



**RAINBOW**  
INTERNATIONAL SCHOOL UGANDA

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# **Kindergarten Handbook**

## **2023 - 2024**

## Headteacher's Welcome

Dear Parents,

Welcome to Rainbow International School Uganda (RISU), a place where curiosity knows no bounds, friendships bloom, and the joy of learning fills every corner. We are delighted to have you and your child as part of our vibrant and nurturing Early Years school setting, where we focus on cultivating the foundations of lifelong learning and character development.

At RISU, we understand that these early years are incredibly formative, laying the groundwork for your child's future success and happiness. Our commitment is to provide an environment that supports holistic growth, embraces the rich cultures that attend our school, and fosters a love for learning.

One of our primary focal points is the UK Early Years Foundation Stage (EYFS) framework, which guides our approach to early childhood education. This framework emphasises the seven key areas of learning and development, including communication and language, physical development, personal, social, and emotional development, literacy, mathematics, understanding the world, and expressive arts and design. Through play-based activities and hands-on experiences, we aim to nurture your child's abilities across these domains.

Moreover, we strongly believe that learning is not confined to the classroom alone. Your child will have the opportunity to explore, discover, and develop essential life skills through hands-on experiences, inquisitive exploration, and creative expression. We encourage a strong work ethic, instilling values of perseverance and responsibility from an early age.

Our school is not just a place of education; it is a community where relationships are built, friendships are formed, and children develop a sense of belonging. We promote a warm and loving atmosphere that values every child's uniqueness. We believe that children thrive when they feel safe, valued, and understood.

Another exciting aspect of RISU is our affiliation with the International Primary Curriculum (IPC), which broadens horizons and fosters global perspectives. Through this framework, your child will explore a wide range of subjects and themes, promoting curiosity and a love for learning about the world around them.

As you embark on this wonderful journey with us, please know that our doors are always open. We encourage your active involvement in your child's education and the school community. We look forward to partnering with you to provide the best possible foundation for your child's future.

Once again, welcome to Rainbow International School. Together, we will inspire and nurture the brightest minds, kindest hearts, and most curious spirits.

Warm regards,

Richard Mottram, Head of Primary ([primaryhead@risu.sc.ug](mailto:primaryhead@risu.sc.ug))

## Introduction

In Kindergarten we welcome the children to the next phase of their learning after Nursery. Our main focus is on every child being happy and ready to learn.

The children's previous experiences whether at home, in Nursery or indeed other educational settings are all an important basis for us to build upon and enable all the children to progress and develop to the best of their potential.

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. The Kindergarten class offers a safe, secure, supportive and caring environment, which is vital for children to maximise their all round development. The children are offered a range of experiences and opportunities through active learning. The children learn through play and investigation. They are encouraged to talk, observe, plan, question, investigate and explore, through a variety of activities which are continually adapted to suit learning needs and styles. Through using the classroom and outdoor environments children learn and develop their skills, knowledge and understanding. The children are encouraged to talk, discuss and share their learning experiences. 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.

### **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 Kindergarten:**

Each class in the Primary section has a full time class teacher and a full time teaching assistant;

CLASS	CLASS TEACHER	TEACHING ASSISTANT
Kindergarten	Miss Racheal Nabulime	Ms Agatha Batenga

## Principles of Learning

At RISU we believe learning is most effective when learners:

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

## Knowledge Skills and Understanding

At RISU we believe that differentiating between knowledge, skills and understanding is crucial to the development of children's learning.



