



Yr R Curriculum Meeting
Wednesday 30th September
2026



Welcome to Year R



Teacher: **Ms Pickering**



Mrs Arnold



Mrs Pearce



PPA Miss Petre



PPA Mrs Hulland



Teacher: **Mrs McDermott and Mrs Culverhouse**



Mrs Bailey



PPA Miss Petre



PPA Mrs Hulland



Early Years Foundation Stage (EYFS)



The Curriculum

Your child will be learning skills and acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development....

Children mostly develop the **3 Prime Areas first:**

Personal, Social and Emotional development.

Communication and Language.

Physical Development

As children grow, the prime areas help them to develop in **4**

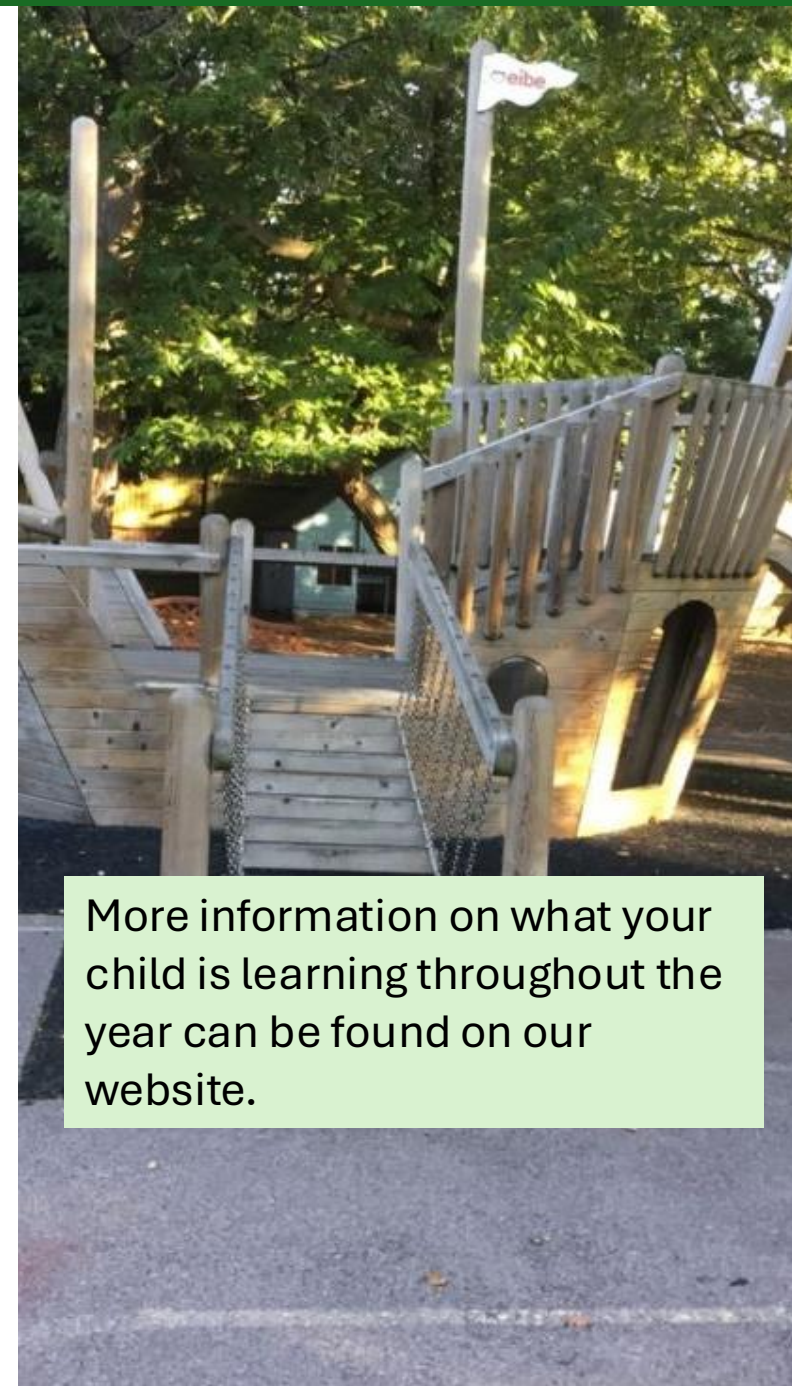
Specific Areas:

