

# **Welcome to EYFS**

## **Meet the Teacher**

### **Miss Stephanie Rutherford**







**Miss Boyce**



**Miss Smith**



**Mrs Whittam**

**(EYFS and KS1 lead)**



**Mrs Lewis**



**Mrs Wilson**

**(maternity leave)**



**Mrs Ginsbury**



# The Transition Process

Visits have been made to current settings

Paperwork received

Tuesday 8<sup>th</sup> July 9.15-10.15 am

Tuesday 15<sup>th</sup> July 9.15-10.15 am

# The School Day

- A **variety of activities** made available to children each day. These will be a mix of **child-initiated, adult-initiated and adult-led activities**.
- Children will have access to **the outdoor area every day, in all weather types**. Please send your child with appropriate outdoor clothing for the weather. Wellies can be kept in school.
- Children will be taught in a variety of **mixed-year group and single-year group sessions**, dependent on the requirements of the curriculum.
- All children will be **working on their own next steps in learning**, appropriate to their ability level.
- Topics run on a two-year cycle. Autumn 1 topics are: New Beginnings, All About Me.
- Jewish studies sessions daily.
- Weekly music, computing and picture news lessons. New music curriculum taught by staff. Privately paid for music tuition will be looked into but unable to confirm which instruments will be offered yet.
- PE lessons twice a week. One with a sports coach. PE days will be Monday and Wednesday. Please send children into school wearing PE kit.
- Bikeability
- Mindfulness embedded into the curriculum





# EYFS Framework

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EYFS framework runs from birth to five years.

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Developing positive characteristics of learning: playing and learning, active learning, thinking creatively and critically

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Preparing children for their education from Year One onwards.

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Detailed information readily available online.

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School curriculum is on website.



# EYFS Framework

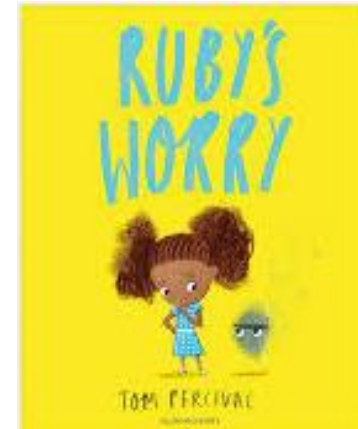
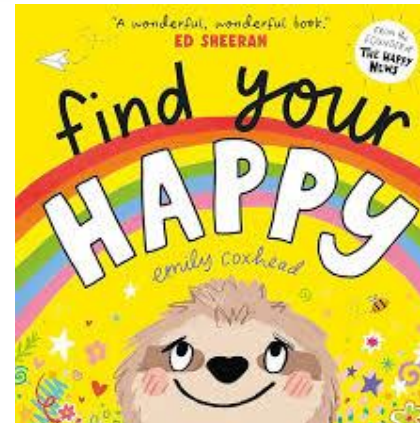
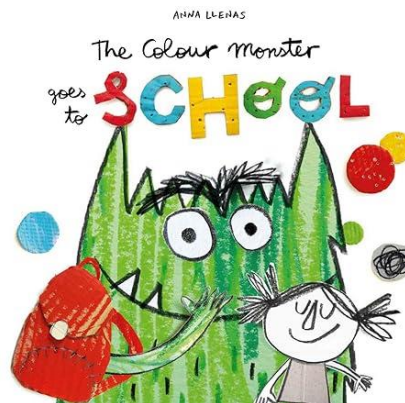
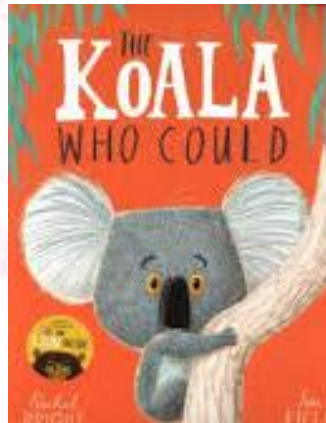
- Working towards achieving the Early Learning Goal in 17 different aspects of learning across seven areas.
- All children will be taught all 17 aspects, although greater focus on the Prime Areas in Nursery.

