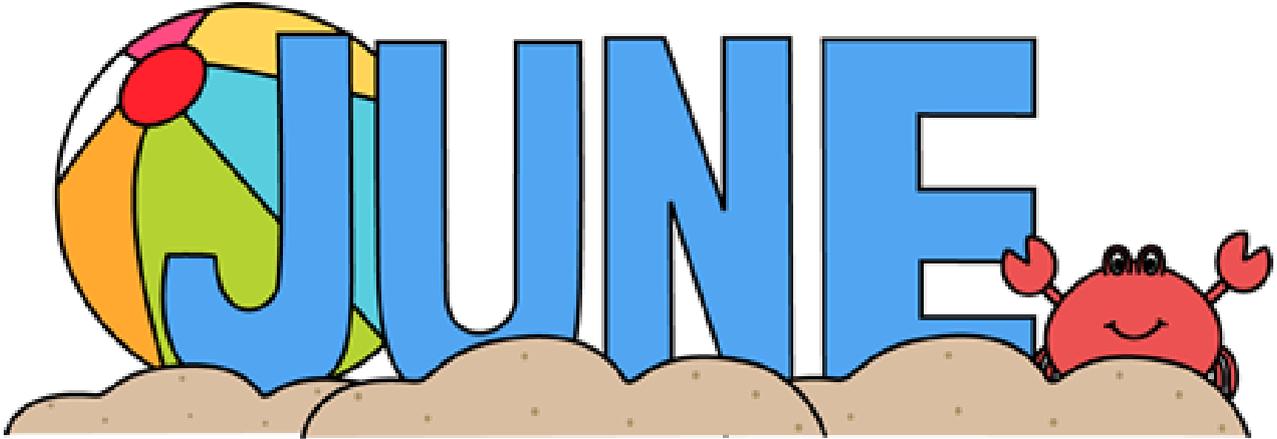


# Preparing children for school



## Focus - sense of self

Children need a strong sense of self and an awareness of who they are in relation to others if they are to cope in a school environment.

### Activity ideas include -

- Asking parents to donate photos and put together a home photo album
- Making an 'I am special' display
- Talking about how we are all similar / different - comparing height, shoe size, hair colour etc
- Draw or paint yourself - looking in the mirror
- Drawing round bodies and colouring in clothes
- Making decorated hand prints for each child
- Learning the names of body parts using songs and rhymes

### Throughout June you will also be working on -

- **Letters and Sounds aspect 4** - rhythm and rhyme
- **Maths** -
  - Focus on position and direction; length
  - Illustrated rhymes - 3 crispy pancakes; teasing Mr Crocodile

## Teaching responsibility

### Dear Parents,

Children need to learn to be responsible for their actions, toys, play spaces etc... in a busy classroom they will need to find paper and a pencil for themselves, push their chairs in after use, sit with crossed legs so others don't fall over them, understand to watch the teacher and open their listening ears etc.

Group responsibility can be hard for many young children – they are still very much about 'me' and don't understand the need to respect others or consider how their actions affect their friends or the class teacher.

Responsibility is something that is taught over weeks and months – not all of a sudden in a week or month – which is why we are talking about it early in the 'preparing for school' process. For example...

- If you take a child to a quiet place such as a library they need to understand the effect of their behaviour on others. They cannot run around or shout because it will upset library users.
- If you take children to a park they need to learn that the space is shared by animals, wildlife and other children and adults. They must pick up their picnic wrappers, wait for other children before pushing up the slide etc.
- During a visit to a café children will learn to wait for their food, sit on their chairs, make choices and order, handle money to pay etc. Regular outings will teach them how to manage in the world.
- At a toddler group children learn that other children have a turn with the toys and they need to negotiate and wait. They will also learn about using space safely, making friends and much more...

Regular outings to places where children can play and learn are an important part of every pre-schoolers life.

Part of teaching responsibility is showing children how their actions affect others. If they, for example, shout inside they are hurting other people's ears – if they leave toys on the floor, other children might fall over them – if they throw food wrappers on the ground outside animals and birds might be hurt by their actions etc. Children also need to learn social responsibility – saying 'please' and 'thank you' when you take them shopping and 'excuse me' rather than pushing past someone. Many of these words will be learned by osmosis as children observe you using them in daily life... others might be taught through role play and regular reminders.

