



Welcome to Prior Heath

Our Senior Leadership Team



Mrs Chivers

Headteacher &
Designated
Safeguarding Lead
(DSL)



Mrs Haygarth

Assistant Headteacher
& Deputy DSL



Mrs Bradford

SENDCO



Mrs Nelson

SEND Manager
Deputy DSL

Our Year R Team



Chestnut class 

Class teacher: Miss Bates



Teaching assistant: Mrs Diovisalvi (Mrs D.)



Willow class 

Class teachers: Mrs Haygarth
(Mon, Tues, Wed)



and Mrs Maine
(Thurs, Fri)

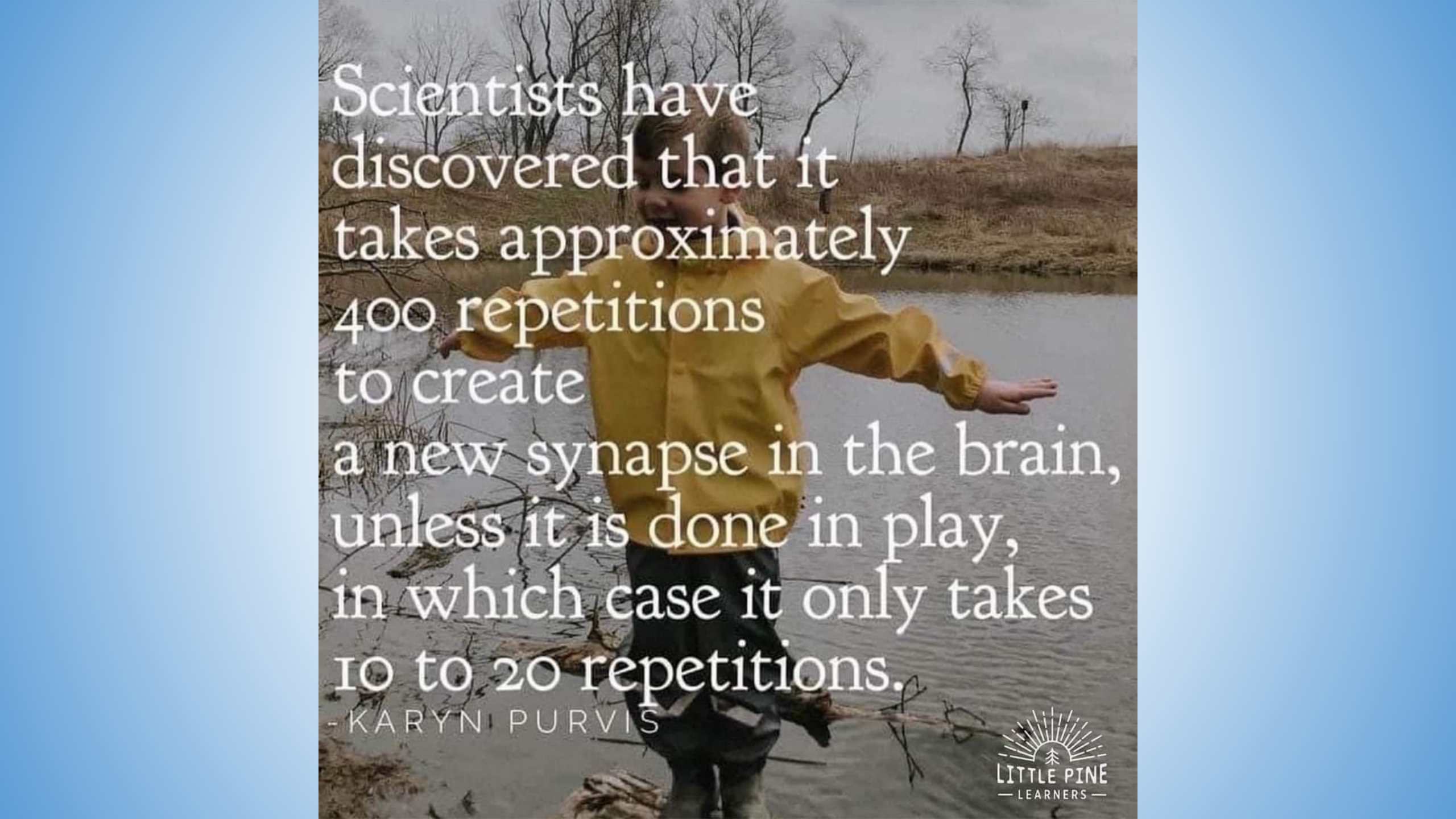


Teaching assistant: Mrs Sweeney



Mrs Coates and Miss Bosher will also provide
TA support in Reception



A young child with light brown hair, wearing a bright yellow raincoat and dark pants, stands in a shallow stream. The child is holding a long, thin stick in their right hand and has their left arm extended outwards. The background shows a grassy bank and bare trees under an overcast sky. The text is overlaid on the left side of the image.

Scientists have
discovered that it
takes approximately
400 repetitions
to create
a new synapse in the brain,
unless it is done in play,
in which case it only takes
10 to 20 repetitions.

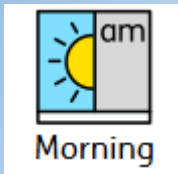
- KARYN PURVIS



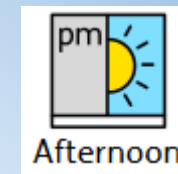


The hand of a 7 year old child (pictured right) when compared to that of a 4 year old (pictured left) shows a marked improvement in the bone structure, indicating higher strength, flexibility, and preparedness for motor skills like writing.

