

Rudston Primary School



Making a great start....



Supporting our families in the transition into school.

How can we help our children to become Ready for School?

Talking and listening with your child

Playing with friends, learning to share and get along

Supporting physical development through music, movement and play

Understanding rules and routines

Reading with your child every day

Teaching songs and nursery rhymes

Painting , mark making, drawing and making

Playing with letters and numbers

Visiting the library

Taking children on visits in your local area



Making it easy...

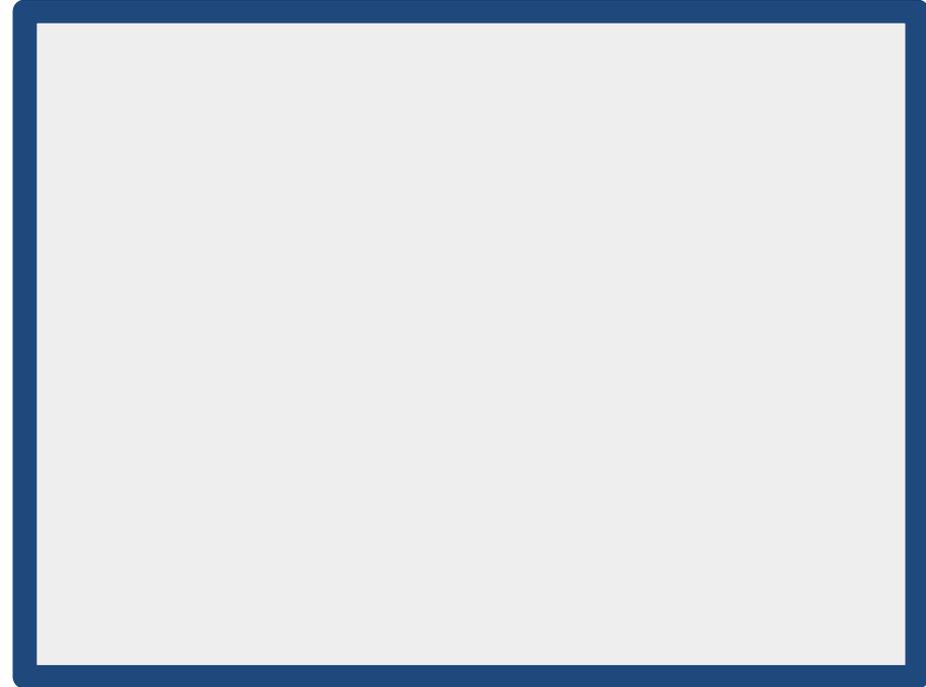
Each child is unique and will have different needs and interests.

We will try to ensure a smooth transition for each of our children in our locality.

There will be bumpy starts for some of our children but parents are experts in their child's needs and we are experienced teams who will endeavour to work together to find a solution.

Research suggests that children will find it easier to settle into school if they

- **have strong social skills**
- **can cope emotionally with being separated from their parents**
- **are relatively independent in their own personal care**
- **have a curiosity about the world and a desire to learn**



Emotional well-being

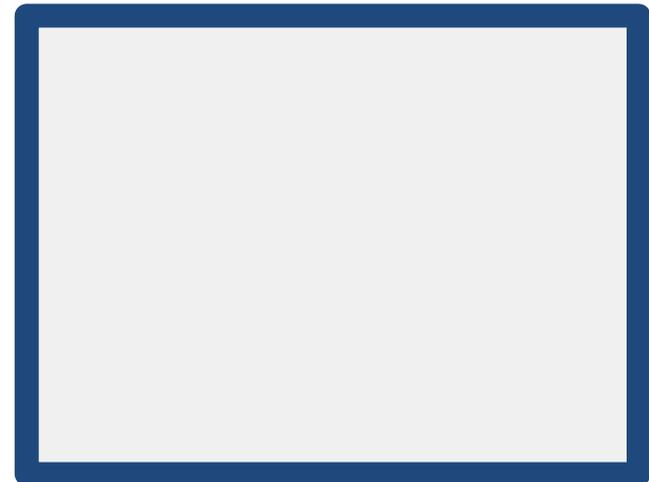
Language of emotions

- Emotion coaching – talking to your child about their feelings and helping them to understand and find strategies for dealing with these emotions.
- Vocabulary of emotions – talking to your child helping them name and understand different feelings.
- Resilience – ensuring your child is prepared to have a go, know it is acceptable to make mistakes and keep on trying.

