







## Curriculum Overview

| Skill  |  |
|--|--|
|  <p><b>Social &amp; Emotional Growth</b></p> | <p>Life skills and social development are integrated throughout the curriculum by building self-esteem, communication, collaboration, planning, responsibility, problem-solving, participation, independence, confidence, following directions, imagination and sharing.</p>   |
| <p><b>Literacy</b></p>   | <p>Teachers help children's language development by</p> <ul style="list-style-type: none"> <li>• modeling appropriate speech</li> <li>• teaching and using verbal and sign language to communicate needs</li> <li>• reading and exposing the child to literature every day</li> <li>• naming objects and actions to develop vocabulary and context, beginning in English and progressing to include Spanish</li> <li>• singing songs and strengthening language through music and movement activities</li> <li>• using open-ended questions to promote thought and problem solving</li> <li>• playing rhyming, name and word games to introduce and strengthen phonemic awareness, letter recognition and letter sounds</li> <li>• using writing centers to introduce written language including the child's name, names of friends and words relevant to the child</li> <li>• making books and dictating stories</li> </ul>  |
| <p><b>Math</b></p>   | <p>Math concepts and skills include</p> <ul style="list-style-type: none"> <li>• shapes, sizes and spatial relationships using developmentally-appropriate manipulatives such as puzzles, pattern and unit blocks</li> <li>• counting, estimating, comparing (greater than, less than, equal to) and weighing</li> <li>• sorting, categorizing, patterning and graphing</li> <li>• numbers, numerals, math symbols and quantity</li> <li>• beginning addition and subtraction concepts through interactive games and activities</li> </ul>   |
|  <p><b>Science</b></p>                     | <p>Science concepts are developed by responding to children's interest in scientific phenomena. Children can discover</p> <ul style="list-style-type: none"> <li>• light, shadow, transparency, color, size and projection using sensory tables, light tables and overhead projectors</li> <li>• chemistry concepts when cooking to explore, measure and pour</li> <li>• foundations of botany, zoology and ecology when observing plants and animals and actively exploring of our 88-acre country campus, including barnyard and nature trails</li> </ul>  |
|  <p><b>Social Studies</b></p>              | <p>Social studies focuses on</p> <ul style="list-style-type: none"> <li>• celebrating families, cultures and traditions.</li> <li>• valuing each child, individually and as a member of a group.</li> <li>• fostering an appreciation of multi-cultural art, music and literature.</li> <li>• exploring geography and world awareness through mapping and culture studies.</li> </ul>  |
|  <p><b>Creative Arts</b></p>               | <p>Creative arts support the curriculum by</p> <ul style="list-style-type: none"> <li>• offering hands-on experiences with languages such as clay, paint, wire, sketching, dance, music, collage and photography.</li> <li>• cultivating an appreciation of art through studies of artists and styles</li> </ul>   |

### Accreditation & Licensing

Riverfield prides itself in being the first Tulsa school accredited by the National Association of Early Childhood programs, a division of NAEYC (National Association for the Education of Young Children) and now embraces the Reggio Approach. Riverfield is accredited by the Independent Schools Association of the Southwest and is also licensed by the Division of Human Services for the state of Oklahoma.

### Admissions Process

Pre-School is available in two-, three-, or five-day programs. Children are placed developmentally in Infants-5s classrooms. Infants must be 8 weeks of age by September 1 to begin school. The main enrollment phase occurs in the spring when enrollment is processed for summer and the upcoming school year. After re-enrollment by current Riverfield families, available spaces are filled from the waiting list. Families are placed on the waiting list by completing a waiting list form and paying a portion of the registration fee. Families are called in priority order by date received to fill available spaces. Occasionally, spaces open up during the year that will be filled from the waiting list.

### Admissions Department

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### Notice of Nondiscriminatory Policy

Riverfield is a non-profit, independent school with no religious affiliation admitting applicants of any race, color, religion, national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, financial aid, athletics or other school-administered programs.



### Riverfield Country Day School

Pre-School is full of energy, laughter, fun and learning, taking the typical Pre-School experience from ordinary to extraordinary. It is a unique experience, a place that honors and values children with a tradition of promoting creativity, investigation and discovery in a safe, caring environment. At Riverfield children's relationships - with peers, teachers, families, the environment and resources - are key to building a firm foundation for social, emotional, intellectual, physical and moral success.

Children's intellectual development is supported by teachers through the exploration of multiple symbolic "languages," including clay, dramatic play, construction, music and foreign languages. As children explore these languages, they "discover and communicate what they know, understand, wonder about, question, feel and imagine. In this way they make their learning visible" (Cadwell, 2003). This approach allows ample time for investigation and encourages the child's identity both as an individual and as part of a community.

Teachers facilitate the learning process, actively listening to and observing the children. Teachers then plan and scaffold short- and long-term projects that uncover the children's ideas, hypotheses and theories about the world around them. Teachers enable open-ended discovery and problem solving, nurture individuals and relationships, and guide and document the learning process.

Families are an integral part of Riverfield and their child's Pre-School classroom. Family involvement is encouraged at many levels and reinforced through strong home-to-school links, including daily "Today We..." e-mails, family nights, project-culminating events, frequent dialogue, formal assessment and conferences.

