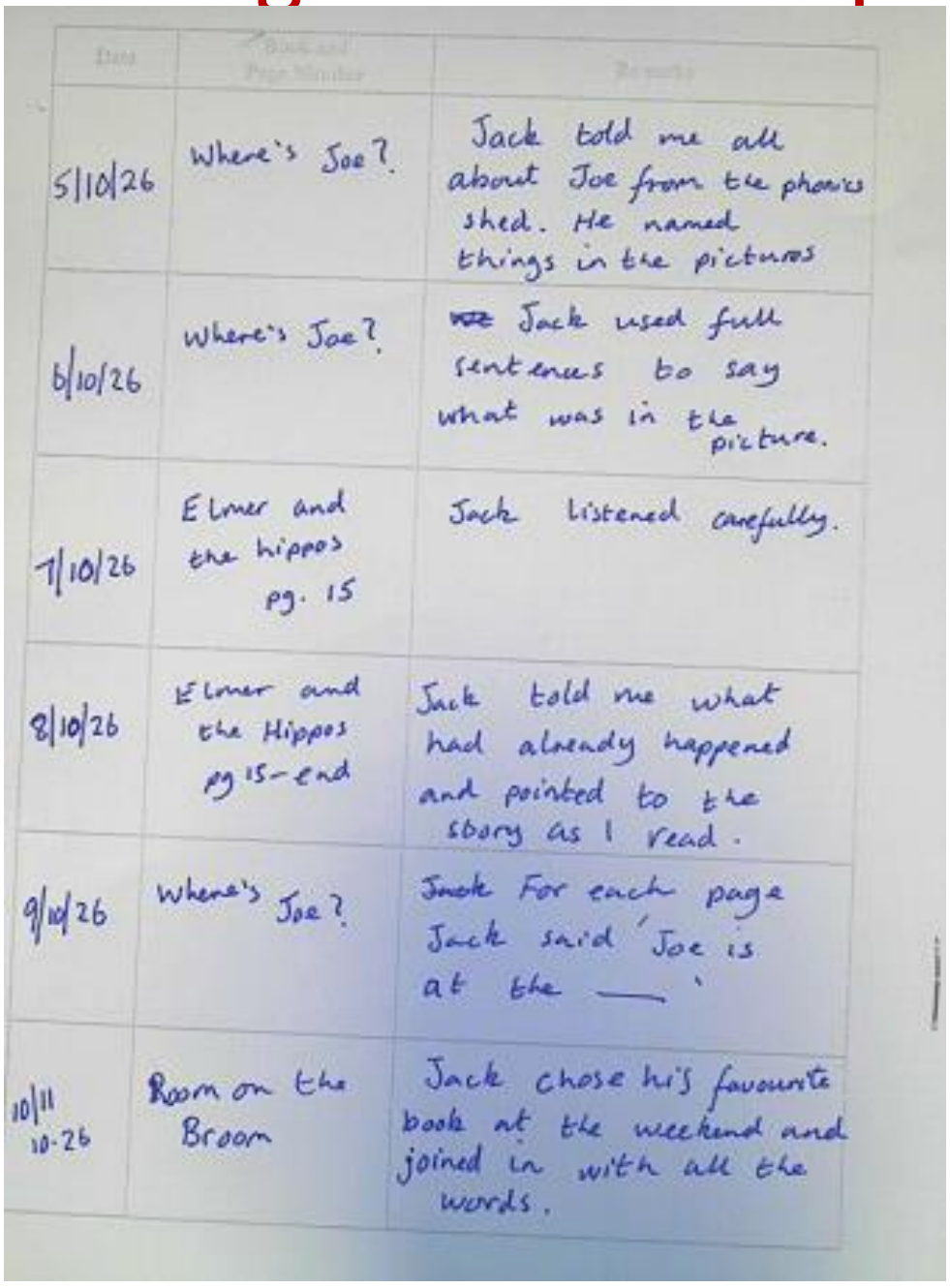
YR					
	Monday	Tuesday	Wednesday	Thursday	Friday
	Name writing				
8.35am	daily prayer and liturgy	daily prayer and liturgy	daily prayer and liturgy	daily prayer and liturgy	daily prayer and liturgy
	calendar	calendar	calendar	calendar	calendar
	Phonics +carousel activities including writing and funky fingers	Phonics +carousel activities including writing and funky fingers	Phonics +carousel activities including writing and funky fingers	Phonics +carousel activities including writing and funky fingers	PE
9.25am	toilets followed by snack				
9.40am Maths groups throughout	child led learning inside and outside	child led learning inside and outside	child led learning inside and outside	child led learning inside and outside	child led learning inside and outside
11.05am	Nursery Rhymes/Poetry basket	Nursery Rhymes/Poetry basket	Nursery Rhymes/Poetry basket	Nursery Rhymes/Poetry basket	Nursery Rhymes/Poetry basket
	Active counting	Active counting	Active counting	Active counting	Active counting
11.20am	Lunch choices	Lunch choices	Lunch choices	Lunch choices	Lunch choices
11.30am	Lunch (YR staff stay until 11.45am)				
12.40pm	Write Dance				
12.50pm	**RE**	Topic/ Drawing Club	Topic/ Drawing Club	Topic/ Drawing Club	**RE**
1.10pm 1.30pm Toilets	child led learning inside and outside (*take helicopter stories throughout)*	child led learning inside and outside	child led learning inside and outside	child led learning inside and outside *(LM take helicopter stories)*	child led learning inside and outside
2.25pm	Big tidy up				
2.35pm	Story Acting	Story	Infant singing	Story Acting	Story
	Phonics	Phonics		Phonics	Phonics
2.55pm	Nursery rhymes	Nursery rhymes		Nursery rhymes	Nursery rhymes
3.00pm	Ready for home	Ready for home		Ready for home	Ready for home
3.10pm	Home time				

