



*PRE-PREP
HANDBOOK
2024/2025*



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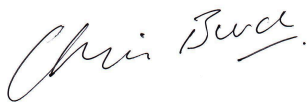
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Introduction

Welcome to Birkdale! Entry into any new establishment can be daunting and getting to know how the place runs is important. We hope that the notes contained in this guide will help to dot some of the i's and cross many of the t's. The themes, here, run through the school but this guide applies to the Pre-Prep Department. As children grow and develop, the detail of what we do changes, appropriately. Therefore, you will have further guidance when your child enters the Prep Department.

I very much hope that your child enjoys life at Birkdale, which for many is a life long relationship. The start of this relationship is very important and we have given much thought to the way in which we welcome new children to the school. Entering the school at Pre-Prep 1 involves a series of visits to their new teachers and the PP1 area, followed by a gentle first week in September. In this week, your child will come to school for half days only and celebrate the end of the week by having their first school lunch on Friday. Starting school is, after all, the launch of a new relationship for parents, as you forge the partnership with us, as teachers, in a collaborative parenthood, where the vocationalism of parenting combines with the professionalism of teaching. It is important, therefore, that both partners work hard to establish and maintain open channels of communication.

A handwritten signature in cursive script that reads "Chris Burch".

Chris Burch
Head of the Prep School

2. Starting School

It is helpful for us if, when your child starts school, they are able to:

- 1 Recognise their name on a peg and tray
- 2 Make a good attempt at dressing and undressing
- 2 Put their shoes on the correct feet, fasten velcro
- 4 Use a knife and fork correctly
- 5 Hold a pencil
- 6 Sit still and give full attention to a short story

When looking at words with your child, it is helpful to use **sounds** rather than letter names e.g.
“a” as it sounds in apple, “b” as it sounds in ball.

When writing with your child, please use only capital letters for the beginning of names and new sentences; lower case letters should be used in other circumstances. We use the letter formations shown in the appendix.

3. The School Day

Registration is at 8.45 am and all pupils are expected to be in their form rooms by this time. Each day we have an assembly, known as prayers, which all pupils attend. The school day ends at 3.30 pm (3.50 pm for children in Prep 1 - 4 forms). A Breakfast club is available from 7.30 am. This exists to provide parents with the opportunity to bring their children to school for a healthy breakfast. Pupils are supervised in the dining room between 7.30 and 8.15 am. A charge of £3.75 per morning is added to the school bill. There is no need to book. **No other supervision is provided before 8.15 am and the school can accept no responsibility for the safety and welfare of pupils before that time.** The handover time until registration is used for hearing children read and parents arriving early may engage with their children in an activity.

4. Timetable

7:30-8:15	Breakfast Club
8:15	Office & school opens
8:45	Registration
9:00 - 9:20 (10:00 am Monday)	Assembly
9:20 - 9:50 (8:55 am Monday)	Lesson 1
9:50 - 10:20 (9:25 am Monday)	Lesson 2
10:25 - 10:45	Playtime
10:45 - 11:20	Lesson 3
11:20 - 11:55	Lesson 4
11:55 - 1:05	Lunch & playtime
1:05 - 1:40	Lesson 5
1:40 - 2:15	Lesson 6
2:15 - 2:35	Playtime
2:35 - 3:15	Lesson 7
3:30	End of school day (for children in Pre-Prep)
3:35	Clubs & Societies
3:50	End of school day (for children in Prep)
6:00	End of After School Care

5. Lunches

There is a choice of hot meals for both vegetarian and non-vegetarian, Halal and non-Halal meat options are available and a range from the salad bar each day. With the salads we offer a choice of carbohydrates. There is also normally a choice of dessert and fresh fruit is always available.

6. After School Care

We offer After School Care facilities for children in Pre-Prep. This is found to be very useful for many working parents and the children enjoy the varied activities. A snack is provided by the school for the children who stay. A charge is added to the end of term bill.

