



Abbey Farm  
Educate Together Primary

# Welcome to Reception at AFET



# Meet the Reception team



**Emma**

Head of school



**Chloe**

Class teacher  
(maternity leave)



**Charlotte**

Class teacher



**Lorna**

Class teacher





**Sally**  
Administrator



**Tracey**  
SENDco



**Natalie**  
Rec - LSA



**Eleanor**  
Rec - HLTA

## Child centered

At Abbey Farm, our children are at the heart of everything we do and every decision we make. In EYFS, the children lead their own learning.

The teaching staff follow the children's interests to make learning more engaging, which leads to higher levels of engagement and motivation. Underlying this is allowing the children to make progress through their Early Learning Goals.

## Aspirational

There are no ceilings on learning for the children at AFET. Through their play, children are encouraged to challenge themselves and adults are on hand to support and extend their learning.

Our children are learning to be independent and give everything a go. They take risks in their learning, try new things and feel empowered to achieve their own goals (not just the ones we have planned for them to achieve).



# Our values



## Collaborative

We are part of the Educate Together Academy Trust and have strong links with the other schools, as well as the schools within Swindon.

Our school community is rapidly growing, and we work with our families to ensure that each child's learning journey is the one that is best for them.

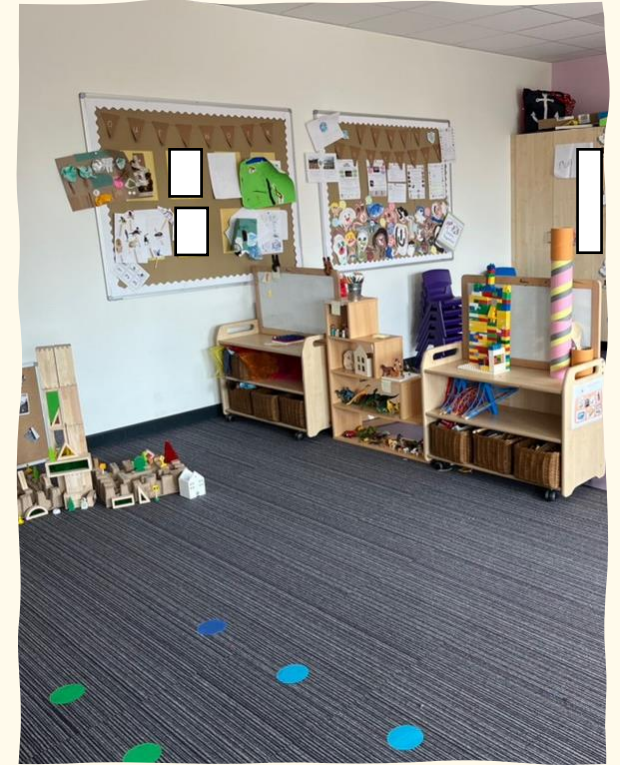
AFET works alongside Swindon Borough Council Early Years hub and has already been in contact with each feeder nursery to allow a smooth transition to be put in place.

## Equity-based

All children have the right to the same opportunities, however the steps or support that is needed to get there may look a little different for each child.

At Abbey Farm, we understand that every child is unique and will have their own strengths and challenges. We endeavor to work with our children, families and a variety of external agencies to ensure that all children can not just access their learning but thrive within it.



