



# School Readiness Pack



# Preschool Readiness Pack

Starting school is an exciting, and daunting time, for some. Here at Kids Planet we have produced a school readiness pack which includes a number of key things that will help your little to get ready for school. We have covered topics including independence, emergent writing, early maths and phonics.

Although this pack is to help you, please remember that reception class is still Early Years and all about learning through play. Your child doesn't need to be able to read, write or do sums before school, children start school with a wide range of abilities. One of the most important things is to have fun with your child, by sharing stories, playing games, signing songs and talking about anything and everything.

Things you can do before starting school:

- Talk to your child about what it might be like and if they have any worries
- Look at the website together and some pictures of the school
- Find some pictures of family or friends at school and talk about them
- Visit the school and take a walk around to see all the exciting areas and spaces
- Practice the school run so they are familiar with the journey
- Try the school uniform and shoes on so they get to feel what it is like

# Independence

In getting ready for your little ones to get ready for school, in preschool we focus heavily on independence and making them independent learners. Here are a few ways you can continue to help them to do this at home.

- Encourage them to dress and undress themselves, this includes coats, socks and shoes (this will make their changing for P.E easier in Reception)
- Encourage them to pour their own drinks, where possible, and cut their own food with their knife and fork (this is a skill they will need if they are going to be having hot dinners)
- Children are often offered a range of fruit at snack time, this can help a child gain independence through making choices. Offer your child two or three different options and allow your child to choose which pieces of fruit they would like to eat. This supports the child in evaluating their likes and dislikes, whilst offering some self control over their choices
- Include them in making their lunch or tea with you, this will give them an understanding of healthy eating and a sense of responsibility. During this time, you can also include talking about maths by counting food, and phonics by listening to the initial sounds in objects
- Encourage them to clean up after themselves when they have made a mess or finished playing with something. By encouraging children to tidy away their toys after use teaches them to look after their belongings. Toys can be stored away in open boxes using photo labels to help the children find the correct places. Using sand timers and a tidy up song can support the children in learning a good routine when it comes to tidying up before lunch or home time
- Setting up the table for dinner time is a great way for children to feel involved and independent. Children can be encouraged to place the cutlery and cups out prior to dinner being served. Small jugs can be used to allow the children to pour drinks ready for their peers too. This task teaches the children to help others and gives them a boost of self-esteem



# PSED (Personal, Social and Emotional Development)

Personal, Social and Emotional Development is recognised as one of the building blocks of success in life. It supports children's development by helping them to interact effectively and develop positive attitudes to themselves and others. However, this does not happen in isolation and relies on influential adults such as parents and carers providing them with positive feedback and modelling appropriate behaviour.

This is broken into 3 sections:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

## Self-confidence and self-awareness

This is about how children develop confidence in who they are and what they can do and by expressing their own thoughts and ideas. As children grow in self-confidence and self-awareness, they become increasingly able to take control of their own learning. Children are able to express preferences and negotiate when and how they will do things, and who with.

- Try to give your child lots of opportunities to explore the world of nature – in the garden, the park, the woods, or on the beach
- Be enthusiastic about rain, mud, worms and spiders – your child will pick up her attitude to the world from you
- Praise your child for learning new skills such as using scissors or tying laces

## Managing feelings and behaviour

This is about how children can understand their own feelings and other people's feelings, and how they learn to manage their feelings. It also links to how they learn and follow simple rules in different places such as home or a play area. Children need the support of adults to help them to understand these complex and often challenging areas.

- Give positive feedback
- Set clear boundaries which are fairly and consistently applied by all
- Use positive language

## Making relationships

This is about how young children learn to get along with other children and with adults. It is also significant in developing friendships. To be able to do these things children need role models – adults who show them how to be with others; how to be kind and to understand why people behave in certain ways – such as saying sorry for hurting another person's feelings.

- Help your child to see how important it is to be aware of other people's feelings
- Do some simple household chores together to show the value of teamwork and cooperation
- Play games that involve turn taking and following simple rules

# Emergent Writing

Every child learns to write at different ages and stages, if your child is not currently eager to pick up a pencil to write his/her name or letters this is not something to be concerned about. Everybody develops differently. During the preschool stage it is about ensuring the muscles are developed correctly to ensure when they are ready so they pick up the pencil correctly ready to form the letters in the correct way. To do this they need to develop the core stomach muscles and shoulder muscles through gross motor activities and the hand muscles through fine motor skill activities.

