

Welcome to Hardy Mill



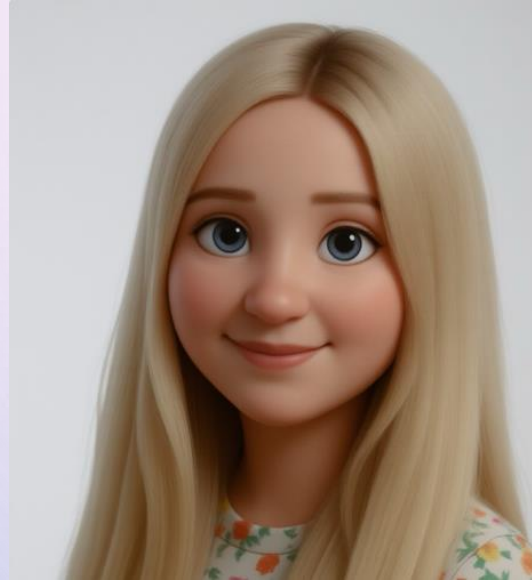
HEADTEACHER

Mrs Briggs



briggsj@hardymill.bolton.sch.uk
office@hardymillBolton.sch.uk

WHO AM I?



Miss Garrett

Nursery Teacher

garretta@hardymill.bolton.sch.uk

By the end of this meeting you will know...

- What your child will learn and when in Nursery.
- What topics your child will learn about.
- A day in the life in Nursery Class.
- A transition plan and what this will look like.
- Know a little bit more about Hardy Mill School.
- How to prepare your children for starting Nursery.

School website

<https://hardymill.bolton.sch.uk> is kept up to date with the latest news and events and has lots more information about our school.



HARDY MILL
PRIMARY SCHOOL

[Home](#) [About](#) [Key Information](#) [Curriculum](#) [Parents](#) [Classes](#) [Safeguarding and Child Protection](#) [Wellbeing at Hardy Mill](#) [Governors](#)

[Contact](#)

Welcome to Hardy Mill Primary School

Children are at the heart of everything we do. We inspire motivated, resilient, confident learners who always strive to achieve their best.

[Virtual Tour](#)



The School Day

Morning: 8.50am – 11.50am

Lunch: 11.50 – 1.00 pm

Afternoon: 1pm – 3.20pm.

End of day: 3.20pm

*Children will only be handed over to people listed on the contact form. Please inform staff or the school office if someone new is picking your child up.

A Typical Day in Nursery

8.50am – Finger gym

9.00am - Registration

9.10 - 9.30am - Phonics

9.30 -10.20 - Exploring time

10.20- 10.40 –Snack

10.40-11.00- Maths

11.00-11.30- Exploring time

11.30 – 11.45- Story

12.00- 13.00- Lunch time

13.00- 13.30 - Topic

13.30- 14.00- Exploring time

14.15- 14.30 –Assembly

14.30- 15.00-Story and fine motor practise

Brief Curriculum Overview

We teach the Early Years Foundation Stage curriculum through a thematic approach.

Prime Areas

- Personal, Social and Emotional Development, Communication and Language
- Physical Development

Specific Areas

- Literacy, Maths, Understanding the World and Expressive Arts and Design

Curriculum Overview

Autumn	Spring	Summer
Marvellous Me	Our World and Beyond	Terrific Transformations
Into the Woods	Once upon a time.	Ocean Wonders

Our School Values

At Hardy Mill we have six values that are at the core of all we do. These are:

1. Cooperation
2. Respect
3. Resilience
4. Courage
5. Pride
6. Independence

Our School Values

At Hardy Mill Children are at the heart of everything we do. We inspire motivated, resilient, confident learners who always strive to achieve their best.

We are...

