

# Supporting your Child's Transition into Reception...






## A Guide for Parents

This booklet is designed to support parents who have a child due to start Reception in September.

It identifies the different aspects of Personal, Social and Emotional development within the Early Years Curriculum. Through planned activities, some incorporated within your daily routine, you can support your child to be ready for school.

**Working in partnership with parents to support  
your child's learning and development...**









## Making / Building Relationships

Learning Intentions:		
<ul style="list-style-type: none"> <li>□ Can play in a group, extending and elaborating ideas</li> <li>□ Keeps play going by responding to what others are saying or doing</li> <li>□ Demonstrates friendly behaviour</li> </ul>		
Linked learning opportunities	Activities to support development	What you will need?
<p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>▪ Listen to others in small groups</li> <li>▪ Follow simple instructions</li> <li>▪ Use more complex sentences</li> </ul> <p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>▪ Move with confidence in a range of ways</li> <li>▪ Run skilfully and negotiates space, adjusting speed and direction</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>▪ Ascribe meaning to marks</li> <li>▪ Write own name</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>▪ Use number names in play</li> <li>▪ Begin to recite numbers in order to 10</li> <li>▪ Begin to use 1:1 correspondence when counting up to 5 objects</li> </ul>	<p><b>Parachute Fun ...</b></p> <ul style="list-style-type: none"> <li>- Place a large piece of material on the floor and put a balloon in the middle</li> <li>- Ask each player to hold the edge of the material and work together to lift the material off the floor, keeping the balloon in place</li> <li>- Experiment different ways to move balloon – fast/slow, high/low, from one side to another</li> </ul> <p><b>Extension:</b> □ Bounce the balloon to a count of 5/10 □ Balance a teddy bear in the middle to the count of 5/10</p>	<p>Large pieces of material or bed sheet, ball, balloon or teddy</p> 
	<p><b>Ring Games ...</b></p> <ul style="list-style-type: none"> <li>- Introduce different ring games, such as: □ Farmer's in the Den □ Duck, Duck, Goose □ What's the time Mr Wolf?</li> <li>- Encourage child to take the lead part, such as the chaser in Duck, Duck, Goose</li> </ul> <p><b>Extension:</b> □ Encourage counting aloud when the chaser is running around the circle</p>	 <p><a href="http://www.greatgroupgames.com">www.greatgroupgames.com</a></p>
	<p><b>Balloon Challenge ...</b></p> <ul style="list-style-type: none"> <li>- Keep a balloon floating up in the air by working as a team</li> <li>- Encourage the child to think of different body parts to keep it the balloon floating</li> </ul>	<p>Balloons</p> 
	<p><b>Build an obstacle course ...</b></p> <ul style="list-style-type: none"> <li>- Take turns to decide what equipment to use</li> <li>- Take turns to set up different parts of the course and explain what each player has to do</li> </ul> <p><b>Extension:</b> □ Write a sign for each part of the obstacle course, e.g. <i>jump</i>, <i>hoop</i> □ Write names and record how many times each player completes the course</p>	<p>Garden toys – cones, balls, skipping ropes, hoops, racquets, post-its ...</p> 
	<p><b>Hopscotch ...</b></p> <ul style="list-style-type: none"> <li>- Draw a hopscotch grid, talking through your actions ... start with a grid 1 to 5</li> <li>- Encourage child to support with ordering numbers to write in each square</li> <li>- Take turns to throw a stone/pebble on the grid and jump to the right number</li> <li>- Encourage players to help one another say the numbers as they jump on each square</li> </ul> <p><b>Extension:</b> □ Child to find the number card to match the number their pebble landed on</p>	<p>Chalk, stones/pebbles</p>  <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #e67e22; padding: 5px; border: 1px solid black;">1</div> <div style="background-color: #3498db; padding: 5px; border: 1px solid black;">3</div> <div style="background-color: #2ecc71; padding: 5px; border: 1px solid black;">4</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="background-color: #2ecc71; padding: 5px; border: 1px solid black;">2</div> <div style="background-color: #9b59b6; padding: 5px; border: 1px solid black;">4</div> </div>

# Making / Building Relationships

## Learning Intentions:






- Demonstrates friendly behaviour
- Initiates conversations, attends to and takes account of what others say
- Explains own knowledge and understanding, and asks appropriate questions of others