Parents feelings

Children pick up on your feelings and emotions and attitudes to school and staff
If you are anxious they will be too.

- Be positive
- Keep calm
- Don't over play it!
- Expect tears at first or later as they realise its everyday!
- Expect tiredness in time of change



Independence you can do it

Children need to be able to develop Self care skills for school and their own self esteem. Help your child to have a 'can do' independent attitude to the following

- Toilet
- Hand washing
- Tissues
- Food
- Dressing
- Putting on coat and shoes (velcro please!)
- Walking rather than pram
- Giving up Dummies/comforters

Independence and a 'can do' attitude will help your child develop and feel confident about themselves and what they can do, which has a positive impact on all of their learning.

Giving children the opportunity to do little jobs at home, such as laying the table, feeding a pet, helping with the shopping, pairing the socks or putting their own laundry away will help their self confidence and independence. Tidying up own toys will help prepare them for life in school where they will be expected to help to tidy up their own and others toys or activities indoors and outdoors.



Early Years Foundation Stage

Early Years Foundation Stage is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

Nurseries, pre-schools, reception classes and childminders deliver the EYFS and must follow a legal document called the Early Years Foundation Stage Framework.

The 4 principles of the Early Years Foundation Stage

- **unique child**
- **positive relationships**
- **enabling environment**
- **children develop and learn in different ways and at different rates**

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. These ways of learning are referred to as the Characteristics of Effective Learning.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

The Prime areas are:

Communication and language;
Physical development; and
Personal, social and emotional development.

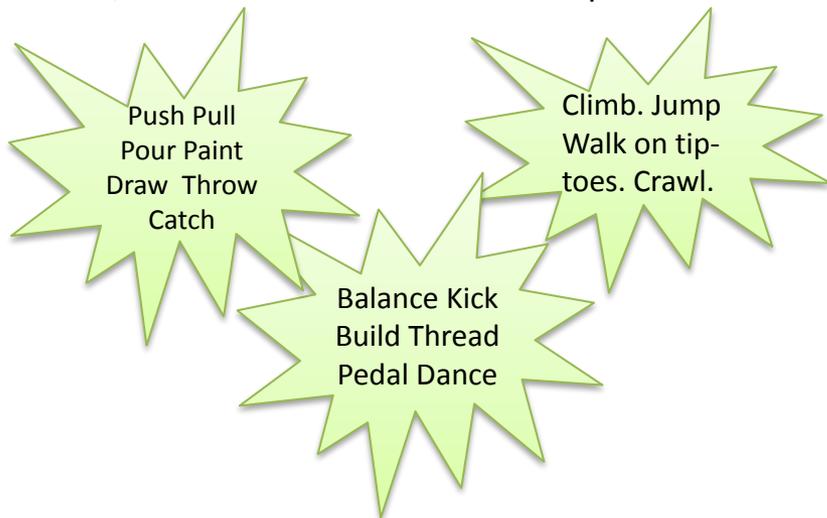
These prime areas are those most essential for your child's healthy development and future learning.

The 4 specific areas.

Literacy;
Mathematics;
Understanding the world; and
Expressive arts and design.

