

Welcome to Year R.

Welcome to Term One!

We are delighted to welcome you and your child to our setting for the start of an exciting new school year. We look forward to getting to know each and every child as they begin their learning journey with us. Our aim is to provide a happy, nurturing and stimulating environment where children feel safe, valued and confident to explore the world around them.

Throughout Term One, learning will take place through play, active exploration and meaningful experiences, both indoors and outdoors. Play is at the heart of everything we do and provides children with opportunities to develop new skills, build friendships, solve problems and most importantly, have lots of fun.

This term, children will immerse themselves in the three Prime Areas of learning: **Communication and Language**, **Physical Development** and **Personal, Social and Emotional Development**. Through play and exploration, they will build confidence, independence, communication skills and positive relationships.

As these foundations develop, children will also begin exploring **Literacy**, **Mathematics**, **Understanding the World** and **Expressive Arts and Design** through stories, creative activities, investigations, music and role play.

We are excited to be part of your child's journey and look forward to a fun-filled Term One of learning, discovery, and achievement.

Year R

Learning Letter

Term 1

Term 1 Focus-

PSED

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.

Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts constructively and peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

Phonics RWI

Commencing from week 3 we will be introducing RWI set 1 sounds and playing Fred games.

What are Fred games? Fred the frog can only speak in sounds. The children have to Fred talk (say the sounds) and then blend them together to say the word.



Maths

Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using a number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers.

Drawing Club

In Reception, we will introduce Drawing Club in Term One. Drawing Club incorporates story sharing, speaking and listening, drawing, writing, vocabulary, mathematics, imagination and collaboration. It is truly magic! Each week we have a focus story or animation. The children learn new vocabulary linked to the story or animation and are invited to Drawing Club, where they may draw a character, setting or event. They can innovate their drawings and add secret passwords, magic powers or spells, hidden symbols, letters or numerals. At the start of reception, the sessions may be purely drawings based but this will progress on throughout the year to labelling their drawings with initial sounds, CVC words and eventually writing sentences about their drawings.