

# Welcome to your new class

## Red Ash

Class teachers:

Miss Bassil

[lucy.bassil@greenway.herts.sch.uk](mailto:lucy.bassil@greenway.herts.sch.uk)

Mrs Harris

[lauren.harris@greenway.herts.sch.uk](mailto:lauren.harris@greenway.herts.sch.uk)

Current learning support: Mrs  
Coleman



# Welcome!









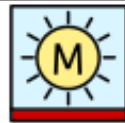




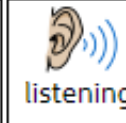



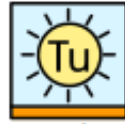

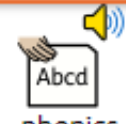


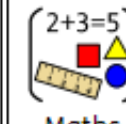
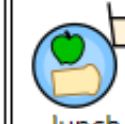
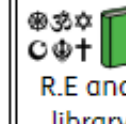







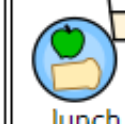
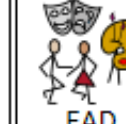

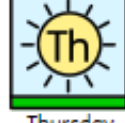






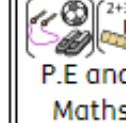

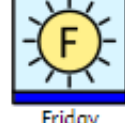




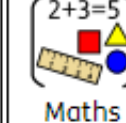
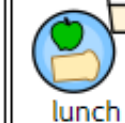


It is lovely to meet you and get to know your children. Your children have settled in very well to the daily routines and learning in Reception. They are a pleasure to teach and are engaged and excited about their learning!

Your children have been amazing, coming in to Reception independently in the mornings. Thank you for your support.

We look forward to the fun and creative learning that we have in store this year!



# Timetable 2022-2023

Symbol								
Text	9:15	9:30	10:00	10:15	11:15	12:00	1:00	3:15
 Monday	 funky fingers	 phonics	 snack	 CIP	 listening games	 lunch	 UTW	 Home-time
 Tuesday	 funky fingers	 phonics	 snack	 CIP	 Maths	 lunch	 R.E and library	 Home-time
 Wednesday	 funky fingers	 phonics	 snack	 CIP	 Literacy	 lunch	 EAD	 Home-time
 Thursday	 funky fingers	 phonics	 snack	 CIP	 Literacy	 lunch	 P.E and Maths	 Home-time
 Friday	 funky fingers	 phonics	 snack	 CIP	 Maths	 lunch	 PSED	 Home-time



# Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Themes	Children's interests:  Autumn (Harvest and the Little Red hen) Take One Book Week	Children's interests:  Festivals and celebrations in my family and the World.	Children's interests:  Winter Weather People who help us	Children's interests:  Spring and Easter Growing	Children's interests:  Traditional Tales Mini-beasts (The very hungry caterpillar)	Children's interests:  Around the World The Seaside
PSED: Jigsaw Program	Being Me in My Worl	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
R.E.	Special People Religions: Christianity, Judaism	Christmas Religion: Christianity	Celebrations Religions: Hinduism	Easter Religion: Christianity	Stories Religions: Christianity, Islam, Hinduism, Sikhism	Special Places Religions: Christianity, Islam, Judaism
Phonics/Literacy	Read Write Inc. Phonics Program – Ruth Miskin Topic Book – fortnightly 'Take One Book Week' – whole school					
Maths	Herts For Learning (HFL) Essential Foundations For Counting: Comparison, classification, pattern & Group Recognition (Subitising) Number Blocks – National Centre For Excellence in The Teaching Of Mathematics (NCETM)					



# New EYFS Curriculum

**‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential.’**

Early Years Foundation Stage Framework, 2021

- On 31st March 2021, the Department for Education (DfE) released the new statutory framework for the Early Years Foundation Stage (EYFS).
- From September 2021, the framework has become statutory.
- The learning and development requirements of the EYFS remain largely unchanged. These include:
- Areas of learning and development to shape activities and experiences for children
- Early learning goals which children must work towards so that they can achieve these by the end of the academic year in which they turn five
- Assessment arrangements for measuring progress and reporting to parents and carers.

# Reception baseline

- A new baseline assessment that is statutory in Reception in England from September 2021.
- It is going to be used to improve the way that schools measure progress.
- It is an informal 1-1 assessment with your child and their class teacher. Led through play and their interests.
- It is not a test and the results are not shared with parents or teachers, but used as a tool for assessment at the end of Key Stage 1.