Literacy

Mathematics

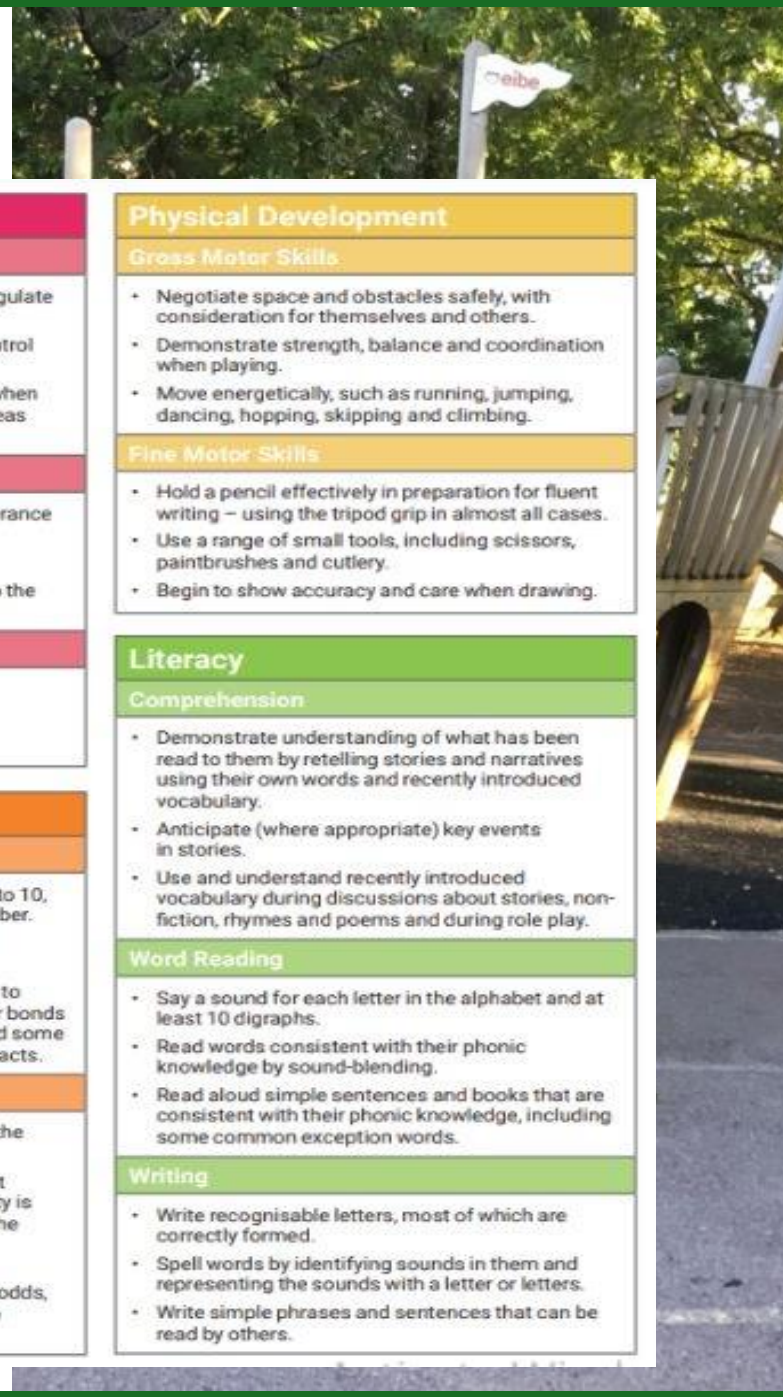
Understanding the world

Expressive arts and design



More information on what your child is learning throughout the year can be found on our website.

Early Learning Goals (ELG)



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.



Statutory Assessments

How will your child be assessed in Year R?

- **Reception Baseline Assessment (RBA):** A short, statutory assessment completed with every child in the first six weeks of Reception. It provides the government with a consistent starting point for measuring progress across the Reception year. Parents do not receive the RBA data, but we keep a tick record in your child's green book, which can be viewed at parent evenings.
- Teacher assessments will be reported to parents at the end of summer term in your child's report.