- ✓ Safe
- ✓ Respectful
- ✓ Ready

Behaviour

Behaviour	Staff response	Reward/ Sanction
GOLD awarded for: <ul style="list-style-type: none">Exceptional achievement (work, play, behaviour)	<ul style="list-style-type: none">Member of staff to share the achievement with the class – child to be congratulated	<ol style="list-style-type: none">A gold sticker awarded.Visit Mrs Briggs to be congratulated and have their name placed on the "Gold Tree".Parents are informed of their child's exceptional/ exemplary behaviour by text.
Recognition Board <ul style="list-style-type: none">Demonstrating school valuesDemonstrating class behaviour focus	<ul style="list-style-type: none">Member of staff verbalises the achievement and congratulates the child.	<ol style="list-style-type: none">Name is displayed on the recognition boardChild earns 5 house points for their team for school values and 10 house points for the class behaviour focus.

Behaviour



Behaviour

Behaviour	Staff response	Sanction
<p>Low-level disruption:</p> <ul style="list-style-type: none">• Talking when the teacher is talking• Wasting time in lessons• Not following whole class instructions	<ul style="list-style-type: none">• Proximity praise for behaviour wanted including use of the recognition board• De-escalation strategies – some examples ‘eyes on me’ / brain breaks/ change of activity or redirection• Reminders of correct behaviour using agreed sentence stems: You need to <i> speak to me at the side of the room.</i> I need to see you <i> following the agreed routine.</i> I expect to see you <i> starting your work straight away.</i> I know you will <i> help your group to tidy up the table.</i> Thank you for <i> picking up the toys, lets walk and talk.</i> I have heard what you said, now you must <i> move your things calmly and move to the table over here.</i> We will <i> have a better day tomorrow.</i>	

Behaviour

<p>MODERATE negative behaviours are defined as:</p> <ul style="list-style-type: none">• Behaving in a way which is unsafe or making others unsafe• Disrupting lessons• Wasting time in lessons• Spoiling other children's playtimes• Talking when the teacher is talking• Showing disrespect when speaking with a	<ul style="list-style-type: none">• The staff member will have a conversation during their reflection time using the following prompts: <p>I noticed you were <i>having trouble getting started/ wandering around the classroom.</i></p> <p>It is the rule about <i>lining up/being safe/staying on task/bringing chewing gum into school</i> that you broke.</p> <p>You chose to <i>move to the</i></p>	<p>To be completed with the member of staff who issued the sanction.</p> <p>EYFS</p> <ul style="list-style-type: none">• Children will reflect on their behaviour for 3 minutes for Reception. <p>KS1 and 2</p> <ul style="list-style-type: none">• Year 1 during the Autumn term will reflect on their behaviour for 3 minutes.• Miss 5 minutes of play/lunchtime with the member of staff who issued the sanction.
---	--	--

Behaviour

SERIOUS negative behaviours are defined as:

- Continuing to behave in an unacceptable way after intervention for moderate negative behaviour
- Repeated breaches of the school rules
- Any form of bullying
- Physical aggression
- Verbal aggression
- Swearing
- Stealing
- Dishonesty
- Refusal to follow instructions given by a member of staff
- Damaging school or other people's property
- Discrimination including the use of derogatory language

- The staff member will have an age-appropriate restorative conversation with the child using questions, as appropriate, from the prompts below.

EY The Restorative two

KS1 The Restorative three

KS2 The Restorative five

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

To be completed with the member of staff who issued the sanction

- Parents are informed of the behaviour by text.
- EY child misses 5 minutes of choosing time
- KS1 and 2 children miss 10 minutes of playtime or lunchtime

Graduated response:

1. First **SERIOUS** behaviour – Completed with person issuing the sanction
2. Second **SERIOUS** behaviour – Meet with Key Stage lead following completion of the sanction
3. Third **SERIOUS** behaviour – Meet with Key Stage lead following completion of the sanction

Getting Nursery ready

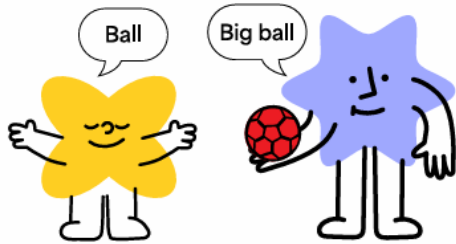
The magic five:

1. A good bedtime routine
2. Independence skills
3. Toileting
4. Communication
5. Motor Skills

5 GOLDEN RULES FOR COMMUNICATION

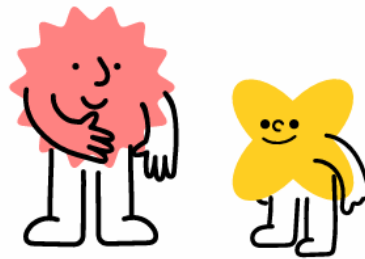
Model and Extend

Whatever stage a child is at, repeat what they do or say and add one word.