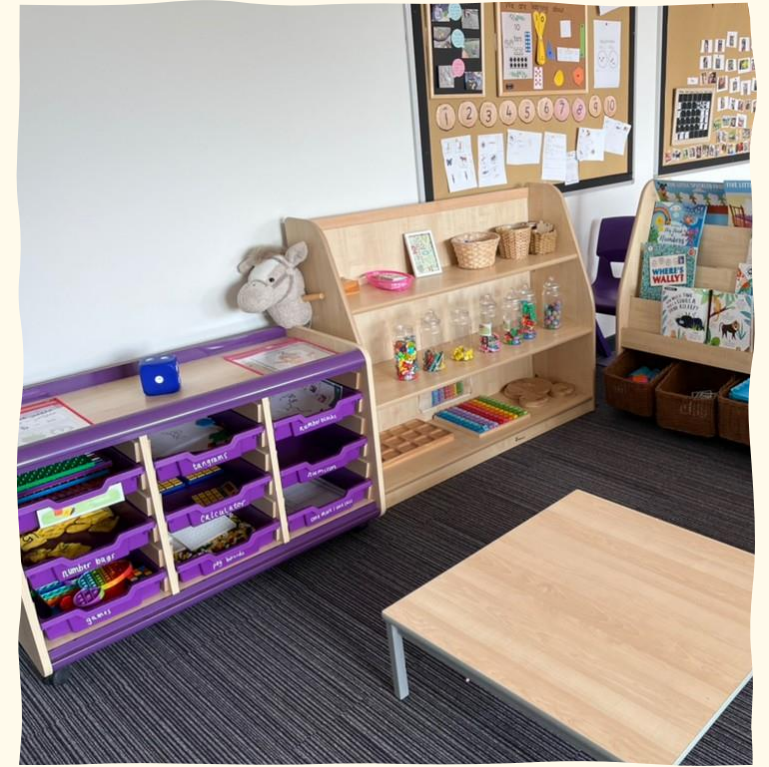


# Our environment

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Room 1





# Our environment

Room 2







# Our environment

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Outside



Abbey Farm  
Educate Together Primary



# Our environment

Toilets are within the classroom:

- As a government-built building this was decided by the DfE
- Flexibility and independence to go throughout the day
  - Teachers on hand if needed
- Some children don't like to ask – this removes this barrier
  - Legally allowed until 8yrs
- Taught through Learn Together curriculum about privacy





# A typical week in Reception

Flamingo class timetable												
WC:	8:45	09:00	09:10	09:15	09:30	11:40	12:00	13:00	13:10	13:30	14:30/45	15:15
Monday	Fine motor / Self registration	Register	Squiggle / Dough Disco	Phonics	Discovery time free-flow:	Maths	Lunch	Mindfulness	Circle time	Discovery time free-flow	Tidy then Story time	Home time
Tuesday	Fine motor / Self registration	Register	Squiggle / Dough Disco	Phonics	Discovery time free-flow:	Maths	Lunch	Mindfulness	Value of the month	Discovery time free-flow:	Tidy then Story time	Home time
Wednesday	Fine motor / Self registration	Register	Squiggle / Dough Disco	Phonics	Discovery time free-flow:	Maths	Lunch	Mindfulness	Circle time	Discovery time free-flow:	Tidy then Story time	Home time
Thursday	Fine motor / Self registration	Register	Squiggle / Dough Disco	Phonics	Discovery time free-flow:	Maths	Lunch	Mindfulness	Learn together	Discovery time free-flow:	Tidy then story time	Home time
Friday	Fine motor / Self registration	Register	Squiggle / Dough Disco	Phonics	Discovery time free-flow:	Maths	Lunch	PE Session (13:15 – 13:45)		Discovery time free-flow:	Tidy then Story time	Home time



# How the timetable progresses

Play projects and objective led planning													
WC:	8:45	09:00	09:10	09:15	09:30	11:15	11:45	12:45	13:00	13:30	14:30/45	15:15	
Monday	Fine motor / Self registration	Register	Squiggle	Phonics:	Discovery time free-flow:	Maths:	Lunch <i>Get up stand up and singing</i>	Register	Learn Together	Discovery time free-flow:	Tidy then story time Topic q's	Home time	
Tuesday	Fine motor / Self registration	Register	Dough Disco	Phonics:	Discovery time free-flow:	Maths:	Lunch <i>Get up stand up and singing</i>	Register	Topic	Discovery time free-flow:	Tidy then story time Helicopter stories	Home time	
Wednesday	Fine motor / Self registration	Register	Squiggle	Phonics:	Discovery time free-flow:	Maths	Lunch <i>Get up stand up and singing</i>	Register	Drawing club	Discovery time free-flow:	Tidy then story time Topic q's	Home time	
Thursday	Fine motor / Self registration	Register	Phonics	Drawing club	Discovery time free-flow:	Maths	Lunch <i>Get up stand up and singing</i>	Register	Topic	Discovery time free-flow:	Tidy then story time Topic q's	Home time	
Friday	Fine motor / Self registration	Register	Dough disco	Phonics:	Discovery time free-flow:	Maths:	Lunch <i>Get up stand up and singing</i>	Register	PE	Discovery time free-flow:	Tidy then story time Topic q's	Home time	



