



WELCOME TO RECEPTION



We are pleased to welcome you and your son as he embarks on this very important stage of his education. Reception acts as a bridge between nursery and full-time education – a truly happy introduction to school life, where firm foundations will be laid. We believe our stimulating environment will develop in your child a love of learning that he will take with him through the rest of his life.

Early Years Education

The Government requires Early Years Education to be based on the Early Years Foundation Stage.

Our varied curriculum is based on the “Early Learning Goals for children’s learning”. They emphasise early literacy, numeracy, development of personal and social skills, and contribute to children’s knowledge and understanding as well as skills in other areas. Presented as six areas of learning, they provide a foundation for later achievement.

Children progress at different rates and individual achievement will vary. However all children will follow a curriculum which enables them to make maximum progress towards these outcomes.

The six areas of experience are as follows:

- **Communications, Language and Literacy**
These outcomes cover important aspects of language development and provide the foundation for literacy
- **Problem Solving, Reasoning and Numeracy**
The outcomes cover important aspects of mathematical understanding and provide the foundation for numeracy. They focus on achievement through practical activities and on using and understanding language in the development of simple mathematical ideas
- **Knowledge and Understanding of the World**
These outcomes focus on children’s developing knowledge and understand of their environment, other people and features of the natural and a man-made world, and provide a foundation for topic work.
- **Creative Development**
These outcomes focus on the development of children’s imagination and their ability to communicate and to express ideas and feelings in creative ways
- **Physical Development**
These outcomes focus on children developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments
- **Personal, Social and Emotional Development**
These outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family.

If you have any queries please do not hesitate to get in touch.

Jeff Watkins
Head of Ridgeway

Early Years Foundation Stage Learning

In Reception we follow the Early Years Foundation Stage Curriculum and extend where appropriate. Within the Reception year there are six areas of learning which lead towards your child achieving the Early Learning Goals by the time they move on to Year 1. This curriculum statement aims to introduce these areas of learning to you and to give you some information about the specific topics and activities planned to support your child's learning.

We aim to build a solid foundation from which your child will continue to develop and thrive throughout Ridgeway.

Communication Language and Literacy

Boys in Reception will follow a programme of work based on the Early Years Foundation Stage.

Literacy in Reception stems from a wide variety of traditional tales, nursery rhymes, modern rhymes, action verses, poetry and stories with predictable structures and patterned language. We will share a range of big books and book corner reading books, including fiction texts, non-fiction texts, recounts, poetry and simple dictionaries which support learning and topic interests. Letter names and sounds will be developed primarily using synthetic phonics methods and 'Jolly Phonics', as well as activities planned to extend speaking, listening and imaginative skills. The children will have an opportunity to experience writing for a variety of purposes in both formal and more informal role-play situations. We put a strong emphasis on correct pencil control, correct grip and cursive letter formation. The boys will have a literacy session each day and we aim to include the new letter sound, word level games, shared reading and differentiated group and independent word related activities or writing. Work will be marked, usually with the child and sometimes a comment or reward sticker will be given. Praise for effort and recognition is always provided to encourage the boys and to develop their confidence and motivation.

The children will take part in individual reading, guided group reading or word level work/games with an adult every day. It would be helpful if you could share books with your child, following the text with your finger when reading and pointing out that in English the text is read from left to right. You could also encourage your child to 'read' books to you by telling the story through the pictures. As your child begins to recognise sounds and blends them together and develops sight vocabulary they will bring home word boxes and/or books from our reading scheme. Some nights children will bring home a class book from the book corner that they have chosen to share with you. Please can you ensure these books are returned the next day.

Problem Solving, Reasoning and Numeracy

In Reception, pupils have numeracy sessions everyday.

Numeracy throughout the Pre-Prep department broadly follows the main aspects of Mathematics as outlined in the National Primary Numeracy Strategy. Children will develop their skills in counting, reading and writing numbers, comparing and ordering numbers, adding and subtracting, using a variety of mental and physical strategies.

The Numeracy work will have a strong emphasis on mental activities to encourage confidence with the use of numbers. This will be supported by written work, games and physical activities, linked with practical maths. Each child will progress according to his own ability and understanding, and will cover the following topic areas:

- Numbers to 30
- Addition
- Subtraction
- Comparing
- Position
- Ordering
- Direction
- Data handling and Recording
- 2D and 3D Shapes
- Length and Height
- Time
- Weight
- Capacity
- Money

The workbooks that are used to consolidate learning include:

- Abacus Number Book 2 Reception (Weekly topics)
- Abacus Number Book 3 Reception (Weekly topics)
- Abacus Shape, Space and Measure Reception (Weekly topics)
- Abacus Number Book 1 Year 1 (Weekly topics)
- Abacus Shape, Space and Measure Year 1 (Weekly topics)
- Heinemann Scheme used for the development of number recognition, written numerals and early development of independent working.