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Self-Regulation
	Managing Self
	Building Relationships
Communication and Language	Listening, Attention and Understanding
	Speaking
Physical Development	Gross Motor Skills
	Fine Motor Skills
Specific Areas	
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Patterns
Understanding the World	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive



# Reading and Homework

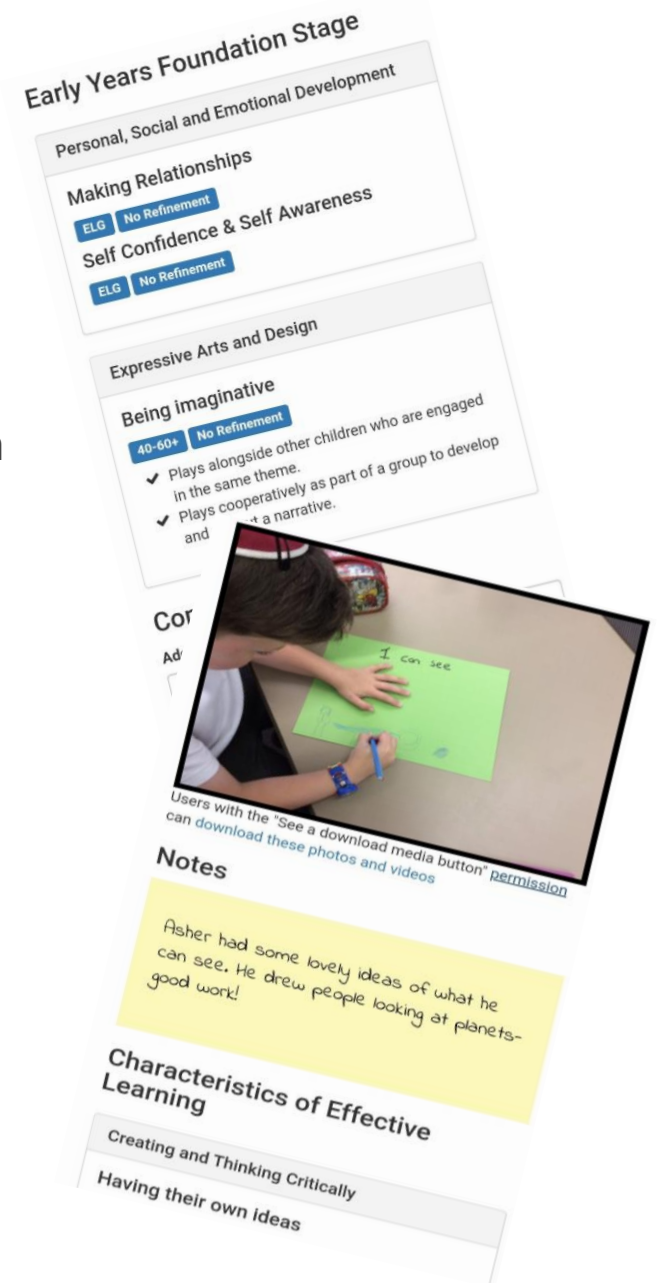
- Reception children will have reading books to read at home.
- Books can be changed on Tuesday and Friday once finished.
- Read a book more than once – focusing on different skills.
- Wordless books.
- Flashcards of taught sounds.
- Tricky words - these need to also be regularly recognised and read on sight within the reading books, rather than the list memorised in order.
- Keep reading sessions short and try and make them part of a regular routine. It is not necessary to read a whole book in one session.
- Additional homework activities may sometimes be set, linked to the learning in class, these are always optional.





