



HIGHFIELD SCHOOL

Inspiring Life Long Learners

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Headteacher

Ms L Corrigan

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Miss J Burns



Highfield Primary School Reception

Welcome

Highfield Primary School is a co-educational day school for children aged from 5-11 years. It also has its own 60 place Nursery. It is situated in the centre of the London Borough of Hillingdon, in the village of Hillingdon, to the south of the Western Avenue and close to the Uxbridge Road.

The School was opened in 1969 and has undergone major building works to accommodate the growing number of children wishing to join Highfield Primary School. The school is set within extensive grounds which create many opportunities to take learning outside of the classroom and also giving the children space to have fun and play during break times.

Aims and Ethos

Highfield is a small caring school providing a warm and secure atmosphere in which each child fulfils his or her real potential. We prepare pupils for a life in which they will play an active role in their own family, in their secondary education and within the local community.

We see the Foundation Stage as the start of a child's learning journey with us at Highfield and we want to develop a sense of belonging right from the beginning. Therefore we have introduced school uniforms for all children. Parents will be able to purchase, from our uniform suppliers PMG Schoolwear.

We expect all of our children to respect others and receive respect themselves. We wish them to be happy in their work and to recognise that the main reason for their being with us is to learn. Close collaboration between individuals is encouraged.

Our expectations of all children, in their learning and in their social development are high.

The curriculum we offer is broad and challenging. Every effort is made to make sure that children work at the level, which is appropriate to their ability.

We value the partnership with our parents to achieve the high standards we all expect. Through termly open days we offer the opportunity for parents to discuss their child's progress with the class teacher.

As a primary school, with teachers liaising closely, we work to ensure that children transfer from nursery to infants, and from infants to juniors with confidence and ease.



Highfield Primary School Reception

Welcome to the Foundation Stage

A very warm welcome to our school. We hope your child will have a really happy time and that together in partnership with you, the parents/carers we will give the best possible start to their education.

The Members of staff for Reception are:

Seahorses Class

Mrs H Sherwood

Ms M Lambie

Foundation Stage Leader / Teacher

Nursery Nurse working alongside Mrs Sherwood

Penguins Class

Mrs H Partridge

Mrs S Norris

Reception Teacher

Nursery Nurse working alongside Mrs Partridge

The Reception staff will be supported from time to time by other key members of staff.

Times of school are:

Morning Session

School starts promptly at

(Soft Start 8.40 am - 8.50 am)

8.50 am

Lunchtime

Afternoon Session

12.00 pm – 1.00 pm

1.00 pm – 3.15pm

Ms L Corrigan

Headteacher



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The Early Years Profile:

At Highfield we recognise that parents are the children's first educators. Children learn so much before they start Reception and we want to build on the knowledge and skills they have already learnt either from you or in our Nursery. Every child is very different and so we want to find out as much information from you, in order to help your child make progress as soon as he/she begins school.

Aims of Foundation Stage Learning:

Our broad aim is to help your child take their first steps towards independence smoothly and happily in a caring and secure yet stimulating environment. We hope they will learn to co-operate with other children (e.g. share toys and equipment, play together and make things) and share their experiences with them. We hope also to provide them with suitable materials and situations to enable them to develop all the skills they will need.

Coming and Going:

Please bring and collect your child yourself if you can. If this is not possible then arrange for an adult, (relative, friend or neighbour) to do this and please tell us in advance if your child is to be collected by someone different.

Please collect your child on time. It can be very traumatic for a child who is not collected on time. If you know you are going to be late please phone the school and forewarn us.

Please bring your child right to their classroom door where they will be greeted by the class teacher or Nursery Nurse. To encourage independence of children, please say goodbye at the door.

If you come by car please leave the school entrance clear to prevent the chance of accidents. If you are late arriving and the gate is already locked please bring your child to the main office where they will be taken to their classroom. Obviously children will benefit from regular attendance at school, however if your child is unwell we would not expect them to come in. You need to phone the school to let us know if your child is unwell. If your child has a contagious disease like measles or mumps please let us know straight away.

Absence from School:

If a child is absent from school for any reason then could you please notify the school office.

If no explanation is received the absence is unauthorized. A letter will be sent to the parents enquiring as to why their child has been away.

The LEA guidelines are that parents should refrain from taking children out of school for family holidays during term time as it is deemed detrimental to their education and must be avoided. However should it be necessary to remove children from school for any other reason a request should be made in writing to the Headteacher. Term time holiday will NOT be authorised.