Linked learning opportunities	Activities to support development	What you will need?
<p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>▪ Listen to others in small groups</li> <li>▪ Follow simple instructions</li> <li>▪ Use more complex sentences</li> <li>▪ Use talk to connect ideas</li> </ul> <p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>▪ Draw circles and lines</li> <li>▪ Hold writing tool correctly to draw, mark make and write some letters</li> <li>▪ Write name independently, using correct formation</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>▪ Know that print carries meaning</li> <li>▪ Orally blend and segment CVC words</li> <li>▪ Write own name with correct letter formation</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>▪ Use number names in play</li> <li>▪ Use 1:1 correspondence when counting up to 5</li> </ul>	<p><b>Build a den / model ...</b></p> <ul style="list-style-type: none"> <li>- Take turns to decide what to build ... this can be after reading a favourite story / going on a walk</li> <li>- Take turns to decide what materials to use</li> <li>- Encourage sharing of ideas</li> </ul> <p><b>Extension:</b> □ As a group orally segment the word den e.g. d-e-n to write a sign □ Write name(s) on the door of the den on models</p>	<p>Large pieces of material or bed sheet, pegs, post-its</p> <div style="display: flex; justify-content: space-around;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="background-color: #3498db; padding: 5px; border: 1px solid black;">Sam</div> <div style="background-color: #27ae60; padding: 5px; border: 1px solid black;">Kim</div> <div style="background-color: #f1c40f; padding: 5px; border: 1px solid black;">Ben</div> </div>
	<p><b>Drawing ...</b></p> <p>Create large-scale drawings using chunky chalks or paintbrushes and water on the ground/large pieces of paper.</p> <ul style="list-style-type: none"> <li>- Take turns to draw each other</li> <li>- Take turns to decide what to draw ... this can be after reading a favourite story / going on a walk</li> <li>- Take turns to draw different parts, giving each other instructions</li> <li>- Ask one another questions about drawing</li> </ul> <p><b>Extension:</b> □ Each child writes own name next to the drawing □ Label model using marks / letters</p>	<p>Chalk, DIY size paint brushes</p> <div style="display: flex; justify-content: space-around;">   </div>
	<p><b>Role play ...</b></p> <ul style="list-style-type: none"> <li>- Look at photographs of a recent family event / celebration e.g. <i>birthday / arrival of new baby / going to the car wash</i></li> <li>- Agree what is needed to remake the scene</li> <li>- Act out different roles beginning to re-create the event</li> </ul> <p><i>* Some roles will need to be modelled</i>  <i>** Start with something the child is very familiar with</i></p> <p><b>Extension:</b> □ Add some mark making / writing opportunities e.g. <i>making a card</i></p>	<p>Linked to theme of decided play</p> <div style="display: flex; flex-direction: column; align-items: center;">    </div>
	<p><b>Treasure ...</b></p> <ul style="list-style-type: none"> <li>- Set up a simple treasure hunt in the garden/yard or indoors</li> <li>- Provide picture clues for the children to follow</li> <li>- Take turns to follow each clue</li> <li>- Each player says where the treasure was found</li> </ul> <p><b>Extension:</b> □ Child writes name when they have found the treasure. □ Together count the items in each bag of treasure e.g. <i>number of gold coins</i> □ Together write labels for each found treasure with a focus on oral segmenting e.g. <i>c-a-t / p-e-n</i></p>	<p>Picture clues, gold coins or gems, post-its</p> <div style="display: flex; flex-direction: column; align-items: center;">   </div>

# Self-Confidence and Self-Awareness / Managing Self




## Learning Intentions:

- Select and use activities and resources with help
- Enjoy responsibility of carry out small tasks
- Welcome praise
- Confident to speak to others about own needs, wants, interests and opinions

Linked learning opportunities	Activities to support development	What you will need?
<p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>▪ Follow instructions, including a two-part sequence</li> <li>▪ Use talk to organise and connect ideas</li> </ul> <p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>▪ Hold writing tool correctly to draw, mark make and write some letters</li> <li>▪ Write name independently, using correct formation</li> <li>▪ Dress with some support</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>▪ Orally blend and segment CVC words</li> <li>▪ Give meaning to marks they make</li> <li>▪ Write own name with correct letter formation</li> <li>▪ Hear and say some initial sounds in words</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>▪ Use number names in play</li> <li>▪ Use 1:1 correspondence when counting up to 5</li> </ul>	<p><b>Busy Jobs ...</b></p> <p>Agree small tasks the child can complete at home</p> <ul style="list-style-type: none"> <li>- Hang up own coat / put away shoes</li> <li>- Help to prepare snack / lay table for supper</li> <li>- Help clean the bikes / put the shopping away</li> </ul> <p><b>Extension:</b> □ Together orally blend and segment some words e.g. <i>c-oa-t</i> □ Child writes name next to photo of each busy job when they have completed the task</p> <hr/> <p><b>Shopping List ...</b></p> <p>Encourage your child to help create family shopping list:</p> <ul style="list-style-type: none"> <li>- Ask them to check in the cupboards for named items</li> <li>- Make suggestions what they would like to eat</li> <li>- Write own shopping list</li> </ul> <p><b>Extension:</b> □ Support child to hear some initial sounds in words e.g. <i>b to butter</i>. Model writing the letter.</p> <hr/> <p><b>What do I need to wear ...?</b></p> <p>Encourage your child to get themselves ready for:</p> <ul style="list-style-type: none"> <li>- Outside play. Look at the weather together.</li> <li>- Going to school / bedtime</li> <li>- Special event e.g. <i>birthday party</i> / clean the bikes</li> </ul> <p><i>Talk about the importance of things being kept in the right place so they can be easily found.</i></p> <p><b>Extension:</b> □ Count the number of belongings they need to collect □ Write a list of the things they need</p> <hr/> <p><b>My learning ...</b></p> <ul style="list-style-type: none"> <li>- Agree with the child how they would like to display their special art work, certificates and other achievements</li> </ul> <p><i>Together look at different ideas on the internet</i></p> <ul style="list-style-type: none"> <li>- Create a special box to store special achievements. Decorate and personalise together</li> <li>- Create a scrap book with special achievements</li> </ul> <p><b>Extension:</b> □ Write name on the front</p> <hr/> <p><b>I Like ...</b></p> <p>Encourage your child to express their views after a shared experience – what did they like and what didn't they like?</p> <ul style="list-style-type: none"> <li>- Share a book / film (familiar / new)</li> <li>- New walk</li> </ul> <p><b>Extension:</b> □ Draw a picture and give meaning to marks</p>	<p>Photographs of the different tasks, post-its</p>  <hr/> <p>Paper, pens</p>  <hr/> <p>Belongings appropriate to the season at child height to encourage independent access</p>  <hr/> <p>Pegs, blu-tak, old shoe box, craft resources</p>  <hr/> 

