

## Little Explorers School Readiness Information

In the year leading up to school we are working on the 30-50 and 40-60+ month sections of the Early Years Foundation Stage (<https://www.gov.uk/early-years-foundation-stage> for those of you who wish to investigate further). Your child will then have the first year of school (reception) to develop the skills in the 40-60+ month section further so that they can achieve the 'Early Learning Goal' (in bold at the end of each section). This sets out very clearly what to work on but here is a quick guide as to the sorts of things this means everyday.

### **Personal, Social and Emotional Development**

- \* Making Relationships - socialises well with others without adult intervention to sort things out, taking turns well.
- \* Self-Confidence and Self-Awareness - confident to try new activities, speak out in familiar groups, ask for help when needed, select things for themselves.
- \* Managing Feelings and Behaviour - can talk about feelings, solve problems over toys, know certain behaviour is unacceptable, follow rules, work as part of a group, - teach children to say please and thank you as ways of recognising other peoples kindness. Model this yourself.

Teach children to concentrate and learn resilience:-

Children have to be able to concentrate on a task and stick with something even if there are setbacks. Giving up or relying on adults to step in means that children's progress will be slower.

Being able to concentrate and not give up makes a significant difference to children's achievement. In order to learn to read, children have to put in significant amounts of effort and cope when they are not always getting words right. Children also need to be able to concentrate without always having adults sitting prompting them. In the weeks before school, see if your child can play or manage tasks such as tidying up and give praise afterwards for having concentrated and persevered.

Help children to develop social skills:-

Children need friends and it can make them very upset if they are struggling to make friendships. Encourage your child to be thoughtful, kind and take turns. Also support your child's understanding that they cannot take over games or win every time.

Look out for opportunities for your child to play with other children, particularly if you know anyone who has a child in the same class. Teach your child to say 'please' and 'thank you' as ways of recognising other people's kindness. The best way is to model this yourself and to prompt if your child forgets. Encourage your child to share things, even if this is just with you and explain when you share, the other person feels included and so are more likely to be friendly. Also play small games with your child and see if your child can manage if he/she does not win.

## **Physical Development**

- \* Moving and Handling - skilfully moves around in a variety of ways, can catch a ball, can hold a pencil correctly (tripod grip), draws lines and circles to help begin to form recognisable letters, lots of mark making opportunities inside and outside and using other tools if not into 'writing'.  
Makes snips with scissors - help your child to open and close and control.
- \* Health and Self-care - can tell adult when hungry or tired, understands tools have to be used safely, can go to the toilet independently and wipe bottom, can wash and dry hands, wipe their nose, dresses self and can do zips for play time and PE, knows importance of coats on and off when hot, cold, opening lunch boxes and packets in readiness for lunch.

Encourage your child to perform practical tasks:-

Being able to put on own coat, manage lunchbox and get dressed for PE is important because children are in busy classroom environments. These practical skills also give children huge amounts of confidence.

Children need to be able to take themselves off to the toilet, wash their hands and get their coats on and off. At lunchtime, they need to manage their packed lunch or carry a tray. They also need to be able to blow their noses.

Allow a couple of months to practise these skills and if you have over the years become your child's personal dresser and general assistant (we've all been there!), expect that there may be a little resistance. Time, patience and a little praise are needed, but it is worth it. Competent children tend to gain in confidence and there are other spin offs too - these self-help skills are great for getting children's hands ready for writing.

## **Communication and Language Development**

- \* Listening and Attention - listen to others, listens to stories well and recall - ask questions at end of story to check listening, use meal times to talk.
- \* Understanding - understands use of objects - what do we use to cut things?, shows understanding of prepositions such as 'under', 'on top', 'behind'. Understands simple instructions e.g get out or put away an object, beginning to understand how and why questions. Beginning to understand instructions with a two part sequence, understands humour nonsense jokes and rhymes, listens and responds to ideas expressed by others in conversation or discussion.
- \* Speaking - Beginning to use more complex sentences to link feelings and thoughts (e.g using and, because), can retell a simple past event in the correct order (e.g went down the slide and hurt finger), uses talk to connect ideas explains what is happening and anticipates what might happen next, questions why things happen and gives explanations, uses a range of tenses (e.g playing, played, play, will), uses intonation, rhythm and phrasing to make the meaning clear to others, uses vocabulary focused on objects and people that are of particular importance to them, builds up vocabulary that reflects the breath of their experiences, uses talk in play to pretend that objects represent something else (e.g this box is my play castle).

## Encourage language development:-

Being able to talk, listen and communicate is essential. It means that your child can express themselves and make friends but it is also vital for learning, so prioritise use of language. Children who are doing well at this will learn to read and write more quickly.

