



RAINBOW
INTERNATIONAL SCHOOL UGANDA

Reception Handbook for Academic Year 2017 - 2018

At Rainbow International School we use The Early Years International Primary Curriculum along with selected elements from the English Early Years Curriculum. The curriculum is delivered through IPC units throughout the year.

Together with all the other information about Reception, we hope this Curriculum Outline will give you an understanding of what your child will be learning during their time within the school year.

We wish your child a successful and happy year!

Introduction

In Reception, the children continue to build on their learning experiences from Kindergarten

understanding. They do this through play as well as by talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other. They are offered stimulating and exciting learning opportunities where they learn as a class, in groups, or as individuals.

Children are treated as individuals and learn at their own level and pace to achieve their full potential. Each child is encouraged to be as independent as possible and to become confident in their own abilities. We have high expectations of what the children can achieve.

The children's personal, social and emotional development is vital as it impacts on all areas of their lives. This provides a sound foundation for success in learning.

Reception class offers a safe, secure, supportive and caring environment, which is vital for children to maximise their all round development.

Our Learning Focused School

At RISU we talk about what the children are *learning* as opposed to what they are *doing*.

Each child is an individual and we are interested in how they progress and achieve rather than attainment. We assess children throughout the year to measure their learning; the change that occurs in their knowledge, skills and understanding as a result of the learning experiences they have.

Within RISU, we are a learning focused community. Both the staff and children continually develop their learning, this in turn brings the school community together.

Teaching staff in Reception:

Each class in the Primary section of Rainbow International School has a full time class teacher and a full time teaching assistant;

CLASS	CLASS TEACHER	TEACHING ASSISTANT
REC	Mrs Carolynne Ojambo	Ms Betty Nanyonga
		Ms Grace Ngwinodebe

International Mindedness

In today's increasingly interdependent world, it is more important than ever to ensure children are prepared for their roles as global citizens. At RISU we strive to educate and develop children into 21st Century Learners - internationally minded individuals who respect and celebrate diversity.

Each IPC unit has embedded within it, across the different subjects, learning-focused activities that help children start developing a global awareness and gain an increasing sense of themselves, their community and the world around them, as well as inspiring positive action and engagement with global issues.

In addition to this, each thematic IPC unit of work includes specific tasks related to International as a subject in its own right, as well as encouraging schools to explore the unit from the perspectives of both the 'host' country (the

Our definition of International Mindedness here at RISU is;

***International Mindedness** is the ability to respect and value the cultural and linguistic diversity of our school community, by developing an understanding through learning about, from and with each other.*



Principles of Learning

At RISU we believe learning is most effective when learners:

- invest in the value of learning
- are actively involved
- are given a safe space to rehearse
- can use the appropriate subject vocabulary or key words
- can use the language of learning and demonstrate their learning in a variety of ways
- are given the opportunity to reflect
- can transfer the new into a variety of different situations
- negotiate risk
- make meaningful choices

The Personal Goals are at the centre of the qualities we teach in the classroom, and want our children to display to be the most successful learners possible;

Adaptability	Communication	Cooperation
Enquiry	Morality	Resilience
Respectfulness	Thoughtfulness	

Throughout Early Years we aim to make the children develop an understanding of these goals by using age appropriate language. Each of the goals are linked to an animal to help the children remember what they mean.

Adaptability

I can cope with unfamiliar situations



Communication

I can let people know what I want



We can play things

Cooperation

well together



Enquiry

I can find out about

Morality

I know right and wrong and do my best to behave accordingly



Resilience

I can keep trying



Respectfulness

I can look after things



Thoughtfulness

I can share



As well as the personal goals we strive for our children to be independent, effective communicators and self-confident. Children at RISU are given every opportunity to develop into creative and critical thinkers, and instill a love of learning to become life-long learners.

Knowledge, Skills and Understanding

It is important that we all know the differences between knowledge, skills and understanding.

Knowledge:

The children continually increase their knowledge as it is self-contained information.

The children can express this in “I am learning that...” or “I know that” For example: “I know that I am 4 years old. I know that I am a boy.”

Skills:

The children are actively developing their skills. This is a continuing development in which the children go through the stages of “Beginning, Developing and Mastering and beyond”.

The children express this in “I am learning to...” or “I can” For example: “I can cut in a straight line.”

Understanding:

By continually using their skills and knowledge this will lead to improved understanding. Children will be given reflection time to consolidate their understanding.

The children express this in “I am learning about...” or “I understand that” For example: I understand that mixing two colours makes a new colour.

