



# Merry Hill



**Welcome to Reception**

SENDCo,  
Reception  
Lead and  
Zebra's  
Teacher:  
**Mrs  
Summers**



Zebra's  
Teacher:  
**Miss  
O'Donnell**



Elephant's  
Teacher:  
**Miss Bates**



### Reception Learning Support Assistants

**Mrs Barnes**



**Miss Will**



**Miss Mitzman**



**Mrs Bradbury**



**Mrs Rogerson**







**Headteacher:**  
Melissa Adams



**Assistant  
Headteacher:**  
Sarah Ineson



**Assistant  
Headteacher:**  
Ben Reid

# Reception Team

- Mrs Summers & Miss O'Donnell (Zebra Class Teachers)
- Miss Bates (Elephant Class Teacher)
- Learning Support Assistants: Mrs Barnes, Miss Will, Mrs Rogerson,
- Mrs Mitzman & Mrs Bradbury

# Our Vision



**-A Happy Face-**

**-A Learning Place-**

**-A Growing Space-**

**What is your vision of the perfect school?**

# Notes Page – Our Vision

The Merry Hill School Vision is a simple statement of the type of school we wish to be. In many aspects it is a reflection of what we have already achieved at Merry Hill; in others it is a statement of how we would like to develop the school. Overall it is at the heart of everything we do from preparing lessons, to working with the children, to recruiting new staff, to improving our facilities.

## **Merry Hill School Believes:**

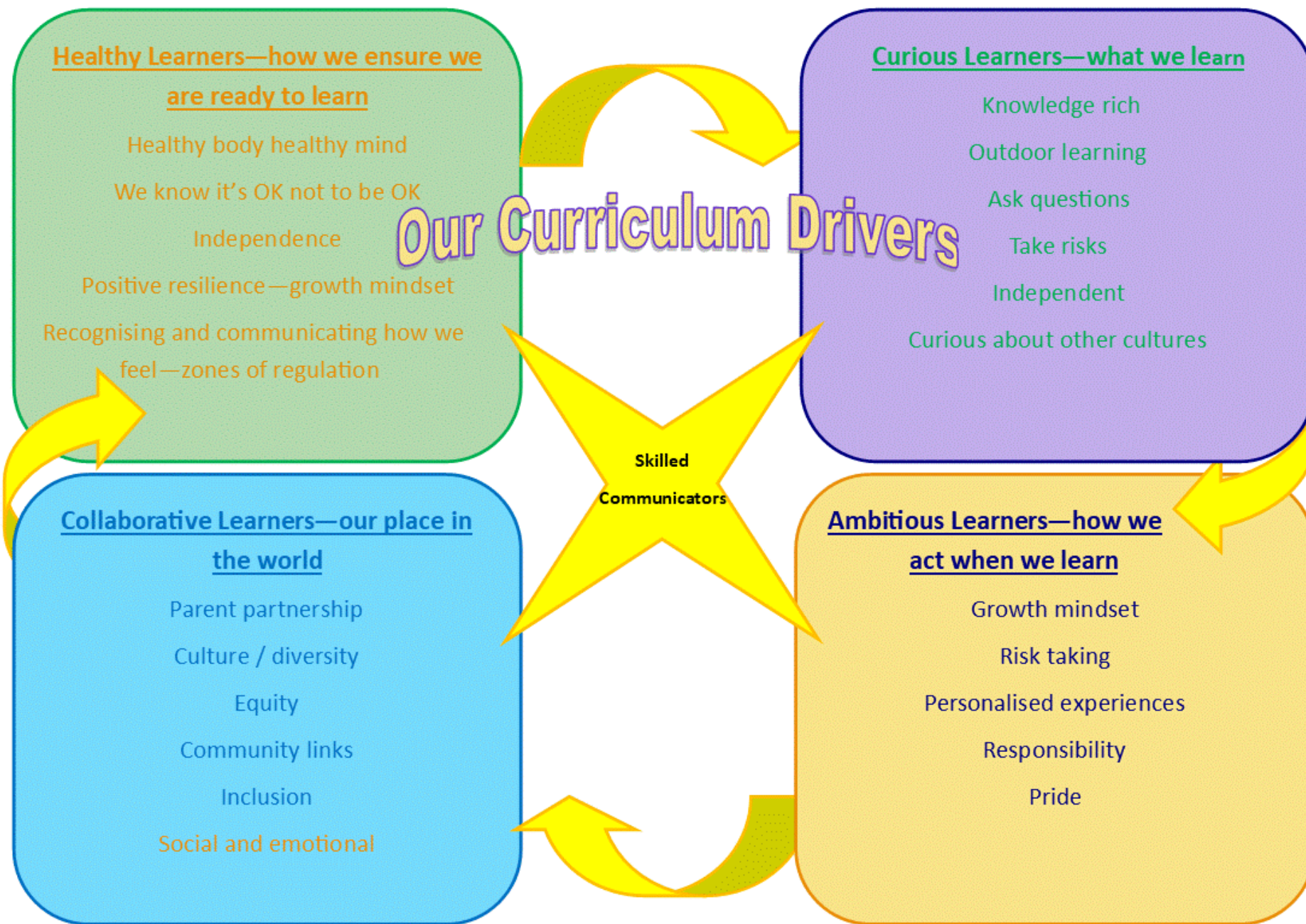
- Every child is entitled to enjoy their childhood.
- They should be valued for their individuality, culture and heritage.
- They should be encouraged to develop their full potential in a stimulating and caring environment.