KINDERGARTEN CURRICULUM MAP

Kindergarten	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
<b>Topic name</b>	<b>All About Me</b>	<b>Around the world</b>	<b>Buildings</b>	<b>Once upon a time</b>	<b>Growing and changing</b>	<b>Olympics Dance &amp; Gymnastics</b>
<b>Phonics</b>	Phase 1 Aspect 1: Environmental sounds Aspect 2: Instrumental sounds Aspect 3: Body percussion Aspect 4: Rhythm and rhyme	Phase 1 Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting	Phase 2 Introduce and teach set 1 and set 2 letters:-,p,a,s,t, m,i,n,d	Phase 2 Introduce and teach set 3 and 4 letters:- g,o,c,k,k,c,e,u,r Begin reading words	Phase 2 Introduce and teach set 5 and 6 letters:- h,b,f,ff,l,ll,s,ss Begin reading words and captions	Phase 2 Introduce and teach set 5 and 6 letters:- h,b,f,ff,l,ll,s,ss Begin reading words and Captions
Ongoing phonics application: Jolly Phonics songs, blending & segmenting; phoneme counting						
<b>English</b>	<b>Story:</b> Owl Babies by Martin Waddell Goldilocks and the Three Bears by Audrey Daly  <b>Rhymes:</b> If You're Happy and You Know It	<b>Story:</b> How to make an apple pie and see the world by Marjorie Priceman  <b>Rhymes:</b> It's a small world after all.	<b>Story:</b> One Big Building by Michael Dahi  <b>Rhymes:</b> London Bridge is falling down	<b>Story:</b> <b>The Lion and the Mouse Jack and the beanstalk Little red riding hood</b>  <b>Rhymes:</b> Hey Diddle Diddle. Ten in the Bed.	<b>Story:</b> When I GRow Up <a href="https://www.youtube.com/watch?v=UNDAAXIH66w">https://www.youtube.com/watch?v=UNDAAXIH66w</a>  <b>Rhymes: There so many things that grow grow grow</b>	<b>Story:</b> She's Got This by Nina Mata <i>Nadia The Girl Who Couldn't Sit Still</i> by Karlin Gray  <b>Rhymes:</b> The Olympic song I have a very busy body Heads shoulders knees and toes Here we go round the mulberry bush Follow the leader
<b>Maths</b>	Getting to know you Match, sort and compare Talk about measure and patterns It's me 1,2,3	It's me 1,2,3 Circles and triangles Shapes with 4 sides Alive in 3 Mass and capacity	Growing 4,5 Length, height and time Building 4 and 5	Building 5 and 6 Explore 3D shapes To 110 and beyond How many now?	To 10 and beyond How many now? Manipulate, compose and decompose Sharing and grouping	Sharing and grouping Visualise, build and map Making connections Consolidation
<b>IPC</b> (Science, History, Geography and International Mindedness)	<b>All About Me</b> My Emotions Mybody My senses My Body	<b>Around the world</b> My country My classmates countries Celebrations and culture	<b>Buildings</b> My home Materials for building Buildings in the past Buildings around the world	<b>Once upon a time</b> Fairy tales and traditional tales	<b>Growing and changing</b> Lifecycles How humans grow How plants grow	<b>Olympics Dance &amp; Gymnastics</b> What is the Olympics? Where will it be? Olympic song Olympic games
<b>PSHE</b>	Being My Best Rights and Responsibilities	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Growing and Changing	Growing and Changing
<b>Music</b>	Body, home & friend songs High & low	High & low Sing along	Songs about buildings Loud & Quiet	songs found in stories Fast & Slow	Songs about growing long & short sounds	The Olympics song
<b>Physical Development</b>	Toileting Independence and self-care Taking turns Water confidence/water play	Gross motor movements Dance Manipulating tools Healthy eating Water confidence/Big giant walk	Gross and fine motor movements Dance Manipulating tools Healthy eating Water confidence/Big giant walk	Gross and fine motor movements Manipulating tools Healthy eating Water confidence/Big Mountain	Gross and fine motor movements Manipulating tools Healthy eating Water confidence/Big mountain float	Gross and fine motor movements Manipulating tools Healthy eating Water confidence/Big mountain float
<b>PSED</b>	Settling into routines Managing feelings	Embedding routines Managing feelings	Self-care Managing feelings	Managing feelings Belonging & adjusting behaviour to situations	Managing feelings What I can do (jobs/responsibilities)	Managing feelings What I can do (jobs/responsibilities)
<b>PE/ Swimming</b>	International Dance Water confidence/water play	Ball skills Hand-eye coordination Water confidence/Big giant walk	Ball skills Direction, speed & climbing Water confidence/Big giant walk	Gross & fine motor games Balancing & using equipment Water confidence/Big Mountain	Athletics & Gymnastics Water confidence/Big Mountain	Athletics & Gymnastics Water confidence/Big Mountain
<b>Trips/visits/guest speakers</b>	A listening walk around school Orange day celebration Family fun morning International Day	Country colour dress up day Feast of nations	Brown day celebration Construction day	Fairytale character day Family fairytale show	Talent show Big Splash Farm trip	Elmer Day Sports Day Olympic Games Graduation

## EYFS Curriculum Overview

Learning within Early Years is carefully planned and structured to help your child's development. This is undertaken through the Early Years Foundation Stage curriculum. The Early Years Foundation Stage curriculum is organized to take care of and develop the whole child and not just their academic learning. Our Foundation curriculum covers the following:-

- Personal, Social and Emotional Development;
- Physical Development
- Communication and Language;
- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design.