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Health and Welfare:

We need to know if your child has any allergies or other health problems, in order that we can care for them properly. Please ensure you fill in the appropriate information on the forms.

Children are offered milk or water and a piece of fruit daily, so please do not send any drinks or snacks with the children. From time to time children will be offered the opportunity of tasting different foods. So please let us know if they have any dietary requirements. They will also take part in cooking activities when they will eat the end product at school or take it home.

We need to know where to contact you if your child is ill, so please make sure that we have up to date information, and please let the office know as soon as possible if these details change.

We hope your child will be happy with us. If at any time a problem should arise, either at school or at home, please do not hesitate to come and talk to one of the staff.

Equalities and Diversity:

Across the school (children, parents, staff, governors and friends) we treat everyone with respect and make no distinctions between gender, age or race.

School Reports and Parent / Teacher Meetings

Parents are invited in each term to meet their child's teacher and discuss progress. We do, however, encourage parents to contact the school whenever a problem arises, rather than wait until the scheduled parents meetings.

Ways that you could help your child:

- ❖ Please take an interest in what your child is doing.
- ❖ Take the time to talk to your child about what they have done during the day. Talk to them about any work they have brought home, giving lots of praise and encouragement.

Learning to read:

Read and share stories with your child. Try to encourage your child to predict what is going to happen in the story or ask them to recall the story after they have finished. This may be done just by looking at the pictures. Visits to the library can be really stimulating.

Writing:

Please don't teach your child to write in capitals. We only encourage children to write a capital at the start of a name. We mainly teach children to write in lower case letters.

When children are older they will learn how to use capital letters at the start of sentences.



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Language work and story time:

Language work is an essential part of early learning. In addition to all the talking and discussion that goes on during each session, we usually have a story, rhymes, songs or musical activity. As well as listening to stories in school it will help your child a great deal if you read or tell stories to them at home. All stories are valuable to a child's learning.

Encourage your child to find objects/pictures beginning with the sound that are in their names or family members names. Sing lots of nursery rhymes and songs to your child as this will help develop their literacy skills as well as to become aware of pattern and language which is the foundation of early reading.

Clothes:

School uniform can be purchased from our uniform provider PMG Schoolwear, who are based in Uxbridge. Remember that children will be playing inside and out so please ensure your child comes to school with a coat in the cold weather and sensible shoes for climbing.

Reception children will use hall for a P.E./Movement lesson. All children require PE Kit which should be kept in a draw string bag with their name on the outside. The kit includes a Highfield blue PE shirt, also available from PMG Schoolwear, a black pair of shorts and a pair of plimsolls with a velcro fastening (no trainers or laces please!)

Please Label all of your child's clothing including coats and shoes

Children may wear small stud earrings other jewellery should not be worn for health and safety reasons. It can be dangerous and can easily be lost causing anxiety for the child. **Earrings must be removed for PE lessons.**

Foundation Stage – Long Term Goals:

The emphasis in the Foundation Stage is on play – learning through first-hand experience and making school a pleasurable and rewarding place to be. Opportunity is given for children to learn in different ways and at different rates, while encouraging individuals to feel a valued member of the class.

All children are valued and important members of the department. The Staff foster an atmosphere of respect and understanding of individual differences in ethnic, religious, or family backgrounds, special needs, gender or ability. Staff within the department communicate openly and fully to enable the smooth transfer from Nursery to Reception and Reception to Year 1. The spiral nature of the curriculum ensures that previous learning is reinforced, and new learning is scaffolded, thus enabling individuals to develop and progress in the way most appropriate for them.

The school year is divided into “topics” and this provides the general basis for most of the activities. Building on what children already know develops confidence and competence in early mathematical and language skills. Group games and one to one activities with an adult provide a framework for children to learn new skills. The Early Years curriculum is organised around the Early Years Foundation Stage Curriculum, incorporating the Every Child Matters outcomes.

The Early Years Foundation Stage Curriculum is divided into seven areas of learning. The three Prime Areas are Personal, Social and Emotional Development, Communication and Language Development and Physical Development. The four Specific Areas are Literacy, Mathematics, Understanding of the World, and Expressive Arts and Design. Within these areas the Curriculum is further divided into sub sections.



