Year R
Information Meeting



Mrs Harrington, Mrs Brazier
and Mrs Saunders-Griffiths (Mrs SG)

Behaviour for Learning









We value and believe effective partnerships are key to your children's learning and well being. We will be working hard to establish strong communication with you and encourage you to openly communicate with us in order for us to best support your child/children.

Our trinity of rules **'Be ready, Be Respectful and Be safe'** can be applied to a variety of situations and are taught, re taught and modelled explicitly throughout the year in class and whole school assemblies to create a positive learning and working environment for our whole school community. These are further enhanced by our 'Golden Rule'.

Our house system is now rolled out across the school. Each child is in either Hartley, La Salette, Walsingham or Lourdes. Children are linked with siblings and will meet regularly and have internal competitions amongst houses with incentives at the end of each half term for each house.



St. Peter's Catholic Primary School

Curriculum

Autumn term – All About Me
Sparkle and Shine

Spring term – Traditional Tales

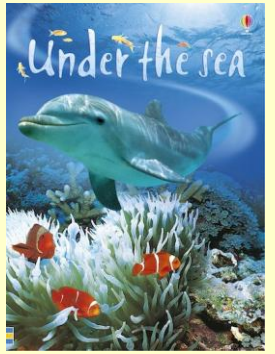
Summer term – Life Cycle
Under the Sea











Autumn Half Term 1 - All About Me



The children will be expressing the things that make them unique e.g. what they like, what they dislike. We will also be learning about the people who help around us.

Autumn Half Term 2 - Sparkle and Shine



We will be learning about special dates and celebrations such as Festival of Light, Bonfire Night and focusing on the preparation for Christmas during advent.

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.

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Autumn Term 2026



Expressive arts and design

- Singing familiar rhymes and songs and learning Harvest/Nativity songs.
- Using role play to show how people help us.
- Creating representations of themselves.
- To make marks and give meaning to them.
- Opportunities to creatively explore materials and learning how to use tools appropriately.

Literacy

- Listen to sounds in the environment and listen to initial sounds in familiar words.
- Beginning to identify sounds and what the letters look like.
- Starting to learn how to write letters.
- Learning to blend – the ability to push sounds together to build words.
- Segment – the ability to pull apart the individual sounds in words.
- Listen to familiar stories and retell them.

Personal, social and emotional development

- To start being more independent by managing their own needs and demonstrate friendly behaviour to others.
- Form positive attachments to new school adults and begin to form friendships with peers.
- Develop familiarity with school rules and routines.
- To share things about myself and to start expressing my own feelings.

Physical development

- To use a dominant hand and to know which hand to write with.
- Developing gross and fine motor skills through play.
- Using scissors and other climbing equipment safely.
- Personal cog in Real PE, learning to follow simple instructions.
- Being mindful of personal space.
- Starting to make anticlockwise movements.

Understanding the World

- Using their pages for the class book, children will talk about similarities and differences e.g. pets, hobbies etc.
- Learning about how ourselves and the environment changes.
- To know that adults do a variety of jobs, including the emergency services.
- Talk about different experiences and things we celebrate.

Mathematics

- Identify when a set can be subitised and when counting is needed.
- Subitise different arrangements, including using the Hungarian 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.
- Begin to develop the language of 'whole' when talking about objects which have parts.

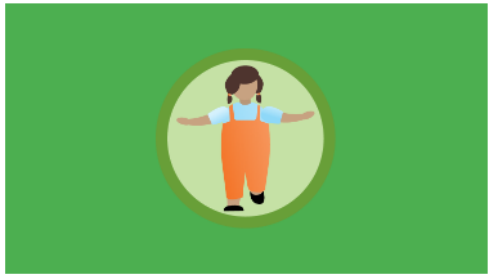
Communication and language

- Talk about themselves and listen and talk to others.
- Listen to and talk about a range of stories.
- To make comments about their observations.
- Learning and using new vocabulary, with themselves, families and Baptism
- Talk about different festivals and why we celebrate them.