After School Care up to 5pm: £6

After School Care up to 6pm: £8.40

FYI - If your child attends a school club before attending the after school care facility you will be charged the early fee of £6.

Booking is by email to afterschoolcare@birkdaleschool.org.uk.

We prefer bookings to be made by the Friday of the preceding week so that we can arrange catering, places do fill up quickly but we can usually accept a booking made in the morning for that evening.

Parents are asked to collect their children by 6.00 pm.

Matron will look after Pre-Prep children (whose parents have been **unavoidably delayed**) until 3.50 pm at **Belmayne House**. Pre-Prep children not collected by 3.50 pm will be taken to after school care and a charge will be added to the end of term bill. This service should not be used except for unforeseen circumstances.

7. Clubs

A variety of after school clubs and societies are offered to children in Pre-Prep.

8. Calendar

The School Calendar can be accessed via the School website. Parents are warmly invited to concerts, plays and matches and your support is much appreciated.

9. Absence from school

Dates are published well in advance. It is a condition of entry to Birkdale that pupils are not withdrawn from school during school terms (except in cases of illness) without prior permission from the Head of Prep School. Any difficulties in this area should be referred directly to Mr Burch, and any application for a child's absence should be made via the school portal <https://birkdaleschool.myschoolportal.co.uk/>

If a pupil is ill, parents are asked to telephone the school before registration at 8.45 am. If a child contracts, or is exposed to, an infectious disease, their form tutor and Matron should be informed at once.

10. Extreme weather conditions

Birkdale School will normally remain open even in the event of a heavy snowfall. If it is necessary to close the school because the site is unsafe then the decision will be made before 7.00 am on the morning concerned. In the event of a sudden deterioration in the weather and after consultation with the bus companies it may be necessary to close the school early. Decisions on closure of the school will be communicated via the school's website and where possible by text and email. Detailed information and updates will also be communicated via the website. Parents should avoid telephoning the school and should discount any communications from pupils concerning school closure if it conflicts with the information on the website.

If the weather conditions mean that traveling to school represents a significant risk, pupils, teachers and other members of staff should remain at home.

11. Dress

Uniform and PE kit is supplied by a company called SchoolBlazer, the UK's leading supplier of high quality uniforms to the UK's most prestigious schools.

Ordering is simple and straightforward. SchoolBlazer offers a fully online ordering and delivery service. A video showing "How to Shop the SchoolBlazer website" can be found here:

<https://www.schoolblazer.com/how-to-shop> Simply Register to access the Birkdale Uniform.

A coat is advisable every day. In the summer term, Matron will write to parents with instructions regarding sun hats and sunscreen. A lightly used uniform shop is run by FOBS, this takes place every term.

It is important that **all garments, including underwear, are clearly named.** All children will need to bring the standard issue blue draw-string bag, clearly labelled for ease of identification, containing your child's PE kit (black plimsolls, white shorts, school PE polo shirt and tracksuit).

For all school engagements, school uniform should be worn unless special permission has been given by the Head of the Prep School. All children should travel **to and from school** in school uniform.

Hairstyles should be neat and tidy, free from extremes. Pupils with long hair should wear this tied up with plain hair bands in the school colours of navy or red.

12. Toys

Toys may be brought into school, with parents' permission, as long as they fit into the childrens' coat pocket or their tray in PP1, are relatively inexpensive, not electronic and not of a deep sentimental value. School cannot accept any responsibility for lost and misplaced toys.

13. Medical Care

The school has a Medical Room which is situated in the Belmayne House office, and a Matron is always on duty during normal school hours.

Matron will administer all necessary medicine during the school day. This should be clearly labelled with your child's name and form and taken directly to the Medical Room; medicines should be in their **original** labelled containers. It should then be collected from Matron at the end of the school day.

Sheffield Community Health Trust carry out basic testing of height, weight, vision and hearing in Pre-Prep 1.