## **We aim to achieve this vision by:**

- Working together as a team – staff, parents and governors and the local community
- Providing a secure and caring environment that will encourage children to develop lively, enquiring minds
- Fostering the development of a positive self-image, independence and a sense of responsibility
- Enabling children to become aware of their own feelings and be sensitive to the needs of others
- Giving the children the opportunity to work both independently and collaboratively to enable them to begin to develop their potential
- Presenting a broad and balanced curriculum that will stimulate a natural curiosity and a love of learning
- Providing a curriculum that meets the needs of each child.

**We would wish the children to take with them happy memories of their early years at Merry Hill.**





# Notes page - Drivers

- **Healthy Learners – further support our children’s physical and mental health and wellbeing to ensure readiness for learning (how we ensure we are ready to learn)**
- Our children will develop as healthy learners who understand the importance of a healthy body and a healthy mind to prepare them for learning. Our children will develop positive characteristics such as a sense of purpose, contentment, healthy relationships and optimism. We will provide them with the tools and strategies required to deal with external situations in a productive and positive way.
- **Curious Learners – further develop our children’s learning (what we learn)**
- Our children will be inquisitive learners who question, reason and justify. They will acquire subject-specific knowledge and understanding as set out in the National Curriculum and beyond so they reach and exceed their potential.
- **Ambitious Learners – further develop our learning behaviours (how we act when we learn)**
- Our children will become effective learners by acquiring a growth mindset, risk taking confidence, responsibility and pride. All of these elements drive self-improvement and result in ambitious lifelong learners.



Our school uniform is simple, yet smart:

- Yellow polo shirt with school badge\*
- Grey sweatshirt or cardigan with school badge\*
- Grey trousers, skirt or pinafore
- Yellow gingham dress (summer term only)
- Black school shoes – not trainers
- Long hair must be tied up.

**Please note, the following is not permitted:**

- Nail varnish,
- Temporary Tattoos
- Jewellery (other than plain stud earrings)

# Uniform



Crew Neck Sweatshirt

prices from £8.40



Cardigan

prices from £10.80



Poloshirt

prices from £9.30



# New Early Years Curriculum

- Overarching Principles...
- 7 areas of learning and development - Early Learning Goals are within these.
- Characteristics of effective **teaching** and learning
- Educational Programmes - Changes were made in 2021 to the wording in the educational programmes. Specifically, this means:
  - They are longer, there is more depth, and they contain examples of things that you can do with children
  - There is a focus on early language and extending vocabulary
- Assessment – Reception Baseline Assessment
- Assessment – 17 Early Learning Goals
- Safeguarding
- See “What to expect in the EYFS document for parents.”
- [What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.txt](#)

# Notes page - curriculum

This curriculum is for the whole of the Foundation Stage – Nursery and Reception.

Overarching Principles (unique child, positive relationships, enabling environments, learning and development)

Prime areas: Communication and Language, Personal Social Emotional Development, Physical Development

Specific: Literacy, Maths, Understanding the World, Expressive Arts and Design

There is a requirement that:

**'The provider must promote the good health, including the oral health, of children attending the setting'**

## **Assessment:**

Reception Baseline Assessment (RBA) within 6 weeks of starting school.

