



PREPARING YOUR CHILD FOR
THE RECEPTION YEAR

Sir James Knott Nursery
School

Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning.

EXPECTATIONS FOR THE END OF THE NURSERY YEAR

Consistently demonstrating all skills in 30-50 month band, and beginning to show some from 40-60 month band. Such as; **SPEAKING**- Beginning to use more complex sentences to link thoughts (e.g. using and, because).

MOVING & HANDLING- Holds pencil near point between first two fingers and thumb and uses it with good control.

HEALTH & SELF CARE- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.

MANAGING FEELINGS & BEHAVIOUR- Can usually adapt behaviour to different events, social situations and changes in routine

MAKING RELATIONSHIPS- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

READING- Recognises familiar words and signs such as own name and advertising logos.

WRITING-Ascribes meanings to marks that they see in different places.

NUMBER- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

SHAPE SPACE & MEASURE- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.



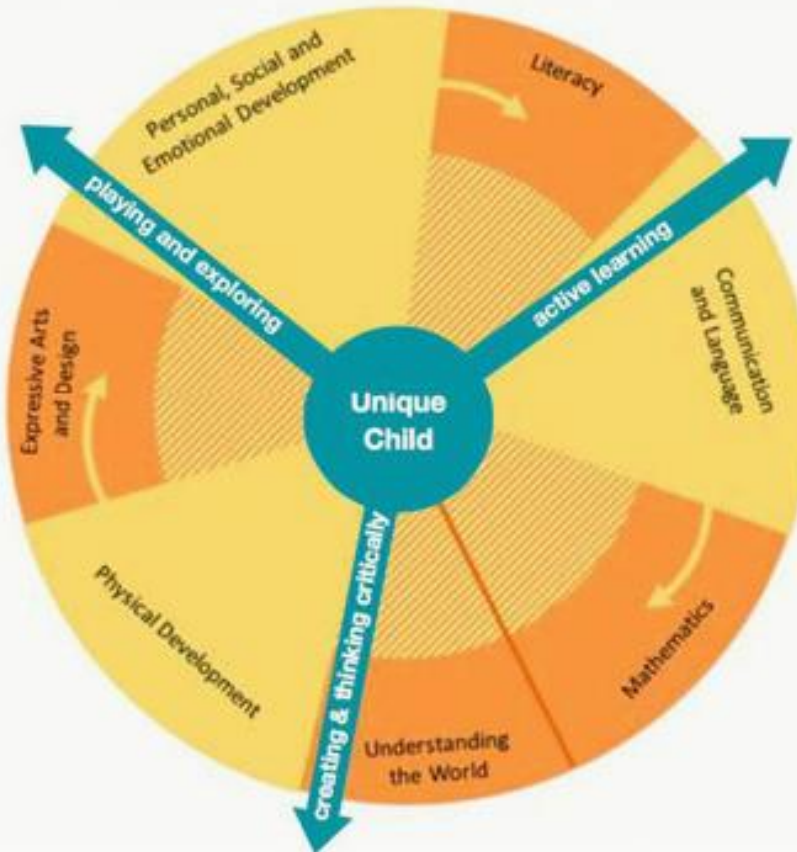
Characteristics of Effective Learning

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships Self-confidence and self-awareness Managing feelings and behaviour
Physical Development	Moving and handling Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking



Personal, Social & Emotional Development

Expectations at the END of Reception

MAKING RELATIONSHIPS - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

SELF CONFIDENCE & SELF AWARENESS - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

MANAGING FEELINGS & BEHAVIOUR - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

What could we be doing at home?

- Being a good role model.
- Listening time.
- Provide opportunities to take turns and share.
- Encouraging children to feel good about their achievements.
- Providing achievable but challenging experiences and activities.
- Offer help with activities when asked but not before.
- Having clear boundaries set.
- Sharing stories with a moral.

Communication & Language

Expectations at the END of Reception

LISTENING & ATTENTION - Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

UNDERSTANDING - Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

SPEAKING - Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

What could we be doing at home?

- Play games such as 'Simon Says...', 'I spy...'
- Explaining the importance of listening to others when speaking.
- Use timers to develop concentration.
- Asking questions and explaining why things happens when sharing stories.
- Encourage imaginative play activities.
- Modelling new vocabulary, questions and explanations.
- Time to talk about children's interests.

