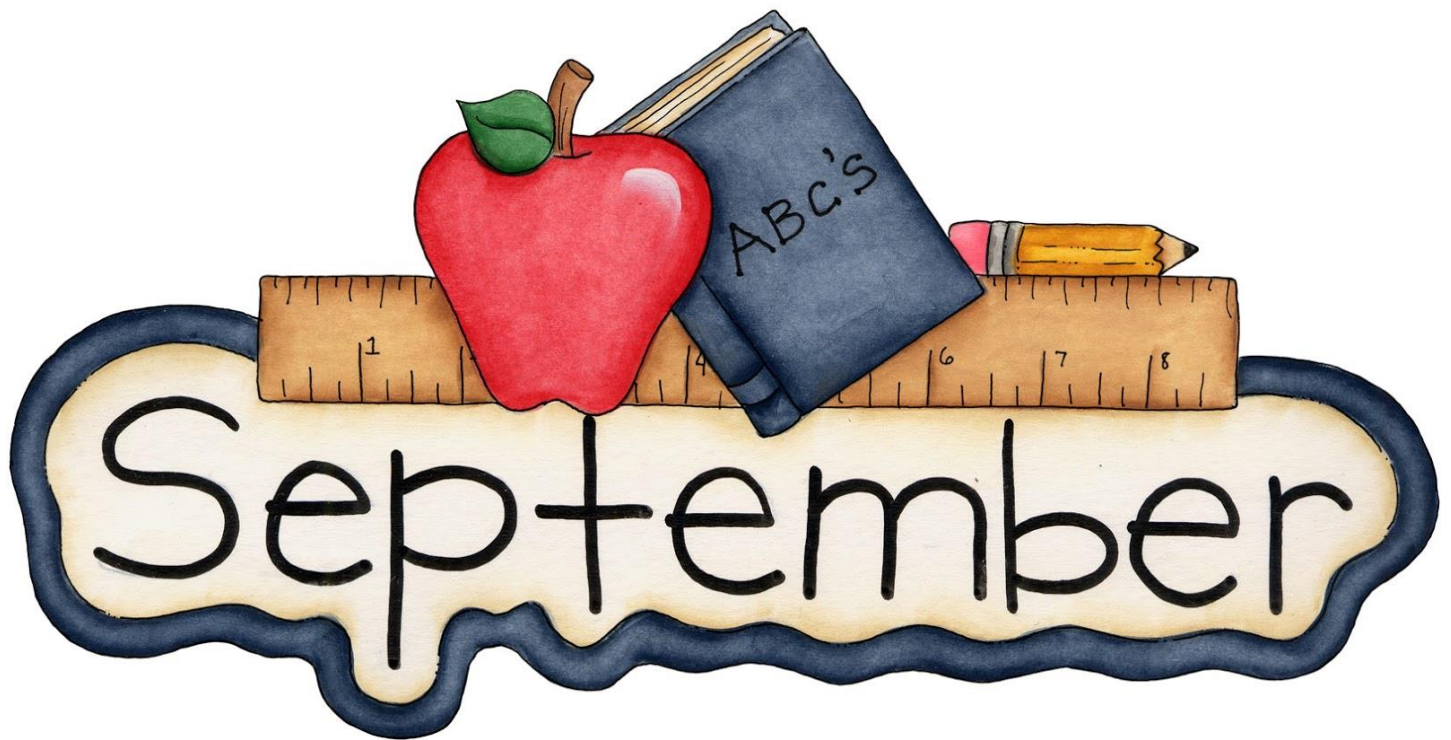


Preparing children for School



Preparing for school focus – sitting and listening

Activities we plan and parents follow up at home will help children to...

- Listen to a book without shouting out
- Join in with group activities
- Follow instructions

Alphabet – a, b, c and d

Maths –

- Comparing
- Fast and slow
- 5 green and speckled frogs
- 10 in a bed

AND... more activity ideas for Sept drawn from across the 7 areas of learning of the EYFS.