## **Assessment against the ELG's:**

'Sources of written or photographic evidence are not required, and teachers are not required to record evidence'

'Teachers should draw on their knowledge of the child and their own expert professional judgement'

## **Section 2 – Assessment:**

'should not entail prolonged breaks from interaction with children, nor require excessive paperwork'



# Ambitions

-bespoke to the cohort and following discussion with families ●

- 1. All children will be able to retell a narrative using ambitious vocabulary
- 2. All children will be confident risk takers
- 3. All children will be global green citizens
- 4. All children will develop independence and take care of themselves
- 5. All children will celebrate a variety of cultures
- 6. All children will consistently use good manners



# Daily Routines

- 8:50 - Fiddly Fingers/ registration
- 9:00 - Whole class literacy
- Child Initiated Learning (CIL) – children lead their learning, teachers provide adult led activities  
Rolling snack is provided within CIL
- 11:00 Whole class phonics and reading
- 11:45 – 12:45 Lunch
- Maths
- Child Initiated Learning
- Understanding the World. Expressive Arts and Design, Forest, Library
- 2:45 - Story
- 3:15 - home time

## Morning



## Afternoon



# Notes Page – Daily Routines

## **Reception Hours:**

- Morning Session 8:50am 11:45 pm – (Doors open early for a ‘soft start’ to the day) 8:45am
- Lunch Break 11:45 – 12:45
- Afternoon Session 12:45pm – 3:15pm

It is important to arrive on time at the start of the school day. This will help children learn good time keeping and reduce classroom disruption. The gates and outside doors lock at 8.55am and any children arriving after this time must be accompanied by an adult as entry is via the school office.

## **Rolling Snack:**

- In line with our healthy eating policy, the children are supplied with fruit or vegetables every day. The children choose when to have their snack during the session. Please do not send biscuits, crisps, sweets or any other items as a substitute as these are not allowed. Nuts and chocolate should never be brought to school.
- Milk is available at a small charge for those who would like it and free to those children who will still be four years old at the end of each term. Milk must be ordered and paid for via our online payment system before the start of each term.
- Water is available for those who dislike milk. Please do not send cartons of drink as an alternative. Your child will also be able to bring a bottle of water to school that they will have access to all day.



# Notes Page Continued – Daily Routines

## Other Important Information

### **E-Safety:**

Information Communication Technology (ICT) including the internet, e-mail and mobile technologies has become an important part of learning in our school. We expect all children to be safe and responsible when using any ICT. Please read and complete the ICT agreement with the rest of your admission documents.

### **Health and Absence from School:**

If your child has to miss school, it is important that you tell us why. Please explain all absences as soon as possible by telephone, in writing, by email to [admin@merryhill.herts.sch.uk](mailto:admin@merryhill.herts.sch.uk) or in person. If you do not do this the absence will be noted as 'unauthorised'.

Most absences are for good reasons and will generally be authorised by the school if they are due to:

- Sickness/Unavoidable medical or dental appointments
- Days of religious observance

The following reasons for absence will not be authorised:

- Shopping during school hours
- Birthday celebrations
- Holidays - Parents are strongly urged not to book family holidays during term time.

**At Merry Hill we follow the Health Protection Agency guidelines which are that children should not return to school for a full 48 hours from the last episode of diarrhoea or vomiting (48 Hour Rule)**

# What should they bring to school?

- Book bag- please no backpacks and only 1 keyring
- Coat (even if it looks like a nice day)
- PE kit
- Wellies
- Glue Stick – available on Scopay

**Please name all items so we can return them to you if lost**

**Please do not bring toys to school**

## Water Bottles:

**Every child has been provided with a school water bottle. Please send this in each day filled with regular water – not flavoured.**

If you choose to buy your child a bottle please do not choose one with a lid that must be removed to drink from as this causes puddles on the carpet.