# Tapestry and Facebook

- Two-way communication system between parents and teachers.
- Add observations of what children have done at home. Activities which reflect their interests and achievements.
- Gives a fuller picture of a child.
- Able to comment on observations uploaded by the teacher.
- You will receive a registration link towards the end of summer.
- Facebook is updated weekly, sharing whole class learning.





# Communication

- Weekly newsletters and other letters with information
- School website
- Noticeboard
- School APP
- Facebook
- E-mail contact with the class teacher
- Call the school office
- Quick messages can be passed at the beginning and end of the school day, but please be aware that the safeguarding and supervision of children is our priority. If you would like to discuss something in more detail, please arrange an appointment time.
- Tapestry learning journals
- Parents' evenings and end-of-year reports.



# Requests and Reminders

- Fruit for snack (grapes cut up)
- **Nut free school**
- Water bottle (named)
- Wellies (named)
- Please do not allow children to bring toys, sweets or valuable items into school.
- Pump bags with spare clothes.
- Reading folder (Reception only)
- Yarmulkes and BWJPS sweatshirts available from the office
- **ALL** belongings to be clearly labelled – please check regularly throughout the year that names have not been washed off.
- We would appreciate it if your child is toilet trained before joining us in September.
- If someone different is picking your child up, please let us or the office know.
- Any absence requires reporting through a telephone call or on the app.





## Why Attendance & Punctuality Matter



### Every Day Counts!

Children who attend on time, every day:

- Learn more and feel more confident
- Develop strong routines
- Build friendships and resilience



### Government Guidance (2024):

“Parents must ensure their child attends school regularly. Time off can only be authorised in exceptional circumstances.”



### Holidays During Term Time:

Cannot be authorised. They may result in a penalty notice (fine) issued by the Local Authority



### Being On Time Matters Too!

Arriving late:

- Disrupts learning for everyone.
- Means your child misses a calm, settled start to the day



### Need Help?

Talk to us early—we're here to support you and your child's attendance journey!



## School Uniform – Please note the changes to PE

### Boys

- Grey school trousers / shorts
- White polo shirt with/without school logo
- Burgundy sweatshirt with school logo
- Grey socks
- School yarmulke with 2 clips
- Tsitsis

### Girls

- Grey pinafore dress / skirt (knee-length)
- White polo-style shirt with/without school logo
- Burgundy sweatshirt with school logo or Burgundy cardigan
- Grey/white socks or grey tights
- Pink gingham dress (summer - optional)

### **Both boys and girls will need a full PE kit and may choose from the following items:**

*Proper PE kits should be worn for every PE lesson. Children not wearing proper kit will be given spares and are expected to wear them.*

- Trainers
- Navy shorts – of at least mid- thigh length (loose fitting). Girls should wear a school skirt over their shorts before and after the PE lesson.
- Girls may wear navy cycling shorts if loose fitting ones cannot be sourced, but again, girls should wear a school skirt over their shorts before and after the PE lesson.
- Skort – of at least mid-thigh length
- Plain white T-shirt
- Navy tracksuit bottoms (no leggings)
- Navy hoodie

- All children should wear sensible black shoes which are suitable and safe for playing outside. These should not be trainers.
- School sweatshirts and polo shirts may be purchased from the school and we have samples of different sizes for you to try on your child. We also aim to run regular 'uniform swap shops' where families donate uniform that is no longer the correct size for their child and exchange it for uniform that is.
- Boys must wear tsitsis and yarmulkes at all times. These may be purchased from the school office. Please can all boys have a school yarmulke.

In addition, your child may need:

- a pair of Wellingtons (for outside play and snow)
- old shirts/ aprons for use in Art lessons
- All children with long hair must have it tied back out of their face for health and safety reasons, with plain hair bobbles or hairbands. A wrist watch and a pair of stud earrings is the only jewellery allowed – dangly earrings are not permitted. Please note these are the responsibility of your children.
- False, gel and painted nails are not appropriate for school.