# Learn Together curriculum

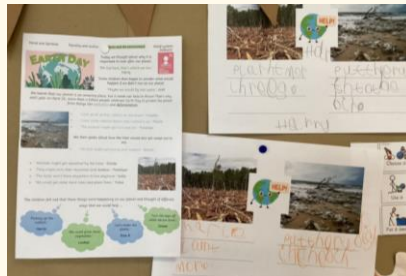
## Moral and Spiritual Development



## Equality and Justice









## Ethics and the Environment



## Belief systems



# Phonics

Phase 2 grapheme information sheet		Autumn 1	
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <span style="font-size: 2em; font-weight: bold;">s</span>	 snake	Show your teeth and and let the s hiss out <b>ssssss ssssss</b>	Under the snake's chin, slide down and round its tail.
 <span style="font-size: 2em; font-weight: bold;">a</span>	 astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet and down into space.
 <span style="font-size: 2em; font-weight: bold;">t</span>	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>t t t</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.



More info about phonics and reading, Wednesday 1<sup>st</sup> November 2023.

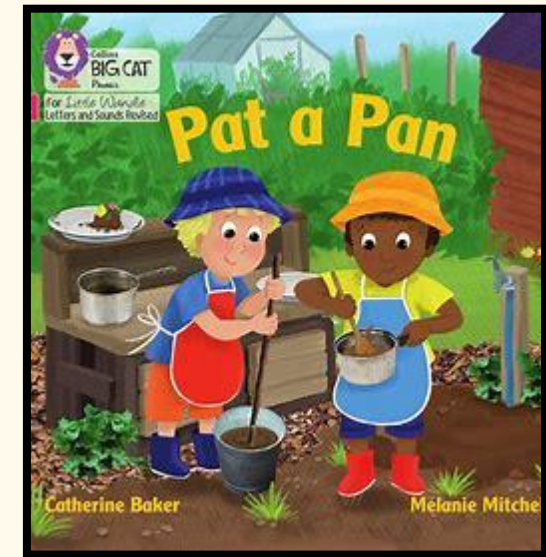
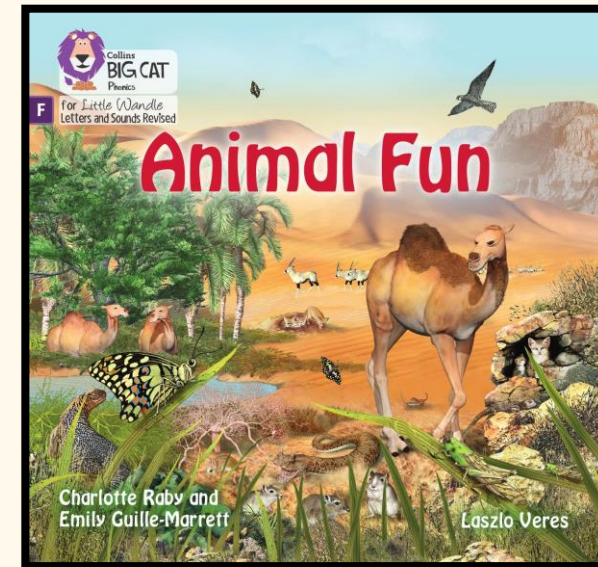
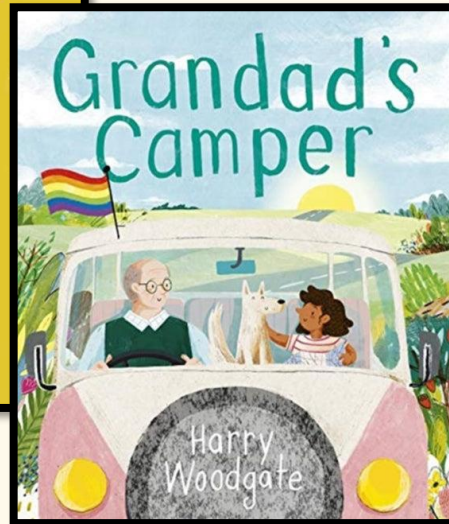
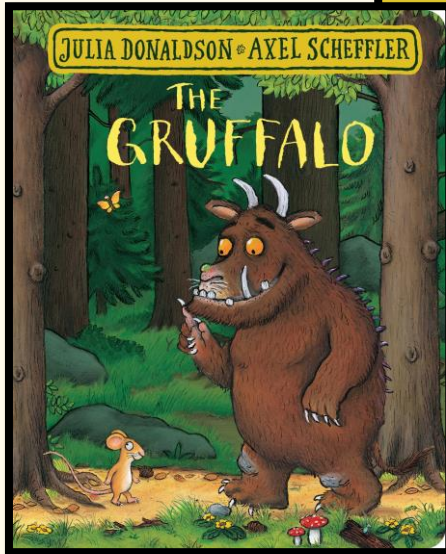




