



Becoming School Ready

with

Fit N Fun Kids Pre-School

Welcome to our Pre-School areas within our setting here at Fit N Fun Kids!



High quality care and education is at the heart of Fit N Fun Kids and for this reason we ensure our children's curriculum is designed by our Early Years Teachers and supported by highly skilled and experienced Practitioners.

The two year journey your child will have within our pre-school is designed to accommodate the fastest of the development phases. We will support your child to become school ready and gain the essential skills they require for their next stage within reception of your chosen primary school.

Strong links with our local schools support such transitions and our work here is to ensure that all our children are educated in the key areas of their development, from their independence to age related learning goals.

We are always here to answer your questions, please do not hesitate to pop in and see us to discuss your child at any time!

Fit N Fun Kids Team

Preparing your children for School



School readiness is not just about meeting a good level of development academically, school readiness includes:

- Being able to use the toilet independently
- Having an understanding of boundaries and routines
- Having the confidence / self-esteem to communicate needs
- Being able to share and taking turns
- Having the ability to sit for a short period of time on the carpet
- Can separate from main care giver
- Effective communication skills
- Ability to actively learn and think critically
- Can follow instructions
- Be able to express themselves effectively

What do we cover daily?



All of our planning incorporates the characteristics of effective learning (playing and exploring, active learning, creating and thinking critically), which encourages the children to become active learners, critical thinkers and motivated to explore their surroundings to develop and challenge their understanding.

We cover the three Prime Areas within the Early Years Foundation Stage:

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

These three areas are fundamental in supporting learning and development within the remaining four specific areas.



The specific areas include the essential skills and knowledge needed, this covers:

- literacy,
- mathematics,
- understanding the world
- expressive arts and design

This leaflet aims to cover what we do within the setting to develop learning and understanding within the three prime areas and within the specific areas of literacy and maths. We have also included some ideas and ways in which you can support your child within each of these areas at home.

How we will prepare the children to be school ready:

On the next page are some examples as to how we are preparing the children for school and additionally some ideas and activities towards how you can help support them with this too.

Personal, Social and Emotional Development (PSED)



PSED is further broken down into three subsections, covering:

- **Making Relationships**
- **Self-Confidence and Self-Awareness**
- **Managing Feelings and Behaviour**

How we help the children to develop within this area -

- Daily circle times - to develop self-confidence, self-worth, providing each child with a voice and getting the children used to turn taking and sitting on the carpet for short periods of time.
- Incorporating the British Values within our activities – promoting mutual respect, tolerance, individual liberty and rule of law, developing an awareness and understanding of a range of cultures and beliefs, such as Christmas, Diwali and Thanksgiving.
- Small group games – to promote turn taking, sharing and building relationships
- Puppets, emotion cards and role play – addressing how to deal with different emotions / situations to support self-regulation and dealing with conflict.



- Modelling effective communication
- Setting clear boundaries and routines and involving the children in this.
- Preparing for the transition to school – looking at photos from the schools they are attending, creating a booklet on their new schools, talking through expectations and what it will be like, inviting the teachers in from the schools children will be attending to begin developing relationships; children will have the opportunity to visit the schools for settling sessions too.

What can you do at home?

- Share books with your children on transition to school and dealing with a range of emotions
- Make the children aware of what your new routine will be like, what they will need to wear etc. in advance so they know what to expect, this could be a conversation, role play or a photo story of key things for example.
- Ensure children are aware of the boundaries and routines expected within the home.

Physical development



Physical development is further broken down into two sub-sections:

- **Moving and Handling**
- **Health and self-care**

How we help the children to develop within this area -

- Funky Fingers activities – this may be picking up pompoms with tweezers, using pegs, threading beads, mark making, this aims to encourage the essential skills and muscles needed for writing such as holding a pen in a pincer grip and effectively using their hand eye co-ordination.
- Zumba, Forest School, Wake and Shake sessions – to encourage gross motor skills and co-ordination such as balancing, jumping, skipping, avoiding obstacles etc.
- Lots of opportunities for mark making across all areas of learning – we incorporate mark making within all of our activities, encouraging the children to apply meaning to the marks they make.



- Promoting independence within health and self-care – encouraging children to dress themselves, attend toileting needs and wash and dry hands independently.
- We encourage and explore a range of foods promoting a balanced diet – for example by cooking, growing fruit and vegetables, pouring their own drinks at snack time, buttering their own crackers etc.

What can you do at home?

- Encourage mark making – ask your child to help you make a shopping list, write cards, or labels for things. This doesn't have to be actual letters, they may form lines and circles and apply meaning to these marks – emergent writing.
- Explore the outdoors – experiment with moving in different ways, play ball games, do some skipping, practice riding scooters and bikes.
- Encourage independence in dressing and toileting

Communication and Language



Communication and Language is further broken down into three sub-sections:

- **Listening and Attention**
- **Speaking**
- **Understanding**

How we help the children to develop within this area -

- Drawing attention to and exploring environmental sounds (Letters and Sounds) – for example going on listening walks, playing sound bingo, hiding an object e.g. a set of keys and shaking it so the children can guess what it is.
- Drawing attention to initial sounds (Letters and Sounds) – identifying the sounds at the beginning of names, days of the week, key words / activities, making silly soup with objects all beginning with the same sound, exploring rhymes and similar sounding words, looking in mirrors whilst making different sounds.
- Whole group story and singing sessions – this may be with props, a book, story map, using a range of different methods to expose children



to a broad range of vocabulary and the language and structure within stories.