Riverfield's environment provides unique learning opportunities, indoors and out. Children explore the rich, 88-acre campus as they hike in the woods, investigate the barnyard and observe the seasons in our natural setting. The indoor environment is carefully designed and organized to promote investigation, discovery, imagination, creativity and problem solving.

## PRE-SCHOOL Infants - 5 year olds



Tapping into children's natural curiosity, teachers develop meaningful and relevant learning experiences such as exploring, light and color.

Riverfield has implemented methods from the internationally acclaimed Reggio Approach, used by schools in the Italian community of Reggio Emilia. This approach views each child as a strong, rich, capable learner who thrives in a nurturing environment of creativity and involvement with peers, teachers, families and the community.

*Hailed as an exemplary model of early childhood education (Newsweek, 1991), the Reggio Emilia approach to education is committed to the creation of conditions for learning that will enhance and facilitate each child's construction of "his or her own powers of thinking through the synthesis of all the expressive, communicative and cognitive languages" (Edwards and Forman, 1993).*

## Infants - 3 Year Olds

The Infants-3s program provides abundant opportunities for active learning and is designed to develop awareness, communication skills and relationships with people and the surrounding environment.

Young children learn by actively engaging with their environment, through their senses and through social interactions. Riverfield's individualized curriculum meets the needs and interests of our rapidly developing children. Creative, discovery-based and social play experiences establish a foundation upon which learning success is built.

### Safe, Nurturing Environment

Teachers play a vital role in the social development of young children, forming partnerships with parents to provide continuity for the child between home and school. Teachers spend individual time with each child on a regular basis. Warm, positive, interactive relationships with adults help children develop a sense of trust in the world and a feeling of success and competence.

The sense of well-being and emotional stability fostered by Riverfield's teachers creates a secure setting in which children learn and thrive. This sense of security and trust supports children's growing independence as they learn self-help skills such as self-feeding, hand-washing, dressing and toileting.



### A Day in the Life ...

Each day offers children time for both structured and self-selected play. Classrooms are extended to include other spaces: the Sensory Studio for hands-on learning and expressive development, the Library for research and language development, and the Commons, Multi-Purpose Room and playgrounds for large motor and social development. Our outdoor environment, including nature trails and the barnyard, provides frequent on-campus field trip experiences for even the youngest children.

### Project Work

Project work is introduced through exploration of concepts and materials and is supported by interactive learning centers in the classroom, the Sensory Studio and throughout Riverfield's country campus. Attention is continually given to broadening children's communication skills, understanding of self and the community in which they live.

"Riverfield is a wonderful place where our child feels safe and welcome. Our child's teachers are patient, kind, consistent and enthusiastic. When we come to pick up our child, he says, 'Do I have to leave now?' We're thrilled that he likes school so much!"

Pre-School Parent

## Languages of Learning



## 3 Year Olds - 5 Year Olds



The environment for 3-5 year olds is carefully planned to create beauty and meaning, invite play and discovery and provoke exploration and investigation. It naturally fosters small group collaboration and social interaction, encourages communication and helps children construct relationships for learning. The interactive learning centers expand at this age level to provide meaningful and relevant avenues for emerging social, emotional, physical and academic fundamentals.

### Atelier - The Art Studio

The Art Studio, or "Atelier," is alive with creativity. Experiences in the Atelier complement classroom projects, introduce new materials, create social encounters and motivate children to represent and communicate their thoughts, feelings and understandings of the world around them. Riverfield's country campus further supports children's learning as outdoor investigations become more in-depth and basic scientific knowledge takes root.



"Children should go to Riverfield because the teachers love us!"

Three-year-old Riverfield student

### Investigations and Projects

Projects encompass core critical thinking in the math, science, literacy and social studies curriculum by integrating them with practical, real-world applications. Children collaborate in the planning of each project, helping to determine the direction, materials, documentation and communication of the process. The children's learning is made visible through written documentation, recordings, photographs, displays, sketches and project work.

### Field Trips

Weekly field trips supplement the school environment. Museums, parks, merchants, restaurants and homes of children provide first-hand experiences in a broad, relevant context and lay a foundation for comprehension of the world in which the children live.

### Multi-Age Classrooms

Children typically spend two years in the same classroom, allowing for continuity, strong relationships and development of leadership skills. The mixed age groupings in each class invite and enable mentoring and cooperative relationships and allow teachers to personalized curriculum and support appropriate developmental growth.

### The Reggio Approach at Riverfield

Many of the most respected educators, psychologists and researchers from all over the world acknowledge that the Reggio Approach is the most exceptional example of the highest-quality early education that the world has ever seen. "These schools pulse with the energy of stories that trace the search for meaning, the joy of the journey and an abundance of children's fresh ideas in clay and paint, pen and words, numbers and theories" (Cadwell, 1993). Riverfield is proud to be among those implementing this approach, which furthers the quality of early childhood education.

The distinguishing features of the Reggio Emilia schools include an Atelier, or Art Studio, and an Atelierista, or Studio Teacher; thoughtfully designed classroom environments; teachers trained in educating the whole child; the participation of families; and a commitment to research, investigation, communication and documentation of children's work. All of these elements are integral to and embedded in Riverfield's Pre-School program, enabling children to become life-long learners engaged in joyful discovery.