# Reading

Reading for  
pleasure

Phonics  
books



Books changed every Monday ... phonics reading books  
to be in school every day.



# Child led learning



Our classroom environment is designed for your children to be able to access the resources they need to lead their own learning.

They decide what and how they want to learn during 'discovery time' and the adults join the children in their play to further their learning and work on specific next steps.

The child also have an input on the whole class topics. They suggest the topics and then ask questions that they would like to find the answers to. The staff then look at these questions and the Early Learning Goals to plan appropriate teaching and learning experiences that will engage and motivate the children whilst developing their knowledge and skills.





tidy up

firefighters

numbers

build tyres

fix wheels

Seat belts

super heroes

ride a car

arts & crafts

barbies

Sonic

Flamingos want  
to learn about ...

unicorns

cats

toys

horses

handstands

planets

climbing rock walls

People who protect us

soft  
play

dinosaurs



# Clothing

At AFET we learn in lots of different ways and are outside in all weathers...

This means our clothes may get:

- Wet
- Muddy
- Splashed with paint
- Smudges of chalk

We encourage children to be independent in getting changed, putting on waterproofs and changing footwear (no laces are preferable).





# Tapestry -

Consent forms will be sent on Arbor. Once completed you will be sent an email to activate your parent account.



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We have an open-door policy and encourage parents / carers to come and chat with us and keep in regular contact.

The main way that we share your child's learning will be through Tapestry. We will send WOW moments of new learning, weekly overviews of what the class has been learning and focused observations.

We will send out messages like the one in the picture to get your input on your child's development and as an opportunity to ask any questions etc.

We will also have 2 meetings with parents / carers (October and February) and end of year reports in July.

Dear parents / carers,  
Every child is unique in Flamingo class and we love to celebrate everyone's differences! We like to find out about every child's interests and the things they like, in order to help each child learn in a way that suits them best.

We will be observing X while they play and will take opportunities to introduce them to new skills and areas of learning.