Support sitting and listening skills

Good listeners = good learners who can follow instructions, sit quietly, join in and take turns. Children learn to listen when we involve them in games that promote their listening skills... because as we know children learn best during play. Outings to support children's listening skills include –

- Listening walk in the park
- Visit to the library to read new books

Activities to support listening in the garden include –

- Making a big model together
- Play 'Simon hears...' instead of 'Simon says' games and clap, stamp, shout etc
- Make a nature band
- Take books outside and bring them to life through sounds and actions
- Play musical instruments outside – they sound different to when you play them in the house

Activities to support listening in the setting–

- Turn off all background noise and listen ... what can you hear?
- Watch a television programme together and talk about what happened
- Read books or sing songs
- Play 'what things sound like' games when everyone listens to, for example, instruments from an orchestra played individually
- Sit and do letter and number puzzles together – work alongside or with the children depending on their age and encourage them to work quietly so they do not disturb each other (or you)
- Do some baking together, following a recipe and talking about kitchen safety

Preparing children for reading

Surrounding children with print

Before children can sound out words, they need to know the alphabet and what each individual letter sounds like. In our childminding provision we offer opportunities for children to see print and 'read' in the house and garden and when we take them on outings, for example:

In the house we have...

- Books of various shapes and sizes – we teach children how to hold them correctly and turn pages in the right direction. They learn that text in English reads from left to right because we put our finger under words when we read to them.
- Labelled photos – children learn that each word on the photo represents a spoken word.
- Name cards with photos – children learn quickly if they are interested in the subject matter.
- Recipe cards and books to use with children in the kitchen.

In the garden we have...

- Posters on the fence – children look at the posters and we point out words and letters.
- Displays in the playhouse – numbers, weather, letters etc changed through the year to keep them relevant and stop them becoming wallpaper which is ignored.
- Magazines and leaflets – for example the children have menus for the role play café and train leaflets if they are setting up a railway track.
- Reading corners – cosy corners with blankets and pillows and a few carefully chosen books.

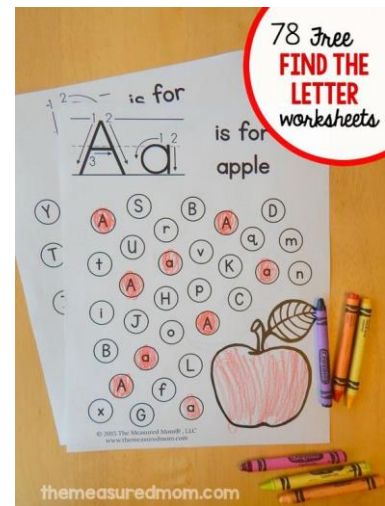
In the local environment we...

- Point out signs on shops
- Read car number plates and road signs
- Spot numbers and letters on doors and gates
- Visit the library to read new books

We plan reading time – every day – sometimes inside and sometimes taken into the garden. We introduce the book by reading the front cover and looking at the pictures. We often use props – small world toys or puppets – to help bring the story alive and we always use silly voices, songs related to the children's current interests etc.

Learning the alphabet

Some of the activities we offer are -



Literacy focus – A / a is for ...

Apple – We will make an apple tree and add pompom apples. We will estimate how many first and then count them.

We will take an apple and cut it in half – look in the middle – now cut it the other way in half – is it the same or different? We will do some apple printing – when we finish, We will wash and leave it out at the back of the garden for the hedgehogs, birds and squirrels.

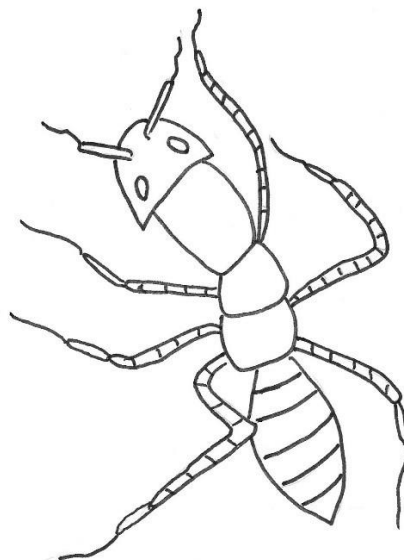
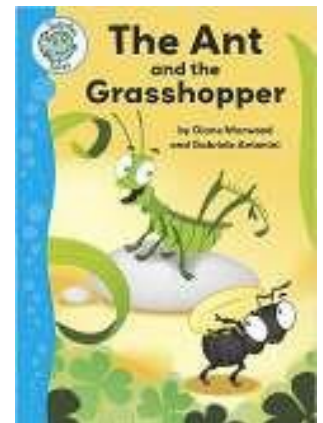
Alligator – We will sing an alligator song using a puppets...

Once there was an alligator sitting on a log
Down in the pool he saw a little frog
In jumped the alligator!
Around went the log!
Splash went the water
And away swam the frog!