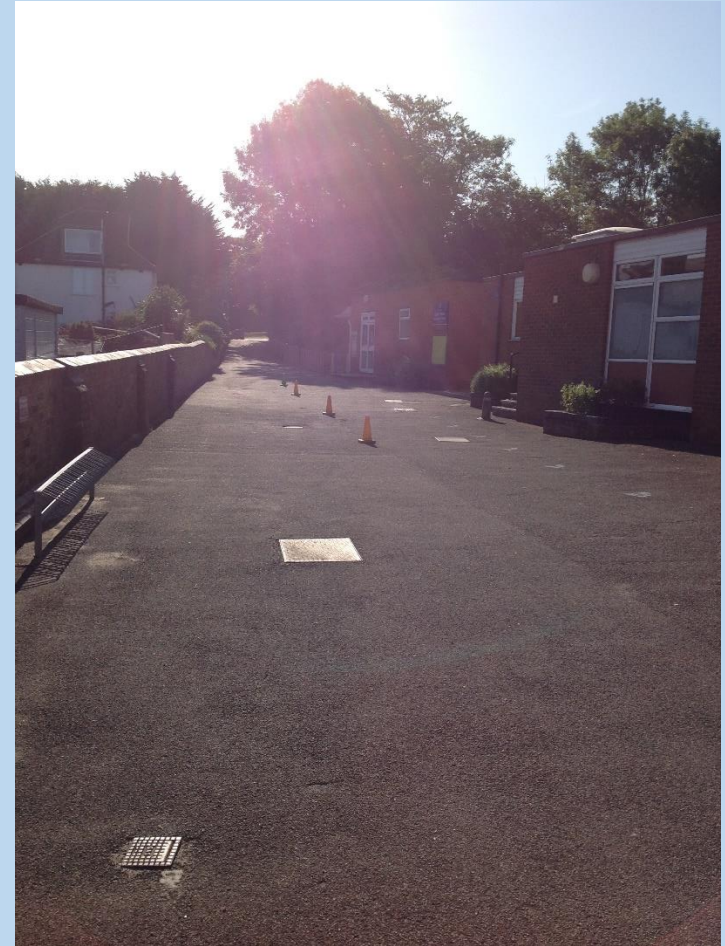
# Merry Hill



A social story for children  
starting Reception 2023.



This is my new school.  
My new school is called Merry Hill.



I go through the big gate and  
walk up the wide path until I  
reach the Reception classroom.

This is where I line up and wait for my teacher in the morning.



This is where I come into school.



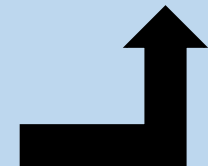
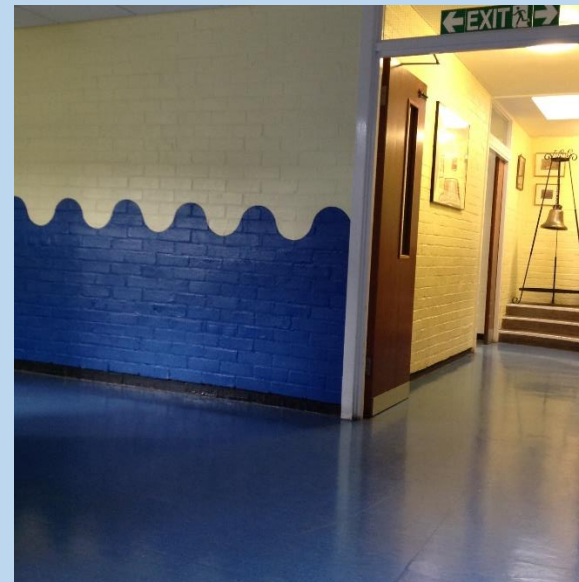


If I am in Elephant Class  
this is my classroom door.



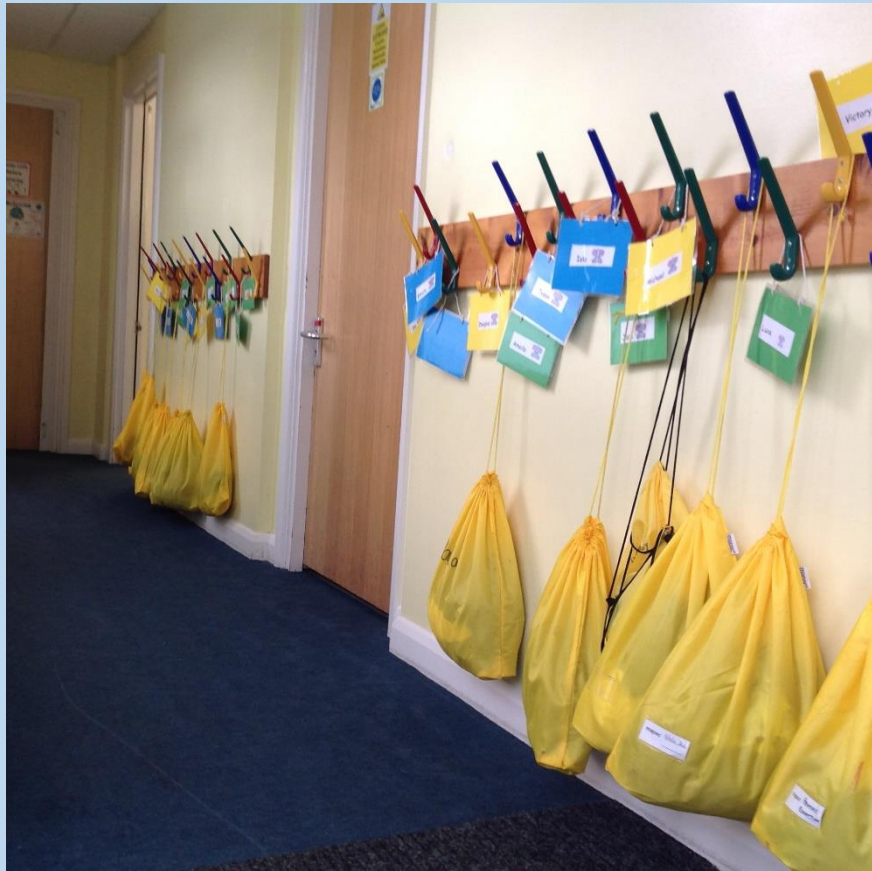
If I am in Zebra Class this  
is my classroom door.