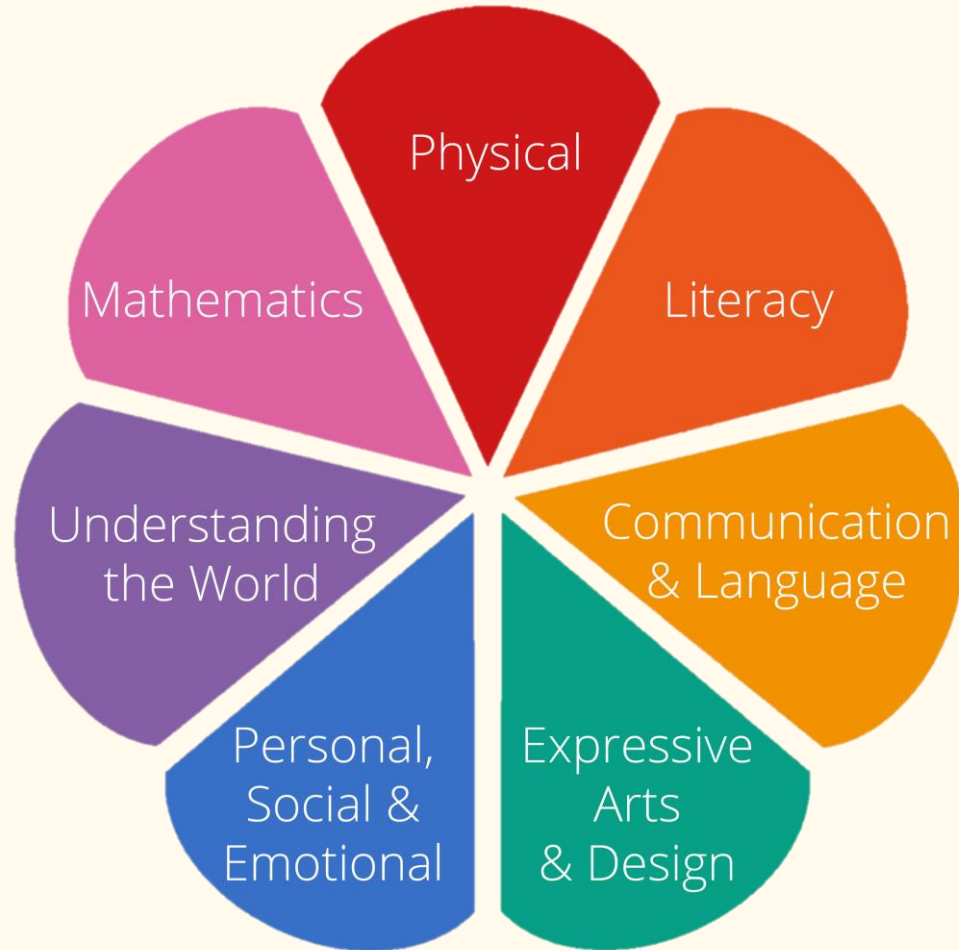
We would really like to hear about their home life to help us get to know them better and plan activities that they will enjoy.

- Is there anything significant happening in your child's life at the moment e.g. visits, holidays, new pets, family celebrations?
- Is there anything new you would like to tell us about your child?
- Any areas of strength that you have recognised?
- Any areas that you would like us to work on with your child?

Please respond to this message by commenting in the comment box below ASAP so we can use your thoughts to inform our planning. If you have any questions about your child's progress in Reception or any other questions for Chloe then please do not hesitate to ask!

Many thanks,  
EYFS Team 😊

# Assessment



- 7 areas of learning that are regularly assessed through provision
- Baseline (RBA and teaching staff)
- Early Learning Goals



