



Winnersh Primary School, Greenwood Grove, Winnersh, Wokingham, Berkshire, RG41 5LH  
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**Welcome / Welcome Back**

Welcome back to Greenwood, we hope you all had a lovely Summer and that your children are settling in well. We would like to welcome our new children who are: Arabella, Dylan, Sebastien, Matthew, Sarah, Anirvin, Mira, Lucas, Fraser, Blake and Julia who have all settled in so well.

We are also pleased to welcome Mrs Kan and Miss Hopkinson who will be joining the Greenwood team over the next couple of weeks. We have loved hearing about all the things you got up to over the summer and thank you to those parents who have shared information on Tapestry, the children love showing us and tell us in their own words what they got up to.

We hope you will enjoy your time at Greenwood and are looking forward to all the fun things we have planned this term.

Emma Harte

**THANK YOU!**

A HUGE THANK YOU to all the parents and staff who have freshened up our outside area:

Miss Page for painting the Wendy house in the small garden

The Reynolds family for painting both of our benches

The Malone family for tidying up the garden area on the school side

The Street-Clark family for cutting back the trees and bushes and taking away the cuttings.

The Lloyd family for painting the big shed

The Campion family for painting the wooden fence.

And finally, all of the wonderful Greenwood staff for the cleaning, painting and sorting during the holidays and on the INSET days.



**Harvest**

This year Harvest will be celebrated on Sunday 3rd October. We will be supporting the Wokingham Foodbank. The Wokingham Foodbank exists to provide temporary help to people who cannot afford to buy food for themselves and their families. This can be caused by many factors including unemployment, benefit delays or benefit changes, changes in family circumstances, domestic violence, release from custody, delayed wages, or sickness. They are referred to the foodbank by care professionals who evaluate their situation and, if necessary, issue a voucher which entitles them to a food parcel.

If your child would like to bring a donation, can these please be brought in from Monday 27th September. It would be much appreciated **if you could donate items from the shopping list.**

There will be a basket in the Shed Door for donations

**THE SHED DOOR**

The shed door will now be our notice board. Here you will find uniform order forms, waiting list forms, copies from articles that we think you might find interesting/helpful, paper copies of permission slips that we have sent out and the information that we legally have to display. You will also find the parent rota sign up and our new Greenwood Library!



**TERM DATES**

**Autumn Term**

Half Term 25th —29th October

**Spring Term**

Start of term Wed 5th January

Half Term 21st —25th February

End of Term Friday 8th April

**Summer Term**

Start of Term 19th April

BANK HOLIDAY: Monday 3rd May 2021

Half Term 31st May—4th June

INSET Day 7th June

End of Term 21st July

**Updated Shopping List**

- Tinned Tomatoes
- Pasta Sauce
- Sponge Puddings
- Squash
- Shampoo & Conditioner
- Razors & Shaving Foam
- Adult and Childrens Toothbrushes
- Men and Womens Deodorant
- Antibacterial Cleaning Spray
- Washing up liquid
- Washing Powder
- Toilet Roll

**We currently have an abundance of PASTA, BAKED BEANS,TEA BAGS and SANITARY TOWELS. We would prefer NOT to receive these items at the moment. We struggle for space and are unable to store surplus items that are not sealed in glass or tins.**

**We do not distribute formula milk**

# Changes to the EYFS

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Some of you maybe aware that changes are being made to the EYFS from September 2021. For further information please see below. The Greenwood Pre-School will ensure these changes take place in September 2021.

In line with the Revised EYFS we have created a new ambitious curriculum for The Greenwood Pre-school.

## **EYFS reforms – message from the Department for Education (DfE)**

The [new EYFS statutory framework](#) was published on 31 March 2021 by the Department for Education (DfE) and legislation laid in Parliament. This is the revised and final EYFS framework that all registered nurseries, childminders, schools and pre-schools in England will follow from **1 September 2021**.

Key Objectives for the changes:

### **Key objectives of the reforms**

The reforms to the Early Years Foundation Stage (EYFS) have been a number of years in the making. The aim is to strengthen early years curriculum, assessment and practice to improve outcomes for all children and close the gap for disadvantaged children. This is particularly crucial in light of the current pandemic.

The changes were developed with childhood development experts using the latest evidence on what is most important for supporting the learning and development of our youngest children. The reforms have been piloted and consulted on, and over 3,000 schools.

As outlined in the [official response to the public consultation](#), published on 1 July 2020, government has reformed the framework to transform early years curriculum and assessment, focusing on what matters most for children's outcomes:

- A strong and holistic curriculum that puts early language development at the heart;
- A streamlined and effective assessment process through a revised EYFS profile and removing statutory local authority moderation, which will reduce unnecessary workload and cement the EYFSP as a tool that is designed to support children's transition to year 1;
- A new requirement to promote good oral health.