I walk through the dining  
room and into the corridor  
where I find my classroom  
door.





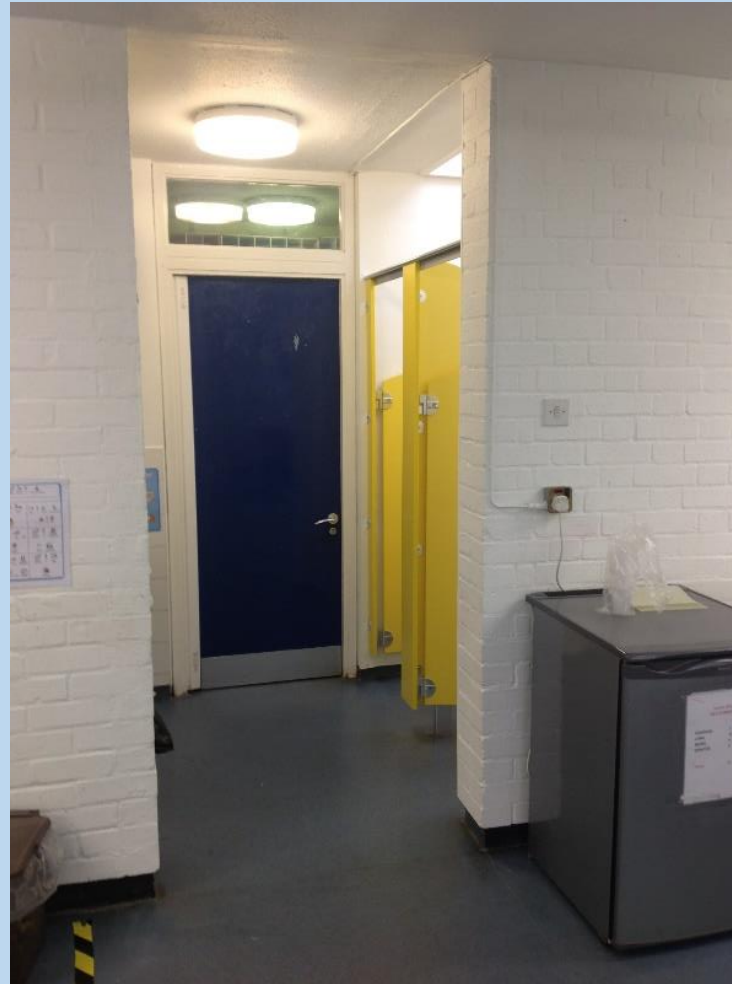
If I am in Elephant Class I hang my coat and PE bag here. My peg is just outside my classroom.



If I am in Zebra Class I hang my coat and PE bag here. My peg is inside my classroom.



I use these toilets at school.  
They are in the Reception class area.





This is the Reception classroom area. I am in Elephant or Zebra class. I can move around to choose activities from each classroom.



Elephant and Zebra classes.

In Elephant class I have a space on this carpet.



In Zebra class I have a space on this carpet.



I will meet lots of new children.  
My teachers will help me settle into school and make friends.