# Early Learning Goals

## 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.

## 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.

## 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.

## 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.

## 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.

## 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.

## 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

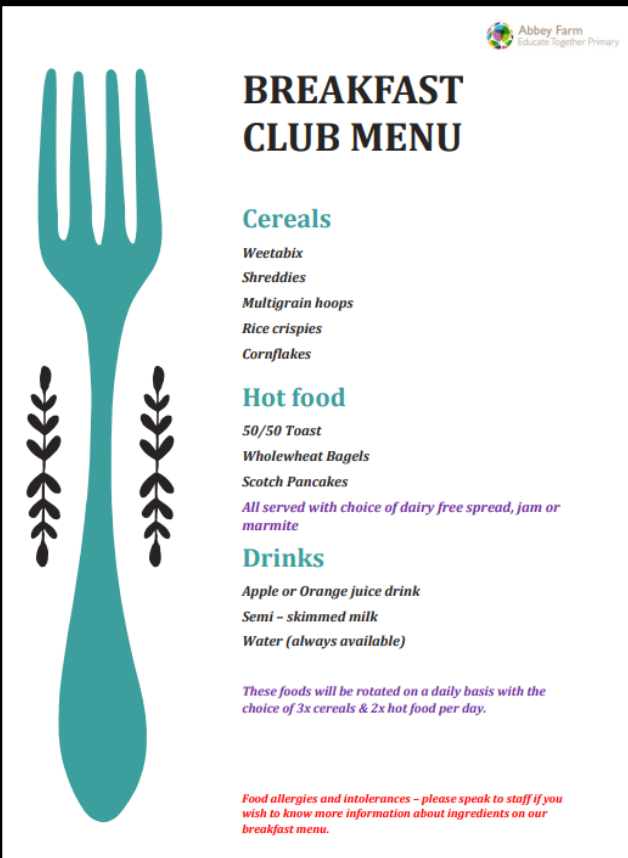
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### 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.

# Wrap around care

This can be booked through Arbor once your account is set up



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Educate Together Primary

## BREAKFAST CLUB MENU

**Cereals**

- Weetabix
- Shreddies
- Multigrain hoops
- Rice crispies
- Cornflakes

**Hot food**

- 50/50 Toast
- Wholewheat Bagels
- Scotch Pancakes

*All served with choice of dairy free spread, jam or marmite*

**Drinks**

- Apple or Orange juice drink
- Semi - skimmed milk
- Water (always available)

*These foods will be rotated on a daily basis with the choice of 3x cereals & 2x hot food per day.*

Food allergies and intolerances - please speak to staff if you wish to know more information about ingredients on our breakfast menu.



**After School Club**

The Big Adventure Club provides after-school care for children aged 4 -12 years old.

We provide a service for:

Abbeyfarm Primary, Badbury Park, Brookfield Primary, Catherine Wayte Primary, Christian Malford Primary, Colebrook Infants and Juniors, Even Swindon Primary, Kingfisher Academy, Lethbridge Primary, Shaw Ridge Primary, Seagry Primary and Somerford Walter Powell Primary.

BigA can be set up directly with them. Please see their website for further information.

[www.thebigaclub.co.uk](http://www.thebigaclub.co.uk)

# Snack and lunches

*The Eatery @ St Francis*

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b> 17/04/23 08/05/23 05/06/23 26/06/23 17/07/23	Pork Sausage with diced potatoes and peas  Vegan sausages with diced potatoes and peas (v)  Jacket potato with filling  Packed lunch	Chicken broccoli pasta with super greens  Veggie stirfry with noodles (v)  Jacket potato with filling  Packed lunch	Homemade sausage roll with potato tots and beans  Cheese and tomato puff pastry with potato tots and beans (v)  Jacket potato with filling  Packed lunch	Roast Chicken and stuffing with mash potato and mixed vegetables  Vegan Quorn with above (v)  Jacket potato with filling  Packed lunch	Fish Fingers with chips peas or spaghetti hoops  Potato frittata with chips, peas or spaghetti hoops (v)  Jacket potato with filling  Packed lunch
<b>Week 2</b> 24/04/23 15/05/23 12/06/23 03/07/23	Chicken burger with wedges and sweetcorn  Veggie burger with wedges and sweetcorn (v)  Jacket potato with filling  Packed lunch	Spaghetti meatballs with garlic bread  Spaghetti meat-freeballs with garlic bread (v)  Jacket potato with filling  Packed lunch	All day breakfast  Vegetarian all day breakfast (v)  Jacket potato with filling  Packed lunch	Roast chicken and stuffing with Yorkshire pudding potatoes and vegetables  Vegan Sausage with Yorkshire pudding potatoes and vegetables (v)  Jacket potato with filling  Packed lunch	Fish cake with chips peas or spaghetti hoops  Veggie fingers with chips peas or spaghetti hoops (v)  Jacket potato with filling  Packed lunch
<b>Week 3</b> 01/05/23 22/05/23 19/06/23 10/07/23	Chicken stirfry with noodles  Tomato and cheese pasta (v)  Jacket potato with filling  Packed lunch	BBQ pulled pork mac and cheese with salad  Mac and cheese with salad(v)  Jacket potato with filling  Packed lunch	Pepperoni pizza with wedges and sweetcorn  Cheese and tomato pizza wedges and sweetcorn (v)  Jacket potato with filling  Packed lunch	Roast Chicken and stuffing with roast potatoes and vegetables  Cheese Quiche with potato (v)  Jacket potato with filling  Packed lunch	Fish burger with chips peas or baked beans  Veggie burrito with chips peas or baked beans (v)  Jacket potato with filling  Packed lunch