Physical Development

Expectations at the END of Reception

MOVING & HANDLING - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiation space. They handle equipment and tools effectively, including pencils for writing.

HEALTH & SELF CARE - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

What could we be doing at home?

- Motivate children to be active through games such as ball games, climbing, follow the leader.
- Teach children skills to be safe such as using scissors appropriately.
- Provide activities to practice manipulative skills such as cooking, playing music, painting.
- Going out and exploring.
- Encouraging moving safely.
- Talk about how our bodies feel after exercise.
- Encouraging children to have a go at getting dressed in the morning independently, including shoes and coats.
- Talk about healthy eating, importance of brushing teeth and looking after our bodies.



Area of Learning and Development	Aspect
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
	Technology
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative



Literacy

Expectations at the END of Reception

READING - Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

WRITING - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

What could we be doing at home?

- Regularly sharing books together can be school/library/E-books.
- Practicing tricky words by playing games such as 'bingo' and 'tricky word pairs'.
- Tricky words are RWI red words such as I, the, my.
- Encourage reading of signs and labels when out for a walk.
- Handwriting practice.
- Writing for a purpose – birthday cards, shopping lists, labels for toys/models.

Mathematics

Expectations at the END of Reception

NUMBER - Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

SHAPE, SPACE & MEASURE - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

What could we be doing at home?

- Everyday problem solving.
- Numbers – count aloud, recognise numbers, carefully count each object/image, order.
- Understand numbers represent how many in a group.
- Practice teen numbers – ordering and recognising, one more/less.
- Play board games.
- Provide opportunities to use natural resources to make patterns.
- Practice weighing and measuring.
- Talk about time and money in everyday life situations.
- Name 2D and 3D shapes.

Understanding the World

Expectations at the END of Reception

PEOPLE & COMMUNITIES - Children talk about past and present events in their own lives and in the lives of family members, They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

THE WORLD - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

TECHNOLOGY - Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

What could we be doing at home?

- Talking about people in the community, such as, police, hospitals, church.
- Awareness of different cultures; food in the supermarkets, restaurants, celebrations e.g. Chinese New Year.
- Talking about family members and sharing photographs past and present.
- Encouraging children to grow plants.
- Talking about and using appropriate vocabulary when looking at changes in the environment; seasons, parts of a flower, melting etc.
- Looking at maps and plans.
- Encouraging the safe use of technology.
- Providing age appropriate technology programs for children to explore under adult supervision.
- Talking about everyday objects and how they work; e.g. pelican crossing, a can opener, torches, lights.

Expressive Arts & Design

Expectations at the END of Reception

EXPLORING AND USING MEDIA & MATERIALS -

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

BEING IMAGINATIVE – Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

What could we be doing at home?

- Provide opportunities to explore different materials such as sand, mud, paints, clay, water.
- Encourage children to use their imagination through drawing, reading, poetry, music and dance.
- Set up tents/den building/dressing up/stages for children to explore and use imaginatively.
- Read texts such as 'We're Going On A Bear Hunt' adding actions.
- Encourage independence to make models such as Lego/junk modelling.
- Encourage children to evaluate their work.

Preparing for more formal learning



Children need to be able to speak clearly and listen carefully.



Encourage your child to complete sentences, avoiding baby talk.



Encourage your child to listen and respond to simple instructions.



Foster a love of books take time to enjoy stories together.

ENSURING A HAPPY START



TALK ABOUT SCHOOL WITH YOUR CHILD.



MAKE YOUR MORNING ROUTINE CLEAR AND START THIS IN ADVANCE.



PRACTICE THE WALK TO SCHOOL.



WEAR THE UNIFORM, ESPECIALLY SCHOOL SHOES!



EXPLAIN THAT MUMMY'S AND DADDY'S CAN'T COME TO SCHOOL!



TALK ABOUT THE STAFF AND ENSURE THEY UNDERSTAND THEY CAN HELP IF THEY FEEL SAD.



TELL THEM WHAT YOU WILL BE DOING WHILST THEY ARE AT SCHOOL.