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. In addition, there are four specific areas of learning. The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

Areas of Learning and Development			
Prime Areas			
<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>	<b>Communication and Language</b>	
<ul style="list-style-type: none"> <li>• Making Relationships</li> <li>• Self-confidence and Self-awareness</li> <li>• Managing Feelings and Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Moving and Handling</li> <li>• Health and Self-care</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and Attention</li> <li>• Understanding</li> <li>• Speaking</li> </ul>	
Specific Areas			
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers</li> <li>• Shape, Space and Measures</li> </ul>	<ul style="list-style-type: none"> <li>• People and Communities</li> <li>• The World</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring and Using Materials and Media</li> <li>• Being Imaginative</li> </ul>

## EYFS and IPC

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 the Early Years children should help them start to work towards the subject, personal and international goals at Milepost 1 of the International Primary Curriculum (IPC)

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

<b>Independence and interdependence</b>	<b>Exploring</b>
<b>Communicating</b>	<b>Healthy living</b>

The IPC units this year for Early Years are:

- All about me
- Around the world
- Buildings
- Once upon a time
- Growing and Changing
- Olympics

Two key elements within the IPC are International Mindedness and Personal Goals. These are not taught as stand alone subjects, instead they are interconnected into our curriculum subjects, whole school focused events and weekly assemblies.

### **International Mindedness**

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 country ‘hosting the school’) and ‘home’ country (the country which children call ‘home’).


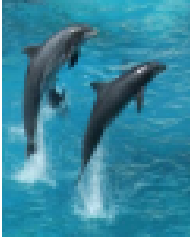
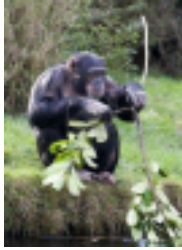


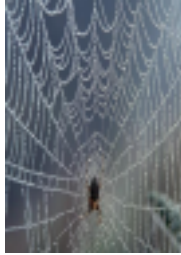



Our definition of International Mindedness here at RISU is:

***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.*



**Personal Goals**

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.

<p><b>Adaptable</b></p>	<p><b>A communicator</b></p>	<p><b>A collaborator</b></p>
<p></p> <p>I can cope with unfamiliar situations</p>	<p></p> <p>I can understand how others feel and see things from their point of view</p>	<p></p> <p>I can play well together with my friends</p>
<p><b>Empathetic</b></p>	<p><b>Ethical</b></p>	<p><b>Resilient</b></p>
<p></p> <p>I can find out about things</p>	<p></p> <p>I know right and wrong and do</p>	<p></p> <p>I try my best to behave accordingly</p>
<p><b>Respectful</b></p>	<p><b>A thinker</b></p>	<p></p>
<p></p> <p>I can look after things</p>	<p></p> <p>I can share</p>	



## Language Development in EYFS

Language development is of vital importance in Kindergarten. The child's speaking and listening skills are emphasised, supported and developed at all times. Children will be encouraged to talk about themselves, share special events, recall recent experiences, predict what might happen and relay simple messages. Adults will encourage discussion by initiating, participating in and extending conversations. The children will be encouraged to use appropriate language when involved in different situations and be introduced to specific vocabulary.

The children experience reading and writing through a wide range of activities. Through the use of books, rhymes and poems, we aim to nurture a positive attitude towards reading, and familiarity with books and their format. Children are encouraged to choose books to share. They will begin to develop an awareness of print and the recognition of their own name, labels and text in their environment. The children will be encouraged to make marks using a variety of materials and use emergent writing skills in play when making lists, writing notes or messages.

They will be taught to listen carefully following phase one of the 'Letters and Sounds' programme currently used in England and Wales. The children's language learning in the Kindergarten will prepare them for the introduction of more reading and writing skills in Reception. All English lessons are linked to the IPC units covered within the term apart from phonics, which is taught as stand alone subject.