- The children are provided with fresh fruit / vegetables each day for their snack.
- Children under 5 receive free milk at school – please sign up to Cool Milk. Over 5's need to pay via Cool Milk.
- Hot dinners are provided by St Francis' school kitchen. Place orders on Arbor. (These are free for Reception aged children)



# Packed lunches from home

Foods to provide	Examples of foods that could be provided
<b>A portion of potatoes, bread, rice, pasta and other starchy carbohydrates</b> (provide a variety of different starchy foods each week, including a wholegrain variety for lunch and tea once a week)	White or wholegrain bread, rolls, pitta bread or wraps. Chapattis. Plain naan bread. Bagels. Cooked pasta, rice, noodles, couscous or potato.
<b>At least one portion of vegetables and/or fruit</b> (provide a variety of different fruit and vegetables each week)	Carrot, cucumber, pepper or celery sticks. Lentils included in daal. Grated carrot in sandwiches or wraps. Fresh fruit such as sliced apple,*** banana, grapes, mixed chopped fruit or strawberries. Dried fruit such as raisins or apricots.
<b>A portion of beans, pulses, fish, eggs, meat and other proteins</b> (provide a variety of different foods each week)	Sliced meat, poultry or fish in sandwiches, rolls or wraps, or by itself. Sliced egg in sandwiches, rolls or wraps. Meat alternatives such as tofu in salads. Pulses such as kidney beans, chickpeas, lentils, as part of bean salads. Nut butter in sandwiches.*
<b>A portion of dairy or an alternative</b> (can be included as part of lunch and/or tea)	A pot of yoghurt or fromage frais. Cheese in sandwiches or wraps. Whole milk (for children aged one to two) or semi-skimmed (for children two and over) to drink.
<b>Desserts, cakes, biscuits and crisps</b>	Desserts made with cereals, milk or fruit. Avoid salty snacks such as crisps. Limit confectionery such as chocolate chips or hundreds and thousands, and use only as part of cakes or desserts. Limit provision of cakes and biscuits.
<b>A drink</b>	Whole milk (for children aged one to two) or semi-skimmed (for children aged two and over). Water.

As a Trust we actively promote the importance of a healthy, balanced diet.

**Article 24: Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy.**

Please remember that, due to allergies, **no nuts** or **products containing nuts** are allowed to be brought into school such as peanut butter, chocolate spreads etc .

- Uneaten food will be sent home
- Packed lunches in reusable plastic containers – no glass
- Consider using reusable containers or packaging where possible – environmentally friendly.