Assessment for Learning

Through Assessment for Learning, teachers are able to deepen and further children’s learning rather than just measure it, and support children to become active, lifelong learners.

decisions about what the child has learned or can do already so as to help the child move on in their learning. This informs the next steps that are planned with the child and the parent.

(ii) ‘Summative assessment – outcomes of this assessment are recorded and parents and practitioners use the information gained to identify a child’s strengths and their learning needs. This ‘sums up’ all the different information from on-going assessments that have been made about the child.

Observations are a vital part of the assessment procedure within Early Years. As each child has a unique set of abilities and talents, observations in different situations capture these first hand. The starting point is always with the child. Observing what children choose to do, what their interests are and who and what resources they enjoy playing with, provides adults with reliable information about children as individuals.. Observations also provide opportunities to gauge children’s needs and so more accurately plan next steps in their learning. Observations take place on a regular basis as part of daily routines. Discussing these with the child, their parents and team members gives a starting point for a holistic approach that will ensure that the child is always central to what is planned.

Assessment overview for Reception

Baseline	Term 1	Term 2	Term 3
<ul style="list-style-type: none"> - Learning & development overview - Maths (EYFS) - Picture & mark making - Phonics 	<ul style="list-style-type: none"> - Learning & development overview - Maths (EYFS) - Picture & mark making - Phonics 	<ul style="list-style-type: none"> - Learning & development overview - Maths (EYFS) - Letters and Sounds - Picture & mark making - Phonics 	<ul style="list-style-type: none"> - Learning & development overview - Maths (EYFS) - Letters and Sounds - Picture & mark making - Phonics

The International Primary Curriculum (IPC) within Early Years

The children use the ‘Learning Goals’ of the International Primary Curriculum as a basis for their learning .

The principles of the IPC can be summarised as follows:

- The overriding purpose of Early Years education is to help children develop the **skills** and **attitudes** they will need both at this level and throughout a lifetime of learning
- Children need a **holistic** educational experience that doesn’t create artificial boundaries between different aspects of their development
- **Play** is an essential part of children’s learning and general development
- The activities undertaken by children aged 3 to 5 should help them work towards the subject, personal and international goals at Milepost 1 of the International Primary Curriculum (IPC)

The learning of children in Reception is fostered, promoted and developed through these four learning strands:

Strand 1: Independence and interdependence

This strand focuses to a large extent on the children’s personal goals and their relationship with other children.

Children learn about:

- Their own rights and those of others
- Respecting and interacting with people who are different from themselves

Their relationships with others

- Taking part in group activities

Strand 2: Communicating

This strand is primarily about developing skills in communication including speaking and listening, reading and writing, early numeracy work and the expressive arts.

Children learn about:

- Using gesture and expressive body movement for communication
- Using language skills in a variety of contexts
- Using repetitive sounds and words, aspects of language such as rhythm, rhyme and alliteration, and to enjoy stories and rhymes
- Being creative and expressive through a variety of activities
- A selection of the art, craft, songs, music and stories which are valued by the cultures in the community

Strand 3: Exploring

Through this strand the children's skills in inquiry are developed.

Children learn about:

- Trying things out, using exploration and curiosity as important and valued ways of learning
- Controlling their bodies and developing fine and gross motor control
- Using a variety of strategies for exploring and making sense of the world
- Choosing and experimenting with materials, playing with ideas, and exploring actively with all the senses
- A range of materials in daily use

Strand 4: Healthy living

Using the statements within this strand children are encouraged to understand how to look after themselves and each other.

Children learn about:

- Self-help and self-care
- Making choices
- Paying attention
- Concentrating
- Expressing emotions and emotional needs
- Keeping themselves safe from harm
- Coping with change

Before the start of each unit you will receive a letter telling you all about the content of the unit. There will also be an overview of the type of tasks the children will be doing as well as suggestions for how you can become involved.

The Units in Early Years are;

- All about me
- Animals
- Up and Away
- Transport
- Lets get moving!

Language Development (English)

Language is the basis for all learning and permeates every aspect of the curriculum.

reading, shared writing, phonics, spelling and grammar as well as letter formation.

Speaking & Listening

Speaking and listening is an essential part of an Early Years class. Throughout the year the children will be developing their ability to communicate and to listen attentively enabling them to understand adults and their peers.

Shared Reading

Shared Reading is a class activity using a common text e.g. a 'big book', poetry poster or text extract. The class teacher uses shared reading to read with the class, focusing on comprehension and specific features e.g. word-building and spelling patterns, punctuation, the layout and purpose and the structure and organisation of sentences. Shared reading provides a context for applying and teaching word level skills and for teaching how to use other reading cues to check for meaning and identify and self-correct errors. Shared reading, along with shared writing, also provides the context for developing pupils' grammatical awareness and their understanding of sentence construction and punctuation.

