

# Welcome to Whatfield CEVC Primary School





# Whatfield CEVC Primary School Transition



**Mrs Shaw**

Executive Head Teacher Whatfield  
and Bildeston



**Mr Hitchin**

Head of School



**Mrs Woodfield**

SENCO



**Miss Harriet Young**

Acorn Class Teacher



**Mrs Payne**

Teaching Assistant,  
pm session



**Mrs Cornell**

Teaching Assistant,  
all day



**Mrs Kerr**

Teaching assistant,  
all day



**Miss West**

Teaching Assistant  
am sessions



**Miss Oxford**

Teaching Assistant  
pm sessions



# Growing and Learning Together.

Our small school is 'like a small mustard seed, which is smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants'. (Mark 4:30-32)



# Whatfield CEVC Primary School Transition



**Our School rules are...**



We are gentle



We are kind and helpful



We listen



We are honest



We work hard



We look after property

On a Friday afternoon we have golden time. During the week if a child doesn't follow golden rules time will be taken off their golden time.



# A day at Whatfield



8:40 – 8:50	Arrive at school. Self register for lunch.
8:50 – 9:10	Settling in activities.
9:10 – 9:40	Phonics
9:40 – 10:25	Session 1
10:25 – 10:45	Playtime
10:45 – 12:00	Session 2
12:00 – 1:00	Lunch
1:00- 1:30	Collective worship
1:30 – 3:20	Session 3



# Attendance



95% and above is good attendance.

If your child is unwell please notify the office by phone or email. If no notification is received by 9.30am we will contact you.

[admin@whatfield.suffolk.sch.uk](mailto:admin@whatfield.suffolk.sch.uk)

01473 823309



# Snack



We have a mid morning snack. This is free and provided by the Government fruit scheme. Children are encouraged to try the fruit even if they don't like it.





# Lunch



Children in Reception, Year 1 and 2 receive a free hot lunch under the Government scheme. This is called Universal Free School Meals and is until all children start Year 3.

We offer two hot options, one being vegetarian, as well as jacket potato served with a choice of fillings. We also offer a packed lunch, with each day having a different filling.





# Pupil Premium



When a student is on our Free School Meals register, the school receives extra funding for that student which is spent on their education. This extra money is called the Pupil Premium and its purpose is to ensure that children from low income families are not at a disadvantage during their education as a result of home financial circumstances. Here at Whatfield Primary we have introduced the '100 Club' for children in receipt of Pupil Premium. Each child is allocated £100 per academic year equating to £33.50 per term to use on items such as:

*Subsidised school & residential trips*  
*Subsidised After School clubs*  
*School milk (free until the age of 5)*

Each child in reception will receive a free book bag



# **Prem Aware Award by the Smallest Things Charity**

We have been recognised by the charity Smallest Things as being a Prem Aware School. This means as part of your registration with the school we strongly encourage you to complete the form sent to you on Class Dojo

The form explains how as a school it is important for us to understand if your child was born prematurely (before 37 weeks), we do understand that not all premature births result in children needing additional support but this additional information can be helpful to ensure gets the appropriate support when needed.



# What is the Early Years Foundation Stage?

The EYFS is the stage of education for children from birth to the end of the Reception year.

It is based on the recognition that children learn best through play and active learning. At the end of the Reception year your child will be assessed against the Early Learning Goals.





# Areas of Learning



## Prime Areas

Personal, Social and Emotional Development

Communication and Language

Physical Development

## Specific Areas

Literacy, Maths, Understanding the World, Expressive Arts  
and Design



# Communication and Language



## Listening and Attention

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to;
- 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.



# Communication and Language



## Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas:
- Offer explanations for why things might happen;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.



# Physical Development



## Gross Motor Skill

- 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.





# Physical Development



## 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.



# Personal, Social and Emotional Development



## 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.



# Personal, Social and Emotional Development



## 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



# Personal, Social and Emotional Development



## Self Regulation

- Show an understanding of theirs and others feelings and, 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;
- Give focused attention to what the teacher says, responding appropriately when engaged in activity, and show an ability to follow instructions involving several ideas or actions



# 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;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.





# Understanding The World



## 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.
- Explain some similarities and differences between life in this country and life in other countries.