Actions Speak Louder than Words

Use actions, facial expressions and tone of voice to help children understand and make new words stand out.



Eye to Eye

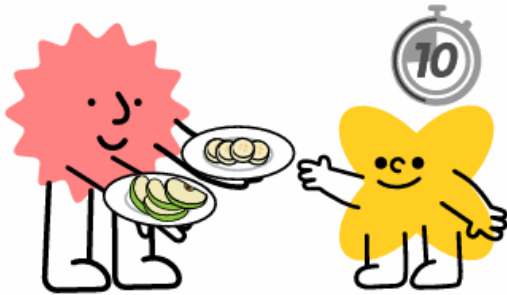
Get down on the child's level so you can see their face and they yours.



5 GOLDEN RULES FOR COMMUNICATION

10 Seconds

Wait 10 seconds, watching and listening to give the child a chance to take a turn.



A or B

Offer choices as often as possible throughout the day. Show and name the alternatives.



Getting school ready – Screen Time



How much screen time should my child have?

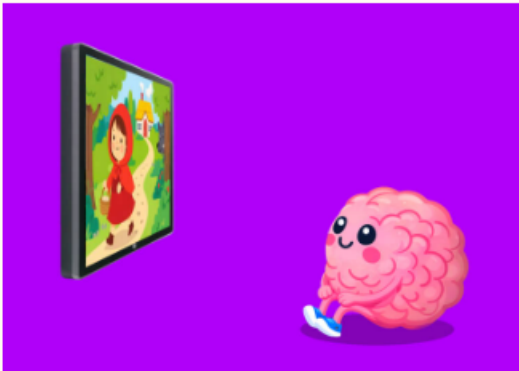
Limit total screen time for young children, wherever possible.

- **Under 2 years:** Avoid screen time other than for shared activities with family that encourage bonding, interaction and conversation.
- **2–5 years:** Try to keep it to 1 hour a day. Less if possible.

Getting school ready – Screen Time

What content is better content?

Young children's brains are stimulated much more easily than adults', so they need content specifically made for them.

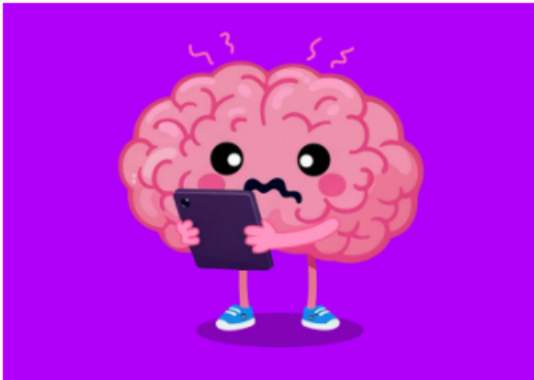


- **Slow-paced content:** Slow-paced, predictable content is better for young brains. Fast-paced, over-stimulating social media-style videos may affect how young children learn to concentrate, so it's best to avoid them.
- **Choose safe content:** Use parental controls to block inappropriate, harmful content.
- **Avoid social media:** Social media isn't made for young brains, so it should be avoided.
- **Avoid AI:** Don't let young children use AI toys, tools or chatbots until there's more evidence on how they affect your child. This includes devices or apps such as interactive robots, smart speakers or AI chat apps.

Getting school ready – Screen Time

How does screen time affect my child's development?

- **90% of brain growth happens before age 5.** Young children learn best through warm, responsive interactions with parents and carers.
- **A large amount of screen time is linked with negative effects** on children's health and development. It can affect social, emotional, language and brain development, sleep, eyesight and healthy weight.
- Reading together, simple games, play and back-and-forth conversations all help them develop language, problem-solving skills, self-control and social understanding. **These early interactions, even before children can talk, create the foundations for every area of their lives.**
- Ensure screen time of any kind doesn't replace sleep, physical activity, active play or direct parent-child interaction.