Your child needs to be able to respond not just to their teacher, but also to teaching assistants and other staff. To help your child learn to talk to new people try letting them pay for things in shops or order items in restaurants so that they can gain these skills with you for their backup. As language is linked with learning to read, prioritise meal times as chatting times and build in to your routine the sharing of books.

High levels of interaction and good communication skills on starting school are key to succeed.

Make sure you use good descriptive words and try not limit your child's vocabulary to baby language. For example at Little Explorers we would say "please help lay the table using the cutlery".

### **Literacy Development**

- \* Reading - enjoys rhyming - use books and songs, ask what rhymes with...?, suggest ways stories might end, can look at books independently and turn pages correctly and read from left to right, top to bottom, shows interest in print, recognises familiar words such as name - point out text on cereal packets, road signs, links sounds to letters, naming letters of alphabet, knows information in books and computers.
- \* Writing - begins to give meaning to marks - give range of writing materials, writes letters of names - always start name with capital letter and then small letters.

### **Mathematics Development**

- \* Numbers - recites numbers up to 10, recognises numerals 1 to 5, counts to 10, shows curiosity about numbers, compares objects of same amount or bigger, smaller, groups objects into numbers - clap or jump as you count, sort toys into groups and count them, point out numerals around the shops and at home.
- \* Shape, Space and Measure - shows interest in shapes and pattern - point out shapes when out and about, uses positional language - talk about under, over, next to when playing, use descriptive language 'round', 'tall', introduce 3D shapes, order things by height, weight, capacity, beginning to use language related to money - play shops, price toys and count money 1p,2p,5p,10p etc, solve problems.

### **Understanding The World Development**

- \* People and Communities - shows interest in other people and occupations, remembers and talks about significant events in their life, enjoys family customs and routines, celebrate and talk about events past and present.

- \* The World - talk about plants, animals, nature and how things work, look at similarities, differences, patterns and change - collect items and display them, care for pets.
- \* Technology - can use simple equipment such as remote control, cd player, uses knobs, pulleys, real objects such as cameras or mobile phones, computers - support children to explore safely.

### **Expressive Arts and Design Development**

- \* Exploring and using media and materials - enjoys dancing and singing, taps out rhythms, uses construction sets to build and balance, explores instruments, mixes colours, uses tools.
- \* Being Imaginative - makes up songs, rhythms, imitates adults, role play in home corner and in using farm animals etc, build up stories such as rescuing farm animal from 'cliff' which is arm chair - ideas, dressing up clothes to be someone else, music and movement, stories.

### **Important points for a smooth transition:-**

#### 1.) Make sure your child gets plenty of sleep:-

Children's brains need sleep in order that they can process information. It also helps them to concentrate, regulate their emotions and prevent illness. Children who aren't getting enough sleep are less likely to cope with the demands of school.

It's worth looking at your child's sleep patterns as children do find the first weeks very tiring. Children who are not sleeping enough are more likely to pick up a cold or infection. They will also find it harder to concentrate and learn. Aim in the next couple of months to build up a good bedtime routine and just before term begins, get your child in the habit of being up and dressed early. With a bit of luck, this will help you both to glide through the school gates on their first day.

2.) Celebrate transition but make it a matter of course - don't big up or talk about school too early this can make children anxious and make them expect great things - school isn't going to be a walk in the park for any child so selling it to them as the greatest thing happening could have a negative impact on your child's self confidence once they reach school and are faced with lots of new challenges.

3.) Attend visits to school, look at website together - check your child's school transition policy so you are well prepared and are able to benefit from every opportunity provided.

4.) If you did not get your first choice be careful not to discuss your disappointment in front of your child. It is your responsibility to promote starting School and negative talk can be very damaging for this important next stage of your child's education.

5.) Transfer forms - completed by us to share with School as a starting point for them (similar to the development review you completed for us when you joined Little Explorers) - we will add the chart we have given you and we will have our own copy to show any differences in ability at home and in a group setting, There is also an opportunity for you as parents to add your own comments about any concerns you may have or information about your child which may support your child's teacher

when getting to know your child. Your child's School teacher will be invited to visit us at Little Explorers - some Schools don't always have the opportunity to do visits but we do our best to encourage them. If your child's teacher is planning to come out and see your child we will let you know but won't make a big thing to your child about it so that they continue to feel at ease and relaxed in their environment at Little Explorers.

6.) When your child starts make sure they have a good breakfast (not sugary/chocolaty as they give a quick high and then a low) something which has slow releasing energy such as - porridge, bananas, weetabix etc,

Alfred the Mouse will be introduced to you and your child soon - something very exciting to watch out for!

Lastly, please remember we are always here for you and your family even after your child has left Little Explorers so if we can ever offer any help or support do not hesitate to ask.

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