Physical development

Children develop in a holistic manner. Physical development should be seen as being important in young children's development as intellectual development. Research has shown that physical activity in young children can enhance concentration, motivation, learning and well-being. Young children's joy in movement leads to healthy growth by encouraging them to challenge and exercise their own bodies. Physical play is fun! A healthy child has lots of energy. He/she needs opportunities to crawl, run, dance, climb, balance and these skills help his/her bones and muscles develop.



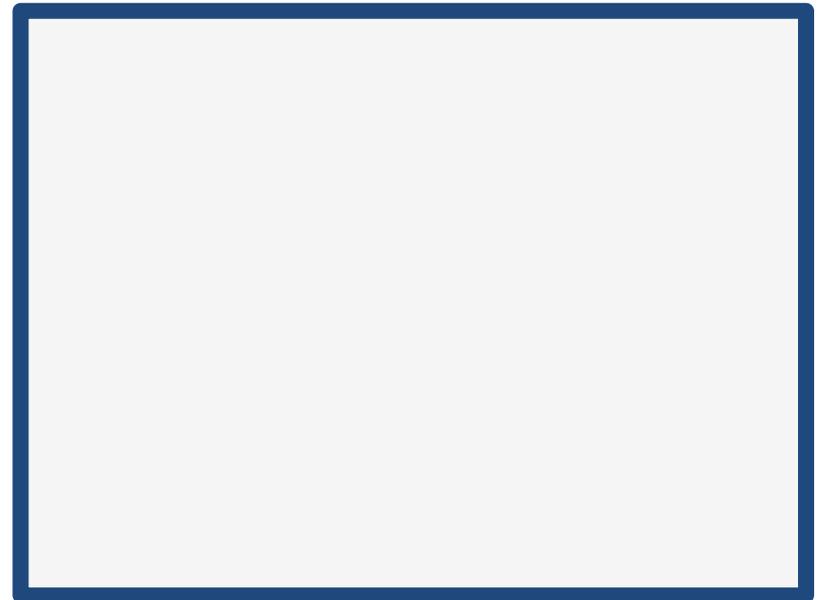
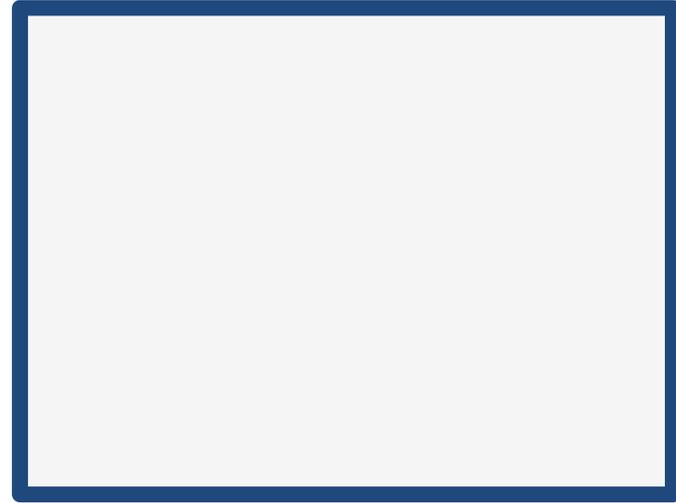
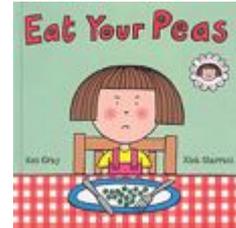
- ❖ Give your child time to run, jump, climb and play outdoors.
- ❖ Share stories about being healthy, choosing the right food, drinking water and getting plenty of sleep.
- ❖ Encourage your child to participate in activities such as building, drawing, threading beads, playing with water, malleable materials and construction.
- ❖ Encourage and support your child to independently use the toilet.

Specific skills rely on children being strong, healthy, active to be able to even begin to read, write, observe and record.