ENGLISH UNITS TAUGHT WITHIN KINDERGARTEN	
Term 1	<p><b><u>IPC Units</u></b>  <b>1a All About me</b>  <b>1b Around the world</b>                      Storytelling , Book handling , Role play, Responding to familiar sound reading and talk, book narrative, rhyme, alliteration, responding, print culture, blending, segmenting, writing letters)</p> <p><b><u>Phonics</u></b>                      Phonological awareness                      Letters and Sound Phase 1:- ( Aspects 1 - 7)</p>
Term 2	<p><b><u>IPC Units</u></b>  <b>2a:- Buildings</b>  <b>2b:- Once upon a time</b>                      Stories settings, sequences, picture reading, rhymes and alliteration book narrative, responding, handwriting, linking letters to sounds</p> <p><b><u>Phonics</u></b>                      Letters and Sounds phase 2 ( set 1, 2,3 and 4)                      Letters:-,p,a,s,t, m,i,n,d,g,o,c,k,ck,e,u,r                      Begins reading words</p>

Term 3	<p><b><u>IPC Unit</u></b>  <b>3a:- Growing and Changing</b>  <b>3b:- Olympics</b>  Handwriting, speech sound discrimination, rhyme, alliteration, oral blending, non-fiction, reading words and sentences</p> <p><b><u>Phonics</u></b>  Letters and Sounds phase 2 ( set 5 and 6)  Letters:- h,b,f,ff,l,ll,s,ss  Begin reading words and sentences</p>
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**Mathematical in EYFS**

Practical Mathematical experiences occur daily in Kindergarten and are integrated and linked to learning in other areas. The children use equipment for sorting, classifying, comparing and counting. They also use counting songs to develop their counting skills. They are encouraged to problem solve, investigate and talk about their experiences and explain reasons for their choices. They will be introduced to mathematical language.

MATHS UNITS TAUGHT WITHIN KINDERGARTEN	
Term 1	Getting to know you Match, sort and compare Talk about measure and patterns It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides Alive in 5 Mass and capacity
Term 2	Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3D shapes To 10 and beyond
Term 3	To 10 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Making connections Consolidation

## Assessment

Assessment in the EYFS is of two main types

- (i) Formative assessment (**on-going assessment**) which is what practitioners do on a daily basis to make 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

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>- Learning &amp; development overview</li> <li>- Maths (EYFS)</li> <li>- Picture &amp; mark making</li> <li>- Phonics</li> </ul>	<ul style="list-style-type: none"> <li>- Learning &amp; development overview</li> <li>- Maths (EYFS)</li> <li>- Picture &amp; mark making</li> <li>- Phonics</li> </ul>	<ul style="list-style-type: none"> <li>- Learning &amp; development overview</li> <li>- Maths (EYFS)</li> <li>- Picture &amp; mark making</li> <li>- Phonics</li> </ul>

### PSHE

We are developing a more structured and formal pedagogy towards the teaching of PSHE across the Primary School and it has been given dedicated time within the timetable. We are also developing the culture within the school and wider school community to support the ethos behind the teaching of PSHE. We are promoting cross-curricular links within the wider curriculum, in particular IPC. We will also be running workshops for parents over the year. The PSHE curriculum helps the children to develop a variety of skills and understanding across a range of topics concerning Personal, Social, Health and Economic education. Each term will bring a new unit within which these themes will be covered:

Learning Week - Being My Best - *Growth Mindset/ Personal Goals / Keeping myself healthy*

Term 1a - Me and My Relationships - *What makes me special / People close to me / Getting help*

Term 1b -Valuing Difference - *Celebrating differences / Showing kindness*

Term 2a- Keeping Myself Safe -*Keeping my body safe / People who help to keep me safe*

Term 2b - Rights and Respect- *Looking after myself and things around me*

Term 3 - Growing and Changing - *Life stages / Growing independence*

PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamwork and critical thinking in the broad contexts of health and wellbeing, relationships and living in the wider world. It emphasises how the elements of PSHE education penetrate all that we do and empowers learners to become empathetic, self-aware, responsible and conscientious global citizens. It aims to develop knowledge, skills and understanding of concepts within these topics to empower pupils to know how to keep themselves safe and healthy whilst preparing them for work and life in the wider world.

Assessment in PSHE is not based on levels, grades, passing or failing. PSHE is a sensitive area of the curriculum to assess and therefore assessment will be undertaken using ongoing observations by all staff while in contact or engaging with pupils within the school. It is child centered and practical in order to support the growth of the children. Relevant recording will be done through forecasts and feedback to parents will be communicated within their school reports.

