



EYFS at Teversham CE Primary school

Welcome to our school



'A supportive child-led learning environment where curiosity is nurtured, confidence is built and friendships are made'



Our staff

		
Mrs Simpkin Smith Head teacher	Mrs S Smith Class teacher	Mrs Smith Teaching assistant

EYFS Lead – Including Pre-School
Phonics Lead
Safeguarding
Staff Governor
Lead Practitioner

'A supportive child-led learning environment where curiosity is nurtured, confidence is built and friendships are made'



Sparrow Class and Reception

- Sparrow Class
- 1 form entry – all children in the same class
- Intake of up to 30 children
- Free flow inside and large outside area
- Mixture of whole class sessions, adult led activities, challenges and free choosing
- Focus on play and child led learning, challenging and developing independence



EYFS

- Early Years Foundation Stage 0-5yrs old
- Continuing the curriculum from Nursery /Pre- School
- This is the final year before your child will start the National Curriculum in Year 1



Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five





What is it like to be in Sparrow Class?

A Typical day in EYFS

Reception – after settling in period

8:45	Children arrive Targeted provision early morning activities
9:00	Register, Calendar, timetable, Talk time Rhyme of the week
9:10	Whole school assembly (some days)
9:30	Carpet session 1 – Literacy/ story/ PSED/UtW
9:45	'Busy learning' supported by adults
11:40	Reset and 'Choose, Play, Pack away'
11:45	Whole class phonics
12:10	Wash hands and Lunchtime
1:15	Register, Carpet session 2 – Maths
1:30	'Busy learning' supported by adults
2:40	'Choose, play, Pack away'
2:45	Tapestry time/Talk time/Tooth brushing story
3:15	Home

- Short whole class teaching sessions – (Carpet sessions) Literacy / Maths and Phonics
- Direct teaching input for all areas of the EYFS curriculum – Prime and specific areas
- Adult led activities
- Guided groups
- Challenges to promote independent learning
- Quality continuous provision (choosing / play) to support all of the children with their learning
- Enhancements linked to children's interests, next steps and observations for the children.



How do we learn in Sparrow Class?

Teaching and Learning

We have extended periods of 'play' and child led learning in our EYFS with quality adult interactions to scaffold learning. The children are able to choose their own learning and the resources they need independently in the enabling environment.

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults"

Statutory framework for the early years foundation stage, EYFS reforms early adopter version 2020

In Reception this is called '**busy learning**'.



Our learning in EYFS

Child led
and child
focused

Large
outside
'green'
space

Inside
learning with
self-selection
of resources

Supportive
and caring
adults

Focus on
knowledge
and skills –
process
NOT
product

Open ended/
natural and
'real'
resources

'A supportive child-led learning environment where curiosity is nurtured, confidence is built and friendships are made'

