



Year Groups

Early Years

Our Nursery and Preschool both enjoy our brand new, purpose built 'Barn'. This allows greater coordination and transition through the early years, ensuring your child remains settled throughout their time at Highfield Priory. Whilst retaining an intimate home-from-home atmosphere, the Nursery has access to all the school facilities and the children are able to enjoy forest school sessions as well as visiting the school library, performing arts studio, sports hall and the all-weather pitch. As our Nursery children approach their third birthday, they prepare for their next step on their Highfield Priory journey into our Preschool. Preschool provides a broad and balanced curriculum for all our children, using routine times as creatively as possible and taking the opportunity to focus on the individual child.

Our days are child led, we provide natural resources, tools, equipment, and structures. In our Forest School we allow the children freedom to explore, play and be themselves, whilst being at one with nature. Our outdoor environment has unique characteristics and features. It has equal value to indoor learning opportunities and is richly resourced with play materials that can be adapted and used in many different ways for open-ended play provision.

Reception

At Highfield Priory, the Reception curriculum is designed to nurture children's development across the seven areas of learning as outlined in the Early Years Foundation Stage (EYFS). These areas are categorised into three prime areas and four specific areas, providing a holistic approach to education that supports each child's growth and development. We also include the characteristics of effective learning, which include playing and exploring, active learning, and creating and thinking critically. These characteristics underpin how children learn and thrive during their time in Reception.

Year One & Two

Year One is a vital stepping stone on the way to independent learning. For a Year One pupil, the day becomes more structured as they follow a traditional timetable with subjects that begin and end with the bell. The children sit at tables and are addressed as a class. Whereas in Reception the children had a great deal of free choice and were invited in small groups to learn and create with the teacher, in Year One they work in larger groups, as a class and independently. By Year Two, the children are able to work with confidence as independent learners.

As our pupils enter Year Two, they take their place at the top of the Infant department and they begin the process of transition to our juniors. We encourage our Year Twos to be more independent and to focus on their organisational skills. We also look to ensure that they are confident in the skills that will be the foundation of their learning when they move up to the juniors.

In preparation for Year Three, we introduce some of the junior routines into Year Two. At the beginning of the day, they play out with the juniors and at the end of the day, they are invited to complete their homework with the juniors in our homework room. They will now receive homework every night which they will write in their new homework diaries. Parents will be able to check the work set in the homework diaries and sign it to show that they have seen it and to comment, if necessary, on how their child managed their homework.

Year Three & Four

The first two years of the Junior department are a wonderful time as the children grow in independence and really begin to blossom and reveal their many talents. On a practical level, it means that they play in a new playground, have their form room in a different part of the school, go into the first sitting of lunch, experience new subjects with new teachers and an even wider range of activities. Mentally, they are generally encouraged to think more; they are presented with the questions "How?" and "Why?" across all aspects of the curriculum. In Maths, this means greater problem solving, explanations and showing their workings out; in English, they meet more inferential questions and greater discussion of characterisation, motivation and purpose and in their Humanities subjects they are encouraged towards greater empathy and understanding. They are also encouraged to think more about their actions and their role within the community.

The children practise verbal and non-verbal reasoning tests and they sit a CATS paper to assist with pupil tracking, progression and development. In Years Three and Four the children will perform, as part of their HPSED course, in a play in front of a large audience. In Year Four, this play is performed at the Landmark Theatre in Preston which is a standout memory for most of our pupils.

Year Five & Six

In Year Five and Six there is a great deal of emphasis on working hard and playing hard. The work is more challenging and many parents and children are starting to think about entrance exams and scholarships for their secondary education. The children are encouraged towards greater independence and self-reliance, while still taking full advantage of the support and expertise of their teachers. The children play a great deal of competitive sport and we regularly send children to compete in national events in athletics and swimming.

Chess is also popular with many representatives playing at county level. The children continue to work on their confidence and elocution in their HPSED lessons as entrepreneurs and young apprentices as well as performing on stage each year. The children in Year Five and Six act as monitors and role models for the younger children and are clearly adored for their efforts. The children's NCT results are consistently high and keep us at the top of The Sunday Times League Table in Lancashire and the North West. Children and parents are guided in their choice of secondary school and are helped with focused preparation for exams and interviews.