



Garde Ta Foy

Felsted  
Preparatory School

# Pre-Preparatory School Curriculum Information for Parents

August 2009

## **Felsted Pre-Preparatory School**

### **Curriculum and Assessment Information for Parents**

The Pre-Prep curriculum is delivered by the class teachers. Some specialisation takes place to use the strengths of the Pre-Prep staff, eg Mrs Randall teaches music to Y1 and Y2. Team teaching also takes place within year groups when appropriate.

Reception children follow an integrated day, with different groups working at different activities during the day. In the Autumn and Spring terms, the emphasis in Reception is on phonics, with many activities to support and reinforce the phonics teaching.

Pupils in Y1 and Y2 have daily timetabled lessons in Numeracy and Literacy of 60 minutes, usually in the morning. The remainder of the timetable is made up of topic work, Spanish, ICT, music, art, PE, PSHE and RS.

#### **1. Numeracy**

We use the Abacus Evolve Mathematics scheme which follows the National Numeracy Strategy guidelines. This covers the following areas:

- Using and applying mathematics:

Developing mathematical language; using mathematics in practical tasks.

- Number and algebra:

Counting, ordering, reading and writing numbers to 10 (then 100, 1000)

Addition, subtraction, learning number bonds to 10, then 20.

Learning and using multiplication tables (x2, x5, x10, also x3, x4)

Division of whole numbers to 50, without and with remainders.

Recognising and using simple fractions, eg half a rectangle, a quarter of 8 objects.

- Shape, space and measures

Recognising and naming of common 2D and 3D shapes,

Describing their properties (number of sides/corners etc)

Recognising right angles

Measurement of length, mass (weight), capacity.

Telling time in different ways eg days of week, months, hours and minutes.

Telling time with digital/analogue clocks.

- Handling Data

Sorting and classifying objects

Recording results in simple charts/ block graphs/ pictograms.

Extracting and interpreting information from simple tables.

## 2. Literacy

(Reading, writing, speaking and listening)

- Reading: Learning about books
  - Sequencing pictures, predicting next part of story
  - Learning that print tells a story
  - Learning letter sounds and common (High Frequency) words
  - Learning decoding skills
  - Developing fluency
  - Encouraging reading for enjoyment and information seeking
  - Developing listening skills
  - Developing comprehension skills orally and in writing

Reception pupils begin to read by sharing picture books and story books with adults. When they have gained enough phonic knowledge they are able to start reading simple phonic-based story books independently.

In Y1 pupils move onto a wider range of reading books when they are ready. Their teacher guides each individual through the different reading scheme books depending on their ability and rate of progress. Each child reads at his or her own level. By the end of Y2 most children have reached the end of the reading schemes and are reading books of their own choice from the library.

Children read one-to-one with an adult in class regularly during the week. They take their reading books home and reinforce their reading with their parents. Pupils also read in groups in class on a regular basis.

The Oak Trees Library is open three mornings a week before school (8.25am – 8.45am) for all pupils and their younger siblings. They may borrow books to enjoy at home in addition to their reading scheme books.

- Writing

Synthetic phonics

The Reception pupils follow the Jolly Phonics programme of reading, writing and spelling. Children are introduced to the Basic Code of 42 sounds, which are taught following the order as laid out in Jolly Phonics. Single letter sounds are followed by digraphs, so that by the end of the Reception year pupils have learned to read and write all the basic sounds in English.

This is a multi sensory approach which includes:

Letter sounds, actions and rhymes

Letter formation

Digraphs (sound represented by 2 letters, eg oa in boat

Blending sounds together to make word: d-o-g, sh-o-p, r-i-ng.

Identifying sounds in words: is there an 's' in sun, dog, mouse?  
'Tricky words' which do not follow phonic patterns eg was, said, come.

Knowledge is acquired in logical stages, like building blocks. Therefore, children are not expected to read or write sounds that they have not learned.

Pupils in Y1 and Y2 follow Jolly Grammar. This reinforces and develops the work done in Reception and introduces pupils to different ways of spelling the same sound, eg **boat**, **bone**, **dough**, **blow**. Pupils are also taught basic grammar and punctuation. They are expected to write in good sentences and by the end of Y2 they should include capital letters, full stops, question marks, exclamation marks, commas and inverted commas.