It is important that we use every opportunity during the day to teach children about responsibility. We should include life skills in their daily routines and use positive behaviour phrases such as 'we walk inside' rather than 'don't run' ... remember by the time children have switched on their ears all they are likely to hear is 'run'!!

When we teach responsibility we are providing secure boundaries, giving children the skills they will need to cope in a busy classroom and supporting them to be successful in life.

# Letters and Sounds aspect 4 – rhythm and rhyme

## Planning...

1. Songs through the day
2. Rhyming bingo
3. Odd one out
4. Rhyming basket

### Rhyming songs during the day - Making up songs for routine activities -

- Washing hands – this is the way we wash away germs, wash away germs, wash away germs. This is the way we wash away germs on a lovely sunny morning.
- Tidying up – pop the toys in the baskets 1, 2, 3... pop them away for ‘? child’s name’ and me... pop them in the baskets 1, 2, 3.
- Sitting and listening – now it’s time to sit and listen, sit and listen, sit and listen. Now it’s time to sit and listen, first thing in the morning...
- Singin the days of the week - Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday too. One, two, three, four, five, six, seven days every day special and every day new.

**We will observe** – can the children predict the rhyming words? Do the children recognise rhyming words? Do the children make a stab at saying rhyming words – even if they are wrong? Which learning characteristics do the children use when saying rhymes?

### Rhyming bingo

Making or downloading a bingo game with rhyming words / pictures for the children to play. Providing each child with a board and some counters and play the game together. Repeating the game regularly using different words to extend children’s learning.

**We will observe** – can the children find the rhymes? Do they recognise that some words are better rhymes than others?

### Odd one out

Selectin 3 toys, pictures, items from around the house, small world animals etc – 2 of which rhyme and 1 as the odd one out, for example –

- Cat, hat and ball
- Sock, block and shoe
- Fox, box and car
- Pig, lid and jumper

Saying the names of the toys and ask the children to listen carefully to the words.

**We will observe** – can the children spot the odd one out? Do they understand how to play the game – have they played ‘odd one out’ with other resources?

## Rhyming Basket

We will put some small toys in a basket . We might have, for example...

- Man – van
- Snake – cake
- Bear – chair
- Cat – hat
- Star – car etc...

**We will observe** – can the children say rhyming words? Do they recognise all the objects and link them together?

**Extension** – reading a book linked to the words eg 'The cat in the hat' or 'Goldilocks and the 3 bears' (chairs).

### We will also observe –

- Do the children join in with the rhymes?
- Can the children make up their own rhymes?

### Assessments -

- PSED – taking turns
- C & L – do the children recognise rhyming words? PSED – favourite songs and rhymes
- Maths / C & L – can the children follow a rhyming string?

### Planning – moving the children on...

- Adding actions to the story – run, sit, stand etc
- Challenging learning – add more items to the games
- Encouraging the children to make up their own rhymes

### Rhythm and rhyme – I can...

- Join in with songs during the day
- Listen to rhyming stories and poems
- Play rhyming bingo
- Recognise the odd rhyming word out
- Play a rhyming 'silly soup' game
- Join in with stories that have repeated refrains
- Play with rhyming words
- Perform actions to nursery rhymes
- Move in time to a regular beat
- Continue a rhyming string

# Mathematics focus - Position and direction

**Teddy bear hunt** - planing a teddy bear hunt in the garden. Making card clues which lead to different places, using positional language, for example -

- On top of the slide
- Under the big leaf
- Through the tunnel
- In the box
- On the messy tray
- Behind the bush
- Between the slide and the seesaw etc...

**Focus book** - 'Henry's map' David Elliot

- Henry makes a map to identify where everything belongs on the farm, but he learns that making a map isn't as simple as he may think.

**Sorting toys in order** - can the children put the dinosaur behind / in front of the cow? Playing lots of challenging positional games to develop their understanding.

**Activity idea** - making up a positional rhyme with bears. We will sing this one -

*Over, under, up and down*

*Forwards, backwards, round and round*

*Here, there, above and below*

*On the top and through you go*

*To the side, in front, behind*

*In and out it's time to find*

*3 little bears hiding so well... where are they now? Can you tell?*

**Supporting home learning** - share the teddy bear rhyme with parents so they can sing it with their child at home.

## Maths focus - Length

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**Vocabulary** – long, short, longest, shortest, tall, taller

**Make a car ramp** – taking the fastest cars to the ramp – roll them down and talking about how far they go. Which car goes the furthest? Can the children measure to check – they might use standard measures (rulers or tapes) or non-standard (hands or feet).