## Online Safety in Primary School

We teach children to:

- Keep personal information private (like full name, address, school, or passwords).
- Recognise safe vs. unsafe websites, apps, and messages.
- Understand that not everything online is true or trustworthy.
- Know what to do if something online makes them feel upset, worried, or confused – including telling a trusted adult.
- Be kind and respectful in online communication (digital citizenship).
- Understand the importance of screen time balance and using devices responsibly.

The aim is to build confidence and awareness so children can enjoy the internet safely and responsibly.

## Online Safety at home

Tips:

- Set screen time limits and use parental controls on devices.
- Encourage your child to talk to you if they see or hear anything online that makes them uncomfortable.
- Remind them to never share personal information (like address or school) online.
- Teach them the rule: “If you wouldn’t say it in person, don’t type it online.”

## How do we use AI in school?

- To create resources for lessons
- Learning apps use AI to adapt to a child’s level (e.g., reading, maths games).
- Speech recognition tools help children with pronunciation and reading fluency.
- AI can help plan lessons, suggest resources, or track progress over time.
- It supports teachers, but doesn’t replace their judgment or care

# Social Media Advice

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At BWJPS, we recognise the powerful role social media plays in young people's lives, but we also encourage parents to be mindful of its impact.

Most major platforms—including Instagram, TikTok, Snapchat, and Facebook—have a minimum age requirement of 13. The minimum age for having a YouTube account is also 13. These age requirements are in place to help protect children's privacy and safety. We strongly advise parents to follow these age limits and monitor their child's online activity.

Open conversations about appropriate content, respectful communication, and screen time limits can help children develop healthy digital habits. Setting boundaries early and leading by example are key steps in supporting your child's safe and positive use of social media.



WELCOME TO BWJPS

EYFS

JEWISH STUDIES





Welcome to BWJPS Early Years Department. We are looking forward to having a wonderful year ahead.

Our aim is to create a happy enriching Jewish learning environment that enables every child to develop and achieve their early learning goals and more. We aim to do this in 3 ways:

Teacher lead activities

Creative activities

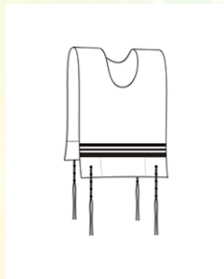
Independent learning

We have a long term plan to ensure the classroom environment compliments both the Jewish Studies and Secular learning at the same time.





# Davening



Please remember to send your son with a yarmulke with at least 2 clips in and tzitzis daily. (If you would like to buy tzizis via school, please speak with Mrs Lewis)

Every day we daven with lots of songs and actions.

During davening, the boys will make a brocha on their tzitzis and we want to ensure no boy feels left out.

We will also teach the children to think of others by bringing in a penny for tzedokah (charity).

The children love to bring in mitzvah notes - encouraging kindness.





**Sedra** - Every day, we mention the name of the weekly sedra. We also learn one of the stories mentioned that week.

**Shabbos Party** - Every Friday we will have a Shabbos Party, where we recreate a Shabbos experience and become familiar with the songs.





# TOPIC

The following topics are covered on a 2 year cycle

- All about me
- Mitzvos
- Creation of the world
- People who help us
  - Nature
  - Brochos
  - 5 Senses



## YOM TOV

As each special Yom Tov (festival) approaches we will prepare the children and help create excitement for that upcoming Yom Tov.



# Aleph Beis

After Succos, both Nursery and Reception will focus on learning the Aleph Beis..

NURSERY – We will learn a new letter each week, this is accompanied by a craft and activities, to help us remember the sound the letter makes.



RECEPTION – We will revisit all the letters, beginning to learn how to read and write Hebrew, introducing the Aleph Champ Reading Scheme. Children will be read with on a 1:1 basis each week and in order for them to progress well, we ask that they practice at home each week too.





If anyone has any queries regarding our Jewish studies learning please don't hesitate to contact me.

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Any Questions?