

# Welcome to Swavesey Primary School

We are so impressed at how well the children are settling into school. They are already getting used to daily routines and have been a pleasure to get to know.

Thank you for your continued support.



Miss Cotton  
Rabbits class  
teacher



Mrs Seaden  
Mice class  
teacher

## Meet our Early Years Reception Team



Mrs Norden  
Headteacher



Mrs Poskitt  
Deputy  
Headteacher  
Early Years Lead



Miss Sharp  
Teaching  
Assistant



Miss Bennett  
Teaching  
Assistant



Mrs Leech  
Teaching  
Assistant



Mrs Unbekandt  
Teaching  
Assistant



Mrs Moroz  
Teaching  
Assistant



Mrs Nadiah  
Teaching  
Assistant

## Early Years Curriculum

There are 7 Areas of Learning in the Early Years Foundation Stage (EYFS), which activities are planned around:

- **Personal, Social and Emotional Development**
  - **Physical Development**
- **Communication and Language**
  - **Literacy**
  - **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**



The classroom environment (inside and out) reflects these areas.  
Activities may be adult led or child initiated.

# Early Years Curriculum



EYFS Early Learning Goals	
CL	Listening, Attention and Understanding
	Speaking
PSED	Self-Regulation
	Managing Self
	Building Relationships
PD	Gross Motor Skills
	Fine Motor Skills
L	Comprehension
	Word Reading
	Writing
M	Number
	Numerical Patterns
UW	Past and Present
	People, Culture and Communities
	The Natural World
	(No ELG)
EAD	Creating with Materials
	Being Imaginative and Expressive

The 7 areas of learning,

- **Personal, Social and Emotional Development**
- **Physical Development**
- **Communication and Language**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

# Early Years Curriculum



## **Characteristics of Effective Learning**

### **Playing and Exploring**

#### **ENGAGEMENT**

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'

### **Active Learning**

#### **MOTIVATION**

Being involved and concentrating  
Keep trying  
Enjoying achieving what they set out to do

### **Creative and Critical Thinking**

#### **THINKING**

Having their own ideas  
Making links  
Working with ideas

*Characteristics of Effective learning* underpin the Early Years Foundation stage.



# Observations


- Tapestry is an online tool used to collate observations of children's behaviours and skills.
- Observations from home support the staff to learn more about the children, their interests out of school and achievements such as swimming, family allotments etc.
- We like to share 'Wow' moments to celebrate moments of particular success your child may have had at school.
- Observations have a comment box which proves useful to communicate about learning.

# Weekly Newsletters

- These are sent home on Fridays via Tapestry
- Also examples of how you can support your child at home.
- Important updates and information

Rabbits weekly newsletter

Week commencing:  
07.02.22






We hope you all have a super half term!  
We look forward to hearing all about it when you return.

This week we have been exploring the story of St. Valentine to support our understanding of why people celebrate this day. We made Valentines cards for people we love using clay to print beautiful roses. We thought of heartfelt messages we could write inside and used our phonics skills to have a go at these.

As part of our PSHE we read the story 'The Swirling Hijaab'. We thought about what items are important to people and their faiths. In the classroom we had some artefacts to explore for different religions.




Home Challenge: Share something that is important to you and why.



**Phonics**

We have come to the end of our phase 3 sounds this week. Finishing off the phase with the final 2 phonemes: ure and er. After half term we will be revisiting some of the less familiar phonemes to support our retention and working on applying these to our reading and writing.

This week we have also set our tricky word spellings. Our test will be on Weds 23rd February.




Home challenge: Practice one column of your spellings every day. These will come home with the children but also attached if lost.

**Maths**

This week we have been exploring weight. Making predictions using our arms as balance scales, before testing them out using the scales. We used the vocabulary *heavier* and *lighter* to compare.

We had a go at using cubes to measure how heavy an object was.

Home challenge: Arrange a playdate at the park with friends or family. Test out who is heavier or lighter on the see-saw.



Home challenges are helpful ideas for you in supporting your child to consolidate their learning at home. Please feel free to choose those you feel are achievable for you and share on Tapestry.



# Assessments

Assessments are carried out against the EYFS framework 4 times a year:

- *Reception Baseline Assessment*
- End of Autumn term
- End of Spring term
- End of Summer term- *Has your child met a Good Level of Development?*



# What is a 'Good Level of Development?' (GLD)



Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning

**Communication and Language**

**Physical Development**

**Personal, Social and Emotional Development**

and the specific areas of

**Mathematics and Literacy.**





# Phonics

## What is phonics?

It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read and write by developing their phonic knowledge and skills.

# Phonics

## How do we teach phonics?

- All schools have adopted a synthetic, systematic phonics programme to deliver phonics sessions. The scheme we use is called Little Wandle.
- Resources to support with phonics at home are available on the school website. This is being updated throughout the year.
- Daily phonics sessions between 20-30 minutes where they hear and articulate phonemes (sounds) and recognise graphemes (written sounds).
- We learn sounds (phonemes) as well as letter names.
- We segment (sound out) and blend (putting the sounds together to make the word) to help us to read

# Phonics

Segmenting and  
blending using phonic  
knowledge

Grapheme mat					Phase 2
S	T	P	N	M	
s s	t t	p p	n n	m m	
D	G	C	K	ck	
d d	g g	c c	k k	ck ck	
R	H	B	F	L	
r r	h h	b b	f f	l l	
J	V	W	X	Y	
j j	v v	w w	x x	y y	
Z	qu	th	sh	ch	
z z	qu qu	th th	sh sh	ch ch	
ng	nk				
ng	nk				
A	E	I	O	U	
a a	e e	i i	o o	u u	

