

Welcome to
our Year R
Information
Session

Please mute
yourself and
feel free to
turn off your
camera 😊
(It will be
recorded!).



St Mark's Primary School

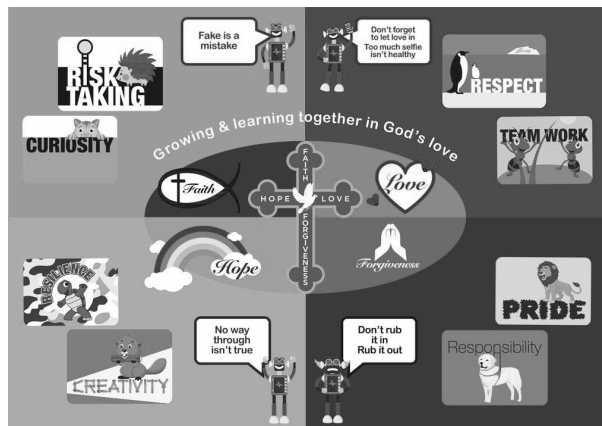


Living Life In All Its Fullness

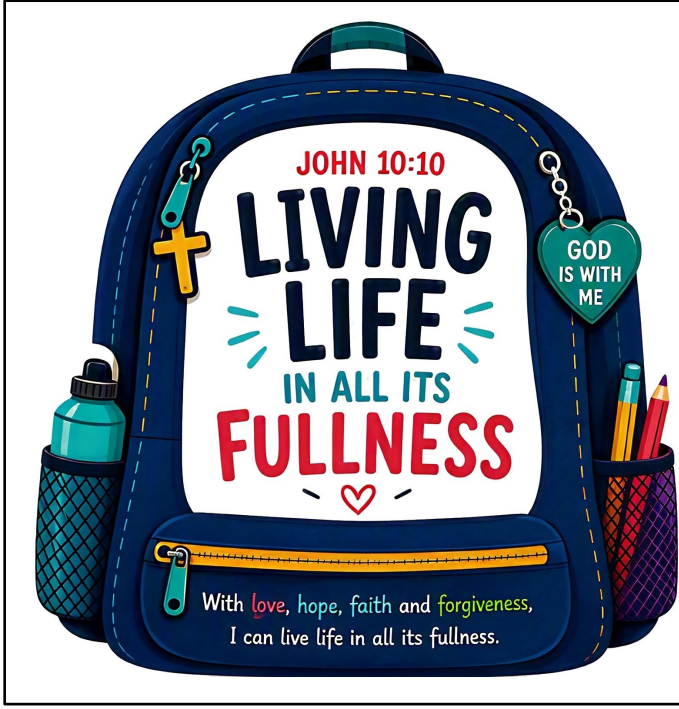
Refreshing our vision

(or rather, the way we share it!)

The vision isn't changing; we're simply expressing it more clearly so that everyone can see how it shapes the life of our school.



Growing and Learning Together
In God's Love



We believe every
child is
uniquely created
loved by God
and
made to flourish

What does “living in all its fullness” look like at St Mark’s?



Belong
Included
Loved



**Character before
qualification**
Learning
Behaviours



Wonder
Learning
Growth



**Making our
world a
better place**

Our Christian Values

These values are at the heart of our school.
They shape who we are, how we treat one another and how we live life together.



Love



Hope



Faith



Forgiveness

We still be using

- ✓ Our school song
- ✓ Our 4 Christian values of
faith, hope, love, forgiveness
- ✓ Our learning behaviours

... but we won't be using...

- "Growing and Learning Together"
- This poster:



Weekly Newsletter - emailed and also on website

Helpful Information

- Autumn 1 PE Days
- Autumn 1 Forest School/Outdoor Learning Days
- Autumn After School Clubs
- Arbor

We're using the Arbor Parent App!

See and manage your child's day-to-day school information. Understand their progress, make payments and bookings, and receive in-app messages - all from one app

Download Arbor on App Store

Download Arbor on Google Play

Pay on Arbor Web



Front page of the website

Quick Links

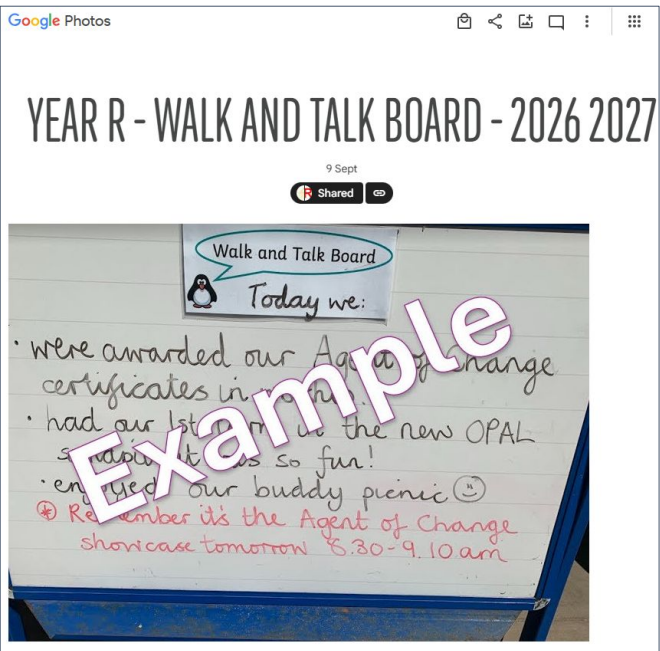
- Arbor Payments
- School Meals
- Agents of Change
- PE, Homework, Spellings, Forest School, Clubs
- School Calendar
- Book a farm visit
- Pupil Elections Sept 2026!

Latest Newsletter:

4th September 2026 Newsletter – Key Info Sessions, Permission Forms, FOSM AGM, Agents of Change and more

At the end of each day....

www.stmarksprimary.net/walkandtalk



New attendance rules!

Hampshire Local Authority and our school are required to implement the new attendance rules. Don't get caught out!



Penalty notices for year R children apply the term after they turn 5.

1

I'm a single parent of one child and we want to go on holiday for a week.

Your holiday will not be authorised, and you must let the school know before you book anything. Because your child will miss 5 school days, they will be given a penalty notice fine.

1 parent & 1 child = £160
Reduced to £80 if paid in 21 days



For each child a penalty is given...

 + £160  + £160  + £160  + £160

1 parent & 4 children = £640
Reduced to £320 if paid in 21 days

For a family of 2 parents & 4 children



 +£160  +£160  +£160  +£160

£1280

Reduced to £640 if paid in 21 days

What happens if school suspects children are actually on holiday?

Photos on Facebook?
Foreign mobile dial tone?
Other children talking about your holiday?
Amazing sun tan?
Home visit shows no-one at home?



Please don't be offended if we ask for evidence or mention these questions to you. We're required to do this to ensure a fair system!

2

What about subsequent absences? Is it still the same penalty amount?

No, not anymore. If in any period of not more than 3 years, your child has a 2nd and 3rd leave of absence OR pattern of irregular attendance, which is unauthorised, then...

2nd TIME

2 parents and...
1 child = £320
2 children = £640
3 children = £960
4 children = £1280

NO DISCOUNT FOR EARLY PAYMENT

3rd TIME

A penalty notice fine **will not** be given. Instead, your case will be taken to court. A magistrate can fine each parent £2,500 for each child.

1 parent & 4 children = £10,000
2 parents and 4 children = £20,000

3

What about irregular attendance? Could I get a penalty notice?

If your child is absent for 10 or more sessions in 10 weeks, and their absences are unauthorised, then the school is required to consider penalty notices / prosecution.



So, a day here and a day there could all add up to 10 sessions in 10 weeks. If unauthorised, then it would be a penalty notice. Remember, 1 day is 2 sessions (morning and afternoon).

YES

4

What are typical reasons given that won't be authorised?

Examples of unauthorised absences

A family member's birthday
Shopping for uniforms
Inadequate clothing for school
Child being used as a carer
Problems with transport

Sickness of parent or sibling
Sibling's school closed
Refusing to attend, but able to
Poor family organisation
Family holidays

Where attendance is irregular, or historically poor, sickness absences may be unauthorised unless medical confirmation by a GP surgery is given.



EVERY DAY COUNTS – ATTEND TODAY, ACHIEVE TOMORROW

Opal Play

- Our approach to playtimes & lunchtimes
- More to do, more fun for all!
- Out in all weathers (almost!) 😊
- Later in the year, we will invite you in so that the children can show you how it all works.
- Wellies!