# Class Routines

- School starts at 8:55am and the children will come into the classroom.
  - School ends at 3:15pm and children be collected from the Reception gate. All children need to bring in a **named** water bottle every day and an optional healthy snack in a **named** bag or container. The school do provide fruit.
  - Many of you are aware that we have children who attend Greenway who are severely allergic to some foods, which if ingested or have contact with can cause hospitalisation. *Therefore please do not send in anything containing nuts, sesame, and egg. Do not send your child in with hummus or avocado for snack or lunch.*
  - Children must have a clearly named change of shoes for inside and outside.
    - A coat is needed **every day** as we will go outside in most weathers.
    - PE kits should be in school for PE on Thursdays.
- You will need a t-shirt, jogging trousers/shorts and trainers if your child does not have these as outdoor footwear.



# School dinners

- Children from Reception to Year 6 are able to access school dinners, which are cooked on site and are eaten in the dining hall.
- From Reception to Year 2 the meals are free. From Year 3 to Year 6 there is a charge, currently that charge is £2.90 per meal.
- HCL is Greenway's school lunch provider and they take pride in the meals they serve. School meals are packed with great and tasty ingredients to help your child really enjoy lunchtimes at their new school.
- Click the following link to HCL <https://hcl.co.uk/>
- Please note that if your child has a food allergy or intolerance you will need to access HCL's on-line account system, which is detailed in the Allergies tab on their website, link above. Unless you register your child's allergy or intolerance with them, they will be served food from our standard menu – click [here](#) and [here](#) to access our current menu.
- If you do not wish your child to have a school dinner, you can bring in a home packed lunch every day.
- If at any time throughout the school year your child wishes to change from school dinners to packed lunch or vice versa, please notify the school office giving a week's notice as food is ordered in advance.





# Key information

- Contributions – please supply a box of tissues for the class each term (children can also have their own mini tissues if they wish.)  
We also ask for a £5 cash voluntary contribution each term towards cooking and craft activities, or £15 cash in the Autumn Term. Please hand it to the class staff in a named envelope. Thank you.
- All admin that needs to go to the office please email [admin@greenway.herts.sch.uk](mailto:admin@greenway.herts.sch.uk) or give a note to your child
- If your child has a medical/physical condition of which we are not aware, then please let us know. If they require any medication to be administered then it must be in writing for us to be able to give it to your child with your written consent
- Please ensure that if your child requires an epi-pen or inhaler that we have this in school and it is in date.
- Please label **ALL** belongings. Please have a spare set of named clothes.



# If your child is unwell

- If your child is unwell please email or phone [admin@greenway.herts.sch.uk](mailto:admin@greenway.herts.sch.uk)
- If they have sickness or diarrhoea, it is a legal requirement for your child to be kept off school for 48 hours following the last occurrence
- If your child requires Calpol/Paracetamol to come to school then they should be at home!
- Antibiotics will only be administered if required 4 times a day, unless attending Waccy
- If your child needs to go to an appointment during the school day then please email [admin@greenway.herts.sch.uk](mailto:admin@greenway.herts.sch.uk). You will then be able to enter the school to collect your child from the office



# Communication

- Please inform the school of appointments or communicate any issues that arise, including a reason for lateness or absence via email or a phone call to the office.
- It is very important that you let us know of anything that may affect your child in school. If you should have any situations that arise that could affect the emotional well-being of your child please also inform us. E.g. moving house, illness of close relatives, parent travelling and being away from home.



# End of year expectations-ELGs

## 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.

## 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.



# End of year expectations-ELGs

## 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.

## 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.

## 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.



# End of year expectations-ELGs

## 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.

## 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.





# Reading and Phonics

- We use the Read, Write, Inc. (RWI) Phonics system in school. We ask that you only practise Set 1 Sounds with your Reception child to begin with. It is better that they become really fluent with these sounds and pronounce them purely without a schwa (an “uh” sound at the end) and have fun with them. Once confident, we will then move on to the Set 2 Sounds.
- As children become familiar and confident with the Set 1 sounds they will begin developing oral blending and segmenting skills. For example m-a-t and s-i-t.
- Each week your child will bring home a book they have chosen from the library. Please keep this at home for one week before returning it so your child can become familiar with the story/rhyme/words and enjoy exploring the illustrations with you. Library day is a **Tuesday**.



# Reading with your child

- Create a calm environment to read with your child.
- Look at the book together and talk about holding the book correctly, turning the pages, looking at the title etc.
- The bookmark prompts will support you with this.
- This can be with your child's library book or any books from home. It is important to read a variety of texts to encourage their interests and literacy appetite!



