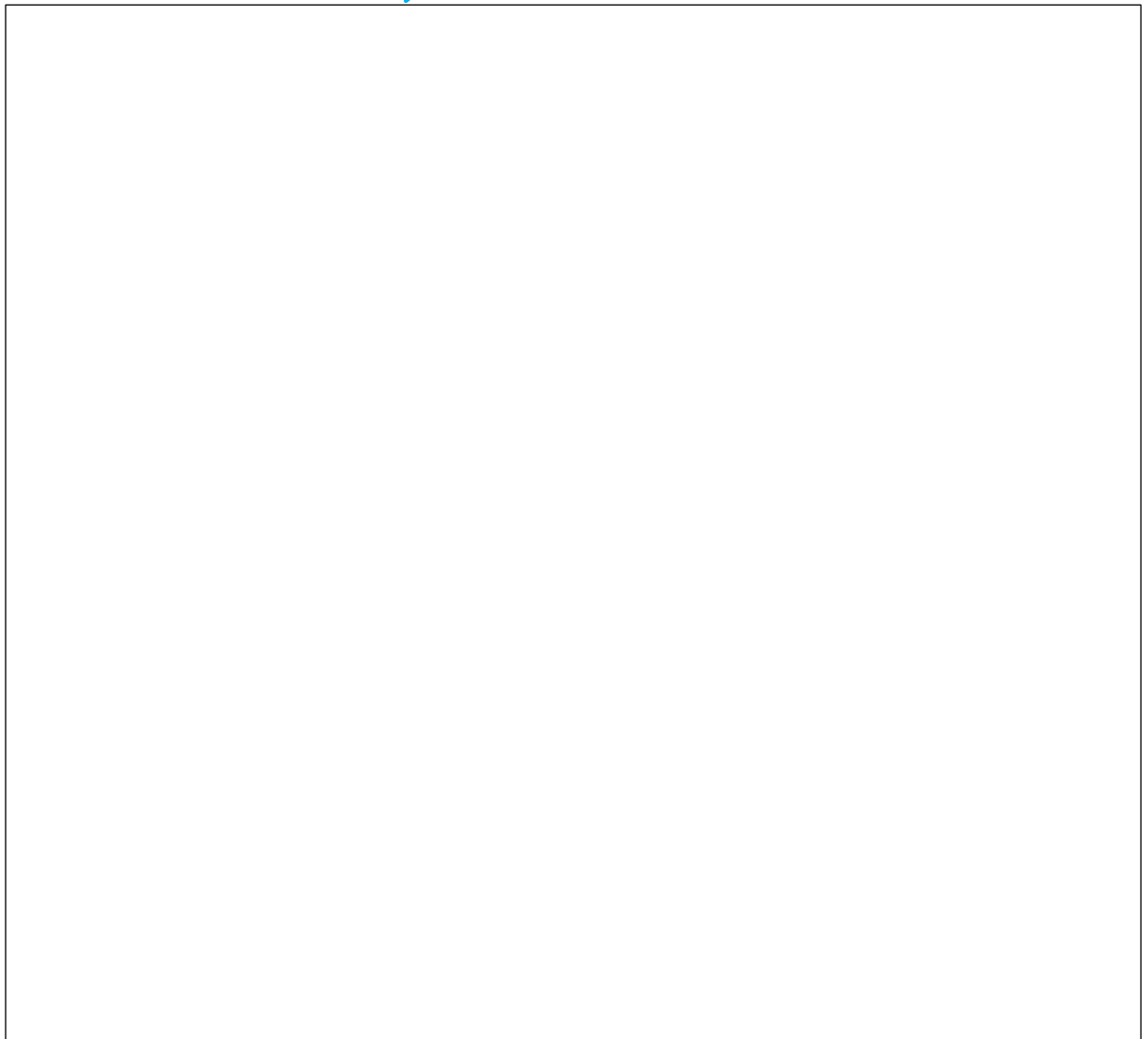


Sash Achievement Awards

Reception Class



Name:

Sash Achievement Awards

There are seven themed awards for you to achieve. The themes include:

- **School Values (Activities to be completed at school)**
- **Characteristics of Effective Learning (Activities to be completed at school)**
- **Five things to do before leaving Reception Class (Activities to be completed with your family)**
- **Oracy (Activities to be completed with your family and at school)**
- **Reading (Activities to be completed with your family)**
- **Being Responsible (Activities to be completed with your family and at school)**
- **Social and Friendship Skills (Activities to be completed with your family and at school)**

You must achieve the five awards that are highlighted in green to be Reception Class ready. You will need to work with your family at home and staff in Reception Class to achieve these awards.