# Understanding The World



## 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.





# 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





# Expressive Arts and Design



## 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.





# 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.





# Literacy



## 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.

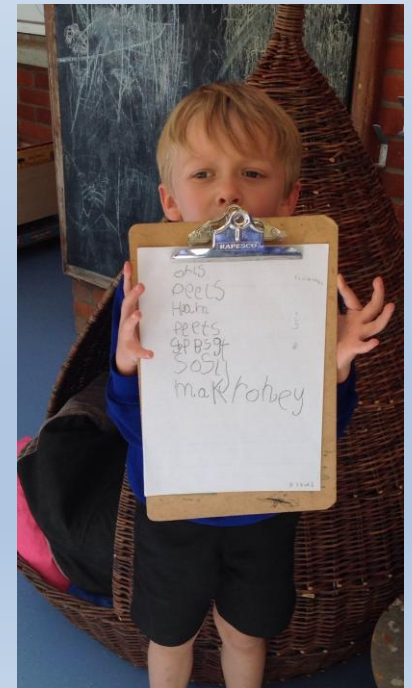
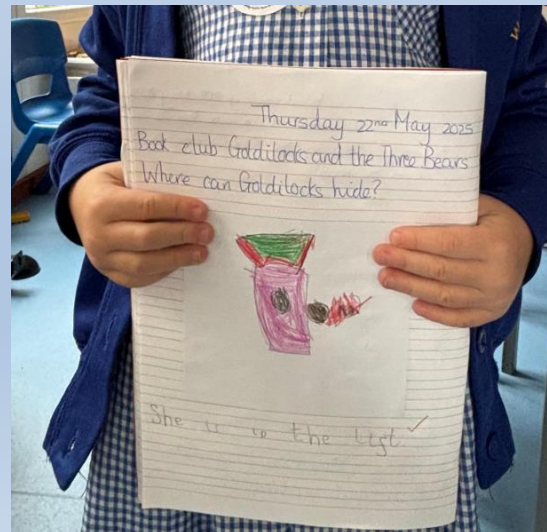


# Literacy



## 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.





# Phonics



Our scheme is called Little Wandle Letters and Sounds. Children are taught in phases and they may cross over year groups.

Through out the week your child will practice reading their book in reading groups. On a Friday your child will bring the same book home and they can then 'show off' their reading skills. The book needs to be returned on Monday.

Your child will bring home a sharing book. This is a book of their choice and for an adult to read to them. Sharing books can be changed as often as the child would like.



# Maths



## Number

- Children will have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall of number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.





# Maths



## Numerical Patterns

Children will: - 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.





# First Few Weeks



- Getting to know the children and helping them to settle in.
- Working together with parents – we really value your contributions as you know your child best.
- We will complete a short individual baseline assessment for your child.
- Parent consultations at the end of the first half term.
- It is really important that parents keep their child's medical information up to date and we would like to know if any child has not been immunised (particularly MMR).
- Children in our early years will have a private speech and language assessment.
- During the term your child turns 5, they will see the school nurse for a check on their height, weight, sight and hearing.

# Our website



# Class Dojo



# What can you do to help your child's learning?



- Share books and talk about the pictures
- Encourage mark-making and lots of talk
- Practice using cutlery, toileting and changing
- Practice counting e.g. when climbing the stairs and shopping
- Look for numbers and shapes all around you, on car number plates, houses, shape of bricks, road signs, objects in shops.
- Sing nursery rhymes and songs together
- Develop the muscles in their hands and fingers by cutting with scissors, sewing, peeling fruit, using tweezers, doing dot to dots etc.





# FAQs



## **Will my child be helped with dressing?**

We encourage all children to try and we will model to them how to turn round or do buttons and zips. It is part of your child's curriculum to become independent with dressing.

## **Will my child be helped with eating at lunchtime?**

In the dining hall there are plenty of adults who will help your child to cut up their food. It is important your child knows how to hold a knife or fork.

## **What happens if my child has a toilet accident?**

We understand accidents happen and we deal with them quickly and calmly so as your child is comfortable again. We just ask any clothing sent home from school is washed and returned. If you know your child is prone to accidents please pack spare.

## **How is first aid administered?**

If your child injures themselves during the day they are treated by qualified paediatric first aiders. We will send a note via Class Dojo or come and speak to you at the end of the day. If your child bumps their head or has a more serious injury we will contact you.

**You must tell us if your child has any medical need. This can be done via our Arbor parent app which you will have access to. Inhalers and other regular medication are kept at school however a treatment plan or consent form must be completed for these to be in school. We do not provide infant paracetamol/cough medicines for general illness, if these are required they must be provided, clearly labelled with name and a consent form completed with dosage instructions**



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<https://www.whatfieldprimaryschool.co.uk>

[admin@whatfield.suffolk.sch.uk](mailto:admin@whatfield.suffolk.sch.uk)

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