The fact that we have a matron on site does not mean that it is acceptable to send your child into school if they are unwell before leaving home. Therefore, we must ask that children are not sent to school if they are unwell; and must not come into school for at least 24 hours after any episodes of diarrhea or vomiting.

If your child should become unwell during the school day, we will make them comfortable and telephone the contact numbers we have and ask for them to be collected. Hence it is vital that the school is informed immediately of changes to contact numbers.

While we maintain links with the schools' nursing service, your GP should of course be the first point of contact if your child is unwell.

All pupils in PP1 who bump their heads will be sent home with a bump note, their Form Tutor and 'After School Care' staff will be informed as appropriate. If serious injury or cause for concern we will contact you by phone.

14. Discipline

As you would hope, we take a firm but fair approach to discipline. Our ultimate goal for the children is that they should begin to lay foundations for their own self-discipline. The vast majority will always need some sort of reminder from time to time, but the essence is to lay down clear parameters for behaviour. It is against these guidelines that children will measure their own standards.

The children in PP1 are taught the school golden rules, these are reinforced throughout the Pre-Prep years – see appendix.

We also seek to use positive responses to good behaviour, whilst not shrinking from using punishments. In the first instance, the form teacher will deal with poor behaviour. For more serious misdemeanours pupils will be sent to a senior teacher and, if appropriate, to the Head of the Prep School. In almost all cases, there will be dialogue with the pupil, reasoning through the behaviour and the fairness of any punishment.

Good behaviour and progress, or high standards of work, are rewarded with good house points.

Each Friday, the Pre-Prep children have a 'Celebration Assembly'. Pupils are also rewarded for 'WOW' work (wonderfully outstanding work) and the children receive a Birkdale bookmark to remind them of their success.

15. Bullying

There is some form of bullying in all schools. Here, largely due to the age range, what passes as bullying is often selfishness and the child's inability to cope with not getting their own way. Nevertheless, such actions can cause distress but 'prevention and cure' are dependent upon communication.

Success in dealing with this problem involves helping the victims to deal with the situations of conflict and educating the 'bully' as to how unacceptable their behaviour is and the distress they are causing. Where necessary, appropriate punishments may be used to support a change of behaviour. In serious cases, and with persistent offenders, parents are requested to come into school to discuss the problems. We have an anti-bullying policy in operation throughout the School.

16. Conduct

The reputation of the school depends on the conduct, manners and appearance of each of its members.

17. Payment of fees

Tuition fees are charged in advance. Most extras are charged in arrears.

The School's charges are invoiced termly and settlement is required in full in advance before the start of each term. Payment should be made by cheque made payable to 'Birkdale School' - for security reasons, payment by cash cannot be accepted. The School reserves the right to charge interest on fees and extras which are overdue after the first day of term at the rate of 2% over the Bank of England base rate.

You can pay your school bill (Fees), a Registration Fee, an Acceptance Deposit, or Trip/Expedition installments online via the school website **by Debit Card or Credit Card**.

Alternatively, the School's charges may be paid by Direct Debit on either a termly or a monthly basis. If paid monthly, an administration charge of £50 per annum is payable. There is no administration charge for payment by Direct Debit on a termly basis. If you would like to pay by Direct Debit, either termly or monthly, please contact the Bursar's Department.

The tuition fees include lunches, textbooks, general stationery and game s travel. Uniform, and the school magazine (published annually; one per family) are compulsory extras. All other extras are optional. These include Pupils' Absence insurance, Personal Accident insurance (PAI), private medical insurance. Details of the cost of all extras may be obtained from the Bursar's Department.

18. Insurance

The school is fully covered for third party liability, but there is only very limited cover for personal possessions and parents are strongly advised to arrange full cover through their own household insurance policies. Bringing valuable items to school is strongly discouraged, except where absolutely necessary (e.g. musical instruments).

The school also has comprehensive world-wide travel insurance for all official trips and expeditions.

The school can arrange absence insurance which will provide a refund of fees in the event of absence due to sickness, accident or quarantine. It can also arrange personal accident insurance and private medical insurance. Details of any of these insurances may be obtained from the Bursar.