At Prior Heath we use this information when planning our curriculum, ensuring that it is play based and there are plenty of opportunities for children to develop their fine motor control skills before the formality of learning to write.



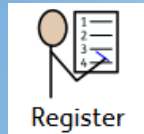
The School Day



8.40am The bell rings and class doors open.

8.50am The second bell rings and class doors close.

If you arrive after this time, you must report to the school office.



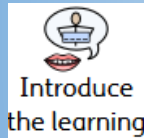
Register



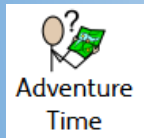
Welcome



Phonics



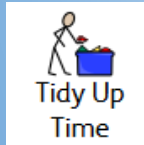
Introduce
the learning



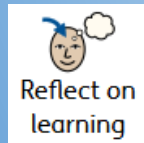
Adventure
Time



Snack



Tidy Up
Time



Reflect on
learning



Lunch



Good
Afternoon



Carpet Time



Recap the
day's learning



Adventure
Time



Tidy Up
Time



Reflection



Story Time



Proud Time



Goodbye



Home Time

2.50pm Home time!

Register and Welcome!

Willow Class

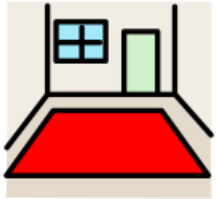


Chestnut Class



Your child will need their bookbag, water bottle and a coat every day. Please ensure that all of your child's things are named, including coats and uniform.

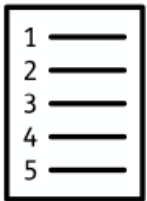
Learning in Reception



Carpet Time



Phonics



Register



PE



Snack



Adventure
Time





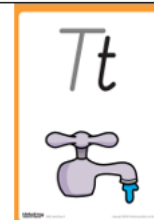
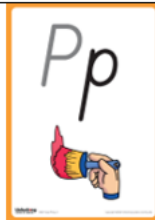
Phonics



Children in reception have a daily phonics session.

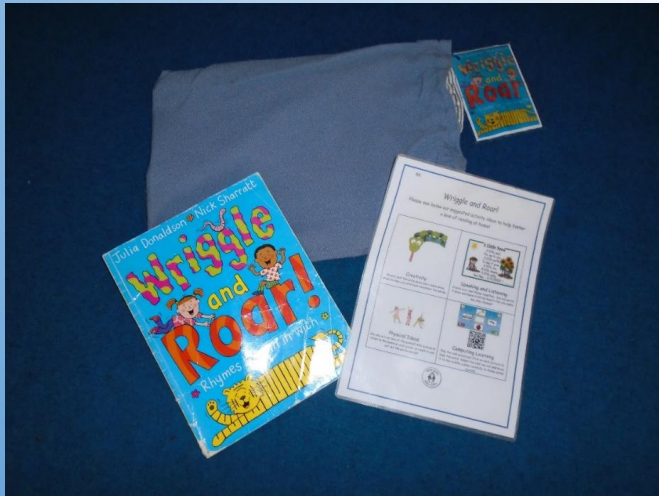
This is the most formal part of the school day.