## Gross Motor Activities

- Dancing with pegs and ribbons
- Making big bubbles using hoops and tennis rackets (secret ingredient for stronger bubbles is liquid glucose)
- Balloon Volley Ball
- Yoga
- Building with large boxes
- Jumping and popping bubble wrap/balloons

## Fine Motor Activities

- Playdough (dough disco- look up Shonette Bason on youtube!)
- Cotton swab painting
- Threading - make your own threading template of the children's favourite characters uses string, ribbon or shoelaces to thread around the outside
- Beads & Pipe Cleaners - no beads?, there's always pasta!
- Cutting practice! (playdough, paper, ribbon, material, card, boxes)
- Writing/Mark-making in flour, glitter, paint etc in a tray
- Tweezers or pegs to pick up objects
- Scrunching up paper - make it a game, scrunch and throw in a bucket how many can you score

Also just encouraging your little ones to draw and write as and when they want is important! Encourage them to write their name. Do it alongside them, you write a letter and give them a chance to copy with you giving verbal encouragement and directions so they can learn for themselves! The most important thing is they can talk about their creations and their drawings!



# Early Maths

Maths can be incorporated into every aspect of the day. Counting going up and down the stairs, as you wash your hands, challenging by counting at tidy up time. The trick is introducing the numbers for them to begin to recognise- just by display numbers in their play and allowing them to freely ask questions and to see you interacting with them and counting objects onto them is vital at this stage.

- Let them help set up for lunch, have numbers on each of the spaces at the table or have numbers 1-10 out and say I need 3 forks and point to the number 3. Using the language and showing the numbers daily, will begin to build up that number recognition that is needed. The children only need to recognise numbers to 5 by the time they go to reception. If they are secure in more then it's helpful for them but we do not need to force this knowledge on them.
- As for shapes they are all around us, as we are drawing or walking around, talking about shapes or the size of something builds up the basic mathematical vocabulary they need to succeed in reception.
- Ask kids to sort objects into different shapes and colour groups. Use household items, toys, buttons, etc. "Let's find all of the objects that are blue and put them in the basket. Let's group all of the objects that are square." "Let's put all the toy cars in this bin and all the toy mini-figures in this bin. Which bin has more?" Give little ones lots of opportunities to look at, find, and sort objects based on different attributes – shape, colour, size, type, etc.
- Make collages or books of objects that are different shapes and colours. Example: "My Circle Book" – cut out pictures of things that are circular and put one on each page and name it. Make your own counting book. Each page can have a number and that number of objects. Use drawings, photographs, magazine clippings, or actual objects (buttons, small toys, etc.).
- Making a meal or even a batch of cookies or banana bread together shows kids that we use maths to cook. As you measure individual ingredients, talk out loud to your child about what and how you are measuring, show him what the quantities look like, and get him actively involved. Example: "This recipe calls for 2 eggs. Can you get 2 eggs out of the carton? Let's crack and add them to the bowl. We also need 1 and a half cups of milk. Let's measure that amount in this measuring cup. First let's find the 1-cup mark...now let's find/add another half." As you talk through the recipe, show him the markers and measures and let him pour and stir.



# Phonics

At Kids Planet we follow the 'Letters & Sounds' which is the government programme for teaching phonics and high frequency words. It is split into 6 phases with the different phases being covered in different years in Foundation Stage and Key Stage 1. In Preschool we focus on phase 1.

Phase 1 focuses on the basic skills needed for reading and writing:

- Environmental Sounds
- Instrumental Sounds
- Body Percussion
- Rhythm and Rhyme
- Alphabet and Alliteration
- Voice Sounds
- Oral Blending and Segmenting

Things to try at home:

- Sound walks
- Sing songs and rhymes together
- Make a 'junk band' with pots & pans
- Create the sound effects when reading stories
- Changing the dynamics and pitch (loud/quiet of high/low)
- Creating a rhythm or song using body parts

We have also created a Phonics Pack which you can download on our Learning Resources section of the website.



This tracker helps you and your child prepare for school.

# The Road To School

## Speaking & literacy

- I like to read stories & look at picture books
- I am able to talk about myself, my needs & feelings
- I am practising recognising my name when it's written down

## Listening & understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

## Writing skills

- I like tracing patterns & colouring in
- I enjoy making marks
- I am practising holding a pencil

## Sharing & turn taking

- I can share toys & take turns
- I like playing games with others
- I like interacting with other children

Everyone starts school with different abilities - your teacher will help you progress at your own level.

## Interest in the world & new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

## Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

## Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash and dry my hands without any help

## Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days

What are you looking forward to the most? Is there anything you're unsure of?

## Getting dressed & undressed on my own

- I can button & unbutton my shirt & use a zip
- I can put my own shoes & socks on
- I can change into my PE kit & put my coat on

## Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

## Eating

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

school bus



www.nurseryresources.org

Remember - learning is not a competition, children learn at different rates. For more ideas to help prepare your child for school, talk to your childcare practitioner.