AGENTS OF CHANGE

Making our world a better place



HOME CHALLENGES

- 3 challenges each half-term
- KS2 choose 3 from 4 options
- Earn an AoC card for each challenge



CLASS CHALLENGES

- 1 challenge each half-term
- Linked to class learning



AWARDS

Complete challenges throughout the year to earn special awards.



BRONZE 12 CHALLENGES

6 HOME • 6 CLASS



SILVER 18 CHALLENGES

12 HOME • 6 CLASS



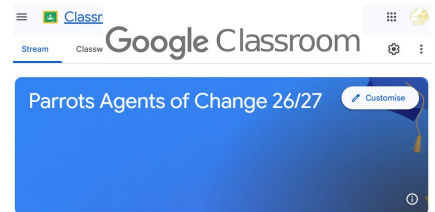
GOLD 24 CHALLENGES

18 HOME • 6 CLASS
The Graham Robins Award

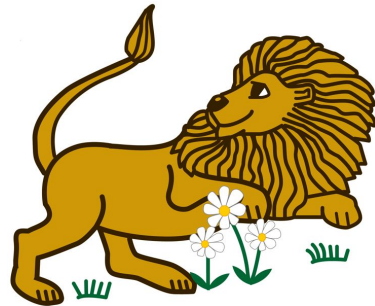
Help your grown ups around the kitchen in a new way e.g. setting the table

Help your grown ups in the bathroom in a new way e.g. tidying away your bath toys

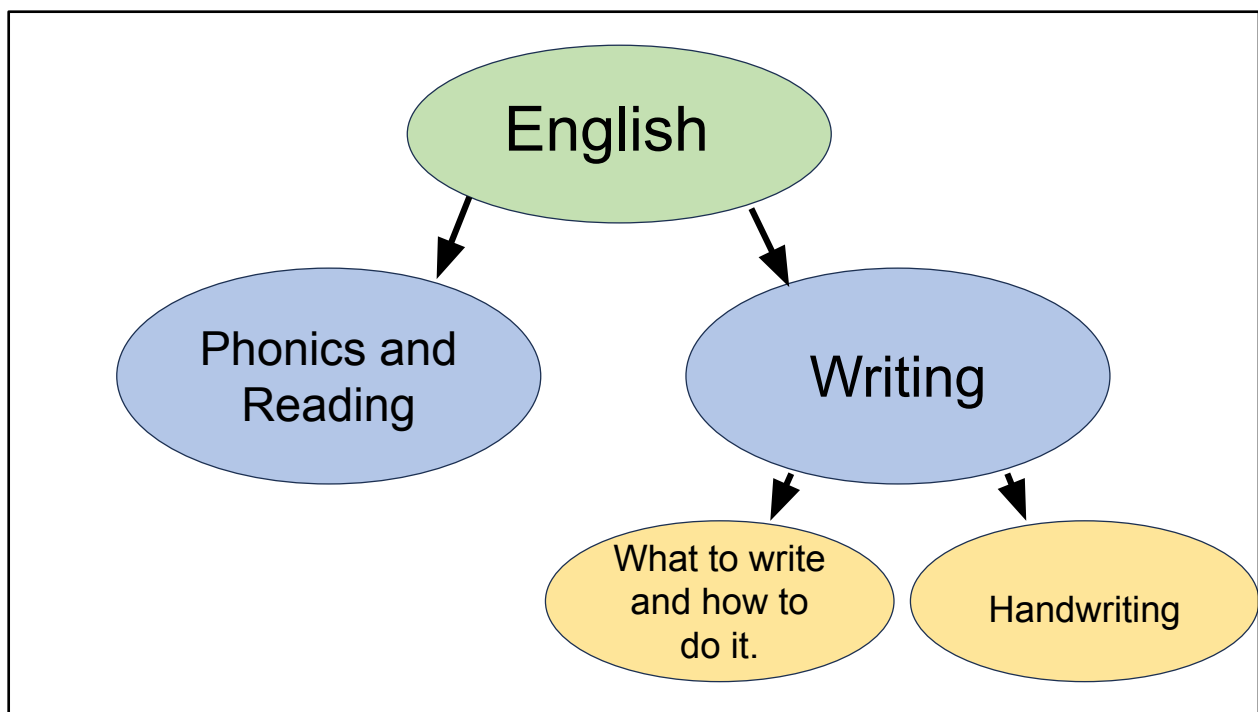
Help your grown ups in your bedroom in a new way e.g. making your bed



English in Year R at St Mark's



Rachel



Hello everyone. Today I'm going to give you a snapshot of how we teach phonics and reading in Year R. Then we'll move onto Writing and then Maths!

Hopefully you'll find it useful and you'll feel better informed and able to support your child at home.

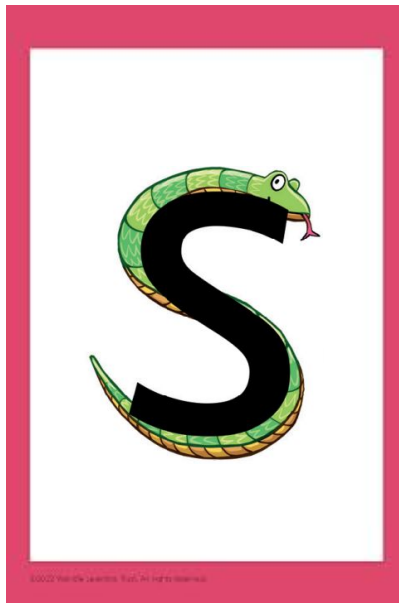
Phonics
and
Reading



At St Mark's we will use the Little Wandle programme – a synthetic phonics programme. All this means that we teach the children the sounds the letters make, rather than the letter names.

We will have phonics sessions 5 days a week and we will start by introducing all of the single sounds, which are the alphabet letters.

The children also read 3 times a week in school as part of small 'guided reading' group sessions. I'll talk more about this a little later.



Each sound has a picture associated with it.

This is the first sound we teach, s.

On one side of the card is the letter and the children learn to say 'sssss', and on the other is a picture of the snake with the letter written down and the children learn to say '**ssss** snake.'

One important thing to tell you is that we only use **Pure** sounds – no 'uh' sound afterwards. So c,b,t NOT cuh, buh, tuh

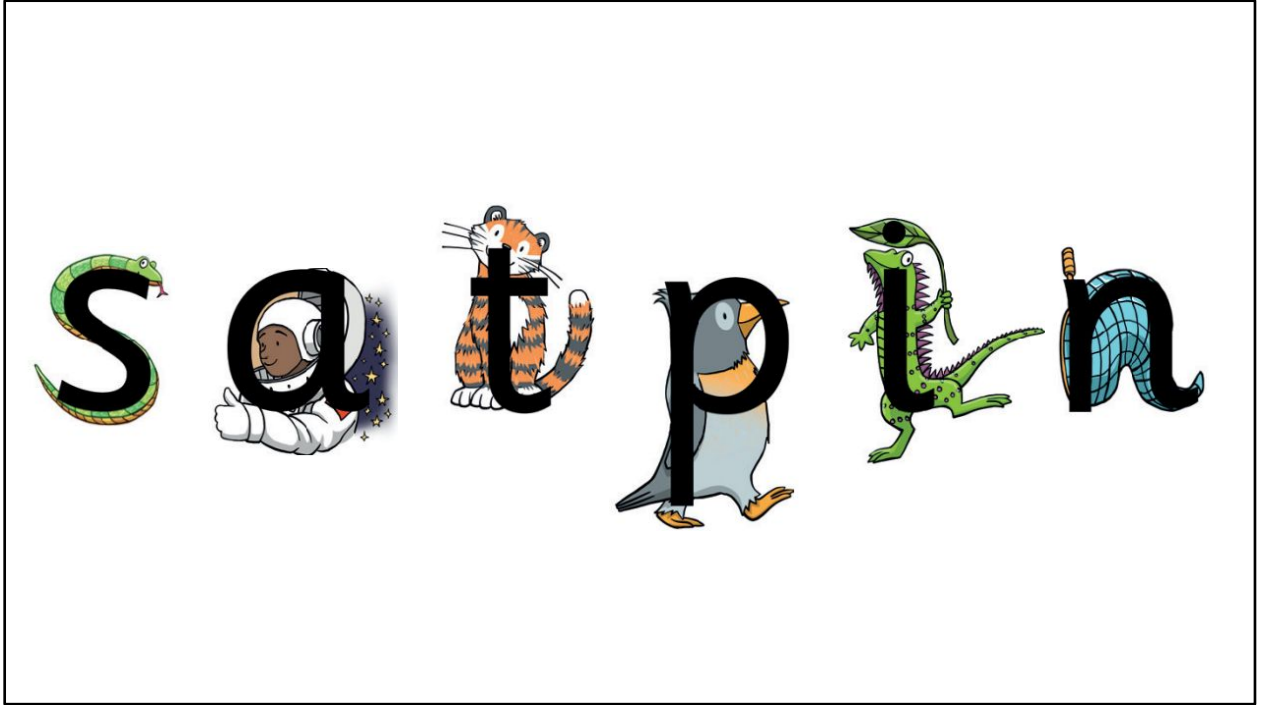
We will introduce the correct phonics vocabulary to the children as we teach each sound.