Homework: Reading

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



Reading record example

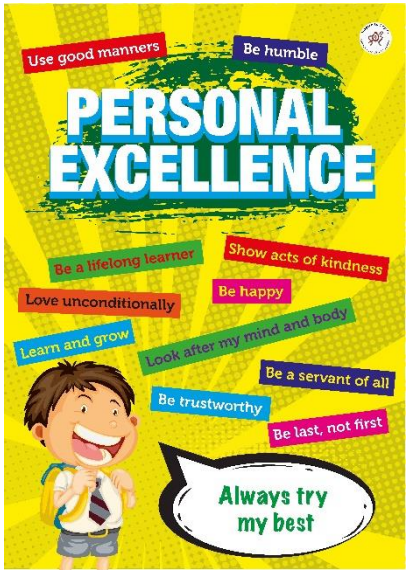


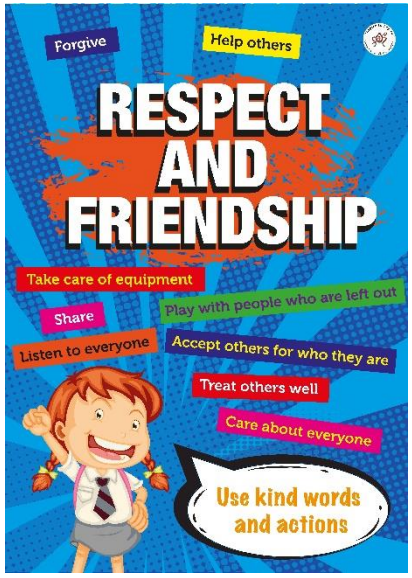
Date	Book and Page Number	Remarks
5/10/26	Where's Joe?	Jack told me all about Joe from the phonics shed. He named things in the pictures
6/10/26	Where's Joe?	~~He~~ Jack used full sentences to say what was in the picture.
7/10/26	Elmer and the hippos pg. 15	Jack listened carefully.
8/10/26	Elmer and the Hippos pg 15-end	Jack told me what had already happened and pointed to the story as I read.
9/10/26	Where's Joe?	Jack For each page Jack said 'Joe is at the ___'
10/11 10-26	Room on the Broom	Jack chose his favourite book at the weekend and joined in with all the words.