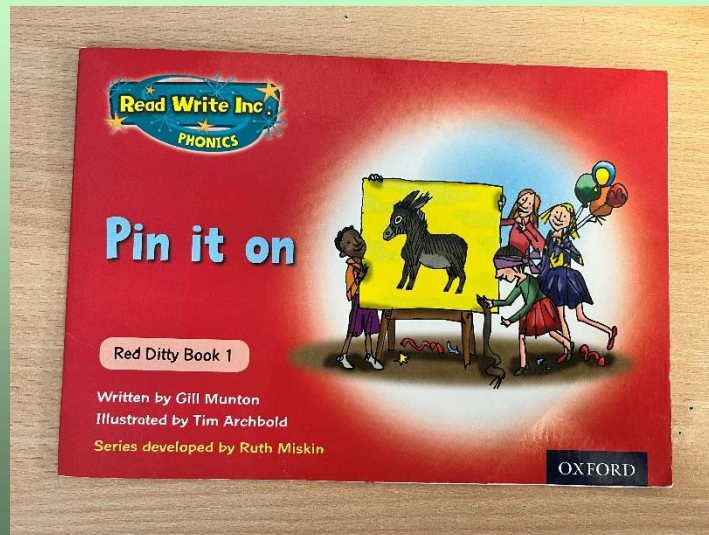
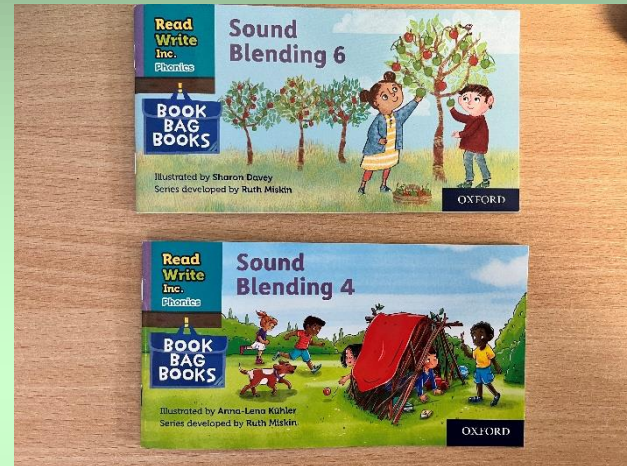
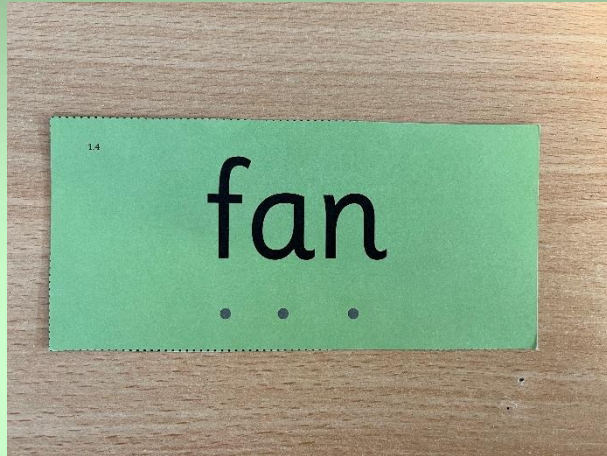


# Reading and Phonics

- Children are continually assessed throughout all of our phonic lessons. They will be grouped, but our groups are fluid and children may move into different groups during the year.
- As we progress through our phonic system, Read, Write, Inc, we will begin to send books home. This will be when your child has a sense of word-decoding and blending several sounds. **(Book changing day will be a Friday.)**
- Please write in the Reading Record book when your child reads to you. (You will receive the Reading Record book with your child's first reading book.)
- Your child will be listened to individually when they are assessed. We also listen to your child reading during Literacy, Phonics and through our themes.

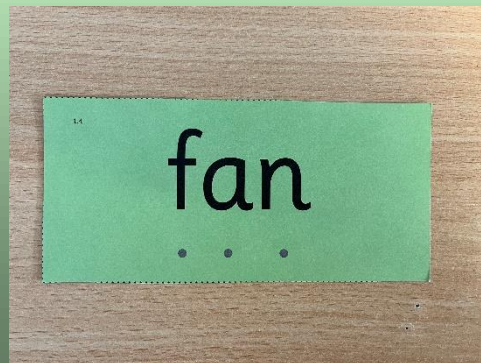


# Reading Books for a typical child in Reception-



# Reading Books sent home

- Reading words or books will be sent home once a week.
- Once your child has started learning the Set 1 sounds, they will then move on to blending the sounds together to read words. We teach this through green words, with dots and dashes underneath. (sound buttons)
- The children will be familiar with these, as we teach using them every day in class. This is a good starting point to build your child's confidence in reading and to reinforce the sounds we have been focusing on in class.