- The sound a letter makes is called the **phoneme**

- The written letter, or group of letters is called the **grapheme**.

The programme enables children to see the relationship between reading, writing and spelling from an early age. It gives them the code to be able to begin making sense of print.

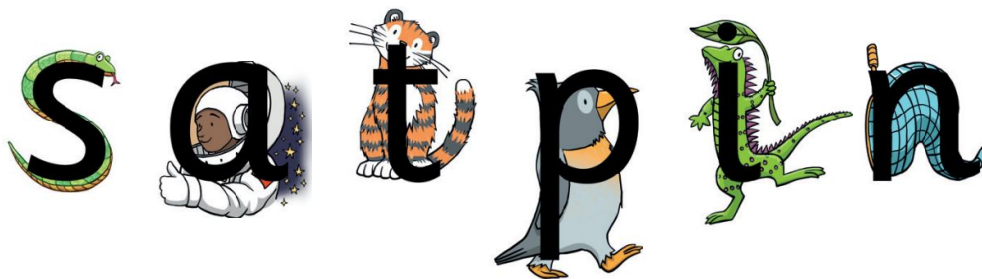
This may be different to how you may have learnt to read where you were probably taught to recognise words purely by sight.



We introduce the sounds in a rather strange order.

We start with satpin rather than with abcdefg

This is so the children can start building words quickly using the first sounds introduced.



sat

sit

tip

In only the second week of the programme the children will be taught to read simple words like this, containing the first 5 sounds learnt. This is such a confidence boost for them!



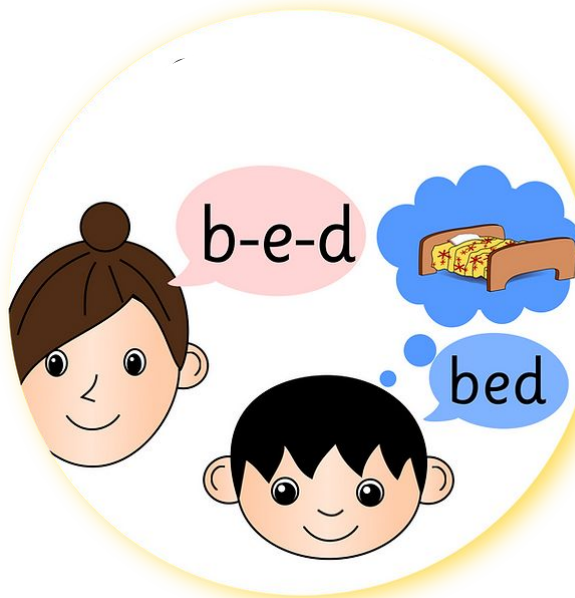
sat

When we teach the children to read words they are taught to say the pure sounds for each letter in turn - the **phonemes**. So, a word like sat will be read as s-a-t, not S-A-T.

The children are taught to press the sound buttons you can see here. As they do this, they are **sounding out** the word. We also call this **segmenting**; breaking it up into segments of sound. The children use this to read a word, and also to hear the sounds they need to write a word down.

Once the word has been segmented, the children are then taught to **blend** the word together again. We use blending mainly for reading. This just means building the word back together after they've sounded out a word.

Oral blending

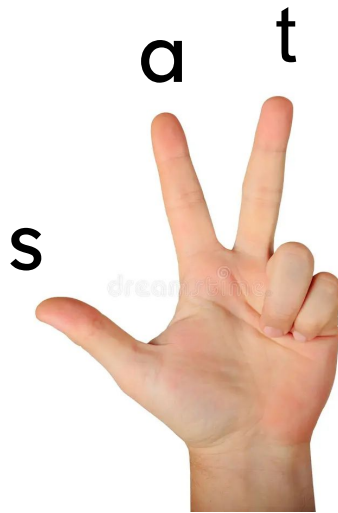


The children are also taught to 'orally blend' confidently and quickly.

As this picture shows, an adult says a word out loud in phonemes e.g. b-e-d, and the child needs to be able to internally blend it to work out what the adult is saying.

It is a vital pre-reading skill which we will focus on alongside our introduction of each sound during this first half term. They need to be able to do this confidently before we can expect them to transfer the same skill to reading print.

Segmenting Fingers



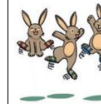
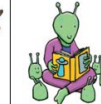
We'll also teach the children to use '**Segmenting Fingers**'.

We use them to help us listen for all the sounds in a word; to **segment** it.

We will tell the children how many sounds a word has and then the children hold up that many fingers and slowly sound it out.

It's particularly important to aid spelling.

Digraphs and Trigraphs

ch 	sh 	th 	ng 	ng 	ai 	ee 	igh 	oa 	oo 
oo 	ar 	or 	ur 	er 	ow 	oi 	ear 	air 	ck 

Once we have taught all of the single sounds, we will start learning sounds made with 2 letters like sh, ch, th, ai, ee, oa. These are called **digraphs**.

The children will be taught to look for these letters together in a word and only say the one sound instead of the two separate sounds.

They will also be taught some sounds made with 3 letters like igh, ear, air. These are called **trigraphs**.

Tricky words

is
I
the
put
go
she

Alongside teaching the children graphemes, and how to segment and blend words containing these, we also teach the children to read some words which they cannot decode easily. These are referred to as 'tricky words' in the Little Wandle programme.

You may have heard these referred to as 'high frequency words' before, or if you have a child further up the school who previously learnt to read with the RWI programme, they are the same as 'red' words.

These words always contain a part which is 'tricky' as the sound doesn't behave as it should e.g. **is** with the tricky 's' sound at the end which behaves like a 'z', or **the**

with the tricky 'e' on the end which sounds like 'uh'
We will explain the tricky part to the children so they
can learn to see it as written but not decode it like other
words.

Little Wandle phonics practice **at home**



Sound and word practice



at

as

sad

sat

pat

At the start - Sound cards

Each Friday, after we have taught a new set of 4 graphemes, we will send them home for your child to practise recognising.

We'll also send home a list of words using the sounds taught so far.

These are primarily for oral blending practice, for your child to practise building using their sound cards, or for you to build with their sound cards so they can begin to attempt to read them themselves.

We do not expect the children to read these words straight away.

There will be some weeks when we don't send any

sounds home, and this will simply be because we haven't introduced any new sounds that week.

Once we reach February Half Term we will have finished introducing all sounds we teach in Year R, so there will be no more sounds home after this.

Little Wandle reading and phonics practice **at home**



‘Little Wandle’ books



Reading books

After the first 4 weeks of phonics teaching we will begin reading with your child 3 times a week in school as part of group ‘guided reading’ sessions.

This is where an adult hears a group of approximately 6 children read the same book during the same session, and consolidate any phonics learning in this smaller group setting.

We will focus on phonetic decoding, how to use expression to read (called ‘prosody’), and how to answer questions about the story (‘comprehension’)

The children will be **consolidating** their **previous** phonics

learning, building fluency and confidence. These books won't always include the new sounds being currently taught.

The focus for you at home is helping your child read these books confidently and develop their sight recognition of the **already** familiar words.