19. The Birkdalian

The school magazine is published annually and one copy is issued to every family.

20. Transfer to the Prep Department

At the end of the summer term in PP3, pupils will spend part of a morning in their new Prep class. The two classes will be mixed into two new classes for the Prep department.

21. Parking and vehicular access

Please take careful note of the site map, noting in particular that there is no vehicular access along Clarke Drive until 4.30 pm.

TEACHING STAFF

Mr C J Burch	BA (Hons) PGCE	Head of the Prep School
Mrs J McDermott	BEd (Hons)	Deputy Head (Pastoral), Designated Safeguarding Lead, Online Safety Coordinator, PSHE Coordinator
Mrs S Lambert	BA(Hons) PGCE	Deputy Head (Academic)
Mr G Bish	BMus	Head of Music
Mrs H Chung	GRSM Dip RCM QTS	Pre-Prep Teacher
Mr J H Cooper	BSc QTS	KS2 & Games Teacher, Maths Coordinator, Prep Teacher
Mrs W Cooper	BA (Hons) PGCE	Pre-Prep Teacher
Mr N Dymock	BSc	Head of PE & Games
Mrs H Fletcher	BMus (Hons)	Music/Drama/Learning Support - Pre-Prep
Miss V Frewin	MA	Art & DT Coordinator/Prep Teacher
Mrs C Grover	BA (Hons) PGCE	Pre-Prep Teacher
Miss J Harrison	BA (Hons)	Maths & Science Teacher/Prep Teacher
Mrs A Hinchliffe	BA (Hons) MSc PGCE	Assistant SENCo (Prep)
Mr J Hollings	BMus (Hons) MA PGCE	Prep Teacher/Humanities Coordinator
Mrs N Howe	BEd	Pre-Prep and Prep Teacher
Mrs R Kirkby	BA (Hons) Cert Ed	Assistant SENCo (Pre-Prep)
Miss A Lister	BA (Hons)	Pre-Prep Teacher
Mr C Mason	BEd (Hons)	IT Coordinator/Prep Teacher
Mrs L Marsh	BA (Hons)	Whole School SENCO
Mrs L Miles	BA PGCE	Key Stage 2 Teacher/RE Coordinator/Prep Teacher
Mrs C Needham	BA PGCE	English & Prep Drama Coordinator
Mrs M Oliver	BA (Hons) PGCE	Pre-Prep Teacher
Miss V Roberts	BEd (Hons)	Prep English & Drama/Prep Teacher
Mrs J Squire	BEd	Pre-Prep Teacher
Mrs J Fielder	BA QTS	Modern Foreign Languages Coordinator