### **Computing**

In Kindergarten, the children will have weekly Computing lessons where they will begin to develop key computing skills which link directly to the EYFS early learning goals. They will use a range of devices including desktop computers, tablets and floor robots. The children will learn how to use different input devices, such as a mouse, keyboard or touchscreen, to control a variety of programmes as they create digital art, take photographs, record videos, make music and much more.

### **Music**

Specialist Music lessons occur once per week in Kindergarten and extend the musical development that happens 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:

- “The Seven Little Penguins” - music and literacy, stories and sounds
- Growth and Change - loud and quiet
- All about me - Beat and tempo
- Going places - high and low
- Exploring pitch, pulse and rhythm through singing games and rhymes
- How are sounds made?

## **Physical Education (PE)**

In Kindergarten the Physical Education Program at Rainbow focuses and develops safe and appropriate movement. A specialist PE lesson takes place once a week (with additional follow up from the class teacher). This ensures that the children will learn to enjoy a variety of activities in a supportive environment, they 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, athletics/fitness, ball skills, 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 e.g. 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 to water safety and develop their independent and team skills.

The programme followed at Rainbow International School are appropriate to each individual child's ability and 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 step by step 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

## **Learning Support**

The Primary Learning Support department caters for ALL children in Primary, ensuring that they are monitored on a regular basis and those who do not meet the Year Group objectives are supported, following individualised targets. Intensive support is given if a child has a learning difficulty that calls for special educational provision to be made. Support is also given for social, behavioural and emotional needs, as well as for difficulties in fine motor, processing, memory and reasoning skills, among others. For children in the EYFS programme, support is provided within their regular classroom environment.

New non-English speakers start out in an intensive ESL programme tailored to enable them to communicate basic needs in English as well as to express themselves sufficiently in their interactions with their peers and teachers. Otherwise, children who are learning English as an additional language are given in-class support or targeted instruction in the ESL room based on their proficiency in the English language. Non-English speakers in EYFS are catered for as part of the continuous provision programme whilst being monitored by the Primary Learning Support department .

Children who require specialised services/therapies such as speech and language, occupational or physiotherapy are referred to professional therapists for evaluation, following which, intervention is made possible here at school under the guidance of the SEND Coordinator.

### **School Counsellor**

While some students who seek counselling have chronic emotional difficulties, most are dealing with normal life events and are simply in need of an objective listener. Any student can see the counsellor of their own initiative or can be referred by SLT, class teachers or any member of the teaching staff. Preventative workshops can also help the students to stay focused by supporting them to make the right choices and addressing their reactions to certain situations. Through educational activities during focused sessions the students will learn to become a better version of themselves and to help others in making the right choices.

### **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.

In Nursery, Kindergarten and Reception, we ask all parents to read to and with your child every day. A home learning activity will be given each week which will increase in amount as the children move through the Early Years department to ensure they are ready to meet the expectations on Year 1 when the time comes.

### **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?
- Using positive and encouraging words when your child is learning something new
- Encouraging your child to be independent
- 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, e.g. 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.

<b>Class Teacher</b>	Miss Racheal Nabulime	<a href="mailto:rnabulime@risu.sc.ug">rnabulime@risu.sc.ug</a>
<b>Head of EYFS</b>	Mrs Annie Butera	<a href="mailto:abutera@risu.sc.ug">abutera@risu.sc.ug</a>
<b>Primary Head</b>	Mr Richard Mottram	<a href="mailto:primaryhead@risu.sc.ug">primaryhead@risu.sc.ug</a>
<b>Primary Deputy Head</b>	Mrs Roslyn Andrewartha	<a href="mailto:primarydeputyhead@risu.sc.ug">primarydeputyhead@risu.sc.ug</a>
<b>Principal</b>	Mr Derek Jones	<a href="mailto:principal@risu.sc.ug">principal@risu.sc.ug</a>
<b>Primary Secretary</b>	Justine Kyomuhendo	<a href="mailto:primarysecretary@risu.sc.ug">primarysecretary@risu.sc.ug</a>
<b>Whole School Reception</b>	Tracy Onapa	<a href="mailto:reception@risu.sc.ug">reception@risu.sc.ug</a> 0393 266 697 0758 032 501

**We hope your child has a happy and successful year in Kindergarten**