



**WELCOME TO
EYFS**

MEET THE TEAM

CLASSTEACHER

MISSTAYLOR

*TEACHING
ASSISTANTS*

MISS CUTLER



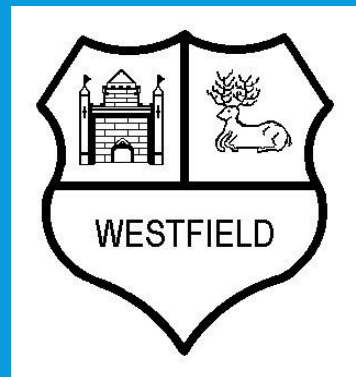
NOTE

1. PLEASE CAN ALL CHILDREN BRING IN A FAMILY PHOTO FOR OUR ACORNS DISPLAY.
 2. TUESDAY IS INDIVIDUAL PHOTOS SO PLEASE SEND IN NORMAL UNIFORM
- THANK YOU.



START AND END OF THE DAY

- Soft start from 8:35-8:45am
- Registers are at 8:45am. Anyone arriving after this time will be marked as late
- Drop children at the outside door – Please allow them to walk in alone.
- Collection at 3:00pm for Nursery and 3:10 for Reception
- Please collect from the outside door.



LUNCH

Nursery

Either a packed lunch or a purchased dinner (this costs around £2.70)

Reception

We provide free school meals (as all schools do).



UNIFORM

- Please ensure everything has a name on it.
 - Blue school jumper
 - White polo shirt
 - Grey trousers or skirt
 - White or grey socks
-
- Long hair must be tied up
 - No jewellery – stud earrings are fine.
 - No nail varnish please
 - No (re)dying of hair



P.E

PE –Friday afternoon

- Trainers (worn all day) and change of socks
- Blue PE t-shirt and jumper (in the cold)
- Dark (preferable black) short or tracksuit bottoms (in the cold)
- PE kit can be worn all day by all children in EYFS even if they are not staying (however, you can choose to send them in normal uniform if they are not staying)



FOREST SCHOOL/WELLY WALKS / OUTDOOR LEARNING

Welly walks

- A flexible way to enjoy outdoors
- Requires wellies that live in school and a coat
- Sessions are planned but children's engagement is monitored
- Roughly 30-40 minutes long
- Children can come in Forest School own clothes or PE kit

Forest school – once a half term

- Come to school in Forest School clothes- long trousers, and preferably long sleeves
- Weather suitable clothing (layers- we can take them off when we come back) - think about how you would feel if you were out in the freezing cold in thin socks, thin trousers and no hat or gloves
- We will go out to Forest School regardless of weather – hot or cold, rain or sun!

Outdoor

Please can wellies live in school for mud kitchen/rainy day play



TIMETABLE

Nursery	8:35-8:45	8:45-9:00	9:00-9:15	9:15-11:15		11:15-11:40	11:40-11:50	11:50-1:00	1:00-1:20	1:20-2:45	2:45-3:10
Monday	Regulation activities	Wake and shake	Phonics	Introduction to enhancements (10 mins) then CHIL (including snack)		Maths	Story and hand wash	Lunch	Topic	CHIL	Story/songs and prep for home
Tuesday	Regulation activities	Wake and shake	Phonics	9:30-10:15 Welly walk	10:15-11:20 CHIL (including snack)	Music (Sing Up)	Story and hand wash	Lunch	Topic	CHIL	Story/songs and prep for home
Wednesday	Regulation activities	Wake and shake	Phonics	CHIL (including snack)		<u>Feelsville</u> session	Story and hand wash	Lunch	Squiggle	CHIL	Story/songs and prep for home
Thursday	Regulation activities	Wake and shake	Phonics	CHIL (including snack)		PSHE	Story and hand wash	Lunch	Squiggle	CHIL	Story/songs and prep for home
Friday	Regulation activities	Wake and shake or assembly	Phonics after assembly	CHIL (including snack)		Maths	Story and hand wash	Lunch	PE	CHIL	Story/songs and prep for home