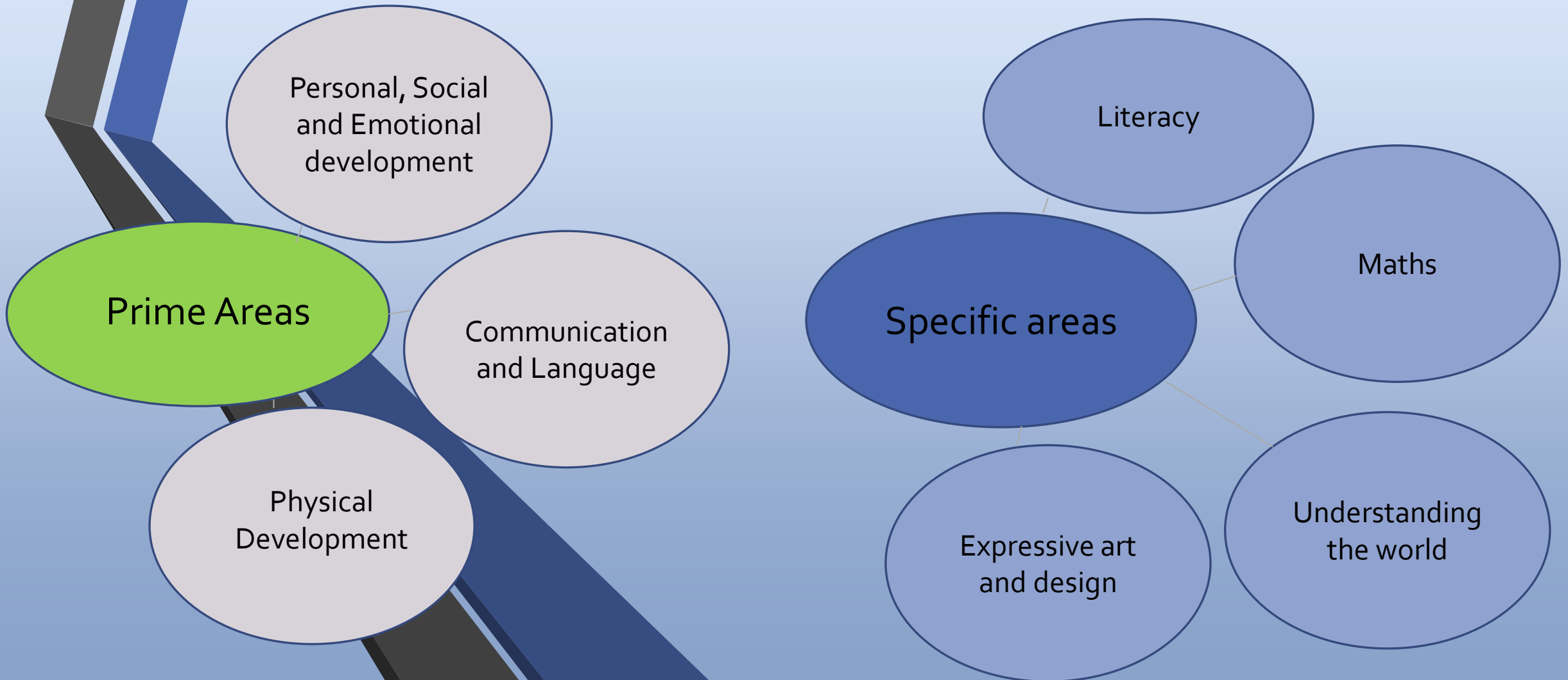




What will we learn in Sparrow Class?

Areas of learning and development in the EYFS

Our curriculum is child led and focused on children's interests and based around the 7 areas of learning and development in the EYFS statutory framework. These areas are all inter-woven and interconnected



Characteristics of Effective learning

These show 'how' a child learns and are promoted throughout our EYFS to develop 'life long learning skills' in the children as a strong foundation for the rest of school. The 3 aspects are:

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

Enjoying achieving what they set out to do

Keep trying

Thinking creatively and Critically
'Thinking'

Having their own ideas

Working with ideas

Making links

Proud Peacock



I am proud of what I do.

Creative Chameleon



I have my own ideas.

Slinky Linky Snake



I can make links.

Exploring Elephants



I am an explorer.

Go for it Gazelle



I will have a go

Concentrating Crocodile



I join in and concentrate.

Persevering Parrot



I keep trying.

Areas of learning and development in the EYFS

Be a kind, respectful and thoughtful 'team working tiger'

Eat something you have grown from seed

Retell stories and rhymes from memory

Reception

Participate fully in Teversham school – to be 'Inspired, believe and **achieve**'

Be enthusiastic about learning and be confident, independent and resilient with new challenges
CoEL

'Be **Ready**, Respectful and **Safe**'



















Design, plan, resource and make their own model/ creation

Independently read, understand and enjoy simple stories

Take part in the Sparrow class Talent show

Learning to read and write



						
Around the astronaut's helmet and down into space.	Down bear's back, up and round his big tummy.	Carl around the cat.	Round the duck's body, up to its head and down to its feet.	Around the elephant's eye and down its trunk.	Down the flamingo's neck, all the way to its foot, then across its wings.	Round the goat's face, up to his ear, down and curl under his chin.
						