# Welcome packs

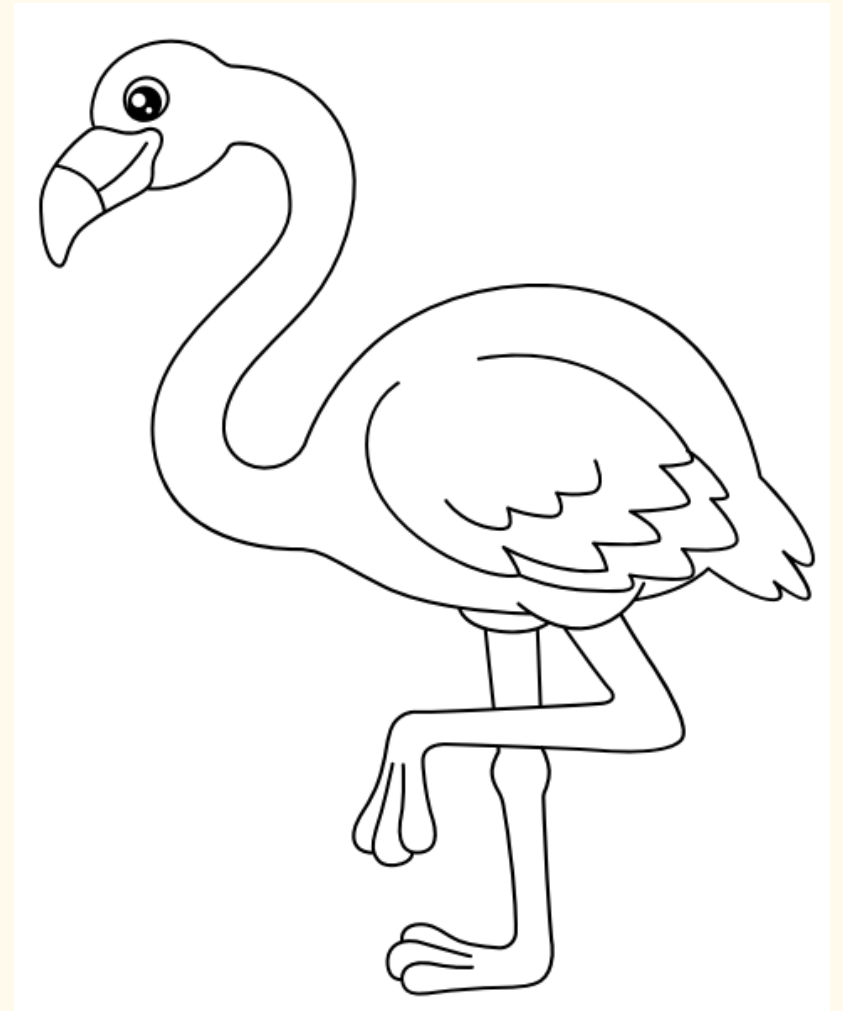
- All about me forms
- Wrap around care
- School information including uniform and dinners
- Your child's settling in sessions:

**Tuesday 27<sup>th</sup> June - AM / PM**

**Wednesday 5<sup>th</sup> July - AM / PM**

- Flamingo to decorate for display

**If unable to attend meeting, please collect pack from school office ASAP.**



Please return decorated Flamingos at stay and play sessions 😊

# Key dates / reminders



Abbey Farm  
Educate Together Primary

## Stay and play sessions (children only)

- Tuesday 27<sup>th</sup> June
- Wednesday 5<sup>th</sup> July

AM or PM slot in your pack.



Ensure you have activated your Arbor account. See Sally or drop us an email if there is any trouble.



Remember to sign your child up for milk.

## PE on Thursdays

Children come to school in their PE kits ready for physical Thursdays 😊

Trainers **without** laces where possible.

## Family Picnic

All are invited to our family picnic evening on Friday 21st July from 5:30pm – further info will follow

To bring to school every day:

- Water bottle
- Book bag
- Waterproof coat

**All labelled with your child's name.**

- Reading books  
(changed every Monday)

## To stay in school:

- A bag of spare clothes (inc. socks and underwear)
- Pair of welly boots

Both clearly **labelled** with your **child's name**.



Once you have confirmed your consents on Arbor, you will receive an email to login to Tapestry.

We can't wait to share our learning with you 😊

Please return your child's All about me form by **Friday 30<sup>th</sup> June**.

Any questions? Please do catch us for a chat 😊