TIMETABLE

Reception	8:35-8:45	8:45-9:00	9:00-9:30	9:30-11:15		11:15-11:40	11:40-11:50	11:50-1:00	1:00-1:20	1:20-2:45	2:45-3:10
Monday	Regulation activities	Wake and shake	Phonics	Introduction to enhancements (10 mins) then CHIL (including snack)		Maths	Story and hand wash	Lunch	Topic	CHIL	Story/songs and prep for home
Tuesday	Regulation activities	Wake and shake	Phonics	9:30-10:15 Welly walk	10:15-11:20 CHIL (including snack)	Music (Sing Up)	Story and hand wash	Lunch	Topic	CHIL	Story/songs and prep for home
Wednesday	Regulation activities	Wake and shake	Phonics	CHIL (including snack)		Maths	Story and hand wash	Lunch	Feelsville session	CHIL	Story/songs and prep for home
Thursday	Regulation activities	Wake and shake	Phonics	CHIL (including snack)		Maths	Story and hand wash	Lunch	PSHE	CHIL	Story/songs and prep for home
Friday	Regulation activities	Assembly	Phonics after assembly	CHIL (including snack)		Maths	Story and hand wash	Lunch	PE	CHIL	Story/songs and prep for home



ENGLISH – HFL

During the Autumn term, the HFL Education English scheme uses carefully chosen, high-quality texts to develop children's enjoyment of stories, vocabulary and oral language. Through shared reading, storytelling, role-play and purposeful mark-making, children learn to retell familiar narratives, express their ideas and begin to see themselves as confident readers and writers.

PHONICS

We will be starting Phonics soon

In Nursery this will focus on 7 strands - 1) Environmental sounds, 2) Instrumental sounds, 3) Body percussion, 4) Rhythm and rhyme, 5) Alliteration, 6) Voice sounds, and 7) Oral blending and segmenting

In Reception we will start by focussing on oral blending and segmenting before starting to learn some sounds.

PHONICS (RECEPTION)

Today, we have been learning s.  Level 2

Picture	Action
 snake	 Make a snake's head with your hands and wiggle your body like a snake!

Formation	Song
 Curl around and around the snake's body.	(To the tune of 'Aiken Drum') We saw a snake out in the woods, s - s - s s - s - s We saw a snake out in the woods And the snake went s, s, s.

Word List
Sound out these words for your child. Can they hear the word you are saying?

sun ...	yes ...
Sam ...	bus ...
sad ...	



Ss

 Made by teachers, perfect for parents. [Free parent packs at twinkl.co.uk/parents](https://www.twinkl.co.uk/parents) 

PHONICS PLAY

- [Buried Treasure \(phonicsplay.co.uk\)](http://phonicsplay.co.uk)



MATHS

During the Autumn term, the HFL Education Maths scheme develops children's early understanding of number through practical exploration, play and meaningful everyday contexts. Children build confidence in counting, subitising, comparing quantities and exploring number composition, while also developing their understanding of pattern, shape, space and measure.

HOME LEARNING



Please read with your child every day in Reception.

We have no other home learning in EYFS.



TAPESTRY

We will continue to use Tapestry this year to share your child's learning.

Thank you all for your permission forms.



BEHAVIOUR

At Westfield we acknowledge that positive experiences create positive feelings, and that in turn, positive feelings create positive behaviour. Staff will model positive relationships and interactions, use positive phrasing with the children and spend time with children to support them in making positive behaviour choices – that result in pro-social behaviour - where required.

Pro-social behaviours are any actions which benefit the individual and others around them.

- Giving meaningful and specific verbal praise and positive feedback
- Allocating roles and responsibilities
- Communicating a child's pro-social behaviours with parents and/carers as appropriate
- Using stickers, certificates, merits, value of the week, marbles etc/
- Building in 'motivators' following the engagement of 'adult directed activities'
- Awarding Teacher and Head Teacher stickers/awards
- Acknowledging pupils in Friday Celebration assembly
- Recognising care and respect of the learning environment
- Modelling and teaching children to self-regulate using resources that help pupils to stay calm and to understand their own emotions



BEHAVIOUR



- Class rewards
- Pasta points (these are for individual and group achievements- a sticker also earns you a pasta point, as well as collect efforts)
- Reading certificates are received for reading 50, 100, 150 and 200 times
- Please share any outside achievements with us, we love to hear about them and celebrate what the children have achieved.
- Celebration assembly on Fridays at gam – all parents are welcome.