Each week we will send home the sound/s and common exception words that your child has been learning along with words to practise reading.

Unlocking Letters and Sounds Reception Phonics Home Learning Phase 2- Autumn 1 Week 1			
Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on our school website.			
+ Phonemes we have focused on this week			
			
Action Slithering snake action	Formation Phrases Lower case: Up and over, around the other way Upper case: Up and over, around the other way	Action Firing an arrow	Formation Phrases Lower case: Around, up, down and flick Upper case: Down, down, lift and across
			
Action Twisting a tap	Formation Phrases Lower case: Down and round, pencil off and across Upper case: Down from the top, lift and left to right across the top	Action Painting with a paintbrush	Formation Phrases Lower case: Down, up to the top, round to the middle Upper case: Down and back up, round to the middle
We have been orally blending. Can you hear the phonemes in these words? Can you listen and then repeat the word?			
s-a-t	p-a-t		
t-a-p	s-a-p	a-t	

Learning to read

- Reading books are matched to phonics assessments.
- Initially children begin with wordless books as this supports their questioning and comprehension skills.
- Children will bring home one phonics book weekly and a story sack with a book for sharing together.



THE MILLION WORD GAP

New research shows the different numbers of words kids will have heard by age 5 based on how often parents read to them:

Never read to: 4,662 words

1-2 times per week: 63,570 words

3-5 times per week: 169,520 words

Daily: 296,660 words

Five books a day: 1,483,300 words

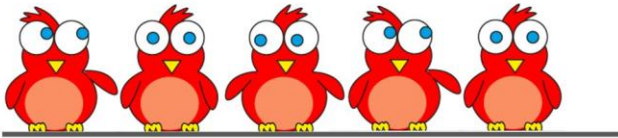
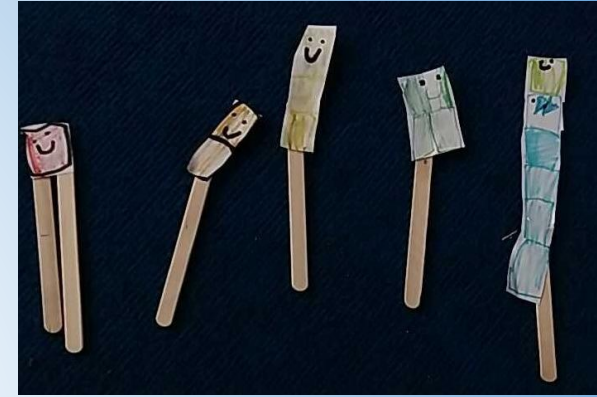
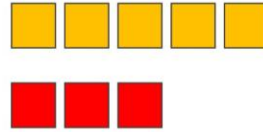
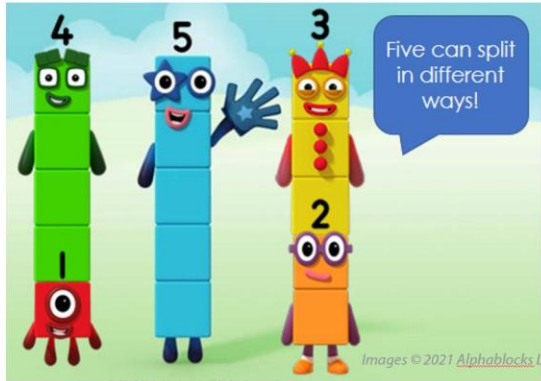


Learning to write

- We support the process of learning to write through physical development, writing practice during phonics and continuous provision.
- We teach the formation of lower-case letters first, although we will always use a capital letter for the beginning of names. Please support this at home by only using capital letters at the beginning of names.
- The development of core strength and shoulder, arm and hand muscles is essential before children have the strength and control to write.