The pupils work through the Ginn Abacus scheme, enhanced by various other schemes and activities. We incorporate extension work, particularly in the Summer term, and where appropriate, will move onto the Year 1 syllabus. Observations will be made during group and independent activities. The boys' work will be marked, usually with the child, and each boy's progress will be carefully monitored and differentiated in accordance with individual needs.

Knowledge and Understanding of the World

During the year, pupils study various 'topics' which incorporate Science, History, Geography, PSED, Creativity, Technology, ICT, and Drama, as well as literacy and numeracy.

Boys in Reception will follow a scheme of work which stimulates their natural curiosity, enabling them to achieve the Early Learning Goals for Reception age children. The children will learn to ask questions and use simple information sources. They will learn to compare and contrast, observe similarities and differences, make observations and record in various ways. They will learn and use appropriate vocabulary for each topic area.

Topics will be linked with the following themes and will be reinforced by trips to Braywick Nature Park, Odds Farm Park, den building in The Thicket and exploration of our extensive grounds and woods, as well as through practical activities, and investigation. We have a wonderful outdoor classroom to enhance our learning experience. We encourage active participation, experimentation and first hand experience of all of our topic areas.

Autumn Term

- Autumn and festivals
- Fireworks
- Ourselves/My Body and healthy eating.

Lent Term

- Weather
- Day and Night
- Pets
- Spring and Animals

Summer Term

- Lifecycles
- Ocean Life
- Mini Beasts
- Wild animals/Jungle

I.C.T.

The classroom computer and interactive whiteboard is always turned on and accessible. We aim to support and consolidate the numeracy and literacy objectives with the use of computer programmes and this in turn develops their ICT skills and confidence. Boys also go to the IT room weekly to learn basic skills, and explore the internet and computer programmes to support other areas of learning.

During the year pupils will:

- Use the digital camera (for exploration, recording and own assessment)
- Use the interactive whiteboard (to learn computer skills e.g. keyboard and for educational games)
- Develop keyboard skills on the computer
- Learn about parts and uses of a computer
- Give and follow instructions to make things happen
- Use story tapes and CDs with the headphones
- Record their own work on tapes e.g. story telling, music
- Tape recording own story retelling and nursery rhymes, listening centre for independent use.
- Use the Bee-Bot programmable roamer toys
- Understand that information exists in a variety of forms including the internet as a research tool
- Use the ICT suite to access various educational computer programmes aimed at supporting literacy, numeracy and creative development in the Foundation Stage
- Watch Jolly Phonic learning programmes on the interactive whiteboard

Creative Development

The majority of our art activities are topic linked and aim to develop and improve fine motor skills and imagination. Emphasis is placed on the exploration and free access to different media including paint, crayons, felt-tips, collage, junk material and paper, as well as different textures and mark making materials. Self-expression and experimentation are encouraged throughout, including in response to literacy and imaginative stories. Our art afternoon each week involves a focused supported project, as well as free art activities and patterning opportunities. Children experiment with different methods of joining, sticking, and creating. The boys participate in a cooking or technology related activity each week and this is either topic linked or supports our literacy. These are both supported and non-directed activities which aim to encourage appropriate language and methods and also develop independence.

Music

Boys in Reception have two periods of music each week.

The Music syllabus for Reception gives pupils opportunities to develop skills in singing, percussion playing and listening and appraising. They will learn to sing a variety of songs, including nursery rhymes, action and counting songs and some linked to their class topics. They will be encouraged to sing in a tuneful and rhythmic manner. The boys will be given the opportunity to develop their musicality through playing games which require them to listen carefully and to concentrate on the elements of music. They will learn to name and play many of the common percussion instruments. The boys will listen and respond to music from different times and places, both vocal and instrumental. They will be encouraged to talk about what they have heard using the appropriate musical vocabulary. Each year they will take part in two musical performances, at Christmas and in the summer.

Physical Development

Reception boys have four periods of physical development each week. All pupils are encouraged to take part in every lesson, and to be physically active. We aim to help the boys understand why exercise is important for their health and to see how it affects their bodies. We encourage all children to dress and undress independently.

During their physical development sessions, boys are encouraged to engage in various activities which develop gross and fine motor skills, co-ordination, control, body awareness, balance and, ways of sending, receiving and travelling with a ball or similar equipment. Simple tactical elements are also developed when playing games and these include running, dodging, chasing, use of space and awareness of others.

In Reception, during the course of the year, boys engage in Games (basic skills for rugby, football, tennis, cricket, and hockey), Music and Movement activities (which include gym and dance), Athletics and also Swimming. In addition, they undertake 'Parachute' activities in order to reinforce the acquisition of many of the above skills.

On a regular basis Reception pupils also participate in a Rainbow Road activity sessions which aim to enhance fine motor, memory, visual and sensory skills, as well as motor planning, and body awareness.