There are also a number of small amendments to section 3 safety and welfare to make existing requirements clearer and to provide updates. A summary of these amendments and why they have been made can be found at <https://www.foundationyears.org.uk/wp-content/uploads/2021/03/EYFS-Reforms-Table-of-changes.pdf>

Government understands that this year has been a particularly difficult and challenging time for the early years sector, with children's learning disrupted across all ages. The intended aims of the reforms – focusing on children's outcomes and reducing unnecessary evidence gathering and paperwork so practitioners and teachers can spend more time interacting with children in their care – will provide a powerful basis for supporting children's learning and wellbeing through and beyond COVID-19.

## **Summary of Legislative Consultation Process**

In line with consultation requirements set out in the Childcare Act 2006, on 18 February, DfE published the draft statutory instrument and draft new EYFS framework for comment until 18 March 2021. DfE particularly sought views on a number of minor changes to the safeguarding and welfare section of the revised EYFS statutory framework. These changes were not included as part of the full public consultation launched in October 2019, as they constitute minor updates to clarify common questions on existing policy or to reflect updates in the law since the last revision of the EYFS was published in 2017. A number of responses were received and considered carefully before finalising the framework.

## **In the Moment Planning at Greenwood**

Over the last six months, we have been introducing some different types of furniture and resources in Greenwood. This is all due to our newfound passion of loose parts play and the curiosity approach to learning. This leads us nicely into “In the moment planning” which is the way we are heading with regards to our planning and assessment process.

We have been looking at this new approach for a while now and feel it would allow us to make a real difference to the children’s learning by seizing the moments when children first show interest and curiosity and immediately supporting their next steps.

Planning in the moment is nothing new, it is exactly what a responsive parent does every day with their child, it is also exactly what a skilful practitioner has always done. Every time an adult looks and listens to a child, they are assessing and planning how to respond. The adult will be considering whether they can add anything in the moment to benefit the child (teachable moment). If so, they will respond and interact accordingly.

### **How is it achieved?**

The setting is organised so that each child can decide where to go, inside or outside, which resources to use, whether to be alone or with others and for how long they want to pursue an activity. By doing this they become deeply involved in their task and progress is happening constantly. However their level of involvement may drop for a variety of reasons :they may not know what to do or how to do something , or how to use a piece of equipment , another child may be disrupting their play or they may need something adding. When this happens, the child will seek help either from another child or an adult. This is when a skilful practitioner would step in and assess what is needed for the child to carry on. This is what we would call a teachable moment. These moments will either be recorded as observations or WOW moments.

We endeavour to keep paperwork to a manageable level so that practitioners time will be spent interacting with the children. We will be focusing on specific children every week and if it is your child’s focus week you will know before hand and be asked to contribute to their learning. Please ensure you contribute as much as possible.

One way to help us keep paperwork to a manageable level is to make sure we are only writing meaningful and useful observations and WOW moments. Writing lots of observations becomes repetitive and they often do not serve any real purpose. Therefore, you will see a reduction in the number of observations being posted on

Tapestry. At the end of your child’s focus week we will post all observations we have made and links to the areas of learning for parents to view. If it is not your child’s focus week then please be reassured that lots of learning is still taking place as the environment will be carefully planned according to their needs and interests. We will still post WOW moments on Tapestry as they occur. We would encourage parents to do the same and continue to post photos or notes about learning that is happening away from Greenwood to help us build a complete picture of the child.

We feel sure that In the Moment Planning is the best way for us to go and if we all work together each child will flourish. We are more than happy to talk with you about all of this, please feel free to ask.

## Dates for the Diary

We have lots of exciting things coming up and information will be sent out separately.

W/C 27/9/2021—Collecting donations for Wokingham Foodbank as part of our Harvest celebration.

Tuesday 28th September—uSports (pm)

Tuesday 12th October—uSports (am)

25th-30th October—Half Term

Tuesday 2nd November—uSports (pm)

Friday 5th November - Bonfire Party 8:45-11:45am (All children invited) and Sponsored Bounce

Tuesday 16th December—uSports (am)

Thursday 9th December - Christmas Photo Shoot

Tuesday 14th December—Greenwood Mini Christmas Fete (TBC)

Thursday 16th December—Christmas Jumper Day

Christmas Party— TBC

## Communications

### Greenwood Website

Please visit the Greenwood Pre-school Website:  
[www.thegreenwoodpreschool.co.uk](http://www.thegreenwoodpreschool.co.uk) which gives up to date information on the pre-school.

If you do have any queries then please ask a member of staff.

### Facebook

All parents are invited to join the Greenwood Facebook group “Greenwood Pre-school, Winnersh (Parents Group)”. This is a closed group for information and question/answer purposes. Please do not post pictures of yours or other Greenwood children.