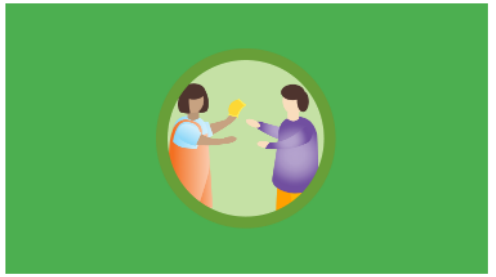
Physical Development



Physical development Overview



1. Promoting Physical Activity



2. Teaching the Skills Needed for Movement and Handling

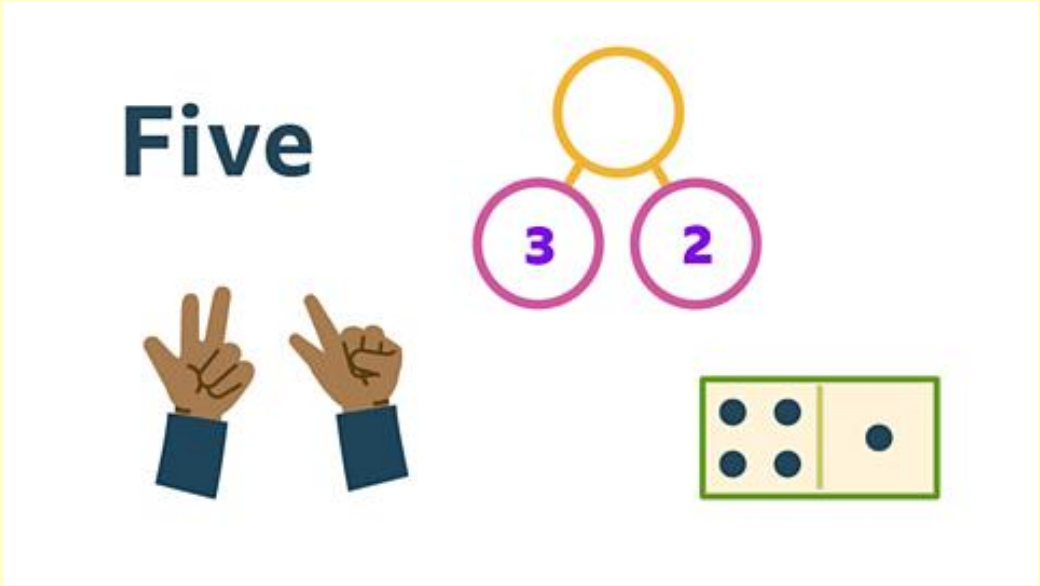


3. Teaching the Skills Needed for Mark-Making and Letter Formation





Wordless books and phonices

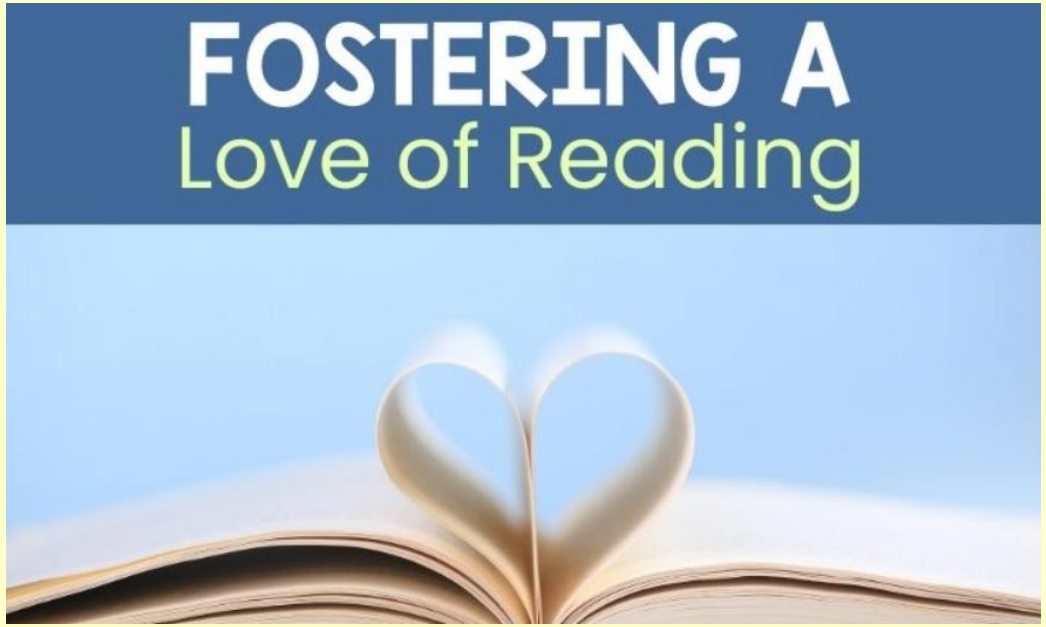


Subitising, constructing and deconstructing numbers

Supporting your Child's Learning at Home

It is really beneficial if you can make time to share a book at home with your child. You can help by:

- Discussing a book, pointing at pictures and talking about what may happen next.
- Explaining vocabulary.
- Encouraging them to sound out.
- Re-read to check it makes sense
- Ask questions about the book
- Most importantly ENJOY READING!