Pupils write news, stories, poems, accounts and comprehension exercises. They are encouraged to write independently, using word banks, wall displays, dictionaries and other points of reference to help them. They complete grammar exercises and are then encouraged to apply this knowledge to their independent writing.

In Y1 and Y2 pupils are given a group of words to practise each week. These are assessed in a written test and dictation passage at the end of the week. The words follow the Jolly Grammar scheme and are based on phonic groups, with two 'tricky words' to learn each week.

Pupils have regular handwriting lessons, following the Nelson Handwriting scheme. Reception pupils are taught letter formation in a pre-cursive style. Pupils begin to join letters in Y1 and develop a fully cursive style in Y2. Parents are given information sheets about correct letter formation to help their children at home.

- Speaking and Listening

Pupils are given opportunities to speak and listen to others in small groups, in class and in assemblies. They are encouraged to have the confidence to express their own views and to listen to and respect the views of others.

Speaking: telling news/show and tell  
reading aloud (poems, stories etc)  
discussing ideas in groups  
asking and answering questions  
carrying messages  
giving and following instructions

Listening: to adults in class or assembly  
to other children in class  
following instructions  
watching TV, videos, DVDs  
listening to story/music/assembly tapes or CDs  
Listening Skills activities

### **3. Topic work**

General subjects are taught in a two year rolling programme of termly topics. These give a balance of different subjects and include aspects of history, geography and science. They are also linked to other curriculum areas, eg art/DT, ICT, dance, music and literacy. Pupils gain a rounded view of a topic through studying a variety of subject areas.

Time allowed is approximately 4x 60 minutes per week.

#### Topic programme

There is a two-year topic programme. This is planned to ensure that pupils cover a range of different subjects as they progress through the Pre-Prep.

#### Reception:

Autumn and Spring terms: short topics related to phonic work and seasonal festivals

Summer term: Bears

Y1: Autumn: People who help us / Ourselves

Spring: Toys/ Our School

Summer: Kings, Queens and Castles / Farms and Farming

Y2 Autumn: Colour and Light

Spring: Houses and Homes/ Victorians

Summer: Water/ Healthy Living

The topics are planned and led by the class teachers, although there is flexibility to accommodate pupils' interests. Visitors and speakers may be invited to school in connection with topic work (ie fire-fighters, police, doctor etc) and each class has an outing in the summer term to support their topic work. These include visits to Colchester Zoo, Hedingham Castle, Jimmy's Farm and Braintree Museum.

Each year the Pre-Prep has a themed week. To date we have held Africa Week, India week, Green Week and Water Week. During the themed week the normal timetable is changed and different activities and visits take place. This is also an opportunity for children from different year groups to work together on shared topic work.

### **4. Spanish**

Pre-Prep pupils receive one 30 minute lesson of Spanish each week. Reception classes are taught by Mrs G. Sugden, and Y1 and Y2 are taught by Mrs Hurriaga, both specialist language teachers.

### **5. ICT**

Each class receives one 40 minute ICT lesson with Mrs L. Phelan each week in the Junior ICT room. Pupils also have the opportunity to use the class computer during lessons. The class teacher often plans ICT activities to support the lesson, eg on-line games to practise telling the time in a maths lesson. Five classrooms have an IWB (2x Y2, 3x Y1). It is planned to increase this provision for 10/11.

## **6. Music**

Each year group has one 45 minute music lesson per week. Reception pupils are taught by Mrs Manson, Y1 and Y2 pupils are taught by Mrs Randall. Pupils learn songs, clap and beat rhythms and play a variety of percussion instruments. They are introduced to different types of recorded music. Pupils in Y1 and Y2 create their own music. Y2 pupils are introduced to traditional notation and use pictorial and graphic scores.

Mrs Randall takes all pupils for singing practice for 30 minutes per week. Year Two pupils may learn to play the recorder in an after school club with Mrs Randall once a week.

Pupils who wish to learn to play an instrument may have individual music lessons with specialist instrumental teachers.

All pupils have opportunities to perform in the Christmas play, the Pre-Prep instrumentalists' concert and in the summer concert.

## **7. PE**

Each year group has two 60 minute PE lessons and one swimming session a week. PE lessons include ball skills, gymnastics, music and movement and dance. Y2 pupils learn basic hockey skills in the autumn and spring terms and start to play rounders and kwik cricket during the summer term.

All pupils spend time preparing for the annual sports afternoon in the summer term. A country dancing afternoon is held biennially, in which pupils, staff and parents all dance together in the playground.