BEHAVIOUR

- The Behaviour policy was re-written in January 2025. Please ensure you have read it and are clear on our procedures within school. This includes our behaviour steps and level letters.

Step 1	REMINDER - Positive reminder - What is the expectation - May include <u>non-verbal</u> cues
Step 2	VERBAL WARNING GIVEN - Use of positive phrasing with reminder of expectation including what the consequence will be
Step 3	CONSEQUENCE IN CLASS - Proportionate to the behaviour - Maximum 10 minutes - e.g. move location in classroom, time to reflect, finish work in own time
Step 4	RESET - Positive reset of behaviour expectations given
Step 5	CONSEQUENCE IN ANOTHER CLASSROOM - Follow steps 1 - 4 - Proportionate to the behaviour - Maximum 10 minutes - Log on CPOMS – behaviour seen and consequence given
Step 6	CONSEQUENCE INVOLVING Senior Leadership Team: - Follow steps 1 - 4 - Consequence given involving the KS Lead/ Deputy/ Head - Parental contact and follow up where necessary - Log on CPOMS – behaviour seen and consequence given
Step 7	CONSEQUENCE INVOLVING Headteacher: - Follow steps 1 - 4 - Consequence given involving the Head - Parental contact and follow up where necessary - Log on CPOMS – behaviour seen and consequence given

HERTFORDSHIRE COUNTY COUNCIL

Headteacher
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Level Letter

Date: _____

Dear _____

Unfortunately, _____ has made behaviour choices which have negatively impacted on themselves and others around them.

Please discuss your child's actions with them, reinforcing our school values and the positive behaviour choices they should have made.

As discussed, we will sit down with _____ in the morning and set them up for a positive day.

Please fill in the lower part of this letter and return it to school tomorrow and if you wish to discuss anything further, please contact the office to make an appointment.

We thank you for your continued support.

Yours sincerely _____

On behalf of the Senior Leadership Team

I have read this letter and spoken with my child.

Child's name: _____

Class: _____

Parent/Carer signature: _____



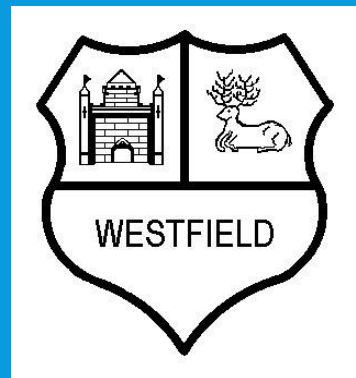
MOBILE PHONES



- We are supporting the 'Smartphone free childhood' campaign. As such we actively encourage you not to purchase a smart phone for your child.
- As a town the schools are working together to have a collective approach on this moving forward.
- Please read more about it at <https://smartphonefreechildhood.co.uk/>
- Mobile phones are allowed in Y5 and Y6. They are to be handed in as soon as they enter school and will be returned at the end of the day
- If your child does have a mobile phone, please carefully monitor their interaction on it. The social media issues which occur happen at home continue into school and significantly impact mental health and learning. We need to work together to support our children.

HELPING IN SCHOOL

- Parent volunteers are very welcome in school, either regularly or ad-hoc. A DBS check is required – forms from the office.
- Reading with children – we really appreciate.
- WISPA are always wanting and needing parental engagement – please get involved! The funds they raise help to provide a range of wider opportunities for your children as well as resources in school



REMINDERS

- Children are provided with a piece of fruit for snack. Milk is free for all Nursery children and can be ordered for children in Reception.
- No sweets, chocolate or nuts in lunchboxes
- Please let us know if pick up arrangements change
- Let the office know of any regular pick up changes
- Encourage your children to talk to the adults in school – we cannot help if we do not know. Any problems that arise are better dealt with there and then rather than at a later time
- Stationery is provided so please leave all personal items at home
- Named water bottle



- Everything we do is because we believe it will benefit the children. If you think there is something we should know that will help us help your child, please do tell us!
- Please catch us at the start or the end of the day for any quick messages. For any longer discussions, please arrange a meeting.



- Communication
- The number one priority for our EYFS team is that your child is happy and settled and has an enjoyable year.
- If you have any questions or concerns about your child's education or well-being, then please communicate your worries with us.
- We are always keen to help!

QUESTIONS