Snack Area



Investigation Area



Tidy Up Time



Story



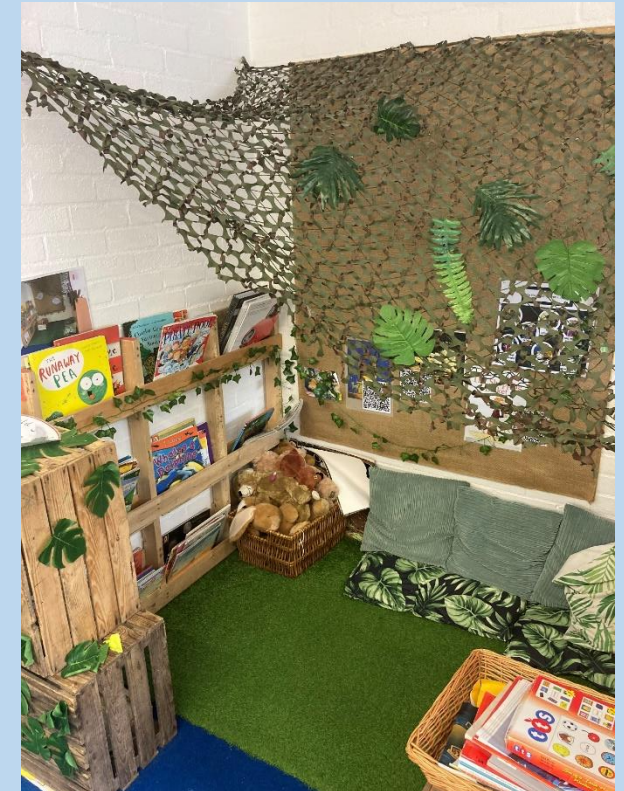
There are lots of different activities to choose from.  
Sometimes I am able to choose my own activity - Child Initiated Learning.  
I help to tidy up after an activity.  
I know what is happening as my teacher goes through the visual timetable everyday.



Construction Area



Writing Area



Reading Area



This is the door to go out  
to my Outdoor Classroom.



This is my outdoor classroom.  
I am able to choose to play outside.  
I can put my wellies and coat on.  
I may have to wear a sunhat.





I have lunch in the dining room.



If I have a school dinner I collect it from here.

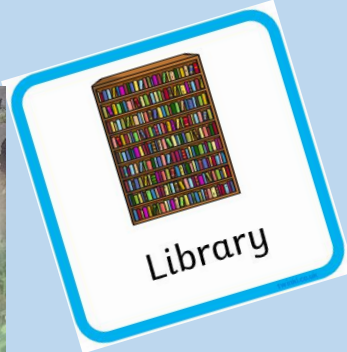
Depending on the dinner I have chosen I wear a green, blue or red wristband. I show the dinner staff my band and they give me my dinner.

I sit with my friends to eat my lunch.  
The teachers and Midday Supervisors (MSAs) help me if I need someone to cut up my food.

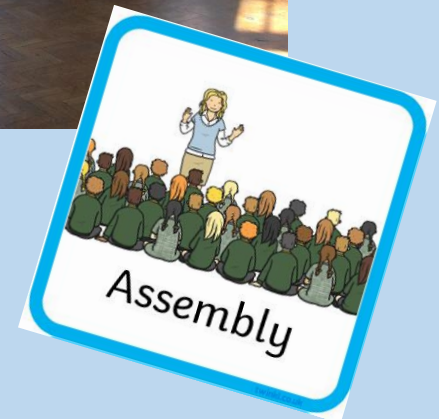




I may go to the Library to choose a book or listen to a story.



I may go to the hall for assembly, PE or other special events.



End of Social Story

# Lunchtime





# Notes Page – Lunchtime

## **There are 3 lunch choices:**

1. A hot vegetarian meal
  2. A hot non vegetarian meal
  3. A school packed lunch
- The school dinners are cooked on the premises and there is always a choice of vegetables with the main course and a pudding. If you are uncertain about your child having school lunches, they may try them before you make a decision. Please let us know if your child does not eat a particular food for health or religious reasons
  - If you choose not to have a school dinner, you can provide your child with a packed lunch from home. No fizzy drinks please, in line with our healthy eating policy. Please do not include nuts, chocolate or sweets. The packed lunch should be in a clearly named lunch box.



# Notes Page – Jigsaw

Merry Hill uses the Jigsaw PSHE (personal social health education) programme. Jigsaw brings together PSHE education, emotional literacy, mindfulness, social skills and spiritual development. It aims to enhance self-esteem and positive behaviour and relationships within the school. Jigsaw is a whole school approach, with all year groups working on the same theme (puzzle) at the same time. There is a weekly celebration that highlights a theme from that week's lesson across the school, and encourages children to reflect that learning in their behaviour and attitudes.