Mrs R Tonks	BA (Hons) PGCE	English Coordinator/ Prep Teacher
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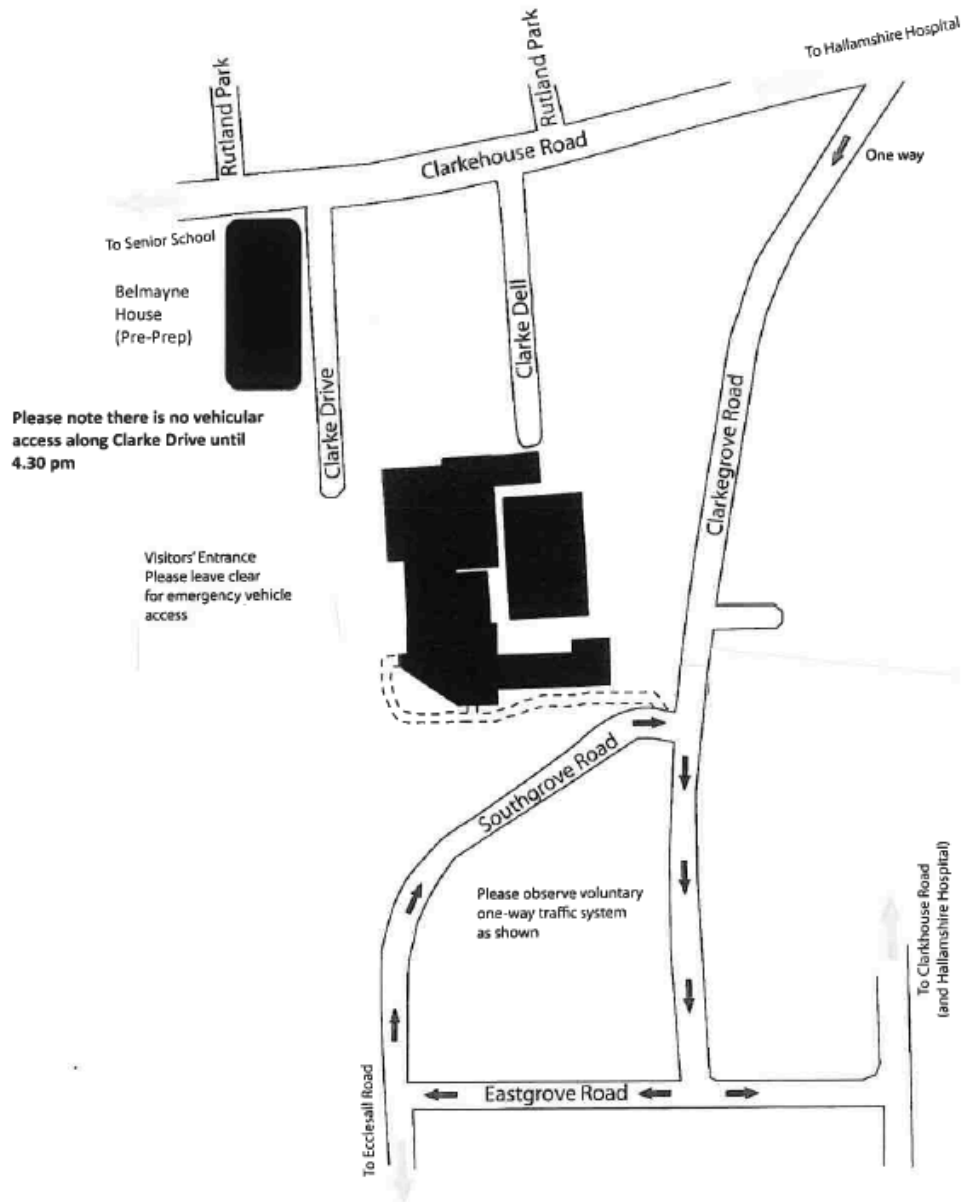
TEACHING ASSISTANTS

Miss A Aylott	BA (Hons) PGCE	Teaching Assistant - Pre-Prep Department
Mrs T Hinson	BA	Teaching Assistant- Pre-Prep Department
Miss K Lee		After School Care Assistant
Mrs L Peat		Teaching Assistant – Pre-Prep Department
Mrs A Stols	BEd (Hons)	Teaching Assistant – Pre-Prep Department
Ms V Stolz	BEd	Learning Support Assistant- Prep and Senior Department
Miss R Hart		Teaching Assistant – Pre-Prep Department
Mrs L Beesley		Teaching Assistant – Prep Department Breakfast Club Supervisor
Mrs J Whitaker		Teaching Assistant – Prep Department Breakfast Club Supervisor

ADMIN

Mrs S Rooper	Prep School Secretary /PA to the Head of the Prep School
Mrs R Metcalfe	Matron
Mrs C Boardman	Belmayne House Matron/Receptionist (Mon-Thurs)
Mrs M Sharp	Belmayne House Matron/Receptionist (Friday)

Birkdale Prep School Road Map



1. Aims

The aims of the Pre-Prep Department are to give children the best start to their education by establishing sound working habits, providing a thorough grounding in reading, writing and number work and also developing a spirit of inquiry and creativity.