Year R Curriculum



PSED <i>Me and My relationships:</i> All about me What makes me Special Special People People who can help me My feelings/worries Learning boundaries and school/class rules and routines Trick Box- coming soon	Phonics Phase 1 -listening to sounds, body percussion, alliteration, rhyme Phase 2 -learning new sounds <u>s a t p i n m d g o c k c k e u r</u> Reading and writing new words containing these sounds Harder to read and spell words <i>I, a, the, no, put, of, is, to, go, into</i>	Literacy Joining in with familiar stories Writing my name Writing and hearing initial sounds Beginning to write a CVC word Some key texts: The Colour Monster The Worry Monster Oi Frog The Very Busy Spider Tidy!		
All About Me/Nursery Rhymes (Autumn 1) 				
Expressive Arts Drawing self portraits Learning to use new creative areas Singing songs and rhymes	<i>Communication and Language weaved throughout everything we do!</i> <table><tr><td> Understanding the World Finding our way around new environment Talk about me and my family Discuss what I want to be when I am older Discuss how have I changed since I was a baby Notice seasonal changes in Autumn </td><td> Physical Development Gross Motor & PE- Fundamentals <i>balancing, jumping, skipping, running, changing direction, hopping</i> Funky fingers (cutting, threading, pencil control, pinching) </td></tr></table>	Understanding the World Finding our way around new environment Talk about me and my family Discuss what I want to be when I am older Discuss how have I changed since I was a baby Notice seasonal changes in Autumn	Physical Development Gross Motor & PE- Fundamentals <i>balancing, jumping, skipping, running, changing direction, hopping</i> Funky fingers (cutting, threading, pencil control, pinching)	Maths Comparing Sorting Odd One out Simple patterns Balancing Numbers 1,2,3
Understanding the World Finding our way around new environment Talk about me and my family Discuss what I want to be when I am older Discuss how have I changed since I was a baby Notice seasonal changes in Autumn	Physical Development Gross Motor & PE- Fundamentals <i>balancing, jumping, skipping, running, changing direction, hopping</i> Funky fingers (cutting, threading, pencil control, pinching)			



More information on what your child is learning throughout the year can be found on our website. <https://www.crawleyridge.co.uk/eyfs>

Year R

What a day in Year R looks like.



8.35 -8.45 Arrival and Funky Fingers

8.45 Register

8.55 Assembly (on selected days)

9.15 Carpet time (phonics)

9.30 Teacher led focus activities, free flow child-initiated activities, snack

11.00 Movement and handwriting, story of the week, wash hands

12.00 Lunchtime

1.00 Register & Maths

1.25 Teacher led focus activities and free flow child-initiated activities

2.30 Tidy up, topic input, collect belongings, story time

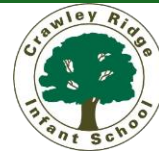
3.00 Home Time



Year R

What Lunch looks like.





Year R

How we nurture children's independence.

Visual timetables - help children understand what is happening throughout the day and encourage them to follow routines independently.

Independence in daily routines – children can access their own water, use the toilet independently and manage their personal belongings.

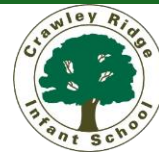
Having a go – we encourage children to try things for themselves before asking an adult for help.

Getting dressed – children are encouraged to put on their own coats, aprons and other clothing, developing confidence with self care.

Problem solving – we encourage children to think about problems, try different ideas and find their own solutions rather than immediately relying on an adult.

Building confidence – we celebrate effort and perseverance, helping children to become confident, capable and resilient learners.



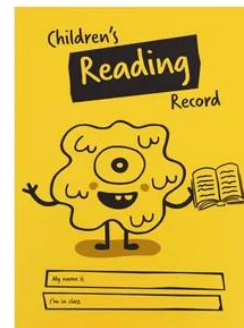


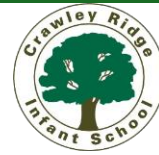
Our School Policy on Reading

We will send home reading books appropriate to your child's level of reading.

What to do with your child's reading book:

- Read it frequently. (Short bursts of frequent reading are most effective)
- Each book should be read at least three times to help with fluency and understanding.
- Books will be changed once a week in Yr R if read at least 2 times, Yr 1 . In Yr 2, books will be changed once they have been read at least 3 times.
- Please write in your child's reading record.
- Bring books and reading records in every day.
- At the front of most of the books you will find the sounds which are being focused on throughout the story for children reading decodable books.
- At the back of the book are questions to help develop understanding of the story.
- A small sticker will be stuck on the back of your child's reading record when they have been heard read by an adult at home 3 times in a week and this is recorded in their reading record.