# Reading Books sent home

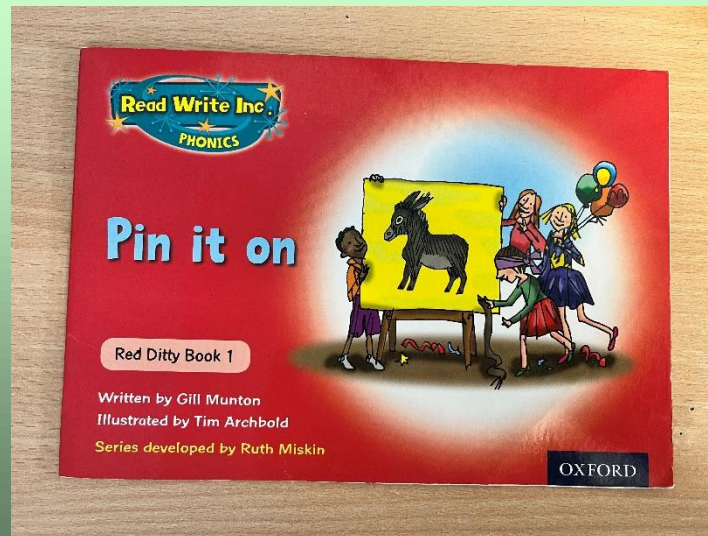
- Once confident with this, they will then be given a sound blending book with CVC words.
- It is important that your child has a go at sounding and blending the word, before showing them the picture. (The layout of the book will show this clearly.)





# Reading Books sent home

- Once your child knows the Set 1 sounds at speed and can blend, they apply their phonic knowledge to reading ditty books. This is an important bridge between reading single words and stories.



# Reading Books

- Your child will have a reading record for them and yourselves to record their reading.
- Please record your comments in the reading record – it is very useful and important to see.
- Your child must bring in the reading record every day.
- Your child will need to practise reading at home at least 3 times a week – it is recommended that they read every day. Please write a comment about how they have read and sign the reading record once a week ready for us to change books on a Friday. (if ready to).
- **Please remember every child is different and it is not a race! We should not be comparing our children.**



# Home learning

- After half-term, fun home learning activities will be set fortnightly on Fridays at 12pm on Google Classrooms. This needs to be submitted/up loaded to Google Classrooms 2 weeks later on a Thursday by 12pm.

We would also suggest that you:-

- Share story books with your child as often as possible. Please talk about the pictures and story with your child and model page turning, predicting what might happen next, how a character may be feeling and why, etc. It is important to read together for enjoyment!
- Play games to encourage your child to recognise their name, both handwritten and in a simple, typed font.
- Please ensure **writing is in lower case**, where appropriate.
- Use money when visiting the shop, weigh items when making cakes and find many practical ways of involving maths in daily life. E.g. sorting socks into pairs and exploring how many knives and forks you need for dinner. How many altogether?
- Play games involving taking turns, using dice and counting.
- Encourage your child to recognise numbers in different places around the indoor and outdoor environments.



# PSHE scheme

- 'Changing me' is taught in the Summer term.
- **Main vocabulary-** Eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories.
- **Learning intentions:** I can name parts of the body, I can tell you foods I can eat to be healthy, I understand that we all grow from babies to adults, I can express how I feel about moving to Year 1, I can talk about my worries and things I am looking forward to, I can share my memories.



# Useful resources

- <https://nrich.maths.org/early-years>
- <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>
- [https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFCIg9GdxtQ](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ) Ruth Miskin videos for letter sounds
- Twinkl



# Feedback on learning

- Your child will receive regular verbal feedback
- Children can earn house points, stars, stickers and star of the week
- For outstanding achievements children can receive a 'special award' from Mrs Ellwood
- Children can receive postcards home for outstanding effort, behaviour and personal achievements



# Special educational needs/disabilities SEND

- Greenway School INCO-(Inclusion Co-ordinator) and Autism Lead is Dani Roe
- INCO works in partnership with parents/carers, staff and professionals to ensure that pupils with SEND have the appropriate provision and **reasonable adjustments** in place in school
- SEND policy, School offer and Hertfordshire local offer for SEND is on website
- All pupils with SEND will have a One Page Profile. This will be shared and targets reviewed with staff and parents/carers
- Please look out for letters and flyers for courses and opportunities for pupils with SEND, sent via email
- If you have concerns regarding your child please email your class teacher and/or INCO



# Show and Tell

- We start this in Autumn 2.
- The children take it in turns to take home our special class box and fill it with 3 items they would like to talk about.
- Please support them to think of things they would like to say about each item.
- 5 minutes- informal and not a PowerPoint presentation! It is about the children becoming confident to speak in front of an audience.
- It is also a good way to develop listening and questioning skills.



# Class Rep

- Class representative – Each class has a representative to help the teacher organise parent help during the year and to sort the social side of your class.
  - **Red Ash class representative for this year is Macey's Mummy. Thank you! 😊**
- If you change your mobile phone number or e-mail address then please let the office know (if you have not given either of these to the office please do so asap).



# Thank you for listening

Please email us on

[lucy.bassil@greenway.herts.sch.uk](mailto:lucy.bassil@greenway.herts.sch.uk)

or

[lauren.harris@greenway.herts.sch.  
uk](mailto:lauren.harris@greenway.herts.sch.uk)

If you need to contact us.