We provide a broad range of stimulation and activity aimed at the acquisition of basic skills needed for children to progress easily into literacy and numeracy. The calm and caring atmosphere is conducive to such progress. Work is structured in an interesting and stimulating way with the teachers monitoring each child's progress. The children are encouraged to adopt a responsible and considerate attitude towards each other, to be polite and to respect property. We especially appreciate the apprehension both parents and children may feel at the start of school life, and we therefore aim to provide a secure and happy induction.

2. Structure

Each Form Teacher works with their class for the majority of their academic lessons. Some specialised teaching in the classroom takes place in Music, DT, Religious Education, Drama and Modern Foreign Languages.

Teaching Assistants work alongside the Form Teachers supporting the children with their studies.

3. English (Literacy) *Speaking and Listening*

Much emphasis and time is spent on the language development of each pupil in the Pre-Prep Department. Initially, this is done through oral work, storytelling, drama and role-play. This includes discussion, encouraging pupils to share their news and ideas and developing their listening skills.

The children will read individually to their teacher or Teaching Assistant several times a week. They are encouraged to develop good handwriting skills and correct use of spelling. We are happy for children to take books home to widen their reading experience with their parents.

The Teaching of Reading

To develop a positive attitude to reading, a range of activities are encouraged. These include: sharing stories, reading and listening to fiction/non-fiction and poetry books, playing reading games on the computer and developing phonic knowledge.

In Pre-Prep 1 core words and high frequency words are introduced through the use of flashcards, letter wheels and computer programs. Children are encouraged to read sight words in isolation as well as in context; reinforcement work may include worksheets, tracing, reading games and written work.

A Phonics programme is taught across the Pre-Prep department. Reading material in the form of flashcards, books or a combination is sent home most evenings. Parents can support their child by sharing books and listening to them read. We encourage parents to supplement this reading by visiting libraries and sharing books from home.

Reading is further developed by using simple picture books, poetry books, anthologies, factual material, traditional tales and myths and legends. There is a wide range of reading material available, both fiction and non-fiction. The principal schemes used are Oxford Reading Tree, Collins Big Cat and Ginn, (though other reading schemes and books are also used). They are organised to allow for both progression and consolidation. Children progress through the reading scheme at their own pace. Reading scheme books are sometimes re-visited for confidence, the schemes encourage a broad

range of reading skills and introduce a wide range of genres (which further aids written work). All pupils have access to the library so that they can select their own material to extend their experience in reading at each stage. We strongly encourage you to visit your local library. It is hoped that by doing this, the children will see reading as an enjoyable activity and not just as a 'set of hoops' to get through; motivation is key to success.

Writing

We encourage the children to take on the writing process a little at a time as they acquire new skills. To begin with they will be composing the captions or sentences and practising their letter formation by copying what an adult has scribed for them. As they learn more letter sounds they are encouraged to write the sounds they can hear in words even though these will not always be 'correct' spellings. We also help them to include correctly spelt high frequency words when they have learnt them.

In Pre-Prep 1, most writing will be with the assistance of the teacher, but in Pre-Prep 2 pupils are encouraged to become independent and gradually start to write their own stories, news, etc. By Pre-Prep 3, the aim is for pupils to write confidently and fluently, using full stops and capital letters where necessary.

Spelling

The development of a good visual memory and an early awareness of the structure of words is one of our aims. We operate a number of approaches to develop this, including the Phonics programme.

Handwriting

Pre-writing skills with a variety of activities begin in Pre-Prep 1, thereby setting the correct habits from the start. Our aim is to enable each child to develop a personal style of handwriting that is:

1. Neat, with accurately formed letters
2. Legible
3. Swift
4. Economical of effort
5. Stress free
6. Flowing

It is expected that speed will develop over time regarding each of these 6 elements.

By the end of Pre-Prep 3 it is our aim that every pupil will be able to write freely in a joined style.