Library Day - Friday







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Year R

Welcome to Year R

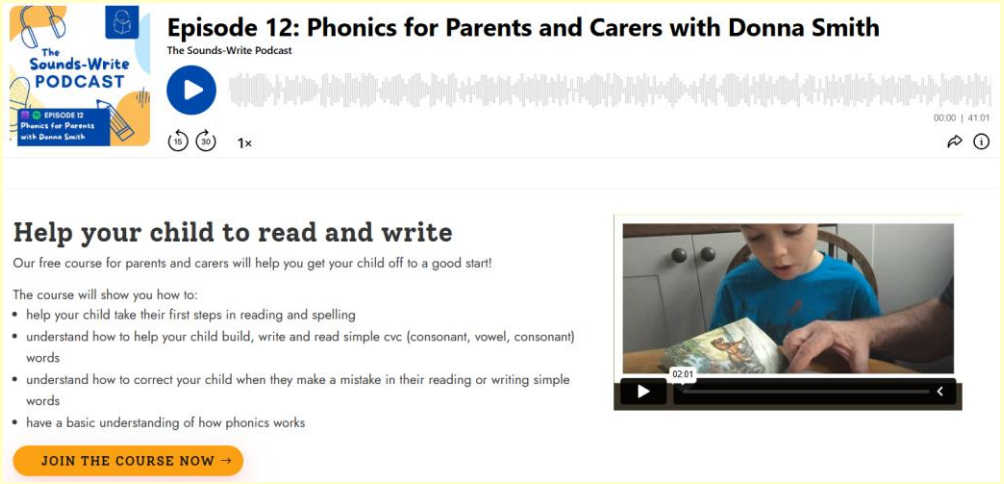

Reading


Learning at home


E-Safety


Photos

Year R Staff Team
Teacher: Mrs Harrington
Teaching Assistants: Mrs Brazier and Mrs SG







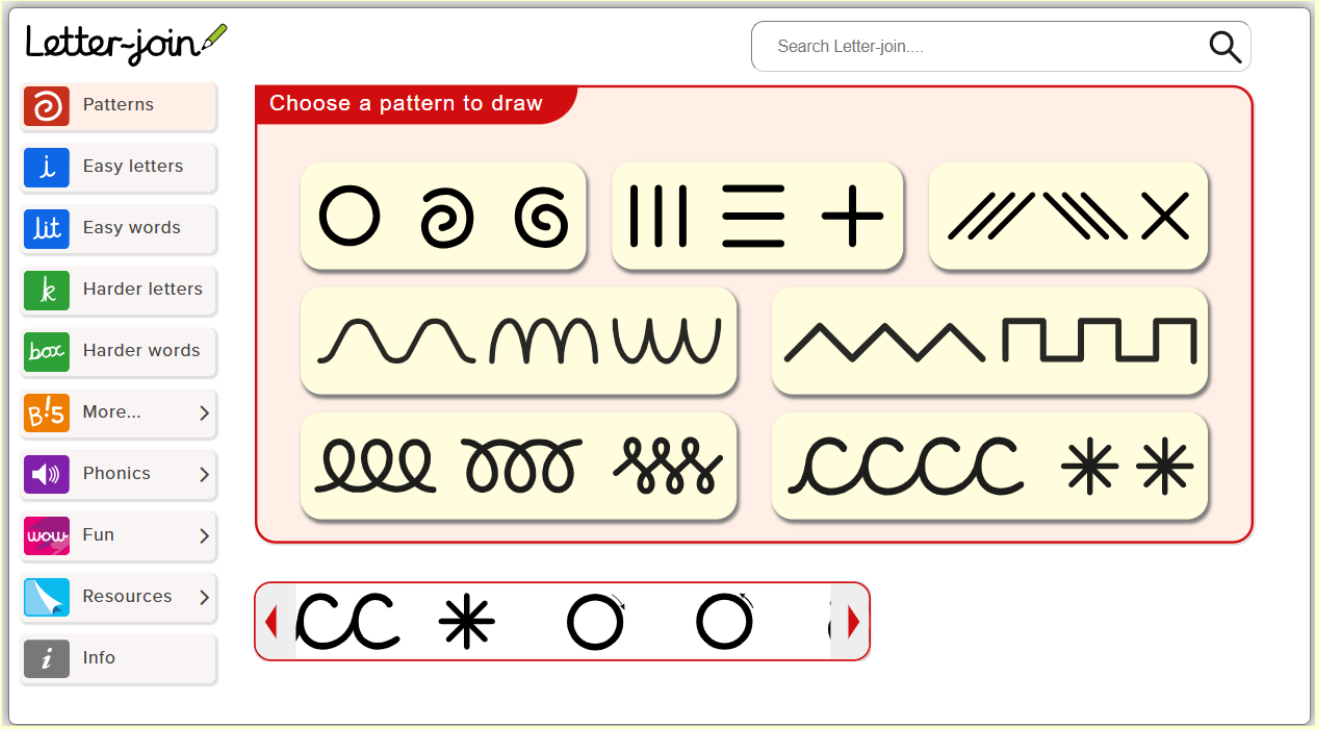
Year R
Learning at Home Challenges

Date Set: Wednesday 29th September 2026
To be completed by: Wednesday 7th October 2026