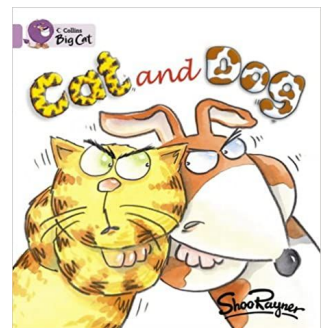
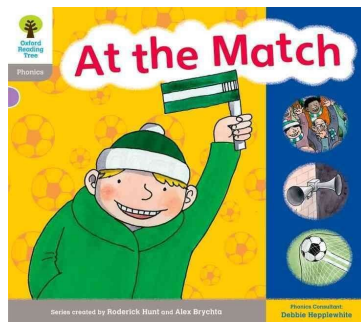
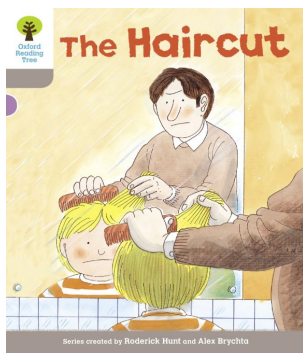
Each Friday we will send home the book they have been reading with us in school during that week. By this point they should be building confidence with this text and feeling successful when sharing it with you. It will be identifiable by the 'Collins Big Cat phonics Little Wandle' logo on it's cover, as shown on this slide.

There is guidance on the inside cover of each book which is primarily for us in school during our guided reading sessions, but you may find it useful as prompts for yourself too.

As these books are the same books we are reading with the children in school it is of paramount importance that these books are well looked after at home please, and always returned on Fridays to be changed.

If we are missing books on a Friday it means that this book cannot be used on the following Monday in school as we won't have enough copies.

We suggest that you always keep your child's reading book in their zippy pack, in their bag, so that it is less easily forgotten.



Sharing books

picture versions



In addition to the children's Little Wandle reading material each week, your child will also **choose** their own 'sharing book' to bring home each week. These books will have a sticker on the spine as shown on the slide.

These will initially be picture books as the children develop their understanding of story language and patterns, telling stories and answering questions about the story.

In these early stages of their reading development it is crucial that they develop their confidence to approach, and enjoy books.



Once they have progressed further through the Little Wandle scheme and **they will choose** from a selection of sharing books which include text.

These are books for you to enjoy sharing together to encourage a love of books and reading. You may read the whole text to your child and talk about the story and enjoy it together. It might be that your child chooses to try to read a few words, or more, alongside you and that is fine and can be encouraged, but **it is important to remember that there is no expectation for your child to read this Sharing book independently.**

Their Little Wandle book is the book that is carefully matched to your child's phonic knowledge and is the one that we would encourage your child to read

independently at least 4 times a week at home. This will support your child **most** in learning to read and help them to make the best progress.

Reading rich environment



Comprehension

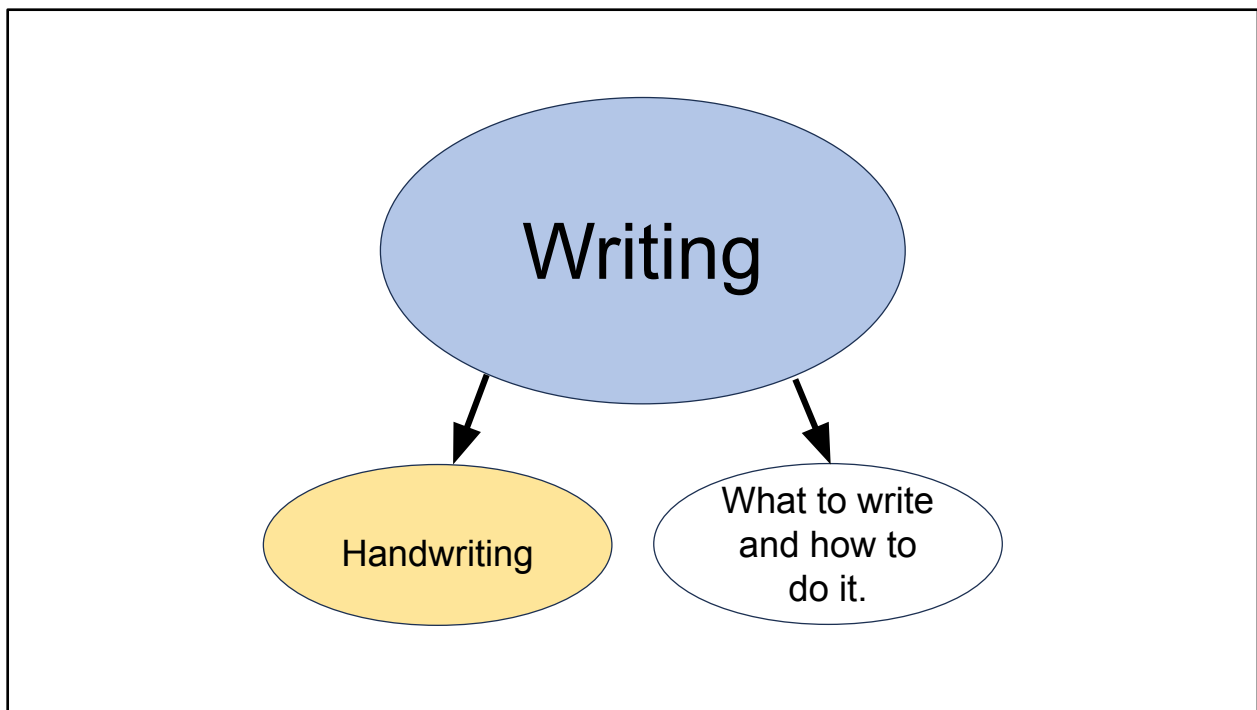
As well as teaching the children phonics and the mechanics of how to read, it is as equally important that the children develop their comprehension and understanding of books whether it's fiction or non-fiction.

- How stories are made up - **Beginning, middle and end, problem and resolution**
- Different characters - **Goodies, baddies**
- Different settings - **under the sea, in the woods, in space**
- How to answer questions - **comprehension skills**

We will develop these skills during our Guided Reading

sessions with your child, during whole class Write Stuff sessions (which I'll talk about a bit later), and you can focus on these areas when sharing their Little Wandle book, sharing book or library book with them at home.

Any
questions?



When we talk about teaching the children to write we mean two things:

1. Handwriting – letter formation – the mechanics.
2. Writing – the purpose of writing, what to write and how to present it (as a list, letter)

“Writing is the process and handwriting is the tool.”

We’ll look at **handwriting** first.

It is very important that we develop the children’s arm, shoulder and wrist muscles as well as their hand muscles to help the children control a pencil comfortably.

We work on the children's Gross Motor Skills and Fine Motor Skills to support your child in learning to comfortably hold and control a pencil for handwriting.

Gross Motor Skills = control of large muscle movements such as shoulders.

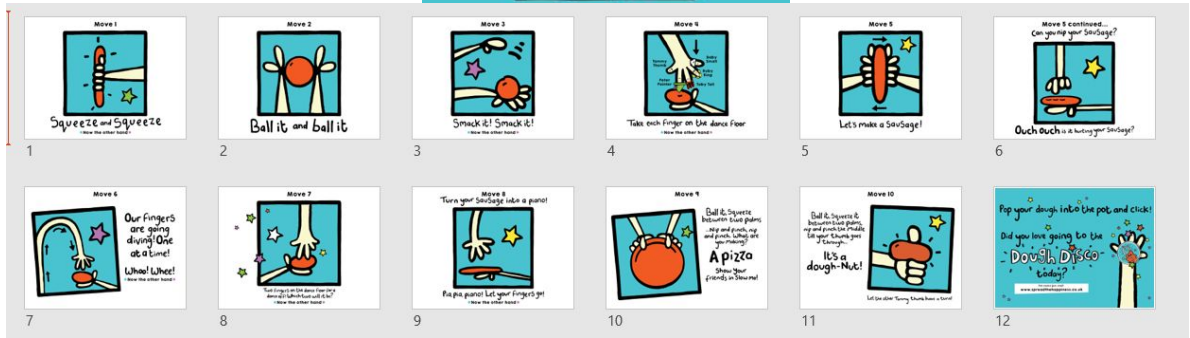
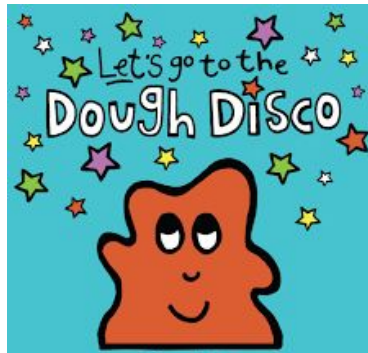
Fine Motor Skills = control of small muscle movements such as palmar grasp, and pincer grip.