Shared Writing

Shared Writing provides many opportunities for pupils to learn, apply and reinforce skills in the context of a larger group with careful guidance from the teacher. The teacher uses texts to provide ideas and structures for the writing and, in collaboration with the class, composes texts whilst teaching how they are planned and how ideas are sequenced, clarified and structured. Shared writing is also used to teach grammar and spelling skills, to demonstrate features of layout and presentation and to focus on editing and refining work. It can also be used as a starting point for subsequent independent writing. Wherever possible, the shared reading and writing work is linked.

Phonics

The children will be taught phonics following the 'Letters and Sounds' programme currently used in England and Wales. Over the year the children will learn the sounds and names of the letters of the alphabet. We will also focus on being able to hear sounds within words and learn to blend sounds together to make words.

Letter Formation

The children will be introduced to correct letter and number formations, initially focusing on lower case letters with the exception of the initial letter of the child's name, which we ask you to reinforce when writing with your child at home.

Writing

The children will be given lots of opportunity to write for different purposes in school such as in the role play area, at the writing table, labelling their work and, more formally, in response to various stimuli in class. Through these activities they will be helped to understand the value of writing as a means of communicating. It is important to foster the children's belief that they can write by valuing any efforts to write that they may make.

Reading

Children are taught to value and enjoy reading by having a lot of exposure to a range of reading materials. This will include sharing big books, learning rhymes and poems, listening to CDs, having access to stories on the computers, using the library on a weekly basis and regular home/school reading etc. The children are taught a variety of strategies to help them make sense of the text; e.g. using the pictures; building up a sight vocabulary and using the phonics they know.

ENGLISH UNITS TAUGHT WITHIN RECEPTION	
Term 1	Ourselves & Our Families, Stories with Repeating Patterns, Traditional tales

	PHONICS: PHONOLOGICAL AWARENESS ASPECTS T, S, O AND LETTERS AND SOUNDS PHASE 2
Term 2	High in the Sky (fiction, non-fiction, information, instructions, poetry), Transport (fantasy and reality, Non-fiction, information, instructions, poetry) Phonics: Letters and sounds Phases 2 and 3
Term 3	Buildings (fiction, non-fiction, poetry), Beaches (fiction, non-fiction, poetry) Phonics: Letters and sounds Phases 3 and 4

Mathematical Development (Maths)

Children use maths as an integral part of classroom activities, working with practical apparatus and later in the year will begin to represent their work with objects and pictures.

The learning targets they will be working on throughout the year are;

- I can count to 10
- I know and can write all my numbers to 10
- I know when I have written a number backwards and can correct it when it is pointed out to me
- I can arrange numbers in order from 1 to 10
- I can add 1 to any number up to 10 and know what the new number is
- I can take 1 away from any number up to 10 and know what the answer is
- I can put two sets together and count up to ten
- I can continue a repeating pattern with up to two objects in it
- I know 0 as zero and know that it is less than 1
- I know the meaning of: plus, more than and fewer than
- I can name a circle, triangle and square

MATHS UNITS TAUGHT WITHIN RECEPTION	
Term 1	counting, shape and space, pattern, addition, measure (height) measure (length), money, time
Term 2	counting, shape, space, data handling, pattern, addition, measure (height) measure (length), money ('Real life' problems), time
Term 3	counting, 2D shape, space, data handling, pattern, addition, subtraction, 3D shape and direction, measure (height) measure (length), money ('Real life' problems), time

Learning Technology (Computing)

The main focus within computing throughout the year will be to develop the skills and confidence necessary to interact successfully with a computer. They will develop mouse control by playing games, learn to navigate through different tabs within internet browsers and learn to use a selection of keys on the keyboard. The children will also gain opportunities to play with various resources; tablets, beebots, motorized cars. Through the use of a wide range of different applications and websites they will become increasingly independent and self-reliant when interacting with a computer, thereby setting a secure foundation for future learning.

Music

regularly in the classrooms. It is an opportunity for children to explore sounds and how they can be controlled. Children will be encouraged to sing and respond to a range of action songs which aid the development of language and motor skills.

They will be introduced to and experience playing a range of tuned and untuned percussion instruments. Children will be taught specific listening skills and begin to understand the basic elements of music – beat, rhythm, pitch, tempo and dynamics.