Maths

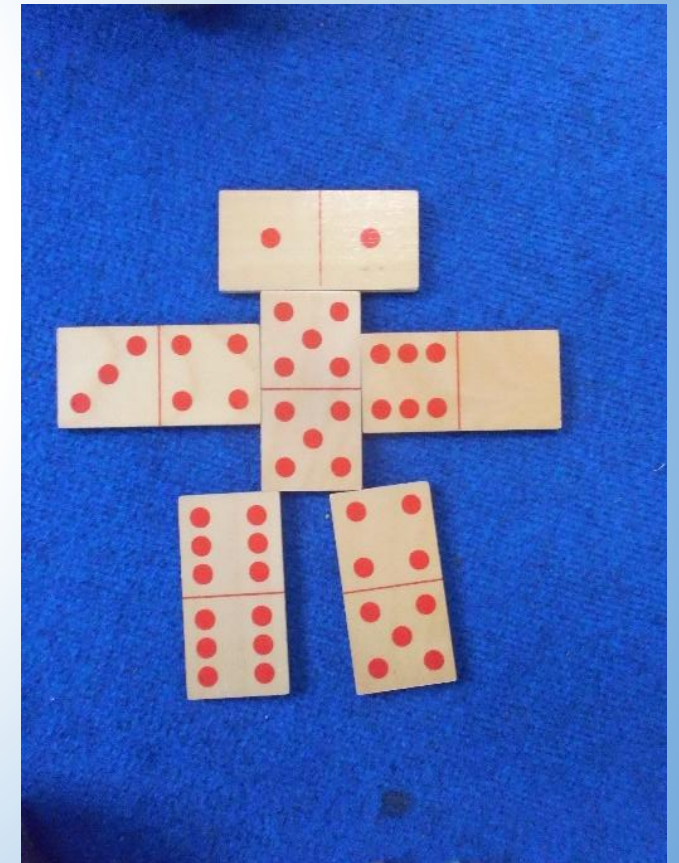
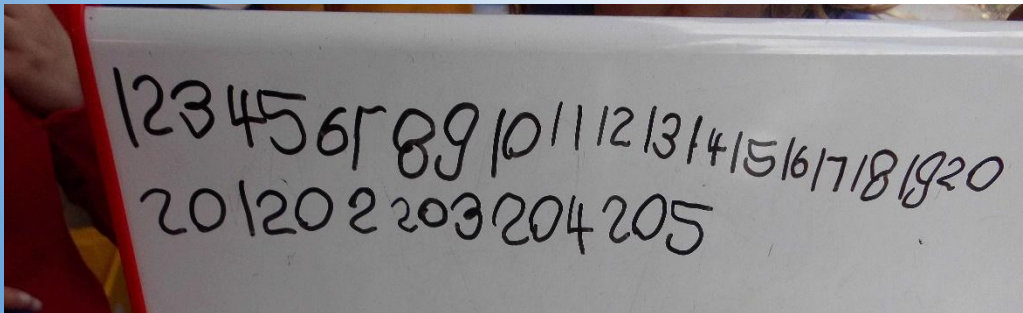
Mastering Number



Adventure Time (Continuous Provision)

- Children explore different areas of learning in continuous provision which support the EYFS curriculum.
- Children choose their own learning and choose to work on their own or in a small group.
- Adults model activities during this time to support learning.

Reflecting on learning



Lunch time

There are 3 choices for lunch each day. Menus for the autumn term will be published during the summer.