Each theme has a number of activities to choose from and you need to complete all of them to be awarded your badge.

Theme badges can be completed in any order.

Five Things to do before leaving Reception Class

Activity	Achieved at Home
To go to the park at least once a month.	
To know how to travel on public transport.	
To help prepare for a family meal.	
To play talking games with your family.	
To visit a museum or art gallery or famous landmark.	

How can these activities be achieved?

Please see examples below, you can do other activities if you wish.

- Try and visit different parks if you can as each one will have different features, such as; swings, slide etc; large open spaces of grass where you have to create your own game or entertainment; duck ponds; boating lakes; a road with traffic going through etc.
- Travel on a bus, train, river taxi. Discuss how you will pay for the travel, buying tickets, the destination you are planning on going to, how you will know the correct one to get on, when and how are you getting off, reasons for bus stops, stations, platforms etc., where might the other passengers be going or doing, the sights you see on the way.
- Discuss the meal you are preparing, the ingredients needed, where you are getting them from, help with cutting, chopping, mixing (if appropriate), setting the table and clearing away.
- Talking games could include: 'I went to market...', 'Kim's Game', 'Word Association' and 'Concentration'. An explanation of the games can be found in the appendix.
- Most museums in London have free entry including The National Gallery. Travel by train into London.
 - Charing Cross Station is good as The National Gallery is a short walk from here, as well as Trafalgar Square, Horse Guards Parade and other land marks.
 - London Bridge Station for Tower Bridge, London Bridge, The Monument, Bank of England.
 - Houses of Parliament, Big Ben are a short walk from either Charing Cross, Victoria and Waterloo Train Stations.

Mission Makers

Activity	Achieved at School	Date
Is a Mission Maker and embodies the school values of:		
Service to All		
Compassion		
Truthfulness		
Faithfulness		
Being Humble		
Forgiveness		
Peacemakers		

Characteristics of Effective Learning

Playing and Exploring

Activity	Achieved at School	Date
<u>Finding out and exploring:</u> - You show curiosity for objects, events and people - You use your senses to explore the world around them - You engage in open-ended activities - You show particular interests in different activities		
<u>Playing with what they know:</u> - You pretend that objects are things from your experiences - You represent their experiences in play - You take on a role in their play - You act out experiences with other people		
<u>Being willing to 'have a go':</u> - You initiate activities - You seek challenges - You show a 'can do' attitude - You take a risk, engage in new experiences, and learn by trial and error		

Characteristics of Effective Learning

Active Learning

Activity	Achieved at School	Date
<u>Being involved and concentrating:</u> • You maintain focus on your activity for a period of time • You show high levels of energy • You are not easily distracted • You pay attention to details		
<u>Keeping on trying:</u> • You persist with activities when challenges occur • You show a belief, that more effort or a different approach will pay off • You bounce back after difficulties		
<u>Enjoying achieving what they set out to do:</u> • You show satisfaction in meeting your own goals • You are proud of how you have accomplished something – not just the end result • You enjoy meeting challenges for your own sake rather than for rewards or praise		

Characteristics of Effective Learning

Creating and Thinking Critically

Activity	Achieved at School	Date
<u>Having their own ideas:</u> • You think of ideas • You find ways to solve problems • You find new ways to do things		
<u>Making links:</u> • You make links and notice patterns in their experience • You make predictions • You test your ideas • You develop ideas of grouping and sequencing • You bounce back after difficulties		
<u>Choosing ways to do things:</u> • You make decisions on how to approach a task, you solve problems and can reach a goal • You check how your activities are going • You change strategy as needed • You review how well your approach worked		

Oracy Badge

Activity	Achieved at School	Achieved at Home
To always look at the person who is talking to you.		
To carefully listen to instructions.		
To speak clearly in different situations.		