Down, up and over the helicopter.	Down the iguana's body, then draw a dot (on the leaf) at the top.	All the way down the jellyfish. Dot on its head.	Down the kite, up and round, down to the corner.	All the way down the lollipop.	Down, up and over the mouse's ears, then add a flick on the nose.	Down the net, up and over the net.
						
All around the octopus	Down the penguin's back, up and around its head.	Round the queen's face, up to her crown, down her robe with a flick at the end. Quick, it's the queen!	From the cloud to the ground, up the arch and over the rainbow.	Under the snake's chin, slide down and round its tail.	From the tiger's nose to its tail, then follow the stripe across the tiger.	Down and around the umbrella, stop at the top and down to the bottom and flick.
						
Down to the bottom of the volcano and back up to the top.	From the top of the wave to the bottom, up the wave, down the wave, then up again.	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.	Down and round the yo-yo, then follow the string round.	Zip across, zag down and across the zebra.		

Battle of the Books – Read 4 x per week at home and record in the reading diary



Assessment

We will assess the children in our setting through:

Arriving at the setting

At the end of Reception

Formative assessment through observations during the child's play to find out what they 'know, understand and can do' and scaffold their learning and support their progress 'in the moment'.

Baseline assessment by observations from all adults, parents and other professionals to find the individual starting point for each child when they arrive in the setting

*Reception children will also participate in the statutory **Reception Baseline Assessment (RBA)***

Summative assessments

In Reception, at the end of each half term

EYFS Profile
Reception children will be assessed against the ELG for each area of learning to determine if they have made a 'Good level of development'



How will you know what learning is happening in Sparrow Class?

Tapestry



Observation

A screenshot of a Tapestry observation entry. At the top, it says "Observations / Our houses". Below that is a navigation bar with "Home" and "Grid" buttons. A red banner states: "This observation has not been added to the journal and is awaiting review from a manager or anyone with permission to approve it." Below this is the title "Our houses" and the author "Authorised by Mrs. G Smith added 14 Mar 2024 10:43 AM". There are icons for "Like" and "Share". The main content is a large photo of a young boy in a school uniform sitting at a table, focused on drawing a house on a piece of paper. Below the main photo is a horizontal strip of smaller thumbnail photos showing various classroom activities. At the bottom, there is a "Comments" section with a text input field and an "Add Reply" button.

Photos

Parent Comment

School comments



Newsletter

General Comments

This weeks learning

Challenges

Sparrow Class Newsletter:
sparrow@teversham.cerbs.sch.uk

What a lovely week we have had continuing to follow our interest in eggs and baby animals and have been developing our knowledge about gardening and growing. We have all planted a sunflower seed in a pot and are looking after them checking that they have enough water and sun. We have also planted some strawberries, potatoes, carrots and peas so that they grow for us to eat the harvest! Fingers crossed this is a success.

We enjoyed our marble treat today for getting 100 marbles. The children had voted for a party and so we moved the trolley in our class, put on the music and enjoyed ourselves. We danced, played musical bumps, musical statues, sleeping lions, what's the time Mr Wolf and danced some more. What a great afternoon. We gain marbles as a class towards getting a treat we have voted for, the next treat is making cakes and eating them. We can get marbles by doing something brilliant as a whole class, reading our books for battle of the books and class behaviour - we already have 13 marbles towards the next treat!