Write Dance



One of the ways we work large muscles and develop gross motor movements is through **Write Dance** and we have daily sessions throughout the **Autumn term.**

This is a programme of themed dances which the children complete to music, and each is designed to work particular movements which can then be translated further down the line into particular handwriting shapes e.g. The Volcano which is our first dance focusses on strong up and down movements which the children need to form the letters l, t, i.

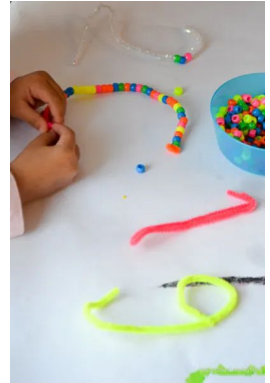


One of the ways we work smaller muscles needed for fine motor control is through **Dough Disco**. We daily sessions throughout the **Spring Term**.

We dance to music with an individual ball of dough, completing various finger and hand movements in our dough.

They are squeezing, poking and prodding and they absolutely love it!

Funky Fingers



To further develop and maintain the children's fine motor muscles and dexterity, the children have **Funky Fingers** sessions. We have daily sessions during the **Summer term.**

These sessions will include a range of fiddly activities aimed at working the children's pincer grip and developing their hand to eye coordination. These sessions are also completed to Music.



We make sure that there are lots of activities inside and outside which focus on these 'fine motor' and 'gross motor' skills.

Letter formation

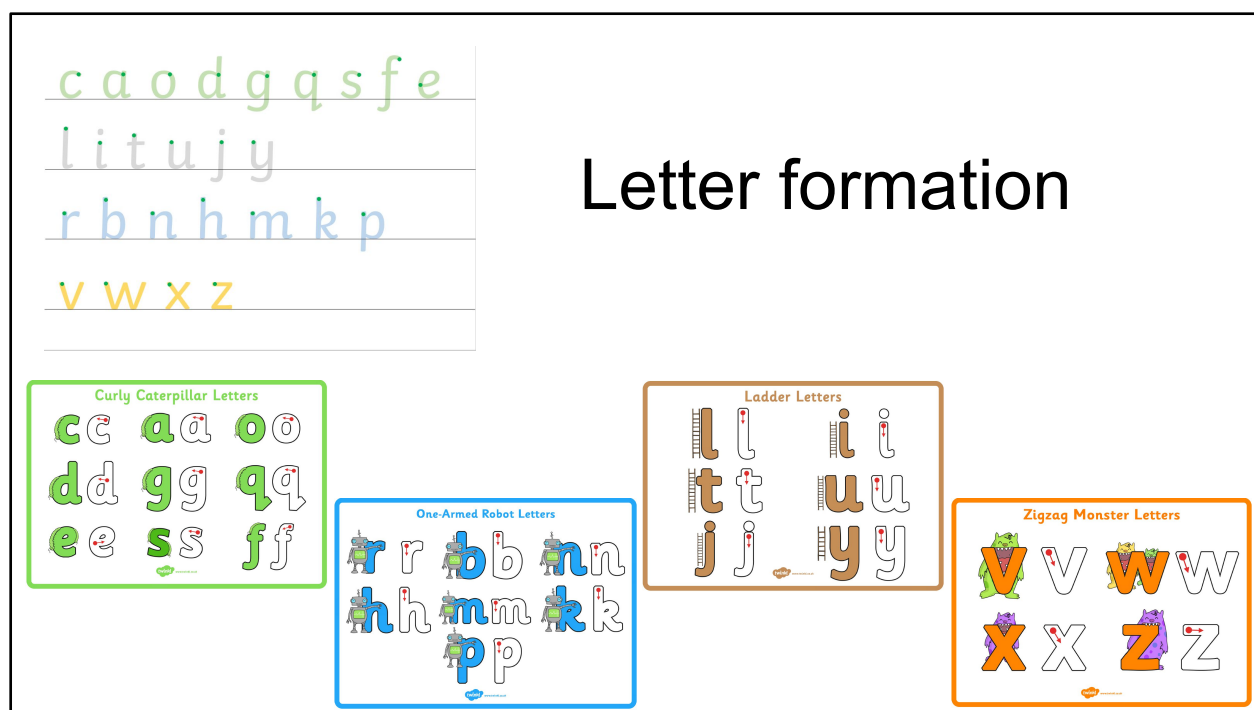


“down the snake from head to tail”

Alongside supporting the development of the children’s gross and fine motor skills we will be teaching the children handwriting.

As we introduce each grapheme as part of our phonics lessons, the children are taught a matching handwriting rhyme.

For example, when learning ‘s’ we teach the children to say ‘down the snake from head to tail’ as they form their letter S.



We also use the ‘letter families’ you can see here to support the children’s understanding of how similar letters will use repeated movements in order to be formed correctly.

We sent home a letter formation card in your child’s pack **like this one on the slide**. It shows our handwriting script. We start on the green dot.

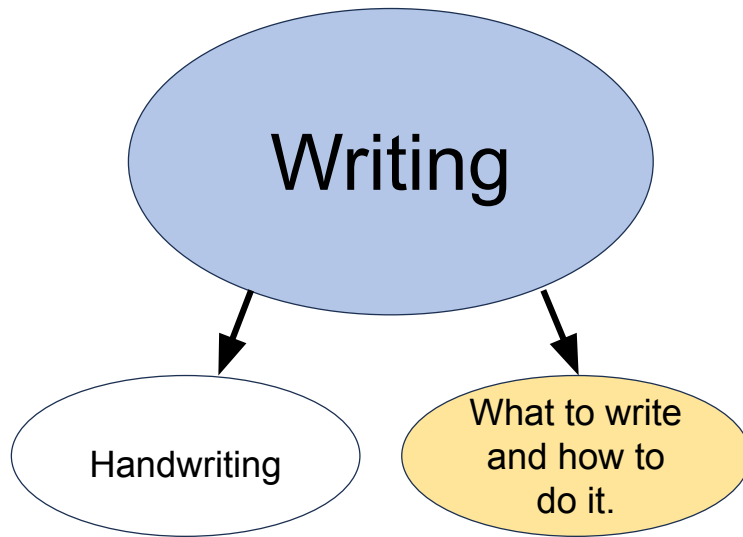
We **do not** use capital letters at all except for at the start of a sentence or at the beginning of a name.

If your child has already learnt to write in capitals, please support our teaching in school by helping them switch over to these lower case letters at home. We call

these 'school letters' with the children so if they come home talking about 'school letters' they just mean lower case letters.

If you yourself tend to write in capitals please can we ask that you write in lower case letters too. You are their most important role model!

Taught 'Little Wandle' handwriting sessions - the children will have weekly small group handwriting sessions with an adult to develop their formation of each letter shape.



What to write and how to do it

Our goal is for the children to write for purpose using their own ideas and spell words independently using their phonic knowledge.