How can these activities be achieved?

Please see examples below, you can do other activities if you wish.

Listening until the person has stopped speaking helps to ensure all instructions have been heard. It also gives you an opportunity to retain information and remember the order that an activity needs to be completed. These are crucial skills to help you to be independent.

Selecting the correct volume for the situation: louder in a busy street, quieter in a cinema, church, library etc. These are additional opportunities for you to become aware of your surroundings and others' needs.

Reading Badge

Activity	Achieved at Home
To do 10 minutes of reading every day outside of school.	
To talk about what is happening in the story.	

How can these activities be achieved?

Please see examples below, you can do other activities if you wish.

Reading 'little and often' keeps children engaged and motivated and the repetition helps knowledge and understanding to be stored in the long-term memory part of the brain.

Discussing the text and pictures develops vocabulary and highlights any misunderstandings they may have which you can then address.

Being Responsible Badge

Activity	Achieved at School	Achieved at Home
To independently do up and undo any fastenings on shirts, coats, shoes and bags.		
To tidy away things you have used.		
To open and close your bags and then carry all your belongings to and from school.		
To walk to and from school including not being picked up when collected at the end of the school day.		

How can these activities be achieved?

Please see examples below, you can do other activities if you wish.

Fastenings include; buttons, velcro, zips, 'hook and eye' (on trousers), press studs and toggles (on a school bag).

You should walk rather than be carried. This allows you to practise doing more than one action at once, such as; talking and walking, learning to keep pace and avoid obstacles, learning to be aware of driveways, roads and car parks and therefore keeping yourself safe.

Social/Friendship Badge

Activity	Achieved at School	Achieved at Home
To use your words kindly to each other.		
To be able to take turns with your friends and family.		

How can these activities be achieved?

Please see examples below, you can do other activities if you wish.

Speaking kindly can involve not shouting in frustration, not ignoring or refusing to speak to a person, not laughing or teasing if the other person is not enjoying it.

Taking turns in many different situations, such as; in a game, sharing toys, taking turns at being first, speaking, taking turns at having attention from mummy or daddy, even things such as taking turns to push the button in a lift!

Appendix

Explanation of talking games.

'I went to market':

Player 1 says "I went to market and bought a....." (add any item of choice).

Player 2 says "I went to market and bought (player 1's item) add any item of choice.

Play goes on in turn so that the shopping list gets longer each time.

Kim's Game:

Place items on a tray. Your child studies these items for a short while. You then remove one item without them seeing. When they look again, they have to name the item that has been removed.

Word Association:

Players take it in turns to say a word, which is linked to the previous word that has been said. For example, green – tree – forest etc.

Concentration:

The Talking Game Concentration is a memory-and-rhythm game where players name items from a chosen category in turn without repeating or hesitating. A rhythmic clapping pattern is used to keep the pace. Please a glossary of terms below:

- **Learn the rhythm.** First establish a consistent beat with their hands. The sequence is typically a lap slap then clap.
- **Begin the chant.** To the rhythm, each player chants together: "Concentration, concentration now begin. Are you ready? So let's go!".
- **Set the category.** A starting player (or the group leader) selects a category, such as "animals," "fruits," or "things in a fridge".
- **Start the round.** The starting player continues the rhythm and says the first word in the category on their clap. *Example:* For the category "animals," the first player says "Dog!".
- **Continue around each player.** The turn passes to the next person, who must quickly say a new, unrepeated word in the category on their clap. *Example:* The second player says "Cat!" and the third player says "Mouse!".
- **Eliminate players.** A player is out if they: Repeat a word that has already been said, hesitate, or fail to say a word within the rhythm.
- **Reset the game.** When a player is eliminated, the round ends. The next player starts a new chant and chooses a new category.
- **Declare a winner.** Play continues until only one person remains.