Literacy

- Making predictions about the story of Pip and Egg using our inference skills
- Discussing what happens to egg and pip and different life cycles of eggs and seeds
- Sequencing the story of Pip and Egg
- Reading and writing instructions for planting seeds

Maths

- Counting to 20
- Exploring teen numbers are 1 full ten and some of the rest ten
- Number bonds to 10 and exploring the pairs of numbers that make 10

PE

Bean game warm up and parachute games - developing our listening skills, teamwork skills and hand eye co ordination skills.

Phonics

- Phase 3 revision and review of digraphs and trigraphs and all tricky words
- Reading words and sentences
- Writing words and sentences
- Phase 4 words with consonant clusters
- Phase 4 tricky words: were says here little

Some of our Challenges this week:

Did you get your Challenge certificate this week by completing your personal challenges and your daily challenges?

- Finger gym - adding washers to screws in 1min
- Number bonds to 10
- Planting a seed by reading instructions
- Writing instructions for planting a seed
- Predicting what happens in the story of Pip and Egg
- Sequencing the story of Pip and Egg

Other information:

Please make sure you have a named water bottle in school every day

PE session Tues. Please wear PE kit into school.

Please name all uniform especially jumpers and cardigans so that they are returned if misplaced.

Battle of the Books result this week:

Let's get 100% every week. Only 2 more [cookies](#) towards our next marble treat! Well done everyone.

96%

Rhymes of the week:

Spring time made by Sparrow Class to the tune of Four Jacques

'Tell me about'..... (things to discuss at home with your child)

- Pip and Egg and what happened in the story
- Pairs of numbers that make 10
- Teen numbers
- How to plant a seed
- Our marble treat

Key vocabulary this week:

predict life cycle nest trunk branches break teen numbers

Some of our learning for next week:

- Where our food comes from and how it is made
- Numbers over 10

Other information

Battle of the Books

'Tell me about'

Key Vocab

Next week's learning



Parental Involvement in EYFS

Opportunities to share messages at the start and end of the day

'Tapestry' for 'Wow' moments and to share experiences

Termly individual parents/ carer evenings

Opportunities to meet to discuss barriers to learning, 'focus areas' or progress

Access to direct email for teacher

Weekly newsletter to share learning and 'How to help at home'

Coffee mornings and 'how to help at home' meetings

Access to website for updates on learning and photos of whole class experiences



How can you get ready for Sparrow Class?

Getting ready for school

Starting Reception

Your child's journey to school starts at home

We understand that all children develop at their own pace, and that we're all learning from birth. When it's time to start school, some children will need more help than others.

There's lots you can do at home to build your child's confidence and independence, helping them feel emotionally and practically prepared to start school.



For more information on how to help your child get ready for reception, and for information on supporting children with additional needs, scan the QR code or visit <https://startingreception.co.uk>

- Independence! Independence! Independence!
- Taking care of themselves – toileting, dressing, cutlery, being away from you!
- Play, Creativity and Curiosity
- Building relationships and communicating – being with others, Communication, language, Listening and engaging
- Physical Development
- Healthy Routines



50

things to do

before you're

five

Getting ready for school

- Free mobile app

50 Things to Do is based on the simple notion that quality time with family, indoors and outdoors, is a great way to support children's development. That's why we've put together 50 fun, low or no-cost activities for you to explore and enjoy at your own pace.

We recognise that what parents do with their children at home makes a big difference to their long-term learning and wellbeing. Every 50 Things to Do activity helps children learn, with a focus on relationships and playing together, supported by their most important teacher - you.



Improved life chances

- Positive changes in the home learning environment can increase school readiness and reduce the attainment gap for those from disadvantaged backgrounds.
- Parental engagement and confidence in supporting development of language, literacy, and communication skills can positively impact achievement in primary and secondary school stages.
- Engagement with developmental activities improves children's skills, language, and resilience needed in school and beyond, helping them to be better prepared to make the most of opportunities and increase their life chances.

The role of families in educational attainment

Evidence on the most important factors influencing educational attainment suggests that it is families, rather than schools, that have the most influence. Closer links between schools, the family, and the local community are needed.