# Managing Feelings and Behaviour

## / Self-Regulation

Learning Intentions:		
□ Aware of own feelings and knows that some actions and words can hurt others' feelings □ Aware of boundaries and behavioural expectations		
Linked learning opportunities	Activities to support development	What you will need?
<p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>▪ Listen to others in small groups</li> <li>▪ Use talk to connect ideas, recall and relive past experiences</li> <li>▪ Use more complex sentences</li> <li>▪ Use a range of tenses</li> <li>▪ Use vocabulary focused on objects and people that are of particular importance to them</li> </ul>	<p><b>Story time ...</b></p> <p>Use different picture books to explore feelings of characters</p> <ul style="list-style-type: none"> <li>- Owl Babies by Martin Waddell <i>Worried, scared, sad, happy, attachment</i></li> <li>- Perfectly Norman by Tom Percival <i>Being different, sad ...</i></li> </ul> <p><b>Extension:</b> □ Together use puppets to act out story / explore own feelings □ Draw character / own feelings</p>	
<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>▪ Move freely and with pleasure and confidence in a range of ways</li> </ul>	<p><b>Films ...</b></p> <p>Watch a film together e.g. Inside Out</p> <ul style="list-style-type: none"> <li>- Discuss the different emotions of the characters</li> <li>- Begin to link character emotions to own</li> </ul> <p><b>Extension:</b> □ Together use puppets to act out story / explore own feelings □ Draw character / own feelings and ascribe meaning to marks</p>	
<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>▪ Listen to stories with increasing attention and recall</li> <li>▪ Holds books correctly</li> <li>▪ Begin to describe main story settings, events and principal characters</li> <li>▪ Give meaning to marks they make as they draw, write and paint</li> </ul>	<p><b>Mindfulness Activities ...</b></p> <p>Set some time to do some activities together e.g.</p> <ul style="list-style-type: none"> <li>- Yoga</li> <li>- Mindful posing</li> <li>- Mindful Jar</li> </ul> <p style="text-align: center;"><a href="http://www.positivepsychology.com/mindfulness-for-children-kids-activities">www. positivepsychology.com/mindfulness-for-children-kids-activities</a></p>	
<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>▪ Listen to stories with increasing attention and recall</li> <li>▪ Holds books correctly</li> <li>▪ Begin to describe main story settings, events and principal characters</li> <li>▪ Give meaning to marks they make as they draw, write and paint</li> </ul>	<p><b>Oh no ...</b></p> <p>Use <b>stories</b> to explore how different characters follow or break rules and the effects these behaviour choices have on others, such as -</p> <ul style="list-style-type: none"> <li>- Pete the Cat and the Missing Cupcakes by James Dean and Kimberly Dean <i>Forgiveness</i></li> <li>- The Rainbow Fish by Marcus Pfister <i>Sharing and friendship</i></li> <li>- Charlie and Lola Series by Lauren Child - Whoops but it wasn't me! <i>Taking responsibility and showing respect</i></li> </ul> <p><b>Extension:</b> □ Together create own rules for different places /events – draw and ascribe meaning to marks</p>	

By the end of EYFS, Reception, it has been proposed that your child will achieve the following three Early Learning Goals in Personal, Social and Emotional Development:

### **ELG 3: Self-Regulation**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

### **ELG 4: Managing Self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing and going to the toilet and understanding the importance of healthy food choices.

### **ELG 5: Building Relationships**

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitively to their own and others' needs.