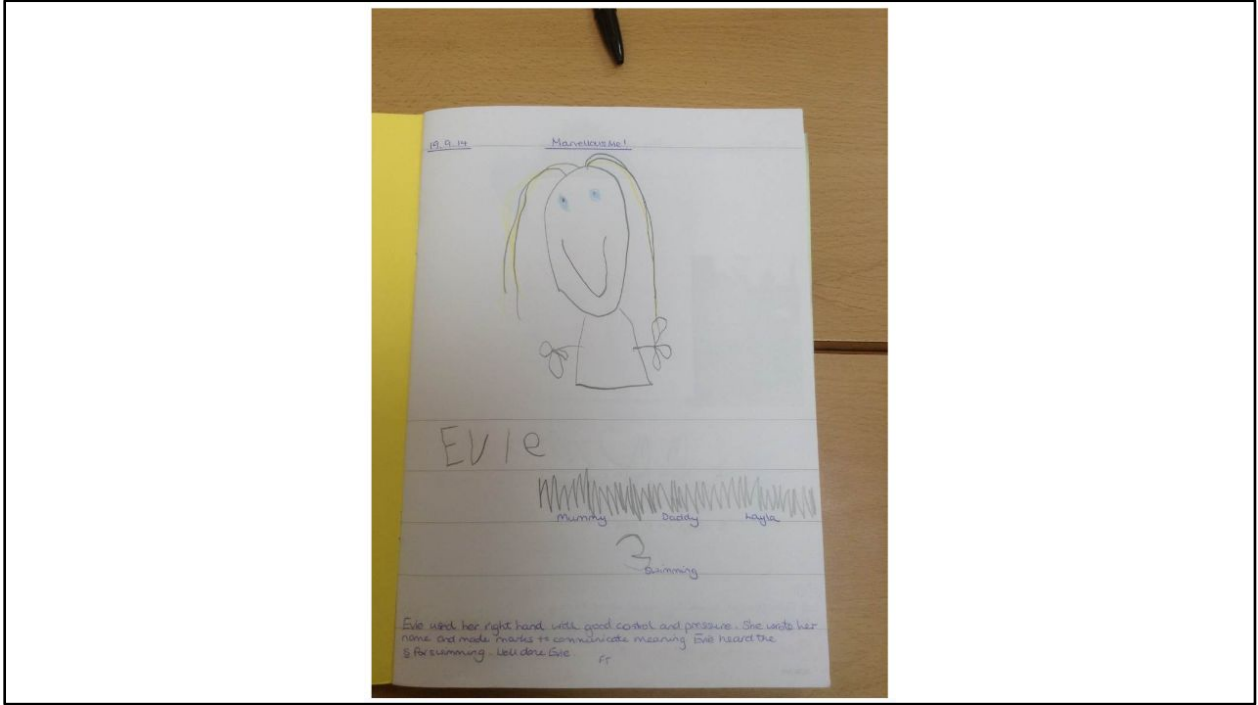
Writing Journey



Your child may not be interested at all in writing yet, some of your children may be reluctantly writing a few letters and some of your children may be raring to go, know how to form lots of letters and are super keen!

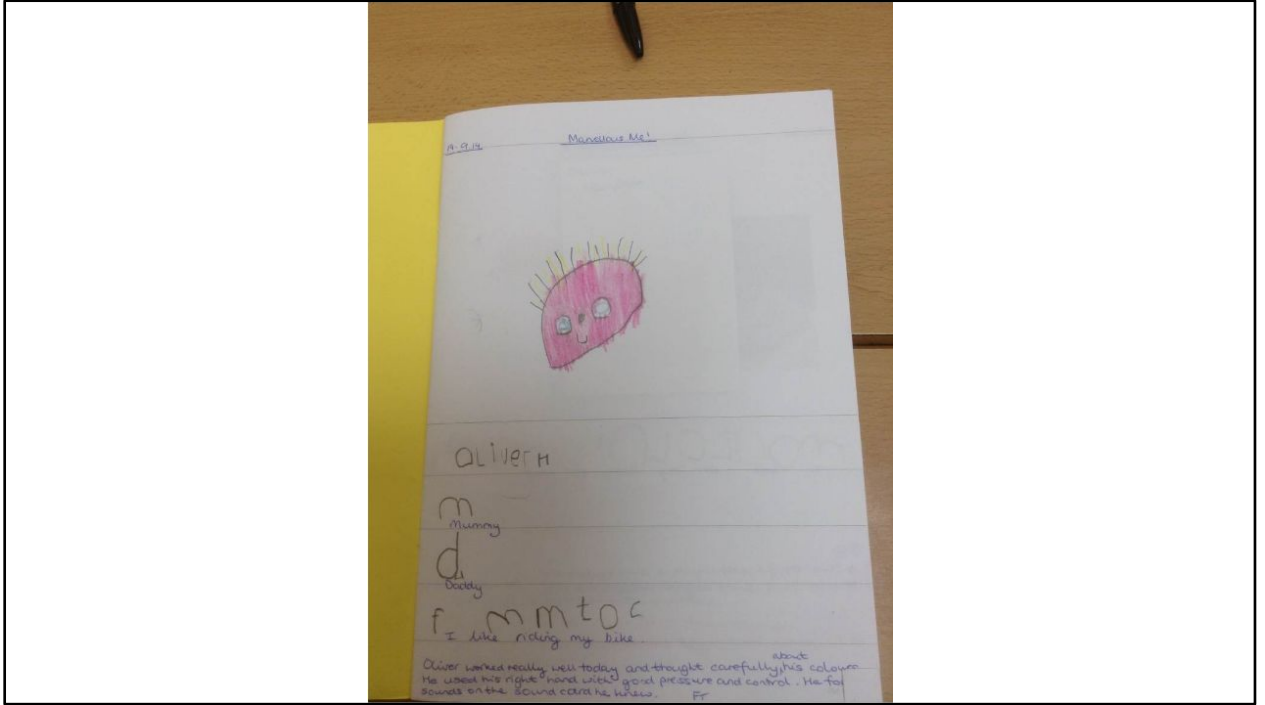
We will take your child from whatever point they are at and build their skills from there.

skip this emergent writing stage, and that is also absolutely fine.



Once we start introducing the RWI sounds they will be encouraged to use letter shapes they know in their emergent writing.

So, at this stage, we may see string of random letter shapes, mixed with squiggles and other letter like shapes.



Then they will be encouraged to record the first sound of each word correctly.



This then builds up to writing end sounds, and then middle sounds finally.

And then they will be working on forming their own simple captions using their own ideas and spelling by themselves.

All writing children complete at school will be their own ideas. We don't get them to copy write at all so please try not to do this at home. If they are copying your writing, they may not know what they are writing, and they won't be using their phonics to think for themselves.

The Write Stuff



So, how do we teach the children to progress through these writing stages?

Separate to the children's daily phonics lessons when they will be learning how to segment words to spell them, we teach four **Write Stuff** sessions a week.

We want to teach the children that writing is purposeful and can be enjoyed in the form of fiction and non-fiction books and poems. We focus on one text for a whole week and the children will be writing independently during every one of these sessions, recording their own ideas linked to the story. Each session we will focus on a different 'lens' and you can see these circular icons on the slide which are the lenses.

We may focus on a character's **FEELINGS** (red heart), what we **NOTICE** in an illustration (yellow eyes), or **CHECKING** what a character can hear (purple ear).

Following the same sequence I've just outlined regarding writing development, they may start the year just making marks to record their word ideas, then move onto using initial sounds to record their word ideas, then begin including middle and end sounds, then put their words into short sentences.

One of the main benefits of the 'The Write Stuff' approach is it focusses on developing the children's language so they can then use interesting word choices in their writing, such as 'petrified' instead of scared, 'gloomy' instead of 'sad' and 'ecstatic' instead of 'happy'. We have two froggy friends who you can see on the screen too; **Flick and Flippy**. They generate these interesting word choices with us each day.

These sessions are taught whole class with the children all writing on their own clipboards

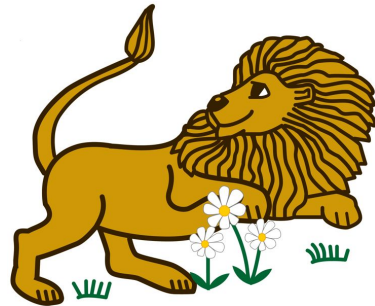


As well as these whole class taught sessions we will also encourage writing within the children's play as much as possible, without prompts. Lists, maps, notes to their friends, captions on pictures. It's really helpful if you can encourage this at home too.

Any
questions?

Maths in Year R at St Mark's

- becoming a Mathematician





Maths is everywhere in the world around the children.

They will need to be able to use maths in everyday life.

Maths enables them to think logically and become good problem solvers.

It is so important that we lay secure foundations in early mathematical skills NOW while they're really young.



How do we do this?

- We explore new concepts and skills through daily Whole class teaching sessions.
- Teach with your children twice a week in small groups, focussing on the concept being taught that week.

We want to develop the children's ability to

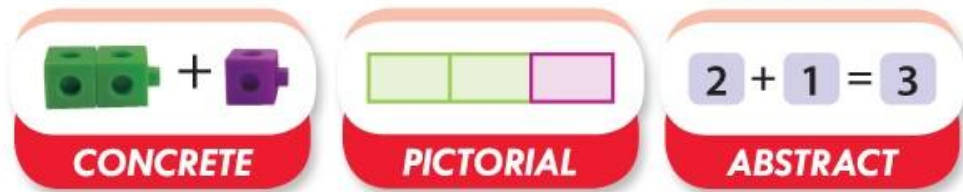
- see patterns in numbers,
- make connections between numbers and shapes
- recognise relationships between numbers or concepts



- We have a mathematically rich environment. So, both inside and out there are always lots of opportunities for them to play with number, to play with mathematical concepts and explore.
- We enhance the provision we provide daily, to encourage exploration of mathematical concepts & practise newly learnt language, skills and concepts.