Personal Social and Emotional Development

In Reception, pupils have two periods of PSED each week, this area of learning is very much part of everything we do in Reception and circle times, and discussions occur everyday in response to their developing social and moral selves. In Reception, the aim is to help children reflect on and articulate their feelings and understanding of their place in the world. We want them to develop a concept of their best selves and a desire to react and behave in accordance with this best self.

They look at and explore:

- themselves: their thoughts, feelings, emotions, attitudes
- their relationships with others: in home and with the family, in school and with the wider community
- special occasions: holidays, journeys, birthdays weddings, birthdays, festivals celebrations
- religion in the local community
- golden rules
- People who help us

During the Autumn term children will be introduced to the new environment and routines of the Reception class at Ridgeway. Emphasis will be placed on working independently, sharing, taking turns, and fostering good listening skills and communication. Activities will be planned to encourage sharing and turn taking with peers and to develop confidence and self-esteem, which can then be transferred to all the other areas of learning. We all learn to respect and take care of one another, and learn about our different backgrounds. We have 6 School Golden Rules that the children are taught to understand and incorporate into their everyday behaviours. These are:

- Do be kind
- Do be helpful
- Do be gentle
- Do listen
- Do work hard
- Do be honest
- Do look after property

Everyday situations and stories with a moral content will be discussed at an appropriate level during Circle Times. Pupils will explore and reflect upon their own experiences of routines and rules, people's uniqueness, sharing, helping others, feelings and emotions, friendship, looking after pets, people who help us, the school's golden rules, safety in school, the home and the outside world, growing up, getting older and transitions.

Religious Studies aims to foster interest in different religions and to give the boys opportunities to explore and discuss moral issues.

Festivals and Ceremonies

The boys also look at the Christian religious festivals and celebrations appropriate to the season such as Harvest, Christmas and Easter, and also surrounding the birth of a child, birthdays and family occasions. This is in addition to recognising the festivals of other religious beliefs (which include Ramadan, Eid, Diwali, Hanukkah, Nirvana, Vasant Panchami, Chinese New Year, Buddah Day).

French

In Reception, pupils have one lesson of French each week. At this age, the boys concentrate on the fun aspect of conversational French with lessons covering the following aspects:

Basic forms of greetings; elementary counting skills; basic colours; role plays; songs (Frère Jacques, Comptons jusqu'à dix); members of the immediate family (papa, maman); food and drink; additional colours; number reinforcement; finger mimes and additional songs (Sur le Pont d'Avignon, Au Clair de la Lune); familiar animals through story telling; forms of politeness (S'il-vous-plaît, merci, oui, Non); parts of the body (through songs and games); revision of numbers and colours; new songs.

Play

At this young age research has shown that children learn optimally through play. In Reception a variety of planned activities and role-playing help to develop the pupils' skills across the six areas of learning. Sometimes the boys will take part in adult directed activities whilst at other times they will have the opportunity to choose and interact in their own activities. These 'undirected' play times are when children experiment with their more formal learning and transfer learnt skills, developing invaluable social behaviours.

Differentiation

Each child reads individually and progresses at his own pace.

Differentiation also occurs through:

- Outcome and expectation
- Tasks suitable to ability
- In-class support
- Organisation
- Resources

The majority of lessons are differentiated by result or outcome. The children may be given the same task, but each group might have a different learning objective and the expectations are appropriate. In some lessons, different tasks will be given for different abilities.

Specific Learning Difficulties

Pupils who appear to have a specific difficulty will be monitored by the Reception staff and particular concerns will be discussed with the Inclusion Co-ordinator and the Head of Ridgeway. An Individual Education Plan or Individual Behaviour Plan will then be drawn up and reviewed twice yearly with parents. It is vital that the members of staff involved should liaise closely to ensure that the maximum support is given to the individual and optimum progress is made. We have close links with the boroughs child Development centre should behaviours or developmental disorders need further assessment and outside agency support.

More Able Pupils

Pupils who are coping well with class work will be set extension activities and more able pupils will be set more challenging work.

Assessment

On-going assessment is an integral part of the learning and development progress. Observational evidence is gathered from a wide range of learning and teaching contexts. Observations are matched to the expectations of the Early Learning Goals. A PIPS Baseline assessment occurs on entry to Reception so that teachers can see exactly what level each child is working at and meet their individual needs. This is followed up at the end of the year with a final PIPS assessment. The EYFS Profile is compiled during the year and is a summary of each child's development and learning achievements at the end of the Reception year.

Reporting

Full reports for parents are written twice a year, at the end of the Autumn and Summer Terms. These include:

- The topics studied throughout the period;
- Comments identifying strengths and targets;
- Comments reflecting standards achieved in each of the areas;
- Comments regarding your son's contribution in each area;
- The effort given and enthusiasm of the individual boy.

Parent/teacher evenings are held each term when parents are invited to discuss their sons' progress. Operating an 'open-door' policy ensures that we can have two-way communication at all times regarding your sons' progress.