Literacy – reading

Reading

- Sit close together when sharing a book and encourage your child to hold the book themselves and/or turn the pages
- Don't be afraid to use funny voices – it's a great way to make your child giggle. And don't be afraid to sing either – they won't care whether or not you sing in tune or know the words!
- When you talk to your child about what's going on in a book, give them plenty of time to respond. Try to ask questions that don't require just yes or no answers. For example, ask them what they think will happen next ask or about how a character might be feeling
- Sharing books isn't just about the words - point to the pictures and relate them to something your child knows
- Using a puppet to act out a story can help your child to understand what's going on and learn how to pretend play. Why not pick a character from your book and use the puppet to show what they are doing? Watch the video below for more guidance.
- And lastly – make it fun! It doesn't matter how you read with a child, as long as you both enjoy the time together!
- Listen out for sounds all around, notice when words rhyme, play eye spy or sound games



Literacy - Writing

Developing writing skills

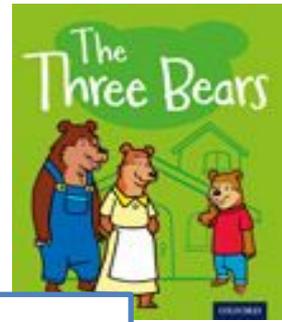
- ❑ Children need to develop their motor skills (actions that involve the movements of muscles) in order to be able to mark-make effectively.
- ❑ Give your child lots of opportunities to practise making big movements (gross motor skills), for example by climbing, crawling, dancing, throwing and catching balls or carrying objects.
- ❑ These activities will help develop the muscle control needed to move on to fine motor movements, such as being able to squeeze play dough into different shapes, grasp and manipulate building bricks and hold pencils or crayons for mark making.
- ❑ Aim to be a good role model for your child. Children need to see adults writing so that they can pick up on how writers behave and understand that writing is a valuable activity. You could include them in writing the shopping list, for example.
- ❑ In the beginning, mark making is more about motivation than ability and we want to show children that writing is fun!
- ❑ Draw, paint, chalk, make marks in sand/mud with sticks
- ❑ Make a card or a picture for your family or friends



PHONICS

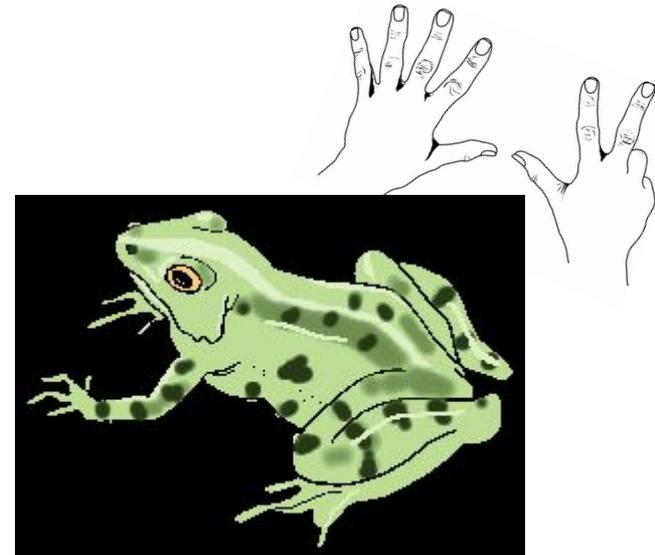
- We teach phonics, reading and writing using the Read, Write Inc. scheme.
- Children learn the individual letter sounds and how to write them. They then learn to blend these sounds together to read or split them up to write.
- There will be a parent information meeting in the first term.
- For more information go to www.ruthmiskin.com/parents/

Maths all around...



5 little men in a flying saucer
looked around the world one day
They looked left and right
but they didn't like the sight
so one man flew a way. Whee...

