



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.

Meet the Team



Miss Lawton
Rabbits class teacher
Early Years Lead



Miss Kitsaki
Mice class
teacher



Mrs Leech
Teaching Assistant



Miss Bennett
Teaching Assistant



Mrs Moroz
Teaching Assistant

We will also be supported by other adults across the school.



Mrs Ogilvie
Headteacher



Mr Quinlan
Deputy
Headteacher



Mrs Turian
PE teacher



Miss McAuley
(SENDco)

Early Years Curriculum

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

Prime areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific areas:

- 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. Play is described as 'Busy Learning' to promote the concept of learning through play.

Early Years Curriculum- broken down in 17 sub-areas



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



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.
- If more than one parent would like an account, please complete the form above.
- If you have any questions about Tapestry please let us know.

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?* You will receive a written copy of this with your child's report.

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:

Mathematics and Literacy

(These do not include assessments for Expressive Arts and Design and Understanding The World)

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GLD



Phonics

What is phonics?

It aims to build children's speaking and listening skills 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 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 and spell.

Reading

- Children work through the reading 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 book.
- Children are read to daily.
- Children will 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.
- Children will bring a reading book home on a Friday. Please hear your child read, as much as possible, over the weekend and return the book on a Monday.
- Books will begin to be sent home in the next few weeks.

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 school reading books*



PE




- Reception will have PE on Wednesday and Thursday.
- Most of these sessions will be taught by Mrs Turian, our PE lead in school.
- PE kits in winter should consist of jogging bottoms, house colour t-shirt, a jumper and trainers.
- Please make sure that earrings are removed where possible. If they cannot be removed please cover them with tape before coming to school.
- Long hair should be tied back
- Due to restrictions with hall timetables, 'outside' PE lessons will take place unless rain is torrential, there is a thunderstorm, 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!
- On occasions our PE days may change, look out for these details via the weekly newsletters\ school newsletter.

Weekly Newsletters





- These are sent home on Fridays via Tapestry
- Contains 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 cery 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.

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 to

Snacks

- Fresh fruit or veg is provided for Reception and KSI which children are encouraged to eat. Fruit from home can also be eaten should you wish to send some in with your child.
- As the year progresses, children will be asked to pay for snack as part of our Maths teaching, this is purely to support their work with number.

Water Bottles

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



School platforms

- Scopay- dinners, trips, parents evening
- MCAS (My Child At School)- MIS for data collection and permissions/consents
- Tapestry- to share learning from the classroom and home

Lunches



- Children may either bring a packed lunch from home or choose one of our nutritious school lunches.
- Weekly menus are available on both the school website
- [Link to Lunch Menu](#)
- While children tell us what they are having for their lunch during morning registration, we encourage parents to discuss meal choices with their child at home. This helps children feel confident about their selection and ensures they enjoy their lunch.
- Ordering meals in advance via Scopay is a great help to our kitchen team. It allows us to reduce food waste, plan more efficiently, and make sure every child receives the lunch they're looking forward to.
- If your child would like a school packed lunch it is particularly important to preorder this to ensure there is enough available each day



Lunches

- Reception children go straight to the hall for lunch at midday
- During lunchtime, midday supervisors support the children.
- School meals are collected at the serving hatch – children will select which of the options they would like at this point.
- Packed lunches sit straight down at a table to eat
- Children are encouraged to eat enough so that they are full. If a child hasn't eaten much, a midday supervisor will let a member of the reception team know. There is always fruit available that the children can ask for if they're hungry in the afternoon.
- 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 eating and nut free school.

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/choose meals
- Tiredness- very intense to begin! Early bedtimes and be mindful of additional extras while children settle!
- Read weekly newsletters and upload information from home to Tapestry



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.
- If you arrive after 8:55am, please sign in at the office.
- All absences need to be reported to the office please.
- Please identify your child by first name, surname and class when communicating with the office to prevent any mix ups!
- Label everything! Please check the items your child brings home and return anything with another child's name



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.

I am sorry that my uniform got dirty today, but it helps to show what I have been learning!

This black mark was made with a pen. I am trying so hard to develop my writing and drawing skills.

This splodge is part of my lunch. I am trying so hard to use a knife and fork correctly when I eat.

The mud kitchen is very messy, but it helps me to develop my imagination and use of descriptive language.

This grass stain shows that I have been using the outdoor area to develop my physical skills.

Big movements like running and jumping help me to get better with small movements like writing.

Painting helps me to develop my creativity. Sometimes I accidentally get paint on my shirt as I work.

Sometimes my uniform comes home a little wet. I learn huge amounts of Science and Maths when I play in the water tray.





SEND



Miss Laura McAuley is our Special Educational Needs and Disabilities Co-Ordinator (SENDCo). Miss McAuley works Mondays to Thursdays as an out of class SENDCO (except Monday afternoons when she will be teaching).

- If you have any concerns or queries regarding your child's educational, medical or wellbeing needs, please do always speak to your child's class teacher in the first instance.
- If the class teacher feels further advice is necessary, they may then suggest Miss McAuley comes on board.
- She may ask for your permission to place your child on the SEND register. This simply means a record is made of any extra support, interventions or needs. Teaching staff are then immediately aware of your child's needs going forward.
- Extra support may be necessary through a targeted written plan called Assess, Plan, Do, Review (APDR). This is reviewed termly and shared with parents.
- If she feels external professional support is required, she will consult with you prior to this.
- More information can be found on the SEND information section of the school website.
- Miss McAuley can be contacted directly on sendco@swavesey.cambs.sch.uk for any SEND matters - but please do ensure that class teachers are made aware of any primary concerns first. This will help us to ensure we have a clear joint pathway of supportive conversations and planned actions.



Thank you for joining us this afternoon.

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

Are there any questions?

<https://cambspboro.50thingstodo.org/app/os#!/welcome>