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Prime Areas	Specific Areas
Personal, Social and Emotional Development Making Relationships Self-Confidence and self-awareness Managing feelings and behaviour	Literacy Reading Writing
Communication and Language Development Listening and Attention Understanding Speaking	Mathematics Numbers Shape, space and measure
Physical Development Moving and handling Health and self-care	Understanding of the World People and communities The world Technology
	Expressive Arts and Design Exploring and using media and materials Being imaginative

Personal, Social and Emotional Development:

The Early Years department aim to provide an environment where children can feel safe and valued. We accomplish this through making the classroom a place of fun and friendship where all adults and children can feel accepted and valued whatever their background, talents, needs or difficulties may be. We are aware that our own good example is an important part of teaching children how to interact with others. This involves seeing the value of individuals and being prepared to work through difficulties when they arise.

- Time is given to informal listening to one another and having fun together.
- Children are praised and rewarded for specific achievements and good behaviour. We also support children to see the good in others.
- Time is given to observation so that inconsistencies, injustice and conflicts can be spotted and addressed.
- Anti-discrimination attitudes are promoted among staff and children.
- A variety of cultural/gender/race experiences are included in equipment, topic activities and assemblies.
- An awareness of good and unhelpful behaviour is fostered and values such as love, forgiveness, caring and sharing are encouraged.



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Classroom organisation is given a lot of thought, and staff aim to create an environment that is inviting, practical and safe. Reviews of changes needed and future development are held in regular staff meetings. Hazards are reported to the school office.

- Routines are kept and changes are told to the children in advance wherever possible.
- Carpet time includes talking about things we are going to do in the day so that children know what is coming.
- Our aim is to provide activities that are appropriate to promote success and interest by giving a range of experiences, materials and equipment.
- Planned challenges are achievable.
- Support is given to children, thinking through unplanned challenges to find possible solutions.
- Children are included in the planning of the displays.

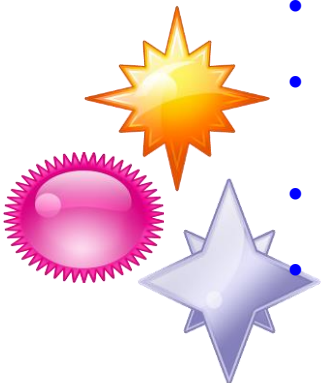
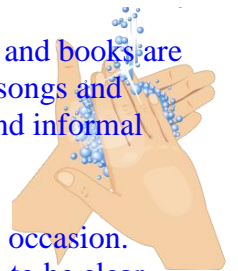
Children are taught to look after themselves, their environment and each other. This is implicit in all that we do, but specific goals are:

- To show respect for one another's differences through learning about other cultures and ways of doing things.
- Promotion of such values as respect, honesty and reliability.
- Everyone shares the task of tidying up and children are encouraged to take good care of the equipment.
- To develop a sense of respect and appreciation for the world around us, and to experience caring for animals and plants.
- To learn to take care of ourselves – washing hands before meals and after using the toilet, getting dressed, putting our own things away, asking when we need help etc.
- Learning to listen as well as speak, and to use words such as please, thank you and excuse me.

Communication and Language Development:

Staff aim to create an environment that endorses the value of language. Signs, notices and books are an important part of the physical environment. A wide variety of storytelling, poetry, songs and rhymes are enjoyed from day to day. Children are encouraged to take part in formal and informal conversations. Staff give time to listen to individuals' responses, ideas and opinions.

- Children are encouraged to express themselves orally on every suitable occasion. Staff value children's contributions and aim to warmly encourage them to be clear and confident.
- Skills such as turn taking and listening to others are developed in circle or carpet time.
- Where English is not the first language staff are sensitive to the difficulties the child may be experiencing and involve the parents in suggesting ways of making the transition easier. (Perhaps learning a few words in the child's home language.)
- Poetry and rhymes are learnt as a group. When children feel confident they are given the opportunity to perform in front of the class.
- Assemblies help children feel more comfortable with listening and taking part in a larger group.



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Physical Development:

Children are given the opportunity to develop confidence, coordination and skills in physical activities. They are provided with a range of equipment that encourages the development of both small motor and gross motor skills.

Fine motor control is aided by opportunities provided in creative work (scissors, painting etc), language work (pencil control, jigsaws etc), music (tapping, clapping), number work (number games, calculator play etc), knowledge and understanding (hands on experiences, using equipment) and personal and social development (getting dressed, doing up coats etc).