4. MATHEMATICS

Aims

1. To create active learning situations where Maths is enjoyable, exciting and absorbing.
2. To help children to develop clear and logical thinking processes by providing learning through practical activities and problem solving.
3. To develop confidence in skills that can be used across the curriculum and that will be useful in everyday situations.

Curriculum

Pre-Prep use the National Curriculum Primary Strategy as a basis for the Maths curriculum. This is supported by a variety of published schemes, for example, Numicon and Collins, which enable us to provide a rich and varied Mathematical Curriculum.

Class Management

Maths usually begins with a teacher led session followed by practical consolidation and recording. Children work in groups or individually on set tasks and are supported by the teacher and teacher's assistant. Activities are planned in accordance with the pupil's level of ability and are designed to be stimulating and enjoyable. The use of Mathematics is included in the planning of other areas of the curriculum wherever possible. ICT forms an integral part of the Maths curriculum.

Assessments in English & Mathematics

Assessment is on-going and carried out termly to inform teachers of progress and to establish learning goals for lesson planning. It equips teachers with the information needed to incorporate support and extension activities into their planning.

5. Science

At Birkdale we recognise the importance of Science in the curriculum. The children are involved in a wide variety of activities that allow them to develop and improve their scientific skills and knowledge.

Aims

We have 3 main aims for Science in Pre-Prep. They are as follows:

- Pupils should enjoy the subject.
- Children of this age are naturally curious and we use and develop this in our Science lessons, which are mostly practical.
- Pupils will enter their next stage of learning with an enthusiasm for Science.

Teaching Methods and Styles

Whenever possible we include a 'hands on' approach to learning science as this makes Science enjoyable and enhances the children's learning. A wide variety of teaching techniques are used that are appropriate to the topic or concept that is being taught. We use specialised ICT programmes that allow the children to work independently as they consolidate learning. These are both interactive and fun.

Whole class teaching provides an effective stimulus to then go and complete investigative work in small groups.

Assessment

Teachers assess the children's knowledge throughout a topic so that they can plan effectively for their future learning.

6. Information Communication Technology - ICT

Introduction

We are very fortunate at Birkdale to have such fabulous resources for use in the ICT curriculum. The pupils have access to Smart TV's and iPads. We also have an IT suite situated in the Prep School. Other resources such as child friendly cameras, floor robots and voice recording devices are also available to support the curriculum.

The children's use of the intranet is closely monitored and directed to ensure e-safety. The children complete the Birkdale ICT user agreement following a lesson where they have learnt about some of the hazards of inappropriate use of the internet.

We have a wide range of educational software available in school which can encourage links between ICT and other areas of the curriculum.

Aims

- to give the children skills to use ICT equipment with confidence.
- to use ICT across the curriculum to enhance all learning.
- to have a sense of enjoyment for ICT throughout their Pre-Prep years.

Teaching Methods and Styles

Generally, the children will work individually on the computer either on a PC in the ICT suite or on a Smart TV or iPad in a small group, in the classroom. Some lessons will be to teach a specific ICT skill, others may be to enhance learning in another curriculum area. At times, the children may work collaboratively and share equipment.

7. Modern Foreign Languages

In Pre-Prep the emphasis is on developing listening and speaking skills with reference to topics in other curriculum areas. Puzzles, games and songs will also reinforce new language.

8. Religious Education

A programme drawing from Old and New Testament stories is used.

9. Music

In class lessons the children play musical games, sing, listen and compose. They also enjoy exploring a variety of percussion instruments and are introduced to the instruments of the orchestra.

Every pupil in the Pre-Prep takes part in the Nativity play and Summer Concert. The Director of Prep School Music will be pleased to give all information and guidance about instrumental music lessons arranged through peripatetic staff.

10. PE and Games

In PP1 and PP2 the children enjoy a sports afternoon each week in Clarke House Hall.

In PP3 the children also attend a gymnastics lesson each Friday afternoon.

All the children benefit from a 5 week course of specialist games sessions which is delivered on a Tuesday afternoon.