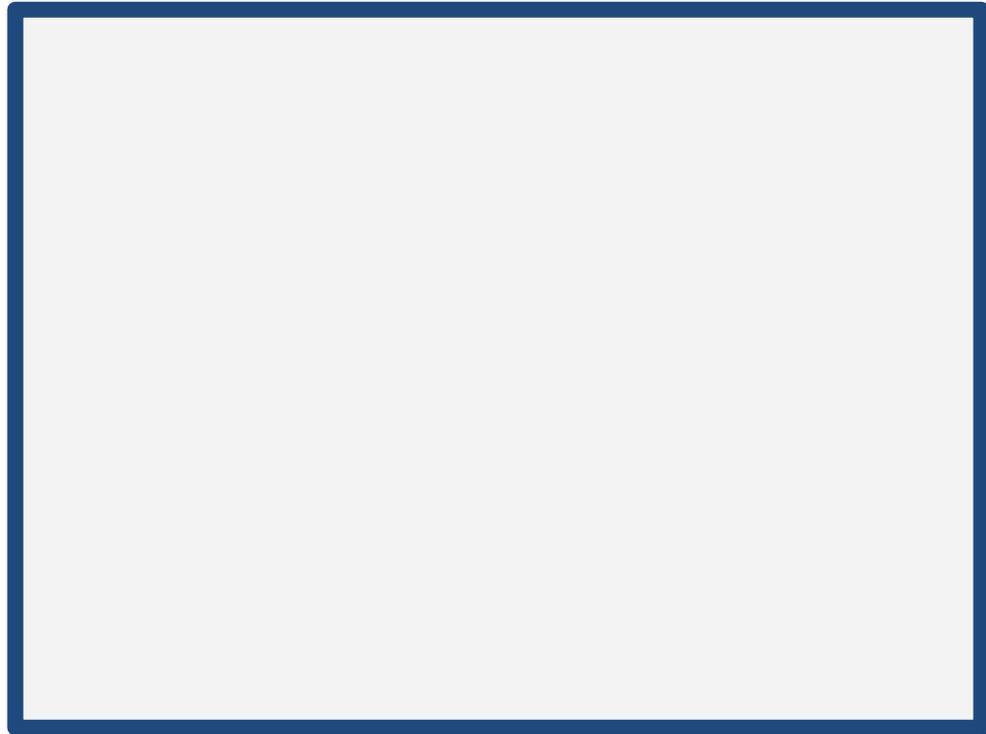
- Talk about the shapes you can see in the environment.
- Comparing things which are heavy and light or long and short.
- Look out for numbers in and out of the home.
- Singing counting songs and rhymes.
- Counting, adding and subtracting anything and everything - socks, cars, shopping, cutlery, fingers and toes
- Cooking
- Asking questions - Am I as tall as my friend? Can I fill/empty the bucket? Which is the longest worm? Can I make a pattern with the blocks?
- Can we sort our toys/socks/shopping?
- Playing shops, trains, buses, pirates.
- Making a pattern with the...



Maths all around...

Open ended problem solving in playful contexts

- Am I as tall as my friend?
- Can I fill/empty the bucket?
- Which is the longest worm?
- Can I make a pattern with the blocks?
- Singing number rhymes
- Can we sort our toys/socks/shopping?
- How many have you got? Is that the same or different?
- Playing shops, trains, buses, pirates.
- Making musical patterns – clap, beat, count