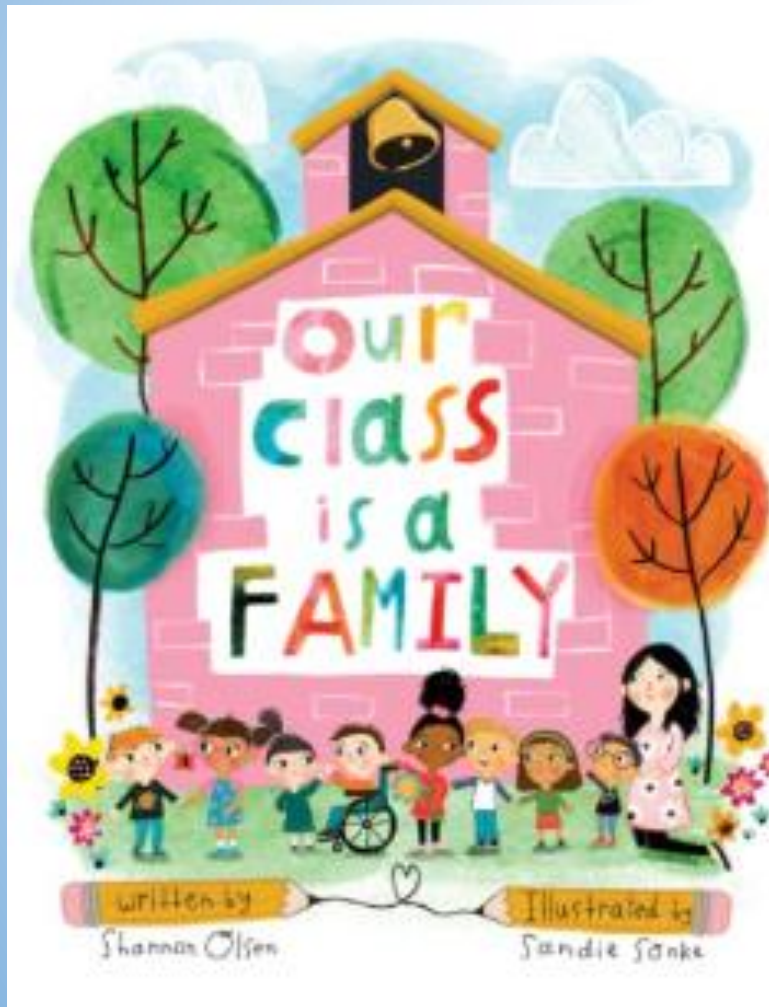
PE



Come to school in PE kit on your PE days.

Please encourage your child to dress themselves at home to practise this important life skill!

Storytime and Proud Time



What did you do at school today?

What made you smile today?

Who did you sit with at lunchtime?

Tell me something you know today that you didn't know
yesterday.

How did you show kindness today?

How did you persevere today?

Baseline

Each year we complete statutory Baseline assessment with every child to measure their progression from Year R to Year 6.

The children will spend some fun 1:1 time with us during their first few weeks at school to complete this. The activities are play based and this will run alongside our usual on entry baseline that informs our teaching.

EYFS curriculum

PRIME AREAS

Communication and Language Development

Physical Development

Personal, Social and Emotional Development

SPECIFIC AREAS

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Good Level of Development (GLD)

Children are defined as having a 'good level of development' if they are at the expected level for the 12 early learning goals within the 5 prime areas of learning.

We will meet with you during the year for parents evening where we share your child's progress against our milestone assessment checkpoints.

If your child is not on track, we will let you know what we are doing in school to help them.

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.	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.	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.
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.	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.
		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.

Personal, Social and Emotional Development (PSED)

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.

Tapestry



- In Reception we use Tapestry to record children's learning and their wow moments.
- These observations are then accessible to you through your own parental account which will be set up in the Autumn Term.
- You will also be able to comment on observations and upload any fun things you do at home so we can share them in class.
- We post a weekly letter on Tapestry every Friday, so that you know what we have covered in class that week.
- We will also use Tapestry to post short curriculum videos and share useful links on the platform.

Home Visits

The home visit is an opportunity for your child's teacher to visit them in their own home prior to the start of school.

The home visit is another tool for easing your child's transition and giving them an opportunity to get to know us.

Please do not worry, we are not there to inspect your cleaning! The children love it and still talk about it now. It is a lovely way for your child to see us and helps to start a conversation once in class.

Please be aware your child may be a little nervous and not behave as you may expect on these home visits! Do not worry! We visit you for 5 - 10 mins so its hopefully relaxed time.