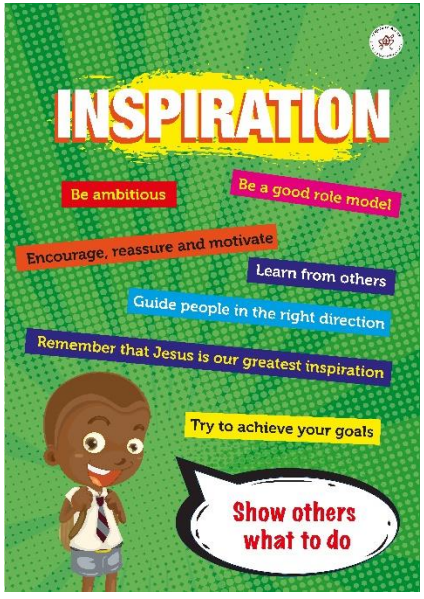
Homework: Phonics

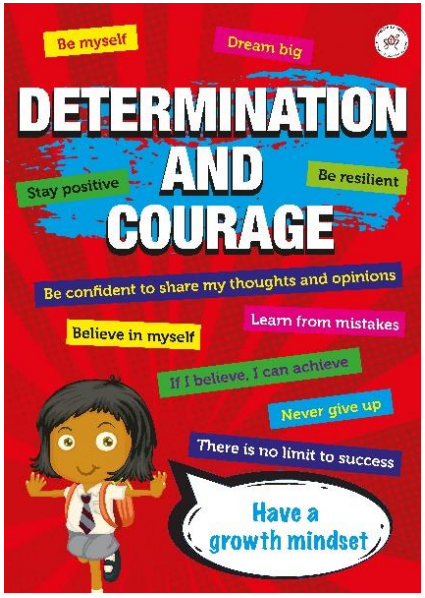
- Phonics Shed games
- Common exception and high frequency words

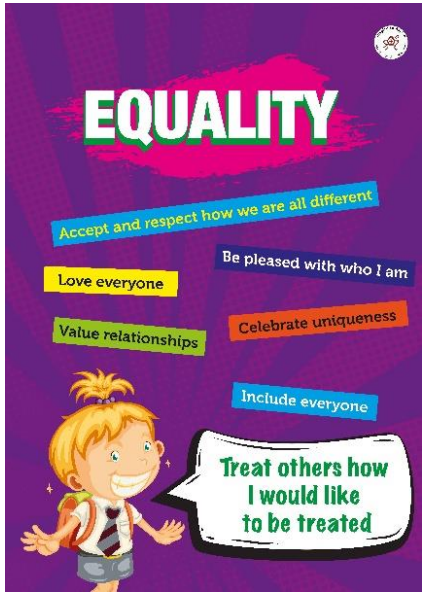
Behaviour expectations













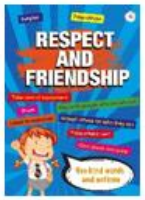




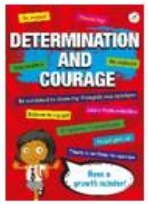
PRIDE Awards

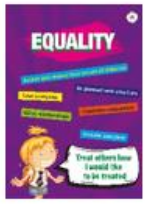
St Anselm's Catholic Primary School











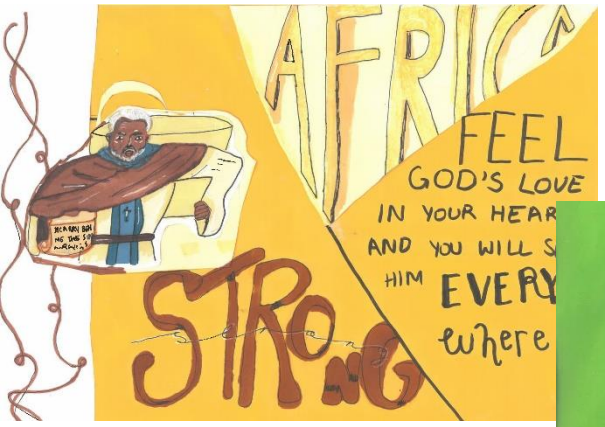
Jack Smith

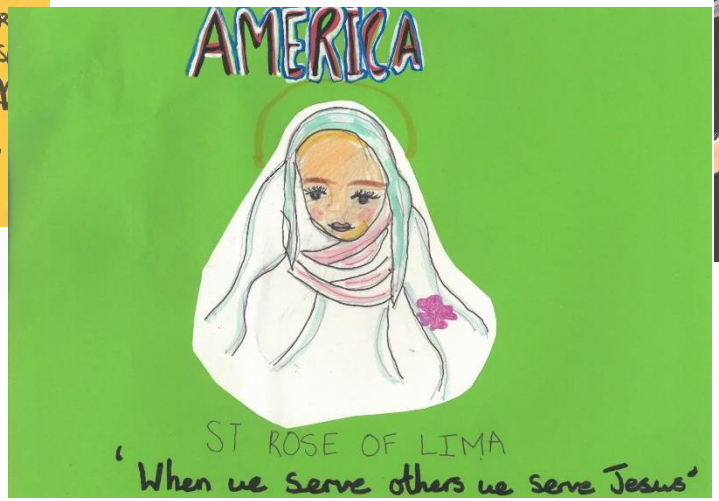
Jack, you try hard with all your learning. You always make sure that you are ready and listening. This week you used your new phonics sounds to write lots of words. Well done.