**Comparing feet** - drawing round each child's feet – cutin them out and comparing them – talking about which feet are the longest and shortest – match the feet to shoes.

**Focus books** – 'Jack and the beanstalk' – there are lots of comparisons in the story. Jack is small and the giant is taller – the farm is small and the beanstalk is tall etc.

'Goldilocks and the 3 bears' is popular to teach length / size as well because the bears, beds, bowls, spoons etc can be sized from short to long / small to tall etc.

**Socks** –Putting them on a washing line – asking the children if they can sort the socks to find the longest and shortest. Which socks belong to which child / family - can they guess?

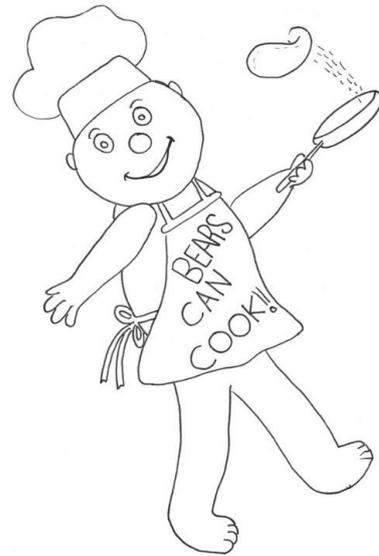
**Activity idea** - making a worm playdough mat for the children to use... including long and short worms and use the mat to compare. Singing a worm song eg 'Wiggly Woo' and going into the garden to find some worms which we can compare.

**Supporting home learning** – giving the children some beans to grow at home. Challenging them to measure the beans as they grow and tell us how tall they are at different stages. Parents might send photos of the beans which we can print.

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## 3 crispy pancakes

3 crispy pancakes in a frying pan  
Flip them, toss them and catch them if you can  
Along came a child for a pancake one day  
Sprinkled it with sugar and ate it right away  
...count down to 0



### Activity ideas – 3 crispy pancakes

- Making an illustrated pancake recipe and mix it with the children – lots of opportunities for them to weigh and measure the ingredients
- Challenging the children to toss cardboard pancakes
- Organising a pancake race in the garden
- What are the children's favourite toppings?
- Discussing healthy / unhealthy food

**We will observe** – can the children tell us their favourites?

**Early Years Outcomes** – link to physical development / health

**Support home learning** – share our recipe with parents so they can make pancakes at home

## References

### **Teasing Mr Crocodile**

3 little monkeys sitting in a tree

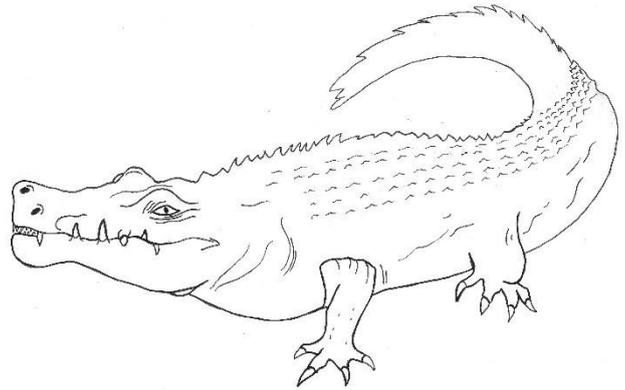
Teasing Mr Crocodile 'You can't catch me!'

Along comes Mr Crocodile as quietly as can be

And 'SNAP' goes Mr Crocodile

Oh dear me!

...count down to 0



### **Activity ideas – teasing Mr Crocodile**

- It's always the poor monkeys that come off worst in songs! Making 3 monkeys and a crocodile to use when singing the song
- Finding out about crocodiles – where do they live and what do they eat?
- Making loud and quiet sounds – the monkeys are loud when they are screeching and playing and Mr Crocodile is very quiet when he creeps up on them
- Talking about teasing – is it kind? What kind words do the children know?
- 'C' is for crocodile – focus on other animals whose names start with 'c' such as 'cat'

**We will observe** – can the children use quiet and loud voices?

**Early Years Outcomes** – link to communication and language / speaking

**Support home learning** – suggesting parents play games of Chinese whispers