Toileting



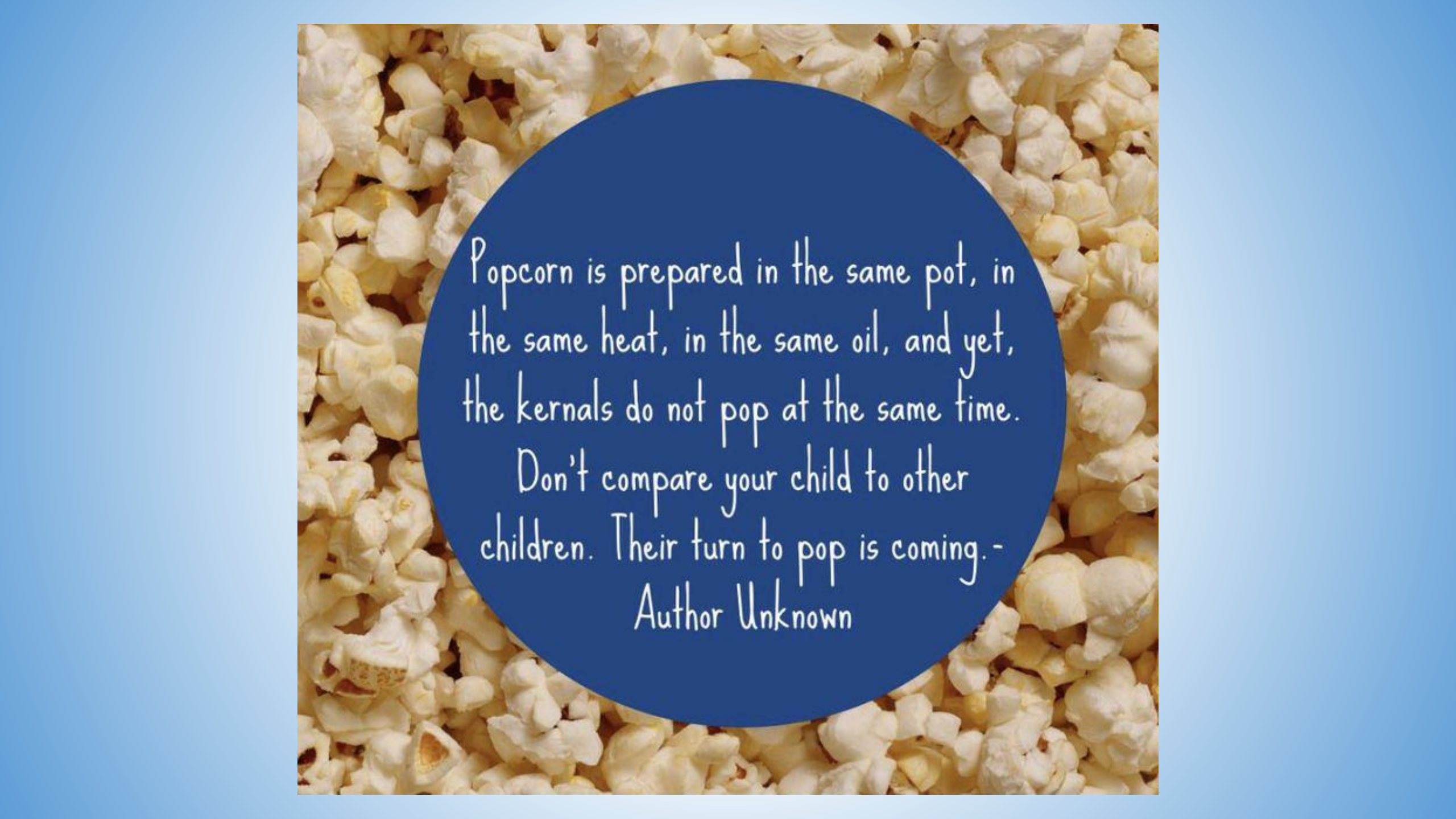
ERIC- 'All aboard the toilet train'

All reception children should be fully toilet trained unless they have a diagnosed medical condition.

When your child starts school, we will show them where the toilets are and remind all children to go to the toilet throughout the day.

We do not accompany children to the toilet but recognise that in the early stages occasional toilet accidents may occur.

If your child is sick at school or has diarrhoea, they will need to be collected and remain at home for 48 hours.



Popcorn is prepared in the same pot, in
the same heat, in the same oil, and yet,
the kernels do not pop at the same time.

Don't compare your child to other
children. Their turn to pop is coming. -
Author Unknown





THANK

The word 'THANK' is rendered in large, bold, colorful capital letters. Each letter has a small, stylized cartoon child standing on top of it. From left to right: a yellow boy on 'T', a purple boy on 'H', a pink girl on 'A', and a red boy on 'K'. The letters are colored blue, pink, orange, green, and purple respectively.



YOU

The word 'YOU' is rendered in large, bold, colorful capital letters. Each letter has a small, stylized cartoon child standing on top of it. From left to right: a green girl on 'Y', an orange girl on 'O', and a purple boy on 'U'. The letters are colored purple, red, and yellow respectively.