11. Homework

Pupils are encouraged to take books home to enjoy looking at, discussing and later reading with their parents. During the first year, pupils will be given reading homework. Every child is given a Reading Diary in which all their books are recorded. **We would appreciate it if parents could sign this when they hear their child read and add any appropriate comments about the book.**

In the first year, homework includes letters, word cards and books 2 or 3 times a week. Maths or topic based activities are given occasionally.

In PP2 and PP3, homework is increased to reading, with weekly number homework.

If you feel that your child needs help with homework, please help them (making a note of where the help was given). If your child is too tired to do homework please leave until another time. At this stage, homework is given to get the children into good work habits.

12. Assessment

Assessment throughout Foundation stage and Key Stage 1 is administered by the Class Teacher. These results are recorded, tracked and then passed to the next form tutor at the end of the academic year.

13. Reports and Parents' Evenings

Reports and Parents' Evenings are held as follows:

During term 1 – Online Parents' evening

During term 2 – In person Parents' evening

End of term 3 – Written report

If parents have a concern about their child's education, or other aspects of school life, they are most welcome to talk to their child's teacher at any time. When the school is aware of a problem, it can be resolved by home and school working together.

Appendix

Early Learning Goals

Sounds and Names of letters

Letter formation

Golden Rules

EARLY LEARNING GOALS

When your child first starts in PP1 they will be following the 7 areas of learning as stated in the Early Years Foundation Stage (EYFS) curriculum.

These areas are:

1 Personal, Social and Emotional Development

How to work, play, co-operate with others and function in a group outside the family. The development of personal values and an understanding of self and of others, including 'The Golden Rules'.

2 Communication and Language

How to listen attentively in a range of situations. Showing understanding through their actions and questions. Developing their ability and confidence to share their ideas. Building up their vocabulary in relation to class topics.

3 Physical Development

Mobility, awareness of space and manipulative skills, also establishing positive attitudes towards a healthy and active way of life.

4 Literacy

Phonics skills are taught from the start which are then applied to reading and writing.

5 Mathematics

This area covers important aspects of mathematical understanding. We focus on achievement through practical activities and on using and understanding language in the development of simple mathematical ideas.

6 The World

This focuses on understanding of the environment, other people and features of the natural and made world, including technology. This provides a foundation for historical, geographical, scientific and technological learning.

7 Expressive Arts and Design

This area focuses on the development of children's imagination and their ability to express ideas and feelings in creative ways, using a variety of media.

A chart showing the difference between the sounds and names of the letters

The letter name is very straightforward as we use the names when saying the alphabet. If you are unsure of the letter sounds then you may find it useful to think about the shape of your lips as you start to say each word. Observing their lips in a mirror has helped many youngsters to master the sounds.

Letter	Name	sound (as it sounds in the underlined part part of the word)
a	Ay	<u>a</u> pple
b	Bee	<u>b</u> ox
c	Sea	<u>c</u> at
d	Dee	<u>d</u> og
e	Ee	<u>e</u> lephant
f	Eff	<u>f</u> ish
g	Gee	<u>g</u> ate
h	Aitch	<u>h</u> at
i	Eye	<u>i</u> n
j	Jay	<u>j</u> ump
k	Kay	<u>k</u> ettle
l	El	<u>l</u> ady
m	Em	<u>m</u> oney
n	En	<u>n</u> ew
o	Oh	<u>o</u> range
p	Pea	<u>p</u> ig
q	Queue	<u>q</u> ueen
r	Are	<u>r</u> at
s	Ess	<u>s</u> even
t	Tea	<u>t</u> ap
u	You	<u>u</u> p
v	Vee	<u>v</u> an
w	Double you	<u>w</u> et
x	Ecks	<u>x</u> box
y	Why	<u>y</u> ellow
z	Zed	<u>z</u> oo

HANDWRITING

Here is a list of the way we form our letters.

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

Golden Rules

We are gentle



We are kind and helpful



We listen



We are honest



We work hard



We look after property