Students will often work collaboratively in groups and will have many opportunities to develop their confidence in performing to their peers and others.

Some of the topics we will be studying are:

- Rainbow Fish/The Cracker - music and literacy, stories and sounds
- Growth and Change - loud and quiet
- All about me - Beat and tempo
- Going places - high and low
- Working world (understanding the world) Texture

Physical Education (PE)

In Reception the PE Program at RISU focuses on practising safe and developmentally appropriate movement. A specialist PE lesson takes place once a week (with additional follow up from the class teacher); students will learn to enjoy a variety of activities in a supportive environment, and through this will become more confident and competent movers. Spatial awareness, thought and language collectively form a basic understanding of movement concepts in the stages of early learning.

Following the Early Years IPC curriculum, the students will be covering gymnastics, ball skills, athletics/fitness, net games and movement to music. Within these 6 categories, it is expected that students will:

- Develop a variety of fine and gross motor basic movements (general coordination, balance, direction) and manipulative skills (throwing, catching, kicking and striking)
- Develop positive social skills and the ability to get along with others in movement environments (eg) take turns, share equipment, move safely and cooperate behavior)
- Increase kinesthetic awareness (spatial and body awareness) and be confident and safe movers
- Improve early stage problem solving and movement creativity while using a variety of manipulatives (balls, hoops, beanbags, racquets, parachutes and general PE equipment)
- Develop and maintain acceptable levels of physical fitness through moderate and vigorous physical activity
- Enjoy and seek out physical activity for lifelong wellness

Swimming

Swimming is an essential life skill and part of the Primary P.E. curriculum. All children are expected to participate in the school's swimming programme, which aims to broadly develop a child's water confidence leading to coordination and safety in deep water (a life skill); develop their stroke development technique, introduce the child

needs.

In Early Years we particularly focus on having fun in water, safety and water confidence. These activities are taught through the following areas:

- Water games eg. walking in the swimming pool, playing with balls, using noodles, floating objects
- Saying out loud and showing best safety ways of how to get into the swimming pool
- Moving steep by steep as they show how much confidence they have in the swimming pool e.g Telling the teacher and showing what they can do, going to the level group they are familiar with in terms of confidence
- Saying out the swimming pool rules loud and clear e.g no pushing, no running around the pool no pushing others in the pool

ESL/SEND children within Reception

* **NB:** Direct support is not given in EYFS, unless there is an extenuating circumstance. Children of concern are flagged and then monitored with notes being kept in their class files.

NAME OF CHILD	CLASS	SUPPORT RECEIVING (ESL/SEND/IN CLASS/ OUT OF CLASS)	OWN LEARNING ASSISTANT ?
Aahil Hirani	Rec O	SEND	No

Home Learning

Home learning tasks can play an important part in consolidating children's attainment, developing independent learning habits and involving parents in the education of their children. Children will receive learning to complete at home on a regular basis increasing in amount and frequency as children move up through the school. In Nursery, Kindergarten and Reception, we ask all parents to talk with and read to, your child every day. A home learning project is given every fortnight which can take as long or as little time as the child is inspired for.

Parents as Partners

Parents are the prime educators of their children, therefore parents and teachers need to work together in the best interests of the child. Our goal is for your child to feel happy, secure, confident and curious, embracing new experiences with interest and creativity.

At RISU we value the contribution parents make and we hope to work closely with you.

You can support your child at home by:

- Speaking in your home language
- Talking to your child about their day, "What have you learnt today?"
- Sharing in the learning your child brings home by asking them about it....eg how did you do it? What did you enjoy? Were you learning by yourself or with friends?

- Encouraging your child to be resilient and have a go at something new or challenging
- Reading and sharing books together
- Taking your child on visits that could link with your IPC units
- Encouraging your child to look carefully at the world around them – discuss what they see, counting items that they see, describing colours of things that they see
- Helping your child share any special festivals or celebrations with us
- Working together with school to have a consistent approach to challenging behaviour eg. not wanting to share
- Spending time with your child eg cooking together, going for a walk, riding bicycles or other physical, practical activities

Staff are always happy to meet with you to answer questions and to discuss the progress of your child/ren throughout the year. Feel free to send questions or ideas to us; we are always willing to listen. If anything arises concerning your child, please talk to us... if it is on your mind then it is important to us.

As you will appreciate, because of our teaching and supervision commitments, staff are not always immediately available to meet in person. To ensure that a staff member is able to see you, please either telephone, email the staff member or write to the teacher in question, to arrange a suitable appointment.

We hope your child has a happy and successful year in Reception