Gross motor activities develop physical skills, body awareness and control large muscle movements. Gymnastics sessions provide climbing, movement, jumping and balancing opportunities. In addition, children encounter ball and hoop games that develop good hand/eye – foot coordination and an awareness of space. Children have the opportunity to work with others and develop turn taking skills. Outside play gives opportunity for climbing, balancing and riding bicycles. The school grounds are a valuable resource for nature walks.

Dance, drama and circle games practice both fine and gross motor skills as well as develop coordination, rhythm and balance.

In addition, children are encouraged to think about how their behaviour affects their bodies, for example how:

- Our hearts pound when we run
- Washing our hands gets rid of germs
- Selecting carefully what we eat aids our healthy bodies
- Wearing suitable clothing protects us from heat and cold

Literacy:

Reading

- Book corners are set aside in a quiet (quieter!) area of the classroom. These are comfortable areas that invite children to sit down with a book. Informal times with staff help children to learn about turning the pages and reading from left to right, as well as sharing and enjoying the contents of the book.
- Children are introduced to words using a variety of books and signs. Attention is drawn to individual letters using a variety of activities, including “Letters and Sounds” activities, letter matching games, letter rolling game, jigsaws etc.
- Children are encouraged to recognise their own name and the names of their friends using labels and lists.
- Using a “big book” of Nursery Rhymes and poetry, children learn to rhyme and spot initial sounds of words.
- A variety of books are available in school, including fiction, non-fiction and poetry.



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Writing



- Pencil play opportunities are provided in the form of continual access to paper, “office tables” and a wide variety of writing implements. Role-play extension includes writing letters, making shopping lists etc.
- Roll-a-letter game and writing letters in wet sand and salt trays helps children visualise how letters are formed.
- Children are helped to hold a pencil comfortably and gain writing experience through various mark making activities and through games on the Interactive Whiteboard.
- Writing children’s own ideas about their creations and reading it back to them encourages the connection between writing and words.
- Some children may begin to form their own text using familiar letters and their phonic knowledge. Staff support this initiative by providing help where necessary.

Mathematics:

Mathematical skills and knowledge are used in familiar situations in order to develop understanding. Children are encouraged to apply what they are taught so that it makes sense to them. (For example, laying the table provides reinforcement of one-to-one correspondence, and sharing a lump of dough between three children makes use of problem solving and sharing skills). The wealth of knowledge children have is gradually extended by careful planning of the play activities, allowing children to investigate, try out and consolidate earlier learning.

Small teaching groups are used to develop mathematical thinking and practice skills. In these groups, staff work with children, encouraging them to make comments or suggestions and to ask questions. Staff use these opportunities to observe children and to gain a clear picture of individual children’s progress. This information is used to plan future strengthening and extension activities.

Numbers

- Sorting and making sets. Children classify by colour, shape, texture or meaning. Any assortment of objects can be used. Commercially produced equipment available in school includes “Sorting Puppies” and “Transport Sorting”
- 1 – 1 Correspondence. Play people are ideal for this concept, e.g. finding one person for each horse. Laying the table, giving out pencils etc. make good strengthening activities.
- Cardinality-5. Using games, equipment, displays and number rhymes to help children visualise “how many” a number is worth. This concept is revisited regularly throughout the year as number recognition and counting skills develop.
- Comparison of sets, e.g. are there more sheep than pigs? Introducing the language of more and fewer.
- Ordinality – 5. Ordinality jigsaws are available. To ensure the children are ordering and not just remembering something else about the jigsaw, use other methods to assess.
- Nil. Continuation of ordinality, introducing the idea of a set of “zero”.

Calculator fun. Getting used to the calculator. Switching on and off. When children have good number recognition than get used to the digits on the display. It may be helpful to make numbers in matchsticks first.

Children who are competent in the above skills can begin to use their knowledge to develop skills of visualisation and manipulating numbers. Simple addition of sets are useful. Numbers to 10 and beyond can be used when children are working confidently with numbers to 5.