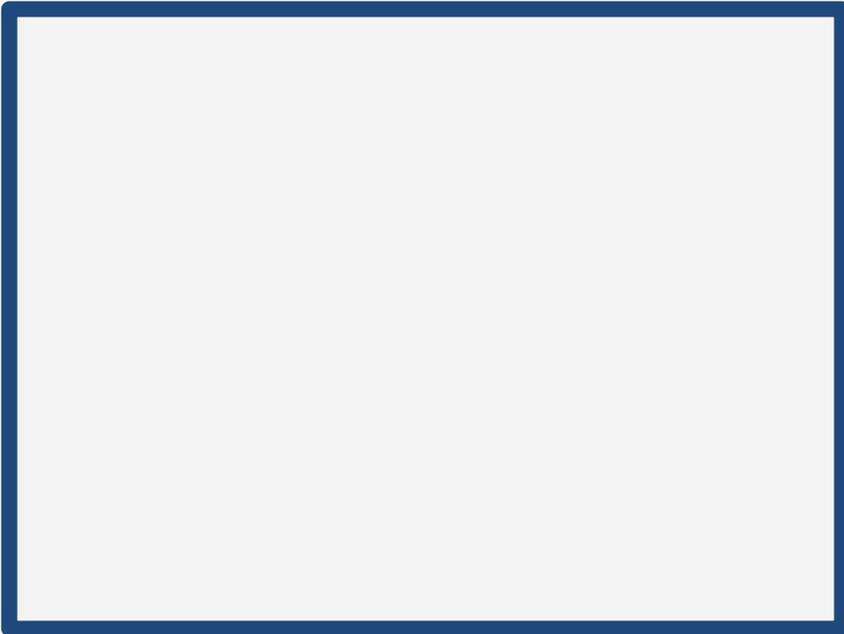


Understanding the World

PAST AND PRESENT

PEOPLE, CULTURES AND COMMUNITIES

THE NATURAL WORLD



- Talk with your child about the places they go and things they see in the world around them.
- Answering and encouraging questions - What if...? Why do you think...? How did you...?
- Letting children join in with everyday activities - washing up, cooking, shopping, helping in the garden...
- Lots of opportunities to explore inside and outside in a variety of environments
- Going to the park, museums, library, places of interest in our local areas
- Joining in with children's centres groups
- Talking about what interests your child

Expressive arts and design

CREATING WITH MATERIALS

BEING IMAGINATIVE AND EXPRESSIVE

- Talk with your child about their imaginative play and join in if possible!
- Make small worlds with figures(people/animals/dinosaur figures)
- Have junk modelling sessions and see what you can create.
- Paint a picture and not necessarily on a piece of paper.
- Play musical instruments.
- Dance to your favourite music.
- Visit places to inspire ideas – make a sand picture on the beach, collect natural materials in the park and make with them, visit the museum/art gallery to join in with activities or just look together
- Read stories and look at books together

Story books

These picture books about going to school may be helpful:

I am too Absolutely Small for School (Charlie and Lola) by Lauren Child

Little Rabbit goes to school by Harry Horse

Starting School
by Janet and Allen Ahlberg

Topsy and Tim Start School
by Jean and Gareth Adamson

Harry and the Dinosaurs Go to School
by Ian Whybrow and Adrian Reynolds

Come to School too, Blue Kangaroo! by Emma Chichester Clark

When an Elephant Comes to school
by Jan Omerod



Before your child starts:

- Stay and play session (parent and child)
 - Both classes – Wednesday 2nd July.
- Buddies and books (parent and child – 9-10)
 - Lambanana – Tuesday 8th July.
 - Liverbird – Wednesday 9th July.
- One to one parents consultation meeting – please bring completed forms to this meeting if not already handed in (parents only)
 - Thursday 4th, Friday 5th and Monday 8th September .

Week 1: Tuesday- Friday

- Part-time day began on Tuesday 9th until Friday 12th September.
- Gate will be opened at 9am or 12.30pm
- Drop at the barn door
- Come back to the barn door to pick up – hand over 1 child at a time, so please be patient
- Ring school or complete absence reporting form on Arbor.
- 15 children in the morning and 15 in the afternoon
- Website, texts, emails, Class Dojo, staff - communication
- Children to bring in their treasure boxes.
- Children to wear full uniform every day and bring book bags and a water bottle.
- Children can not attend breakfast club or after-school club.

Week 1 – Monday onwards

- Then from Monday 15th full time: 8.45 – 3.15
- The whole class in together all day.
- Stay for dinner
- Parents / carers to drop the child at the gate, home time come to the barn door
- PE uniform days start (TBC)
- Children can attend breakfast club and after school club from the Monday onwards.