# Therapeutic Approaches to Behaviour

- At Merry Hill we adopt the Hertfordshire STEP's therapeutic approach to behaviour. This means we believe all behaviour is a method of communication. If a child is unsettled one day, we seek to explore possible reasons and strive to understand how the child might be feeling so we can best support them to settle and regulate their emotions.
- We reward children through verbal praise, explaining how the child's work or behaviour made us feel or how it positively impacted someone else. We have 2 specialist STEP's Tutors at Merry Hill- Mr Reid & Mrs Summers.

# Rewards and sanctions

- We use lots of positive reinforcement to encourage the correct, social behaviour
- Children will receive specific, verbal praise when they have followed a Golden Rule.
- If children make the wrong choices, they will be given verbal or visual reminders of what is the right thing to do
- Children are taught the 3 steps if something happens that they do not like:
  1. “Stop I don’t like it.”
  2. “Stop or I will tell an adult.”
  3. The child tells the adult.

# Golden Rules

- Do be gentle
  - Do be kind
  - Do work hard
  - Do look after property
  - Do listen to people
  - Do be honest
- 
- These are discussed and referred to during all aspects of school life





# Outdoor Learning



# Notes Page – Outdoor Learning

- We do outdoor learning in all weathers. We will use the outdoors everyday and participate in Mini Forest Explorers at least once a week.
- Please provide your child with a pair of **NAMED** wellies to stay in school and a waterproof coat.

# PE





# Notes Page – PE

- We have PE on a Friday. Getting changed is a big step towards independence – as is organising belongings. Please show your child where their name is so they can find their clothing afterwards.
- Please provide your child with a PE kit including shorts when on apparatus.
- Please ensure long hair (boys and girls) is tied up on a Friday.
- Please remove earrings or cover with micropore tape.

# Reading



# Notes Page – Reading

- Children will take two reading books home per week—
  - One will be linked to their phonic development and should be 100% decodable.
  - One will be book banded. At the start of Reception all children will start by taking home a book with no words. The purpose of this is to consolidate pre reading skills – looking at illustrations, making up stories from the pictures, having an understanding of the way stories are structured. Once they are secure with these skills they will begin to bring home books with words.
- We welcome any comments about how your child is progressing with reading in their home/school reading record.

Children will also bring home a library book each week for you to enjoy together. We encourage you to read to your child daily a text of their choice (enjoyment of reading)

- We encourage you to read to your child daily a text of their choice (enjoyment of reading) and comment in their orange reading record.



# Phonics



- Phonics lessons take place every day
- Some children may have extra, small group phonics intervention to support them in their learning
- We follow the Essential Letters and Sounds programme
- Pure sounds – it is imperative children learn to make the phonic sounds purely.
- Key ring sounds are sent home and harder to read and spell words.

# Literacy

- Literacy lessons take place every day
- Initially the children are encouraged to explore making marks indoors and outdoors with a variety of media (e.g. chalk, pencil, paint, tracing in glitter, printing in playdough)
- There are lots of opportunities for children to write their names. This develops into word and sentence writing
- We do lots of work on letter formation and holding our pencil correctly
- We use 'Talk for writing'- where we learn stories off by heart to allow us to become confident story tellers and, later, story writers.

# Maths

- Maths lessons take place every day. These are short, adult directed and practical
- We will be focussing initially on number bonds to 5, developing to numbers to 10, subitising amounts to 6 and counting accurately to 20 and beyond.
- The children will experience maths through play and exploration e.g measuring, weighing, sorting and counting