Our School Policy on Homework

- We do not set formal homework in Reception.
- We will send home phonic sounds we have learnt that week with suggestions on words you can try to read with your child.
- There is no expectation for anything to be completed, written or returned to school.
- For more information, please visit our website
- [Crawley Ridge/Learning/Essential Letters & Sounds](https://www.crawleyridgeinfantschool.co.uk/learning/essential-letters-and-sounds)

Phonics/Reading

These are our sounds of the week which the children have been taught. Your child should recognise each sound and begin to blend the sounds together to read a word. We have included some words below for the children to practice reading using all the sounds we have learnt so far. If you are unsure of how to pronounce any of the sounds, then please visit our website under Learning Essential Letters and Sounds.

s	a	t	p
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at ..	sat ...
pat ...	tap ...

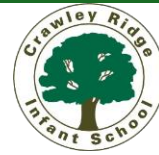
These rhymes help the children form their letters when writing them. All of these letters start at the top.

	s - snake
	a - ant - around the head, down the body
	t - teacher - down her body, across her shoulders
	p - parrot - down his tail, back up and around his beak

*Please use this sheet however you wish. You could cut them out and make words, stick on the fridge or even hide and find them around the house.

How can you help at home?

- Read
- Talk
- Eat together as a family
- Offer open ended play
- Games
- Puzzles
- Stickers
- Colouring
- Exercise
- Minimal screentime
- Structured bedtime routine
- Structured morning routine



Our School Policy on Uniform

Children should attend school in the correct uniform.

Please ensure your child is wearing:

Coat with hood and hanging loop
Dark brown pinafore or skirt
Grey trousers or shorts
Lemon yellow polo shirt **with school logo**
Brown sweatshirt or cardigan **with school logo**
Grey or white socks
Brown tights
Black school shoes with good grip
Lemon yellow summer dress with white stripes or gingham pattern



Please ensure your child brings:

Coat with hood and hanging loop
Green book bag **with school logo**
Water bottle

A hat and gloves in the winter

A sun hat in the summer

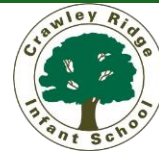
Please ensure **all** items are clearly labelled.

Simple watches **are** permitted.
Smart watches, of any kind, are **strictly prohibited**.

Please ensure your child does not wear jewellery, nail varnish or transfers to school.

For safety reasons please ensure long hair is tied back.

Simple hairbands and bobbles **are** permitted in school colours (brown, green, yellow.)



Our School Policy on P.E

P.E will take place once a week in Reception

On P.E. days, please ensure your child is wearing:

Lemon yellow round neck t-shirt **with school logo (optional)**

Green PE shorts

Brown joggers

Grey or white socks

Trainers

Tuesday (Autumn Term)

Wednesday (Spring Term)

Tuesday (Summer Term)

P.E with Playball

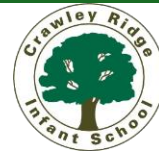


Jewellery is not permitted to be worn during P.E.

If a child has pierced earrings, they must be removed for P.E. Children must be able to do this as staff are not permitted to do so.

For safety reasons please ensure long hair is tied back.

Simple hairbands and bobbles **are** permitted in school colours (brown, green, yellow.)



Our School Policy on Forest School

All children will have the opportunity to participate in Forest School with Mrs Reid

Forest School is an incredibly important part of the Crawley Ridge experience.

On Forest School days, please ensure your child is wearing:

Lemon yellow polo shirt **with school logo**

Brown sweatshirt or cardigan **with school logo**

Black or brown joggers or leggings

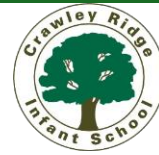
Grey socks

Trainers

Our PTA have provided all other outdoor wear required.



Forest school will be in the Summer term. Each class will attend a morning or afternoon session every other week.



General Reminders

- Please let us know if somebody else is collecting your child and share your password with the adult collecting
- Please do not let your children onto our playground before or after school
- Wellies in school (forest and sand pit)
- Spare pair of socks and underwear (named) can be kept at school on children's pegs
- **Please ensure everything is clearly named, especially jumpers!**