Focus – a is for ant

Activity ideas include –

- Display the picture of the ant – count his legs and body parts
- Take the children in to the garden to spot some ants
- Make an ant using an old egg box and some pipe cleaners
- Look at pictures of anthills on the internet – some of them are huge
- Talk about where ants live, what they eat and the way they work together to carry food back to their homes
- Read a story about an ant and a grasshopper from Aesop's fables.



Literacy focus – B / b is for ...

Bee – We will make some finger buzzy bees with the children using yellow and black pencils to make a pattern and sing the bee song together.

Butterfly – We will make some symmetrical butterfly paintings. Splodge paint on one side of paper and show the children how to fold it over and press it down to transfer the colours. When dry they can cut it out to practice their developing scissor skills.

Boat – We will make a boat from a letter b – the bottom of the boat swims in the sea and the stick has 2 triangles of sail attached.

Bus – the wheels on the bus go round and round, round and round, round and round, all day long; the wipers on the bus go swish; the babies on the bus fall fast asleep; the horn on the bus goes beep etc... We will read 'The big red bus' by Judy Hindley and make a bus with a child's face at every window.

Focus – b is for bear

Activity ideas include –

- Have a tea party for the teddy bears
- Make some honey buns
- Think of all the words you can that start with 'b' and make a display
- Read 'Brown Bear Brown Bear what do you see?' by Eric Carle.



Literacy focus – C / c is for ...

Caterpillar – We will sing the song –

2 little caterpillars sitting on a branch

One called Betty and one called Blanche

Crawl away Betty – crawl away Blanche

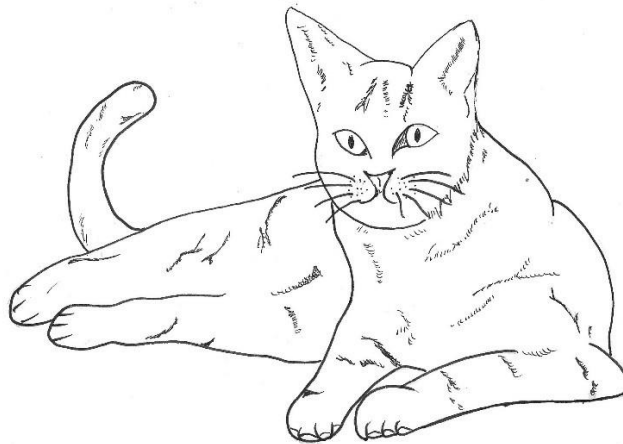
Crawl back Betty – crawl back Blanche

Cupcake – We will design a series of cupcakes with different patterns and play pattern matching games. Extend learning by adding candles to the cupcakes – add different numbers of candles.

Focus – c is for cat

Activity ideas include –

- Do the children have a cat as a pet? Ask for photos...
- Adopt one of the small world or fluffy cats – give him a basket and find out how to look after him
- Make up a story about a clever cat called Clive who lives in a car
- Make a big C cat – add eyes, nose, mouth and pointed ears to the top of the C shape and a tail to the side
- Draw cats with curly tails shaped like the letter 'c',



Literacy focus – D / d is for ...

Dragonfly – We will watch the Japanese red dragonfly song on

YouTube - <https://www.youtube.com/watch?v=0mVqaISjMEs>.

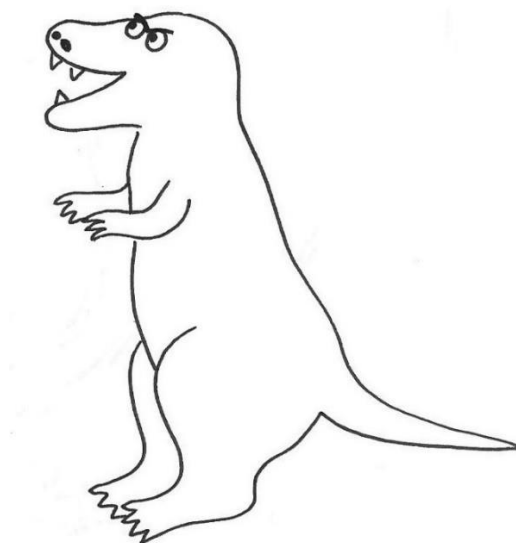
Dog – do any of the children have a pet dog at home? We will ask them to bring in a photo to show the group.

Daffodil – We will read the poem 'I wandered lonely as a cloud which floats on high o'er hills and dales when all at once I saw a crowd a host of golden daffodils'.