Grapheme mat										Phases 2 and 3
S	t	p	n	m	d	g	c	r		
s ss	t tt	p pp	n nn	m mm	d dd	g gg	c ck cc	r rr		
h	b	f	l	j	v	w	x	y		
h h	b bb	f ff	l ll	j jj	v vv	w ww	x xx	y yy		
z	qu	ch	sh	th	ng	nk				
z zz	qu qu	ch ch	sh sh	th th	ng ng	nk nk				
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or	ur	er	ow	oi	ear	air				



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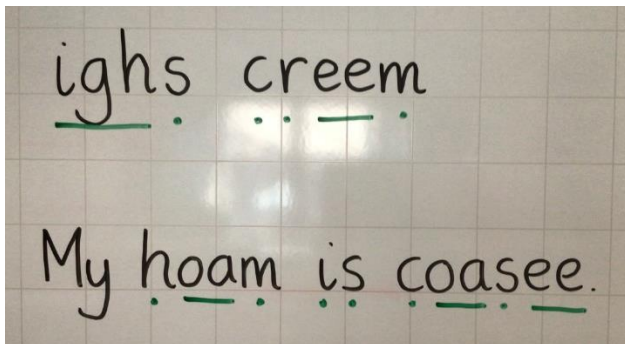
tab

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fish

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Phonetically plausible attempts at writing are positively accepted by the end of Reception year.



Poot the beeh in

wait a littl with

# Reading

*Reading is a combination of skills including word reading (decoding) and comprehension (understanding).*

- Initially, children read decodable books to adults, using their phonic knowledge, associated with Little Wandle.
- Children work through scheme dependent on their phonic knowledge, word reading and comprehension of the text. \*
- Every classroom has a reading area where children can choose any fiction, non-fiction or poetry.
- Children are read to daily.
- Children have a visit to the school library every week where they can borrow a book to take home. The aim of this is to develop reading for pleasure.
- Books will begin to be sent home in a few weeks, once phonic teaching commences and assessment have been completed.

# Reading at home

- Reading is about more than just being able to read words on a page and use phonic knowledge. It is also based on comprehension of the story, being able to talk about what they have read, make predictions and understand vocabulary.
- *Please support your child with reading daily at home by:*
  - *Sharing, discussing and enjoying books daily*
  - *Reading and returning school reading books*



# PE



- Reception will have PE on **Thursdays and Fridays**.
- PE kits in winter should consist of jogging bottoms, a jumper and trainers.
- Due to restrictions with hall timetables, 'outside' PE lessons will take place unless rain is torrential, there is a thunder storm or conditions are such that health and safety is a concern. An appropriate coat / raincoat may be worn by your child should they wish.
- We take part in the Golden Mile initiative where children can be awarded a certificate for running 10 and 25 miles!

# Trips and Visitors



- We aim to develop our pupils' understanding and increase their curiosity by planning visits within the local area and inviting visitors into school who have an area of expertise to share.
- When trips or visits are planned, information will be emailed home. We may also ask for volunteers to support us at these events.



# Routines



## Toilets, Snacks and Water Bottles

### Toilets

- Children are able to go to the toilet when they need although we do check that they don't go too often or with friends to avoid tidying up!

### Snacks

- Fresh fruit or veg is provided for Reception and KS1 which children are encouraged to eat. Fruit from home can also be eaten should you wish to send some in with your child.

### Water Bottles

- We encourage children to bring named water bottles to school. \*
- Milk is also offered to children in Reception daily.

# Lunches



\*Hot meals and school packed lunches are called up to choose their meal at the serving hatch.

All school meals are **free** while your child is in reception, year 1 and year 2! However, your child may be eligible for Pupil Premium funding which entitles them to free school meals until year 6 and further support in school.

\*\*Please remember if your child has packed lunch we are a healthy and nut free school.

During lunchtime, midday supervisors support the children.

Children are encouraged to try new foods at school and praised for this effort.

# How can you help at home?

- Please encourage your child to use full size cutlery and cut up their own food when eating at home.
- We try to limit 'eating time' to 30 minutes to allow sufficient play time, therefore if your child is likely to find this tricky, please support them at home.
- Read through the menu and prepare your child for the food options.

# Reminders:

- No belongings from home coming into school please.
- Going home messages- If your child is not going home with you, please make sure an email is sent to school before the end of the day stating the adult that will be collecting your child. In case of emergency or running late, please let the office know as soon as you can.



# Communication

We feel strongly that regular communication and links with home are essential to support your child's development. We are always available for a quick chat, however, if you would like a more private conversation please let the office know and we can arrange a time to meet. Other communication channels include:

## Parent Consultations

- Autumn term parent consultation is an opportunity to talk about how your child is settling into school life.
- Spring term consultation will share progress to date.

## Reception Newsletters

We aim to send newsletters home weekly on Fridays. These will come to you via Tapestry. The aim of them is to share the learning in school this week and set home challenges.

## Headteacher emails and School newsletters

Look out for school newsletters during the academic year to provide information on school life.



# Any questions?

Thank you for joining us this afternoon.

The slides from this afternoon will be available on our website.

Please feel free to ask any questions should they arise.

<https://50thingstodo.org/parents>