



# PARK HILL PREPARATORY SCHOOL & NURSERY

For boys and girls aged 2 years and above

## Curriculum Information Booklet



**Reception  
2023-24**

## **Introduction**

Welcome to School! I hope the following information is of assistance to you and your child and ensures a smooth transition from nursery to Reception.

## **Transition to Reception**

In Reception, children continue a play based, free flowing experience, but they will also encounter structured opportunities to learn together. They will be guided by their teachers, but retain a lot of time when they are able choose what they learn and play with, when and with whom. They may gravitate towards the things they enjoy doing and are intrigued by or choose an activity linked to their learning.

However, the Reception learning experience is more formal than nursery, with teacher directed learning activities every day ensuring excellent progress in the areas defined by the Early Years Curriculum. We have clear learning goals across every subject, and there are targets including knowing certain number facts and being able to write independently.

## **Routines**

The side gate will be open at 8.00 am - 8.05am and again at 8.15am. Your child will be able to enter the classroom to put their water bottle and reading records away and are then free to play and chat with friends outside until 8.25am, when they will come into class for the register and other morning routines.

Please note that Registration takes place at 8.25am, with the first lesson starting promptly at 8.30am. It is important that children arrive on time to ensure there is no disruption for the whole class as well as your own child.

It is also important to help your child develop their independence early on through, for example, carrying their own bags and unpacking their own belongings in class.

**Afternoon collection: 3.30pm** Collection will be from the Reception gate in the playground at the end of the day. If your child is going to be collected from school by somebody else, please inform the office by phone or email. We will not let your child go home with another adult, without your prior written or verbal permission.

## Equipment

### Stationery

In class, the children are provided with all the equipment they need for their activities. However, they will need to have the following in their bag for their daily homework tasks:

- A pencil case
- A couple of sharp HB pencil
- An eraser
- A fine point dry-wipe pen
- A 30cm clear ruler
- Colouring pencils
- A pencil sharpener
- A glue stick

### Water bottle

The children will need a water bottle in class with them every day, in order to have access to a drink whenever they need one. Please ensure they have their own reusable, BPA free water bottle, clearly named, that is cleaned and refilled every evening.

### A change of clothing

The children are offered a rich curriculum and plenty of outdoor time, including Forest school (see below). This occasionally means that they may need a change of clothing. For this reason, we ask that each child has a full change of clothing, as appropriate for the season, (including 3 sets of underwear) in a bag that remains on their peg in school. We ask that the children's old nursery uniform is used for this purpose, so that they do not stand out in school and feel self-conscious. Please also keep their nursery bag as a reading folder.

### Forest School

We are very lucky that our year 1 teacher, Miss Gardner, is a qualified Forest School Leader and that we are able to visit Richmond Park one afternoon every week to benefit from the beautiful environment and her leadership. We go in rain or shine and the children will need a full set of waterproofs (jacket and trousers) as well as a pair of wellington boots.

### Art apron

We have a rich Expressive Arts and Design curriculum and the children will need their own named school art apron in school at all times to protect their clothing.

### **Uniform**

On Tuesdays, the children should come to school in their school sports kit in preparation for games. The children will remain in games kit all day. PE kit and Forest School kit (see above) for Thursday (waterproof jacket, trousers and Wellington boots), this can be kept in school or brought in on the day. The children can come dressed in school sports kit to reduce the amount of time spent changing and enable more time in Richmond Park. The children will also have a second PE lesson on site but the timetable has not been finalised so you will be advised in September, when the timetable is published and issued to you.

### **Labelling**

Every item of clothing, footwear and equipment brought into school must be labelled with your child's name. Strong loops sewn into the neck of coats, fleeces and pullovers ensure that they stay on pegs. Items do go astray from time to time (let us know) and we do our best to return them. Unnamed items are very difficult to reunite with their owners!

### **Homework**

During the term, I will set daily homework tasks. This will be a reading task on school days, with a writing and mathematics task at the weekend. The children will also have a weekly word writing task - this is similar to learning spellings, but will be informally assessed in their lessons, rather than through formal spelling tests, until the summer term. After Easter, the children will have simple spelling tests, using words they have encountered in their phonics lessons, to prepare them for their transition into year 1.