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Shape, space and measure

Most children have an understanding of big/little when they arrive in the Nursery. If this is not the case in individual children, it must be the starting place for any work in this area, both informally and as part of a topic. Children gain understanding and develop language through:

- Sand and water experience where children gain skills in pouring, using a funnel and learn concepts such as full, empty, overflowing etc.
- Construction toys give experience of the properties of shape, e.g. does it sit flat or roll? How many corners does it have? Handling toys and fitting them together give experience of space.
- Naming 2D shapes and spotting them in the environment.
- Discovering that 3D shapes have “faces”, edges and corners, and counting these.
- Copying and continuing patterns using a variety of materials, (e.g. wrapping paper, potato prints, play people etc.) Commercially produced equipment available includes coloured beads and cards, pegboards and unifix blocks. P.E. activities using sequencing and clapping patterns extend this activity.
- Comparing sizes e.g. who is the tallest?
- Making, using scissors, paper and glue develops understanding of size – “Is that strip of paper long enough?”
- Playing with dough gives children plenty of experience of measurement.
- Familiarity with concepts such as morning/afternoon/day/night helps develop an awareness of time. Although it is not appropriate to teach telling the time at this stage, experience and awareness of short periods of time can be helpful, such as “we tidy the table while I count to ten” or “you need to let Phillip have that toy in five minutes”, (using the sand timer helps children with this concept of 3 or 5 minutes).

Understanding of the World:

Children are given the opportunity to explore, discover and investigate the world around them. We aim to make these experiences as broad as possible so that children can gain a better understanding of the world in which they live. This will provide a foundation for scientific, historic, geographical and technological understanding. Most of the activities will be drawn from play situations. A wide range of activities and opportunities to explore within the classroom and in the garden are given which aim to provide stimulation for children’s natural curiosity, such as:

- Sand Play
- Water Play
- Home corner/role play activities
- Hands on science and nature tables with magnifying glasses for close inspection
- Playdough (with different aromas and colours)
- Other tactile materials such as clay, gloop (corn-flour and water mixture) etc.
- Building opportunities with both commercially produced equipment and day to day objects (such as junk modelling)
- Free access to art materials and equipment
- Nature walks within the grounds
- Show and tell, encouraging children to share items that interest them with the group
- Mirrors
- Magnets
- Weighing scales
- Hoops, balls, bikes and climbing equipment



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It is hoped that children learn to “think”, “see” and “do” in a way that provokes them to investigate creatively. They:

- **Observe** by looking carefully at objects and using their senses to find out more, e.g. looking at and smelling plants, using machines, feeling seashells or tasting new food.
- Developing **concepts** by looking at things in a different way – bending, stretching, warming or wetting items for example.
- Knowledge and understanding is gained through **meeting people** e.g. a visit from the local librarian or the life bus.
- **Sorting and classifying** things using different criterion during topic work, tidy-up time and home corner play.
- Children are encouraged to **predict** what will happen by using previous experiences and guessing.
- Opportunities for **estimating** and **measuring** are given in order to develop understanding and language associated with weight, length, time, temperature and forces (push and pull). Units of measurement are left for later and direct comparison is generally used.
- Children talk about and discover their own **past** through topic work and circle times.
- Resources and equipment are provided to encourage a wide range of building and **construction** experiences. Children are encouraged to **adapt** their models to meet their requirements.
- Children are encouraged to select and use **tools** and **techniques** to assemble and join materials.
- Children are encouraged to **communicate** using the new **vocabulary** they learn.
- Children encounter **technology** in everyday situations such as visiting the school office, using a tape recorder and developing calculator skills.
- Group work gives opportunity for **discussion** and **questioning**. Staff help children to seek answers and reach conclusions, including their own likes and dislikes.

It is hoped that children will develop perseverance, originally, self-discipline and, above all, a love of learning and exploration.

Expressive Arts and Design:

Children are given opportunity to develop creative skills through exploration and experimentation. There is a range of equipment available including:

- Scissors
- Coloured pencils and wax crayons
- Felt tip pens
- Paper, cardboard, envelopes of various sizes and colours
- Paints
- Collage material
- Junk modelling
- Play dough
- Adhesives in the form of tape, glue etc
- Sand play
- Water play
- Home corner/role play and dressing up
- Small world play
- Construction equipment



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The children are also given opportunity to partake in particular creative activities from time to time that provide free expression and child directed learning, e.g.

- Other painting and writing equipment such as pastels, charcoal, fabric pens etc
- Scissors that cut in patterns
- Clay, gloop, Papier-Mache etc
- Musical instruments
- Puppets

In addition, the staff plan sessions with the aim to introduce specific skills. These activities are more adult directed and a support child's learning to provide opportunities to develop skills and techniques, as well as encounter different materials.