Teacher Mrs Munday Mrs. D'Mello date



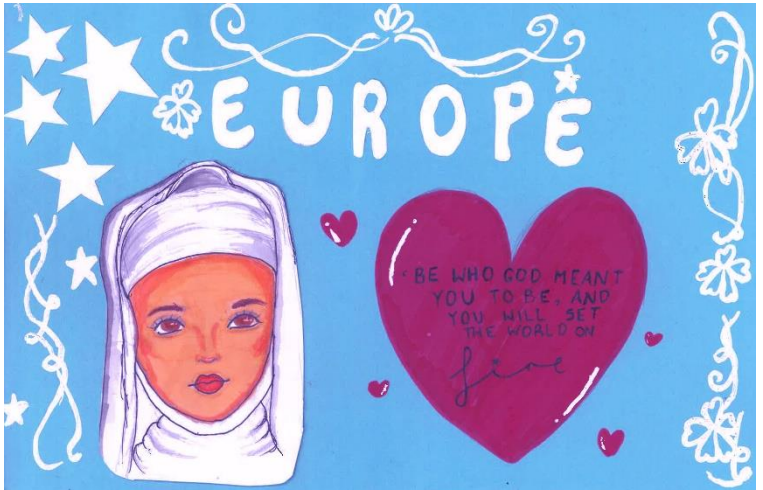
Our School Teams












Africa
Australia
Europe
Asia
America

Responsibility



Independence

Resilience

Independence

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

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

	YR	Y1	Y2	Y3	Y4	Y5	Y6
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

	YR	Y1	Y2	Y3	Y4	Y5	Y6
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.			

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

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Time management	Children start to quicken their pace of eating lunch so that they leave the hall alongside the majority of their peers.		Children start to manage their workload in class and can produce expected amounts of work in a given time.	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.		Children can plan, organise and manage the tasks that need to be completed and change their pace according to time constraints. Children can manage their weekly timetable and commitments, e.g. Tuesday lunchtime leadership meetings, Wednesday lunchtime PE equipment etc.	

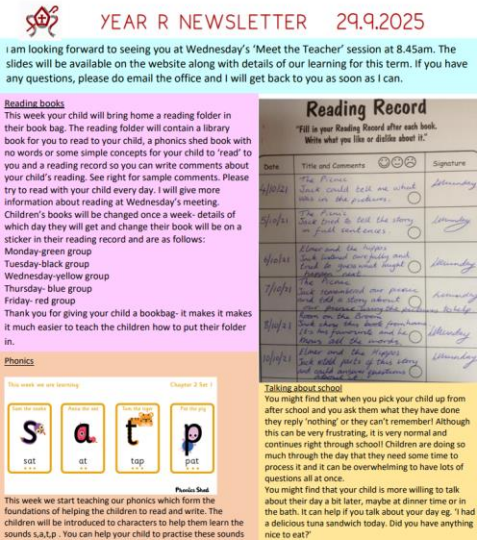
Responsible



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.

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 on the pictures.	
5/10/21	The Picnic Jack read & told the story in full sentences.	
6/10/21	Elmer and the Hippos Jack listened carefully and tried to guess what might happen next.	
7/10/21	The Picnic Jack remembered our phrase and told a story about	
8/10/21	Elmer on the Ocean Jack shop this book from home. It's his favourite and he knows all the words.	
10/10/21	Elmer and the Hippos Jack read parts of this story and could answer questions about it.	

Phonics

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

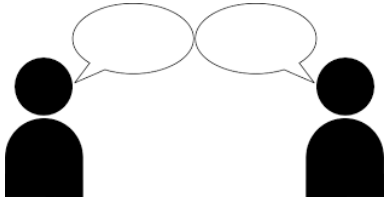
Talking about school

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?'

-Newsletter

Seesaw

-Messages





-Wellies

-Sending back spare clothes





Thank you