### **Timetable**

*A copy of the Reception timetable will be sent home, via your child, in the first week of term.*

## **Curriculum**

In Literacy lessons, children are taught speaking and listening, letter formation, reading and writing together with initial grammar skills.

The main focus of literacy lessons is the delivery of the government approved synthetic phonics scheme. This teaches children the pure sounds that letters make in words for reading and writing. The children will practise their newfound skills in reading (home and school), cross-curricular writing and in Drawing Club. Drawing Club offers the children exciting opportunities to relate to stories from the classic and modern children's canons. Children listen to the story or fairy tale, learn associated adventurous new vocabulary and then write entirely independently, at the cusp of their confidence so that it is tailor made for each individual.

### **Speaking and Listening**

Young children love to talk and share their ideas. At times they need help listening to others and valuing their opinions. In Reception, children are taught to: listen, ask relevant questions, build their vocabulary, give descriptions and explanations, participate in conversations, explore ideas and to speak audibly and fluently. They are helped to speak in sentences with correctly formed verbs and to use different tones for different audiences.

Drama and role play can contribute to the quality of children's writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes. In Reception this happens through both formal Performing Arts lessons and in continuous provision role play scenarios.

### **Reading**

Reading can be broken down into word reading and comprehension. Children learn to read using the pure phonetic sounds of each letter or group of letters. Sometimes, English uses non-phonetic or 'tricky' words that the children learn to read by sight. They will be given flashcards to help learn these and all the sounds quickly and effectively.

Reception pupils develop early comprehension skills alongside their first reading opportunities. They are asked questions to confirm their understanding and complete weekly comprehension tasks linked to their phonics level.

Here are some ways to approach reading. I hope that you find them useful.

- Most importantly, make reading as enjoyable as possible. This is not always easy after a long day at work or school but do try to persevere.
- Look at the book first, talking about what you can see happening in the pictures. Try to predict the story and possible unknown words.
- The pictures are a really important tool to help the children read. If your child is becoming too reliant on the pictures, encourage them to point to the words to draw their attention back to the text.
- Many words can be sounded out, e.g. c a t. However, words such as 'was' are trickier as sounding them out does not work. The children just need to learn how they look.
- After your child has sounded out each letter, ensure they say the whole word e.g., 'c, a, t, - cat'.
- At the end of each sentence re-read it to your child so that they can hear it read fluently with expression as this aids comprehension.
- Remind children to think about how speech might be said to encourage them to read with expression. Punctuation helps your child to read with intonation and brings a book to life.
- **Question** your child about events in the book to check that they have understood what you are reading.
- Join your local library and make use of their resources.

## **Comprehension**

It is important when reading with your child to focus on the comprehension (understanding of what's happening in the story) aspect of the book as well as the sounding out of words. As the year progresses, some children may be able to easily read their book and to say all the words fluently, but they also need to make sure they have a full understanding of what it is about, what they key words mean, and many other features of the text.

## Writing

Children are taught to write sentences by:

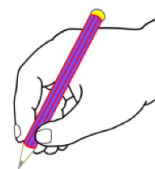
- Saying out loud what they are going to write about
- Counting out cubes to represent each word and help them track their progress.
- Re-reading what they have written to check that it makes sense
- Leaving spaces between words
- Punctuating sentences using a capital letter and a full stop, and later, question mark or exclamation mark

The children will make rapid progress if they are encouraged to write down what they can hear and are not pressured to spell correctly. They will soon learn spelling patterns and mistakes will correct themselves. Praise for effort and independence is far more important than any comment regarding spelling. If children become overly concerned with correct spelling, they will limit their writing to words they can spell, rather than using advanced and exciting vocabulary.

The best way to get better at writing is to practice it by writing in meaningful situations with real purpose.

Encourage your child to write:

- Birthday cards
- Shopping lists
- Letters to relatives and friends
- Reminders for things for school
- Instructions for games they have made up or models they have made up out of Lego etc
- Book or film reviews
- Scrap books
- Emails
- A diary when they do interesting things
- Ensure handwriting is correctly formed and legible. Encourage correct pencil grip to help them write with ease.
- Encourage children to sound out simple words, look for patterns in more complicated sets of words and eventually learn and apply spelling rules that they have encountered.