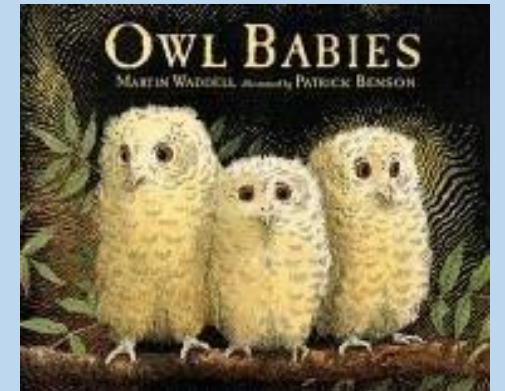
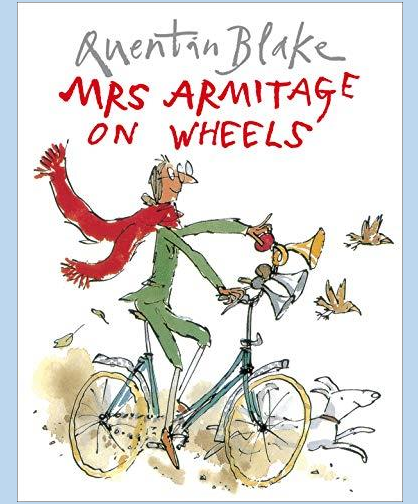
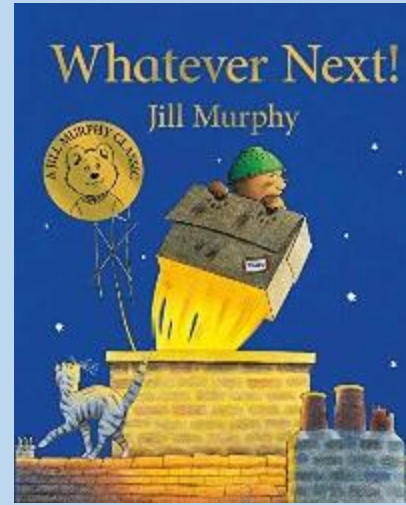
# Volunteering



If you have a special skill or have a cultural celebration you would be willing to talk to the children about please let the teachers know. If you would like to help out regularly, such as reading with children or helping with library for once a week or more a disclosure and barring service check is required. Please see the office for more info.

# Birthdays

- We will be celebrating birthdays in class
- If you would like to celebrate your child's birthday in school, we would love for you to donate a book for other children to enjoy.
- We will share a quality text list with you at the start of term if you would like suggestions of texts to buy.



# Safeguarding and e-safety

- Communication & Safeguarding- please keep us informed of anything that can help us support your children (change of routines etc) so we can best support your child and ensure their wellbeing.

Any changes please do let us know – a parent away for a couple of days/ relatives visiting/ change in sleep routine etc.

- E-safety is taught within computing lessons but also throughout the curriculum where appropriate



# Communications

- Please email or call the school office for any attendance messages or changes to collection information.
- A member of staff will be at the door each morning with a messages book.

**WOW cards** are sent home each half term or you can download them on the website in the EYFS resources section.

- Let us know if your child has done anything particularly exciting/ if it's their birthday/ they have lost their first tooth etc through WOW cards.

## **Tapestry:**

We would love to hear from you via memos on Tapestry or by adding WOW moments and observations.

- Keep us updated on how home reading is going
- You can email us via:  
**admin@merryhill.herts.sch.uk**

★	Wow!	★
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# Wellbeing and Readiness to Learn



# Notes Page – Wellbeing Readiness to Learn

It is really important to embed a good routine and encourage independence

- Importance of routine – Ensure your child has a regular bedtime and regular mealtimes (including eating breakfast). All of us need an adequate amount of sleep. Please ensure that your child goes to bed at a reasonable time. Tired children just switch off and are unable to make the most of the many activities available and the demands that a school day presents.
- Independence should be encouraged - let your child do things for themselves whenever possible. For example, getting dressed independently, using the toilet independently and using a knife and fork at mealtimes.  
Ensure to: NAME ALL CLOTHES (uniform, hats, book bags, gloves, coats etc.) . This will help your child to be independent in finding their things
- Providing good experiences – Encourage them to look at and enjoy books and take them to the local library. Increase your child's memory and concentration by playing board and card games as often as possible. Also do jigsaws and play lotto and domino games. Children also enjoy and learn a great deal from visiting new places and these outings can form a valuable talking point.
- Allow your child to help around the house and garden, measuring, setting the table, sorting the washing, digging and planting. These activities offer a wide range of learning experiences. When you go out, let them look for numbers on houses and gates and help you with the shopping. These are all valuable activities that will help prepare them for school.



# Final Notices

- Sometimes timetables change due to unforeseen circumstances
- Reminder: Please check our Reception blog regularly to see some of the exciting learning we have been doing!

<https://merryhill.org.uk/our-learning-community/home-learning/reception/>

## **What to do next:**

- We hope to see you tomorrow from 3:30 – 5 at our open classroom.
- Begin your transition activities sent home at the meet the teachers meetings.
- Share the social story on this presentation with your child.
- Look at the Blog with your child.

# Questions?

To find out any further information please go to our website <http://merryhill.org.uk/> and look under the section Our School – Starting School at Merry Hill.

On the right hand side of the page you will see a document entitled ‘Starting School Booklet’ which includes more detailed information.

Please email any further questions to the office.