Michael Marmot, Fair Society, Healthy Lives (2010)

The role of parents in school achievement

Parents who confidently support the development of language, literacy and communication skills with their under-fives have a profound impact on achievement in primary and secondary age phases.

Early Language Development (2017)
Public Health England,
Education Endowment Foundation

72%

Almost three quarters of parents told us they felt more able to help their child learn.

50 exciting, open-ended ideas for play for children aged 0-4.

Discover your favourites together!



What does your child need?

- School uniform - examples tonight
 - Blue / white polo shirt/ blouse
 - Grey skirt/ trousers/ dress
 - Navy Jumper preferably with logo
 - Smart / sensible black shoes
- Coat
- PE kit – Do not purchase yet!
 - White T shirt preferably with logo
 - Black / Navy shorts or joggers
 - Sports shoes – Do not buy yet!



ALL
NAMED



What does your child need?

- Water bottle
- Sun hat
- Book bag
 - reading book/reading diary and library book
 - Phonic sounds
- Wellies
- No snacks – Fruit provided



ALL
NAMED





When will you start in Sparrow Class?

Transition

Nursery and Pre-School visits

Some completed. Please let me know if your child does not attend our Pre-School

Information sharing

Please email if you would like a 1:1 conversation

sparrow@teversham.cambs.sch.uk

Stay and Play sessions for children and 1 parent/carer (no siblings please)

Tuesday 1st July 2pm – 3pm.

**Play session for small groups of children with current Sparrow class
Tuesday 8th or Thursday 10th July at 2pm-3pm.**



Transition in September

Home visits

3rd and 4th September for those who do not attend our Pre-School. Please talk to me if you think this would be beneficial if your child is at Pre-School here.

Friday 5th September - 2 hour session. Half in the morning and half in the afternoon

Mon 8th September -

Opportunity for staggered starts to suit the needs of your child in discussion with Mrs S Smith

- Morning or afternoon Including lunch or All day
- **School is VERY different to Pre-Schools and Nursery**





Other information

School lunches

LUNCHTIME CO [®]		Commencing: 18th Apr, 9th May, 6th Jun, 27th Jun, 18th Jul, 12th Sep, 3rd Oct				
Allergen Key: Barley (B), Celery (C), Egg (E), Fish (F), Gluten (G), Lupin (L), Milk (MK), Mustard (MU), Sesame Seeds (SE), Soya (SO), Sulphites (SU), Wheat (W)						
Week 1	Monday	Tuesday	Wednesday	Thursday	Friday	
Main Meal	Chicken Burger in a Bun with Baked Wedges and Baked Beans (G) (W) (SE)	Mild Chilli Beef Taco, Served with Mexican Rice and Sweetcorn (G) (W) (MK)	Creamy Chicken Sweetcorn Pasta Bake Served with Garlic and Herb Bread, Fresh Salad (G) (W) (MK) (SO)	Farm Assured Roast Chicken with Potatoes, Carrots and Broccoli, Yorkshire Pudding and Gravy (G) (W) (E) (MK)	Fish Fingers served with Chips, Garden Peas and Tomato Ketchup *Salmon Fish Fingers Available (G) (W) (F)	
Meat Free	Southern Fried Quorn Burger in a Bun with Baked Wedges and Baked Beans (G) (W) (E) (MK) (SE)	Five Bean Chilli Taco, Served with Mexican Rice and Sweetcorn (G) (W) (MK)	Jacket Potato with Cheese served with Fresh Salad (MK)	Quorn Roast with Potatoes, Carrots and Broccoli Yorkshire Pudding and Gravy (G) (W) (E) (MK)	Vegetable Sausage served with Chips, Garden Peas and Tomato Ketchup (G) (W) (B) (E) (MK)	
Desserts	Choose One of Our Fabulous Desserts Chocolate Brownie Fruit Yogurt & Coulis Fresh Fruit (G) (W) (E) (MK)	Choose One of Our Fabulous Desserts Syrup Sponge & Custard Fruit Yogurt & Coulis Fresh Fruit (G) (W) (E) (MK)	Choose One of Our Fabulous Desserts Fruit Jelly Fruit Yogurt & Coulis Fresh Fruit (MK)	Choose One of Our Fabulous Desserts Forest Fruit Muffins Fruit Yogurt & Coulis Fresh Fruit (G) (W) (E) (MK)	Choose One of Our Fabulous Desserts Ice-Cream Fruit Yogurt & Coulis Fresh Fruit (MK)	