## Handwriting

Handwriting skills are an important development task and activity for children. All children will be taught letter formation in school and will be asked to practise at home as a homework task when they have learned new letters.

Key skills:

- Hold a pencil correctly
- Form digits and letters correctly and confidently
- Leave spaces between words

## Numeracy

At Park Hill School children develop mathematical understanding of number, geometry, measure and shape. Using the White Rose Maths scheme of learning has transformed the teaching and learning of maths. It has inspired us to focus on the 'WHY?' rather than the 'HOW?' in maths. In Reception, we focus on the key skill of subtilising (knowing how many by looking instead of counting) e.g., when you see 5 on a die. We combine this with learning to use a 5 frame and then a 10 frame. We also look at how a larger number can be made up from smaller numbers. We investigate patterns in numbers and shapes

### How to support your child with Maths at home

1. Talk about any maths learning that they bring home from school. This will usually follow on from activities in class.
2. Ask them to help when you are doing things with money, or measuring or weighing
3. Help your child to learn their number bonds to 5, then 10
4. Play the educational maths games that come home at the weekend for homework.

## Topic

Our topics are currently under review and we will inform you each term what the children will be looking at so that you can support their learning. We will be asking a big question per half term which will allow the children to cover important content and skills



as part of the Early Years curriculum but also leaves room for the children to follow their own lines of interest.

## **PE**

Across the year the children will be learning various sporting skills, such as ball control and athletics. The children will go on the bus with the rest of the school to Ditton Fields, for a sports session every Tuesday. They will also have a second PE lesson at Park Hill and we will advise you when that will be once the timetable has been finalised.

Please ensure your child has the correct PE kit each week including water bottle and waterproof or warm outerwear. We recommend that skins, hats and gloves are worn in the winter.

## **RE and PSED**

Across the year the children learn about the major festivals of the main world religions and other secular occasions as and when they occur. This helps the children develop an early idea of which festivals are celebrated, by whom alongside the similarities and differences between all the celebrations.

At Park Hill we have introduced a whole school Personal, Social and Emotional Development scheme called Jigsaw. Jigsaw combines emotional literacy, mindfulness, social skills and spiritual development.

The children will learn about fundamental British values like democracy and respect.

## **Extra Curricular Activities**

**Breakfast Club 7.30-8.00 a.m.**, it includes breakfast and activities. Please register with the school office.

**After School Club.** The After School Club runs from 4.00pm (after runaround) until 5.00pm, after which Tea Club is also available until 6.00pm. Please contact the school secretary for information if you would like to make use of these arrangements.

## **Medicines**

Please advise the class teachers and school office of any medication or medical requirements for your child in writing. Staff can administer medicine during the day as long as a form has been completed and signed by the parent and the medicine has a label with the child's name on it.

If your child needs medicine to be kept at school, including epi-pens, anti-histamines and inhalers, please ensure that they are in date for

the entire term, clearly labelled with your child's name and with any additional equipment needed to administer it (for example, spacers to accompany inhalers).

It is also useful to include a clear action plan for children who need emergency medicine.

For children who have anti-histamines, please only provide medicine that has been prescribed for your child, with the prescription label clearly on the bottle or box. Please ask your GP to prescribe a non drowsy anti-histamine, as, if this is given as part of an allergy treatment, it is essential that a medical team can tell whether a child is drowsy due to medicine, or losing consciousness.

### **Fit and healthy.**

In the event that your child is sick or even 'off colour' do keep him/her at home and call the school. Children must **not** be sent to school when unwell. If they have had a temperature, vomiting, diarrhoea or an infectious disease, they must be clear for 48 hours before returning to school.

It is important that we are informed of any infectious or contagious illness (however mild) so that we can inform other parents and authorities where necessary.

If your child becomes unwell whilst at school we will telephone and ask you to arrange for someone to collect him/her as soon as possible.

### **Contact details:**

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