Subjects	Description	Additional Info or Challenge
Reading	Read your library book at home to your child and practise taught phonics sounds so far.	Please see the taught phonics sounds on the flashcards and practice the sound and words which use this initial sound.
Maths	Collect up to 5 different Autumn objects such as pinecones, leaves or conkers. Practice grouping them in different ways and quickly recalling how many there are. Can you split the 5 into smaller groups? 	As a challenge can you play three or not three? Arrange the objects in different ways and without counting them can you 
RE	We have been learning how God gives us our family as a special gift. Talk about special times you have enjoyed as a family. In particular, talk about how it felt to be together	Next week we will be exploring the sacrament of Baptism. If your child has been baptised or been to a baptism we would love to share some photos of the special occasion. Please share either by the infant email or evidence me.

Supporting your Child's Learning at Home

What we are asking for.



Letter-join

evidenceme

You will receive an invitation e-mail, you will need to click to **activate your account** and we can then send you the observations.

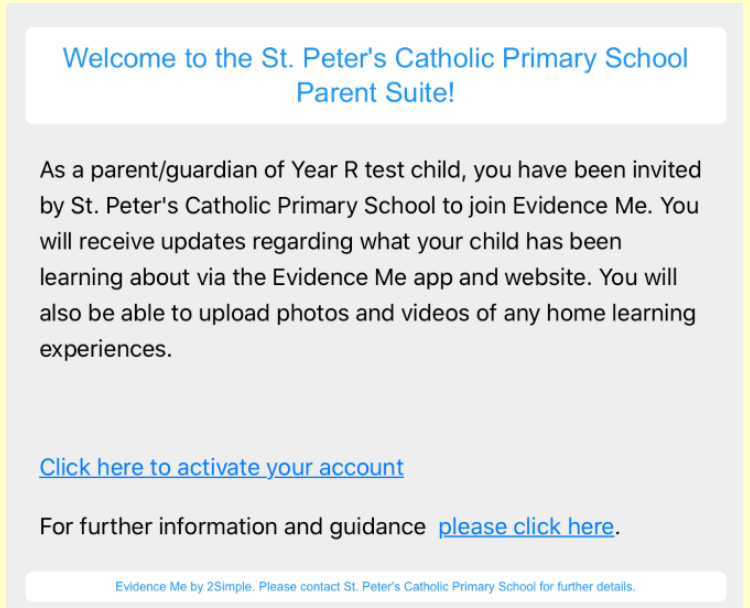
The e-mail will not be from me or from St. Peter's it will be from noreply@evidence.me
It sometimes goes into your junk e-mail.

I will send an e-mail for this in the first week of the new academic year, so you can look out for the invitations.

We would love to celebrate achievements or special events at home. Please feel free to share these moments by creating an observation. These can be short videos.

http://help.evidence.me/evidence-me-help-for-parents/.

Your e-mail will look like this but will contain your child's name.



- If we send anything home, we will put it in the front pocket of your child's bag. Most communication is via school comms.
- Uniform – labelling everything makes such a difference and means uniform can quickly find its way back to you. Where possible practise taking it on and off.
- PE days – Tuesday and Friday
- Library day - Friday

Any Concerns?

In the first instance, contact your child's Class Teacher with any concerns.

- If adaptations made by your child's Class Teacher are not having the desired impact in the time agreed, a referral to Mrs Rabagliati (SENDCo) may be made.
- A detailed presentation is available on the school website under SEND for further guidance.

Contacting us

We currently ask that any queries or communication happens via email or at the end of the school day.

If you have any queries or concerns, in the first instance, speak to your child's class teacher. You can email through the school office or via the infant email.

As teachers are unable to check and respond to emails during the day and your message needs to be dealt with that day, then please contact the school office. We endeavour to respond within 24 hours.

Email: office@stpeterseg.co.uk
infants@stpeterseg.co.uk



Please use your child's year group as the subject of the email
'Year R'



Year R team

Mrs Harrington (class teacher)
Mrs Brazier (teaching assistant)
Mrs SG (teaching assistant and cover supervisor)

Email: office@stpeterseg.co.uk
infants@stpeterseg.co.uk