Available every day:

A selection of fresh vegetables and tasty salad

Delicious freshly baked bread

Fruit platter and natural yogurt with toppings



Supervised toothbrushing



NHS

Supervised toothbrushing guidance



How will this help my child?

- ◆ Learning good toothbrushing skills.
- ◆ Toothbrushing with fluoride toothpaste strengthens teeth.
- ◆ More willing to brush teeth at home.
- ◆ Reducing the impact of sugar on the teeth.
- ◆ Willing to try more fruits and vegetables.
- ◆ Building good healthy habits.
- ◆ Information to help find a dentist or emergency dental care.

This must not replace brushing twice a day at home!

Did you know?

A quarter of 4-5 year olds in England have decayed teeth.

Did you know?

Having decayed teeth removed is also the most common reason for surgery under a general anaesthetic for children aged 6 to 10

Public Health England say....

.....“brushing each day at school over a 2 year period is effective for preventing tooth decay”.



Extended Hours

- Breakfast club on site each morning from 7:50am
- After school club till 6:00pm
- Small charge
- Contact the school office



PTFA



- Support the school in raising monies through various social fundraising events; Movie Nights, Discos, Summer Feast, Christmas Fayre, cafés, lolly and cake sales to name a few!
- Funds raised help fund costs towards transport for school trips,, music keyboards, ICT equipment and any other items required by the School to support the children's learning and social needs.
- You can support by being a member of the organising committee or just merely being able to spare half an hour once in a while to help run a café/ lolly stall etc.
- If you are interested in helping PTFA in any way (even if it's just a fundraising idea!) please do speak with one of our PTFA members, the School Office team or through the website for further information.



Attendance

Missed time at school can very quickly accumulate:

- Attending 4½ days a week = 90% attendance = 4 weeks missed per year
- Attending 4 days a week = 80% attendance = more than half a term missed per year.
- An average attendance of 80% or less across a child's school career adds up to missing a whole 2 years from school.
- Being late for school reduces learning time. If your child is 5 minutes late every day they will miss three days of learning each year. If your child is 15 minutes late every day they will miss 2 weeks of learning each year.



Attendance

Reporting absence:

- Email absence@teversham.cambs.sch.uk or ring office by 8.45am on each day of absence- if we haven't heard from you, we will chase!
- We cannot authorise term time holidays.
- Please try to arrange appointments outside of the school day where possible (dentist etc.), where it is unavoidable, please email/show the office evidence of the appointment so this can be authorised.



Should I keep my child off school?



Yes

Until...

Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME

Advice and guidance

To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>.

Attendance

There will of course be times when your child is too poorly to attend school....

- We are able to administer Calpol/Ibuprofen where this is in a labelled bottle with permission slip completed.
- We will ring you if your child deteriorates through the day.



Behaviour at Teversham

We follow a therapeutic approach to teaching children to behave well, based on the principle that:

"You can't teach children to behave better by making them feel worse. When children feel better, they behave better." Pam Leo.

We recognise that all behaviour is communication and we seek to understand the behaviour and support children to display positive behaviours.

We have high expectations of all children- to be **Ready Respectful Safe**

While we have consistent expectations for all children, we provide different support for individuals to meet those expectations.

Our approach is to praise in public, and provide consequences privately.



Thank you



Have you got any questions?