## Parent Stay and Play

The Parent Rota is now up on the Shed Door. It is open to parents (both Mummy & Daddy) or grandparents, whose child has been at Greenwood for a half term. Sometimes, if your child has been unsettled at pre-school, staff might delay asking you to participate in the rota at that particular time.

We would ask all parents to sign up to 2 half day sessions per term, if at all possible. Please ensure that this is a session your child attends. Coming in on parent rota is a positive experience both for the child and parent. Children enjoy showing their parents what they do when they are here and it is equally important for parents as they see what happens during the session and get a greater understanding of what the children are doing. We understand that it is often difficult when parents work and have such busy lives but it really is a worthwhile opportunity for both you and your child.

Unfortunately, at the present time, no siblings are able to attend the session. We understand that this can cause problems with childcare for siblings, but accidents with younger siblings can and do happen and also parent rota is considered a special time for you and your pre-school child to share if at all possible.

## Clothing

Please ensure your child is dressed appropriately for the weather. It would be advisable for children to have a coat in Pre-school at all times, just in case it rains.

### Naming your children's clothes

Please ensure that all removable clothing is clearly marked with your child's name.

### Parking

If you come to pre-school by car, please follow the parking restrictions and keep footpaths clear ensuring those with wheelchairs and pushchairs are able to get by.



Please also avoid parking in front of the gate to drop off or pick up.

### Safeguarding

Greenwood is committed to safeguarding and promoting the welfare of children and young people and we expect all staff, volunteers, visitors and external agencies to share this commitment. Should you have any concerns please speak to Mrs K Bull, Designated Safeguarding Lead or myself.

If your child has borrowed a change of clothes, we would be grateful if you could wash and return them as soon as possible. Our spares are running very low!

### Snacks

We would be grateful for any donations of the following for the children to share at snack time.

Any fresh fruit or vegetable (that can be eaten raw), Bread sticks, Cream crackers, Bread, Croissants, Crumpets, Pitta breads, Rice cakes, yoghurts, fromage frais.

### Internet Safety

For support and practical advice on how to keep your children safe online, please visit [www.internetmatters.org](http://www.internetmatters.org)

From age-specific online safety checklists to guides on how to set parental controls on a range of devices, you'll find a host of practical tips to help children get the most out of their digital world.

## Sweatshirts and Polo Shirts

Don't forget to protect your children's own clothes by investing in one of Greenwood's sweatshirts or polo shirts. For security and identification purposes all children are required to wear Greenwood sweatshirts on any school trips. Painting Bags are also available and are great for taking children's work and letters home.



### Sweatshirts

£9.50

Polo shirts £9.00

T-shirts £6.00

Baseball Hats £4.50

Legionnaires Hats £5.00

Painting Bag £5.00

Order forms will be available in the shed door!

## The Greenwood Library

We are trialing a Greenwood Library. There will be a small selection of books available on The Shed Door available for children to borrow. Each book will be in a folder with a book mark which show a range of prompts and questions, they are perfect for developing children's reading skills and interest and enjoyment of books.

We ask that you record in the book the following:

- Number on the folder
- Child's name
- Date taken out
- Date returned



If there are any particular books that your child enjoys reading at Greenwood and they would like to share them at home with you, please ask a member of staff and we will see what we can do.

We would appreciate any feedback once it is up and running.



### Tapestry

I hope you are all enjoying seeing what the children are up to on Tapestry.

The Early Years Foundation Stage curriculum is predominantly assessed by making observations of a child's learning, taking photographs and collecting examples of work. It is from these observations that we are able to plan our activities and the next steps for your child.

Children are learning all the time in all the activities they do, both at pre-school, at home and within other activities they may take part in such as swimming, dancing, music classes etc.

We want to know about your child's achievements and their learning journey outside of pre-school and would like to ask parents to get involved with collecting observations of their child's learning.

Please see below a link to show you how to add observations on Tapestry. Apart from when it's your child's focus week, they do not have to be completed on a weekly or a once termly basis, but should be done as and when a situation arises or you feel you want to let us know just how well your child is learning.

Observations in general should be positive and should describe what a child has done as opposed to what they can't do. These may range from writing their name, being able to count, recognise or write some numbers, recognising and matching colours and shapes to being able to eat with a knife and fork, pedal a trike, sleeping in their own bed through the night or eating some vegetables!

Do not be daunted by the thought of making such an observation, a photograph or picture that a child has done at home is just as valuable.

These observations do not replace those taken at pre-school but are an added bonus, after all your children spend the vast majority of their time with you. You as parents, at this stage, in their lives are their main educators. Our jobs are about working in partnership with parents to plan the next steps for their children.

To add an observation: <https://www.youtube.com/watch?v=espJ96TJHV8>

If you haven't already, please do update your child's About Me page on Tapestry. The following link explains how to do this:

<https://www.youtube.com/watch?v=pxo3au-993Q>