1	2	3	4	5	6	7	8	9	10
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We use an approach called **‘Mastery Approach’** at St Marks. We use the ‘White Rose’ scheme alongside Numberblocks to build our curriculum.

Mastery Maths is very different to a traditional approach to teaching maths which relied heavily on children learning number facts and processes from memory. The pitfalls of such an approach is that children didn’t always fully understand the value of each number they were using or how each process actually works.

Mastery Approach is a slow and steady approach. Although we will cover the numbers up to 20 over the course of the year, we will spend two full terms learning

about numbers 1 to 10.

You may be thinking “my child can already count to 20 and is learning to count to 100.”

Mastery Approach develops **a deep understanding** of numbers which enables the children to use these numbers more confidently and competently for problem solving in the future, laying good, strong foundations in Maths. **It’s about breadth of learning, rather than racing through to bigger numbers.**

So, if your child is really confident with numbers at the moment we’ll be looking to give them breadth of experience through lots of problem solving, to push forward their mathematical thinking.

“_ is more than _”



5 is more than 3

7 is more than 6



Reasoning and the development of mathematical language is at the heart of our teaching of the Mastery Approach.

This means talking about and explaining their understanding of different numbers and various problems.

We develop their language through modelling it and teaching the children different phrases they can use to explain.

These phrases are called ‘**stem sentences**’ and they help to organise the children’s thinking and understanding of an individual number, relationships between numbers or

a process.

An example of a 'stem sentence' might be something as simple as “ _ is more than _ ”

“I know _ is more than _ because _”



I know that 8 is more than 7 because it has 1 more.



I know that 8 is more than 5 because it has 3 more.

Then we would progress onto stem sentences which require more reasoning “_ is more than _ because _”



As well as learning about numbers we also teach other Mathematical concepts like shapes, using money, measuring time, weight, height and capacity.



As I already mentioned, we sometimes use the BBC programme 'Numberblocks' to support some of our whole class teaching.

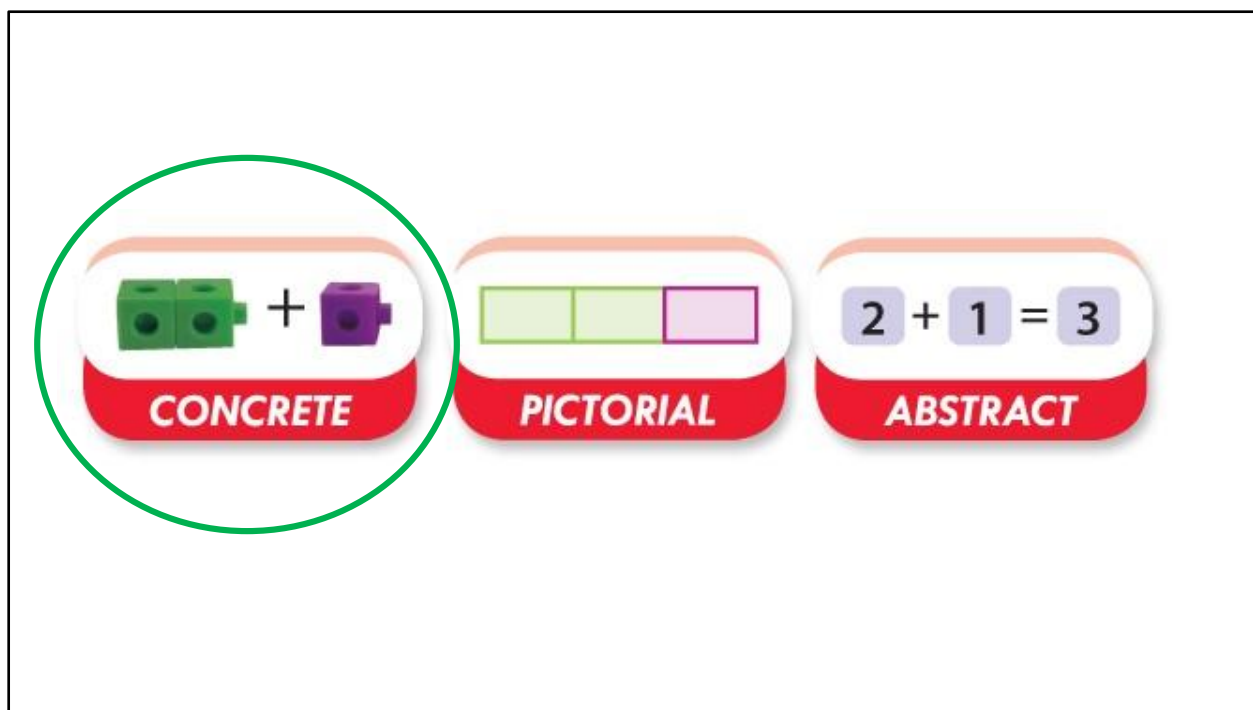
These episodes have been carefully planned to support the Mastery Approach that schools use.

The benefits of using Numberblocks is it is **really** engaging for the children as we introduce each number.

Each number is a character and we meet them in sequence throughout the year.

The children really enjoy watching these programmes with us and we use them as a little hook for our learning when we are doing our whole class teaching, just to get us started

with our mathematical teaching.

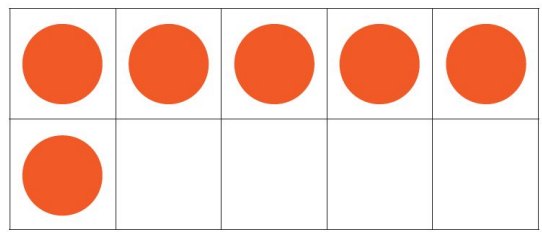
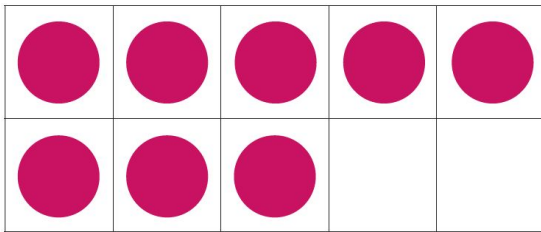
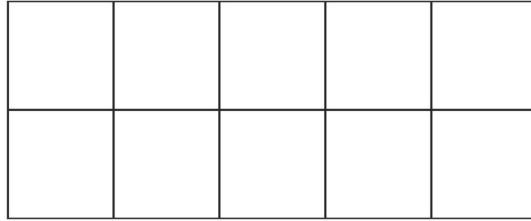


We focus heavily on representing numbers in different ways, using a variety of resources. This is the **concrete** stage of the children's Mastery Maths journey. Most of our teaching in Year R is focussing on using concrete resources e.g. cubes, counters, mini figures, pom poms etc.

Showing the children different ways to represent the same number helps to deepen their understanding.

You may hear the children coming home talking about 'tens frames', 'twenty frames' and 'part wholes'. These are just some of the resources we use for representing and comparing numbers, and solving simple problems.

Tens frame

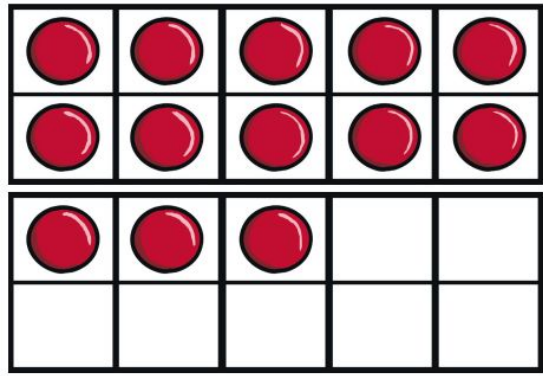
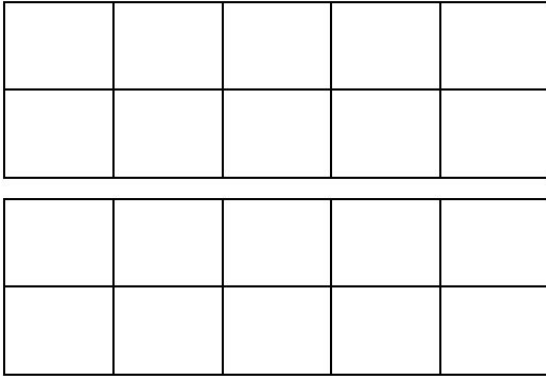


Firstly we have a **tens frame**. When working practically the children have a tens frame as a mat and they place counting objects onto it to represent a given number.