Pupils swim in small ability groups and work towards gaining swimming awards. There is an annual swimming gala which is held in the summer term.

## **8. PSHE**

PSHE is taught through assemblies, class discussions and in topic work where appropriate. Pupils are encouraged to look after themselves and follow a healthy lifestyle, to 'drink to think' and understand the value of exercise.

Pupils are taught a code of behaviour based on the Golden Rules which are reinforced at any time in the school day. These are:

- We are gentle
- We are kind
- We look after property
- We are honest

We listen  
We work hard

Pupils are rewarded for following the Golden Rules by praise and stickers. Exceptional achievements or outstanding effort are rewarded by the pupil receiving a Gold Book Award and having their name and photograph in the Gold Book. Their photograph is also displayed on the Golden Apple Tree in Toad Hall.

Pupils are guided to consider their relationships within their home and school environments and are introduced to communities in the wider world. They are encouraged to develop tolerance and respect for the needs, values and beliefs of others. They are taught to be aware of the effects of their actions on others.

The Pre-Preparatory school sponsors an Indian child through Action Aid, and the children are made aware of the needs of his community and the differences in his culture and lifestyle. Pupils also support the Little Haven Children's Hospice at the Harvest Festival, and take part in whole school fundraising events such as Red Nose Day, Children in Need and supplying boxes of gifts for Operation Christmas Child.

The Pre-Preparatory pupils are taught to respect the environment and to take part in green activities such as recycling and energy saving. The Pre-Prep holds themed weeks to focus attention on green issues. Last summer we held Water Week and raised money for Water Aid by running a stall at Felsted carnival. Visits are made to Hatfield Forest to introduce pupils to nature study, and pupils are encouraged to contribute to the Pre-Prep nature table. The Reception pupils have monthly walks along the local footpaths to observe the changes during the seasons. Pupils are involved in planting bulbs and flowers in the Pre-Prep, and a small garden area will be developed this year for children's use. The Pre-Prep pond provides opportunities for nature study and pond dipping in the summer.

Pupils in Year One study the local community through the topic 'People Who Help Us'. They receive road safety training from the Uttlesford Road Safety Officer and have visits from local community groups such as the police, firefighters, a dentist and a GP.

## **9. Religious Studies**

Religious studies are introduced in assemblies, in class, as part of topic work and to celebrate major festivals of different cultures. Bible stories are read and discussed, as well as the stories of Diwali, Hannukah and Chinese New Year. Days of national significance, such as Remembrance Day, are observed and celebrated. The British patron saints' days are observed at the appropriate times. The children attend chapel at the end of each term, and also visit it as part of their topic work.

The Pre-Prep holds an annual Harvest Festival in the School Chapel. The pupils spend time in school preparing for the service by singing, writing prayers and practising readings. It is also a focus for helping others, as the harvest offerings are

given to the Children's Hospice, while the collection funds the Action Aid sponsorship.

The Christmas story is studied in detail every year and the Pre-Prep puts on a Nativity play in which all the pupils take part. Parents and family are invited to watch the performances.

Shrove Tuesday is celebrated with pancake races and the meaning of Lent is studied. On alternate years the pupils watch a performance of The Easter Story, performed in school by the Rainbow Theatre.

### **10. Assessment and Reporting**

Felsted Pre-Preparatory School operates a system of continuous assessment which is monitored by class teachers. In Reception (the Early Years Foundation Stage) the teachers and teaching assistants continuously observe and record stages of the children's development and learning, and these observations form the basis of each child's Foundation Stage Profile, which is completed at the end of the Reception year. Continuous assessments are used by all teachers to guide the next stage of their pupils' learning.

In Years 1 and 2 informal end of topic assessments are carried out as appropriate; in addition, pupils are encouraged to assess their own efforts and achievements.

All pupils complete PIPS (Performance Indicators in Primary Schools) assessments every year, and these results form the basis of tracking each pupil's progress from year to year.

Written and oral mathematics assessments are completed every half term for all pupils. Pupils in Year 2 are assessed in mathematics and literacy during the Spring term. This forms the baseline for their transition to the Preparatory School in Year 3.

Parents receive written reports at Autumn half term and at the end of the Spring and Summer term. There are Parent/Teacher meetings at the start of the Spring and Summer terms. Parents are able to discuss their child's progress at any time, by arrangement with their child's teacher.

JEW  
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