Uniform

Our uniform is available from Whittakers or Smart Clothing or a variety of supermarkets. Pre-loved uniform can be purchased from the The Community Locker at Kings Church.

The children come to school wearing their P.E. kit on their P.E. day.

Please put your child's name on all items of clothing.

Things to bring every day – a coat, a named water bottle, reading book and reading bag.

The dinner hall



Our Classroom



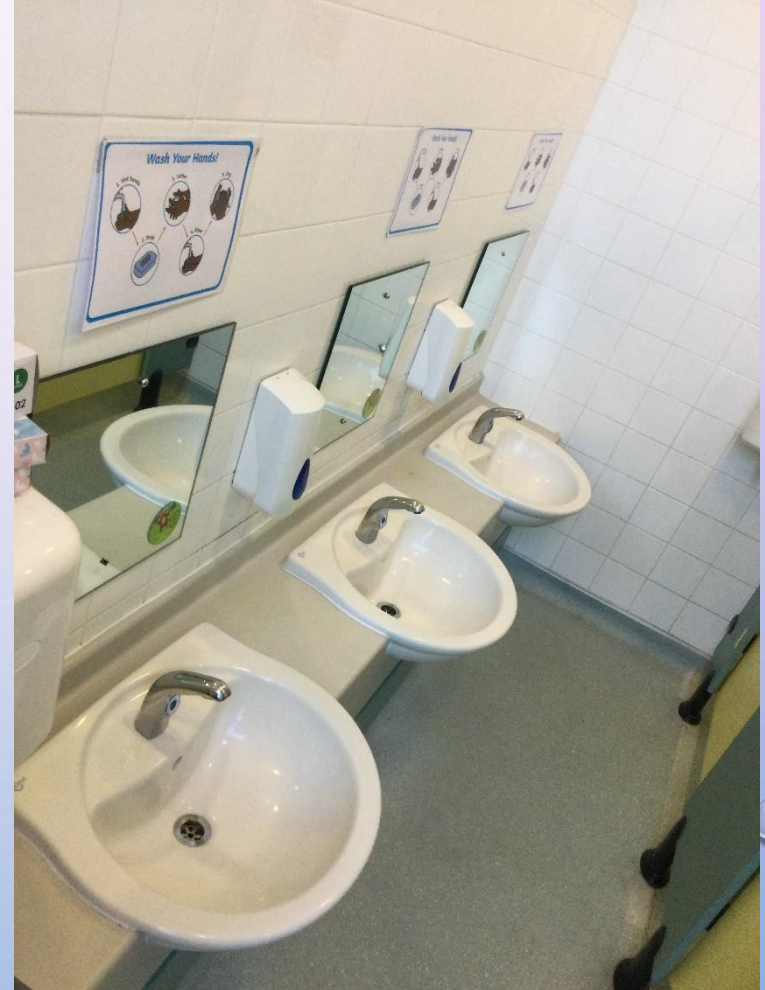
Our Classroom



Our Classroom



The toilets



Our outdoor area



Transition Visit

On Wednesday 8th July 2026 we would like to invite your child and you into Nursery for a transition visit. The times for these are all in your packs.

Starting in September

School opens on 02.09.26 and we have a planned transition programme for the first week. This means children will do shorter sessions to help them settle into Nursery routines. All children will attend for their regular sessions from 09.09.26.



Home/ School communication

At Hardy Mill we use an app called 'Seesaw' which is a learning platform to share with parents. We upload regular pictures and videos of your child and we encourage any weekend or holiday news to be added so we can share this in chatter time. Please ensure you have filled in your permission for this.

Contact

If you have any questions or need any additional information please don't hesitate to contact us on:

Miss Garrett

agarret@hardymill.bolton.sch.uk

Miss Burns

burnsf@hardymill.bolton.sch.uk

The office

office@hardymill.bolton.sch.uk

WELCOME TO OUR
classroom

★ WHERE THE ★

magic ★

NEVER STOPS AND THE
adventure
NEVER ENDS!