These are particularly good for the children to see a number in an organised way, and build their understanding of how it's related to other numbers e.g. if they fill it with 6 objects they will fill the top row of 5 and then add 1 more at the start of the next row. Therefore embedding the number fact of "6 is 1 more than 5" and "5 and 1 makes 6."

If they add 8 objects we can teach that 8 is 5 plus 3. And so on.

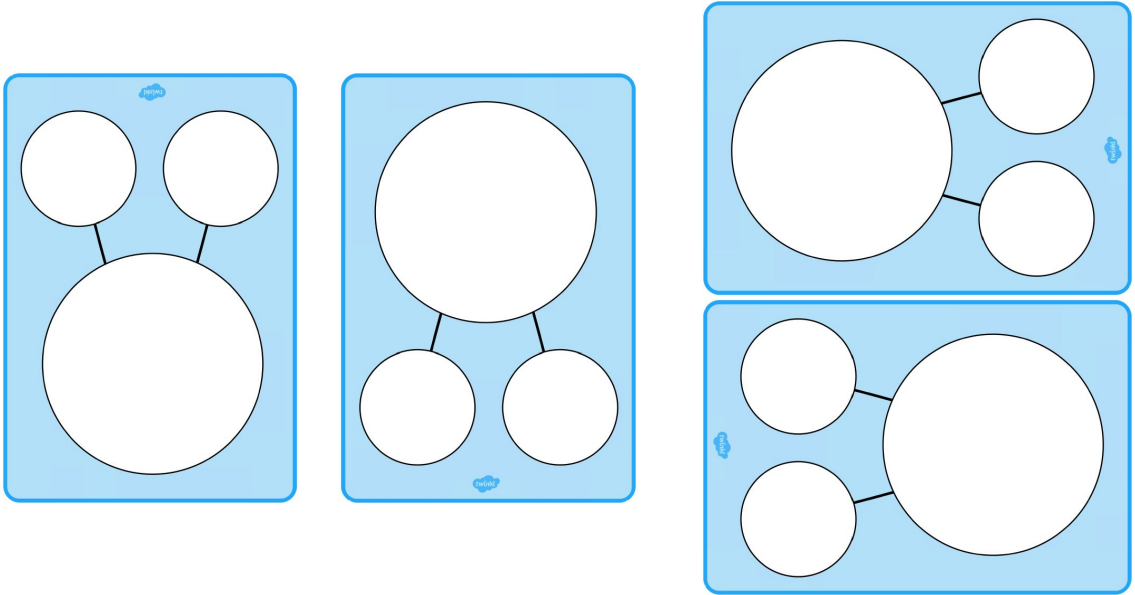
Twenty frame



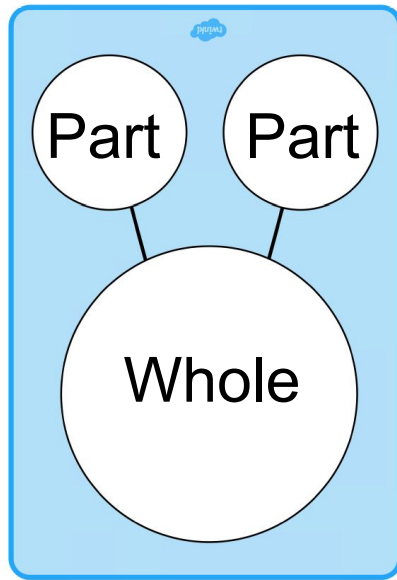
When we move beyond 10, we'll introduce a twenty frame which looks like this. We use it in exactly the same way as a tens frame.

For example; "13 is 10 and 3 more."

Part Whole



This a **Part Whole** and it can be orientated however we like.



The important thing is to teach that any number can be represented in the **whole**, and each whole can be split into two **parts**.

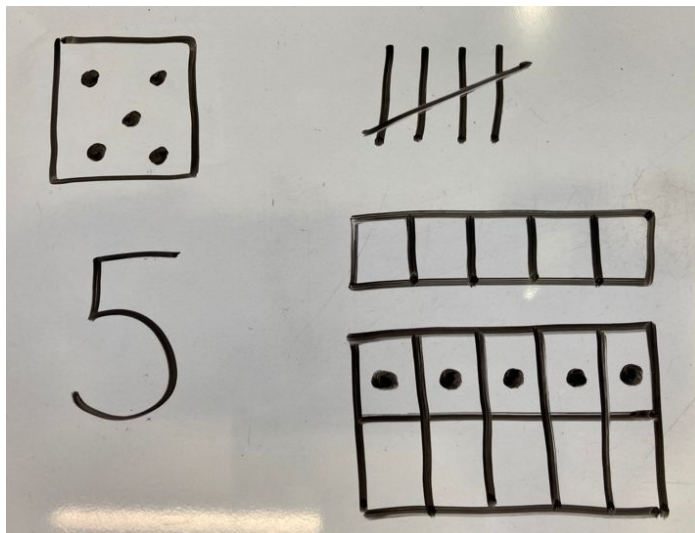
We can use these Part Whole Models for simply representing numbers in different ways, but also for addition problems, where we'd put the two amounts to be added in the two parts and then move both groups of objects into the whole, to be counted and find the total.



Once the children can represent a number confidently and in lots of different ways practically using real objects such as counters or cubes, we then move onto using pictures alongside numerals:

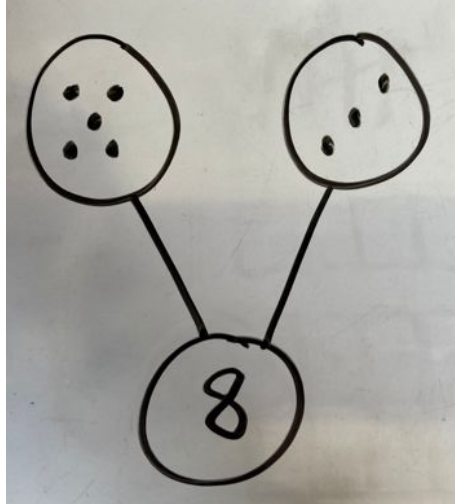
- Represent a number on a whiteboard
- Represent a problem on a whiteboard

Pictorial Representation



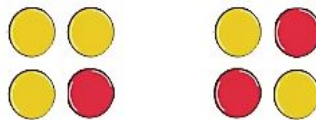
Here are several different ways a child can represent a number.

Pictorial Representation



Recording with numbers and symbols is not in our curriculum, so we don't teach the children to record in this way, although we do expose the children to number problems represented in this way.

Deep understanding of how each number is made



So, to briefly recap;

Through the **Mastery Approach** we are:

- meeting each number in turn 1-10
- learning how to represent them in different ways using concrete resources
- building a bank of number facts about each number 1-10.
- teaching how to use these known number facts and known connections to explain
- Beginning to represent numbers pictorially in different ways.

We aim for the children to have a deep understanding of the **composition of numbers 1 to 10** in preparation for the next stage of their Mathematical learning journey.

Any
questions?



Monday	Indoor PE
Tuesday	Indoor PE
Wednesday	Library book change day
Thursday	
Friday	Reading book change day

Send in these items **every day**:

- Drawstring bag
- Zippy pack
- Water bottle
- Coat

Upcoming dates to remember:

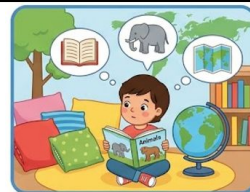
- Friday 11th September- Chatterbox deadline
- Tuesday 15th – First OPAL lunch play
- Tuesday 15th September - First PE
- Monday 21st September – Photo day - no PE

Rachel



Year R topic learning

Autumn 1	It's good to be me	Finding out about our life so far, what makes us special and unique and how we'll grow in the future
Autumn 2	Terrific Tales	Immersing ourselves in well known traditional tales
Spring 1	People who help us	Finding out about the emergency services and others within our community
Spring 2	Spring to life!	Learning about Dinosaurs, farm animals, minibeasts, life cycles and Easter
Summer 1	What an adventure!	Going up, up and away to travel the world and explore different contrasting countries; their landscapes, their animals and their way of life.
Summer 2	What an adventure!	





A typical day

Discovery Time

Phonics

Discovery Time

Write Stuff / Topic

Discovery Time

Story Time

Lunch

OPAL playtime

Maths

Discovery Time (+ PE or Music some afternoons)

Worship





Forest School



Year R will have their sessions in
the summer term.



Ghislaine