Focus – d is for dinosaur

Activity ideas include –

- Make a dinosaur from a capital D – add triangle spines to the side and a googly eye to the curve.
- Read '10 little dinosaurs' or similar story with the children
- Turn the children's hand prints into friendly dinosaurs
- Make dinosaur puppets with each child – are they scary or friendly? Use the puppets for storytelling
- What dinosaur names do the children know?



Maths of the month - Comparing

This aspect of maths learning is closely linked to other areas such as quantity, sorting, putting things in categories and counting.

Snack time is an excellent opportunity to talk about comparing and we use comparison words, for example...

More than – less than linked to sharing

Do we have enough or do we need more?

How many do we have? Let's count... I have more / less than you

Finding out about ourselves is a good time to talk about and compare who is, for example...

Taller – shorter / who is the tallest? How can we check? Let's make a graph... extend maths learning to include recording results.

Outside exploration will support children to learn about mathematical comparisons such as...

- Big and small
- Tall and short
- High and low
- Under and over
- In and out etc...

Activity idea – will play hide and seek with teddy in the garden with the children and introduce different comparison words, for example...

Can you find teddy?

Is he above – below / up – down / in – out?

Is teddy behind the tall tree or the little bush?

Can you see teddy on the high slide or under the low chair? Etc...

Making comparisons - fast and slow

Making comparisons – fast and slow

We will talk about fast and slow

We will read the story of 'The Hare and the Tortoise' (traditional tale) with the children and talk about who was fast – fastest and who was slow – slowest.

Listen to music from 'The Flight of the Bumblebee' by Rimsky Korsakov and compare it with 'Tortoises' from the 'Carnival of the Animals' by Saint-Saens.

Talk about the speed – tempo of the songs and stories – act them out using puppets and small world toys.

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Using songs to teach speed

We will sing songs the children know such as 'row the boat' and 'head, shoulders, knees and toes' at the normal speed... very slowly... quickly to see if they can keep up!

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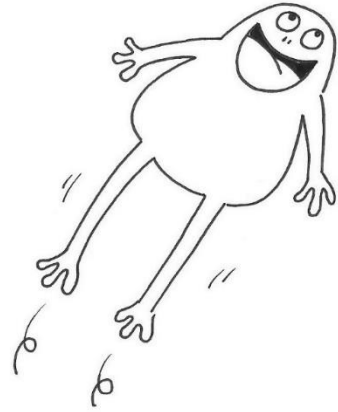
Move the body at different speeds

Walk to the beat of a drum – slowly... quickly... slowly again. Ask the children to listen carefully to the beat and challenge them to –

- Run fast
- Creep slowly
- Trot like a horse
- Glide like dragonfly
- Beat their wings quickly like a bird
- Hop like a rabbit

5 green and speckled frogs

5 green and speckled frogs
Sat on a speckled log
Eating some most delicious bugs
Yum! Yum!
One jumped into the pool
Where it was nice and cool
Then there were 4 green speckled frogs
Glub! Glub!
...count down to 0



Activity ideas – 5 green and speckled frogs

- Make 5 frogs on a log to use alongside the song
- Talk about the colour 'green' and discuss - what is 'speckled'?
- Talk about what 'bugs' are – they are usually called minibeasts in the UK
- Dance to the song – younger children might not manage 5 frogs!
- Learn about frog life cycles
- Set up some frog small world play – water in the messy tray with pebbles and plastic frogs
- Make origami frogs – there are easy templates on the internet
- Focus on maths – write the numbers 1 – 5 on the frogs and sort them into the right order

Early Years Outcomes – link to understanding the world / developing an awareness of the world.



There were 10 in the bed

And the little one said

'Roll over, roll over'

So they all rolled over

And one fell out BUMP!

...count down to 1

There was 1 in the bed and the little one
said 'I'm lonely!'

Activity ideas – 10 in a bed

- Find 10 teddies or dolls or a combination to role play the song
- Make a cosy bed on a cushion with a blanket
- Borrow the book '10 in a bed' by Penny Dale from the library to read to the children – follow up with 'One bear at bedtime' by Mick Inkpen
- Show the children how to roll over – set up an obstacle course to encourage movement
- Make some teddy masks to use when singing the song
- Use roly poly arms when singing the song for 'roll over'
- Learn how to count to 10 in another language eg –
 - French – un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix
 - Spanish – uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez

Early Years Outcomes – link to Physical development / moving.