- Lots of practical and first hand experiences – real experiences enable children to develop an ability to explain their thoughts, ideas and assist in sequencing /explaining events and how things work.
- Opportunities for role play – this encourages turn taking in conversation, using a range of vocabulary and listening skills, and acting out previous experiences.
- Short carpet time sessions daily – to develop listening and attention, speaking and understanding around a particular theme, event, idea or addressing misconceptions.



What can you do at home?

- Look through photos of past experiences - encourage your children to talk about these.
- Read, read, read! Share books together regularly to expose children to print and a range of vocabulary. This will increase their vocabulary range and develop their ability to listen, process and respond to what they have heard.
- Model effective communication – commentate on what is happening, model a range of vocabulary, don't be afraid to use big words, have lots of conversation about a range of things, modelling how to turn take and how to be a good listener.
- Draw attention to print within the environment – look at labels, road signs, print in books, on the computer, so children develop awareness to how print carries meaning.

Mathematics



This is divided into 2 subsections:

- **Numbers**
- **Shape space and measures**

How we help the children to develop within this area –

- Provide children with a reason to count – giving them a purpose for using numbers, such as counting out animals onto Old McDonald’s farm or counting the number of children in on each day. Using language of more and fewer.
- Having a number rich environment – drawing attention to numbers around the room, on toys, objects etc., using number flashcards daily (1-10), looking at numbers on doors, signs, labels.
- Using the language of size and weight – comparing and ordering objects by size, for example ordering ‘the very hungry caterpillar’ from smallest to biggest as he gradually grows. Or using the balancing



scales to weigh a selection of fruit and vegetables then ordering these accordingly.

- Positional language – for example challenging the children to place Incy Wincy next to, on top of, inside, behind the water spout.
- Time related language – daily carpet times looking at the days of the week, using our floor book to look at past, present and future activities and experiences, experimenting with a range of items that measure time, stop clocks, sand timers etc.
- Encouraging the children to represent numbers on paper: for example completing a tally chart for each child's favourite food, or a pictogram of how the children got to school e.g. car, bike etc.



What can you do at home?

- Count anything ... from the number of fruit in the fruit bowl, the number of lamp posts you walk past when out for a walk, or number of odd socks in the washing pile!
- Recognising numerals in the environment – draw attention to the numbers on buses, on sign posts, comparing door numbers, numbers on packaging, tickets etc.
- Matching – matching up socks, pairs of shoes – looking at colours, patterns, counting them in 2's, order them by size.
- Looking at shapes in the environment – look at the shapes of plates, mats, food, signs, toys etc.
- Draw attention to time – What day was it yesterday, today, tomorrow?, can they recognise numbers on a clock, use timers, clocks, phones to measure short periods of time.
- Measuring – cooking and baking: ask your child to help prepare meals, weighing out ingredients, looking at the time different things take to cook, counting out cutlery to lay the table.
- Looking at the language of size – Who is the tallest / smallest? Who has the biggest hands / feet? Challenge them to order different household objects from biggest to smallest.

Literacy



This is divided into two sub-sections:

- **Reading**
- **Writing**

How we help the children to develop within this area –

- Drawing attention to and exploring environmental sounds (Letters and Sounds) – for example going on listening walks, playing sound bingo, hiding an object e.g. a set of keys and shaking it so the children can guess what it is.
- Drawing attention to initial sounds (Letters and Sounds) – Identifying the sounds at the beginning of names, days of the week, key words / activities, making silly soup with objects all beginning with the same sound, exploring rhymes and similar sounding words, looking in mirrors whilst making different sounds.
- Whole group story and singing sessions – this may be with props, a book, story map, using a range of different methods to expose children to a broad range of vocabulary and the language and structure within stories.



- Lots of opportunities for mark making across all areas of learning – we incorporate mark making within all of our activities, encouraging the children to apply meaning to the marks they make, and write names on their work etc.
- Drawing attention to print within the environment and exploring print– looking at signs, messages, letters etc. decorating letters, threading around letters, developing awareness that print carries meaning.
- Access to a range of books at all time – making reading books fun and interesting
- Funky fingers activities – this may be picking up pompoms with tweezers, using pegs, threading beads, mark making, this aims to encourage the essential skills and muscles needed for writing such as holding a pen in a pincer grip and effectively using their hand eye co-ordination.



What can you do at home?

- Read, read, read! Share books together regularly to expose children to print and a range of vocabulary. This will increase their vocabulary range and develop their ability to listen, process and respond to what they have heard.
- Draw attention to print within the environment – Look at labels, road signs, print in books, on the computer, so children develop awareness to how print carries meaning.
- Encourage mark making – ask your child to help you make a shopping list, write cards, or labels for things. This doesn't have to be actual letters, they may form lines and circles and apply meaning to these marks – 'emergent writing'.
- Children will learn how to form lower case letters first once they get to school, so if you are going to begin letter formation with them, please use lower case letters. The first 6 sounds which will be introduced at school are: s, a, t, p, i, n, they are usually shown how these letters are formed as and when the letters are introduced, not all schools have the same handwriting style or phonics scheme, there are various schemes and programmes schools can choose from.

If you have any questions please pop in and see us, we are happy to provide more information or answer any questions you may have.





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